

Living  
Routes

Study Abroad in Ecovillages



COSTA RICA  
Tropical Ecology, Development  
and Social Justice in Monteverde

SPRING SEMESTER 2011  
*January 23 – May 2, 2011*

ACADEMIC CURRICULUM



UMASS  
AMHERST

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## *Program Overview*

Explore the impact of global trends and policies on sustainable development, and environmental and social justice. Study the interrelated issues of environmental, economic and community sustainability in Monteverde, Costa Rica - one of the most unique and fragile environments on earth. Come walk in the clouds among the largest number of orchids in the world, where resplendent quetzals flash through the trees and howler monkeys sound the morning wake up call. Experience Costa Rica: a peaceful and developing country that abolished its army in order to allocate resources to the environment and education. Interact with Monteverde area farmers who have always farmed organically, who formed cooperatives to promote Fair Trade before that term was invented. Sit in quiet meditation with local Quakers who immigrated here in the 50's. Engage in social justice and development projects to conserve this rare and bountifully diverse environment.

### *Monteverde as Community*

The name Monteverde has a number of different definitions. It is the small, planned community established by the Quakers in the 1950s, and it is a larger commercial, socio-political and biological zone encompassing a number of smaller feeder communities. As a result of rapid, relatively unchecked, economic and population growth, Monteverde has been beset by a number of socio-economic pathologies. Economic development has created a need for much more highly skilled workers, but education lags in this area. Global eco-tourism has created a tension between conservation interests and more traditional business interests. Additionally, ecotourism is changing in dramatic ways, and local economies are being forced evermore to streamline their attractions into 'ecomalls,' which can lead to the centralization, concentration and exportation of wealth. Farms are selling their land to foreign interests, simultaneously driving up real estate prices, forcing local residents out of the market; and subsequent generations are moving into jobs vulnerable to tourist-driven boom and bust cycles. For all of these reasons, Monteverde is a perfect location to look at larger, far-reaching questions about social justice and sustainable development and how it is interwoven into the environment and indeed, the future of Costa Rica.

### *Monteverde Institute*

The Monteverde Institute (MVI) is a member-governed Costa Rican not-for-profit association. Founded in 1986, the Institute facilitates place-based research and education abroad, while promoting research and community development activities relevant to Monteverde. Through the participation of international students, faculty, researchers, and the local community, our programs and projects have evolved to be both locally focused and globally relevant – a unique interplay between a world community and a particular locale. "Education for a Sustainable Future" is the core theme of all of MVI's programs, with an acknowledgment that sustainability requires equal consideration of environmental, social, cultural, economic, and technical factors, as well as varying worldviews. The complex and multifaceted issues faced in Monteverde and around the world call for multidisciplinary and interdisciplinary study, professional practice and hands-on-experience. The cornerstone of MVI's approach is its synergism between international study, applied research, and community engagement. The Monteverde

Institute has several areas of focus that reflect the complex issues faced by the Monteverde zone and around the world. These include:

- Water Resources
- Ecotourism
- Conservation Biology and Tropical Ecology
- Community Health and Community Outreach
- Community Education and Information Access
- Land Use and Sustainable Development
- Spanish Language and Culture

Approximately 70 members of the local and international community who elect the Board of Directors govern the Association. The Board of Directors then selects the Executive Director. Seven Board members, plus one alternate, serve terms from two to four years.

### ***San Luis***

During the program, students reside in homestays in the village of San Luis. Considered part of the Monteverde zone, San Luis is a small village that lies in a valley located at the base of thousands of acres of conservation land and a couple of thousand feet below Monteverde. A 15-minute drive from the world-famous Monteverde Cloud Forest Preserve, San Luis is locally known for its impressive waterfall, pristine river and panoramic views over the Gulf of Nicoya and Pacific Ocean. San Luis is quiet, friendly town of dairy farmers, tropical fruit orchards and small family-owned coffee plantations and cooperatives that has not experienced equivalent growth or development as Monteverde. It remains a small town with a strong sense of family and community.

While close to the economic, social, educational, artistic and tourist centers of Santa Elena and Monteverde, San Luis' valley location, combined with its mild weather and rural nature have made it an ideal home to EcoBambu, a regionally recognized and locally owned paper recycling and crafts cooperative. It is also home to Cafe San Luis and Cafe Bella Tica, two family-owned, locally grown and sustainably produced and processed coffee brands. The University of Georgia's study abroad and research campus benefits from the hundreds of acres of pristine, virgin cloud forest for ongoing scientific research. And the Tropical Science Center and the Children's Eternal Rainforest both also maintain private nature reserves in San Luis, which together with the UGA campus protect close to one thousand acres of critical habitat for migratory wildlife.

### ***Homestay Program***

MVI works with over 120 families in the area surrounding Monteverde. The Homestay Coordinator screens families and visits family homes on a regular basis. Families must provide students with their own private room although the family shares bathrooms. Families provide three meals each day, do student's laundry and include students in family outings and events. MVI requires that students abide and respect household rules, help in small household chores (ie. washing dishes, keeping home organized, etc.), speak only in Spanish unless there is a designated time when students help family members learn English.

The Homestay Coordinator provides an orientation about the homestay experience at the beginning of the program and throughout the stay, students can always count with her, as well as, the Course Coordinator as a support for any questions, doubts and/or emergency circumstances –if any. Students are grouped together in near proximity, but only one student is allowed per family. The Homestay Coordinator works with students through the semester to reflect on and talk about cultural differences, effective communication, stereotypes, manners and customs. Students fill out extensive information sheets to help in the matching process, specifying; likes and dislikes, diets, talents they can share with others, medical needs, allergies, and more,. Students and families both fill-out extensive evaluations at the end of the program and these are reviewed by the Homestay Coordinator so that MVI is continually working to make Homestays the best and most valuable experience for both students and families.

# Sustainable Development and Social Justice

**Program: Costa Rica:** Tropical Ecology, Development & Social Justice in Monteverde

**Department:** Political Science

**Course #:** TBD

**UMass Faculty Sponsor:** Sonia Alvarez, Ph.D.

**LR/MVI Faculty:** Fran Lindau, M.A.T.

**Term:** Spring 2011

**Credits:** 4

## *Course Description*

This course explores Costa Rica's historical evolution, seeking to understand the factors that created the country's social, political and economic and natural environment. In addition, and as part of this analysis, we discuss the ways in which Costa Rica differs from its Central American neighbors. The course then moves on to explain Costa Rica's contemporary political, social and economic situation and to discuss the impact of globalization and the adoption of free trade on the country. Using Costa Rica's unique history as the frame, we consider different phases of traditional and sustainable development.

The concluding portion of the class focuses on Monteverde, revealing the ways in which the community experiences the larger trends affecting the country. In particular, we will analyze the effectiveness of sustainable development attempts in Costa Rica, how tourism and economic development impact the local environment and how these same changes affect different groups and people. In addition, rapid population growth in Costa Rica, conjoined to intense pressures to promote certain types of economic development, accentuate the country's already very substantial rural/urban gap. Monteverde, as both a rural community, and a magnet for tourism, sits juxtaposed between these two extremes, capturing the tension between the global and the local, as it tries to maintain significant portions of a rural way of life and social structure, while being inexorably transformed into a tourist mecca and service economy. These changes, as is true in much of Costa Rica, impact the distribution of income, the concentration of wealth and land, and have profound effects on efforts to protect the natural environment.

## ***Course Objectives***

Students will:

- Examine the various definitions of social and economic development and the tensions between their competing goals.
- Understand the consequences, both intended and unintended, of governmental social, economic and political policies.
- Develop an analytical framework for considering questions of economic, social and political justice.
- Study the local social, economic and political environment; conduct original, primary research, and craft research projects in the field.
- View challenges facing a community through an analytical framework of social justice and sustainable development.
- Articulate and apply competing theories and applications of development and explore models of sustainable development within Costa Rica and Monteverde.
- Consider challenges to sustainable development in developing countries.
- Build upon previous social science-related knowledge and augment skills in social science methodology.
- Understand the history and social development of Costa Rica within the context of larger regional considerations.
- Understand the status and challenges of various minority groups within Costa Rica and governmental and societal attempts to ameliorate social conditions through legislative and judicial means.
- Consider the tension between the protection of natural resources and governmental initiatives to promote neoliberal-based development.

## ***Learning Modalities***

This course uses lectures, readings, discussion, field trips, peer-directed study groups and self-crafted research projects as key strategies for allowing students to explore different approaches to learning and to master content through whichever methodology they find most effective.



## ***Course Schedule***

### **Jan 24: *Introductions***

#### Guiding Question(s)

- How is development defined and how has that definition evolved? What is meant by sustainable development and what criteria are used to judge its legitimacy and efficacy?
- What do we mean by social justice, and what are its constituent elements?

### **Jan 26: *Legacies of the Social and Economic Structures of the Colonial Period***

#### Guiding Question(s)

- Why was there less feudalism and land concentration in Costa Rica than in other parts of the Spanish Empire?
- Why did a rural smallholder class develop?
- Was traditional development sustainable? Why or why not?

#### Readings

- *Social Origins of Central American Democracy*
- Cruz - Chapter 3: *Orphans of Empire: Constructing National Identities*
- Palmer/Molina – Chapter 1: *Birth of an Exception?*

### **Jan 31: *Costa Rica's Economy and Polity during the 19<sup>th</sup> and early 20<sup>th</sup> Centuries***

#### Guiding Question(s)

- Given Costa Rica's commonalities with other CA countries during this period, how does one explain its subsequent idiosyncrasy (i.e. the eventual development of stable, institutionalized democracy)? Was that idiosyncrasy a hindrance or an advantage in the short and long term?

#### Readings

- Palmer/Molina – Chapter 2: *Coffee Nation*
- Booth et. al. – pages TBA

### **Feb 2: *Genesis of the 1948 War and its Consequences***

#### Guiding Question(s)

- What was the significance of this event?
- Was the social welfarism that it spawned conservative or progressive?
- What are the longer-term implications of the abolition of the military?

## Reading

- *A history of nonviolence? The social construction of Costa Rican peaceful identity.*
- Cruz - Chapter 4: *Postcolonial Paths: Rhetorical Strategies and Frames Booth et. al. – pages TBA*

## **Feb 7: Formation of Costa Rican Party System and the Institutionalization of Democracy**

### Guiding Question(s)

- Why did a two-party system develop and why did it eventually collapse?
- Are two-party systems generally beneficial to minority advancement? Explain.

### Readings

- *Democratic Development in Costa Rica*
- Cruz – Chapter 5: *Costa Rica: Possibility Mongers*
- Palmer/Molina – Chapter 4: *Democratic Enigma*

## **Feb 9: Evolution of Costa Rica’s “Singular Intimacy” with the United States and its Meanings for Costa Rican Sovereignty**

### Guiding Question(s)

- What are the consequences of Costa Rica’s relationship with the U.S.? How did it affect Costa Rica’s economic model?

