

## Latin American University of Science and Technology School of International Relations

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|--------------------|---|
| <b>Course name</b> | <b>Latin American Cultural Identity</b>   |
| <b>Course code</b> | 03-0129   |
| <b>Credits</b>     | 2.5 US Credits / 5 ECTS   |
| <b>Modality</b>    | Virtual with online sessions  |
| <b>Nature</b>      | Theoretical-practical   |
| <b>Duration</b>    | 12 lessons spanning 6 Weeks (2 lessons per week, 3 hours per lesson) and one final Master Lecture on Week 7 |
| <b>Schedule</b>    | TBA   |
| <b>Professor</b>   | TBA   |

### **PURPOSE OF THE COURSE**

The Latin American Cultural Identity course critically assesses the significance, influence and impact of culture and identity in the human and democratic development of the region. This course allows students to understand how the origins and evolution of LATTAM's cultural heritage have deeply marked the current state of its development. Furthermore, this course aims to foster competences to promote comprehensive social development which respects and promotes cultural diversity.

### **COMPETENCES**

Traditional education is based on content, but ULACIT uses a curriculum model based on competences, which means that students will develop the ability to think and react as experts in their discipline, and not only to understand its conceptual or theoretical framework. The table specifies the disciplinary and general competences as well as the performance criteria that will be developed.

| <b>Competencies</b>  | <b>Subcompetencies</b>   | <b>Performance criteria</b>  |
|--|--|--|
| <b>DISCIPLINARY COMPETENCY</b>   |  |  |
| Critically evaluate the influence of Latin American cultural identity in the human and democratic development of the region in order to promote the integral development of our societies respecting and promoting the cultural diversity that characterizes the region. | To analyze the evolution and distinctive features of the Latin American cultural identity. | Discussing with peers and the instructor, through weekly classroom activities, the evolution of the Latin American cultural identity and its meaning and value today.<br><br>Creatively communicate their ideas regarding the development processes of the Latin American identity |

# COURSE SYLLABUS



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|   |   | through group discussions.  |
|   | Determine the relevance of Latin American cultural identity and its relationship with socioeconomic and political development and current and future. | Develops creative and innovative ways to communicate critical analysis of disputes over cultural identity in the region through a research project.<br><br>Promotes critical discussion of possible trends of change to the Latin American cultural identity. |
| <b>GENERAL COMPETENCE</b>   |   |   |
| Show competencies for life, learning, and personal y labor effectiveness. | Think creatively  | Employing creativity to analyze the most relevant cases of poverty and overcoming in the region, through oral and written proposals.  |
|   | Communicate   | Communicating visually, orally, nonverbally, and in writing with peers, the professor, and the general public, in a variety of ways and contexts.   |
|   | Collaborate   | Collaborating and interacting with effectiveness and respect, during class and round table discussions, as well as in the general collaborative activities.   |
|   | Reason  | Employing reasoning when synthesizing information and analyzing arguments regarding the evolution and development perspectives of Latin America.  |
|   | Utilize communication and information technologies.   | Utilizing communication and information technologies to investigate, organize, evaluate, and communicate information related to the final essay.  |

# COURSE SYLLABUS

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|  | Utilize scientific methods and tools. | Using scientific methods, approaches, and concepts, particularly research techniques in empirical analysis cases.  |
|  | Perform with personal effectiveness.  | During their performance and interaction with others, in the course learning activities, showing initiative, responsibility, ethics, leadership, and productivity, as well as self-management skills and openness to change. |

## PLAN OF THE LEARNING EXPERIENCE

| Weeks and Lessons   | Topics   |
|---|--|
| <p><b>Week 1</b><br/><b>Lesson 1:</b><br/>Anthropology, Latin America and the Caribbean</p>   | <ul style="list-style-type: none"> <li>• Course Introduction</li> <li>• Why study anthropology in Latin America and the Caribbean</li> <li>• Disputes: the culture of poverty and “the poor” perspective</li> </ul>  |
| <p><b>Week 1</b><br/><b>Lesson 2:</b><br/>Introduction on Latin America and the Caribbean</p> | <ul style="list-style-type: none"> <li>• Delimiting and imagining Latin America: ideas, spaces and places</li> <li>• Countries and population</li> <li>• Cities and Migration</li> <li>• Languages</li> <li>• Landscapes, culture and society</li> </ul>   |
| <p><b>Week 2:</b><br/><b>Lesson 1:</b><br/>Society and culture before Europeans</p>           | <ul style="list-style-type: none"> <li>• Phases of the emergence of social complexity in Latin America and the Caribbean.</li> <li>• The Inca and Aztec states</li> </ul>  |
| <p><b>Week 2:</b><br/><b>Lesson 2:</b><br/>Conquest, Colony and resistance</p>                | <ul style="list-style-type: none"> <li>• The European conquerors</li> <li>• The colonial period</li> <li>• Colonial legacies, independence and the Coalescence of the Nation-States</li> </ul>   |
| <p><b>Week 3:</b><br/><b>Lesson 1:</b><br/>Cultural policy of race and ethnicity</p>          | <ul style="list-style-type: none"> <li>• Racial categories and racial fluidity in Latin America</li> <li>• Colonialism, Empire and the invention of Race</li> <li>• Mestizos and mestizaje: class, race and nation</li> <li>• The rise of ethnicity and ethnic movements</li> <li>• Ethnicity, Nationalism and Gender</li> </ul> |

