

**CENTER FOR INTERNATIONAL PROGRAMS & SUSTAINABILITY STUDIES**

**Course Title:** COSTA RICA COLLOQUIUM: HISTORY AND CULTURE

**Course code:** HUM 3513

**Total contact hours & credits:** 48 HOURS; 3 CREDITS

**COURSE DESCRIPTION:**

This course will provide students with an introduction to Costa Rican history and culture. The socio-economic and political features that have shaped and defined the history and development path of Costa Rica will be explored. The major social issues that have emerged to the present day will be uncovered to provide the student with an understanding of how Costa Rica's present day culture has been shaped. Students will have the opportunity to explore 3 main areas: (i) the historical dynamics that have influenced contemporary Costa Rica's cultural profile, (ii) the global and regional dynamics that have influenced the history and cultural development of Costa Rica, and (iii) Costa Rican characteristics in its present day society and culture.

This is a theoretical-practical course that seeks to clarify the following question:

***How to use the connection with the local history and culture as a foreign student to apply introspection towards my own culture?***

**In order to answer this question, the following topics will be studied:**

- Costa Rican history, government and politics
- Costa Rican economy in comparison with international data
- Class and community, education and religion in the country
- Environment, health and social issues in the country
- Family and leisure; arts and culture

**The acquirement of the following skills will be promoted during this course:**

- ✚ Ability to explore the socio-cultural dynamics that affect human interactions.
- ✚ Ability to open creativity channels to think in alternative ways.
- ✚ Ability to apply frames and models that help the development of communicative competencies improving personal relationships.

**Besides, the following values and attitudes will be promoted among students:**

- ✓ Concern for learning to learn
- ✓ Systemic thinking
- ✓ Respect for diverse thinking
- ✓ Listening and communicational intelligence

## COMPETENCIES, CRITERIA AND EVIDENCE:

At Veritas University competencies are reflexive and integrated actions that respond to the professional profile and to context issues ideally and ethically through the integration of abilities, skills and knowledge. What follows are the discipline and core competencies and their correspondent key competencies and evidence of learning for this course. What follows are the discipline and core competencies and their correspondent key competencies and evidence of learning for this course.

The headings included below, are the performance criteria for general and disciplinary competencies.

**Table 1:** General and disciplinary competencies and performance`s criteria and evidences for the *Costa Rican Colloquium* course.

COMPETENCIES TYPE	KEY COMPETENCIES	PERFORMANCE EVIDENCE
<b>Disciplinary</b> Integrates knowledge and practice to develop successful communication processes, focusing in the understanding of the local culture.	<ul style="list-style-type: none"> <li>▪ Analyzes the actors and context immerse in specific cultural processes.</li> <li>▪ Discusses the differences between its own and native culture</li> <li>▪ Analyzes historical topics considering the differences with contemporary ones</li> </ul>	<ul style="list-style-type: none"> <li>▪ Discussions in class</li> <li>▪ Project</li> </ul>
GENERAL COMPETENCIES	PERFORMANCE CRITERIA	PERFORMANCE EVIDENCE
Integrate knowledge and attitudes needed for learning in a continuous way through life, considering the development of society	<ul style="list-style-type: none"> <li>▪ Learn to learn</li> <li>▪ Discuss the cultural elements</li> <li>▪ Review personal reactions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Journal</li> <li>▪ Class discussions</li> </ul>
Develops the knowledge, skills and attitudes needed to learn how to communicate in an oral and written form.	<ul style="list-style-type: none"> <li>▪ Communicate thoughts in oral and written form.</li> <li>▪ Communication intelligence and abilities</li> <li>▪ Promotes introspection</li> </ul>	<ul style="list-style-type: none"> <li>▪ Journal</li> <li>▪ Project /report</li> <li>▪ Presentations</li> </ul>
Integrates the knowledge, skills and attitudes needed to learn interpersonal communication techniques	<ul style="list-style-type: none"> <li>▪ Relate with others.</li> <li>▪ Listen deeply.</li> <li>▪ Communicate thoughts in oral and written form</li> </ul>	<ul style="list-style-type: none"> <li>▪ Project/report</li> </ul>

## **CONTENTS:**

### **Unit I: A primer in Costa Rican History**

- Indigenous and Colonial times: A cultural change.
- Coffee, cattle and banana histories and cultures.
- The crisis cultures: social movements, the women's movement, the labor movement and the emergence of communism.
- The cultural characteristics of the oligarch.

