



COSTA RICA
Tropical Ecology, Development and
Social Justice at Monteverde

SPRING SEMESTER 2012
January 22 – May 1, 2012

ACADEMIC CURRICULUM



UMASS
AMHERST

| | |
|---|-----------|
| <u>PROGRAM OVERVIEW</u> | 4 |
| MONTEVERDE AS COMMUNITY | 4 |
| MONTEVERDE INSTITUTE | 5 |
| SAN LUIS – SITE OF HOMESTAY | 5 |
| HOMESTAY PROGRAM | 6 |
| LEARNING MODALITIES | 7 |
| ACADEMIC READING AND WRITING | 7 |
| OBSERVATION | 7 |
| COLLABORATIVE AND PEER-SUPPORTED LEARNING | 7 |
| LEARNING, REFLECTION, PROCESSING AND EXPRESSION THROUGH BLOGGING | 7 |
| SELF-DIRECTED LEARNING | 8 |
| LANGUAGE ACQUISITION THROUGH ART, DANCE, MUSIC AND FOOD AND CONVERSATION | 8 |
| ACTIVE PARTICIPATION | 8 |
| LEARNING THROUGH COMMUNITY BUILDING | 8 |
| <u>SUSTAINABLE DEVELOPMENT AND SOCIAL JUSTICE IN COSTA RICA</u> | 9 |
| COURSE DESCRIPTION | 9 |
| COURSE OBJECTIVES | 9 |
| LEARNING MODALITIES | 10 |
| COURSE SCHEDULE | 10 |
| COURSE REQUIREMENTS | 17 |
| GRADING | 19 |
| REQUIRED TEXTS | 19 |
| BIBLIOGRAPHY | 19 |
| <u>ECOLOGICAL RELATIONSHIPS IN THE TROPICS</u> | 24 |
| COURSE DESCRIPTION | 24 |
| COURSE OBJECTIVES | 24 |
| LEARNING MODALITIES | 25 |
| COURSE SCHEDULE | 25 |
| COURSE REQUIREMENTS | 28 |
| GRADING | 29 |
| REQUIRED TEXT | 30 |
| <u>COMMUNITY SERVICE LEARNING IN COSTA RICA: THEORY AND PRACTICE</u> | 31 |
| COURSE DESCRIPTION | 31 |
| COURSE OBJECTIVES | 32 |
| LEARNING MODALITIES | 32 |
| COURSE OUTLINE | 32 |
| COURSE REQUIREMENTS | 33 |
| GRADING | 34 |
| REQUIRED READINGS | 34 |
| BIBLIOGRAPHY | 35 |

| | |
|-------------------------------|-----------|
| ELEMENTARY SPANISH | 36 |
| COURSE DESCRIPTION | 36 |
| COURSE OBJECTIVES | 36 |
| LEARNING MODALITIES | 37 |
| LEARNING METHODOLOGY | 37 |
| COURSE OUTLINE | 37 |
| COURSE OVERVIEW | 38 |
| COURSE REQUIREMENTS | 42 |
| GRADING | 42 |
| COURSE READINGS | 43 |
| BIBLIOGRAPHY | 43 |
| INTERMEDIATE SPANISH | 45 |
| COURSE DESCRIPTION | 45 |
| COURSE OBJECTIVES | 45 |
| COURSE METHODOLOGY | 46 |
| COURSE OUTLINE | 46 |
| COURSE OVERVIEW | 48 |
| COURSE REQUIREMENTS | 52 |
| GRADING | 53 |
| COURSE READINGS | 53 |
| BIBLIOGRAPHY | 53 |
| ADVANCED SPANISH | 56 |
| COURSE DESCRIPTION | 56 |
| COURSE OBJECTIVES | 56 |
| LEARNING METHODOLOGIES | 57 |
| LEARNING MODALITIES | 57 |
| COURSE OUTLINE | 57 |
| COURSE REQUIREMENTS | 59 |
| GRADING | 60 |
| COURSE READINGS | 60 |
| COURSE BIBLIOGRAPHY | 60 |

Program Overview

Student on this program will explore the impact of global trends and policies on sustainable development, and environmental and social justice. Through rich coherent and integrated coursework they will study the interrelated issues of environmental, economic and community sustainability in Monteverde, Costa Rica - one of the most unique and fragile environments on earth. National Geographic denotes Monteverde as "the jewel in the crown of "cloud forest" reserves".

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 after serving prison time for refusing to sign up for the draft. Study social justice and development living in a community (as a member of one of its families) that has merged two cultures and two languages around strong values of family, sustainable development, right livelihood, environmental justice and stewardship and conservation of their unique and endangered land, flora and fauna.

Engage in an academically rigorous, experientially based course of study that looks at sustainability from all sides — integrating social, economic, environmental and personal aspects. Study tropical ecology by learning research methods, visiting all the life zones and ecosystems found in the tropics, and developing a firsthand understanding of the interconnectedness of fragile environments. Learn Spanish by engaging with the community in service learning projects such as reforestation. Examine the successes and failures of development, eco-tourism, and socialized medicine and integrating a large population of Nicaraguan guest workers. Experience the impact of globalization and the adoption of free trade on the country as a whole and within smaller rural communities like Monteverde.

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 the future of Costa Rica and indeed, much of the world.

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 elect the Board of Directors and 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 – site of homestay

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 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.

San Luis was chosen for the Living Routes Program for several reasons.