### Readings

- Palmer/Molina – Chapter 5: *The Costa Rican Dream Booth et. al. – pages TBA*

## **Feb 14: Impacts of Conflict in Central America on Costa Rica in the 1980s**

### Guiding Question(s)

- How did the war raging on CR’s northern border and the U.S.’s role in that war affect the country’s political system and institutions?
- What did the war mean for human rights and government involvement in socio-economic programs?

### Readings

- *Honey* – pages TBA
- *Booth et. al.* – pages TBA

## **Feb 16: Midterm**

**Feb 21: *Costa Rica's Descent into Debt and the Social, Political and Economic Consequences of this Crisis***

Guiding Question(s)

- What were the impacts of the 1980's debt crisis on CR and how was its experience similar to, or different from, those of other heavily indebted Latin American countries?
- What did it mean for governmental action on social and economic issues and how did that compare to that of other countries?

Readings

- *From Economic Crisis to a 'State' of Crisis?: The Emergence of Neoliberalism in Costa Rica. A false economy?*
- *Evans: Chapter 5: Conservation through Crisis: Carazo and the Economy*
- *Evan: Chapter 6: Crisis Continued: The Monge Administration Franko: pages TBA*

**Feb 23: *Security Concerns, Resource Scarcity and the Costa Rican Welfare State***

Guiding Questions

- How did the debt crisis highlight CR's difficulties in funding its welfare state? Why does this problem still exist?
- Given that Laura Chinchilla won the most recent election largely on a law and order platform, how might this priority affect spending in other areas?

Readings

- *Palmer/Molina – Chapter 7: Working Paradise*
- *Chapter 8: Tropical Soundings*

**Feb 28: *Corruption and the Performance of the Costa Rican State (transparency international)***

Guiding Question(s)

- Given the strength of democratic norms, how does one explain the persistence of corruption in CR? What has corruption meant in terms of the rural-urban gap and the status of women and minorities?

Readings

- *Costa Rica: Corruption Scandals*

**March 2: *Adoption of a New Economic Model (CAFTA)***

Guiding Question(s)

- Why did CR embrace free trade?
- Who are the winners and losers of this change in macroeconomic policy?

### Readings

- *CAFTA and the Politics of Fear*
- *First NAFTA, Now CAFTA?*
- *Politics Before and After CAFTA: The Origins and Influence of Resistance to CAFTA in Nicaragua and Costa Rica*

### **March 7-9: Poverty, Inequality and Marginalization**

#### **Nicaraguans/Immigrants**

#### Guiding Questions

- What role do Nicaraguans play in the CR economy?
- What rights and benefits do they enjoy? Are they subject to discrimination? If so, what forms does this discrimination take?

### Readings

- *Differential Mortality Patterns Between Nicaraguan Immigrants and Native-born Residents of Costa Rica South–South Migration: The Impact of Nicaraguan Immigrants on Earnings, Inequality and Poverty in Costa Rica.*

### **March 14: Poverty, Inequality and Marginalization continued...**

#### ***Indigenous People***

#### Guiding Questions

- Do indigenous people suffer higher rates of poverty than other Ticos and, if so, why?

### Readings

- Palmer/Molina – Chapter 6: *Other Cultures and Outer Reaches*

## ***Afro-Caribbeans***

### Guiding Questions

- Do Afro-Caribbeans experience discrimination?
- Do they have higher indices of poverty than other Costa Ricans?
- Do they have access to higher education and to the Costa Rican elite?

### Readings

- *Hunger on the rise in Central America*

## **March 16: Poverty, Inequality and Marginalization continued...**

### **Women**

### Guiding Questions

- Does CR, despite its idiosyncrasy, suffer from the feminization of poverty?

### Readings

- *In the Kitchen: Negotiating Changing Family Roles in Costa Rica*
- *Pesticide Exposure and Respiratory Health of Indigenous Women in Costa Rica.*
- *The 'Feminization of Poverty' in Costa Rica: To What Extent a Conundrum?*
- *Poppies and Mangoes*
- *Unpacking the Packing Plant: Nicaraguan Migrant Women's Work in Costa Rica's Evolving Export Agriculture Sector*

### **Rural dwellers**

### Guiding Questions

- Is there an urban/rural gap in CR? If so, is it growing or shrinking? Why or why not?

### Readings

- *Building Sustainable Livelihoods While Conserving Biodiversity*
- *Development as Freedom and the Costa Rican Human Development Story*  
*EcoTopia*

**March 21-24: Nicaragua trip and break or March 20 –26, TBD**

Nicaragua Project (in conjunction with Spanish class assignment)  
Oral History Project – see assessments.

Readings (none assigned)

Independent Research and/or observation

**March 28-30: Neoliberalism and Tourism**

Guiding Question(s)

- How has the economic model adopted by CR over the last 20 years affected the expansion of tourism?
- What are the environmental and social implications of tourism?
- Is a tourism-based economy sustainable?

Readings

- *Building Sustainable Livelihoods While Conserving Biodiversity. Coffee, Farming Families and Fair Trade in Costa Rica: New Markets, Same Old Problems?*
- *Giving a Grade to Costa Rica's Green Tourism*
- *Building Sustainable Livelihoods While Conserving Biodiversity*
- *On the Trail of Living Modified Organisms: Environmentalism within and against Neo-liberal Order*

**April 4-13: Monteverde as a Reflection and a Case Study of Economic, Political and Social Change**

Guiding Question(s)

- What is the difference between Ecotourism vs. Sustainable Tourism?
- In the last 20 years, what has the concentration of wealth and land meant for the average Tico?
- What has Monteverde's rapid urban growth mean for public education and health care?
- What is the relationship between expatriates and the local community and what are its effects on social, political and economic development? Is the vision of sustainable development the same for a Tico as it is for an Expat?
- How has economic development affected environmental preservation?
- What are the security concerns for Ticos? For expats? Are the concerns a true reflection of social realities?

## Readings

- *Clouds Over A Quaker Forest*
- *Measuring the impact of fair trade on development*
- *Protecting Eden: Setting Green Standards for the Tourism Industry.*
- *The Monteverde Community: A whole greater than its parts.*
- *How 'Eco' is Ecotourism? A Comparative Case Study of Ecotourism in Costa Rica.*
- *Spectacular Quetzals, Ecotourism and Environmental Futures in Monteverde, Costa Rica*
- *Community-Based Ecotourism and Sustainability: Cases in Bocas del Toro Province, Panama and Talamanca, Costa Rica*

***April 15: Final exam***

***April 18-20: Oral Presentations***

## ***Course Requirements***

### Attendance/Participation

Daily class attendance is crucial in this course. We will be exploring the readings in greater depth and applying them to previous readings and personal observations. The class discussions will also provide material for your blog, and each day will build on previous material. Missing a class could mean the loss of essential information that could hinder your performance in other aspects of the class. You are expected to participate in class discussions by asking informed questions or drawing inferences or nuanced conclusions. You are also expected to be actively involved in field trip activities, bringing an open mind and a good attitude to each activity.

### Course Documentation

#### **1. Reflection Papers**

At the beginning of each class, students are required to submit a brief, but thorough, summary of the readings' central arguments and outlines the central questions raised by the readings. Students are encouraged and asked to consider previous readings and personal observations during field trips or free time to inform their writing.

#### **2. Integrated Research/Oral History Project and Presentation**

The topic of this project, as long as it addresses both development and social justice in some form, is up to you. Inspiration may come from some of the readings or from personal observations during field trips or free time. You will need to start developing a research question in the first few weeks of class, with the support of the course faculty. Because academic resources might prove scarce, be prepared to do primary research. Much of the research might be interviews, observations, and may be supplemented with source material in the class readings. The best place to start to craft a question is with your host family or other people in the community. Many locals are often very interested in sharing their views on various topics. The project will culminate in an 8-10 page

research paper and a community presentation (In Spanish for students in advanced and intermediate Spanish classes, and in English for beginning Spanish students.)

### **3. Reflection Blog**

The purpose of the blog for this course will be to assess how you are applying larger questions posed in class to the realities that you see in Costa Rica and Nicaragua. You are being asked to do a more academic reflection of your own observations. Use the guiding questions addressed throughout the class for guidance and remember the two themes of this class – sustainable development and social justice, and spend time considering your conclusions to those questions in viewing culture through art, or political machinations in La Nacion, or the Tico Times – depending on your Spanish facility. Art may be formal, as in poetry, multimedia, and film, or it may be your own work inspired by things you see in your local community or on longer trips.

### **4. Final Exam**

The final exam will be three written questions chosen out of five possible. It will reflect the central themes of the class.

### ***Grading***

In this course faculty actively promote multiple means of evaluation and authentic assessment including student self-assessment, peer assessment, faculty-student debriefs and rubric. In order for students to receive credit for this program through the University of Massachusetts, the faculty will submit a letter grade and written evaluation of each student's learning.

*Course Requirements percent of total grade is as follows:*

Class Participation.....	20%
Reflection Blog.....	25%
Personal Research Project and Presentation.....	25%
Midterm.....	10%
Final.....	20%



## ***Required Course Texts***

Palmer, S. and I. Molina (eds.) (2004) *The Costa Rica Reader: History, Culture, Politics*. Durham: Duke University Press.

Booth, J. A., C. J. Wade and T. W. Walker (2009) *Understanding Central America: Global Forces, Rebellion and Change*. Boulder: Westview Press.

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# Ecological Relationships in the Tropics

**Program:** Costa Rica: Tropical Ecology, Development & Social Justice in Monteverde

**Department:** Biology

**Course #:** BIOLOGY497M (3 credits)

**Lab #:** BIOLOGY497L (1 credit)

**UMass Faculty Sponsor:** Sean Werle, Ph. D.

**LR/MVI Faculty:** Patricia Ortiz, M.S.

**Term:** Spring 2011

**Credits:** 4

## *Course Description*

In this course we will use nature as a laboratory, in order to study and observe the diversity of life forms and interactions between plants, animals, microorganisms and their physical environment. This course consists of three parts: (1) addressing general questions about tropical ecosystems both on land and marine: What are tropical forests? Where are they and why do global climate patterns result in their geographic distribution? What controls the diversity? What are tropical marine ecosystems? (2) Learning specific ecological interactions between organisms such as: seed dispersal, pollination, herbivory, mutualisms of tropical organisms, and (3) Learning about humans in the tropics, both the ethnic groups that have evolved and adapted to these environments and the current threats imposed by local/global economic systems. The primary level of focus in the course will be on whole organism biology, ecological communities, and ecosystems. The course also offers students the opportunity to conduct original research in their individual areas of expertise or interest.

