



# STUDY GUIDE Nicaragua Spring 2018

Latin American Studies I  
Latin American Studies 2

Updated 13.02.2018  
Changes will occur

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# Dates and Deadlines

Changes will occur

Week	Dates	Academic activity	Exams and deadline Papers
1	15 Jan - 11 Feb	Self-studies	Self-study papers Ped and Latam 2 Feb
2		Self-Studies and pre-course Spanish	
3			
4			
1	12 Feb - 25 May	Lecture, seminars, workshops, writing papers	Diagnostic test Spanish
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			Exam Ped1 11 May
14			Spanish writing skills 18 May Paper Latam 18 May
15			Spanish grammar 25 May
16	28 May - 1 June		Oral Spanish Paper PED2 1 June

# 1. Introduction

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This Study Guide is a supplement to the Course Description. It will give information about the courses in Nicaragua and advice on how best to study and carry out the different tasks.

Having sixteen weeks in Nicaragua gives you an excellent opportunity to engage in the country's culture and its people and the courses will help you gain insight into Latin American society with a special focus on Nicaragua.

If you have any academic questions, please contact Olav Eggbø ([olav@hbl.no](mailto:olav@hbl.no)) regarding Latin American Studies.

All other inquiries, please contact our office in Oslo, [mail@kulturstudier.no](mailto:mail@kulturstudier.no) or tel: +47 22358022.

## 2. Course Content

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### Part 1 – Self Study Period

(15 Jan – 9 February)

The lectures and seminars take place in Leon, but the learning process will start before that as the program begins with five weeks of self study. It is vital that you use these weeks well in order to follow the program once the classes start in Nicaragua. You should make yourself well acquainted with the curriculum during this period. You will get more out of the lectures if you have looked at the material beforehand, and a slow start to the semester will make your stay in Nicaragua unnecessary overloaded with work later on.

Self-studies can be a challenge. It requires discipline to spend the time needed to both read and reflect on the course material, but it will also help you develop an individual understanding of your curriculum.

If you have questions, lecturers will be available to answer them via email during these five weeks. For questions and Olav Eggbø ([olav@hlab.no](mailto:olav@hlab.no)) regarding Latin American Studies.

### Self Study Period *Latin American Studies I*

During the self study period students are expected to read chapter 1-3, 8-12 and 14 in the book "Understanding Contemporary Latin America" by Richard A. Hillman (2011), Roger Lancaster, (1991) "Skin Color, Race, and Racism in Nicaragua", and Pew Research Center (2014) "Religion in Latin America". These texts must be used when writing a short paper (approximately 3 pages), which must be handed in via email to your seminarleader Elise Hjalmarson, [elise@kulturstudier.org](mailto:elise@kulturstudier.org). Students are not allowed to take the final exam before the paper is approved by Elise (see the final paragraph of this document on "Guidance on Writing Academic Essays").

The book "Understanding Contemporary Latin America" gives a thorough introduction to Latin American culture and society, and is a good basis for understanding the other texts in the curriculum. The rest of the articles on the reading list will be sold in a printed course reader when the semester starts in Leon. The course reader will also be available digitally on [www.kulturstudier.org](http://www.kulturstudier.org).

**Mandatory short paper Latin American Studies I**

**Deadline: 2 February**

Choose one of the questions:

1. *Describe the religious landscape in Latin America with a special emphasis on the changes that have happened in the last decades.*
2. *How has colonialism affected today's society and politics in Latin America?*

**Deadline: 2 February**

- **Individual work**
- **1.200 words (±10%)**
- **Graded approved or not approved**
- **Email to [elise@kulturstudier.org](mailto:elise@kulturstudier.org)**

- **Language: English**

The paper should be 1200 word (+ /- 10%), which is approximately 3 pages. The seminar leader will read and evaluate the submitted essays and give feedback to the students during the first week of teaching in Leon. The seminar leader will assess whether the paper is approved or whether it must be resubmitted with amendments. If the paper must be resubmitted will the student get a two-week deadline.

