



**UNIVERSIDAD INTERNACIONAL SAN ISIDRO LABRADOR
DIVISIÓN DE SERVICIOS ACADÉMICOS
ESCUELA DE EDUCACIÓN
SEDE CENTRAL**

Nombre del Curso: **HISTORIA CONTEMPORÁNEA DE COSTA RICA**

GENERAL:

Carrera: BACHILLERATO EN LA ENSEÑANZA DE LOS ESTUDIOS SOCIALES

Código de Carrera: 014

Nivel: Bachillerato

Nombre del Curso: HISTORIA CONTEMPORÁNEA DE COSTA RICA

Código de Curso: EES-54

Créditos: 04

Cuatrimestre: 1-2020

CONTEMPORARY HISTORY OF COSTA RICA

Description:

Theoretical course emphasizing the analysis of the historical evolution of Costa Rica with an emphasis in the period since 1820, it targets specifically the political, economic and social transformations, placing the country within its Central American context.

General objective:

To analyze the social, political and economic transformations in Costa Rica and its relationship with the rest of Central America.

Specific objectives:

1. To determine and explain the economic, political and social transformations in Costa Rica since the 1820s
2. To analyze selected examples of ideological and political change since the 1820s
3. To characterize the changes in the development of Costa Rica
4. To establish the relationship between the recent history of the country and the present
5. To analyze the development of Costa Rica in the Central American context.



CONTENT

Iván Molinas/Steven Palmer, *The history of Costa Rica*. + course material prepared by the guest lecturers.

EVALUATION

Exams may be taken in English.

Questionnaire: 20%

1st essay: 15%

Quiz: 10 %

Reading checks: 15 % (3 x 5 points each)

Reports of assigned subject: 20 % (to be worked with research and Longo Mai visit)

Oral presentation on assigned subject: 20%

Essay on Race and Ethnicity book

After Reading the book students will write a short essay answering the broad question:

WHAT IS THE RELEVANCE OF RACE AND ETHNICITY IN CURRENT LATIN AMERICAN SOCIETY?

The essay should include an introduction with a clear statement (purpose) of the essay. Development, using information from the book, and other sources if desired, the student includes relevant information in his or her own words to support or critic information, and conclusions.

A good essay should include:

- concepts of race, ethnicity, in your own words (based on Wade's discussion)
- discuss the caste system in colonial times (main castes and their meaning)
- What do you consider as consequences of this system in colonial times and today
- caste system relevance in the construction of the nation-state/nationalism
- conclusions should answer the broader question

The essay must be:

- Individual work
- Written in English
- 3 – 4 pages long, plus bibliography
- 12 font
- One and a half space between lines
- One inch margin on four sides of the page
- Email to ruth@kulturstudier.org
- Deadline August 16th
- Grade



Seminarleader will provide feedback to students individually. Seminar leader will assess if the essay is approved or if it should be resubmitted. If the paper needs to be resubmitted the students will get a 2 week deadline.

Oral presentation rubric

<i>Evaluation criteria</i>	<i>5</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>	<i>total</i>
<i>Topic dominion</i>						
<i>Supporting material (video, digital, prints)</i>						
<i>General organization (time limit, material, activities, others)</i>						
<i>Keeps class interested</i>						
<i>Sequence of ideas</i>						
<i>Quality of defense: answers to debate</i>						

Research paper rubric

Criteria	Score
statement, development, conclusions	
appropriate vocabulary	
required length	
comprehension and interpretation of ideas	
knowledge of the material and information related to main idea	
ability to include and discuss relevant material	
level of coherence of data to the written subject	
level of knowledge related to the concepts and terms related to Latin America	
clear language that reflects theoretical and methodological reflection	
correct use of citation and bibliographic references	
	average
	Grade

TENTATIVE COURSE SCHEDULE (changes may occur)

