

**SPAN 499: The Ecoculture of Costa Rica:
An Approach to its History, Politics, Arts, People and its Culture of Ecotourism, Conservation and Sustainable Practices.**



A program with rotative directors and lead professors:

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Course Information:

Professor (2025): Karen P. Pérez
E-mail: perezk@usc.edu
Office Location: THH 256R
Office Hours: By appointment only
Section #:

Program Dates: May 19 – June 14, 2025

(*All dates and activities tentative until confirmed)

First meeting: Wednesday, January 22 (Zoom)
Orientation: March 7 (Zoom)
First week: May 19th-22nd (Zoom)
San José: May 25th-31st (San José & La Fortuna)
Monteverde: June 1st-June 7th
Quepos & San José: June 8th-June 13th

I. Course Description:

This course aims to explore the ecological culture of Costa Rica by studying its history and several of its cultural characteristics, paying special attention to the ways that Costa Rican culture and local practices promote conservation of natural resources and sustainable practices. Students will spend three weeks in Costa Rica, where they will take educational fieldtrips that show historical, cultural and conservationist interest. Some of the places they will visit are San José (the capital), La Fortuna, San Luis (Monteverde), Quepos, and Guanacaste. The highlight of the program will be the visit to the area of Monteverde, a cloud forest that is one of Costa Rica's most important biological preserves. The program will, tentatively, offer *homestays* with local families in the rural town of San Luis, Monteverde, where students will experience a community life in which economic activities move around mutual collaboration, conservation and sustainable practices. If *homestays* are not available, students will stay at hotels or other group accommodations with transportation to the main course locations and activities.

The program includes and it is highly invested in doing a service project with a Costa Rican community, possibly related to visiting and interacting with children at one of the local elementary schools or helping local farmers with a project. Students who participate in this program will get a glimpse of the ecoculture engrained in the "Ticos" (natives of Costa Rica) and will experience what it is to be an "ecotourist" and a "tourist" in a rural area of the country. This program aims at the possibility that students acquire a deeper understanding of Costa Rica's history, culture, idiosyncrasy and the ways in which this country has moved, and it is still moving, towards a more green and sustainable culture. The course is inspired by the fact that Costa Rica is a global green pioneer with a strong social conscience about the environmental challenges we are facing today. At present, this Central American nation is preparing to cross the ultimate environmental frontier with a detailed plan to decarbonize its economy by 2050.

II. Language Requirement:

Basic communication in Spanish is required. Students should have clearance of SPAN 220 (Spanish 3) by the end of the Spring semester to which they are applying. Students who have not taken a formal Spanish course but know Spanish can apply. Please contact professor for clearance.

III. Course Objectives:

After the completion of this program, students should be able to:

- Have a better understanding of and appreciation for the history, culture and idiosyncrasy of Costa Ricans or “Ticos”.
- Recognize the importance of preserving relatively undisturbed natural areas that promote biodiversity, conservation of resources, and socioeconomic benefits to local communities.
- Learn of sustainable ways of life that respect and value the relationship between humans and natural resources. Ideally, students will emulate some of these ways of life when they return home.
- To practice and enrich their Spanish vocabulary, in particular, lexicon related to the environment, nature, ecology, conservation, and sustainability.

This course will be offered in Spanish and is open to undergraduate students in all majors. Students who are not Spanish majors or minors but have enough knowledge of the Spanish language to get by in a Spanish-speaking country for 3 weeks, can complete their academic course work in English for elective course credit.

IV. General Description and Itinerary:

During the course of the program, students will be visiting sites of historical, cultural and ecological interest. We will start in San José, the capital, and from there, we will visit different sites by private land transportation. Most of these visits will be guided by local guides or experts in the area. In the San Luis (Monteverde) region, students will experience the community way of life of the area and observe how this same community benefits and is economically empowered by a circular economy of mutual help and conservation practices, all of which contribute to the common effort of leading a more sustainable life in tune with its natural surroundings. Students in this Maymester will become ecotourists, and through these new lenses, they will critically reflect on the advantages and disadvantages that the presence of ecotourists represent for these communities.

V. Accommodations / Lodging* (tentative):

- **Week 1:** In Los Angeles or in your respective home place (please note: your lodging accommodations begin on the day the program begins in San José, and not before. If you arrive in Costa Rica a day or two before the program starts, you will need to secure a hotel room).
- **Week 2:** Hotel Barceló in San Jose (tentatively), Hotel Casa Luna (La Fortuna), Volcán Arenal.
- **Week 3:** Homestays in the town of San Luis, Monteverde (*tentative until homestays are confirmed).
- **Week 4:** Hotel in the beach town of Quepos (where Parque Nacional Manuel Antonio is located) and return to Hotel Barceló (San José) to be closer to the airport at the end of the program.

