

CENTER FOR INTERNATIONAL PROGRAMS AND SUSTAINABILITY STUDIES

Name of the course: Contemporary Costa Rican female writers

Course code: SPN 4110

Total number of hours: 48 hours

Number of hours per week: 4 hours

Requirement: SPN- 202, Intermediate 2

Course Description:

At the end of the course, the student is able to understand the development of Costa Rican female literature of the 20th - 21st century. In addition, is able to recognize the historical processes in which the work is produced.

This course answers the question What social-political events have influenced the Costa Rican female narrative?

The following skills will be promoted throughout the course:

- Ability to understand different literary texts.
- Ability to relate historical moments through literature.
- Ability to appreciate the literariness of texts.
- Ability to understand the nationality of the Costa Rican entity.

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.

Types of competences	Performance criteria (Sub-competences)	Performance evidences
Disciplinary		
<p>Integrates the course readings to manage a better understanding of the evolution process of Costa Rican women's literature and Costa Rican entity.</p>	<ul style="list-style-type: none"> ❖ Understands the content of assigned literary texts. ❖ Researchs the authors and the social historical contexts related to them. ❖ Recognizes the different literary movements and their characteristics. ❖ Discusses the texts according to a text comment guide. 	<p>Directed readings Presentations Technical reports Concept map</p>
General		
<p>To integrate the knowledge, skills and attitudes needed to learn continuously throughout life considering effective development in the knowledge society.</p>	<p>Learning to Learn</p>	<p>Directed readings Presentations</p>
<p>To develop the knowledge, skills and attitudes needed to learn how to communicate orally and in writing in the different</p>	<p>Communicates disciplinary thoughts in oral, visual and written form.</p>	<p>Socio drama Directed readings Presentations Technical reports Concept map</p>

discipline areas that make up the curriculum.		
Integrates the knowledge, skills and attitudes needed to learn teamwork and leadership techniques.	Teamwork and leadership	Socio drama Dialogs Concept map
Integrates the knowledge, skills and attitudes needed to learn interpersonal communication techniques.	Relating well with others Manage and resolve conflicts. How to negotiate knowing how to inspire trust and empathy Speak responsibly In depth listening	Presentation Concept map

1. Contents

Topic 1:

- Literature concept.

Topic 2:

- Latin American female literature and history.

Topic 3:

- Literary analysis guide.

Topic 4:

- Presentation of main literary movements in Costa Rica.

Topic 5:

- María Isabel Carvajal (Carmen Lyra) - forerunner of social realism.

5.1. Conflicts with banana plantations.

5.2. Generation of El Repertorio Americano.

Topic 6:

- Yolanda Oreamuno, the sacrificed generation

6.1. Criticism of costumbrism.

Topic 7:

- Lyric concept.

7.1. Literary resources and literary figures-

Topic 8:

- Eunice Odio.

8.1. The expression of feminine sensuality.

Topic 9:

- The promotion of 1960: Julieta Pinto, Luisa González, Eulalia Bernard, Carmen Naranjo.

9.1. The Costa Rican identity.

Topic 10:

- The promotion of the 80s (eighty): Rima de Valbona, Myrian Bustos, Dorelia Barahona, Ana Istarú.

10.1. Globalization and postmodernity.

10.2. Anacristina Rossi - Testimonial novel.

10.3. The historical novel - Tatiana Lobo.

Methodological orientation

The focus is on the guided reading of the texts and the development of cultural keys to allow an approximation that delves into the evolution of women's literature in Costa Rica and the characteristics of the Costa Rican entity.

Learning strategies

The following learning strategies will be performed for the student:

- Three oral presentations on different topics from the assigned readings.
- Three reading reports on selected short stories.
- Four technical reports on identity issues present in the assigned readings.
- A socio drama In groups, the students will represent a chosen reading through roles.

- Two conceptual maps on theoretical topics.
- Analysis of a documentary.

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.

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.

RUBRICS	WEIGHTING
3 Oral presentations	30%
3 Reading reports	30 %
4 Technical reports	20 %
1 Socio drama	5 %
2 Concept maps	10%
1 Analysis of a documentary.	5 %
TOTAL POINTS	100 %

Rubric to evaluate written and oral presentations:

Presents a text commentary that shows the reading, comprehension and consequent analysis in a detailed and analytical way, taking into account the work guide provided by the professor.

Indicator	Excellent (A:100-95)	Very good (B:94-89)	Sufficient (C:88-75)	Insufficient (D:74-0)
Includes the purpose, general presentation of the subject, clear objectives.				
Recognizes the subject and outlines the main points of the text.				
Presents coherent personal contributions and based on the texts.				
Ideas presented are related to the topic and are clearly presented.				
Presents a conclusion that leads to reflection on Costa Rican literature and culture.				
Total				

Rubric for documentary analysis:

Documentary analysis: Investigates the relevance of the period present in the film in the history of Costa Rica.

Indicator	Excellent (A:100-95)	Very good (B:94-89)	Sufficient (C:88-75)	Insufficient (D:74-0)
Understands the content of the documentary.				
Identifies the historical fact in the context of the country.				
Values information within the framework of what is studied in literary texts.				
Ideas presented are related to the topic and are clearly presented.				
Makes correlations between the information of the documentary and the literary work.				
Total				

Rubric for guided readings or reading reports:

They show the ability to interpret a literary text, summarize it and comment on it.

