CENTER FOR INTERNATIONAL PROGRAMS AND SUSTAINABILITY STUDIES
Name of the course: Cultural Heritage in Latin America
Course code: SPN 320
Total number of hours: 80 hours of direct teaching
Number of hours per week: 20 hours
Number of hours of independent study: 10 hours per week
Requirement: SPN 301, Advanced I

Course Description:

The purpose of this course is to introduce the student to issues related to culture, the main axis is to recognize the cultural keys, characteristics or common features of Latin American society. Since it is necessary to distinguish the cultural legacy left by our ancestors, recognize their heritage in tangible and intangible cultural manifestations of our society.

This course answers the question: How can the student be able to recognize, from a critical analysis, the themes and manifestations relevant to Latin American and Costa Rican culture so that he / she can value cultural differences?

To answer this question the following objectives are established:

- Understand the concept of culture.
- Recognize the cultural keys and the specific focus of Latin American cultural diversity
- Know some general aspects about Costa Rica.
- Understand the idiosyncrasy of the Costa Rican.
- Analyze some cultural manifestations of Costa Rica.
- Identify the cultural, social, historical and political manifestations of Latin America.
- Analyze the myths, stereotypes and challenges of Latin America.

The following skills will be promoted throughout the course:

- Ability to understand the concept of general culture and popular culture.
- Ability to understand the Latin American and Costa Rican culture.
- Ability to distinguish the key cultural identity of Latin American development.
- Ability to recognize Costa Rican cultural manifestations.
- Ability to assimilate the cultural, social, historical and political manifestations of Latin America.
- Ability to identify avant-garde movements in Latin America.
- Ability to recognize the new perspective of female literature in Latin America.
- Ability to value the myths, stereotypes and challenges of Latin America.
Some of the values and attitudes to be promoted among students are:

- Teamwork and leadership
- Systems thinking
- Logical and communicative intelligence
- Interest in solving problems
- How to negotiate knowing how to inspire trust and empathy
- Speak in different cultural contexts

**Competences, criteria and evidence**

Competences for Veritas University are thoughtful and comprehensive actions that respond to the professional profile and the context's problems, with suitability and ethical commitment, integrating knowing how to be, how to do, and how to learn, within an improvement perspective.

Disciplinary and general competences are presented below, linked to their criteria and performance evidence for this course.

<table>
<thead>
<tr>
<th>Types of competences</th>
<th>Performance criteria (Sub-competences)</th>
<th>Performance evidences</th>
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</thead>
<tbody>
<tr>
<td><strong>Disciplinary</strong></td>
<td>Identifies the cultural keys and fusion that distinguish Latin American culture in order to value the cultural features of society.</td>
<td>Identifies the cultural keys in the different spiritual and material manifestations of Latin American society. Recognizes the cultural differences that identify each Latin American region. Analyzes fusion in gastronomy, dances, painting, writing and literature. Relates to the speaker of the target language and from his/her community of origin, and takes into account cultural differences through popular sayings, proverbs, songs, dances, tirades, &quot;bombas&quot;, and serenades.</td>
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<tr>
<td><strong>General</strong></td>
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</table>
Integrates the knowledge, skills and attitudes needed to learn continuously throughout life considering effective development in the knowledge society.

<table>
<thead>
<tr>
<th>Learning to learn</th>
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<tr>
<td>Directed readings Compositions.</td>
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</table>

Develops the knowledge, skills and attitudes needed to learn how to communicate orally and in writing in the different discipline areas that make up the curriculum.

| Communicate disciplinary thoughts in oral, iconic and written form. |
| Directed readings Oral presentations. |

Integrates the knowledge, skills and attitudes needed to learn teamwork and leadership techniques.

| Teamwork and leadership |
| Directed reading Oral presentations. |

Integrates the knowledge, skills and attitudes needed to learn interpersonal communication techniques.

| Relating well with others Manage and resolve conflicts. Negotiate knowing how to inspire trust and empathy Speak responsibly In depth listening |
| Directed reading Oral presentations. |

**Contents**

*Topic 1: Latin American and Costa Rican Culture*

a. What is culture? Concept
b. Where does the name of America come from?
c. Viceroyalty of Nueva Granada.
d. Multiethnic and pluricultural society.
e. Is there a Latin American culture?
f. America: one and multiple.
g. Under development in Latin America.
h. Developed society.