VI. Course Evaluation:

Students will be assessed considering the following criteria:

- PAC (participation, attendance, contribution) 30%
- Presentation and discussion in Spanish 15%
- Two short quizzes 10 %
- Service project 25%
- Reflective essay 20%
-
- 100%

1. **PAC: Participation, Attendance and Contribution (30%).**

This grade category will consider not only good attendance and punctuality to the classes at USC (online classes) and activities we will do in-situ, but also a voluntary/active participation in lectures, presentations and activities in Costa Rica. It will also include the consideration of a respectful attitude towards the professor of the course and a respectful attitude towards classmates and locals. In general, this grade category will take into consideration a genuine enthusiasm and interest in the program, and a good all-around attitude.

Participation in the classroom: Preparation of readings and active participation, and contribution to lectures, discussions, and related excursions are mandatory. The grades will reflect each student’s commitment. Be ready to answer questions such as: What does the reading/documentary discuss? How does this reading inform my understanding of Costa Rican culture? In what ways can I contribute to the class discussion?

Participation in field trips: The visits indicated on the syllabus are mandatory. Most visits have a local guide; take opportunity to ask questions. Expect to always have a discussion after each visit. Always, bring your

favorite snacks with you and a water bottle. On many class excursions and activities, we may not be able to eat at the same time every day. Always arrive at the meeting places at least 10 minutes before the scheduled departure time. **Some locations are far and require that we depart early, at times, at 7:00 a.m. If you are not on time, you may be left behind and it will be your responsibility to catch up with the group at your own cost, if this is an option.**

2. **ONE Presentations and leading of discussion of a topic or reading assignment (15%).** Students will present on a topic indicated on the syllabus. Students must read the resources listed on the syllabus and use them as an aid to prepare their presentations. Students are not presenting the assigned readings from the Reader, but instead, the given topic. The readings are mainly in English unless a Spanish version is only available. Please note that the **presentation will be in Spanish**. Each student will present and lead the discussion **in Spanish** on the day indicated on the syllabus. Students will prepare three discussion questions with their presentation and a class activity. Some students will present during the first week of classes before departure and the rest in-situ in Costa Rica. The presentations should last about 30 min. Students should present the most important comprehensive information about the topic. Students will use the textbook and outside sources to prepare their presentations.
3. **TWO Quizzes (10%)** with questions that will reflect on information learned from the readings, class presentations, discussions and guided tours. They also include the material covered during the first week of classes.
4. **ONE Service Project that will take place locally in Costa Rica (25%).** More information to follow.
5. **ONE Final SHORT Reflexive Essay (20%).** A short, 5-6 pages reflective essay, which can be written in Spanish (Spanish majors and minors) or in English (other majors), and that is related to one or more of the topics covered in this course. The essay should include a reflection of the student's personal experience during the program on this particular topic. Students may also include commentaries given by the locals.

Essay Format:

1. Header of paper should only be on the first page as indicated below:

Catalina Huanca
SPAN 499
Prof. XXXXX
5 de junio de 2024
2. Title: Choose a creative title, and center it (not bolded). Please note: "Ensayo 1" is not a title.
3. Font: 12 pt. Times New Roman.
4. Margins: 1 inch around.
5. Space: Double.
6. Pages: 5-6 (not 4 ½ and the bibliography doesn't count).
7. Works Cited Page: Not required, but if sources are used, please cite them according to MLA manual.

The (PAC) category is essential to get the maximum grade in this program. In a program that involves traveling with a group of students who do not know each other, it is fundamental that all participants behave appropriately, respect one another, and follow the rules of the program (explained previously and insistently by the professor of the program). In addition, the same respect is to be expected toward the professor, his/her associates and locals. It is essential for students to be flexible and accommodating to the circumstances or conditions that will be encountered abroad. For example, roads may be closed due to the rain and the schedule may need to be adjusted. Departure and/or arrival times in the schedule are only estimates. Most of the field trips will be during the day to take advantage of the sun and beautiful weather, and lectures will be in the afternoon/evening (after our field trips) due to the rain. It is important that students face these scenarios with an overall POSITIVE attitude –in as much as possible– and learn to work together to contribute to the success of the program. All these expectations will be taken into consideration when assigning a grade for this PAC category of the course.

VII. Required Text:

1. [*The Costa Rica Reader: History, Culture, Politics \(2004\)*](#) by editors Steven Palmer and Iván Molina, Duke University Press, London.