# COURSE SYLLABUS

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| <p><b>Week 3:</b><br/><b>Lesson 2:</b><br/>Cultural constructions of gender and sexuality</p> | <ul style="list-style-type: none"> <li>• Pre-European gender systems</li> <li>• The conquest and colonial period</li> <li>• Gender and consolidation of Nation-states</li> <li>• Femininity and masculinity</li> </ul>   |
| <p><b>Week 4:</b><br/><b>Lesson 1:</b><br/><b>Religion and daily life</b></p>                 | <ul style="list-style-type: none"> <li>• Popular Catholicism</li> <li>• The spread of Protestantism</li> <li>• The African heritage: Candomblé, Santería and Vodou</li> </ul>  |
| <p><b>Week 4:</b><br/><b>Lesson 2:</b><br/>Striving for health and coping with illness</p>    | <ul style="list-style-type: none"> <li>• Medical Anthropology</li> <li>• Poor health in Latin America and the Caribbean</li> <li>• The Expressive and healthy body</li> <li>• Religion and healing</li> </ul>  |
| <p><b>Week 5:</b><br/><b>Lesson 1:</b><br/>Food, cuisine and cultural expression</p>          | <ul style="list-style-type: none"> <li>• Food and Culture</li> <li>• Communicating gender and sexuality through food</li> <li>• Kitchen, cookbooks and Nation-building</li> </ul>  |
| <p><b>Week 5:</b><br/><b>Lesson 2:</b><br/>Perspectives on Globalization</p>                  | <ul style="list-style-type: none"> <li>• Tourism, crafts and cultural authenticity</li> <li>• Transnational Production and labor</li> <li>• Global interests and the environment</li> </ul>  |
| <p><b>Week 6:</b><br/><b>Lesson 1</b><br/>Manifestations of popular culture</p>               | <ul style="list-style-type: none"> <li>• What is popular culture?</li> <li>• Carnival and popular celebrations</li> <li>• Music and dance</li> <li>• Television and Telenovelas</li> </ul>   |
| <p><b>Week 6:</b><br/><b>Lesson 2</b><br/>Violence, memory and striving for a just world</p>  | <ul style="list-style-type: none"> <li>• Violence and Memory</li> <li>• The Central American civil wars</li> <li>• Argentina's dirty war</li> <li>• Violence in Colombia</li> <li>• The Mexican Zapatistas</li> <li>• Shining Path (Sendero Luminoso) in Peru</li> </ul> |

## **BIBLIOGRAPHY**

### **Required text:**

Garrard, V., Henderson, P.V.N. & McCann, B. (2019). Latin America in the Modern World. USA: Oxford University Press.

Sanabria, H. (2019). The anthropology of Latin America and the Caribbean (2nd ed.). Routledge.

American Psychological Association. (2020). Publication manual of the American Psychological Association (7th. Ed.). Washington, D. C.: APA.

Carr, D., Heger Boyle, E., Cornwell, B., Correll, S., Crosnoe, R., Freese, J., & Waters, M. C. (2021). The art and science of social research (2nd ed.). Norton & Company.

Verhoeven, N. (2019). *Doing research: The hows and whys of applied research* (5th ed.).

### **Additional readings:**

Chalk, Peter. (2011). *Latin American drug trade: scope, dimensions, impact, and response*. Santa Monica: Rand Corp.,

Frank, A. G., Chew, S. C., & Denmark, R. A. (1996). *The underdevelopment of development: essays in honor of Andre Gunder Frank*. Thousand Oaks: Sage Publications

*Gangs of Central America: Causes, Costs, and Interventions*. Small Arms Survey.