*Topic 2: Cultural identity key of Latin American development.*

a. Latin America: mestizo culture.
b. Multinational companies in Latin America.
c. The influence of consumer society.
d. How does the media work?
e. Nature of international cooperation.
f. Creativity in Latin America: hybrid culture
**Topic 3: Mestizo culture in Latin America and its origins**

a. Mestizo culture in Latin America and its origins  
b. The four grandparents.  
c. Classification of the resulting groups during colonial times.  
d. The new historical novel.

**Topic 4: Traits of the mestizo culture**

a. The first agents of freedom in America.  
b. The obsession with whiteness.  
c. The bastardy complex.  
d. The seduction by the alien.  
e. The Malinche.  
f. Traditional celebrations in Latin America.  
g. Concept of death in different cultures.

**Topic 5: Cultural, social, historical and political manifestations of Latin America**

a. Generalities about Latin America.  
b. Nueva Canción (New Song), Trova, Nueva Trova.  
c. Popular rhythms of Latin America.

**Topic 6: Other cultural, social, historical and political manifestations of Latin America.**

a. Outstanding facts in Latin America.  
b. Some Latin American drinks.  
c. Current events.

**Topic 7: Avant-garde in Latin America.**

a. Avant-garde writers.  
b. Pablo Neruda. His poetry, Neruda's influence in the socialist movement.  
d. Latin American female literature.

**Topic 8: Outstanding characters and artistic manifestations**

a. Latin American leaders.  
b. Diego Rivera and the Mexican muralists.  
c. Frida Kahlo. Her painting, her life.  
d. The concept of death in Mexican culture.

**Topic 9: General aspects of Costa Rica.**

a. Generalities about Costa Rica.
c. Afro-Costa Ricans
d. Outstanding events in the history of Costa Rica.

**Topic 10: Idiosyncrasy of the Costa Rican**

a. Origin of proverbs, sayings for research.
b. Machismo reflected in proverbs.
c. Words and expressions that are part of the Costa Rican identity and idiosyncrasy.
d. Addresses in Costa Rica.

**Topic 11: Cultural manifestations of Costa Rica.**

a. Customs and traditions of Costa Rica.
b. Beliefs of Costa Rican religiosity.
c. Religions with different beliefs in some regions of Latin America.
d. Superstitions
e. Some Costa Rican legends
f. Coffee.
g. Evolution of Latin American cuisine.
h. Costa Rican folklore

**Methodology.**

The proposed approach is the one used by the Common European Framework (CEFR), which focuses on action insofar as it considers users and students who learn a language mainly as social agents, that is, they are members of a society that has to carry out tasks under certain circumstances, in a specific environment and within a specific field of action. This approach also takes into account cognitive, emotional and volitional resources, as well as the whole series of specific capacities that an individual applies as a social agent.

The use of language—which includes learning—includes the actions carried out by people who, as individuals and as social agents, develop a series of competences, both general and linguistic communicative competences, in particular. People use skills that are available to them in different contexts and under different conditions and restrictions, in order to carry out language activities that involve processes to produce and receive texts related to topics in specific areas, putting into play strategies that seem most appropriate to carry out the tasks they have to perform. The control that the participants have over these produces the reinforcement or modification of their competences.

**Learning strategies**

The following learning strategies will be performed:

- Four oral presentations through which students study the cultural aspects of Latin American and Costa Rican society.
● Four practical reading reports, showing the ability to interpret a text.

● Two essays on academic field trips and one on the impact of colonization in Latin America.

● Oral analysis of films in order to promote a critical attitude towards Latin America’s social and political issues.

**Teaching resources**

For the good development of the course and to ensure learning, there is a collection of updated bibliographical recommendations, multimedia equipment for the individual presentations, furniture and acrylic slates for the weekly sessions, and readings supplied by the professor that can be a complement for the proposed project activities, as well as the different didactic techniques mentioned that give students a greater possibility of appropriating knowledge. Most lessons will take place in the classroom.

During independent work hours students will be able to use the institution’s library, the study rooms or the computer laboratories, as well as any other areas in the university campus, since it has free access wireless Internet for all students, professors and staff.

**Attendance**

Students with more than one absence will fail the course, unless they present an official document as justification. Students will get a score of 0 for any task evaluated in class in their absence (presentations, evaluations, field visits, etc). In this case, make up for the assignment will take place immediately after their return. Regarding timeliness, if students add four late arrivals (15 minutes after starting the class) will be counted as an absence.

**Behavior Code**

Professors have the right to expel the student from class in the following cases:
1) Disruptive behavior in the classroom.
2) Being under the influence of alcohol or other drugs.
3) Behaving in a disrespectful way.