## *Course Objectives*

- Apply and integrate information learned previously in biology and/or ecology courses with new information, observations, field experiences and other situations encountered here in Costa Rica.
- Increase student's knowledge on ecological interactions
- Learn basic procedures for identifying tropical plants and major animal groups (mammals, birds, reptiles, amphibians, marine organisms, and insects), as well as the proper way to handle organisms in the field.
- Learn about the natural history of important plant and animal taxonomy in Costa Rica and study processes influencing biodiversity in tropical habitats.
- Develop a clear understanding and appreciation of the ecology of some tropical organisms in several ecosystems in Costa Rica.
- Develop the expertise and inspiration to ask and answer questions about nature
- Learn how to design, plan, and conduct an ecology field based research project in

- a tropical context, becoming familiar with conceptual approaches that are used to investigate ecological patterns and processes.
- Learn how to process, analyze, and interpret field data, and communicate results in oral and written forms.
  - Develop organizational, critical thinking, and team-working skills

### ***Learning Modalities***

The lessons planned for this course are based on two approaches: First, the awareness of multiple-intelligences among people in a classroom (Howard Gardner 8 intelligences), and how acknowledging and using a variety of approaches to introduce concepts and methods in ecology increases student assimilation of the material. From verbal/linguistic, Logical/Mathematical, Naturalistic, Visual/Spatial, Bodily/Kinesthetic, Musical, to interpersonal and intrapersonal experiences, students will find in the assignments, activities and lessons an opportunity to develop each one of these skills. The second emphasis is on Inquiry-Based Learning. This approach to learning asks students to study an element and then ask questions based on their observations. It is highly beneficial in science because it most closely emulates the process that scientists follow when they construct experiments and facilitates the development of their own research project.

### ***Course Outline***

Each week's activities will involve two parts: (a) a *Classroom session* with a lecture, (b) a *Field session* with walks through the forest, to observe habitats and organisms, and to collect data for assigned group projects.

### **Course Topics (some may get combined/eliminated/added)**

- (1) Origin of tropical forest diversity and bio-geographic distribution
- (2) Pollination
- (3) Seed dispersal
- (4) Herbivory and plant defenses
- (5) Mutualisms, competition
- (6) Predation, parasitism
- (7) Seasonality in the tropics
- (8) Ecology of tropical soils
- (9) Nutrient cycling and decomposition
- (10) Forest dynamics and succession
- (11) Humans in the tropics
- (12) Links between ecology and conservation biology, conservation in Costa Rica

### ***Course Schedule***

Each week's activities will involve some time in the classroom for lectures and some time in the field. Week 1 students will be touring Costa Rica experience firsthand the various ecosystems. Weeks 2-6 students have a lecture day and develop a guided field exercise, submitting reports the week after the exercise was done. As the semester advances (weeks 9-12) there will be increasing independence in the design and implementation of field projects culminating in a presentation of individual research

projects.

**Jan 24-31: *Introduction to Costa Rica Central valley, volcanoes and Caribbean coast and Lowland Rainforest.***

- First field trip: students will be visiting a volcano, the Caribbean tropical rainforest, industrial agriculture and coastal habitats.

Guiding Questions

What engenders biological diversity? Exploring the past and present conditions. Why are tropical mountains unique?

**Jan 31: *Introduction to the course content and the art of asking questions.***

- Inquiry exercise: how, what, where, why think about 5 questions related to organisms in tropical forest that you would like to know the answers to.

Visit the fig trees.

**Feb 1: *Introduction to Tropical Ecology and different kinds of tropical ecosystems.***

Guiding Question(s)

- What controls the diversity, phenology, and successional processes in tropical forests?
- What are tropical marine ecosystems and why are they special?

Readings

- Whitmore, T. C 1998. Chapter 1. An Introduction to Tropical Rainforests. Oxford University press. pp. 1-12

**Feb 7: *Measuring biodiversity and introduction to insect diversity.***

Guiding Question(s)

- What is the difference between species richness and species diversity?
- Why are insects the most diverse group of organisms on the planet?



## Reading

- Wilson, E.O. 1992. *The Diversity of Life*. Chap. 10. Biodiversity reaches the peak, pp.194-211. The Belknap Press of Harvard University Press.
- Wilson, E.O. *The little things that run the world (The importance and conservation of Invertebrates)*. Conservation Biology Vol.1, No.4, pp344-346.

**Feb 8: *Measuring diversity of insects with three different sampling methods. Collect data, analyze and interpret results.***

- Field Exercise 1

**Feb 14: *Plant Pollination by animals in the Tropics. Part 1. Discuss the following day's research project, formulate research questions and design methodologies to answer those questions.***

## Guiding Question(s)

- Why is animal pollination so prevalent in the tropics?
- What is the difference between plant visitation and pollination?

## Readings

- Bawa, K.S. 1990. Plant-Pollinator interactions in tropical rainforests. Annual Review of Ecology and Systematics.21: 399-422
- Stiles, F. G., and Alexander F. Skutch. 1989. *A Guide to the Birds of Costa Rica*. Cornell University Press. Utica, New York. United States. 511 pp.

**Feb 15: *Study the interaction of bees and butterflies and plants. Collect data in the field.***

- Field Exercise 2
- Visit the Bajo del Tigre neighborhood and Reserve and look for stingless bees nests, collect pollen samples and observe butterfly visitation to flowers.

## Readings

- TBD

## *Week 5*

**Feb 21: Analyze pollen samples on the microscope and data collected the previous week. Develop visual representations of data, introduce basic statistical tests to analyze data and discuss results as a group.**

### Guiding questions

- What's an appropriate sample size?
- How can we visually represent present quantitative data?
- What statistical test should I use to analyze my data?

**Feb 22: The role of vertebrates (hummingbirds and bats) in plant pollination. Visit the hummingbird gallery.**

### Guiding questions

- What are generalists and specialist pollinators?
- Is there a relation between plant spatial distribution and morphology and the foraging patterns of hummingbirds?

### Readings

- Helversen, Dagmar von. and Helverson, O. 1999. Acoustic guide in bat-pollinated flower. *Nature* 398, 759-760.
- Vu, J. Joyce, F., Chinchilla F. 2009. The impact of habitat fragmentation on bird community composition in Monteverde, Costa Rica. *Scientific Journal* 13 (1). eScholarship. University of California Berkeley.

**Feb 28. Seed dispersal syndromes in plants.**

### Guiding questions

- How do plants disperse their offspring?
- Why is animal seed dispersal so frequent in the tropics?

### Readings

- Howe, H. F. and Smallwood, J. 1982. Ecology of Seed dispersal. *Annual Review of Ecology and Systematics* (13) 201-228
- Wheelright, N. T., Orians, G. H. 1982. Seed dispersal by animals: contrasts with pollen dispersal, problems of terminology and constraints on co-evolution. *The American Naturalist* Vol.119, No.3, pp. 402-413.

**March 1: *Walk in the forest collecting and identifying fruits and flowers.***

1. Field Exercise 3
2. Dispersal and pollination syndromes will further classify these specimens.
3. Group discussion will take place in the field.

**Week 7. *Trip to Nicaragua***

- Introduction to Tropical Dry Forest in the field

Readings

- Janzen, D.H. and Martin, P.S. 1982. Neotropical anachronisms: the fruits the Gomphotheres ate. *Science* 215:19-27.
- Howe, H.F. 1985. Gomphothere fruits: a critique. *American Naturalist* 125(6): 853-865. –
- Shaik van, C.CP., Terborgh, J. W., Wright, S. J. 1993. The phenology of Tropical forests: adaptive significance and consequences for primary consumers. *Annual Review of Ecology and Systematics*. 24:353-377.

**March 14: *Herbivory and plant defenses***

Guiding Question(s)

- Why is there more herbivory (leaf damage done by animals) in the tropics compared to the temperate zone?
- How does herbivory induce to plant diversity?

Readings

- Coley, P.D. and Barone, J.A. 1996. Herbivory and plant defenses in tropical forests. *Annual Review of Ecology and Systematics*. 27:305-335.
- Baldwin, I.T., Halitschke, R., Paschold, A., Dahl von C. and Preston, C. P. 2006. Volatile signaling in plant-plant interaction: “Talking trees” in the genomic era. *Science*, Vol. 311.

**March 15: *Assessing the gall and leaf miner diversity in understory plants in secondary forest and old growth primary forest.***

- Field exercise
- Present Project Proposal in class and deliver written proposal.

**March 21. *Evolution of reciprocally beneficial interactions: mutualisms and competition***

Guiding Questions

- Can human agriculture be a form of mutualism?
- What determines a facultative or obligatory relationship between organisms?

Reading

- Bronstein, J.L. 1994. Conditional outcomes in mutualistic interactions. TREE Vol.9, No.6, pp.214-217.
- Herre, E.A., Knowlton, N., Mueller, U.G., Rehner, S.A. 1999. The evolution of mutualisms: exploring the paths between conflict and cooperation. TREE Vol.14, No. 2, pp.49-52.

**March 22. *Predation and parasitism and a note on tropical diseases.***

Guiding Questions

- How does predation affect biodiversity?
- Is there more disease in the tropics?

Readings

- Dirzo, R. and Miranda, A. 1990. Contemporary Neotropical defaunation and forest structure, function and diversity – A sequel to John Terborgh.
- Sutherst, R. W. 2004. Global change and human vulnerability to vector-borne diseases. Clinical Microbiology Reviews, pp.136-173.

**March 28. *Humans in the tropics: Ethnic groups and current threats imposed by local/global economic systems***

Guiding Questions

- How do tropical environments influence cultural evolution?

Readings

- Cox, A. 2000. Will tribal knowledge survive the millennium? Essay on Science and Society. Science Vol.287. No. 5450, pp.44-45.

**March 29. Oral presentation of independent research project proposals, then set out to collect preliminary data. Class discussion**

***Week 11***

Independent Research

***Week 12***

Independent Research. Prepare First submission. Due dates TBA.

***Week 13***

Present Final submission. Date TBA.

***Week 14***

Prepare Symposium presentation

***Course Requirements***

Active Participation

Students who participate in this course need to have taken a basic biology or ecology class in their respective universities. Students are expected to actively participate in all aspects of the course including seminars, discussions, group field projects and study. Students are expected to take on an active leadership role during this course and actively challenge their comfort zones to maximize their individual and group learning process and mastery of course content.

Group Field projects

Groups of 2-4 persons will work on field projects together. This will involve deciding on a question, collection data, giving an oral report the day the project is finished (or the day after) and then writing a scientific paper together in which you report the findings of your effort.

Specific guidelines for field reports will be handed out on the first day of the course.

Evolutionary Partnership Essay

Students will write a short essay (800-1000 words) on two organisms (plants and/or animals) from Costa Rica that they have seen. Although students will have a choice about what organisms they research and write about the organisms chosen must strongly depend on each other for their survival (a case of mutualism, symbiosis, specialized predator-prey interaction, parasitism). Evaluation of this assignment will be on structure, grammar punctuation, use of examples, literature cited.

Weekly species reports

As a more elaborate form of “show and tell”, students will share in oral form at the

beginning of the class, once a week, an encounter with any form of wildlife (either visual, auditory or tactile encounter). They will describe location, behavior, taxonomy, etc. They will be encouraged to photograph or record the sound of the animal with their digital cameras. These files will be uploaded into teacher's computer for the whole class to learn from.