### **Unit II: 20<sup>th</sup> Century in Costa Rica**

- Civil War and the emergence of a new middle/ business class.
- Democracy versus dictatorships.
- The Welfare State and the Golden Years. Solidarity and stability
- The 1980s economic crisis and its social, cultural and environmental impacts.

### **Unit III: Shaping Costa Rican Culture and Politics**

- The Costa Rican culture.
- A culture of conservation: Sustainable development and nature tourism.
- Costa Rican contemporary art world and cultural figures.
- Shaping cultural forces: Machismo and the church.

### **Unit IV: 21<sup>st</sup> Century: Nowadays**

- Globalization and cultures in crisis: Neoliberal individualism or a Post-modern participatory citizenship.
- Costa Rica towards 2050.

## **METHODOLOGY:**

Classes are of an interactive nature, stimulating the collective construction of knowledge; so, the students are able to recognize, by their own means, the context in which they are and how they can use it to understand the topics of the course. Activities are planned at a basic and intermediate level and they promote teamwork exercises in class, studies analysis, argumentative essays, and research projects. The methodology of theoretical and some practical exercises (sometimes done around campus), together with readings, discussions, assignments and visits will provide a clearer approach for personal and professional development. Teacher's role is mainly to mediate, facilitate and guide the teaching and learning process, allowing students to build and self-regulate their own learning, based on their previous knowledge. The student is active; the teaching-learning process is collective and socialized, as it fosters social integration and enhances learning and respect.

Along the course the expository method is used both by the professor and by students, individually and in groups, always promoting the participation of the students through their direct intervention in discussions, extension of concepts and analysis of the topics exposed.

Finally, the course will intent to integrate an open opportunity to expand more awareness into the connection with the local history and culture as a means to apply introspection towards his/her own culture, contributing to the following learning strategies.

**Learning strategies:** The following learning strategies will be used:

- a. **Sharing-info Presentations:** Topics will be distributed among the students for their research and presentations to the class, in order to generate class interaction, discussions and more well thought of different topics. The ***semi-formal oral presentations*** (students can choose how to do their presentations, with computer aid, or with a theatre rehearsal, or just using in a very well orderly way the whiteboard, among others) will be followed by class discussions, for which the students should be prepared to participate and bring information to it. Each student will present four topics:
  - ✚ Historical figures (see list in different document)
  - ✚ Cultural figures and features (see list in different document, could be in small to medium size groups)
  - ✚ Favorite places (from personal experiences during the trip, pictures!!)
  - ✚ Book chapter (VERITAS Library visitation, could be in small groups)
  
- b. **A personal Journal** is developed by each student as a document that contains her/his experiences in the country as a type of personal journal; to be done during the length of the class; along the whole term. It is an instrument for the reflection of concepts and experiences for the student. It should show challenges and reactions to class activities and the Costa Rican trip. The ***journal document*** is expected to have two entries per week (20 entries, two paragraphs each); there is also a class session devoted to share this information by means of an ***informal oral presentation*** (no PPT or any kind of audiovisual aid is required).
  
- c. **Research Project** is an academic documentary research product of the class. The student chooses a topic for the reflection on the concepts presented and discussed in class to go in depth in a specific topic of interest. The ***document paper*** is 7 pages (maximum); there is also a class session devoted to share this information by means of a ***formal oral presentation*** (a PPT, video or very well written Blog is required).

**Educational resources:** In order to guarantee good development of the course, therefore to guarantee learning, the following resources are available: an updated bibliographic database, multimedia equipment that students can use for their individual presentations; whiteboards and other school equipment for weekly sessions, and readings provided by the educator. All of these complement the suggested projects and provide the students with higher possibilities of knowledge own ship.

The classroom lessons are complemented by city fieldtrips (Museums' visits for example), which account as a practical class. For 60 hours classes, fieldtrip costs are included. For 48 hours classes, like *Colloquium*, usually one till a maximum of three close-by or city locations are chosen; students will need to bring money for paying public transportation means, and entrance-fees if those are needed (some places can be visited for free).

During independent work periods students will be able to attend the institution. Students have access to the institution's library during opening hours, also they can access study areas or computer labs and any other convenient area on the university's campus for individual study. Likewise, the university provides free Wi-Fi access to all students, professors and staff throughout the campus. The Wi-Fi connection gives students the possibility to work not only in the library or computer labs, but also around campus.

The university also places the CANVAS Learning Management System at the disposition of students and staff ensuring pedagogical flexibility making it easier to integrate new technologies into the courses, and ensure seamless and effective communications between the student and professor at all times through an app center. The professor will make available to students, through the CANVAS platform, the presentations, videos, readings and other material used during class.