Additional Texts:

2. [*Mamita Yunai \(1941\)*](#) by Calos Luis Fallas. A novel that fictionalized the protest against the United Fruit Company in Costa Rica in 1931. A protest-novel against the unfair treatment of a foreign company to Costa

- Ricans and Panamanians, especially of indigenous heritage.
3. [La loca de Gandoca / The Madwoman Of Gandoca \(1992\)](#) by Anacristina Rossi, a Costarrican female writer, and a pioneer within the eco-feminism movement.

*Other texts and articles found in Brightspace.

*We will also be commenting on other works of literature, music, and arts.

VIII. Grading System:

Letter Grade	Percentage	Letter Grade	Percentage	Letter Grade	Percentage
A	93-100	B-	80-82	D+	67-69
A-	90-92	C+	77-79	D	63-66
B+	87-89	C	73-76	D-	60-62
B	83-86	C-	70-72	F	0-59

Pass = 70+ / No Pass = 0-69

IX. Technological Proficiency:

This course will require the use of Brightspace and Zoom. Students experiencing hardware problems may contact [USC Computing Center Laptop Loaner Program](#). Please check the [Software available to USC Campus](#) to see the programs that are available to students. Further, students can consult [Zoom information for students](#), [Brightspace help for students](#) as needed to become familiar with those platforms. For general questions, students may contact consult@usc.edu.

X. Behavioral Expectations and Behaviors that Warrant Dismissal from this Program:

Students are expected to exhibit sensitivity to the host culture, maintain a good attitude, respect the homestay arrangement (if applicable), and observe local rules and laws. Adherence to principles of good conduct promotes safety, respect for cultural diversity and appropriate access to all there is to learn during the international experience. Students are expected to demonstrate a willingness to adapt to rigors of a study abroad setting, travel schedule and living conditions assuming that students are aware that many things will be different from what they are accustomed to and that they will be ready and willing to cope with these differences.

Some examples are lack of privacy in accommodations (double/triple rooms in hotels), limited or no air conditioning, limited or restricted water usage, lack of smoke-free environment, lack of easy access to internet or phones, unfamiliar food, lack of English proficiency by host family members or locals, and lack of conventional worship sites. It is expected that students will maintain a positive, open-minded attitude, even when faced by inconveniences. Violent or inappropriate behavior or breaking the law abroad will be grounds for immediate expulsion from the program.

Please note that a Maymester is a USC course. Students are expected to behave as per campus rules and follow the USC Student Handbook regarding integrity and accountability. The use of alcohol or drugs, coming to class or field trips intoxicated, as well as any other form of disorderly conduct will not be tolerated. Depending on the specific violation, a student may receive a failing grade for the course and be subject to disciplinary action from USC. In addition, any behavior that is disruptive to the program, or offensive to the culture of the host country, including harassment of others, will not be tolerated and may be cause for disciplinary action, reported to USC Student Judicial Affairs, and/or immediate expulsion from the program (the student will be sent back to the U.S.).

XI. Refund Policy

Students may only receive a refund of tuition and fees if courses are dropped before the refund deadline. However, a commitment fee of \$500, charged upon acceptance into the Maymester in December of the year prior the beginning of the program, will not be refunded upon withdrawal from the program, even if the student withdraws before the semester refund deadline.

In addition, USC pays an estimate of \$2500 to Costa Rican vendor(s) during the spring semester for each student's participation in the program. If a student withdraws from the program after USC has paid the vendor(s) during the spring semester, the full amount paid per his/her participation will be billed to the student's account.

It is a student's responsibility to officially withdraw from any class that he or she is no longer attending. Informing the academic department or the course instructor does not constitute an official withdrawal from the course. All

withdrawals must be processed by Web Registration or through the Registrar One Stop Center. Students will be held financially liable for all classes that appear on the OASIS Registered Course List, Web Registration Course Bin, or the Registration Confirmation form after the refund deadline.

XII. Medical/Compassionate Withdrawal Policy

If a student experiences a serious illness, injury or other significant personal situation that prevents him/her from starting or continuing his/her participation in the program, he/she may request a medical/compassionate withdrawal from the program.

Medical/compassionate withdrawals require relevant and detailed supporting documentation for consideration. Approval is at the discretion of the faculty leader and there is no guarantee a request will be approved. A student considering medical/compassionate withdrawal should first work with his/her academic advisor to explore regular withdrawal procedures and also work with faculty to discuss alternative class arrangements, incomplete grades, and partial refunds.