### Individual Research Projects

The main focus of this assignment is for students to gain more in-depth knowledge of a particular species or ecological system, through the development of a clear research question and the creative process of designing a methodology to answer the proposed question. This will also allow students to understand the implications of doing field research and how the information read in articles and textbooks is actually generated. Contact with local experts

Project Proposal Due Feb. (TBA) First Submission Due March (TBA) Peer Review Due March (TBA) Final submission

### ***Grading***

In this course faculty actively promote multiple means of evaluation and authentic assessment including student self-assessment, peer assessment, faculty-student debriefs and rubric. In order for students to receive credit for this program through the University of Massachusetts, the faculty will submit a letter grade and written evaluation of each student's learning.

Course Requirements percent of total grade is as follows (total = 100%):

Active Participation.....	10%
Weekly species report.....	15%
Field Exercise Reports.....	40%
Evolutionary Partnership Essay.....	10%
Individual Research Projects.....	25%.

# Community Service Learning in Costa Rica: Theory and Practice

**Program:** Costa Rica: Tropical Ecology, Development and Social Justice in Monteverde

**Department:** Service Learning

**Course #:** SRVCLRNG390CR

**UMass Faculty Sponsor:** John Gerber, Ph.D.

**LR/MVI Faculty:** Ernesto Ruiz, Ph.D. (ABD)

**Term:** Spring 2011

**Credits:** 4

## *Course Description*

This course provides an opportunity to acquire the skills and knowledge necessary to effectively carry out an action research project, and apply these skills to service learning projects that support the ongoing sustainable community development initiatives in the village of San Luis near Monteverde.

During the course students learn about each stage of participatory action research and apply this knowledge to a service learning project(s). The projects are determined by conducting a needs assessment in partnership with community members and course faculty to ensure the pertinence of the development study or action to the local community.

As preparation for the students' research projects, there are sessions of theory and discussion in both classroom and village settings. To support the independent theoretical research, lectures cover grassroots theories regarding active participant research and the inherent challenges of development projects. Course faculty teach skills such as how to conduct interviews with key informants, observations, surveys, and techniques for both action research and utilizing the manual approach used for the collection of both qualitative and quantitative data. To support project implementation, the lectures cover project planning, teamwork, evaluation, indicators, and other project basics. Faculty, students, and villagers will employ these strategies during the formation of the group and the design of the program in the village.

Examples of service learning projects that the Monteverde Institute has collaborated on have included:

- Building sidewalks along busy roads to promote pedestrian safety.
- Public school beautification
- Teaching English, art and computer skills in local classrooms.
- Community agriculture and public school organic gardens
- Building playgrounds
- Creating and maintaining trails for public use
- Adopt-A-Stream

### ***Course Objectives***

- Understand the field of action research and its role in education and service learning practices.
- Learn the theory and practice of research methods, participant observation, and data collection, analysis and interpretation.
- To experience, and reflect critically about real world challenges to implementing a sustainable development project/initiative.
- To offer service to our host community
- To gain authentic experience and skills in cross-cultural communication
- To recognize and challenge our cultural biases
- To gain an appreciation for the intricacy, richness, and immensity of Costa Rica's development challenges
- To understand the value and complexity of experiential learning

### ***Learning Modalities***

The course use lectures, discussions, site visits, and service projects and initiatives as key strategies to allow each student to develop mastery of course content.

### ***Course Outline***

I. Recognizing and Appreciating the Value and Role of First-hand Experience and Service

II. Action Research

- A. Learning various research methods and their application to service learning
- B. Learning the research process of observation, and data gathering, analysis, and interpretation
- C. Learn how theoretical research provides the background to project implementation, supporting the reflexive and iterative process of action research



- III. Developing an Understanding of Community Needs and Potential Projects
  - A. Exploration of the communities unique, history, culture, successes and challenges
  - B. Meeting with host community members to assess community needs
  - C. Consideration of intent of service learning project within overall semester goals and objectives
  
- IV. Development of Individual and Group Focus and Intentions
  - A. Meetings with faculty advisor and peer group to elucidate and articulate intentions and project goals
  - B. Meetings with community representatives to share and discuss intentions and project goals
  - C. Reassessment of intentions and project goals with community when necessary
  
- V. Immersion Experience
  - A. Engaging in action research and service learning
  - B. Development of relationship with on-site service learning project supervisor and fellow workers
  - C. Awareness of how the action research and service learning project informs and deepens other learning and experiences of the semester
  - D. Support of direct experience with critical thinking, reflection, discussion, reading, and research
  
- VI. Sharing Your Learning about Integral Sustainability Gained from the Action Research and Service Learning Project Experience
  - A. Technical and skill-based learning
  - B. Philosophical understandings and life lessons
  - C. Integration and application of learning beyond the Service Learning Project
  - D. Outlook for the future: What are my next steps?
  
- VII. Sustainability Assessment of your Service-learning site and Presentation to Community

## ***Course Requirements***

### Active Participation and Leadership

Students are expected to attend all classes and practical work sessions; come to class and work prepared (as directed before class/work by the instructor, for instance: with the right notebooks, writing implements, and books for class or the proper clothes, shoes, water, and hat for work); be actively engaged in course activities, discussions and projects; take on a leadership role within certain aspects of the course. Students will be responsible for alerting the instructor before the start of class/work if there will be an anticipated absence.

## Challenging Comfort Zones

We acknowledge that each student enters the course with his or her own worldview and comfort zone, and brings to the course his or her own personal directions for growth and learning. One of the goals of this course is to provide students with the secure framework from which to challenge themselves and to take risks which will enhance their personal and academic growth. Students will be individually assessed based on their willingness to engage themselves throughout the course, which includes their ability to get outside their comfort zones, see beyond their own worldview, and to interact with the course material in new and challenging ways.

## Course Documentation

### **1. Learning Journal**

Students are required to write summaries of their project and growth experiences in the form of a learning journal over the course of the semester. Each student will write five journals over the course of the semester. The professor to help guide will provide the students writing focus questions for each journal entry.

### **2. End of term Report**

Students are required to report on their study experience in a research paper, case study, or other substantial piece of writing of 10 pages or more. This will be the first section of the overall project report, detailing relevant academic literature and the research process including methodology and results. Although it is a group effort, professors will grade students on their individual sections.

### **3. Presentation of finding to community members**

The presentation will include an end of term report in the form of a PowerPoint with photographs that presents the team's service learning experience within the context of sustainable development and social justice theories addressed in class.

## ***Grading***

In this course faculty actively promote multiple means of evaluation and authentic assessment including student self-assessment, peer assessment, faculty-student debriefs and rubric. In order for students to receive credit for this program through the University of Massachusetts, the faculty will submit a letter grade and written evaluation of each student's learning.

### Course Requirements percent of total grade is as follows:

Active participation.....	20%
Challenging Comfort Zones.....	10%
Reflection papers.....	20%
End of term report.....	25%
Final presentation.....	25%

## ***Required Readings***

David C. Korten, (1980, Sep-Oct.). Community Organization and Rural Development: A Learning Process Approach Public Administration Review, Vol. 40, No. 5 pp. 480-511

## ***Bibliography***

Cairn, R., & Cairn, S. (n.d.). Pollution prevention project guide for educators and community organizers. St. Paul, MN: Minnesota Office of Environmental Assistance.

Covitt, B. A. (2002). *Motivating environmentally responsible behavior through service-learning*. Washington, DC: Corporation for National and Community Service.

Dobbins, R., & Pitman, B. (2001). *Project Learning Tree: GreenWorks!: Connecting community action and service-learning*. Washington, DC: Project Learning Tree.

Earth Works Press. (1991). *The student environmental action guide: The student action coalition*. Washington, DC: Author.

Eisehunt, A., & Flannery, D. (2005). Fostering an environmental ethic through service learning. *California Journal of Health Promotion*, 3(1), 92-102.

Environmental Protection Agency. (2001). *Volunteer for change: A guide to environmental community service*. Washington, DC: Author.

Jones, D. A. (1998). *Environmental service learning*. St. Louis Park, MN: Tree Trust.

Knapp, C. E. (1999). *In accord with nature: Helping students form an environmental ethic using outdoor experience and reflection*. Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools.

Russo, R. (2003). Enhancing environmental education through service-learning. *NSEE Quarterly*, 28(1), 5-9.

Stapp, W. B., Wals, A. E. J., & Stankorb, S. L. (Eds.). (1996). *Environmental education for empowerment: Action research and community problem solving*. Dubuque, IA: Kendall/Hunt Publishing Company.

Van der Smissen, B., Goering, O. H., & Brookhiser, J. K. (2005). *Nature-oriented activities: A leader's guide*. Martinsville, IN: American Camp Association.

Ward, H., & Zlotkowski, E. (Eds.). (1999). *Acting locally: Concepts and models for service-learning in environmental studies*. Herndon, VA: Stylus Publishing.

King, P. M., and K.S. Kitchener. *Developing Reflective Judgment*. San Francisco, CA: Jossey-Bass, 1994.

# Introductory Spanish and Costa Rican Culture

**Program:** Costa Rica: Tropical Ecology, Social Justice, and Development in Monteverde

**Department:** Latin American Studies

**Course #:** SPANISH197CR

**UMass Faculty Sponsor:** Gloria Bernabe-Ramos, Ph.D.

**LR/ MVI Faculty:** Cristina Rubio Rey, Ph.D. (ABD)

**Term:** Spring 2011

**Credits:** 4

## *Course Description*

This course is taught in Monteverde, Costa Rica and serves as a basic introduction to Spanish language and culture. Students are encouraged to begin communicating immediately, and classes are conducted almost exclusively in Spanish. The course will develop aural/oral skills, reading comprehension, grammar, and elementary composition. Students begin to comprehend formal and informal spoken Spanish; acquire vocabulary and a grasp of structure to allow accurate reading of basic texts; compose expository passages; and to begin to express ideas orally with accuracy and competency. The course seeks to develop language skills that are useful in themselves and that can be applied to various activities and disciplines. Daily activities reflect a wide variety of academic and cultural topics (history, the arts, current events, literature, sports, family life, etc.) Students will develop cultural awareness through authentic resources in the form of recordings, films, videos, newspapers and magazines. Additionally, it seeks to enhance students' home-stay experiences by acting as a forum for questions and concerns of Costa Rican family life and culture.

## *Course Objectives*

- General grammar review of elementary Spanish.
- Continued emphasis on oral work and listening comprehension skills, but with increased attention to writing and reading Spanish of escalating difficulty.
- Enable the student to communicate effectively in clear and correct prose in a style appropriate to subject, occasion, and audience.
- Understand and apply basic principles of proficiency in the development of exposition and argument.
- Use authentic, short texts (magazine articles, poems, stories, etc.) to read for basic comprehension.
- Develop the capacity to reflect upon and discuss individual, political, environmental, economic, and social aspects of life in order to understand ways in which to be a responsible member of society.
- Develop a basic understanding of the culture and history of Costa Rica and Latin America.

## ***Learning Modalities***

Activities include conversations, puzzles, basic compositions and blogging, games, informal roll-playing activities and more formal oral presentations. Additionally, students will listen to music, watch videos/films and use their Spanish in informal interactions in the community.