#### **LEARNING EVALUATION:**

Evaluation by competencies is the process by which evidence is collected and an opinion is given, having in consideration the pre-established criteria. There are rubrics that give a quantitative and qualitative description of the student development. In order to make the course or program better competencies based evaluation compiles and evaluates evidence by taking into account feedback providing pre-established criteria. The course evaluation must be aligned with the competencies and the teaching methodology. There is a rubric for each evaluation resource. Even though the rubric grants a grade, it is also a quantitative and qualitative description of the students' performance. The rubrics include the core and discipline key competences.

**General format for all written assignments:** Even though a specific rubric is provided for each assignment, the general format for all written assignments includes:

- Header with name, class and date
- Letter size page
- Arial 11 and double spacing
- Margins 3x3 centimeters
- APA format for bibliography sources.

Also, the following items will be taken into account for all of the presentations:

- Preparation and content
- Organization and style
- Student's critical opinion and punctuality.

Whenever required, assignments should be submitted electronically through Canvas platform or can be sent directly to: [itorrealba@veritas.cr](mailto:itorrealba@veritas.cr).

**Table 2:** Evaluation of the “Costa Rican Colloquium” Course.

LEARNING EVALUATION ITEMS	PERCENTAGE VALUE
<p><b>Sharing information presentations (40):</b></p> <ul style="list-style-type: none"> <li>▪ Historical figures presentation</li> <li>▪ Art figure presentation</li> <li>▪ Chapter presentation</li> <li>▪ Favorite places presentation</li> </ul>	<p>10%</p> <p>10%</p> <p>10%</p> <p>10%</p>
<p><b>Class project (30):</b></p> <ul style="list-style-type: none"> <li>▪ Argumentative essay</li> <li>▪ Project Presentation</li> </ul>	<p>20%</p> <p>10%</p>
<p><b>Personal journal (30):</b></p> <ul style="list-style-type: none"> <li>▪ Written document</li> <li>▪ Journal presentation</li> </ul>	<p>20%</p> <p>10%</p>
<b>TOTAL</b>	<b>100%</b>

## RUBRICS

RUBRIC FOR «SHARING INFORMATION» PRESENTATIONS (4 presentations; 10 points each one)					
INDICATOR	EXC (10)	VG (9-8)	SUF (7)	INS (6 or less)	COMMENTS
Creativity					
Communication/description					
Complete information					
Quality					
TOTAL					

<b>RUBRIC TO EVALUATE THE JOURNAL AND PROJECT ORAL PRESENTATIONS</b> (2 presentations; 10 points each one)					
<b>INDICATOR</b>	<b>EXC (10)</b>	<b>VG (9-8)</b>	<b>SUF (7)</b>	<b>INS (6 or less)</b>	<b>Comments</b>
Includes a general introduction, an explanation of the topic and a conclusion or final considerations					
The presentation has a creative and clear approach.					
The quality and quantity of information provides evidence to support his/her arguments in his/her responses to class discussion.					
Articulately expresses the knowledge obtained during the investigation/work, in his/her responses to class discussion.					
<b>Total</b>					

<b>RUBRIC FOR THE «PERSONAL JOURNAL» WRITTEN DOCUMENT</b> One document 20 points					
<b>INDICATOR</b>	<b>EXC (10)</b>	<b>VG (9-8)</b>	<b>SUF (7)</b>	<b>INS (6 or less)</b>	<b>Comments</b>
The document contains 20 entries					
Introspection and analysis is evidenced in the writing					
Good description of situations and experiences evidenced by a classification of the different subjects (e. g. "personal learnings", "to be taking into account", "broadening my culture", "time perception")					
<b>TOTAL</b>					

RUBRIC TO EVALUATE THE ARGUMENTATIVE ESSAY					
One document, 20 points					
INDICATOR	EXC (10)	VG (9-8)	SUF (7)	INS (6 or less)	COMMENTS
Introduction with purpose, general presentation of the subject and clear objectives.					
The main idea names the topic of the essay and outlines the points to be discussed.					
At least one consistent, serious and convincing personal contribution.					
Arguments and secondary ideas are presented in a logical order that makes the author's ideas easy and interesting to follow.					
Word order or structure in sentences is logical.					
All ideas presented are related to the topic; and those are presented with clarity and objectivity (without repeating them and without gaps).					
Did not use copy and paste.					
The conclusion is solid and leaves the reader with an absolutely clear idea of the author's position.					
Meets the format requirements: Cover, margins size, typography, character size, paragraph spacing, title congruent with content, student and course information; quotes are clear and precise.					
Information sources are varied and multiple. The information collected is related to the topic, is relevant and updated. Sources are reliable and contribute to the development of the subject.					
<b>Total</b>					