## **Self Study Period *Latin American Studies 2***

During the self study period students are expected to read chapter 1, 3, 4 and 5 in the book *Sociedad y cultura en America Latina*, by Álvarez-Solar and Fonseca. The book gives a thorough introduction to Latin American culture and society, and is a good basis for understanding the other texts in the curriculum. The rest of the articles on the reading list will be sold in a printed course reader when the semester starts in Leon. The course reader is also available digitally on [www.kulturstudier.org](http://www.kulturstudier.org)

**Mandatory short paper Latin American Studies 2**

**Deadline: 2 February**

Choose one of the questions:

1. *¿Cuál ha sido el papel de la religión en el proyecto de colonización, y cuál es el papel en la América Latina de hoy?*
2. *¿Cómo podemos reconocer la «herencia colonial» en el paisaje político latinoamericano de hoy?*

**Deadline: 2 February**

- **Individual work**
- **1.200 words (±10%)**
- **Graded approved or not approved**
- **Email to [elise@kulturstudier.org](mailto:elise@kulturstudier.org)**
- **Language: Spanish**

The paper should be 1200 word (+ /- 10%), which is approximately 3 pages.

The seminar leader will read and evaluate the submitted essays and give feedback to the students during the first week of teaching in Leon. The seminar leader will assess whether the paper is approved or whether it must be resubmitted with amendments. If the paper must be resubmitted will the student get a two-week deadline. The paper must be approved in order to take the final exam.

## Part 2 – The study in Nicaragua

The advantage of studying in Leon is that you study and live in the area you read about in the academic texts and where Spanish is being spoken. Thereby you have the opportunity to create an interesting relation between your study and social life. The contact with your neighbours will become easier the more Spanish you learn, and your understanding of the society you live in becomes greater by studying the social fabric in Latin America while simultaneously interacting with Nicaraguans. In addition, your professors will be available throughout the program which will give you a closer academic follow-up. You will also experience that being part of a student body that all study at one Nicaraguan university can make the learning easier and create a common involvement and interest.

Both courses in Latin American society and culture will more or less have the same structure with lectures and seminars. The most important parts of the study will be reviewed in the lectures. There will be an introduction and a review of the curriculum, and the texts of the course will be examined in a greater context, so it is easier to understand the coherency of the curriculum and how the argumentation in each article can be understood in a historical context. The majority of the lectures in Latin American society and culture 2 will be in Spanish and all lectures in Latin American society and culture 1 will be in English. It is possible to ask the teachers questions related to the course outside of class.

### Seminars

There will be around 15 students in each seminar group. In these groups the students will be participating actively in the classes. They will individually or in a group do presentations related to a theme from the curriculum for the rest of the seminar group. These presentations will be the basis of later discussion. During the semester each student must have done at least one oral presentation. By actively participating in the course the students are forced to use and understand the curriculum. They are going to learn how to find the main points of a text, how to see the texts in a greater context, and how to explore a theme using different articles. The seminar leader will be in León during the entire course. Students who are studying Latin American society and culture 2 will have seminars in Spanish.

Another important part of the seminars is the academic writing course in which the seminar leader will go through practical tips for completing the home exam. Students will also be able to hand in test exams to receive important feedback before the actual exam. This course is voluntary and specifically aimed at students who do not have much experience with home exams.

### Field study

Students who take *Latin American society and culture* will be doing a field study in which they will incorporate the theoretical parts of the curriculum.

The field study will give the students an opportunity to engage in social issues in Nicaragua and gain first hand knowledge of the political and economic situation in the country. The field study takes four to five days and the students will live outside Leon during that period.

All the students will give an oral presentation about the research of the field study. We also encourage to use the data from the field study in the term paper.

## Part 3 – Term Paper

**Deadline 18 May**

During the semester, you will be writing your term paper. The students must write the term paper individually but will be able to be supervised by the seminar leader. For students taking Latin American society and culture 1, the exam must consist of 3,600 words (+/- 10%) which is equivalent to eight to ten pages. For students taking Latin American society and culture 2 the exam should be 2,400 words (+/- 10%) which is equivalent to five to seven pages. The assignment should be handed in electronically.

<b>Term paper – both levels May</b>	<b>Deadline:</b>	<b>18</b>
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**Deadline: 18 May, 23:59 Nicaraguan time**

- **Published in class in Leon**
- **UNAN-León uses the following grading scale:**
  - Nota de 90 – 100. Excelente.
  - Nota de 80 – 90. Muy bien.
  - Nota de 70 - 80. Bueno.
  - Nota de 60 – 70. Suficiente.
  - Nota de 0 – 59. Aplazado.
- **Latin American society and culture 1: 3600 words +/- 10%, Language: English**
- **Latin American society and culture 2: 2400 words +/- 10%, Language: Spanish**

### 3. Reading List

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#### Latin American Studies I:

##### Book that must be purchased:

**Hillman, Richard A.** (2011) *Understanding Contemporary Latin America* (4th edition) Lynne Rienner Pub (chapter 1-3, 8-12 and 14)

##### Articles (available [www.kulturstudier.org](http://www.kulturstudier.org) when the self study period begins and in a printed version in León):

**Babb, Florence** (2004). «Recycled *Sandalistas*: From Revolution to Resorts in the New Nicaragua» Volume 106, Issue 3, pp 541–555

**Brotherton, P. S.** (2005). "Macroeconomic change and the biopolitics of health in Cuba's special period." *Journal of Latin American Anthropology* vol. 10, no 2 (339-369).