Gómez Meza, J. O. (2011). *Luchas maricas y derechos humanos en América Latina*. SAN RAFAEL, Costa Rica: Gómez Meza, Juan Olivier

Patiño Franco, José Uriel, 1964-. (2002). *La Iglesia en América Latina: una mirada histórica al proceso evangelizador eclesial en el continente de la esperanza: siglos XV-XX*. Bogotá: San Pablo,

Paz, Octavio, 1914-1998. (1972). *El laberinto de la soledad*. México: Fondo de Cultura Económica,

Schifter, Jacobo, (2014). *Love and Lust. American Men in Costa Rica*. Createspace Independent Pub; Edición: Large Print (25 de marzo de 2014).

Schifter, Jacobo. (2000). *The sexual construction of Latino youth: implications for the spread of HIV/AIDS*. New York: Haworth Hispanic/Latino Press,

Skidmore, T. E., & Smith, P. H. (1992). *Modern Latin America*. 3rd ed. New York: Oxford University Press.

Wade, P. (2010). *Race and ethnicity in Latin America*. Second edition. London; New York: New York: Pluto Press.

## **THE LEARNING ENVIRONMENT**

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### **Teaching methodology**

To make the course compatible with the needs, interests and learning styles of all students, we use the inverted classroom teaching methodology, or "flipped classroom". The assignments that require less cognitive effort (those of remembering and understanding) are undertaken by students outside the classroom, and those that require more cognitive effort, such as application, analysis, synthesis and evaluation, are conducted within the classroom.

The course provides materials, such as readings, videos, narrated presentations and others, via the online learning management system used by ULACIT (Blackboard). Students should prepare their participation in the classroom, studying the theory at home. The face-to-face sessions are reserved for practice, reflection and discussion. They revolve around questions, controversies and real-life issues. With this active, reflective and participatory methodology, students are expected to develop the general competencies that this course proposes. In addition, they are expected to develop a deep understanding of the subject, participating in the shared construction of knowledge with other students, teachers and other members of society.

## Educational resources

The course has the following educational resources to continuously support the teaching-learning process:

- Classrooms equipped with computers, projection equipment and Internet access.
- Blackboard online education platform (Bb).
- Repository of documents.
- Recording and sound amplification equipment.
- EBSCO virtual library, from which you can access articles in full text.
- Clickers, wireless personal response systems.
- Computer laboratories with Internet access and computer applications for research.

## EVALUATION METHODOLOGY

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The qualification of the course is distributed in the following evaluative activities:

| <b>Activity</b>            | <b>Percentage</b> |
|----------------------------|-------------------|
| <i>Reading checks</i>      | 20%               |
| <i>Discussion forums</i>   | 30%               |
| <i>Paper</i>               | 30%               |
| <i>Class participation</i> | 20%               |
| <b>Total</b>               | <b>100%</b>       |

### **Reading check 20%**

Students are required to answer comprehension questions based on the readings and class lectures. Reading checks will consist of multiple-choice questions that have to be answered in a limited time.

### **Discussion forums 30%**

It is necessary that students do the readings assigned and demonstrate they understand the topics and concepts through class and online participation in virtual forums. Therefore, each student will participate individually in 3 virtual forums of 5% each.

## Rubric for the evaluation of virtual forums

| Criteria   | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| Demonstration of an understanding of the topic of discussion through critical thinking, higher-order thinking, and uniqueness of contribution. |   |   |   |   |   |
| Community building through collaboration and interaction with other students by making at least 2 replies.                                     |   |   |   |   |   |
| Proper netiquette and mechanics of writing in English.   |   |   |   |   |   |
| Timeliness and participation with posts/replies.   |   |   |   |   |   |
| <b>TOTAL</b>   |   |   |   |   |   |

Note: 1. Poor, 2. Sufficient, 3. Satisfactory, 4. Good, 5. Excellent.