## MAIN BIBLIOGRAPHY:

- Alfaro-Córdoba, A. (2018). Contested identities in Costa Rica: Constructions of the Tico in literature and film. Liverpool: Editorial Universidad de Liverpool, 2018. *Anuario de Estudios Centroamericanos, Universidad de Costa Rica*, 44: 1-4.
- ESTADO DE LA NACIÓN. (2018). **Informe Estado de la Nación en Desarrollo Humano Sostenible 2018**. San José: Programa Estado de la Nación.
- INSTITUTO DE ESTADÍSTICA Y CENSO. (2018). **Costa Rica en Cifras 2018**. San José: Instituto Nacional de Estadística y Censo.
- Martínez-Gutiérrez, B. (2016). **Cronología de la educación costarricense**. San José: Imprenta Nacional de Costa Rica.
- MINISTERIO DE PLANIFICACIÓN NACIONAL Y POLÍTICA ECONÓMICA. (2018). **Costa Rica post 2030, principales retos al 2050**. San José: MIDEPLAN, Unidad de Análisis Prospectivo y Política Pública.
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- MINISTERIO DE AMBIENTE Y ENERGÍA. (2017). **La conciencia ambiental en Costa Rica: evolución, estado actual y retos y futuros: sistematización del proceso de mejoramiento de la conciencia ambiental de Costa Rica**. San José: MINAE, SINAC, JICA, Hernán González, Darío Aramburo Rojas: Coordinador: Masaki Osawa.
- Torrealba, I. (2017). **Un legado escondido en las memorias del tiempo: Historia ambiental del Principado de San Miguelito de Barranca. Premio Jorge Volio en Ciencias Sociales 2016**. San José: Colegio de Licenciados y Profesores de Costa Rica, disponible en <https://www.researchgate.net/publication/317813667>.
- Torrealba, I. (2013). **Evolución del pensamiento ambiental en Costa Rica: Una perspectiva alternativa de la historia de conservación-desarrollo**. San José: Producto del Proyecto de Investigación de la Universidad de Costa Rica No. 550-B1-306, disponible en <http://historia-ambiental.wix.com/blogpacifico>.
- UNITED NATIONS DEVELOPMENT PROGRAM (2018). **Human Development Indices and Indicators, 2018 Statistical Update**. Washington, D.C.: Communications Development Incorporated.
- Zeledón-Cartín, E. (2013). **Biografías de costarricenses (1° edición)**. San José: Editorial Universidad Nacional de Costa Rica.

## Complementary bibliography:

- Alvarengo-Venutolo, P. (2000). **Trabajadores Inmigrantes en la Caficultura. Cuaderno de Ciencias Sociales; No. 116**. San José: FLACSO.
- Bethall, L. (ed.) (1990). **The Cambridge History of Latin America. Vol VII**. New York: Cambridge University Press.
- Brenes-Marín, J. (1998) **The Women's Movement, Its History, Its Struggles and its achievements: The Case of Costa Rica**. San José: Editorial Universidad de Costa Rica.

- Castillo-Araya, E. (2005). *El Libre Comercio entre Centroamérica y los Estados Unidos: Estrategias y Amenazas*. San José: Editorial Universidad de Costa Rica.
- Clark, M. A. (2001). *Gradual Economic Reform in Latin America: The Costa Rica Experience*. New York: State University of New York
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- Creedman, T. S. (1977). *Historical Dictionary of Costa Rica*. New York: The Scarecrow Press.
- Molina, I. & S. Palmer (2007). *The History of Costa Rica: Second Edition*. San José: Editorial Universidad de Costa Rica.
- Hiltunen-Biesanz, M., R. Biesanz & K. Zubris-Biesanz. (1999). *The Ticos: Culture and social change in Costa Rica*. Colorado: Lynne Rienner Publishers.
- Torrealba, I. (2006). *Suré: A cultural guide for living in Costa Rica. Practical tips for adjusting to life among the Ticos while improving your Spanish*. San José: Maralvis 2000.
- Wilgus, A & D'eca, R. (1966). *Latin American History: A Summary of Political, Economic, Social, and Cultural Events from 1492 to the Present*. New York: Barnes and Noble.
- Vega-Jiménez, P. (2006). *Con Sabor a Tertulia: Historia del Consumo del café en Costa Rica (1840-1940)*. San José: Editorial Universidad de Costa Rica.