XIII. Covid Safety:

Students are expected to comply with all aspects of USC's COVID-19 policy. Failure to do so may result in removal from the class and referral to Student Judicial Affairs.

XIV. Use of Artificial Intelligence:

This course will follow the expectations for academic integrity as stated in the USC Student Handbook. All students are expected to submit assignments that are original work and prepared specifically for the course in this academic term. Students may not submit work written by others or "recycle" work prepared for other courses. Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage. Academic dishonesty has a far-reaching impact and is considered a serious offense against the university. Violations will result in a grade penalty, such as a failing grade on the assignment or in the course, and disciplinary action from the university.

This course aims to develop creative, analytical, and critical thinking skills. Therefore, all assignments should be prepared by the student working individually or in groups. Students may not have another person or entity complete any substantive portion of assignments. **Using AI-generated text, code, or other content is prohibited in this course, will be identified as plagiarism, and will be reported to the Office of Academic Integrity.**

For more information about academic integrity see the student handbook or the Office of Academic Integrity's website, and university policies on Research and Scholarship Misconduct.

XV. Course Content Distribution and Synchronous Session Recordings Policies

USC has policies that prohibit recording and distribution of any synchronous and asynchronous course content outside of the learning environment.

Recording a university class without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation, is strictly prohibited. Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor. (Living our Unifying Values: The USC Student Handbook, page 13).

Distribution or use of notes, recordings, exams, or other intellectual property, based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study. This includes but is not limited to providing materials for distribution by services publishing course materials. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relation to the class, whether obtained in class, via email, on the internet, or via any other media. Distributing course material without the instructor's permission will be presumed to be an intentional act to facilitate or enable academic dishonesty and is strictly prohibited. (Living our Unifying Values: The USC Student Handbook, p 13).

XVI. OSAS: Academic Accommodations

Any student requesting academic accommodations based on a disability is required to register with the Office of Student

Accessibility Services (OSAS) each semester. A letter of verification for approved accommodations can be obtained from OSAS. Please present your letter of accommodation to your instructor as early in the semester as possible. Arrangements for accommodations for chapter exams are done individually with your professor. OSAS is located in 3601 Watt Way, Grace Ford Salvatori Hall 120, and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for OSAS is (213) 740-0776. They can be reached via email at ability@usc.edu.

XVII. Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call

<https://sites.usc.edu/clientservices/> Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) - (213) 740-5086 | Title IX – (213) 821-8298
equity.usc.edu, titleix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
usc-advocate.symplicity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services - (213) 740-0776
<https://osas.usc.edu/>

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Campus Support and Intervention - (213) 821-4710
campussupport.usc.edu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101
diversity.usc.edu

Information on events, programs and training, the Provost’s Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
dps.usc.edu, emergency.usc.edu

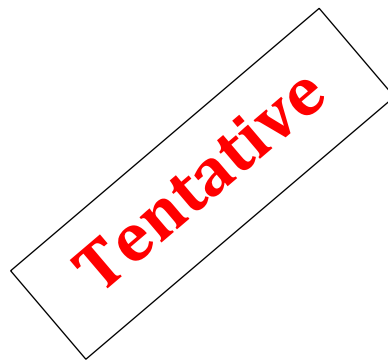
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call
dps.usc.edu

Non-emergency assistance or information.

XVIII. Program Dates:

<u>Week 1:</u> Classes in Zoom:	May 19-22
<u>Week 2:</u> San José & La Fortuna:	May 25-31
<u>Week 3:</u> San Luis, Monteverde:	June 1-7
<u>Week 4:</u> Quepos & San José:	June 8-13



XIX. Program Dates & Contact Hours:

<u>Week 1:</u> May 19-22:	15 instructional hrs.; 12 preparation hrs.; 15 experiential hrs.
<u>Week 2:</u> May 25-31:	15 instructional hrs.; 12 preparation hrs.; 15 experiential hrs.
<u>Week 3:</u> June 1-7:	15 instructional hrs.; 12 preparation hrs.; 31 experiential hrs.
<u>Week 4:</u> June 8-13:	15 instructional hrs.; 6 preparation hrs.; 17 experiential hrs.

XX. Course Schedule:

Subject to Change due to program requirements, building renovations or closures, holidays, inclement weather, safety precautions or any other unforeseen circumstances).

Adjustments to this schedule and syllabus may be made during the course of the semester.

Week 1:

Mon (5/19) Via Zoom

Intro to course program / Topics and questions that will guide our course / Brief summary of Costa Rica's history (from its indigenous communities to the present)

Topics to cover / Questions to discuss: What is ecotourism? / How Costa Rica became a pioneer country to promote conservation and ecotourism? / The exceptionalism of Costa Rica, as a Centro American country - a traditionally democratic country with no army! / How did this happen?