- It represents a more rural area, retaining many of the traditions and roots of culture from decades past such as; dairy farming, organic coffee production, and sustainable agriculture. Although the coffee processing facility had electricity since the 60's, most private homes did not have electricity until 1992.
- It is an organized community that bands together to procure services and provide enrichment for community members. Parent organizations are working together to provide enrichment programs for the public schools. The San Luis Community submitted a proposal to the government and was accepted to be part of a pilot project for receiving high-speed internet, a great improvement since, until recently, even telephone service was unreliable.
- Almost 25% of all the families in San Luis live at Finca La Bella, a 49-hectare (122-acre) community farming project. This farming and conservation project is made up of 24 families, each with its' own 1-hectare parcel. Approximately half of Finca La Bella is under conservation as forest preserve. Finca La Bella was initiated in the early 1990s through the joint efforts of a local Quaker group, a U.S. non-profit organization, a cooperative in the nearby town of Santa Elena (CoopeSantaElena), and concerned citizens in San Luis. The Quakers, who settled in the Monteverde area in the mid-20th century, were especially instrumental in creating the Finca La Bella farming community.

Homestay Program

MVI works with over 120 families in the area surrounding Monteverde. The Homestay Coordinator visits family homes on a regular basis to ensure healthy and vibrant relationships and to screen families. 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.

Learning Modalities

Academic Reading and Writing

Students will spend time reading academic texts and articles and discussing them in a Socratic-style seminar. They will be asked to first reflect on their readings by writing brief explorations before class. Then, they will consider other arguments offered by peers, instructors and guest lecturers in class. As they advance in their academic studies, they will develop a skill set that will allow them to apply earlier readings and academic theories to contemporary academic work and real-life situations.

Observation

Students will consider how contemporary social scientists explain certain phenomenon and look at their host families, communities and country through this lens. It will allow them to use all five senses to gather information and to consider their observances through an academic framework. As students begin to design their Service Learning Project design, they will be asked to apply questions of sustainability and/or social justice to both the process and the completed product. For example: does the project meet the test of necessity? Is the project an outgrowth of community desire or that of the students?

Collaborative and Peer-Supported Learning

Students will be put into study/discussion groups based on their ability in Spanish. They will attempt to talk about their feelings and observances first in Spanish, as an interdisciplinary practice, and subsequently in English, for a more honest, emotional discussion. Topics will sometimes be of a more academic nature, and other days, they might just be about different aspects of culture-shock or other concerns.

Learning, reflection, processing and expression through blogging

Students will be asked to create their own academic travel blog covering their time in Costa Rica. The blog will provide the opportunity for students to be more relaxed and write in a more stream-of-consciousness format. They will be asked to write in Spanish, about academic subjects, on some occasions, but will be encouraged to consider the blog as a free-form mode of expression. They can use photos and artwork to make the blog more interactive. Ultimately, as they encounter elements of culture that they find particularly fascinating or frustrating, they will have the opportunity to process this in a more casual forum.

Self-directed learning

Students will create a personal research project about some aspect of sustainable development and social justice. After crafting a research question, with the help of an instructor, they will develop the methodological approach to answering it. However, because the intent of this project is based on the process, the question should come from a cultural observation. For example, it may result from an element of a field trip or from a reading that seems incongruous with an observation.

As they begin to explore their topics, students will need to develop the Spanish language vocabulary and facility to interview local residents and scholars on particular subjects and to conduct academic research. Intermediate and advanced Spanish students will be asked to present their findings to their instructors and members of the community in Spanish, and will need to answer questions from the audience as well.

Language Acquisition through Art, Dance, Music and Food and Conversation

Students will approach language acquisition very holistically. First, since they will be living with host families, they will be able to build a relationship that will allow them to be comfortable and vulnerable with Spanish speakers. They will acquire relevant vocabulary and expressions through appropriate context. The hope is that language will flow through exposure to the culture of Costa Rica and will advance their personal language acquisition goals.

Active Participation

Students are expected to actively engage in all activities related to their courses and to cultural enrichment opportunities. The goal of our program is full integration into every aspect of Costa Rican life and a developing sense of belonging to a greater world community through service and learning. Students should open themselves to new experiences and to considering new, and sometimes contradictory points of view while developing a framework in the natural and social sciences through which to analyze them.

Learning through Community Building

Students will have the opportunity to work with a small, rural Costa Rican village to develop a unique service project. The intent of the program is to design a service or project that will authentically and directly benefit the community at large. However, the scope of the project must meet the criteria of sustainability. Students will learn skills of communication, cooperation, teamwork, collaboration, compromise and, in some cases, recasting a project that might not be working as intended. They will work with local urban planners, architects, artisans, sustainable developers, teachers and community leaders and will need to find commonalities to realize their projects.

Sustainable Development and Social Justice in Costa Rica

Program: Tropical Ecology, Development & Social Justice in Monteverde

Department: Political Science

Course #: Polisci 397LR and Polisci H397LR

UMass Faculty Sponsor: Sonia Alvarez, Ph.D.

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

Term: Spring 2012

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 will 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 will 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

Week 2, Seminar 1: 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?

Week 2, Seminar 2: Legacies of the Social and Economic Structures of the Colonial Period

Guiding Questions

- 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

- *Booth et al – Ch 3: The Common History*
- *Vandermeer/Perfecto – Ch 1-2*

Week 3, Seminar 1: Costa Rica's Economy and Polity during the 19th and early 20th Centuries

Guiding Questions

- 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

- *Booth et al: Ch 4 - Costa Rica*
- *Vandermeer/Perfecto – Ch. 3-4*

Week 3, Seminar 2: Genesis of the 1948 War and its Consequences

Guiding Questions

- 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

- *Vandermeer/Perfecto Ch.5-7*

Week 4, Seminar 1: Formation of Costa Rican Party System and the Institutionalization of Democracy

Guiding Questions

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

Readings

- *Booth et al: Ch 6 - Guatemala and Ch.7: El Salvador*
- *Lehoucq, Fabrice (2005) Costa Rica: Paradise in Doubt Journal of Democracy 16.3 (2005) 140-154 (handout)*

Week 4, Seminar 2: Evolution of Costa Rica's "Singular Intimacy" with the United States and its Meanings for Costa Rican Sovereignty

Guiding Questions

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

Readings

- *Booth et al: Ch 10 - Power, Democracy & US Policy in Central America*

Week 5, Seminar 1: Impacts of Conflict in Central America on Costa Rica in the 1980s

Guiding Questions

- 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

- *Booth et al: Ch. 5 – Nicaragua*

Week 5, Seminar 2: Mid course review activity: Where do we go from here?