## Paper: 30%

The research paper main objective is to analyze a past and current events in the light of Latin American Cultural Identity. The topic for this paper is: **THE HIV AND COVID 19 EPIDEMICS IN LATIN AMERICA.**

## Rubric for the research paper

| Criteria                        | Expert (4)   | Proficient (3)   | Apprentice (2)   | Novice (1)  |
|---------------------------------|--|--|--|---|
| <b>Integration of knowledge</b> | The paper demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas. | The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper. | The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course. | The paper does not demonstrate that the author has fully understood and applied concepts learned in the course. |

# COURSE SYLLABUS

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| <b>Topic focus</b>         | The topic is focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the paper, either by statement of a position or hypothesis.   | The topic is focused but lacks direction. The paper is about a specific topic but the writer has not established a position.   | The topic is too broad for the scope of this assignment.   | The topic is not clearly defined.  |
| <b>Depth of discussion</b> | In-depth discussion & elaboration in all sections of the paper.  | In-depth discussion & elaboration in most sections of the paper.   | The writer has omitted pertinent content or content runs-on excessively. Quotations from others outweigh the writer's own ideas excessively.   | Cursory discussion in all the sections of the paper or brief discussion in only a few sections.  |
| <b>Cohesiveness</b>        | Ties together information from all sources. Paper flows from one issue to the next without the need for headings. Author's writing demonstrates an understanding of the relationship among material obtained from all sources. | For the most part, ties together information from all sources. Paper flows with only some disjointedness. Author's writing demonstrates an understanding of the relationship among material obtained from all sources. | Sometimes ties together information from all sources. Paper does not flow - disjointedness is apparent. Author's writing does not demonstrate an understanding of the relationship among material obtained from all sources. | Does not tie together information. Paper does not flow and appears to be created from disparate issues. Headings are necessary to link concepts. Writing does not demonstrate understanding any relationships. |



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|-------------------------------|--|--|--|--|
| <b>Spelling &amp; grammar</b> | No spelling &/or grammar mistakes.   | Minimal spelling &/or grammar mistakes.  | Noticeable spelling & grammar mistakes.  | Unacceptable number of spelling and/or grammar mistakes.   |
| <b>Sources</b>                | More than 5 current sources, of which at least 3 are peer-review journal articles or scholarly books. Sources include both general background sources and specialized sources. Special-interest sources and popular literature are acknowledged as such if they are cited. All web sites utilized are authoritative. | 5 current sources, of which at least 2 are peer-review journal articles or scholarly books. All web sites utilized are authoritative | Fewer than 5 current sources, or fewer than 2 of 5 are peer-reviewed journal articles or scholarly books. All web sites utilized are credible. | Fewer than 5 current sources, or fewer than 2 of 5 are peer-reviewed journal articles or scholarly books. Not all web sites utilized are credible, and/or sources are not current. |
| <b>Citation</b>               | Cites all data obtained from other sources. APA citation style is used in both text and bibliography.  | Cites most data obtained from other sources. APA citation style is used in both text and bibliography.                               | Cites some data obtained from other sources. Citation style is either inconsistent or incorrect.   | Does not cite sources.   |

## **Class participation: 20%**

Students are expected to come to class on time and prepare the corresponding tasks every week. For instance, students must read the assigned required readings before coming to any session. Reading verifications will be carried every week by means of individual questions. Students are expected to understand the issues covered by each reading, do the reading schemes, write down doubts, and carry further research before coming to any session. During the sessions, students should be participating and collaborating with other students in a respectful manner, whether by voicing their questions and concerns, answering questions, and/or working on the assigned tasks. If the student is consistently distracted and not paying

attention in class, marks will be deducted. **If the student is absent, he/she loses the 1% for the week.**

### Rubric for class participation

| Criteria                | Met (1)  | Not met (0)   |
|-------------------------|--|---|
| <b>1. Punctuality</b>   | Arrives on time to class and stays in the classroom for the entire session period.     | Arrives late to class and does not stay in the classroom for the entire session period. |
| <b>2. Preparation</b>   | Comes prepared to class, having schematized the readings and raised doubts.            | Does not come prepared to class, does not schematize the readings or raise doubts.      |
| <b>3. Values</b>        | Behaves in a respectful manner.  | Does not behave in a respectful manner.   |
| <b>4. Participation</b> | Contributes to the class raising comments that encourage discussion.                   | Participates only when requested by the teacher or does not get involved at all.        |
| <b>5. Collaboration</b> | Cooperates with others, showing leadership, ethics, negotiation and initiative skills. | Does not demonstrate leadership, ethics, negotiation and initiative skills.             |
| <b>TOTAL</b>            | The total is calculated based on 5 points  |   |

### COLLABORATIVE PROJECT CONTRACT

The collaborative project is a way of articulating the work activities of a human group around a set of goals, objectives and results to be achieved. This implies an active interdependence between the members of a group that share and assume a work mission.

As a learning methodology for ULACIT students, collaborative projects value interaction, collaboration and solidarity among members, as well as negotiation skills to reach agreements and face potential conflicts.