Readings

"Introduction", The Costa Rica Reader, pp: 2-7

"Birth of an Exception?", The Costa Rica Reader, pp. 9-12

Musical break

Analysis and debate of the song/ video "[Efecto Mariposa](#)", Costa Rican rock band from the 90s/2000S *Malpaís*

Students' Presentations

"A Slave's Story", The Costa Rica Reader, pp. 26-28

"Free Blacks, Mulattos, and Mestizos Seek Legitimacy", TCRR, pp. 29-30

Discussion

Costa Rica: the 'living Eden' designing a template cleaner, carbon-free world (report from UN Environment Program)

<https://www.unep.org/news-and-stories/story/costa-rica-living-eden-designing-template-cleaner-carbon-free-world>

How did Costa Rica become the greenest, happiest country in the world?

<https://www.unep.org/news-and-stories/story/costa-rica-living-eden-designing-template-cleaner-carbon-free-world>

HW:

Start reading novel [Mamita Yunai](#) (1941) and other readings in the schedule for next class

Tue (5/20) Via Zoom

Topics to cover: Costa Rica: its different regions and populations

Pre-Columbian Period and Colonization: The Indigenous People of Costa Rica, and the Black Populations of Costa Rica

The people of the Central Valley and Metropolitan areas (San José, Alajuela and Cartago, the first capital city of Costa Rica)

The story of the annexation of the Nicoya Party to Costa Rica (how Nicaragua lost the region of Guanacaste to Costa Rica)

Musical break

Analysis and debate of song "[Se quema el cielo](#)" del grupo de rock tico *Malpaís*

Visual material

Episode of "Down to Earth" with Zac Efron (Season 1, Costa Rica)

Additional discussion

Costa Rica: its regions and history

<https://www.vacationscostarica.com/travel-guide/colonization-of-costa-rica/#:~:text=Costa%20Rican%20history%20dates%20back,golden%20gifts%20from%20the%20natives.>

HW:

Finish reading novel [Mamita Yunai](#) (1941)

Watch documentary in YouTube "[Se Quema el Cielo](#)" (2014) about conservation effort in the region of Guanacaste

Wed (5/21) Via Zoom

Topics to cover: Costa Rica without an army / Process of democratization in the country / Keeping democracy alive (historical challenges)

Costa Rica como enigma democrático de Centro América / Huelga Bananera de 1934 / Guerra Civil de 1948 / Procesos de desmilitarización de 1949.

Group discussion

Democratic Enigma, TCRR, pp. 139-142 (reflection about democratic process in Costa Rica, and about the only Civil War they had in 1948)

Introducción y rememoración de Carlos Luis Fallas sobre la Huelga Bananera de 1934 (primer documento y documento final de copia Kindle de [Mamita Yunai](#) (1941) by Carlos Luis Fallas (Profe)

"Coffee Nation", TCRR, pp. 55-56

Descanso musical: Video "[Soy Tico](#)"

Students' Presentations

"Privatization of the Land and Agrarian Conflict", TCRR, pp. 57-61

"Banana Strike Confidential, TCRR, pp.128-131

Discussion:

The Civil War of 1948: Causes and Effects

<https://elespiritudel48.org/costa-rica-the-revolution-of-1948-a-cause-and-effect-analysis/>

Abolition of the Army in Costa Rica

<https://en.unesco.org/memoryoftheworld/registry/209>

Musical Break

Música folklórica de Costa Rica "[Caballito Nicoyano](#)"

Visual material

YouTube Vlogger, Alexander Ayling [12 Essential COSTA RICA TRAVEL Tips | WATCH BEFORE YOU GO!!!](#)

Additional (suggested) readings:

Democracia en Costa Rica: ¿estabilidad en riesgo? (artículo que reflexiona sobre la corrupción hoy en día en Costa Rica)

<https://agendaestadodederecho.com/democracia-costarricense-estabilidad-en-riesgo/>

HW

Lecturas para próxima clase

Art exhibition [Naturánima](#)

Thu (5/22) Via Zoom

Costa Rica: its ecological potential and how it's managed

Topics to cover: Costa Rica como una joya ecológica, pionera del desarrollo ecoturístico / Historia de la protección ecológica en Costa Rica / Retos para el país en la protección de su riqueza ecológica / ¿Es sostenible la explotación ecoturística en Costa Rica?

