

## Study guide Costa Rica

Spring 2020

Contemporary History of Costa Rica

For students in Spanish 0 and 1

Seminar Leader: Ruth Martínez Cervantes

[ruth@kulturstudier.org](mailto:ruth@kulturstudier.org)

WhatsApp: +505 8990 9054

## Dates and Deadlines

Week	Dates	Academic Activity	Exams and deadline papers
1	December 3rd until January 3rd	Self study	Self-study questionnaire
2			
3			
4			
1	January 6th – april 17th	Lecture, seminars, presentations, essays, exams	
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16	April 20th - 24th		Final exams

## ACADEMIC CONTENT

The semester is divided in two sections: 1) self-study period and 2) on location seminars. The self-study period involves a 4-week period when each student will read a book and will answer 20 questions based on the book (further information below). The second part of the course refers to the 16-week period in Costa Rica where students will receive seminars, classes and field trips. For detailed evaluations of this period check specific course programs.

### Self-study for the Contemporary History of Costa Rica Course

This self-study period is an introduction to Latin American history and society where you will later spend 16 weeks living and sharing with the local population, in the city of San Isidro de El General, Costa Rica. It is necessary that you use the self-study period to easily navigate through the program in Costa Rica.

The self-study reading will give you a brief historical and current perspective of Latin American society, **use this time wisely**, for there is also a short questionnaire you will turn in on **January 3rd** related to the material you will read. An essay based on the same book will be due a few weeks later.

During the self-study period students are assigned the book *Race and Ethnicity in Latin America*, written by Peter Wade. Second Edition. The book is [available here](#):

<https://drive.google.com/file/d/1DSJ0AVvfDvaPLBNLXglwKNTTBQkfc7Mv/view>

**After Reading the book, students will answer 20 questions.**

**Read the first three chapters of *Race and Ethnicity in Latin America* by Peter Wade and answer the following questions briefly. *This assignment is part of your grade. An essay on this book will be assigned during the first week of class, so make sure to read it. We recommend you save your answers in order to use them when writing the essay.***

#### Chapter 1

- If race and ethnicity do not come from a transparent reality, where do the terms race and ethnicity come from?
- Why does Wade look at what race has meant through time?
- What examples are used in the book about science and extreme racism?
- What is UNESCO's position on Race?
- What are three characteristics of the social construction on race, provided by Wade?
- What is the concept of race linked-to in the Americas?
- According to Wade, do we have a single ethnicity?

## Chapter 2

- When could indigenous people be enslaved?
- What did natural slaves mean?
- Why did Europeans not question African slavery?
- Why could Europeans not maintain their 3 separate categories (Europeans, indigenous, slaves)?
- How was the mixture (casta, mestizos) structured?
- What is the name of the biased process of mixing towards whiteness?
- Why was there a difference between Indian and black slavery?

## Chapter 3

- What was the problem with indigenous people?
- What is acculturation and how did it occur between 1920 and 1970?
- How could indigenous people pass as Ladinos?
- Why was the integration of blacks more problematic?
- What were UNESCO's research conclusions on Brazil?
- What are the two trends Wade highlights in the conclusion of chapter 3?

Below is the link to a google document to turn in your answers. Remember, these are **due January 3rd.** If you have any questions email me at: ruth@kulturstudier.org.

[https://docs.google.com/forms/d/1FvnS0JmXF0Bxeks4fYhQRUb5DqdxEP1Hw\\_5cPdCcpCM/edit?ts=5dd67b9c](https://docs.google.com/forms/d/1FvnS0JmXF0Bxeks4fYhQRUb5DqdxEP1Hw_5cPdCcpCM/edit?ts=5dd67b9c)

## **STUDY IN COSTA RICA**

This time period consists of 16 weeks in Costa Rica, taking classes in history and Spanish language. Sharing spaces and interacting with Costaricans (commonly known as ticos) in different contexts will make for an exciting semester. Both courses will give you the tools to immerse and experience first-hand Latin culture.

History and Spanish courses last 16 weeks, taught in seminar format, evaluated with short exams, written exams, essay, and oral presentations. For specific evaluation methods check each course program. During our time in Costa Rica there will be directed field trips related to course work.