Week 6, Seminar 1: Costa Rica's Descent into Debt and the Social, Political and Economic Consequences of this Crisis

Guiding Questions

- 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?*
- *Vandermeer/Perfecto Ch. 9*
- *A Brief History of Panama (handout)*

Week 6, Seminar 2: 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

- *UNDP Development Report (Handout)*
- *Booth et al.: Ch. 9 - Political Participation, Political Attitudes & Democracy*
- *Vandermeer/Perfecto Ch. 10*
- *Additional reading to prepare for Panama*

Week 7: Trip to Nicaragua/Spring Break

Guiding Questions and Readings on the Road TBA

Week 8, Seminar 1: Corruption and the Performance of the Costa Rican State

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 (handout)*

Week 8, Seminar 2: Adoption of a New Economic Model (CAFTA)

Guiding Questions

- 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*

Week 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.*

Weeks 10-11: Poverty, Inequality and Marginalization continued...

Indigenous People

Guiding Question(s)

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

Readings

- *Pesticide Exposure and Respiratory Health of Indigenous Women in Costa Rica (handout)*
- *Other readings TBA*

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*

Week 12: Poverty, Inequality and Marginalization continued...

Women

Guiding Questions

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

Readings

--(All handouts)

- *In the Kitchen: Negotiating Changing Family Roles 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 Question(s)

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

Readings

--(all handouts)

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

Week 13: Neoliberalism and Tourism

Guiding Questions

- 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

--(all handouts)

- *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*

First Draft of Original Research Paper Due

Week 14: Monteverde as a Reflection and a Case Study of Economic, Political and Social Change

Guiding Questions

- 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

- Reread *Clouds Over A Quaker Forest*
- Hawken, P. (May/June 2007) *To Remake a World Orion*

Week 15: Wrap up Discussions and Final Seminar: Community Presentation

Final Paper Due

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 Panama. 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. Midterm Review Project

You will be given a group project that will involve the synthesis of a number of major themes related to course materials and in class discussions. It will be your job to reiterate salient points and to take the review discussion to a new depth. Because this is a group project, you will need to choose your partners wisely and consider which topics you think you can best cover and add more significant depth to for the class.

5. 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:

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

Required Texts

Vandermeer J. and I. Perfecto (2005) *Breakfast of Biodiversity: The Political Ecology of Rainforest Destruction 2nd ed.* Oakland: Food First Books.

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

Bibliography

Books

Booth, J. A. et al. (2009). *Understanding Central America: Global Forces, Rebellion and Change.* Boulder: Westview Press.

Cruz, C. (2005) *Political Culture and Institutional Development in Costa Rica and Nicaragua: World Making in the Tropics.* Cambridge: Cambridge University Press.

Evans, S. (1999). *The Green Republic: A Conservation History of Costa Rica.* Austin: University of Texas Press.

Franko, P. (2007). *The Puzzle of Latin American Economic Development.* Boulder: Rowman and Littlefield Press.

Honey, M. (1994). *Hostile Acts: U.S. policy in Costa Rica in the 1980s.* Gainesville: University of Florida Press.

Koeppel, D. (2008). *Banana: The Fate of the Fruit that Changed the World.* New York: Hudson Street Press.

- Miller, D. (1999). *Principles of Social Justice*. Cambridge: Harvard University Press.
- Palmer, S. and I. Molina (eds.) (2004). *The Costa Rica Reader: History, Culture, Politics*. Durham: Duke University Press.
- Shiva, V. (2008). *Soil Not Oil: Environmental Justice in the Age of Climate Crisis*. Boston: South End Press.
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Articles

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Ecological Relationships in the Tropics

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

Department: Biology

Course #: BIOLOGY 497M and BIOLOGY 497L

UMass Faculty Sponsor: Sean Werle, Ph.D.

LR/MVI Faculty: Adam Stein, Ph.D.

Term: Spring 2012

Credits: 4

Course Description

This course will be largely based in the field where students will have an opportunity to observe and experience, firsthand, the biological principles addressed in the course. In addition, students will be expected to attend bi-weekly lectures that will introduce the specific themes and topics that will be discussed during that time frame in the course. The course will be designed to help the student better understand, 1) the biodiversity of the tropics, 2) how this diversity is generated and maintained, 3) the interactions and behaviors of organisms within the tropics, 4) the varied ecosystems within the tropics, 5) the differences between these tropical ecosystems and temperate ecosystems and 6) human use and influence on tropical ecosystems. In addition, the course will be designed to give the student an opportunity to make his/her own observations, generate hypotheses and conduct original research.

Course Objectives

- Gain a greater appreciation for the diversity within the tropics
- Develop a deeper understanding of the interactions of organisms within the ecosystem
- Apply and integrate previously learned information in biology and ecology with new information learned through observation, field experiences and other circumstances while in Costa Rica
- Learn or practice how to develop and conduct research in a tropical field setting
- Transform one's curiosity of the natural world into testable questions and eventual answers
- Learn how to process, analyze and interpret field data and to communicate these results both in oral and written forms.
- Develop organizational, critical thinking and team-working skills.

Learning Modalities

The course material will be presented to the student in a variety of formats such as; lectures, readings, field trips, individual research projects and group discussions, thus allowing the student to fully understand the material through whichever methodology they find most effective.