#### CHRONOGRAM:

The time organization of the class will depend if it is an intensive or a regular class.

Week	Theme	Strategies
1	C.R. intro	Observation exercise discussion
2	History: A Primer	Presentation Unit 1 discussion
3	History: A Primer	Presentation Unit 1 Class activities
4	20 <sup>th</sup> Century	Presentation Unit 2 discussion
5	Shaping culture and politics	Presentation Unit 3 Class activities
6	Nowadays	Presentation Unit 4 Globalization discussion
7	Historical Figures	Sharing-info, Students Presentations about historical figures Class discussion
8	Cultural Figures and Features	Sharing-info, Students Presentations about Culture Fieldtrip (National Museum, UCR, Central Park, TSE)
9	Tourism	Sharing-info - Favorite places presentations Class discussion on tourism and sustainability
10	Reinforcing history and culture perception	Sharing-info – Book chapter presentations Discussion on Costa Rica society and culture
11	Introspection	Personal JOURNALS Presentation of the journals (can select what to share)
12	Integration of knowledge	Research PROJECTS Presentation of argumentative essays

## **COLLEGE POLICIES AND GENERAL REMARKS**

**Audience:** This course is structured for international students attending the Study Abroad Program at Universidad VERITAS. However, courses are not exclusive to foreigners, so a few native students could enroll in this course. Some of the CIPSS' courses might also been taught in Spanish as part of Veritas's Bachelors and majors.

**Attendance Policy:** Students are only allowed a total of 2 nonconsecutive (back to back) absences. The student will fail the course if he/she has more than two absences. Students will have a zero on any assignment evaluated in class (presentations, evaluations, class activities, etc.) if he/she is absent unless the student presents an official document no later than one week after the absence. If the student presents an authoritative report to excuse the absence, he/she must submit the missed assignment on that same week. An unjustified absence to a city fieldtrip will immediately mean losing all of the points assigned to the field trip. If an official document is presented for that class absence, students will have to present a research assignment to obtain 50% of the points.

The only exception to this rule is when two-course field sessions collide in programming. Students can then opt for doing a research assignment not to lose any points on the field trip they don't attend but it must be coordinated ahead of time with the professors. Three late arrivals to class (within the first 15 minutes) are treated as one absence. If you come to class 30 minutes late without an official justification document, it will also count as an absence. If you tend to be late for class, you will lose a percentage of your total grade according rubrics and course's evaluation.

**Code of conduct:** Professors have the right to expel a student from the classroom should he or she:

- 1) Be disruptive in the classroom.
- 2) Behave in a disrespectful way.
- 3) Be under the influence of alcohol or even smell like alcohol.
- 4) Be under the influence of any illegal drug.
- 5) Present hygiene problems that may disturb other students.

**Academic Integrity:** Plagiarism is against university and the CIPSS department's regulations. Students are not permitted to use information (ideas, theory, data, statistics) from another's work without clearly citing the source (with the name and date clearly referenced in the main text of your work and the source title, publication, and place referenced in the bibliography). If your work includes quotes from another's

work – then the cited/quoted pieces must be clearly marked with citation marks/quotation points and then the reference must include (name, date and page numbers). The *Chicago* referencing method is one of the most used, however check which method your teacher prefers before you hand-in your work. If you are not clear about the meaning of plagiarism and the use of correct source referencing then please do not hesitate to ask. We are here to learn and to be creative, not to copy. If a student is found plagiarizing they will be expelled from the course.

**Equal Access:** Please approach the CIPSS staff members and/or your teacher if you have varied abilities, a disability, or other particular and individual needs that might impact upon your learning experience and opportunities. The CIPSS department and its staff are dedicated to making sure that we provide equal access to all of our students.

**Electronic devices:** The use of cell phones, smart phones, or other mobile communication devices is disruptive, and is therefore prohibited during class. Please turn all devices OFF and put them away when class begins. Devices may be used ONLY when the professor assigns a specific activity and allows the use of devices for Internet search or recording. Those who fail to comply with the rule must leave the classroom for the remainder of the class period.

**General observations:** The student must conform to the provisions of the Veritas “REGLAMENTO DE RÉGIMEN ESTUDIANTIL”. The rulebook is available for downloading at <http://autogestion.veritas.cr/>