Class discussion

Working Paradise, TCRR, pp. 275-277

Migration and the Costa Rican Environment since 1900, pp. 284-292

Musical Break: [Tico que se respeta \(Gonin ft. Jr Gayle\)](#)

Students' Presentations

"A Community Takes Care of Its Environment", TCRR, pp. 279-280

"Caffeinated Miamas", TCCR, pp. 281-283

"The River of Milk", TCRR, pp. 310-313

Musical break : [Marfil, Menéalo](#) (música afro-tica, de la región del Limón)

Discussion:

¿Es el ecoturismo una fuente inagotable de riqueza?

https://revistas.tec.ac.cr/index.php/tec_empresarial/article/view/2432/2219

Additional (suggested) reading (sobre el turismo rural y turismo rural y comunitario que vamos a experimentar en San Luis, Monteverde)

<https://www.visitcostarica.com/es/costa-rica/things-to-do/rural-tourism>

HW

Lecturas para próxima clase - preparación de presentaciones

Ver video: Viaje a Costa Rica, Costa Rica pura vida de Minube (pareja de españoles)

<https://www.youtube.com/watch?v=M1GIEZHSJco&t=3s>

Fri (5/23) Day of traveling to Costa Rica (San José)

Make sure to start reading **novel *La loca de Gandoca / The Madwoman Of Gandoca*** (2006), by Costarrican female novelist Anacristina Rossi - an example of ecofeminist fiction.

Some opinions about *climate change* by Anacristina Rossi:

[https://www.cronica.com.mx/notas-](https://www.cronica.com.mx/notas-frenar_cambio_climatico_un_asunto_de_los_adultos_dice_anacristina_rossi-1146122-2020.html)

[frenar_cambio_climatico_un_asunto_de_los_adultos_dice_anacristina_rossi-1146122-2020.html](https://www.cronica.com.mx/notas-frenar_cambio_climatico_un_asunto_de_los_adultos_dice_anacristina_rossi-1146122-2020.html)

~5:30 pm On-site Orientation

~7:00 pm Welcome dinner at Mirador Tiquicia (tentatively)

HW - Read:

TicoTimes: How did San Jose become the Capital of Costa Rica?

<https://ticotimes.net/2022/01/25/how-did-san-jose-become-the-capital-of-costa-rica>

Lodging: Hotel in San José (Hotel Barceló, tentatively)

Meals: Dinner only

Sat (5/24) San José

Exploring San Jose

AM - Walking City Tour of **San José (Saturday or Sunday recommended)**

Visit to el Teatro Nacional

***Lunch at Mercado Central**

*Lunch recommendation: "Nuestra Tierra" (across from the National Museum)

Visit to the Museo de Arte Costarricense

Visit to the Museo Nacional de Costa Rica (antiguo cuartel; it is closed on Mondays)

*Dinner on your own

Some suggestions: visit some gastro-pubs in the Barrio Escalante or Barrio California (but, inside the zona de seguridad), go to the theater

Return ~5:00pm

Lodging: Hotel in San José (Hotel Barceló, tentatively)

Meals: Lunch and dinner on your own

Week 2: San José:

Sun (5/25) Free day (to explore on your own)

Recommendations: Explore the trails at Hacienda la Chimba (Barrio de Santa Ana ~ 2hrs.). Visit "El Teatro".

Evening: "Barrio Escalante". Avoid "Barrio La California"

Visitar el Mercado Centro y Mercado de artesanías (centro de San José)

Ir a Multi-Plaza Escazú (tiendas, restaurantes, cine)

Lodging: Hotel in San José (Hotel Barceló, tentatively)

Meals: Lunch and dinner on your own

Mon (5/26) San José

Costa Rica Recently

PM Class at hotel

Topics to cover this week: El desarrollo social con recursos limitados / La corrupción y la opinión pública / La penetración del narcotráfico en la política de CR / Protestas sociales en CR relacionadas a la

privatización de servicios públicos / Valores sociales en CR: mujeres con más oportunidades de trabajo en el sector de servicio al turista = ¿masculinidad en crisis? / La juventud en barrios marginales urbanos / Las imperfecciones de Costa Rica

*Este día solo tendremos presentaciones de parejas de estudiantes o estudiantes que presentarán sol@s y nos resumirán las siguientes lecturas de la última parte de The Costa Rica Reader (las presentaciones resumirán la información principal de la lectura y podrán agregar información adicional buscada en el internet. **OJO:** El resumen de la lectura puede ser presentada en inglés o en español)