Course Schedule

Week 1: Introduction to the course

Weeks 2-3: Biodiversity of the tropics

Guiding Questions

- How many species live in the tropics? What is the taxonomical breakdown of species in the tropics?
- What is the difference between species diversity and species abundance?
- How does tropical diversity compare with temperate diversity?
- How do you measure biodiversity?

Readings

- Chapter 13 of Neotropical companion: Rainforest Bestiary
- Chapter 12 of Neotropical companion: Neotropical birds
- Weins et al. 2006. Evolutionary and Ecological Causes of the Latitudinal Diversity Gradient in Hylid Frogs: Treefrog Trees Unearth the Roots of High Tropical Diversity. American Naturalist 168:

Weeks 4-5: Evolution of tropical biodiversity

Guiding Questions

- What are the leading theories, which explain the large tropical diversity?
- How does one species evolve into two or more species?
- What is a niche and how does it fit into tropical biodiversity?
- What is the importance of looking at extant species within a historical perspective of evolution?

Readings

- Chapter 4 of Neotropical companion: Evolutionary patterns in the tropics
- Uy, J.A.C. and A.C. Stein. 2007. Variable visual habitats may influence the spread of colourful plumage
 - across an avian hybrid zone. Journal of Evolutionary Biology 20: 1847-1858
- 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.

Week 6: Abiotic factors shaping tropical biodiversity and ecology

Guiding Questions

- What are the seasons like in the tropics and how does this shape its ecology?
- What are the geographical features within Costa Rica and how does this shape its ecology?
- What role does the soil play in tropical ecosystems?

Readings

- Chapter 1 of *Neotropical companion: Tropical climates and ecosystems*

Week 7: Trip to Nicaragua/Spring Break

Readings

- Chapter 11 of *Neotropical companion: Mangroves, seagrass, and coral reefs*

Weeks 8-9: Reproduction within the tropics

Guiding Questions

- What determines when an animal reproduces within the tropics?
- What are the different evolutionary strategies in reproducing and how does that pertain to tropical ecosystems?
- What are the strategies plants employ to become pollinated?
- How do plants disperse their seeds within the environment? Do their strategies differ from their temperate counterparts?
- Why do some species of birds migrate to temperate regions to have offspring? How do these migrants differ from their relatives who are resident?
- What is sexual selection? How does this help generate unique behaviors and populations within the tropics?

Readings

- Chapter 5 of *Neotropical companion: Complexities of coevolution and ecology of fruit*
- Bawa, K.S. 1990. Plant-Pollinator interactions in tropical rainforests. *Annual Review of Ecology and Systematics*.21: 399-422
- Tori, W.P., R. Duraes, T.B. Ryder, M. Anciaes, J. Karubian, R.H. Macedo, J.A.C. Uy, P.G. Parker, T.B.
- Smith, A.C. Stein, M.S. Webster, J.G. Blake, and B.A. Loiselle. 2008. Advances in sexual selection theory: insights from tropical avifauna. *Ornitologia Neotropical* 19 (Suppl.): 151-163.

- 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.

Week 10: Species interactions

Guiding Questions

- What is competition and how does it play a role in tropical ecology?
- What is the difference between parasitism, mutualism, and commensalism and what are some examples in tropical ecosystems?
- How has predation shaped cryptic and aposomatic coloration?
- What defenses do tropical plants engage against herbivory?
- How is communication among individuals shaped by inter-species interactions?

Readings:

- Cooper, W., Caldwell, J. and L. Vitt. 2009. Conspicuousness and vestigial escape behavior by two dendrobatid frogs, *Dendrobates auratus* and *Oophaga pumilio*. *Behaviour* 146: 325-349.
- Wang, I.J. and H.B. Shaffer. 2008. Rapid color evolution in an aposomatic species: a phylogenetic analysis of color variation in the strikingly polymorphic strawberry poison dart frog. *Evolution* 62: 2742-2759.
- Chaves-Campos, J., J.A. Dewoody. 2008. The spatial distribution of avian relatives: do obligate army-ant following birds roost and feed near family members? *Molecular Ecology* 17: 2963-2974.

Week 11: Ecology and ecological processes

Guiding Questions

- What is an ecotone?
- How do nutrients cycle through the ecosystem?
- What is a carbon sink and a carbon source?
- What role do tropical rainforests play within a global context?

Readings

- Chapter 3 of Neotropical companion: How a rainforest functions

Week 12: Forest dynamics

Guiding Questions

- What is succession and how does it operate in tropical forests?

Readings

- TBA

Week 13: Human use and influence in tropical ecosystems

Guiding Questions

- How does biodiversity change within different human environments?
- What are the major land use practices within Costa Rica?
- What are the potential environmental impacts of these different land use practices on the environment?

Readings

- Chapter 14 of Neotropical companion: Deforestation and conservation of Biodiversity
- Kricher, J.C. and W.E. Davis Jr. 1989. Patterns of avian species richness in disturbed and undisturbed habitats in Belize; in Ecology and conservation of Neotropical landbirds.
- Lynch, J. Distribution of overwintering migrants in the Yucatan Peninsula, II: Use of native and human modified vegetation, in Ecology and conservation of Neotropical landbirds.
- Whitfield, S. M., K. E. Bell, T. Philippi, M. Sasa, F. Bolaños, G. Chaves, J. M. Savage, and M. A. Donnelly. 2007. Amphibian and reptile declines over 35 years at La Selva, Costa Rica. Proceedings of the National Academy of Sciences USA 104(20):8352-8356.

Week 14: Human use and influence in tropical ecosystems cont.

Focus on individual projects

Week 15: Final Presentations of group projects

Course Requirements

Active Participation

It is expected that each student will actively participate in each aspect of the course. It goes without saying that attendance to course activities including lectures, outings, and discussions is critical to receiving participation credit, however, just being present does not constitute as participating. Each student should be engaged in the activity, pulling his or her own weight in group projects and contributing to class discussions as well as asking insightful questions during lectures.

