Dr. Juan Carlos Ureña  
urenajuan@sfasu.edu  
936.468.2300  
Class meeting: TTh: 11 am - 12:15 pm.  
Office hours: MWF: 10 am – 12 pm / TTh 2 – 4 pm  
LAN 250  

Textbooks:  
*Reading Packet* posted by the professor in D2L  

Curse Description: SPA 330.001 History of Latin American Culture – Overview of Hispanic American history from pre-Columbian civilizations to the Wars of Independence from Spain, with emphasis on political, social, artistic, and cultural trends. Prerequisite: SPA 232 or equivalent.

During Colonial Times the small province of Costa Rica was the poorest and most isolated colony of *Nueva España*. The name “Costa Rica” (rich coast) was given by Columbus, who saw natives wearing gold and silver and falsely concluded the precious metals were from this area. Costa Rica would remain poor and underdeveloped for over three centuries until the production of coffee jumpstarted their economy. Today, in spite of its economic problems, Costa Rica stands out as one the most stable democracies in Latin America. A country without an army, with universal healthcare, with a strong public education system, and protected natural resources and lands, continues to survive the social and political storms that affect Central America. This course will explore the history of Costa Rica, its culture and democratic institutions in the context of the reality of Latin America.

General Education Core Curriculum Objectives/Outcomes:

1. To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.
2. To understand the importance of specifying audience and purpose and to select appropriate communication choices.
3. To understand and appropriately apply modes of expression, i.e. descriptive, expository, narrative, scientific, and self-expressive, in written, visual and oral communication.
4. To participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
5. To understand and apply basic principles of critical thinking, problem solving and technical proficiency in the development of exposition and argument.
6. To engage in a variety of readings, (fiction and nonfiction) to develop writing skills.
Program Learning Outcomes:

1. Students will demonstrate the ability to engage in effective oral communication with native speakers of the target language.
2. Students will analyze and summarize authentic texts in the target language.
3. Students will write effective, original compositions demonstrating the ability to analyze, persuade and/or defend an opinion in the target language.
4. Students will apply critical thinking skills in comparisons of the cultures studied and their own.
5. Students will, if seeking teacher certification, demonstrate mastery of professional skills necessary to teach the target language.
6. Students will demonstrate mastery of linguistic and cultural skills necessary to pursue graduate study and/or careers.

Student Learning Outcomes: In this course students will gain an understanding of the Spanish Language at the advanced level. The class will emphasize the following elements:

1. Develop writing skills using the four major modes of writing: description, narration, exposition, and argumentation.
2. Understanding of grammar, lexicon, spelling and punctuation.
3. Increase language competence by engaging in prewriting, drafting and revision.
4. Appreciate various writing styles through reading fiction and nonfiction genres.
5. Produce writing at the advanced level.

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<thead>
<tr>
<th>Grade Type</th>
<th>Points</th>
<th>Total Grade points</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>Reading quizzes</td>
<td>10 %</td>
<td>90 – 100</td>
<td>A</td>
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<tr>
<td>Research Project (Term Paper)</td>
<td>15 %</td>
<td>80 – 89</td>
<td>B</td>
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<tr>
<td>Research Presentation</td>
<td>10 %</td>
<td>70 – 79</td>
<td>C</td>
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<tr>
<td>Exam 1</td>
<td>20 %</td>
<td>60 – 69</td>
<td>D</td>
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<td>Exam 2</td>
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<td>Final Exam</td>
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Research project: In groups of two, students will investigate a topic related to Costa Rica: its history, culture, economy, tourism, ecology and ecosystems, social and political problems, healthcare system, etc. (a list of specific topics will be given by the professor the first week of classes).

Paper: Each group will turn in a written paper in Spanish with the findings of the investigation. There is not a specific number of pages, but the paper should be clear and well elaborated following MLA style.

Presentation: As part of the research paper, each group will present to the class their project. Each presentation should last 7 to 10 minutes.
**Attendance and Participation:** Students who miss more than two classes will see their final grade reduced by five points per additional unexcused absence. Class will begin at 11:00 am. Please do not arrive late. **All cell phones must be off and put away during class.** Students who use cell phones for texting during class will be counted absent. **Note on quizzes and exams:** Students who miss quizzes or exam must have proper documentation as stated in university policy from the Office of Student Rights and Responsibilities to reschedule the quiz or exam.