Reading 1: Social Development with Limited Resources by Carmelo Mesa-Lago, TCRR, pp. 323-333 (Mesa-Lago, Professor Emeritus of Economics at the University of Pittsburgh, and one of the foremost authorities on social policy in Latin America, briefly offers economic indicators that describe how CR with relatively scarce resources have achieved social progress higher than its corresponding GDP per capita level (una buena lectura a leer y resumir para estudiantes que cursan estudios relacionados a la Sociología, Estudios Sociales de algún tipo o Economía) /

PM - Visit to Volcán Poás, only if visible and Cataratas Jardines de la Paz

*Lunch part of the excursion

To learn more about Poás Volcano / Volcán Poás, an active volcano in central CR read:

<https://www.visitcostarica.com/en/costa-rica/where-to-go/protected-areas/po%C3%A1s-volcano-national-park>

To Learn more about La Paz Waterfall Gardens* in Alajuela read:

<https://costarica.org/waterfalls/la-paz/>

Lodging: Hotel in San José (Hotel Barceló, tentatively)

Meals: Dinner on your own

Tue (5/27) **San José**

Costa Rica Recently

AM - Class at hotel

Reading #2 **Corruption, TCRR, pp. 336-339** (by social scientists Manuel Solís and Alfonso González).

Descanso musical: [Pato Barraza, Inconsciente Colectivo, "Cautiva de mar"](#) (música rock tica)

PM – Excursion to Puerto Calderas y **Reserva Nacional Curú / Parada en Isla Tortuga** / (bote ride; board in Puerto Calderas)

To learn more about Curú, read: <https://nicoyapeninsula.com/naturereserves/curu/>

*Lunch part of the excursion

Lodging: Hotel in San José (Hotel Barceló, tentatively)

Meals: Dinner on your own

Wed (5/28) **San José**

Costa Rica Recently

Reading #3 **Men in Crisis?, TCRR, pp. 350-357** (by scholar Sylvia Chant)

PM - Visit to **Cartago**, first capital city of Costa Rica; sample of colonial

Excursion a **Volcán Irazú**

Guided visit to church - Basílica de Nuestra Señora de Los Ángeles.

Lodging: Hotel in San José (Hotel Barceló, tentatively)

Meals: Lunch and dinner on your own

Thu (5/29) **San José**

PM - Class

Costa Rica Recently

Reading #4 : **Are the Kids Alright?, TCRR, pp. 358-360** (interview by Osvaldo Orias to Kenneth, a young graffiti artist).

Descanso musical: [Costa Rica, Son de Tikizia](#) (salsa tica)

Reading #5: Demopercocracy, TCRR, pp. 364-366 (by Yolanda Oreamuno, noted Costa Rican writer and

social critic)

Suggested reading about La Fortuna:

<https://travelmagazine.com/is-la-fortuna-in-costa-rica-really-worth-the-hype/>

Lodging: Hotel in San José (Hotel Barceló, tentatively)

Meals: Lunch and dinner on your own

Fri (5/30) **La Fortuna**

Suggested reading:

Boza, Mario A. "Conservation in Action: Past, Present, and Future of the National Park System of Costa Rica." *Conservation Biology*, vol. 7, no. 2, 1993, pp. 239–47. JSTOR, <http://www.jstor.org/stable/2386421>

Check out from hotel in San José

Check-in at hotel in La Fortuna (Casa Luna Hotel, tentatively)

Explore La Fortuna, including the "mercados artesanales".

Also: The caves (las cuevas)

Lodging: Hotel in La Fortuna (Casa Luna Hotel, tentatively)

Meals: Lunch and dinner on your own

Sat (5/31) **La Fortuna**

Free day

Recommendation:

Spend a day in "piscinas de aguas termales" (several hotels and different prices available)

*Dinner recommendation: Lava Lounge

Lodging: Hotel in La Fortuna (Casa Luna Hotel, tentatively)

Meals: Lunch and dinner on your own

Week 3:

Sun (6/1) **San Luis, Monteverde**

Check out from hotel in La Fortuna

Departure to San Luis, Monteverde (aprox. 5 hrs.)