Course Documentation

1. Observation diary

Observations are the cornerstone to generating insightful questions and formulating testable hypotheses which ultimately leads to our understanding of tropical ecology. The observation diary is a way to develop and enhance the skill of observation. Each student will be asked to create an observation diary, where he/she will record a minimum of two biological observations they witnessed over the course of each week. In addition to recording the observation in some detail, the student should generate and record several testable hypotheses regarding the observation. Students will be asked to share these observations at the beginning of each lecture.

2. Group field projects

Throughout the semester, students will be assigned to groups ranging from 2-4 individuals to conduct a variety of field studies. Each study will involve some type of research and data collection as well as a report of the study in both written and oral form. Both the topics and number of these studies to be conducted will be announced as the semester progresses.

3. Scientific journal article critiques

Twice during the course of the semester, students will be asked to choose a study pertaining to some topic related to tropical ecology that is published in peer reviewed journal and both summarize and critique the study. Students should be able to summarize the theory being tested, the methods used, what the results were as well as how this study fits into our larger understanding of tropical ecological issues. The student should then be able to evaluate how well the authors did in answering the main questions presented as well as how well their own conclusions were supported by their data. Each journal article critique should be between 2-4 pages. Due dates for these critiques are TBA.

4. Individual research project

Each student will be asked to create and implement an original field project that will be conducted during the semester. Students must develop an idea early in the semester (TBA) and write a small proposal describing the details of the project. Once the proposal has been accepted the student must conduct and complete his/her research within the allotted time frame and present their findings to the class at the end of the semester. A written version must also be completed and submitted.

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..... | 15% |
| Observation diary..... | 10% |
| Group Field projects..... | 35% |
| Scientific journal article critiques..... | 15% |
| Individual research project..... | 25% |

Required Text

Kricher, J. A Neotropical Companion. Princeton University Press. 1997

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 2012

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.

Elementary Spanish

Program: Costa Rica: Tropical Ecology, Social Justice, and Development at Monteverde Institute

Department: Latin American Studies

Course Number: SPANISH197CR

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

LR/MVI Faculty: Cristina Rubio Rey, Ph.D.

Term: Spring 2012

Credits: 4

Course Description

This course is taught in Monteverde, Costa Rica and serves as a basic introduction to Spanish language and culture. Students will be encouraged to begin communicating immediately, and classes will be conducted almost exclusively in Spanish. The course will develop aural/oral skills, reading comprehension, grammar, and elementary composition. Students will 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 will 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 will seek 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 role-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"> • Daily activities. • Time expressions used with the | <ul style="list-style-type: none"> • Describe daily activities of another person and the group. | <ul style="list-style-type: none"> • Present indicative of regular verbs, reflective of a routine. • Present irregular:do, go, leave, |

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| <p>present tense.</p> <ul style="list-style-type: none"> Expressions of frequency | <ul style="list-style-type: none"> Use expressions of frequency (daily, sometimes, usually ...) to describe activities Write a journal describing the activities of a weekend day | <p>sleep, wake, fall asleep, wear / to get dressed, hear.</p> <ul style="list-style-type: none"> Personal Pronouns. |
| <ul style="list-style-type: none"> Personal preferences. Activities and sports. Review of numbers. The time. | <ul style="list-style-type: none"> Discuss and explain personal preferences. Express coincidence or difference of taste and level: much, little, nothing. Ask and give time. Describe activities and schedules. | <ul style="list-style-type: none"> Verbs like, love, hate (odiar,) hate (detestar.) with conjugation and syntax Indirect object pronouns Adverbial expressions: also, neither, no, yes, me neither. |
| <ul style="list-style-type: none"> The weather, seasons, climate. The weather and the seasons in Costa Rica. | <ul style="list-style-type: none"> Describe the climate, seasons, time. Describe favorite activities during certain seasons or at specific times. Talking about the weather in Costa Rica. | <ul style="list-style-type: none"> Use of impersonal “hace” (to describe the time). Adverbs of degrees of “very”. Periphrasis to <i>duty, need, want, power, desire, prefer, namely</i> + infinitive <i>to have to</i> + infinitive |
| <ul style="list-style-type: none"> The town and city. The house and furniture. Activities in the home. | <ul style="list-style-type: none"> Asking for and giving directions. Describe the house and room. Describe actions that occurring in the present. Describe activities and schedules. | <ul style="list-style-type: none"> Appropriate uses of ser and estar. Uses of the verb “quedar” "Use of the verb form "Hay" (existence). Adverbs of place. Present Progressive be + gerund. |
| <ul style="list-style-type: none"> Family physical and psychological descriptions. Identify persons. Professions and occupations of the family. | <ul style="list-style-type: none"> Describe the people in your family, talk about their characters, professions and trades. Talking about past experiences with family. Describe stages of life. Discuss relationships and similarities between people | <ul style="list-style-type: none"> Regular verb formation in preterite tense. Irregular verb formation in preterite tense: take, go, be (ser,) be (estar) and verbs of routine. Use of <i>llevarse bien/mal</i> as an idiomatic expression. |
| <ul style="list-style-type: none"> The human body. | <ul style="list-style-type: none"> Describe parts of the | <ul style="list-style-type: none"> Verbs: pain, feel, feel, smell, hear, |

