

CENTER FOR INTERNATIONAL PROGRAMS & SUSTAINABILITY STUDIES

Course name: Selected Topics in Afro-Caribbean Studies

Course code: ETH 3100

Total contact hours: 48

COURSE DESCRIPTION

Students will learn about Afro-Caribbean Costa Rican Cultural development in order to prompt an awareness of Afro - Latin and Afro - Caribbean culture and experiences.

Students will:

- emphasize the importance of history in order to understand black culture in present day in Costa Rica, Latin America and the Caribbean.
- discuss present day issues - with special consideration of contemporary issues, such as, poverty, migration, the development of human rights and sustainable development in relation to Caribbean communities.
- discuss the different aspects of Costa Rica's black heritage, cultural evolution, such as social and political organization, economy, traditions, festivities, and people of influence.
- introduce the Caribbean indigenous community dynamics to complement the discussion of social constructs of the "other" in the Caribbean landscape, space and different historical periods.
- explore specific socio-cultural profiles – for example, gender relations within Costa Rican Caribbean culture, and the issue of violence in the city of Limon.

This is a social studies and sustainability course, it is elective, theoretical and practical and responds to the professional formation questions: **What can history tell us about the experience and development of the Caribbean region's Afro-descendants and how can this shed light on contemporary cultures, expression and identities? How have the diasporas impacted on the lives of the region? And what are some of the poignant challenges facing the region in relation to development, security, and wellbeing?**

To be able to respond to the above questions the following themes will be covered:

- Introduction to Costa Rican Black History: slavery and labour migrations.
- Afro-Central American Ethnic Groups: the case of the Garífunas.
- Marcus Garvey Legacy.
- Limón: The most influential Afro-Costa Rican culture, A Cultural Melting Pot.
- Black Celebrations.
- The Carib Territory: history of the Carib Indians.
- Historical and socio-political backgrounds of Latin American and Caribbean countries.
- The Caribbean and its heroes (Haiti, Jamaica, Costa Rica)

- Historical “Relation” of Haiti with the Dominican Republic.
- Cuban culture.
- Growing risk – natural disasters and Caribbean impacts.
- Human rights – advances and limitations.
- Gender relations among the Caribbean groups.
- Afro-Caribbean culture and violence.
- Advances and challenges for sustainable development.

Throughout the course the following competencies will be promoted:

To participate and collaborate actively in the group tasks, and develop confidence, solidarity, cordiality, and skills in communal task management.

Contribute to the consolidation of a team and team work, promoting communication, equal distribution of tasks and a working environment encouraging calm and cohesion.

Capacity to communicate professionally with NGOs, State entities and institutions.

Specific Course Competency: Team work development and leadership.

To integrate knowledge, abilities and the necessary attitudes to be able to learn the **techniques of team work and leadership** (considering the tutorials and evaluations).

The following attitudes and values will be developed:

- How to work and get on with others.
- How to communicate with others.
- Problem and challenge identification.
- Critical thinking
- Search for solutions through dialogue and deliberation.
- Management and resolution of conflicts.
- Negotiation to inspire confidence and empathy
- Responsible communication and profound listening.

Competencies, criteria and evidence:

At Veritas University competencies are reflexive and integrated actions that respond to the professional profile and to context issues ideally and ethically through the integration of abilities, skills and knowledge. What follows are the discipline and core competencies and their correspondent key competencies and evidence of learning for this course. What follows are the discipline and core competencies and their correspondent key competencies and evidence of learning for this course.

| Competencies | Key Competency | Evidence of Learning |
|--------------|----------------|--|
| | | <ul style="list-style-type: none"> • Case study analysis • Observation and collection of data. |

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| Assess the Caribbean regional history and contemporary experiences and conditions of the Afro-caribbean community. | Evaluate regional and national issues illustrating the notion and experience of race ethnicity. | |
| | Critically assess Afro-caribbean history, key events, actors and the development of cultures. | <ul style="list-style-type: none"> • Group work comparative research reports • Interviews • Essay |
| | Analyze the regions key issues, cultures and countries to be able to compare features with other regions or similar countries in the region. | <ul style="list-style-type: none"> • Case study analysis • Research reports • Design and execute interviews • Essay |

| General | Performance criteria | Evidence of performance |
|--|---|---|
| To integrate knowledge, abilities and necessary attitudes in order to learn in a continuous manner throughout life from keen appreciation and understanding of others experiences and struggles. | <ul style="list-style-type: none"> • Problem and challenge identification. | Case study research and comparisons. Essay |
| Participate and collaborate actively in the team tasks, strengthening confidence, cordiality, shared goals and team work. | <ul style="list-style-type: none"> • How to work and get on with others. • Search for solutions through dialogue and deliberation. • Negotiation to inspire confidence and empathy | Group work |
| Direct work groups, assuring the integration of all members and group assessment. | <ul style="list-style-type: none"> • How to communicate with others. • Work in teams and leadership • Responsible communication and profound listening.. | Collaborative tasks |
| Contribute to the consolidation of groups, favoring communication, | <ul style="list-style-type: none"> • Problem and challenge identification. | Collaborative tasks and presentation of results. |