Total: 80 horas

Day: Monday 1 hour

Wednesday 2 hours

Week	Topic & literature	Hours Including assigned student work
Pre-course self study	Three full days of reading and submitting answers to key questions.	22,5
Week 1	Day 1: Discussion on <i>Race and ethnicity in Latin America</i> . Day 2: Course in essay writing Assigned workload: The students start writing their essay on previously read chapters of <i>Race and ethnicity in Latin America</i>	10
Week 2	Seminar groups (Ruth Martínez) - <i>Costa Rican contemporary history (Background part I)</i> : Day 1 & 2: <i>Coffee, capitalism and Liberal State (Pages 63 – 76)</i> Assigned workload: Completion of essay Read chapter	10
Week 3	Seminar groups (Ruth Martínez) - <i>Costa Rican contemporary history (Background part II)</i>	7

	Day 1 & 2: <i>Pages 77 – 99</i> <i>Diversification, conflict and democracy</i> Assigned workload <i>Hand in of essay on Race and ethnicity in Latin America 20 % January 20,</i> Read chapter	
Week 4	Trip to San José	9
Week 5	<i>Day 1: review for quiz</i> <i>Day 2: quiz and discussion on Indigenous communities</i>	3
Week 6	<i>Trip to Buenos Aires</i>	8
Week 7	Day 1 tuesday: Suggested topics, research ethics, methodology (interviews, participant observation) Reports of assigned subject 20 % (to be handed in during week 16) Day 2: Free	1
Week 8	<i>Day 1 & 2: The Depression, Social Reform and Civil War (Pages 99 – 118)</i> <i>Reading check: turn in chapter summary Monday 24</i>	11
Week 9	Day 1&2: <i>The Golden age of the Middle Class (Pages 119 - 144)</i> <i>Reading check: turn in chapter summary Monday 2nd</i>	3
Week 10	Thursday 12: GUSTAVO FUCHS <i>Structural changes in Costa Rican economy</i> Day 2: Neoliberalism + SAPs in Costa Rica	5
Week 11	Thursday 19: GUSTAVO FUCHS <i>Could Costa Rica be carbon neutral by 2050?</i> Guest lecture (Wednesday or Thursday) Day 2: <i>Recent past, near future + Costa Rican Exceptionalism part 2.</i> Reading check Monday 16	5
Week 12	Trip to Longo Mai - 2 days	24
Week 13	Thursday April 2nd: Guest Lecture: Gustavo Fuchs: Human rights Day 2: Discussion of Longo Mai	3
Week 14	Easterweek	3
Week 15	Day 1 : Quince Duncan <i>The Caribbean and Afro-descendant communities of Costa Rica</i> Day 2: Oral presentation	3
Week 16	oral presentation and turn in essay research	3



GENERAL GUIDELINES

1. Assistance is mandatory. Absences are justified only to the teacher in a written form, with the date, reason and proof if any
2. 75% assistance reserves the right to be evaluated. Whoever does not fulfill this requirement will receive a failing grade in the class.
3. Permission to be excused from class must be approved by the teacher who will make the decision
4. All written papers, reading reports, research papers must have: presentation sheet, development and bibliography
5. Papers must be typed, respecting punctuation, grammar, sentence/paragraph congruence. Font: Arial, 12 pts, space: 1 ½ and justified margins.
6. When a student misses an evaluation will receive a grade of "1". The student has 3 calendar days to justify the absence and the evaluation will be programmed for the next day of class. Must present a written justification, proof (doctor's note or of a similar nature) and wait for the decision. If its not done during the specific time frame the evaluation will not be rescheduled.
7. The same procedure is done when the student misses class and papers or oral presentations are due
8. **During class, cell phones must be turned off. Students are not allowed to receive, or make phone calls, receive or send voice or text messages.**
9. Late arrivals or leaving the class for over 15 minutes will be considered and absence. Attendance will be taken when the teachers deems it necessary
10. In case the student must leave the class after the beginning of the class, the student must send a written formal note to the teacher
11. Medical proof for absences must be provided within the 3 calendar day after the absence
12. To ensure each student has the oral presentation material, each group will share the summary of each student to their group members, compile it. Each group member will write a unique and original paper. The final document must be structured according to the regulations provided here.



13. Grading for the university will be from one (1) to a hundred (100). Minimum grade to pass the course is seventy (70) and for graduate studies is eighty (80).
14. Students who obtain an average final grade between sixty (60) and sixty-nine (69), reserved the right to take a make-up exam, provided assistance reached 75%. Graduate students have the same right if their average final grade is between seventy (70) and seventy-nine (79).