Indicator	Excellent (A:100-95)	Very good (B:94-89)	Sufficient (C:88-75)	Insufficient (D:74-0)
Provides a significant amount of detail about the literary text, which demonstrates a thorough understanding of the plot and the characters at a connotative level of the story.				
Understands the literary text and explains it very clearly.				
Defines the genre and movement to which the author belongs.				
Identifies characteristics of a writer's subject and explains them clearly.				
Total				

Rubric to evaluate socio drama:

Shows the ability to recreate a theater script and adapt it to the surroundings.

Indicator	Excellent (A:100-95)	Very good (B:94-89)	Sufficient (C:88-75)	Insufficient (D:74-0)
Demonstrates an understanding of the full text when recreating the drama.				
Identifies the environment of the drama.				
Adapts the script for presentation.				
Includes the meaning of the text (ironic, satirical, didactic, etc.) in the presentation of the socio drama.				
Total				

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.

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.** The devices can be used only when the teacher assigned 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.

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.
3. Behaving in a disrespectful way.

Bibliography

1. Alvarado Vega, Óscar. El ensayo: del sentimiento a la palabra.
2. Alvarado Vega, Óscar. Literatura e identidad costarricense. Editorial EUNED, 1ª edición, San José, Costa Rica, 2009.
3. Antología de Narradoras en Costa Rica. Relatos de mujeres. Compilación, Linda Berrón. Editorial Mujeres, 1993.
4. Colección Autores costarricenses del Siglo XX. Selección, prólogo, notas y cronología del Alfonso Chace. Carmen Lyra, Relatos Escogidos. Ed. Costa Rica, 1999.
5. Istarú, Ana. Baby boom en el Paraíso, Hombres en escabeche. Editorial Costa Rica, 1996.
6. Lyra, Carmen. Los cuentos de mi tía Panchita. Uruk Editores, 1999.
7. Lobo, Tatiana. Entre Dios y el Diablo. Editorial Universidad de Costa Rica, 1993.
8. Muñoz O., Willy. Narradoras costarricenses. Antología de cuentos. Ed. EUNED, 2006.
9. Naranjo Coto, Carmen. Diario de una multitud. San José, Costa Rica: Educa, 1986.
10. Oreamuno, Yolanda. Obras escogidas. Editorial Costa Rica, 1999.
11. Quesada Soto, Álvaro. Antología del relato costarricense. Ed. Universidad de Costa Rica, 1989.
12. Quesada Soto, Álvaro. Breve historia de la literatura costarricense. San José, Costa Rica: Educa, 1986.
13. Rojas, Margarita y Ovaes, Flora. 100 años de literatura costarricense. San José. Farben Norma, 1995.
14. Rossi, Anacristina. La Loca de Gandoca. Editorial Legado, 2009.
15. Segundo Simposio Internacional de literatura Lemistre Pujol, Annie. Los orígenes de la literatura femenina en Latinoamérica y Costa Rica. 1984.
16. Valbona, Rima. La narrativa de Yolanda Oreamuno. Ed. Costa Rica, 1995.

Schedule

Week	Competence	Content	Teaching Strategy
1	Recognizes the main notions of the concept of literature in general.	Topic 1: Literature concept.	Oral presentation:
2	Broadens his or her knowledge about Latin American and Costa Rican women's literature in particular.	Topic 2: Latin American female literature and historical.	Oral presentation:
3	Uses a literary analysis guide in the chosen texts. Recognizes the main literary movements in Costa Rica in the decades of 1910 - 1940.	Topic 3: Literary analysis guide. Topic 4: Presentation of main literary movements in Costa Rica.	Technical reports Directed readings
4	Investigates social realism in Costa Rica.	Topic 5. a) María Isabel Carvajal - forerunner of social realism.	Oral presentation: Reading reports
5	Analyzes the conflict situation with transnationals, specifically the conflict with the banana companies. Studies the generation of El Repertorio Americano and its influence in the Costa Rican environment.	Topic 5. b) The United Fruit Company in Costa Rica. Topic 5. c) El Repertorio Americano magazine.	Technical reports Video analysis.

6	Recognizes the characteristics of the passage from costumbrism to more universal subjects in Costa Rican literature.	Topic 6: Yolanda Oreamuno. Essays, short story.	Reading reports
7	Investigates the avant-garde in Costa Rican lyric.	Topic 7: Concept of lyric and literary resources and literary figures. Topic 8: Eunice Odio.	Technical reports Research project.
8	Recognizes the characteristics of the so-called Promotion of 1960 and its main representatives.	Topic 9: Carmen Naranjo, Julieta Pinto and others. The Costa Rican identity.	Technical reports
9	Reflects on the Costa Rican nationality represented in the texts.		Directed readings
10	Investigates the influence of globalization and modernity in literature. Promotion of the 80s.	Topic 10: Anacristina Rossi. La loca de Gandoca b) Ana Istaru. Hombres en escabeche	Socio drama Final project

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/> and download.