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| <ul style="list-style-type: none"> Physical and mental states. Health-related experiences | <p>body using different idiomatic expressions</p> <ul style="list-style-type: none"> Ask questions and express physical and mental states. Express preferences and make comparisons. Learn about various health issues resulting from modern lifestyles. Discuss altering behavior to promote healthy lifestyles. | <p>touch, see, taste, learn.</p> <ul style="list-style-type: none"> Comparison: more than, less than, as much as. |
| <ul style="list-style-type: none"> Holidays / Vacations Travel in foreign countries. Personal Anecdotes | <ul style="list-style-type: none"> Describe your experiences in Costa Rica. Discuss and place actions in proper sequence. Talk about your last vacation. Discuss ongoing events using proper verb form. | <ul style="list-style-type: none"> The Past Irregular verbs Time Markers Travel in foreign countries. |
| <ul style="list-style-type: none"> Children. The lives of ourselves, parents, and grandparents. | <ul style="list-style-type: none"> Describe childhood events. Describe habits, customs and circumstances in the past. Discuss societal changes in the last 25 years. Describe situations in which actions occur. | <ul style="list-style-type: none"> Imperfect: morphology and uses contrast: BEFORE / NOW, <i>and not / still</i> Contrast: imperfect / preterite: Situation / event methods of the past <i>be+ Gerund</i> |
| <ul style="list-style-type: none"> Meals. Expressions of courtesy. Accept or reject something. Express wishes. House Rules. | <ul style="list-style-type: none"> Order food, drinks or other things. Use polite phrases and desire. Offer, accept or reject (things, food, invitations). Prepare a typical meal. Talk about culture. | <ul style="list-style-type: none"> Imperative mode: usage, regular and irregular forms ask favors. "I would like ..." / "I want ..." negative phrases. Verbs: cost, pay, buy, sell, love. |
| <ul style="list-style-type: none"> Eating habits. | <ul style="list-style-type: none"> Talking about the | <ul style="list-style-type: none"> The imperative and its different |

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| <ul style="list-style-type: none"> • Giving orders. • Confirm order | <p>advantages of traditional medicine and homeopathy.</p> <ul style="list-style-type: none"> • Ask for things, actions and favors • request and grant permission • Talk about bad eating habits of students. | <p>forms of expression</p> <ul style="list-style-type: none"> • direct and indirect pronouns. • Placement of reflexive pronouns and OD / OI |
| <ul style="list-style-type: none"> • Leisure, tourism and art. | <ul style="list-style-type: none"> • Talking about leisure, tourism and art. • Organize oral and written discourse. • Passive Voice | <ul style="list-style-type: none"> • Impersonal constructions. • Uses of passive voice • verbs |
| <ul style="list-style-type: none"> • The life of tomorrow. • Projecting into the long term future | <ul style="list-style-type: none"> • Making predictions for the future. • Speaking of life on our planet in 50 years. • Ask questions about the future of Monteverde. • Interviews: What will the world look like in 50 years? What will be the most significant breakthrough and the biggest unresolved problem? | <ul style="list-style-type: none"> • Future: Imperfect, regular and irregular shapes. |
| <ul style="list-style-type: none"> • Conservation and the environment • We created a social awareness campaign | <ul style="list-style-type: none"> • Make proposals and suggestions. • Instruct or teach others what to do in certain situations. • Criticize and defend actions and behaviors • argue and negotiate. | <ul style="list-style-type: none"> • Uses of the Conditional I would like + infinitive. Should be + infinitive Should or would have to + infinitive |

Course Requirements

Active Participation

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

Written Documentation

1. Daily journal

This will involve writing 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.

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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 espanol de nivel superior*. Barcelona: Difusion.

Corpas, J. and E. Garcia. (2005) *Aula internacional 1: curso de espanol*. 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.

Met, M. and R.S. Sayers. (1996) *Paso a paso* Glenview, Ill. : Scott Foresman.

Goetz, R.H. (2007) *La lengua española: panorama sociohistórico*. Jefferson, N.C.: McFarland & Co.

- 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 espanol*. 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 2nd 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: composicion por proceso y contexto*. Australia: Thomson Heinle.
- Walqui-van, A. and R.A. Barraza. (2001) *Sendas literarias 1: espanol completo para hispanohablantes*. Boston: Heinle & Heinle

Intermediáate Spanish

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

Department: Latin American Studies

Course Number: SPANISH 297CR

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

LR/MVI Faculty: Cristina Rubio Rey, Ph.D.

Term: Spring 2012

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 will 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

Week 1 Theme: Past personal history

Verb/grammar focus: Review preterit tense

Vocabulary emphasis: travel, vacation, relationships, human characteristics

Readings: TBA

Writing: 1 page essay about a recent trip

Week 2 Theme: Personal experiences

Verb/grammar focus: conjunctions, use of past tenses, gerunds

Vocabulary emphasis: media

Readings: *La Nacion*

Writing: Write a chronicle of a recent event

Week 3 Theme: Biography

Verb/grammar focus: transition verbs, periphrasis

Vocabulary emphasis: biography, personal qualities, music, fashion

Readings: TBA

Writing: Defend the merits of two historical figures

Week 4 Theme: World News and Language of Media

Verb/grammar focus: conjunction and temporary construction

Vocabulary emphasis: media

Readings: *La Nacion*, BBC Mundo

Writing: Production of an informative text in formal register

Week 5 Theme: Leisure and Tourism

Verb/grammar focus: Impersonal constructions

Vocabulary emphasis: kitchen, leisure activities, cuisine

Readings: Costa Rican recipes

Writing: Develop a guide to leisure and cultural activities in Monteverde

Week 6 Theme: Health and Nutrition

Verb/grammar focus: imperative, pronominal verbs, passive voice

Vocabulary emphasis: health, nutrition, food habits

Readings: TBA

Writing: Create a list of suggestions for students to eat more healthily

Week 7 Theme: Ecology and the Environment

Verb/grammar focus: future imperfect, comparative expressions

Vocabulary emphasis: conservation, nature, climate

Readings: Eduardo Galeano “The Right to Dream”

Writing: Use Galeano essay to craft list of hopes and desires for future,
Write an argumentative essay

Week 8 Theme: Sustainable Travel

Verb/grammar focus: conditional tense

Vocabulary emphasis: travel

Readings: TBA

Writing: Produce an essay using irony.