**Canessa, A.** (2008). "Sex and the citizen: Barbies and beauty queens in the age of Evo Morales." *Journal of Latin American Cultural Studies*, vol. 17, no. 1 (41-64).

**Cannon, B. & Hume, M.** (2012). "Central America, civil society and the 'pink tide': Democratization or de-democratization." *Democratization*, vol 19, no. 6 (1039-1064).

**Encarnación, O. E.** (2011). "Latin America's gay rights revolution." *Journal of Democracy*, vol. 22, no. 2, 104-118.

**Freeman, J.** (2010). "From the little tree, half a block toward the lake: popular geography and symbolic discontent in post-sandinista Managua". *Antipode*, vol. 42, no. 2 (336-373).

**Goett, J.** (2011). "Citizens or anticitizens? Afro-descendants and counternarcotics policing in multicultural Nicaragua." *Journal of Latin American and Caribbean Anthropology*, vol. 16, no. 2 (354-379).

**Gould, Jeffrey L.** (1993). «"¡Vana Ilusión!" The Highlands Indians and the Myth of Nicaragua Mestiza, 1880-1925» *The Hispanic American Historical Review* Vol. 73, No. 3, pp. 393-429

**Hagene, T.** (2015). "Political clientelism in Mexico: Bridging the gap between citizens and the state." *Latin American Politics and Society*, vol. 57, no. 1 (139-162).

**Huff, J. G.** (2014). "Pentecostalized development and novel social Imaginaries in rural El Salvador." *Journal of Latin American and Caribbean Anthropology*, vol. 19, no. 1 (22–40).

**Kampwirth, K.** (1996). "The mother of the Nicaraguans: Doña Violetta and the UNO's gender agenda." *Latin American Perspectives*, vol. 23, no. 1 (67-86).

**Lancaster, R.** (1992) "Coping with Less, compadrazgo, friendship and provisioning" In Lancaster, R.'s *Life is Hard: Machismo, Danger, and the Intimacy of Power in Nicaragua* University of California Press., (pp. 52-68).

**Lancaster, R.** (1991). "Skin color, race, and racism in Nicaragua." *Ethnology*, vol. 30, no 4. (339-353).

**Nading, Alex M.** (2013) "Love isn't there in your stomach": a moral economy of medical citizenship among Nicaraguan community health workers." *Medical Anthropology Quarterly* vol 27, no.1 (84-102).

**Neumann, P. J.** (2013). "The gendered burden of development in Nicaragua." *Gender & Society*, vol 27, no. 6 (799-820).

**Menjivar, Cecilia** (2006) "Liminal Legality: Salvadorian and Guatemalan Immigrants' Lives in the United States" in *American Journal of Sociology* Vol 111, No 4 (999-1037)

**Pew Research Center.** (2014). "Overview; religion in Latin America: Widespread changes in a historically Catholic region." No. 13 (4-31).

**Rodgers, Dennis** (2004) "*Disembedding*" the city: crime, insecurity and spatial organization in Managua, Nicaragua. *Environment and Urbanization*, 16 (2). (113-123).

**Sandoval-Garcia, Carlos** (2015) "Nicaraguan Immigration to Costa Rica: Tendencies, Policies, and Politics In LASA FORUM Vol XLVI, No 4 (7-10)

**Schackt, J. (2005).** "Mayahood through beauty: Indian beauty pageants in Guatemala." *Bulletin of Latin American Research*, vol. 24, no. 3 (269–287).

**Torres, G. M.** (2015). "In the shadow of the razor wire: Class and insecurity in Guatemala's urban core." *Antropologica*, vol. 57, no. 1 (127-137).

### **Secondary literature:**

**Caldeira, T. P.R.** (1996). "Fortified enclaves: The new urban segregation", *Public Culture*, vol .8, no. 2 (303-328).