## ***Learning Methodology***

At the methodological level, this course is based on a linguistic approach that conceives language as an instrument of communication and exchange between speakers. We understand that the study of grammar is not an end in itself, but rather a means to accelerate, improve comprehension and make language learning more effective.

## ***Course Outline***

- I. Unit 1: (Weeks 1-3) *Expressing daily activities and use of present indicative tense. Learn the most important basics, including how to greet people, make introductions, give basic information about yourself, and ask about others. Begin conversations with very simple sentences and basic vocabulary.*
  - A. Vocabulary focus: Expressions of time and frequency. Personal pronouns and indirect object pronouns. Adverbial expressions. Personal preferences. Weather, seasons, climate.
  - B. Assessment: class participation and discussion, daily work.
  - C. Enrichment activity: music of Costa Rica, film TBD, guest lecture
  
- II. Unit 2: (Weeks 4-6) Preterite tense and sequence:  
*Learn vocabulary for talking about places and objects around you. Learn how to form sentences about life, using simple constructions. Learn how to describe yourself and others. Expand your knowledge of verbs. Learn how to express possession. Learn to discuss family matters. Continue to build your proficiency by learning more about verbs, and learn how to ask questions with words like what, who, where, etc.*
  - A. Vocabulary focus: Family, physical description, professions, past experiences, relationships, human body, physical and mental states, travel, current events, kitchen
  - B. Assessment: class participation, daily work
  - C. Enrichment activity: prepare a typical meal in professor's home. Music of Juanes and other pop artists in Spanish
  
- III. Unit 3: (Weeks 7-9) Imperfect tense: morphology and usage  
Discuss cultural differences. Learn how to effectively combine usage of preterit and imperfect tenses.
  - A. Vocabulary focus: childhood events, habits, customs, contrasts
  - B. Assessment: class participation, daily work

- C. Enrichment activity: hike on MVI lands, introduction to basic nature vocabulary

IV. Unit 4 (Weeks 10-11) Imperative /direct and indirect pronouns

*Learn to use appropriate imperative verb form in social situations. Learn to use reflexive verbs and impersonal constructions to negotiate difficult social situations.*

*Learn to ask for things and grant permission*

- A. Vocabulary focus: traditional medicine vs. homeopathy, polite phrases, offer/accept/reject, desire
- B. Assessment: Rough draft of formal composition due (Date TBD,) class participation, daily work
- C. Enrichment activity: lunch at Stella's.

V. Unit 5 (Weeks 12-13) Impersonal constructions and passive voice

*Learn to use*

- A. Vocabulary focus: leisure, tourism, art
- B. Oral and written discourse
- C. Assessment: Final formal composition due, class participation, daily work
- D. Enrichment activity: film (TBD)

VI. Unit 6 (Weeks 14-15) Future tense: imperfect, regular and irregular

- A. Conservation and environment
- B. Making proposals or suggestions
- C. Assessment: Final oral exam (Date TBD,) class participation, daily work.
- D. Enrichment activity: homestay social, gift and presentation for homestay families

**Course Overview**

Topics	Communication objectives	Essential grammar
<ul style="list-style-type: none"> <li>• Daily activities.</li> <li>• Time expressions used with the present tense.</li> <li>• Expressions of frequency</li> </ul>	<ul style="list-style-type: none"> <li>• Describe daily activities of another person and the group.</li> <li>• Use expressions of frequency (daily, sometimes, usually ...) to describe activities</li> <li>• Write a journal describing the activities of a weekend day</li> </ul>	<ul style="list-style-type: none"> <li>• Present indicative of regular verbs, <b>reflective</b> of a routine.</li> <li>• Present <b>irregular</b>:do, go, leave, sleep, wake, fall asleep, wear / to get dressed, hear.</li> <li>• <b>Personal Pronouns.</b></li> </ul>
<ul style="list-style-type: none"> <li>• Personal preferences.</li> <li>• Activities and</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and explain personal preferences.</li> <li>• Express coincidence or</li> </ul>	<ul style="list-style-type: none"> <li>• Verbs <b>like, love, hate</b> (odiar,) hate (detestar.) with conjugation and syntax</li> </ul>

<ul style="list-style-type: none"> <li>sports.</li> <li>Review of numbers.</li> <li>The time.</li> </ul>	<ul style="list-style-type: none"> <li>difference of taste and level: much, little, nothing.</li> <li>Ask and give time.</li> <li>Describe activities and schedules.</li> </ul>	<ul style="list-style-type: none"> <li>Indirect object pronouns</li> <li>Adverbial expressions: also, neither, no, yes, me neither.</li> </ul>
<ul style="list-style-type: none"> <li>The weather, seasons, climate.</li> <li>The weather and the seasons in Costa Rica.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the climate, seasons, time.</li> <li>Describe favorite activities during certain seasons or at specific times.</li> <li>Talking about the weather in Costa Rica.</li> </ul>	<ul style="list-style-type: none"> <li>Use of impersonal “hace” (to describe the time).</li> <li>Adverbs of degrees of “very”.</li> <li>Periphrasis to <i>duty, need, want, power, desire, prefer, namely</i> + infinitive <i>to have to</i> + infinitive</li> </ul>
<ul style="list-style-type: none"> <li>The town and city.</li> <li>The house and furniture.</li> <li>Activities in the home.</li> </ul>	<ul style="list-style-type: none"> <li>Asking for and giving directions.</li> <li>Describe the house and room.</li> <li>Describe actions that occurring in the present.</li> <li>Describe activities and schedules.</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate uses of <i>ser</i> and <i>estar</i>.</li> <li>Uses of the verb “quedar”</li> <li>"Use of the verb form <b>"Hay"</b> (existence).</li> <li>Adverbs of place.</li> <li>Present Progressive <i>be + gerund</i>.</li> <li></li> </ul>
<ul style="list-style-type: none"> <li>Family</li> <li>physical and psychological descriptions.</li> <li>Identify persons.</li> <li>Professions and occupations of the family.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the people in your family, talk about their characters, professions and trades.</li> <li>Talking about past experiences with family.</li> <li>Describe stages of life.</li> <li>Discuss relationships and similarities between people</li> </ul>	<ul style="list-style-type: none"> <li>Regular verb formation in preterite tense.</li> <li>Irregular verb formation in preterite tense: <i>take, go, be (ser,)</i> <i>be (estar)</i> and verbs of routine.</li> <li>Use of <i>llevarse bien/mal</i> as an idiomatic expression.</li> </ul>
<ul style="list-style-type: none"> <li>The human body.</li> <li>Physical and mental states.</li> <li>Health-related experiences</li> </ul>	<ul style="list-style-type: none"> <li>Describe parts of the body using different idiomatic expressions</li> <li>Ask questions and express physical and mental states.</li> <li>Express preferences and make comparisons.</li> <li>Learn about various health issues resulting from modern lifestyles.</li> <li>Discuss altering behavior to promote healthy lifestyles.</li> </ul>	<ul style="list-style-type: none"> <li>Verbs: <i>pain, feel, feel, smell, hear, touch, see, taste, learn.</i></li> <li><b>Comparison:</b> <i>more than, less than, as much as.</i></li> </ul>



<ul style="list-style-type: none"> <li>• Holidays / Vacations</li> <li>• Travel in foreign countries.</li> <li>• Personal Anecdotes</li> </ul>	<ul style="list-style-type: none"> <li>• Describe your experiences in Costa Rica.</li> <li>• Discuss and place actions in proper sequence.</li> <li>• Talk about your last vacation.</li> <li>• Discuss ongoing events using proper verb form.</li> </ul>	<ul style="list-style-type: none"> <li>• The Past</li> <li>• Irregular verbs</li> <li>• Time Markers</li> <li>• Travel in foreign countries.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Children.</b></li> <li>• The lives of ourselves, parents, and grandparents.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe childhood events.</li> <li>• Describe habits, customs and circumstances in the past.</li> <li>• Discuss societal changes in the last 25 years.</li> <li>• Describe situations in which actions occur.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Imperfect:</b> morphology and uses</li> <li>• contrast: BEFORE / NOW, <i>and not / still</i></li> <li>• Contrast: imperfect / preterite: Situation / event</li> <li>• methods of the past <i>be+ Gerund</i></li> </ul>
<ul style="list-style-type: none"> <li>• <b>Meals.</b></li> <li>• Expressions of courtesy.</li> <li>• Accept or reject something.</li> <li>• Express wishes.</li> <li>• House Rules.</li> </ul>	<ul style="list-style-type: none"> <li>• Order food, drinks or other things.</li> <li>• Use polite phrases and desire.</li> <li>• Offer, accept or reject (things, food, invitations).</li> <li>• Prepare a typical meal.</li> <li>• Talk about culture.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Imperative</b> mode: usage, regular and irregular forms</li> <li>• ask favors.</li> <li>• "I would like ..." / "I want ..."</li> <li>• negative phrases.</li> <li>• Verbs: cost, pay, buy, sell, love.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Eating habits.</b></li> <li>• Giving orders.</li> <li>• Confirm order</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about the advantages of traditional medicine and homeopathy.</li> <li>• Ask for things, actions and favors</li> <li>• request and grant permission</li> <li>• Talk about bad eating habits of students.</li> </ul>	<ul style="list-style-type: none"> <li>• The imperative and its different forms of expression</li> <li>• direct and indirect pronouns.</li> <li>• Placement of reflexive pronouns and OD / OI</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Leisure, tourism and art.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Talking about leisure, tourism and art.</li> <li>• Organize oral and written discourse.</li> <li>• Passive Voice</li> </ul>	<ul style="list-style-type: none"> <li>• Impersonal constructions.</li> <li>• Uses <b>of</b> passive voice</li> <li>• verbs</li> </ul>

<ul style="list-style-type: none"> <li>• <b>The life of tomorrow.</b></li> <li>• Projecting into the long term future</li> </ul>	<ul style="list-style-type: none"> <li>• Making predictions for the future.</li> <li>• Speaking of life on our planet in 50 years.</li> <li>• Ask questions about the future of Monteverde.</li> <li>• Interviews: What will the world look like in 50 years? What will be the most significant breakthrough and the biggest unresolved problem?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Future:</b> Imperfect, regular and irregular shapes.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Conservation</b> and the environment</li> <li>• We created a social awareness campaign</li> </ul>	<ul style="list-style-type: none"> <li>• Make proposals and suggestions.</li> <li>• Instruct or teach others what to do in certain situations.</li> <li>• Criticize and defend actions and behaviors</li> <li>• argue and negotiate.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses of the <b>Conditional</b> I would like + infinitive. Should be + infinitive Should or would have to + infinitive</li> </ul>

## ***Course Requirements***

### Active Participation

Students are expected to take risks in order to facilitate their language acquisition and therefore, must engage daily in all class activities, discussions and field excursions.

### Written Documentation

#### **1. Daily journal**

The daily journal will include a few basic paragraphs in Spanish based on classwork. The work needs to be typed, or neatly printed, and edited. Feedback will be provided on each submission.

#### **2. Final formal composition**

Any cultural topic of the student's choosing - subject to the professor's approval. It should be no less than 800 words.