Week 9 Theme: Human Rights and Social Justice

Verb/grammar focus: present subjunctive

Vocabulary emphasis: world politics, human rights, social justice

Readings: TBA

Writing: Develop questions for an interview with Laura Chinchilla

Week 10 Theme: Sustainable Progress

Verb/grammar focus: present subjunctive continued

Vocabulary emphasis: indigenous groups, consciousness raising

Readings: Popular assembly module preparation

Writing: Report on outcome of popular assembly

Week 11 Theme: Political Protest through Song

Verb/grammar focus: imperfect subjunctive

Vocabulary emphasis: politics, requests, warnings

Readings: Protest songs from around the world

Writing: write a poem or song

Week 12 Theme: Theatre, Art and Culture

Verb/grammar focus: pronominal verbs, conjunctions, transitional expressions

Vocabulary emphasis: theatre, art, culture

Readings: TBA

Writing: Write a scene for a play

Week 13 Theme: Business and Education

Verb/grammar focus: pluperfect subjunctive, connectors

Vocabulary emphasis: job searches, business, education, social conventions

Readings: TBA

Writing: Write a composition about a topic you would have liked to explore in more depth
during the program.

Week 14 - Review

Course Overview

| Grammar Topic | Communication objectives | Vocabulary | Tasks |
|--|--|---|---|
| <ul style="list-style-type: none"> - Review of the preterite tense. - Contrast: <i>imperfect</i> / <i>p. indefinitesituation</i> / event. - Contrast: BEFORE / NOW - reflexive and reciprocal verbs - comparative and superlative expressions. | <ul style="list-style-type: none"> - Talk about past events and describe past situations. - Discuss recent holiday. - Describe the opportunities for study and travel abroad. - Describe various stages of life. | <ul style="list-style-type: none"> - Scope of trips and vacations. - Family relationships and emotional - physical and psychological characteristics of people | <ul style="list-style-type: none"> - Write a brief essay of a recent trip. - Describe meeting your best friend. |
| <ul style="list-style-type: none"> - Conjunctions: <i>just then</i> / <i>be a point of</i> / <i>then</i>. - Combining and using the two past tenses appropriately. - Uses of Gerunds | <ul style="list-style-type: none"> - Tell anecdotal stories. - Talk about past activities and periods - Speak of the moments and times when events occurred. - Understand and relate past events | <ul style="list-style-type: none"> - Scope of chronicles in the media (music, journalism, society, etc...) | <ul style="list-style-type: none"> - Write chronicle of an event. |
| <ul style="list-style-type: none"> - Transition verbs: <i>take, stay, get, put, become, change</i>. - Periphrasis: <i>be (imperfect) + gerund to be about to + infinitive + infinitive itself at Take + time + gerund</i>. | <ul style="list-style-type: none"> - Describe characteristics and personality of others. - Express fashion preferences. - Describe changes in life or someone's personality. - Relate and assess situations and past events. | <ul style="list-style-type: none"> - The scope of biography. - Qualities of people. - Characteristics of music. - Fashion and personal expression. | <ul style="list-style-type: none"> - Choose two people in the history and defend their merits. - Describe the stages of a relationship. |
| <ul style="list-style-type: none"> - Conjunction and temporary construction: <i>about to / just at that moment</i> - Add nuance, oppose and deny information | <ul style="list-style-type: none"> - Understand and respond to the news and events. - Repeat, summarize. - Agreeing and disagreeing on the basis of the communicative situation. | <ul style="list-style-type: none"> - The language of the media | <ul style="list-style-type: none"> - Production of an informative text in formal register. |
| <ul style="list-style-type: none"> - Impersonal | <ul style="list-style-type: none"> - Comment on leisure | <ul style="list-style-type: none"> - The leisure and | <ul style="list-style-type: none"> - Develop a guide to |

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| <p>constructions.</p> <ul style="list-style-type: none"> - Uses of “se” in impersonal sentences - pronominal verbs. - The passive voice. - The verbal periphrasis - Uses of by and for | <p>activities and food.</p> <ul style="list-style-type: none"> - Kitchen vocabulary and preparing a meal. - Express impersonality. - Organize oral discourse/ writing. - Expressing cause and purpose | <p>tourism.</p> <ul style="list-style-type: none"> - Art - Theatre - Gastronomy | <p>leisure and cultural activities for students and visitors in Monteverde.</p> |
| <ul style="list-style-type: none"> - The Imperative: Use and forms. - Direct object pronouns. - Indirect object pronouns. - Double object construction. - The negative imperative. - <i>poder</i> + Infinitive / - <i>se puede</i> + Infinitive | <ul style="list-style-type: none"> - Discussing bad habits of students - Weighing of the advantages of traditional medicine and homeopathy. - Social situations and class rules. - Ask permission (grant or deny) | <ul style="list-style-type: none"> - Scope of health. - Food habits. | <ul style="list-style-type: none"> - Create a list of suggestions and standards for students in the IMV. - Create a decalogue to improve health |
| <ul style="list-style-type: none"> - Future Imperfect. - Comparative and superlative expressions. | <ul style="list-style-type: none"> - Predict the future. - Anticipate what life might be like in the future. - Consider the future of the planet. - Describe the social and environmental issues connected with globalization. - Analyze the impact of globalization on the environment. | <ul style="list-style-type: none"> - The field of conservation, climate and nature. - Ecology and Environment | <ul style="list-style-type: none"> - Use "The right to dream" by Eduardo Galeano to create your own list of desires or hopes for the future. - Write an argumentative essay. |
| <ul style="list-style-type: none"> - Use of Conditional <i>I would like</i> + infinitive. <i>Should be</i> + infinitive + infinitive <i>should</i> <i>would have to</i> + infinitive Conditional Construction | <ul style="list-style-type: none"> - Talk about resources. - Argue and negotiate. - Make proposals and suggestions. - Instruct or teach others about what needs to be done. - Express conditions. - Discuss and explain the historical and current inventions. | <ul style="list-style-type: none"> - Items related to travel. - Survival Guide. - The inventions of yesterday and today. Science and robotics. | <ul style="list-style-type: none"> - Prepare the necessary equipment to survive on an island for 6 months. - Produce an essay using irony. |
| <ul style="list-style-type: none"> - The Subjunctive in present tense. | <ul style="list-style-type: none"> - Express feelings about situations. | <ul style="list-style-type: none"> - World politics - The fight for | <ul style="list-style-type: none"> - Describe what characteristics your |