During class, students are expected to have read the material beforehand so they can ask questions, participate with comments or critiques. Each reading will be covered and discussed in class. The course readings for Contemporary History of Costa Rica. Course readings for Contemporary History of Central America will be in Spanish

## ACADEMIC WRITING

For this semester abroad, students will write two papers, one before the semester starts and one for each of your history classes. Students are expected to write academic essays that evidence:

1. You have read, understood course work and other relevant data and are able to explain it in your own words
2. Reflect on the information provided and respond appropriately
3. Write your own ideas in academic format

In order to write your own ideas/perspectives in academic format we have general guidelines on how papers/essays should be written.

When writing, essays always need an **introduction** where the author:

1 explains the topic of discussion: what are you writing about, be specific. If writing about history provide dates, places, relevant names

2 Statement: should provide the question/hypothesis you are trying to answer. I will analyze the historical and socioeconomic context of the Nicaraguan war (1980-1989) to understand the causes that prolonged it for ten years. I consider that it was not only Russian and Cuban aid that kept Nicaragua afloat, but the agrarian economic structure which allowed for its resistance.

3 objectives: What you intend to achieve? Provide new relevant historic information about a specific event

4 methodology: How will you answer your questions and achieve your objectives, what sources or methods will you use? To answer this question I will use newspapers of the time period and analyze staple yields, relevant bank information. Also I will use formal and informal interviews with peasants from the northern highlands of Nicaragua.

5 outline of the paper: Describe the chapters or stages of your paper.

### Main Section

In this section the author discusses concepts that will be used in the text. Here you will develop and process your methods, discuss your sources, etc.

Quality in an essay includes readability of the text, therefore, you must aim for clarity in your ideas and discussion. Make sure to indicate what ideas are not yours – CITE YOUR SOURCES. Add your reflections or critiques, as well, with appropriate language. Make your arguments and support it, believing or wanting something is not a good argument, use your reading material to support your position.

Be logical when writing the essay, if you are not an experienced writer in history it is best if you write in chronological order. In any other case make sure your arguments flow, do not mix different ideas in a single paragraph. Each paragraph should follow the one before it. For example, if you are discussing the human body and are talking about the brain, it is unlikely the next paragraph discusses the feet.

Make sure your ideas are clear to the reader. For this, make sure to read the sentence/paragraph/essay out loud, there you will catch any mistake. Have others read the essay to evaluate if it is understandable. **Your seminar leader is available for any question before the papers are due, also for reading it if you so desire!** (ruth@kulturstudier.org)

Make sure to have a discussion. Explain approaches, theories, points of view, compare and contrast, use them to answer your questions, meet the objectives you set up in the introduction.

### **Conclusion**

After your discussion comes the conclusion, summarizing the arguments and drawing your own conclusions based on the main content. Here be sure to answer your question/hypothesis or support or refute your statement.

### **References**

There are many ways to reference texts, I do not mind any in particular but make sure you are consistent. Review books and articles to choose one way to do it and stick with it.

Make sure that every source should have a short in-text citation, thus there should be a full reference in the bibliography. Remember to be consistent in your references.

Example from: <https://guides.libraries.psu.edu/apaquickguide/intext>

A few researchers in the linguistics field have developed training programs designed to improve native speakers' ability to understand accented speech (Derwing, Rossiter, & Munro, 2002; Thomas, 2004). Their training techniques are based on the research described above indicating that comprehension improves with exposure to non-native speech. Derwing et al. (2002) conducted their training with students preparing to be social workers, but note that other professionals who work with non-native speakers could benefit from a similar program.

### **References**

Derwing, T. M., Rossiter, M. J., & Munro, M. J. (2002). Teaching native speakers to listen to foreign-accented speech. *Journal of Multilingual and Multicultural Development*, 23(4), 245-259.

Thomas, H. K. (2004). *Training strategies for improving listeners' comprehension of foreign-accented speech* (Doctoral dissertation). University of Colorado, Boulder.

**Here are two websites with further instructions on academic writing.**

<https://writingcenter.fas.harvard.edu/pages/beginning-academic-essay>

<https://www2.le.ac.uk/offices/ld/resources/writing/writing-resources/writing-essays>