Welcome lunch at the Community Center (tentative) <http://sanluis.or.cr/en/>

Lodging: Homestay (tentatively)

Meals: Dinner at homestay

Mon (6/2) **San Luis, Monteverde**

AM – Visit to Finca Ecológica Paraíso San Luis and

Guide Tour: Birds

PM – Class at the Community Center (tentative)

Visit to Finca de Café

San Luis: Ruta de Sendero Pacífico

<http://sanluis.or.cr/sendero-pacifico/#:~:text=El%20Sendero%20Pac%C3%ADfico%20prev%C3%A9%20una>

Lodging: Homestay (tentatively)

Meals: Lunch at the Community Center (tentative); breakfast and dinner at homestay (tentatively)

Tue (6/3) **San Luis, Monteverde**

AM – Visit to Parcela Lobo <http://sanluis.or.cr/en/finca-gilbert-lobo/>

or Trapiche Don Simón <http://sanluis.or.cr/el-trapiche-don-simon/>

PM - Class at the Community Center (tentative)

Visit to the Bosque Nuboso of Monteverde <https://www.visitcostarica.com/es/costa-rica/blog/visit%C3%A1-la-reserva-biol%C3%B3gica-bosque-nuboso-de-monteverde>

Lodging: Homestay (tentatively)

Meals: Lunch at the Community Center (tentative); breakfast and dinner at homestay (tentatively)

Wed (6/4) **San Luis, Monteverde**

AM- Visita to Natural Cosmetics

PM - Go to Santa Elena (you can have dinner there; own your own)

<https://www.entercostarica.com/destinations/northern-region/santa-elena?srsId=AfmBOop9L1pDrdPt0bvPWymNxtAmnNOVelpsBs9Mx-QX2KjG9xop1EWW>

Lodging: Homestay (tentatively)

Meals: Lunch at the Community Center (tentative); breakfast at homestay (tentatively) and dinner on your own

Thu (6/5) **San Luis, Monteverde**

AM - Caminata guiada por Sendero Pacifico <http://sanluis.or.cr/sendero-pacifico/#:~:text=El%20Sendero%20Pac%C3%ADfico%20prev%C3%A9%20una%20del%20suelo%20y%20las%20comunidades.>

PM- Tarde libre para prepararse para proyecto de servicios

You may have dinner at your homestay or go to Santa Elena (at your own cost)

Lodging: Homestay (tentatively)

Meals: Lunch at the Community Center (tentative); breakfast and dinner at homestay (tentatively)

Fri (6/6) **San Luis, Monteverde**

AM - Proyecto de Servicio - clase en escuela primaria de San Luis (el Alto; tentatively)

PM – **Free** / Recommendation: Cooking class

Lodging: Homestay (tentatively)

Meals: Lunch at the Community Center (tentative); breakfast and dinner at homestay (tentatively)

Sat (6/7) **San Luis, Monteverde**

Free day

Recommendations: Canopy in Monteverde or go to Las Cataratas El Tigre <https://www.eltigrewaterfalls.com/>

Farewell dinner in San Luis

Lodging: Homestay (tentatively)

Meals: Breakfast at homestay (tentatively), and dinner

Week 4: Quepos and San José

Sun (6/8) **Quepos**

Pick up from San Luis (Monteverde)

Departure to Quepos
Check-in at hotel

PM- Free time

Lodging: Hotel in Quepos

Meals: Breakfast at homestay (tentatively). Lunch and dinner on your own

Mon (6/9) **Quepos**

AM – Day at the **Parque Nacional Manuel**

Antonio <https://www.sinac.go.cr/ES/ac/acopac/pnma/Paginas/default.aspx>

Lunch recommendation (on your own): El Wagon (pizza)

PM – Class at the hotel

*Work on your final essay

Lodging: Hotel in Quepos

Meals: Breakfast at hotel. Lunch and dinner on your own

Tue (6/10) **Guanacaste**

AM- Departure from Quepos to Guanacaste

Check in hotel in Guanacaste

PM – Class at hotel

*Work on your final essay

Lodging: Hotel in Guanacaste

Meals: Breakfast at hotel. Lunch and dinner on your own

Wed (6/11) **Guanacaste**

AM - Explore “Las Baulas” - Parque Nacional Marino <https://www.visitcostarica.com/en/costa-rica/blog/discover-las-baulas-marine-national-park>

Lunch included with the excursion

PM – Class at the hotel

*Work on your final essay

Lodging: Hotel in Guanacaste

Meals: Breakfast at hotel. Lunch included with the excursion. Dinner on your own

Thu (6/12) **San José**

AM- Departure from Guanacaste to San José

Check in at the hotel in San José

Free day

*Work on your final essay

Lodging: Hotel in San José

Meals: Breakfast at hotel. Lunch and dinner on your own

Fri (6/13) **San José**

Free day

Hotel in San José

***Final essay due today**

Recommendations: Explore other areas in San José (other “barrios”) <https://www.costarica.com/travel-guides/san-jose>

Pack for tomorrow

Lodging: Hotel in San José

Meals: Breakfast at hotel. Lunch and dinner on your own

Sat (6/14) **Return to the U.S.**