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| <ul style="list-style-type: none"> - Subordinated substantive verbs of emotion. - The subjunctive in adjectival clauses. - The subjunctive in adverbial clauses. | <ul style="list-style-type: none"> - Criticize and defend actions and behaviors - Present different points of view - Express doubt and fear - Express rejection. - Advise on behavior in social events. | <p>human rights.</p> <ul style="list-style-type: none"> -The right for social justice. | <p>ideal partner would have.</p> <ul style="list-style-type: none"> - Develop questions for an interview with a politician. |
| <ul style="list-style-type: none"> - lexical resources for grammatical cohesion in texts - use of synonyms, antonyms. - Resources for substantive form - transitional constructions: <i>while, until (it), as before / after (that)</i> | <ul style="list-style-type: none"> - Indigenous issues in Costa Rica and the world. - Discuss the worldwide struggle for human rights - Discuss controversial issues - Weigh issues surrounding consciousness-raising. | <ul style="list-style-type: none"> - Sustainable progress. | <ul style="list-style-type: none"> - Create a social awareness campaign. |
| <ul style="list-style-type: none"> - <i>I believe that</i> + Indicative - <i>I don't believe that</i> + subjunctive - Forms of verbs with que + Subjunctive - Relative constructions: <i>who, who, whoever, the / the / that ...</i> - Combinations of pronouns (e.g. se lo) | <ul style="list-style-type: none"> - Give opinions. - Argue positions - Assess various options: <i>it is silly / unthinkable ... + Infinitive / subjunctive</i> - Placing conditions: (<i>only</i>) <i>if / if ...</i> - Express agreement or disagreement - Refer to items or actions of others. - Sequencing arguments: <i>first / second / ... and finally ...</i> | <ul style="list-style-type: none"> - Vocabulary about leisure and tourism and the characteristics of cities and towns | <ul style="list-style-type: none"> - Holding a popular assembly. |
| <ul style="list-style-type: none"> - Imperfect Subjunctive - I wish + Imperfect - I wish (that) + subjunctive - conditional constructions: If + + Conditional Subjunctive | <ul style="list-style-type: none"> - Express wishes. - Express proposals and purpose. - Pose hypothetical situations. - Assess past behavior. - Send requests, warnings, invitations ... | <ul style="list-style-type: none"> - The protest songs: <i>How could ... If I did not believe ... What a thing was ...</i> by Silvio Rodriguez | <ul style="list-style-type: none"> - Write poems or songs hypothetical approaches. - Develop and defend an opinion on social and environmental issues. |

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| <p>Pronominal verbs Conjunctions and transitional expressions: <i>while, meanwhile, al + Infinitive</i> - Some periphrasis: verbal <i>volver + Infinitive, seguir + Gerund</i></p> | <ul style="list-style-type: none"> - Describe actions with adjectives, gerunds and adverbs - Describe the movements and the situation of people and things - describe moods - Discuss body posture | <ul style="list-style-type: none"> - Vocabulary about theater and other everyday activities | <ul style="list-style-type: none"> - Write a scene for a play. |
| <p>Pluperfect subjunctive - hypothetical scenarios - temporal correlation - Connectors indicating cause and consequence. - The conditional compound sentence. - Relaying previous conversations. - How to apply conditional structure to give advice based on past events (historical, social, political and / or personal .)</p> | <ul style="list-style-type: none"> - Evoke imaginary situations. - Assess past events and their consequences. - Describe work: qualities, roles, etc. - Establish conditions and requirements - Redesign - Discuss events that did not occur in the past and their consequences - Reproach someone or something. - Relay messages from the past. - Draw comparisons: <i>As if + Imperfect Subjunctive</i> | <ul style="list-style-type: none"> - The business world. - The field of education - Job searches. - Social commitments. | <ul style="list-style-type: none"> - Write a composition about a topic which you would have liked to explore in greater depth during the program. |

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.

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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.
- Met, M. and R.S. Sayers. (1996) *Paso a paso* Glenview, Ill. : Scott Foresman.
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- 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.
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- Peris, E.M. and N.S. Quintana. (2008) *Gente 3: nueve edicion*. Barcelona: Difusion.
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- 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 2nd ed*. Boston: McGraw-Hill.
- Samaniego, F.A. (1997) *Dime!* Lexington, Mass: D.C. Heath.

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Advanced Spanish

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

Department: Latin American Studies

Course Number: SPANISH 397CR

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

LR/MVI Faculty: Cristina Rubio Rey, Ph.D.

Term: Spring 2012

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 Outline

Unit 1: Language as Nuance – Poetry and Prose

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)

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

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

Unit 2: Social Justice and Human Dignity

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)

Writing Exercises: Continue blogging

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

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

Unit 3: Conflict and Reconciliation:

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)

Writing Exercises:

- Continue blogging
- Formal composition due (date TBA): *Open Letter to my Parents*

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

Unit 4: Nature and Sustainability

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)

Writing Exercises:

- Blogging
- Formal composition due: *The Right to Waste*

Unit 5: Globalization and Immigration

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)

Recommended additional reading:

From Fernando Contreras Castro

- *Unica looking at the Ocean*
- *The Worst*
- *True Blue*

Writing Exercises:

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

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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