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| <b>Course Title (English)</b>     | Latin American Civilization & Culture      |
| <b>Academic Institution</b>       | International Polytechnic University (UPI) |
| <b>City</b>                       | Heredia                                    |
| <b>Country</b>                    | Costa Rica                                 |
| <b>Course Title (Spanish)</b>     | Cultura y Civilización Latinoamericana     |
| <b>Course Number</b>              | EP05                                       |
| <b>Sessions (Terms)</b>           | Year Round                                 |
| <b>Instructional Language</b>     | Spanish                                    |
| <b>Contact Hours</b>              | 45                                         |
| <b>Credits (semester credits)</b> | 3                                          |
| <b>Credits (quarter units)</b>    | 4.5                                        |
| <b>Prerequisites</b>              | Intermediate Spanish II                    |
| <b>Track</b>                      | Electives                                  |

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| <b>Course Description</b> | <p>The purpose of this course is to provide an introductory and brief analysis of Latin American civilization and culture. The course will focus on general aspects of the very rich and complex Latin American history, starting from the most important pre-colonial indigenous groups up to a contemporary view of the different Latin American countries. For culture, the course will cover pre-colonial, colonial, nineteenth century literature, modernism, and the literary boom, which led to Magic Realism and other movements. Other issues to be included are the many diverse styles of Latin music and basic aspects of cultural interaction as nonverbal communication and misconceptions among cultures. During the course, students will be able to read, study, and discuss documents related to the main topics as well as be exposed to authentic material such as music and dance. Finally, students will take a field trip in which they will learn more about coffee and its effect on the development of civilization and culture in Costa Rica.</p> |
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| <b>Course Objectives</b> | <ul style="list-style-type: none"> <li>• The students will acquire basic knowledge of Latin American civilization and culture.</li> </ul> <p>Specific Objectives:</p> <ul style="list-style-type: none"> <li>• to study the most important contributions and the socioeconomic and political structure of the Aztecs, Mayas, and Incas</li> </ul> |
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- to obtain a brief introduction to the three main indigenous groups that the Spaniards faced during the conquest: Aztecs, Mayas, and Incas
- to get a panoramic view of Costa Rica's social, educational, historical, and political life
- to discuss the advantages and disadvantages of the Spanish and Portuguese conquest
- to identify the different causes and effects of various Latin American countries' independence
- to understand Bolivar's goal to create Gran Colombia and San Martin's fight to obtain South American countries' independence
- to critically examine present Latin American political leaders and to analyze the current situation of Latin America
- to read and discuss the importance and contribution of pre-colonial writings
- to read and analyze some examples of the authors who belong to the Latin American literary boom
- to read and discuss some Latin American contemporary authors
- to compare and contrast some of the many diverse styles of Latin American music
- to identify and demonstrate some gestures that are particular to Latin people

## Course Content

- Introduction (program, contents, guidelines, expectations)
- Gestures and misconceptions among cultures
- General Information – Costa Rica
- Aztecs, Mayans, Incas
- Socioeconomic & political contributions
- Spanish & Portuguese Conquest: Conquistadores: Cortes, Pizarro, Balboa
- Advantages, disadvantages
- Compare & Contrast
- Movie: 1492: Conquest of Paradise (filmed in Costa Rica)
- Independence in L.A. countries
- Independence of Mexico, Causes & Effects, Effects on L.A.
- Present L.A. political leaders & Situation of L.A.
- Free Topic – Guest Speaker
- Popol Vuh and other Colonial Writings
- 19th century authors,

- L.A. Literary Boom & Modernism
- Contemporary authors Importance
- Contributions
- Main characteristics
- Read, understand, analyze
- Class Field Trip: Café Britt the role of Coffee in Costa Rica's history
- Coffee in CR – Grano de Oro
- Other products in other countries,
- Effect on socio, economic & cultural areas
- Latin American Music
- Present different rhythms
- General Review – Orally
- Typical food day and dance: class presentation
- Origin of ingredients
- Final Exam

## Activities

- Oral Presentations, Written Summary, Journal, Oral Book Report, In-Class Debate, Group Project, Field Trip: Café Britt: Coffee in Costa Rica.
- The Coffee Tour will provide a vivid representation of how coffee originated and how it is produced in Costa Rica. This information will complement the class discussion on the importance of coffee in the Costa Rican economy.