**Miklos, A. Z.** (2014) "Mediated intimacies: State intervention and gender violence in Nicaragua." *Revista Encuentro*, no. 100 (6-37).

**Rogers, Dennis**(2017)«*Bróderes* in arms: Gangs and the socialization of violence in Nicaragua» *Journal of Peace Research* Vol 54(5) (pp 648-660)

**Thayer, M.** (2010). "Identity, revolution, and democracy: Lesbian movements in Central America." In J. Corrales and M. Pecheny's *The politics of sexuality in Latin America: A reader on lesbian, gay, bisexual, and transgender rights* (pp. 144-172). Pittsburgh: University of Pittsburgh Press.

**Zechmeister, E. Lupu, N and Cohen, M.**(2017) "Democracy and Governance in the Americas: Key Findings from LAPOP's AmericasBarometer." *AmericasBarometer Insights; Topical briefs #30*

Changes in the curriculum may occur

## Latin American Studies 2

### Book that must be purchased:

**Álvarez-Solar, M og Fonseca, E.** (eds). (2006) *Sociedad y Cultura en America Latina*. (Introducción; Chapters. 1, 3, 4, and 5) Fagbokforlaget.

**Articles (available on [www.kulturstudier.org](http://www.kulturstudier.org) when the self study period begins and in a printed version in León):**

**Artavia Araya, Fernando(2008).** "Decisiones públicas, beneficios privados. Consideraciones teóricas en torno a la corrupción. Revista de Ciencias Sociales, vol. I, núm. 119, pp. 13-26. Universidad de Costa Rica, Costa Rica.

**Heras Gómez, Leticia (2004)** "Cultura política y democratización en América Latina" In Revista de Ciencias Sociales No 103-104

**Martínez Cárdenas, Edgar; Ramírez Mora, Juan Manuel (2010).** "La corrupción en la Administración Pública: un perverso legado colonial con doscientos años de vida republicana". In Reflexión Política, vol. 12, núm. 23, pp. 68-80

**Pérez C., Edelmira (2004)** "EL MUNDO RURAL LATINOAMERICANO Y LA NUEVA RURALIDAD" *Nómadas (Col)*, núm. 20, 2004, pp. 180-193 Universidad Central Bogotá, Colombia

**Peschard, Jacqueline (2012)** "La Cultura Política: Los Conceptos Fundamentales" In "La Cultura Política Democrática" Cuadernos de Divulgación de la Cultura Democrática, México: Instituto Federal Electoral

**Rocha, Jose Luis (2012):** "Historia de Nicaragua: Entre el Autoritarismo y el Anarquismo"

**Seoane, José (2006)** "Movimientos sociales y recursos naturales en América Latina: resistencias al neoliberalismo, configuración de alternativas Sociedade e Estado", vol. 21, núm. 1, enero-abril, 2006, pp. 85-107 Universidade de Brasília Brasília, Brasil

**S. Paulino, Maria Ignez (2007)** "El Movimiento de las Mujeres Campesinas y el Medio Ambiente Otras Miradas", vol. 7, núm. 1, enero-junio, 2007, pp. 84-96 Universidad de los Andes Mérida, Venezuela

**van Etten, Jacob y Fuentes, Mario(2007)"**La crisis del maíz en Guatemala: Las importaciones de maíz y la agricultura familiar" *Anuario de Estudios Centroamericanos*, Vol. 30 (2004

Changes in the curriculum may occur.

# Guidance on Writing Academic Essays

During the semester all students must write two academic papers. The first paper should be handed in before the lectures and seminars start in Leon. The second paper is the home exam which marks the ending of the program about Latin America. These papers must show that you are able to:

- Read and understand the course literature and other relevant information
- Critically reflect on the topics that the course addresses.
- Apply academic conventions to your writing

It is not expected that you come up with original answers in the academic field on Latin America; however there are some general guidelines on how a paper/essay should be written. These guidelines are in accordance with normal standards for University/College assignments.

## 1. Define the topic, the intention and structure of the essay in the introduction.

Whether writing a short paper or a home exam essay, the paper must have an introduction. Here the topic is first presented. Next you should explain how you understand the given assignment, and how this understanding affects your answers.

Following this, the question(s) related to the topic are formulated. The question(s) and the intention must be clearly formulated and realistic. Finally, the structure to the paper/essay should be outlined. That is, how the following pages will proceed to study the question(s) of the paper. This structure must be simple and logical, normally resting on three building blocks:

- an introductory part
- a main part (normally consisting of various sub-chapters/sections) where ideas concepts and results are discussed in relation to the overall topic/s and question/s raised in the introduction
- a concluding part which summarizes the paper and provides final conclusions.