**Electronic devices:**

The use of mobile phones, smart phones and other mobile communication devices is disruptive and is therefore prohibited during class. **Please turn off all devices and put them away when the class begins.** Devices can be used only when the teacher assigns a specific activity and allows the use of devices for search on the Internet or recording. Those who fail to comply with this rule should leave the classroom for the remainder of the class.

**Evaluation of learning**

Competence assessment is the process by which evidence is gathered and a judgment or opinion about it is formed, taking into account preset criteria to give feedback in order to improve the suitability of the course or program. Evaluation of the course, must be consistent with the
competences and the teaching methodology. For each category of evaluation there is a rubric, that, although it gives a score, is a quantitative and qualitative description of the student's performance. Rubrics include performance criteria for general and disciplinary competencies.

<table>
<thead>
<tr>
<th>RUBRICS</th>
<th>WEIGHTING</th>
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<tbody>
<tr>
<td>Oral presentations</td>
<td>50%</td>
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<tr>
<td>Reading reports</td>
<td>20%</td>
</tr>
<tr>
<td>Rehearsals</td>
<td>15%</td>
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<tr>
<td>Analysis of a film</td>
<td>15%</td>
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<tr>
<td><strong>TOTAL POINTS</strong></td>
<td><strong>100%</strong></td>
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</table>

Rubric to evaluate

1. Oral presentations through which students study the cultural aspects of Latin American and Costa Rican society.
   a. Presentation 1: Latin American country from the sociocultural point of view (20%).
   b. Presentation 2: Latin American dance (10%).
   c. Presentation 3: diverse topics from the book (10%).
   d. Presentation 4: recipe (10%).

<table>
<thead>
<tr>
<th>Message clarity</th>
<th>Excellent 5</th>
<th>Very good 3</th>
<th>Good 1</th>
<th>Insufficient 0</th>
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</thead>
<tbody>
<tr>
<td>Builds clear, fluid and well structured discourses, with logic and efficiency</td>
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<table>
<thead>
<tr>
<th>Fluency</th>
<th>Excellent 2</th>
<th>Very good 1</th>
<th>Good 0.5</th>
<th>Insufficient 0</th>
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<tbody>
<tr>
<td>Expresses herself spontaneously and in detail Manages to present all topics.</td>
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<table>
<thead>
<tr>
<th>Vocabulary management</th>
<th>Excellent 2</th>
<th>Very good 1</th>
<th>Good 0.5</th>
<th>Insufficient 0</th>
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</thead>
<tbody>
<tr>
<td>Uses a broad repertoire and lexical wealth.</td>
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<table>
<thead>
<tr>
<th>Creativity</th>
<th>Excellent 2</th>
<th>Very good 1</th>
<th>Good 0.5</th>
<th>Insufficient 0</th>
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<tbody>
<tr>
<td>Gets the attention of the interlocutor.</td>
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<tr>
<td><strong>Message clarity</strong></td>
<td>Builds clear, fluid and well structured discourses, with logic and efficiency</td>
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<td><strong>Fluency</strong></td>
<td>Expresses herself spontaneously and in detail</td>
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<td>Uses a broad repertoire and lexical wealth.</td>
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</tr>
<tr>
<td><strong>Creativity</strong></td>
<td>Gets the attention of the interlocutor.</td>
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<tr>
<td><strong>Ability to research</strong></td>
<td>Is able summarize the information and transmit it clearly and precisely.</td>
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</table>

2. Practical reading reports, showing the ability to interpret a text:
   a. Costa Rica blurred.
   b. Myths, stereotypes and challenges of Latin America.
   c. Three notes on the character of the Costa Rican.
   d. Social poetry of Pablo Neruda.
3. Two essays on academic field trips and one on the impact of colonization in Latin America.
   a. Doka State Farm.
   b. Cartago.
   c. Impact that colonization caused in Latin America.

<table>
<thead>
<tr>
<th></th>
<th>Excellent 1.25</th>
<th>Very good 1</th>
<th>Good 0.50</th>
<th>Insufficient 0</th>
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<tbody>
<tr>
<td><strong>Text structure</strong></td>
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<tr>
<td>Writes complex clear texts with an appropriate style and good structure.</td>
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<tr>
<td><strong>Message clarity</strong></td>
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<tr>
<td>Maintains consistent grammatical mastery of a complex language level</td>
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<tr>
<td><strong>Vocabulary management</strong></td>
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<tr>
<td>Uses a broad repertoire and lexical richness</td>
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<tr>
<td><strong>Ability to summarize:</strong></td>
<td>Is able summarize the information and transmit it clearly and precisely.</td>
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4. Oral analysis of films in order to promote a critical attitude towards Latin America's social and political issues.