### Exams

#### **1. Final Oral Exam**

Students will discuss a topic with the professor from a range of subjects provided beforehand. Content will be less important than clarity of communication

## ***Grading***

In this course faculty actively promote multiple means of evaluation and authentic assessment including student self-assessment, peer assessment, faculty-student debriefs and rubric. In order for students to receive credit for this program through the University of Massachusetts, the faculty will submit a letter grade and written evaluation of each student's learning.

### *Course Requirements percent of total grade is as follows*

Active Participation.....	30%
Daily journal.....	35%
Final Oral Exam.....	20%
Final formal composition.....	15%

## ***Course Readings***

- Arevalo, M.E. and E. Bautista. (2005) *Aula latina 2: curso de espanol*. Barcelona: Difusion.
- Blanco, J.A. and M.I. Garcia. (2004) *Revista: conversacion sin barreras*. Boston: Vista Higher Learning.
- Blanco, J.A. and P.R. Donley (2008) *Vistas: introduccion a la lengua espanol*. Boston: Vista Higher Learning.
- Corpas, J. and E. Garcia. (2005) *Aula internacional 1: curso de espanol*. Barcelona: Difusion.

## ***Bibliography***

- Arevalo, M.E. and E. Bautista. (2005) *Aula latina 2: curso de espanol*. Barcelona: Difusion.
- Blanco, J.A. and M.I. Garcia. (2004) *Revista: conversacion sin barreras*. Boston: Vista Higher Learning.
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- Brodsky, D. (2005) *Spanish verbs made simple(r)*. Austin: University of Texas Press, 2005.
- Cerrolaza, M. and O. Cerrolaza. (2000). *Planet@ E/LE Version Mercosur*. Madrid: Grupo Didasalia.

- Chamorro Guerrero, M.D. and G. Lozano Lopez. (2008) *El Ventilador: curso de español de nivel superior*. Barcelona: Difusion.
- Corpas, J. and E. Garcia. (2005) *Aula internacional 1: curso de español*. Barcelona: Difusion.
- Corpas, J. and A. Garmendia. (2006) *Aula internacional 3: curso de español*. Barcelona: Difusion.
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- Foerster S.W. and A. Lambright. (2007) *Punto y aparte : Spanish in review : moving toward fluency*. 3rd ed. Boston: McGraw-Hill.
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- Gordon, R. and D.M. Stillman. (1999). *The ultimate Spanish review and practice: mastering Spanish grammar for confident communication*. New York : McGraw-Hill.
- Hellebrandt, J. and Varona, L.T. (1999) *Construyendo puentes = Building bridges: concepts and models for service-learning in Spanish*. Washington, DC : American Association for Higher Education
- Kendris, C. (2001). *Spanish grammar 2nd ed*. Hauppauge, NY : Barron's Educational Series.
- Miguel, L. and N. Sans. (2000) *Rapido: curso intensivo de español*. Barcelona: Difusion.
- Nissenberg, G. (2010) *Practice makes perfect: complete spanish grammar*. Boston: McGraw-Hill.
- Peris, E.M. and P.M. Gila. (2004) *Gente 1: nueve edicion*. Barcelona: Difusion.
- Peris, E.M. and P.M. Gila. (2005) *Gente 2: nueve edicion*. Barcelona: Difusion.
- Peris, E.M. and N.S. Quintana. (2008) *Gente 3: nueve edicion*. Barcelona: Difusion.
- Peris, E.M. and N.S. Quintana. (2008) *Gente 3: nueve edicion - libro de trabajo*. Barcelona: Difusion.
- Resnick, S. and W. Giuliano, (2002) *En breve : a concise review of Spanish grammar 5th ed*. Boston: Heinle & Heinle : Thomson Learning.
- Richmond, D.D. (2010) *Practice makes perfect: spanish verb tenses 2<sup>nd</sup> ed*. Boston: McGraw-Hill.

Samaniego, F.A. (1997) *Dime!* Lexington, Mass: D.C. Heath.

Santí, E.M. (2005) *Ciphers of history: Latin American readings for a cultural age*. New York : Palgrave Macmillan.

Stiegler, B. N. and C.J. Jimenez. (2007). *Hacia niveles avanzados: composición por proceso y contexto*. Australia: Thomson Heinle.

Walqui-van, A. and R.A. Barraza. (2001) *Sendas literarias 1: español completo para hispanohablantes*. Boston: Heinle & Heinle

# Intermediate Spanish and Costa Rican Culture

**Program:** Costa Rica: Tropical Ecology, Social Justice, and Development in Monteverde

**Department:** Latin American Studies

**Course #:** SPANISH297CR

**UMass Faculty Sponsor:** Gloria Bernabe-Ramos, Ph.D.

**LR/MVI Faculty:** Cristina Rubio Rey, Ph.D. (ABD)

**Term:** Spring 2011

**Credits:** 4

## *Course Description*

The aim of this advanced course is to further develop and improve communicative skills in Spanish. Special emphasis will be given to conversation. Additionally, at the end of the courses, students should be able to understand the main ideas of complex texts on both concrete and abstract topics, including technical discussions in his / her field of specialization and interact with a degree of fluency and spontaneity. Students also produce clear, detailed texts on a wide range of subjects and explain a viewpoint on a topical issue giving the advantage and disadvantages of various options.

## *Course Objectives*

Students will:

- Expand conversational expression of feelings, ideas, and opinions in Spanish.  
Increase comprehension of spoken and written Spanish
- Present information and ideas, in oral and written Spanish, to an audience
- Learn about social interaction patterns within a culture.
- Make connections between the Spanish language and Costa Rican culture and other disciplines.
- Explore communication patterns of languages
- Continue their study of Spanish language usage within and beyond the academic setting.

## *Course Methodology*

At the methodological level, this course is based on a linguistic approach that conceives language as an instrument of communication and exchange between speakers. We understand that the study of grammar is not an end in itself, but rather a means to accelerate, improve and make language learning more effective. Therefore, basically we will take into account its real dynamic use.

## ***Course Outline***

### ***I. Unit 1: Past personal history***

- A. **Verb/grammar focus:** Review preterit tense
- B. **Vocabulary emphasis:** travel, vacation, relationships, human characteristics
- C. **Readings:** TBA
- D. **Writing:** 1 page essay about a recent trip

### ***II. Unit 2: Personal experiences***

- A. **Verb/grammar focus:** conjunctions, use of past tenses, gerunds
- B. **Vocabulary emphasis:** media
- C. **Readings:** *La Nacion*
- D. **Writing:** Write a chronicle of a recent event

### ***III. Unit 3: Biography***

- A. **Verb/grammar focus:** transition verbs, periphrasis
- B. **Vocabulary emphasis:** biography, personal qualities, music, fashion
- C. **Readings:** TBA
- D. **Writing:** Defend the merits of two historical figures

### ***IV. Unit 4: World News and Language of Media***

- A. **Verb/grammar focus:** conjunction and temporary construction
- B. **Vocabulary emphasis:** media
- C. **Readings:** *La Nacion*, BBC Mundo
- D. **Writing:** Production of an informative text in formal register

### ***V. Unit 5: Leisure and Tourism***

- A. **Verb/grammar focus:** Impersonal constructions
- B. **Vocabulary emphasis:** kitchen, leisure activities, cuisine
- C. **Readings:** Costa Rican recipes
- D. **Writing:** Develop a guide to leisure and cultural activities in Monteverde

### ***VI. Unit 6: Health and Nutrition***

- A. **Verb/grammar focus:** imperative, pronominal verbs, passive voice
- B. **Vocabulary emphasis:** health, nutrition, food habits
- C. **Readings:** TBA
- D. **Writing:** Create a list of suggestions for students to eat more healthily

### ***VII. Unit 7: Ecology and the Environment***

- A. **Verb/grammar focus:** future imperfect, comparative expressions
- B. **Vocabulary emphasis:** conservation, nature, and climate
- C. **Readings:** Eduardo Galeano "The Right to Dream"
- D. **Writing:** Use Galeano essay to craft list of hopes and desires for future,
- E. Write an argumentative essay

### ***VIII. Unit 8: Sustainable Travel***

- A. **Verb/grammar focus:** conditional tense
- B. **Vocabulary emphasis:** travel
- C. **Readings:** TBA

D. **Writing:** Produce an essay using irony.

**IX. Unit 9: *Human Rights and Social Justice***

- A. **Verb/grammar focus:** present subjunctive
- B. **Vocabulary emphasis:** world politics, human rights, social justice
- C. **Readings:** TBA
- D. **Writing:** Develop questions for an interview with Laura Chinchilla

**X. Unit 10: *Sustainable Progress***

- A. **Verb/grammar focus:** present subjunctive continued
- B. **Vocabulary emphasis:** indigenous groups, consciousness raising
- C. **Readings:** Popular assembly module preparation
- D. **Writing:** Report on outcome of popular assembly

**XI. Unit 11: *Political Protest through Song***

- A. **Verb/grammar focus:** imperfect subjunctive
- B. **Vocabulary emphasis:** politics, requests, and warnings
- C. **Readings:** Protest songs from around the world
- D. **Writing:** write a poem or song

**XII. Unit 12: *Theatre, Art and Culture***

- A. **Verb/grammar focus:** pronominal verbs, conjunctions, and transitional expressions
- B. **Vocabulary emphasis:** theatre, art, culture
- C. **Readings:** TBA
- D. **Writing:** Write a scene for a play

**XIII. Unit 13: *Business and Education***

- A. **Verb/grammar focus:** pluperfect subjunctive, connectors
- B. **Vocabulary emphasis:** job searches, business, education, and social conventions
- C. **Readings:** TBA
- D. **Writing:** Write a composition about a topic you would have liked to explore in more depth during the program.

**XIV. Unit 14: *Review***

***Course Overview***

<b>Grammar Topic</b>	<b>Communication objectives</b>	<b>Vocabulary</b>	<b>Tasks</b>
- Review of the <b>preterite tense</b> . - Contrast: <i>imperfect</i> / <i>p.indefinitesituation</i> / event. - Contrast: BEFORE /	- Talk about past events and describe past situations. - Discuss recent holiday. - Describe the opportunities for study and	- Scope of trips and vacations. - Family relationships and emotional - physical and	- Write a brief essay of a recent trip. - Describe meeting your best friend.