| Week 1           | Content                                                                                                                                                                                             |
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| <b>Monday</b>    | Present the course program and academic agenda. Identify Latin American gestures (roundtable discussion). General information about Costa Rica.                                                     |
| <b>Tuesday</b>   | Presentation (reading) of Aztec, Maya, and Inca civilizations. Video: Differences between Aztecs and Mayas. Work in pairs: Discuss economic and political contributions of the three civilizations. |
| <b>Wednesday</b> | Spanish and Portuguese colonization (presentations 5%). Discuss advantages and disadvantages. Part I of the movie <i>1492</i> with analysis guide.                                                  |

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| <b>Thursday</b> | Part II of <i>1492</i> with second analysis guide. Watch and analyze the video <i>Independence of Los Angeles</i> . Mexican independence process.                 |
| <b>Friday</b>   | First individual oral presentation (5%). Guest speaker. Discuss current political leaders in Los Angeles. Read and dramatize excerpts from the <i>Popol Vuh</i> . |

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| <b>Week 2</b>    | <b>Content</b>                                                                                                                                |
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| <b>Monday</b>    | Read, analyze, and discuss 19th-century Latin American literature. The role of coffee in the economy and social life (role-playing activity). |
| <b>Tuesday</b>   | Research and discuss other Latin American products in pairs.                                                                                  |
| <b>Wednesday</b> | Second oral presentation (5%). Latin American music and rhythms.                                                                              |
| <b>Thursday</b>  | <i>Latin American Food Day</i> . Submit final written assignment (10%). Submit student journal (10%) to: magda4018@gmail.com.                 |
| <b>Friday</b>    | Final presentations (10%). Closing activities.                                                                                                |

### **Expectations, Rules, Conduct, Guidelines, Special Recommendations**

- Classes start on time. Arriving more than 10 minutes late is equivalent to being tardy. Three tardies equal one absence. Students who arrive more than 30 minutes late are marked absent. A student who accumulates three (3) or more absences fails the course.
- All assignments must be handed in on the due date.
- Exams must be taken on the assigned date and will only be made up in case of documented emergencies. If an emergency occurs, it is the student's responsibility to communicate with the professor and make arrangements.
- There is a 17,000 colon charge for make-up tests/activities which require the professor's presence.
- The University provides, upon request, appropriate academic adjustments

for qualified students with disabilities. Any student with a documented disability (physical or cognitive) who requires academic accommodations should contact the Academic Coordinator as soon as possible to request an official letter outlining authorized accommodations. Approved accommodations will not change the basic elements of the course/class.

## Assessment

- Student's journal: 15%
- Written summary: 15%
- Group project (debate capitalism vs. socialism): 15%
  - a. oral presentation of assigned president : 5%
  - b. questions to pose during debate: 5%
  - c. participation: 5%
- Class participation: 10%
- Pop quizzes: 10%
- Oral and written presentations: 20%
  - a. Conquistadores: 5%
  - b. Independence: 5%
  - c. Liberators: 5%
  - d. Book report: 5%
- Final Exam: 15%

## Bibliography

- EL mundo Indígena a la llegada de los Españoles. Extraído desde:  
[http://www.uc.cl/sw\\_educ/historia/conquista/parte1/html/h00.html](http://www.uc.cl/sw_educ/historia/conquista/parte1/html/h00.html)
- Walter Krickeberg. (2000) Mitos y leyendas de los Aztecas, Incas, Mayas y Muisca Edición 10, Fondo de Cultura Económica.
- Museo Nacional de Costa Rica. Web  
<http://www.museosdecostarica.com/infocostarica.htm>
- BENNASSAR, B., La América española y la América portuguesa. Siglos XVI-XVIII, Madrid, 1980,
- Akal FOSTER, G., Cultura y Conquista. La herencia española en América, México, 1962
- La Encrucijada Política de América Latina. Extraído desde:  
<http://www.rcci.net/globalizacion/fg067.htm>
- González-Ortega Nelson (2002), Voces de diferencia en la escritura colonial de América
- Música Latinoamericana. Extraído desde

<http://www.latinoamerica-musica.net/>