Among the characteristics of a collaborative project is the smooth communication channels, based on relationships of trust and mutual support. It focuses on the goals set in a climate of trust and reciprocal support among its members, where the movements are synergistic.

Therefore, the ultimate goal of a collaborative project is to obtain results with greater impact, where the whole is greater than the contribution of each member. In this way, as part of the process of creativity and innovation in education, for each collaborative project students must create, negotiate and draw up a work contract among the members of the group.

No evaluable collaborative project can be started until all the members of the group have signed the work contract. On the BLACKBOARD platform students can find a guide to formulate their own contract.

## **INSTITUTIONAL POLICIES**

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### **Academic Honesty Policy**

ULACIT aims for the highest and most rigorous standards of academic life. In this course you are expected to avoid dishonest conducts such as fraud or plagiarism. Fraud constitutes making up data, forge bibliography, use projects done by another person, and obtain unauthorized help to do your course work. Plagiarism includes copying textually from another source into your document; it includes phrases, sentences, paragraphs obtained on the Internet, book or any other sources without the appropriate reference. Paraphrasing without references is also considered plagiarism. Whether the fraud or plagiarism is performed voluntarily or involuntarily, in an individual or group work, it will cause you to fail the course immediately. In case the student is found guilty of fraud or plagiarism on a second course, the student will be expelled from the institution.

### **English integration Level**

ULACIT is a bilingual university. Therefore, the degrees that include English-taught courses use Spanish and English language resources, depending on the location of the course in the curriculum. In the courses marked with the word "English" on the academic offering, students can submit their projects and other assignments in English. The courses in bilingual careers are completely taught in English. In the bachelor and postgraduate degrees, reading English literature is compulsory, although the courses may incorporate additional readings in Spanish.

### **Creating a culture of respect**

In ULACIT, we set high expectations for conduct of members of the university community. Therefore, we emphasize the value of mutual respect and expect everyone to treat others as they want to be treated. We define respect as the consideration and appreciation we can show others without exceptions, so do not tolerate disruptive actions such as:

- Tardiness to class or early leave.
- Constantly disrupting the class, rising from their seat.
- Eating and drinking in the classroom.
- Attending phone calls during the class period.
- Packing your belongings before the teacher has completed the lesson.
- Falling asleep in the classroom.
- Reading newspapers.
- Using mobile devices for purposes other than those of the class, promoting distractions.
- Coming unprepared to class.
- Making negative or taunting comments about their classmates and/or the teacher.
- Talking out of turn.
- Showing unwillingness to listen to others.
- Using vulgar language on campus.

We ask teachers to take corrective measures to ensure a respectful coexistence environment conducive to learning and habits of respect, fundamental to the comprehensive and

professional training of students. At the beginning of each period, students should consult with their faculty for specific regulations and sanctions that could be implemented.

## **Attention to diversity**

The curricular approach at ULACIT focuses on the development of competences through the completion of projects, allowing students to fulfill the academic requirements based on their own learning styles, abilities, and individual interests. The primary responsibility of learning is placed on the student; the instructor is responsible for setting course expectations from start, offering the required support to satisfy them, and awarding a level of flexibility that allows each student to choose how he or she will fulfill the course goals and work at his own pace in the completion of the projects assigned. Furthermore, the instructor will provide the required learning materials, along with continuous feedback using the rubrics designed for each project. The feedback is of a qualitative as well as quantitative nature. The use of technological tools and collaborative work allows the professor to tailor the educational process to the abilities of each student. If you have any additional special educational needs, please contact [diversidad@ulacit.ac.cr](mailto:diversidad@ulacit.ac.cr)

## **Claims**

ULACIT safeguards your rights as a student and guarantees due process in cases of claims regarding grades, for which it must follow the process established by the Regulation of Student System, available on the website of ULACIT, Vice President of Student Services, Student Regulations, chapter 16.

Check that the qualifications posted in your academic record are the correct ones. To do this, you will receive in your mail account [@ulacit.ed.cr](mailto:@ulacit.ed.cr) the report card from the previous period in Week 1. If the grade is not the correct one, contact the course instructor, who within 3 business days must justify your grading. If no response is given by the teacher, or the justification does not satisfy you, address the complaint to the Dean along with the response of the teacher. The issue should be resolved within 3 business days and exhaust administrative regulations.

Claims regarding qualifications can only be reviewed during the next academic period, so it is very important to assume responsibility of the strict control of your own qualifications.

## **Intellectual Property**

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