<p>NOW</p> <ul style="list-style-type: none"> <li>- reflexive and reciprocal verbs</li> <li>- comparative and superlative expressions.</li> </ul>	<p>travel abroad.</p> <ul style="list-style-type: none"> <li>- Describe various stages of life.</li> </ul>	<p>psychological characteristics of people</p>	
<ul style="list-style-type: none"> <li>- Conjunctions: <i>just then / be a point of / then.</i></li> <li>- Combining and using the two past tenses appropriately.</li> <li>- Uses of <b>Gerunds</b></li> </ul>	<ul style="list-style-type: none"> <li>- Tell anecdotal stories.</li> <li>- Talk about past activities and periods</li> <li>- Speak of the moments and times when events occurred.</li> <li>- Understand and relate past events</li> </ul>	<ul style="list-style-type: none"> <li>- Scope of chronicles in the media (music, journalism, society, etc...)</li> </ul>	<ul style="list-style-type: none"> <li>- Write chronicle of an event.</li> </ul>
<ul style="list-style-type: none"> <li>- <b>Transition verbs:</b> <i>take, stay, get, put, become, change.</i></li> <li>- Periphrasis: <i>be (imperfect) + gerund to be about to + infinitive + infinitive itself at Take + time + gerund.</i></li> </ul>	<ul style="list-style-type: none"> <li>- Describe characteristics and personality of others.</li> <li>- Express fashion preferences.</li> <li>- Describe changes in life or someone's personality.</li> <li>- Relate and assess situations and past events.</li> </ul>	<ul style="list-style-type: none"> <li>- The scope of biography.</li> <li>- Qualities of people.</li> <li>- Characteristics of music.</li> <li>- Fashion and personal expression.</li> </ul>	<ul style="list-style-type: none"> <li>- Choose two people in the history and defend their merits.</li> <li>- Describe the stages of a relationship.</li> </ul>
<ul style="list-style-type: none"> <li>- <b>Conjunction and temporary construction:</b> <i>about to / just at that moment</i></li> <li>- Add nuance, oppose and deny information</li> </ul>	<ul style="list-style-type: none"> <li>- Understand and respond to the news and events.</li> <li>- Repeat, summarize.</li> <li>- Agreeing and disagreeing on the basis of the communicative situation.</li> </ul>	<ul style="list-style-type: none"> <li>- The language of the media</li> </ul>	<ul style="list-style-type: none"> <li>- Production of an informative text in formal register.</li> </ul>
<ul style="list-style-type: none"> <li>- <b>Impersonal constructions.</b></li> <li>- Uses of "se" in impersonal sentences</li> <li>- pronominal verbs.</li> <li>- The passive voice.</li> <li>- The verbal periphrasis</li> <li>- Uses of <i>by</i> and <i>for</i></li> </ul>	<ul style="list-style-type: none"> <li>- Comment on leisure activities and food.</li> <li>- Kitchen vocabulary and preparing a meal.</li> <li>- Express impersonality.</li> <li>- Organize oral discourse/ writing.</li> <li>- Expressing cause and purpose</li> </ul>	<ul style="list-style-type: none"> <li>- The leisure and tourism.</li> <li>- Art</li> <li>- Theatre</li> <li>- Gastronomy</li> </ul>	<ul style="list-style-type: none"> <li>- Develop a guide to leisure and cultural activities for students and visitors in Monteverde.</li> </ul>
<ul style="list-style-type: none"> <li>- The <b>Imperative:</b> Use and forms.</li> <li>- Direct object pronouns.</li> <li>- Indirect object pronouns.</li> <li>- Double object</li> </ul>	<ul style="list-style-type: none"> <li>- Discussing bad habits of students</li> <li>- Weighing of the advantages of traditional medicine and homeopathy.</li> <li>- Social situations and class rules.</li> </ul>	<ul style="list-style-type: none"> <li>- Scope of health.</li> <li>- Food habits.</li> </ul>	<ul style="list-style-type: none"> <li>- Create a list of suggestions and standards for students in the IMV.</li> <li>- Create a decalogue to</li> </ul>

<p>construction.</p> <ul style="list-style-type: none"> <li>- The negative imperative.</li> <li>- <i>poder</i> + Infinitive /</li> <li>- <i>se puede</i> + Infinitive</li> </ul>	<ul style="list-style-type: none"> <li>- Ask permission (grant or deny)</li> </ul>		<p>improve health</p>
<ul style="list-style-type: none"> <li>- <b>Future</b> Imperfect.</li> <li>- Comparative and superlative expressions.</li> </ul>	<ul style="list-style-type: none"> <li>- Predict the future.</li> <li>- Anticipate what life might be like in the future.</li> <li>- Consider the future of the planet.</li> <li>- Describe the social and environmental issues connected with globalization.</li> <li>- Analyze the impact of globalization on the environment.</li> </ul>	<ul style="list-style-type: none"> <li>- The field of conservation, climate and nature.</li> <li>- Ecology and Environment</li> </ul>	<ul style="list-style-type: none"> <li>- Use "The right to dream" by Eduardo Galeano to create your own list of desires or hopes for the future.</li> <li>- Write an argumentative essay.</li> </ul>
<ul style="list-style-type: none"> <li>- Use of <b>Conditional</b></li> <li><i>I would like</i> + infinitive.</li> <li><i>Should be</i> + <i>infinitive</i></li> <li>+ <i>infinitive should</i></li> <li><i>would have to</i> + <i>infinitive</i></li> <li>Conditional Construction</li> </ul>	<ul style="list-style-type: none"> <li>- Talk about resources.</li> <li>- Argue and negotiate.</li> <li>- Make proposals and suggestions.</li> <li>- Instruct or teach others about what needs to be done.</li> <li>- Express conditions.</li> <li>- Discuss and explain the historical and current inventions.</li> </ul>	<ul style="list-style-type: none"> <li>- Items related to travel.</li> <li>- Survival Guide.</li> <li>- The inventions of yesterday and today. Science and robotics.</li> </ul>	<ul style="list-style-type: none"> <li>- Prepare the necessary equipment to survive on an island for 6 months.</li> <li>- Produce an essay using irony.</li> </ul>
<ul style="list-style-type: none"> <li>- The <b>Subjunctive</b> in present tense.</li> <li>- Subordinated substantive verbs of emotion.</li> <li>- The subjunctive in adjectival clauses.</li> <li>- The subjunctive in adverbial clauses.</li> </ul>	<ul style="list-style-type: none"> <li>- Express feelings about situations.</li> <li>- Criticize and defend actions and behaviors</li> <li>- Present different points of view</li> <li>- Express doubt and fear</li> <li>- Express rejection.</li> <li>- Advise on behavior in social events.</li> </ul>	<ul style="list-style-type: none"> <li>- World politics</li> <li>- The fight for human rights.</li> <li>-The right for social justice.</li> </ul>	<ul style="list-style-type: none"> <li>- Describe what characteristics your ideal partner would have.</li> <li>- Develop questions for an interview with a politician.</li> </ul>
<ul style="list-style-type: none"> <li>- <b>lexical</b> resources for grammatical cohesion in texts</li> <li>- use of synonyms, antonyms.</li> <li>- Resources for substantive form</li> <li>- transitional constructions: <i>while</i>,</li> </ul>	<ul style="list-style-type: none"> <li>- Indigenous issues in Costa Rica and the world.</li> <li>- Discuss the worldwide struggle for human rights</li> <li>- Discuss controversial issues</li> <li>- Weigh issues surrounding consciousness-raising.</li> </ul>	<ul style="list-style-type: none"> <li>- Sustainable progress.</li> </ul>	<ul style="list-style-type: none"> <li>- Create a social awareness campaign.</li> </ul>

<p><i>until (it), as before / after (that)</i></p>			
<p>- <i>I believe that</i> + <b>Indicative</b> - <i>I don't believe that</i> + <b>subjunctive</b> - Forms of verbs with <b>que + Subjunctive</b> - Relative constructions: <i>who, who, whoever, the / the / that ...</i> - Combinations of pronouns (e.g. <b>se lo</b>)</p>	<p>- Give opinions. - Argue positions - Assess various options: <i>it is silly / unthinkable ... + Infinitive / subjunctive</i> - Placing conditions: <i>(only) if / if ...</i> - Express agreement or disagreement - Refer to items or actions of others. - Sequencing arguments: <i>first / second / ... and finally ...</i></p>	<p>- Vocabulary about leisure and tourism and the characteristics of cities and towns</p>	<p>- Holding a popular assembly.</p>
<p>- <b>Imperfect Subjunctive</b> - <i>I wish</i> + Imperfect subjunctive - <i>I wish (that)</i> + conditional constructions: If + + Conditional Subjunctive</p>	<p>- Express wishes. - Express proposals and purpose. - Pose hypothetical situations. - Assess past behavior. - Send requests, warnings, invitations ...</p>	<p>- The protest songs: <i>How could ...</i> <i>If I did not believe ...</i> <i>What a thing was ...</i> by Silvio Rodriguez</p>	<p>- Write poems or songs hypothetical approaches. - Develop and defend an opinion on social and environmental issues.</p>
<p><b>Pronominal verbs Conjunctions and transitional expressions:</b> <i>while, meanwhile, al + Infinitive</i> - Some <b>periphrasis:</b> verbal <i>volver + Infinitive, seguir + Gerund</i></p>	<p>- Describe actions with adjectives, gerunds and adverbs - Describe the movements and the situation of people and things - describe moods - Discuss body posture</p>	<p>- Vocabulary about theater and other everyday activities</p>	<p>- Write a scene for a play.</p>

<p><b>Pluperfect subjunctive</b></p> <ul style="list-style-type: none"> <li>- hypothetical scenarios</li> <li>- temporal correlation</li> <li>- <b>Connectors</b> indicating cause and consequence.</li> <li>- The <b>conditional</b> compound sentence.</li> <li>- <b>Relaying previous</b> conversations.</li> <li>- How to apply conditional structure to give advice based on past events (historical, social, political and / or personal .)</li> </ul>	<ul style="list-style-type: none"> <li>- Evoke imaginary situations.</li> <li>- Assess past events and their consequences.</li> <li>- Describe work: qualities, roles, etc.</li> <li>- Establish conditions and requirements</li> <li>- Redesign</li> <li>- Discuss events that did not occur in the past and their consequences <ul style="list-style-type: none"> <li>- Reproach someone or something.</li> </ul> </li> <li>- Relay messages from the past.</li> <li>- Draw comparisons: <i>As if</i> + Imperfect Subjunctive</li> </ul>	<ul style="list-style-type: none"> <li>- The business world.</li> <li>- The field of education</li> <li>- Job searches.</li> <li>- Social commitments.</li> </ul>	<ul style="list-style-type: none"> <li>- Write a composition about a topic which you <b>would have liked</b> to explore in greater depth during the program.</li> </ul>
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## ***Course Requirements***

### Class Participation

These points will assess both attendance and active class discussion. In learning a language, it is absolutely essential that students take risks and leave their comfort zones. To that end, they will receive points for their levels of engagement in the class activities and their overall improvement in spoken Spanish. Students are encouraged to pursue every opportunity to practice their conversational Spanish, including with their homestay families, members of the MVI staff and faculty, each other and members of the community.

### Course Documentation

#### **1. Oral History Project**

Students will explore one aspect of their Service Learning Project (to be determined in conjunction with the community of San Luis.) They will interview various members of the community and create a unique piece - video or other media, to be approved by the professor - and then describe their vision in an oral presentation. (see below)

#### **2. Formal Writing**

Each essay will be no less than 500 words and will be graded for content, grammar and complexity of written expression. As students learn new verb forms, conjunctions and

grammatical nuances, they are expected to integrate them into their essays. As a result, each essay should be increasingly complex and well written. Use of online translators is not permitted. The topics for each essay are as follows:

- Experiences and impressions from arrival and initial field trip in Costa Rica.
- Use of artistic modalities in cultural expression
- Reflections on conservation and sustainability in Monteverde and Costa Rica
- Compare and/or contrast one aspect of Nicaragua and Costa Rica.