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| <p>equal distribution of tasks, with internal cohesion.</p> | <ul style="list-style-type: none"> • Search for solutions through dialogue and deliberation. • Management and resolution of conflicts. | |
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Content:

(One theme each week, plus conclusions, practicals and finals)

Theme 1: Introduction to Costa Rican Afro-Caribbean History: slavery and labour migrations.

- Costa Rica history in relation with the Afro-Caribbean community
- Introduction to key events, actors.
- Limón: The most influential Afro-Costa Rican culture, A Cultural Melting Pot.

Theme 2: Afro-Central American Ethnic Groups and resistance movements

- The case of the Garífunas
- Marcus Garvey Legacy.

Theme 3: The Original people:

- History of the Carib Indians.
- Case studies – other groups

Theme 4: Afro-Caribbean culture and violence.

- Case study analysis

Theme 5: Cuban culture and country reports

Theme 6: Historical “Relation” of Haiti with the Dominican Republic.

- Country reports

Theme 7: The Caribbean and its heroes (Haiti, Jamaica, Costa Rica)

- Case study analysis

Theme 8: Afro-Caribbean religion and celebrations

- Case study analysis

Theme 9: Advances and challenges for Afro-Caribbean people and place

- Growing risk – natural disasters and Caribbean impacts.
- Climate change, sustainable development and Caribbean risk and natural disasters.
- Human rights – advances and limitations.
- Gender relations among the Caribbean groups.

Theme 10: Conclusions and future outlooks

- Presentation of case study conclusions and country report comparisons

Methodology:

For this course the activities are planned at an intermediate level and stimulate learning through research and preparation of interviews, field trip research, case studies, essays, discussions and through consideration of the basic aspects of the fundamentals in strategic and systemic thinking.

The methodology encourages learning through student interaction with real life scenarios, problem identification, and problem solving in relation to Afrocaribbean selected topic issues and dynamics and with an aim to detect opportunities for learning and self-development. Finally, the method focuses on providing students with situations that they will go on to encounter in their professional lives and careers, thus enhancing competency and experience. An experiential and exploratory method will be applied – to encourage the student to thoroughly explore and evaluate related course issues in the present day Costa Rican context – and make the most of the experiential opportunities provided by the course and the broader study setting. Theory will be considered and analyzed in relation to the Costa Rican context. Individual research on a chosen course relevant theme.

Learning strategies

The following learning strategies will be executed:

Case Studies and Interviews

Learning through case studies educates students in three essential aspects: knowledge management, reflective practices, and the ability to adapt to change. Knowledge management seeks that the student acquires strategies and techniques that allow him/her to learn by him/herself; this implies the awareness of assimilation, reflection, and interiorization of knowledge so the student can finally value and deepen from a personal choice.

Argumentative Essay

An argumentative essay as an academic writing tool allows each student to express opinions, interpret, and evaluate one or more topics by formally including adequate justification. The point is to show evidence of research and to demonstrate the ability to compose argument explanations clearly.

Group Work and Workshops

Workshops, involving role play, will promote shared spaces in which students, working as a team, will develop their oral and written communication skills, synthesis, leadership, listening and relating well with others when dealing with sustainability issues.

Presentations

Individual and group presentations will provide opportunities to communicate orally and iconically, share the results of research, and demonstrate the appropriation of topics of interest.

Reports and discussions

Students will exercise the capacity of critical thinking, and oral and written expression through the presentation of reports and discussions about videos or documentaries with respect to the Sustainable Development Goals.

Presentation of results

Individual and group presentations of the results of analysis and research of almost all activities will develop in students the ability to communicate orally and graphically to demonstrate knowledge assimilated through assignments. Students must also present their action proposal in order to demonstrate their convincing communication skills in English or Spanish (depending on their native language)

Educational resources

In order to guarantee good development of the course, therefore to guarantee learning, the following resources are available: an updated bibliographic database, multimedia equipment that students can use for their individual presentations; whiteboards and other school equipment for weekly sessions, and readings provided by the educator. All of these complement the suggested projects and provide the students with higher possibilities of knowledge ownership. Most of the lessons will take place in the classroom.