**SPA 330.001 Tentative Curse Schedule – Fall 2017**

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
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<tbody>
<tr>
<td><strong>Th</strong></td>
<td>8-31</td>
<td>Los orígenes del “Nuevo Mundo”</td>
<td>Tarea: “La llegada de los europeos” <em>(Hispanomundo)</em> pp. 10-16</td>
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<td><strong>T</strong></td>
<td>9-5</td>
<td>¿Descubrimiento o invasión?</td>
<td>Tarea: <em>Popol Vuh</em> (fragmentos) pp. 10-15</td>
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<tr>
<td><strong>Th</strong></td>
<td>9-7</td>
<td>Cosmogonía de nuestros antepasados</td>
<td>Tarea: “Tras los pasos de los cazadores” / “Cacicazgos y señoríos” <em>(Historia de Costa Rica)</em> pp. 1-18</td>
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<tr>
<td><strong>T</strong></td>
<td>9-12</td>
<td>Introducción a la historia de Costa Rica</td>
<td>Tarea: “Europa en la época del descubrimiento…” <em>(Latinoamérica)</em> pp. 33-44</td>
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<tr>
<td><strong>Th</strong></td>
<td>9-14</td>
<td>Visión europea de América y sus habitantes / “La maldición de Malinche”</td>
<td>Tarea: “Conquista y resistencia” <em>(Historia de Costa Rica)</em> pp. 19-28 / “Cortés” (Pablo Neruda – Canto general)</td>
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<td><strong>T</strong></td>
<td>9-19</td>
<td>La conquista de Centroamérica y Costa Rica</td>
<td>Tarea: <em>Brevísima relación de la destrucción de las Indias</em> (fragmentos), Bartolomé de las Casas / “Vienen por las islas”, “Ahora es Cuba” (Pablo Neruda – Canto general)</td>
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<td><strong>Th</strong></td>
<td>9-21</td>
<td>Bartolomé de las Casas y la defensa de los indígenas americanos</td>
<td>Tarea: “El temprano mundo colonial” <em>(Historia de Costa Rica)</em> pp. 29-38</td>
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<td><strong>T</strong></td>
<td>9-26</td>
<td>La época colonial en Costa Rica / Repaso para Examen 1</td>
<td>Tarea: Estudiar para el examen</td>
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<td><strong>Th</strong></td>
<td>9-28</td>
<td><strong>Examen 1</strong></td>
<td>Tarea: “Orígenes del racismo” <em>(Contra el silencio – Quince Duncan)</em> pp. 17-55</td>
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<td><strong>T</strong></td>
<td>10-3</td>
<td>Racismo, conquista y colonialismo 1</td>
<td>Tarea: “Práctica histórica del racismo en el Caribe Continental” <em>(Contra el silencio – Quince Duncan)</em> pp. 59-92</td>
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Th 10-5  Racismo, conquista y colonialismo 2
Tarea: “El sistema colonial” (Latinoamérica) pp. 63-73

T 10-10 El sistema colonial en la América Hispánica
Tarea: “Las raíces económicas y políticas de la independencia” (Hispanomundo) pp. 28-35

Th 10-12 La independencia de Latinoamérica
Tarea: “Comerciantes y campesinos” (Historia de Costa Rica) pp. 39-62

T 10-17 Costa Rica, siglos XVIII y XIX
Tarea: “Café, capitalismo y estado liberal” (Historia de Costa Rica) pp. 63-76 / Investigar sobre William Walker, el filibustero

Th 10-19 Guerra de 1856 ¿Quién fue William Walker?
Tarea: “Diversificación, conflicto y democracia” (Historia de Costa Rica) pp. 77-98

T 10-24 Costa Rica: entrada al Siglo XX
Tarea: “Centroamérica y México (Latinoamérica) pp. 201-217

Th 10-26 Centroamérica en el siglo XX
Tarea: “México” (Latinoamérica) pp. 217-231

T 10-31 México y su influencia en la región
Tarea: Estudiar para el Examen 2

Th 11-2 Examen 2
Tarea: Cuentos: “El bongo”, “La bruja”, “La ventana” (Cuentos de angustias y paisajes, Carlos Salazar Herrera)

T 11-7 Cuentos de angustias y paisajes
Tarea: “Depresión, reforma social y guerra civil” (Historia de Costa Rica) pp. 99-118

Th 11-9 Reformas sociales y Guerra Civil de 1948
Tarea: “La edad de oro de la clase media” (Historia de Costa Rica) pp. 119-144 / Poemas de Jorge Debravo (“Digo”, Silencios”, “Balada de los fríos”, “Batalla”)

T 11-14 La Segunda República Costarricense / Poemas Jorge Debravo
Tarea: Cuento: “Y vendimos la lluvia” (Carmen Naranjo) / Investigar: ¿Qué es neoliberalismo?

Th 11-16 Discusión “Y vendimos la lluvia” / Neoliberalismo
Tarea: La loca de Gandoca (novela de Ana Cristina Rosi: 2002)

T 11-21 Thanksgiving Holidays

Th 11-23 Thanksgiving Holidays

T 11-28 Discusión La loca de Gandoca
Tarea: “Pasado reciente, futuro cercano” Primera parte (Historia) pp. 145-166

Th 11-30 Costa Rica: finales del siglo XX / Discusión La loca de Gandoca
Tarea: “Pasado reciente, futuro cercano” Segunda parte (Historia) pp. 167-188
Academic Integrity (A-9.1)

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Withheld Grades Semester Grades Policy (A-54)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.
Students with Disabilities

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.