Once the topics, intention and structure have been defined in the introduction, it is important to stick to them throughout the paper/essay.

The seminar leader is available for advice during the writing of the self-study paper and the group exam. It is advisable to make use of this opportunity. However, you may not receive any guidance during the individual home-exam.

## 2. Organize the essay with a good structure

It is essential for the quality and readability of the text that you present and discuss your material in a systematic manner (by "your material" we mean the different views/theoretical approaches and empirical examples you use to study the topic/s in question). There is no standard way of doing this. What is important is that you give reasons in the text for why you choose to put the various elements of the material together the way you do. Each time you introduce a new idea or example, remember to ask yourself: Is it clear to the reader (and yourself) why this idea/example is being introduced here? If your answer is not a clear "yes", the text needs revising.

## 3. Discuss and bring to a conclusion

Equally vital for the quality of the paper/essay, but often forgotten, is that the material is discussed. Nevertheless, be humble towards the text you are referring to and do not give your own distinct opinions. Explain the different approaches, the theoretical viewpoints and the empirical examples and relate them to the rest of the text and the questions you posed in the introduction. Compare the different theories, explain the similarities and differences, pros and cons, and always

discuss this with the help of other texts. At the end of the essay you should bring your various points together and draw some tentative conclusions based on the discussion in the paper.

#### **4. Write clearly and understandable**

While academic writing demands a formal style this does not mean using complex language. On the contrary, ideas should be communicated as clearly and precisely as possible. In addition, and this is equally important, effort should be made in establishing good flow between the elements of the text. This implies that there must be a meaningful connection between the various sections of your paper. Make sure that you always explain what a section is about and relates to what you have already written. Repetition in this context does not have to be negative.

#### **5. Guidance on Referencing - Get the technicalities right**

The Harvard System of references is used in the course. There are many different styles within the system - compare the list of references in books, journal articles or reports. The style is up to you – as long as you are consistent in its use.

#### **The main points in referencing are:**

(1) every source should have a short reference in the text (2) which links to a full reference in the bibliography (3) where you are consistent and use the same style for all references in your paper.

#### **(1), References in the text**

There must be references in the text immediately after quotations, or after specific ideas or views from particular sources. These references are to be written in parentheses in the text after the point you are referring to. Correct references consist of the author's surname/other source's name followed by the publishing year and page number where applicable. The page number should always be included for direct quotations, paraphrasing particular ideas or arguments, and statistics. You do not need a page number when you are referring to a general point from a whole source, for example a book, article or report.

#### *Examples:*

- Whole book:  
In her most recent introduction to development studies, the author covers economic aspects of development, as well as social, cultural and environmental issues (Smith 2008).
- Direct quote:  
Smith concludes that "development must include tackling poverty" (Smith 2008: 22).
- Paraphrasing:  
One of Smith's arguments is that development needs to include poverty reduction (Smith 2008: 22).
- Sometimes documents do not have a date. Then the reference is:  
(Smith, no date)
- Documents written by an organization with no given author should have the organization as the author:  
(UNESCO 2009) or (Nicaraguan Ministry of Education and Training 2007)

#### **(2), Bibliography: List of all sources with full details at the end of the essay**

All sources referred to in the text should be presented in full at the end of the document. The list, which can be called "Literature", must contain the full reference. The references must be organised in alphabetical order by the name of the author.

- Each reference should have the following format:

Surname of author, first name or initial/s (publishing year) *Title*, Place of publishing that is normally a town: Name of publisher.

*Example:*

Woodward, Ralph Lee (1999) *Central America, a Nation Divided*, New York: Oxford University Press

- If the source is an article in an anthology (book with contributions from several authors), the reference in the literature list should have the following format:

Surname of author of the article, first name or initial/s (publishing year) "Title of article", in + full name/s of the editor/s, *Title of book*, Place of publishing which is normally a town: Name of publisher.

*Example:*

Larrain, Jorge (1999) "Modernity and Identity: Cultural Change in Latin America", In Robert N.Gwynne and Cristobal Kay (eds.), *Latin America Transformed. Globalization and Modernity*, London: Arnold Publishers

- If the article is from a journal, the reference in the literature list should have the following format:

Surname of author, name or initial/s (publishing year) "Title of article", In + *Name of periodical*, volume/issue number x, pp. z-y.