During independent work periods students will be able to attend the institution

A campus library, study rooms, and computer labs are available for the students' independent work time. Free Wi-Fi connection for students, educators, and staff is provided on campus, which gives students the possibility to work not only in the library or computer labs, but also around campus.

Evaluation Table:

| RUBRIC | WIEGHT/GRADE |
|--|---------------------|
| 5 Case Studies: (10% each) Choices: <ul style="list-style-type: none">• Case study – the original people and Afro-indigenous communities• Case study – culture, art and religion.• Case study – history timeline• Case study – major environmental and risk factors and SD shifts• Case study – human rights and gender issues | 50% |
| Essay and presentation: <ul style="list-style-type: none">• Theme of choice in relation to the Afro-Caribbean culture | 20% |
| Group Work: <ul style="list-style-type: none">• Country report comparisons - a selection of case study elements within three or more Caribbean countries. | 30% |
| TOTAL | 100% |

Rubric for the evaluation of case studies:

The case study method promotes the learning of three basic aspects: the management of knowledge, reflective practice and contemplation and design of solutions. Five case studies will be explored and evaluated. The cases will be summarized according to the main actors, events, issues, dates and outcomes (and according to answering the following pattern for case study analysis: who was involved, where, when, what happened, how and why?). The

major issues will be highlighted and illustrated with clear examples from the case studies or similar cases. Major indicators and data will be extracted and discussed for its relevance and meaning. Solutions will be discussed and suggested. Students will choose the case studies according to their interests within the following areas.

- Case study – the original people and Afro-indigenous communities
- Case study – culture, art and religion.
- Case study – history timeline
- Case study – major environmental and risk factors and SD shifts
- Case study – human rights and gender issues

Students will identify the problematic and major contentious issues, evaluate, discuss, and report on the solvability of the case. Solutions will be provided based on observations, similar cases, and discussion outcomes.

Each case has a value of 10% for a total value of 50%. The case studies will be evaluated through the following criteria:

| GRADE | DESCRIPTION |
|----------------------------|--|
| EXCELLENT (100-90%) | <p>Study and evaluate the case study in a profound and concise manner.</p> <ol style="list-style-type: none"> 1) Explain clearly and in an ordered and structured manner the following: who was involved, where, when, what happened, how and why? 2) Present an understanding of the major issues and events using clear and concise language (written and spoken). Present at least 10 case study details, for example, illustrative examples, statistics, data, indicators, stakeholders, related institutions, historical context, dates and events, campaigns, policy, law, and programs. 3) Identify and explain in a clear and concise manner the major advances and limits of each case. What can be celebrated and what needs to be overcome in order for stakeholder advancement and problem solving. 4) Reflect on the main issues, developing your ideas in relation to the moot points, raise concerns and questions, and critically evaluate the case. 5) Present a clear and justified solution to the main problem presented in the case study and at least 10 recommendations for policy formation based specifically on the case study example or similar cases that have been advancing through policy innovations. <p>Excellent class presentation delivery. Presentation time management and stimulation of discussion. Excellent report presentation: With all points 1-5 above written up, clearly presented, well-structured and easy to identify and understand. Inclusion of an APA reference style bibliography with at least 10 related sources which have enriched your case study understanding and analysis.</p> |
| VERY GOOD (89%-80%) | <p>Neglected to complete one of the following requirements.</p> <ol style="list-style-type: none"> 1) Explain clearly and in an ordered and structured manner the following: who was involved, where, when, what happened, how and why? 2) Present an understanding of the major issues and events using clear and concise language (written and spoken). Present at least 10 case study details, for example, illustrative examples, statistics, data, indicators, stakeholders, related institutions, historical context, dates and events, campaigns, policy, law, and programs. 3) Identify and explain in a clear and concise manner the major advances and limits of each case. What can be celebrated and what needs to be overcome in order for stakeholder advancement and problem solving. 4) Reflect on the main issues, developing your ideas in relation to the moot points, raise concerns and questions, and critically evaluate the case. 5) Present a clear and justified solution to the main problem presented in the case study and at least 10 recommendations for policy formation based specifically on the case study example or similar cases that have been advancing through policy innovations. 6) Disorganized class presentation delivery. |