### **3. Informal Writing**

Student blogs based on Tropical Ecology, Development and Social Justice or Service Learning classes.

- Once a week, students are obligated to write a 250-word blog entry in Spanish about a particular topic they have covered in another academic class. The purpose is to let students find their own voice in Spanish and learn more academic vocabulary. For example, they could write about the outcome of a class discussion or analyze a reading. The purpose is to reflect, but with substantive analysis about the topic. The writing is expected to become progressively more complex and nuanced as they acquire more skills in Spanish.

### ***Grading***

In this course faculty actively promote multiple means of evaluation and authentic assessment including student self-assessment, peer assessment, faculty-student debriefs and rubric. In order for students to receive credit for this program through the University of Massachusetts, the faculty will submit a letter grade and written evaluation of each student's learning.

Course Requirements percent of total grade is as follows

Class Participation.....	25%
Informal Writing.....	15%
Oral History Project.....	25%
Formal writing.....	40%

### ***Course Readings***

Corpas, J. and A. Garmendia. (2006) *Aula internacional 3: curso de español*. Barcelona: Difusion.

Herrera, C.S. (2001). *Cuentos Costarricenses* Madrid: Editorial Popular.

Stiegler, B. N. and C.J. Jimenez. (2007). *Hacia niveles avanzados: composicion por proceso y contexto*. Australia: Thomson Heinle.

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- Cerrolaza, M. and O. Cerrolaza. (2000). *Planet@ E/LE Version Mercosur*. Madrid: Grupo Didasalia.
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- Met, M. and R.S. Sayers. (1996) *Paso a paso* Glenview, Ill. : Scott Foresman.
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- Peris, E.M. and P.M. Gila. (2004) *Gente 1: nueve edicion*. Barcelona: Difusion.
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- Peris, E.M. and N.S. Quintana. (2008) *Gente 3: nueve edicion*. Barcelona: Difusion.
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*Barcelona: Difusion*.
- Resnick, S. and W. Giuliano, (2002) *En breve : a concise review of Spanish grammar 5th ed*. Boston: Heinle & Heinle : Thomson Learning.
- Richmond, D.D. (2010) *Practice makes perfect: spanish verb tenses 2<sup>nd</sup> ed*. Boston: McGraw-Hill.
- Samaniego, F.A. (1997) *Dime!* Lexington, Mass: D.C. Heath.
- Santí, E.M. (2005) *Ciphers of history: Latin American readings for a cultural age*. New York : Palgrave Macmillan.
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- Walqui-van, A. and R.A. Barraza. (2001) *Sendas literarias 1: espanol completo para hispanohablantes*. Boston: Heinle & Heinle

# Advanced Spanish and Costa Rican Culture

**Program:** Costa Rica: Tropical Ecology, Social Justice, and Development in Monteverde

**Department:** Latin American Studies

**Course #:** SPANISH397CR

**UMass Faculty Sponsor:** Gloria Bernabe-Ramos, Ph.D.

**LR/MVI Faculty:** Cristina Rubio Rey, Ph.D. (ABD)

**Term:** Spring 2011

**Credits:** 4

## *Course Description*

This course is for students who have a superior mastery of grammatical structures and are interested in achieving seamless communication. At this level, we try to develop all skills. The course encourages reading, discussion and analysis. Additionally, the course aims to develop elements of rhetoric and composition in order to improve student-writing style. Students will also analyze aspects of communication and its use in written expression in order to provide the knowledge and practice needed for advanced writing.

## *Course Objectives*

- To develop skills needed to speak up clearly and accurately.
- To familiarize students with the rules and basic techniques for effective writing.
- To increase appreciation of Costa Rican literature through reading and analysis of short stories that focus on the most salient features of the socio-cultural environment.
- Develop increased fluency in oral communication.
- Increase and apply critical analytical ability.
- Promote objectivity in the discussion forums.
- Provide practical recommendations to develop written communications.
- Improve vocabulary: precision and variety of words, avoid the use of worn forms.
- Develop and implement public interventions such as lectures, conferences, speeches and presentations.
- Develop a coherent framework for the analysis of literary texts and strengthen interest in Costa Rican culture.
- Develop a critical framework for understanding an aesthetic text.
- Locate significant productions within the psychosocial context.



## ***Learning Methodologies***

1. Theoretical and practical methodology developed by the teacher and student.
2. Analysis of articles.
3. Individual readings and group discussions.
4. Complementary audiovisual materials.
5. Research on contemporary issues of national or global importance in Spanish.
6. Discussion of controversial issues.
7. Continued practice of speaking.
8. Expository and teacher-led practice.

## ***Learning Modalities***

### Recommended activities

1. Brief works by Latin American authors.
2. Participation in discussions about texts.
3. Spanish language movies from Latin American and Spain.
4. Latin music and Spanish.
5. Cultural Tours.

## ***Course Schedule***

### **I. *Unit 1: Language as Nuance – Poetry and Prose***

#### **A. Unit 1 Readings:**

"The Bridge" Fabian Dobles, 1973. (Story)

"Moments" Mario Benedetti

"The Island of Feelings" (classic story)

"Nocturne" Sergio Muñoz, 2002. (Story)

"At Sunset," Sergio Muñoz, 2002. (Story)

"Mother" and "I go months, my child" Gioconda Belli. (Poems)

**B. Writing Exercise:** Begin blog and discuss any elements of the above work discussed in class. Discuss anything that resonated.

**C. Enrichment Activity: Film – *Guantanamera (Cuba, 1995)***

### **II. *Unit 2: Social Justice and Human Dignity***

#### **A. Readings:**

"Remedies of Beauty" Gabriel García Márquez.(Story)

"The Secret of Living Over 100 Years," Gloria Torrijos, 2008. (Article)

"Scientific Formulas for Happiness" author unknown. (Article)

"Portrait of Gioconda Belli" Gioconda Belli, 1948. (Essay)

"Emphatically Black," "I Dreamed," and "From the Beginning," Shirley Campbell Barr (poetry)

"News from the Nobodies" Eduardo Galeano. (Essay)

"The Shadow Behind the Door" Rodrigo Soto, 1983. (Story)

"Mythomania" Rodrigo Soto, 1983. (Story)

**B. Writing Exercises:** Continue blogging

**C. Formal composition due (date TBA): *Fair Trade & the Causes of Poverty***

**D. Enrichment Activities: Film *Diarios de motocicleta (2004, Spain)*:**

III. **Unit 3: Conflict and Reconciliation:**

A. **Readings:**

"He Dreamed He was Imprisoned," Mario Benedetti. (Story)

"Honey of the Mute" Iván Molina Jiménez, 2003. (Story)

"Open Letter to My Grandson," Juan Gelman, 1998. (Article)

"Thank you" Leonardo Garnier. (Story)

B. **Writing Exercises:**

C. Continue blogging

D. Formal composition due (date TBA): *Open Letter to my Parents*

E. **Enrichment Activity: Film: El abrazo partido (2004, Argentina)**

IV. **Unit 4: Nature and Sustainability**

A. **Readings:**

"With the Dolphins" Mario Benedetti, 1999. (Story)

"Empire of Consumption," Eduardo Galeano. (Essay)

"What Are the Priorities of Humanity for Decades to Come?" Gabriel García Márquez. (Article)

B. **Writing Exercises:**

C. Blogging

D. Formal composition due: *The Right to Waste*

V. **Unit 5: Globalization and Immigration**

A. **Readings:**

"He Fired a Genius" Gabriel García Márquez

"The Right to Dream," Eduardo Galeano. (Essay)

"The Emigrant," Dr. Orlando Morales Matamoros (Short story)

"As If to Burn in the Sun," "A Yoke" and "Quintet for Winds," Fernando Castro Contreras. (Short stories)

"Task Completed" Pilar Cerdas. (Story)

B. **Recommended additional reading:**

From Fernando Contreras Castro

*Unica looking at the Ocean*

*The Worst*

*True Blue*

C. **Writing Exercises:**

Blogging

Formal composition due: *The Nicaraguan Experience in Costa Rica*

D. **Enrichment Activities: TBA**

## ***Course Requirements***

### Class Participation

Students are expected to have completed the reading or research for each day and to be prepared to discuss it in class. They are expected to take an active role in facilitating class discussion by asking and responding to questions.

### Written Documentation

#### **1. Compositions**

Each formal reflection paper will have a central theme that we have explored in class or a topic that students will consider in more depth. They are encouraged to do additional research to support their arguments. Each essay should be no less than 1000 words. The topics for the compositions are as follows:

"A Historic Event" - Choose a particular historic event in Latin American history that you would like to know more about. Describe the event in some detail, but spend more time analyzing its cultural, social, political and/or historical significance, as you understand it.

- "Fair Trade and the Causes of Poverty" - Consider whether Fair Trade is a path to reducing poverty in the world.
- "The Right to Waste" - Do we have an inherent right to waste or a responsibility to reduce our impact? Justify your position and explain your reasoning.
- "Open Letter to My Parents" - Based on class readings, assume the role of either the grandparent searching for their grandchild, or as the child who discovers that her parents are not her own.
- "The Nicaraguan Experience in Costa Rica" What does it mean to be a Nica in Costa Rica? What is their legal status? How are they treated by Ticos? Explain.
- "The Topic I Would Have Liked to Explore more Deeply" Consider a topic that we discussed in class and that you felt was not fully explored.

#### **2. Blogs**

Are relatively informal essays of at least 500 words. Students will reflect on their coursework in at least one other class at the Institute in order to reinforce the vocabulary in more academic subjects. They are expected to blog at least twice a week.

#### **3. Oral History Project**

Students will be assessed on their formal spoken Spanish by the presentation given to the community. They may choose to be graded on their final project for the Sustainable Development and Social Justice course or as part of their Service Learning report for the community.

## ***Grading***

In this course faculty actively promote multiple means of evaluation and authentic assessment including student self-assessment, peer assessment, faculty-student debriefs and rubric. In order for students to receive credit for this program through the University of Massachusetts, the faculty will submit a letter grade and written evaluation of each student's learning.

### *Course Requirements percent of total grade is as follows*

Class Participation.....	20%
Compositions.....	40%
Blogs.....	30%
Oral History Project.....	10%

## ***Course Readings***

Friedman, et al. (2007). *Aproximaciones al estudio de la literatura hispánica*. Sexta edición. Boston: McGraw Hill College.

Stiegler, B. N. and C.J. Jimenez. (2007). *Hacia niveles avanzados: composicion por proceso y contexto*. Australia: Thomson Heinle.

Herrera, C.S. (2001). *Cuentos Costarricenses* Madrid: Editorial Popular.

García Márquez, Gabriel. (2007) *Crónica de una muerte anunciada*. New York: Vintage.

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Finnemann, M. D. and Carbón, L. *De lector a escritor: El desarrollo de la comunicación escrita*. Boston: Heinle, 2001.

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