*Example:*

Vilas, Carlos (1992) "Family Affairs: Class, Lineage and Politics in Contemporary Nicaragua", In *Journal of Latin American Studies* Vol 24, No 2 s 306-341.

- If you are referring to a report, the reference in the literature list should have the following format:

Name of institution/organisation (publishing year) *Title*, Place of publishing that is normally a town: Name of publisher.

*Example:*

Department of Health (2001) *National service framework for older people*. London: Department of Health.

- If using a text from the Internet, the reference should have the normal format used for references to books, anthologies or periodicals as described above, and add the Internet-address. If using information from the internet which is frequently updated (newspapers, magazines etc), the date when downloaded should be included in parenthesis.

Surname of author, first name or initial/s (publishing year) "Title of article". From "Name of webpage". Available at "URL" (Accessed at "date")

*Example:*

Sommerfelt, Axel (2009) "Etnisk gruppe". From Store Norske Leksikon. Available at: [http://snl.no/etnisk\\_gruppe](http://snl.no/etnisk_gruppe) (Accessed March 15 2014)

### **(3), Avoiding plagiarism**

Only sources that have actually been used in the study and referred to in the text should be put on the literature list. Using facts or arguments from published materials (or previous student papers) without referencing them in your text is considered a serious breach of academic code of conduct and will normally result in failing your assignment or an entire course.

A detailed and comprehensive guide to Harvard style of referencing can be found here:  
[http://www.library.uq.edu.au/training/citation/harvard\\_6.pdf](http://www.library.uq.edu.au/training/citation/harvard_6.pdf)

## 4. Internet resources

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### Facts about Nicaragua:

**SNL:** <https://snl.no/Nicaragua>

**CIA Factbook:** <https://www.cia.gov/library/publications/the-world-factbook/geos/nu.html>

**FN-sambandet:** [http://www.fn.no/Land/Nicaragua/\(show\)/indicators](http://www.fn.no/Land/Nicaragua/(show)/indicators)

### Statistics/ numbers

**Pew Research Centre:** <http://www.pewhispanic.org/>

**Latin American Public Opinion Project(LAPOP):** <https://www.vanderbilt.edu/lapop/>

**Latinobarometro:** <http://www.latinobarometro.org/lat.jsp>

### Newspapers:

**La Prensa** (Nicaragua's biggest newspaper): <http://www.laprensa.com.ni>

**El Nuevo Diario** (much the same format as La Prensa, more to the left in the political landscape): <http://www.elnuevodiario.com.ni/>

**Confidencial** (Weekly Nicaraguan newspaper with many political articles, politically it's in between La Prensa and El Nuevo Diario): <http://www.confidencial.com.ni/>

**Envío** (Nicaraguan social science magazine about current affairs in the Nicaragua, there are articles in both Spanish and English): <http://www.envio.org.ni/>

**Norlarnet** (Norwegian Latin-American Research Network) <http://www.norlarnet.uio.no/>

**Latinamerikagruppene** (Website with a collection of newsarticles about Nicaragua): <http://www.latin-amerikagruppene.no/landsider/land/nicaragua>

**Latin-Amerika i dag:** (Facebookgroup presenting and commenting news from Latin America) <https://www.facebook.com/groups/1221629007938275/>

**The Economist** (Political magazine with focus on economic news, has overview of "America south of USA"): <http://www.economist.com/world/la/>

### Tourist websites:

**Official site:** <http://www.intur.gob.ni/>

**Private site:** <http://www.nicaragua.com/>

**Lonely Planet:** [http://www.lonelyplanet.com/destinations/central\\_america/nicaragua/](http://www.lonelyplanet.com/destinations/central_america/nicaragua/)

### Norwegian organisations in Nicaragua:

**Redd Barna:** <https://www.reddbarna.no/her-jobber-vi/nicaragua>

**Norsk Folkehjelp:** <https://www.folkehjelp.no/Vaart-arbeid/Land-vi-jobber-i/Latin-Amerika/Nicaragua>

**LAG:** <http://www.latin-amerikagruppene.no/>

**SAIH:** <http://www.saih.no>

### Others:

**UNAN-León** (the university we collaborate with in León): <http://www.unanleon.edu.ni/>

**Sergio Ramírez:** (Website for Ramírez; lots of interesting articles about society and literature): <http://www.sergioramirez.org.ni>