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| | <p>7) Disorganized presentation time management 8) and lack of stimulation of discussion.</p> <p>Report presentation: With one of the points 1-5 above failed to be written up, clearly presented, well-structured and easy to identify and understand. Inclusion of an APA reference style bibliography with at least 7 related sources which have enriched your case study understanding and analysis.</p> |
| <p>GOOD (79%-70%)</p> | <p>Neglected to complete two of the following requirements.</p> <ol style="list-style-type: none"> 1) Explain clearly and in an ordered and structured manner the following: who was involved, where, when, what happened, how and why? 2) Present an understanding of the major issues and events using clear and concise language (written and spoken). Present at least 10 case study details, for example, illustrative examples, statistics, data, indicators, stakeholders, related institutions, historical context, dates and events, campaigns, policy, law, and programs. 3) Identify and explain in a clear and concise manner the major advances and limits of each case. What can be celebrated and what needs to be overcome in order for stakeholder advancement and problem solving. 4) Reflect on the main issues, developing your ideas in relation to the moot points, raise concerns and questions, and critically evaluate the case. 5) Present a clear and justified solution to the main problem presented in the case study and at least 10 recommendations for policy formation based specifically on the case study example or similar cases that have been advancing through policy innovations. 6) Disorganized class presentation delivery. 7) Disorganized presentation time management 8) and lack of stimulation of discussion. <p>Report presentation: With few (2-3) of the points 1-5 above written up, clearly presented, well-structured and easy to identify and understand. Inclusion of an APA reference style bibliography with at least 5 related sources which have enriched your case study understanding and analysis.</p> |
| <p>INSUFFICIENT (69% or less)</p> | <p>Neglected to complete most of the following requirements.</p> <ol style="list-style-type: none"> 1) Explain clearly and in an ordered and structured manner the following: who was involved, where, when, what happened, how and why? 2) Present an understanding of the major issues and events using clear and concise language (written and spoken). Present at least 10 case study details, for example, illustrative examples, statistics, data, indicators, stakeholders, related institutions, historical context, dates and events, campaigns, policy, law, and programs. 3) Identify and explain in a clear and concise manner the major advances and limits of each case. What can be celebrated and what needs to be overcome in order for stakeholder advancement and problem solving. 4) Reflect on the main issues, developing your ideas in relation to the moot points, raise concerns and questions, and critically evaluate the case. 5) Present a clear and justified solution to the main problem presented in the case study and at least 10 recommendations for policy formation based specifically on the case study example or similar cases that have been advancing through policy innovations. 6) Disorganized class presentation delivery. 7) Disorganized presentation time management 8) and lack of stimulation of discussion. <p>Plus: Disorganized class presentation delivery. Presentation time management (failed to respect time slot and length) and failure to stimulate discussion. Report presentation: With only one of the points 1-5 above written up, clearly presented, well-structured and easy to identify and understand. Inclusion of an APA reference style bibliography with at least 3 related sources which have enriched your case study understanding and analysis.</p> |

Rubric for essay and presentation

The written essay is a critical academic piece that permits the student to express opinions, interpret data and events, evaluate a selection of themes and issues. This is packaged in a formal written piece that demonstrates the capacity to research a theme, discuss and reflect upon the central issues. Critical thinking is encouraged with an clear organization of argument, perspectives, positions and the development of the student's understanding. The essay must be well written, well presented, both orally and on paper. The essay is strictly individual and sole authored by the student. The work of others must be clearly referenced. APA referencing must be used. The essay theme will be on the Latin America and Caribbean space.

| Indicator | A: 100-90% | B:89%-80% | C: 79%-70% | D: 69% o < |
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| Introduction: which includes the main theme, the focus, the main objectives, and a central research question. | | | | |
| The principle theme is clear, the question is relative, it is well structured and the main discussion points are clearly outlined and presented. | | | | |
| It contains an abstract of no more than 250 words to present and summarize the main objectives, argument and conclusion. | | | | |
| It contains development of personal reflections, a clear discussion of the main problematic and key issues, it demonstrates critical thinking, it is coherent and shows conviction in adding at least two original and relevant ideas to the discussion. | | | | |
| The discussion points and related examples are presented in a clear and logical order. The student's ideas are interesting and easy to follow. | | | | |
| The structure and order of the words (the syntax) in the sentences is logical and clear. Punctuation and the use of the written language is correctly used, with careful selection of words. It does not contain spelling mistakes or grammatical errors. | | | | |
| The conclusion is clear and is related to the overall discussion | | | | |