<table>
<thead>
<tr>
<th></th>
<th>Excellent 1</th>
<th>Very good 0.5</th>
<th>Good 0.25</th>
<th>Insufficient 0</th>
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<tbody>
<tr>
<td><strong>Understanding of the film</strong> Ability to interpret the message.</td>
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<tr>
<td><strong>Analysis of film:</strong> Selection of relevant topics in the film and comparison with the political and social facts of Latin America.</td>
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<tr>
<td><strong>Clarity of the message</strong> Builds clear, fluid and well structured discourses, with logic and efficiency</td>
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</tr>
<tr>
<td><strong>Vocabulary management</strong> Uses a broad repertoire and lexical wealth.</td>
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</tr>
<tr>
<td><strong>Ability to summarize:</strong> Is able summarize the information and transmit it clearly and precisely.</td>
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<tr>
<td>GRADING</td>
<td>DESCRIPTION</td>
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<tr>
<td>EXCELLENT (100-90%)</td>
<td>Approaches the subject in question in a profound and concise way. Describes and identifies it clearly and fluently. Presents strategies and gives solutions if necessary, with breadth and clarity. Communicates with total certainty. Structures what is said and gets along with authority.</td>
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<tr>
<td>VERY GOOD (89%-80%)</td>
<td>Approaches the subject in a good way, although less profound. Describes and identifies it. Clearly presents at least two solution strategies to the problem, as well as the justification. Expresses herself with fluidity and spontaneity, but with effort. The difficulty of the subject can hinder the natural fluidity of its expression.</td>
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<tr>
<td>GOOD (79%-75%)</td>
<td>Approaches the problem in a good way. Presents it in a sufficient way, describes it and identifies it. Clearly presents at least one solution strategy to the problem, as well as the justification. Can communicate with a fairly uniform rhythm, but makes some long pauses and hesitates to continue communicating.</td>
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<tr>
<td>INSUFFICIENT (74% or less)</td>
<td>Approaches the subject and describes it in a limited way. Transmits with reasonable precision simple information, the linguistic repertoire is scarce. When expressing complex ideas, makes mistakes and inaccuracies. Uses a register not adapted to the communicative situation.</td>
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</table>

**Base bibliography:**


**Suggested bibliography:**


Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Sub competence</th>
<th>Content</th>
<th>Teaching Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Analyzes the concept of culture in Latin America. Recognizes the origin of underdevelopment in Latin America. Identifies Latin American cultural keys. Understands the mestizaje process in Latin America.</td>
<td><strong>Topic 1:</strong> Latin American and Costa Rican Culture <strong>Topic 2:</strong> Cultural identity key of Latin American development.</td>
<td>Course presentation Directed reading Comments. Analysis and interpretation of texts. Film.</td>
</tr>
</tbody>
</table>
### 2
- Recognizes national symbols of Costa Rica.
- Understands the mestizaje process in Costa Rica.
- Identifies historical events of Costa Rica.

**Topic 3:**
Mestizo culture in Latin America and its origins

**Topic 4:**
Traits of the mestizo culture

**Topic 5:**
Cultural, social, historical and political manifestations of Latin America

**Oral presentation 1:**
One Latin American country.
Practical reports
Essay: Coffee.
Educational field trip.

### 3
- Builds texts through functional use of spoken discourse or written text.

**Topic 6:**
Other cultural, social, historical and political manifestations of Latin America.

**Topic 7:**
Avant-garde in Latin America.

**Topic 8:**
Outstanding persons and artistic manifestations

**Practical report.**
Oral presentation 2: Dances
Film (Chapter 5).
Essay: Impact that colonization caused in Latin America.

### 4
- Uses a wide repertoire and lexical richness that allows to communicate in different cultural contexts.

**Topic 9:**
General aspects about Costa Rica.

**Topic 10:**
Idiosyncrasy of the Costa Rican

**Topic 11:**
Cultural manifestations of Costa Rica.

**Oral presentations 3 and 4.**
Practical reports
Educational field trip: Cartago and essay.

### General observations
The student must comply with the provisions of the Student Regime Regulations of Veritas University. For reference you must go to the Student Self-management Portal at the following address: [http://autogestion.veritas.cr/](http://autogestion.veritas.cr/) and download.