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| and findings in the main body of the essay. | | | | |
| It complies with the following: Title, abstract, 12 font, Arial script, double space, and 8 pages. | | | | |
| It has a organized and APA format bibliography, references in the main text relate to the bibliography, the sources are diverse and relevant to the theme and discussion. At least 10 sources must be referenced in the bibliography. | | | | |
| It is presented to the class in a 15 minute time slot, respects the time slot exactly, is clear and interesting, stimulates discussion, and is handed-in in a pdf or power point format. | | | | |
| Total | | | | |

Rubric for group work:

The group work will make up 30% of the final grade. Students are expected to start work on this simultaneous to other commitments, evaluations and activities. This will be developed throughout the length of the course and students must organize into small groups on instruction from the teacher. Group work theme:

Country report comparisons - a selection of case study elements within three or more Caribbean countries.

| Indicator | A: 100-90% | B:89%-80% | C: 79%-70% | D: 69% o < |
|--|------------|-----------|------------|------------|
| Commitment in organizing with group and structuring and organizing group activities and objectives. | | | | |
| Division or responsibilities and a written summary of plan, roles and tasks. | | | | |
| Work with your group to incorporate and respect all of the objectives and desires of the team members. | | | | |
| Concise and clear comparison of a selection of key indicators or/and | | | | |

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| case studies that illustrate gender advances and limits. | | | | |
| Comparison of cases and indicators | | | | |
| Responding and concluding to the question: what is the quality of gender equity in your chosen country, region, or according to your selection of indicators or/and case studies? | | | | |
| Report presentation and hand-in. To include: Plan, main objectives and outcomes, process, tables illustrating indicators, hand outs for presentation, and evaluation of activity. To present in power point format and written summary. | | | | |
| Total | | | | |
| OBSERVATIONS | | | | |

Chronogram

| Week | Competency | Content | Teaching strategies |
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| 1 | Analyze the central concepts and theoretical frameworks and start learning about present day culture in the context of historical events | Theme 1: Introduction to Costa Rican Afro-Caribbean History: slavery and labour migrations. <ul style="list-style-type: none"> Costa Rica history in relation with the Afro-Caribbean community Introduction to key events, actors. | Introduction to the course, assignments, tools, methods and expectations. |
| 2 | | Continuation theme 1: <ul style="list-style-type: none"> Limón: The most influential Afro-Costa Rican culture, A Cultural Melting Pot. | Lecture and discussion Group work and discussion: Identification of / |

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| | | Theme 2: Afro-Central American Ethnic Groups and resistance movements <ul style="list-style-type: none"> • The case of the Garífunas • Marcus Garvey Legacy. | Defining core concepts, histories and cultures. | |
| 3 | Explore Caribbean country profiles | Theme 3: The Original people: <ul style="list-style-type: none"> • History of the Carib Indians. • Case studies – other groups | Lecture and discussion Essay proposal and development. | |
| 4 | | Theme 4: Afro-Caribbean culture and violence. <ul style="list-style-type: none"> • Case study analysis | Lecture and discussion Group work and discussion: Theories and concepts. | |
| 5 | | Theme 5: Cuban culture and country reports | Lecture and discussion Country reports | |
| 6 | | Theme 6: Historical “Relation” of Haiti with the Dominican Republic. <ul style="list-style-type: none"> • Country reports | Lecture and discussion Group work and discussion. | |
| 7 | | Theme 7: The Caribbean and its heroes (Haiti, Jamaica, Costa Rica) <ul style="list-style-type: none"> • Case study analysis | Group work and discussion: Case Studies. Group work and discussion: Case Study development. | |
| 8 | | Analyze case studies, major regional issues, vulnerabilities and advances. | Theme 8: Afro-Caribbean religion and celebrations <ul style="list-style-type: none"> • Case study analysis | Lecture and discussion Case Study development. Analyzing indicators and case study findings. |
| 9 | | | Theme 9: Advances and challenges for Afro-Caribbean people and place | Lecture and discussion Case Study development. |

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| | Discuss, reflect upon and search for solutions. | <ul style="list-style-type: none"> ▪ Growing risk – natural disasters and Caribbean impacts. ▪ Climate change, sustainable development and Caribbean risk and natural disasters. ▪ Human rights – advances and limitations. ▪ Gender relations among the Caribbean groups. | Analyzing indicators and case study findings. |
| 10 | | <p>Theme 10: Conclusions and future outlooks</p> <ul style="list-style-type: none"> • Challenges and opportunities for sustainable development. • Preparation of case study conclusions and country report comparisons. | Lecture and discussion Development of conclusions and comparisons. |
| 11 | | FINAL WORKSHOPS | Research work in groups: Identification of vulnerabilities, advances, key illustrative indicators. Workshop: compare cases, indicators, recommendations. |
| 12 | Analyze case studies, vulnerabilities and advances. Discuss, reflect upon and search for solutions. Develop recommendations for the region. | FINAL PRESENTATIONS and EVALUATIONS | Present reports, interviews and final conclusions. |

The above is the first draft of the class content order. Class order subject to change. Students will be advised. Please look on the CANVAS shared platform for the final version of the course content order and updated versions of some of the main/compulsory reading texts.

Attendance:

Students are only allowed a total of 2 nonconsecutive (back to back) absences. The student will fail the course if he/she has more than two absences. Students will have a 0 on any assignment evaluated in class (presentations, evaluations, field trips, etc.) if he/she is absent unless the student presents an official document no later than one week after the absence. If the student presents an authoritative report to excuse the absence, he/she must submit the missed assignment on that same day. An unjustified absence to a field trip will immediately mean losing all of the points assigned to the field trip. If an official document is presented for the field trip absence students will have to present a research assignment to obtain 50% of the points. The only exception to this rule is when two-course field sessions collide in programming. Students can then opt for doing a research assignment not to lose any points. Three late arrivals to class (15 minutes later) are treated as one absence. If you tend to be late for class, you will lose 25% of your total grade.

Code of conduct

Professors have the right to expel a student from the classroom should he / she:

- 1) Be disruptive in the classroom.
- 2) Behave in a disrespectful way.
- 3) Be under the influence of alcohol or even smell like alcohol.
- 4) Be under the influence of any illegal drug.
- 5) Hygiene problems that may disturb other students.
- 6) Commit plagiarism

Electronic devices

The use of cell phones, smart phones, or other mobile communication devices is disruptive, and is therefore prohibited during class. **Please turn all devices OFF and put them away when class begins.** Devices may be used ONLY when the professor assigns a specific activity and allows the use of devices for Internet search or recording. Those who fail to comply with the rule must leave the classroom for the remainder of the class period.

You are not permitted to use your cell phones or lap tops in class. Subject to grade deduction. Please ask before you use!

Special Needs: Please ask if you would like your teacher to consider any special needs.

General observations

The student must conform to the provisions of the Veritas "Reglamento de Régimen Estudiantil". The rulebook is available for downloading at <http://autogestion.veritas.cr/>

Bibliography – This is subject to change and updating. The final and more recent version can be found on the student portal and will be shared at the beginning of term. You will not be expected to buy any books for this course.

Please note that copies in English will be provided, and the content of the bibliography will be updated at the beginning of each new course. Readings can be

found on the student portal and students will be given instructions on reading material and summaries.

(The following texts were used to develop the course and used for information sharing in class. You will be expected to read some of them. The assigned reading texts or links will be placed on the student portal and further indications of which are to be read. Please feel free to request any of the texts below for the development of your assignments and further reading).

Bibliography:

BIBLIOGRAPHY:

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AGÜERO E. JOSÉ MANUEL (2007) SINDICATOS ENEMIGOS DE LIMÓN. LOS LIMONENSES QUIEREN RESOLVER LOS PROBLEMAS SOCIALES DE SU PROVINCIA. LA NACION. 27 JUN 2007, SAN JOSE.

AGUILAR R. Y MARVIN CARVAJAL (2008) DOS POLICÍAS Y 11 PARTICULARES DETENIDOS POR NARCOTRÁFICO EN LIMÓN LA NACION. 26 AUG 2008

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COATES.A. (1997) CENTRAL AMERICA: A NATURAL AND CULTURAL HISTORY. YALE UNIVERSITY PRESS, USA.

CHOMSKY, AVI (1995) AFRO-JAMAICAN TRADITIONS AND LABOR ORGANIZING ON UNITED FRUIT COMPANY PLANTATIONS IN COSTA RICA, 1910. SOURCE: JOURNAL OF SOCIAL HISTORY, VOL. 28, NO. 4 (SUMMER, 1995), PP. 837-855

ECHEVERRI-GENT, ELISAVINDA (1992) FORGOTTEN WORKERS: BRITISH WEST INDIANS AND THE EARLY DAYS OF THE BANANA INDUSTRY IN COSTA RICA AND HONDURAS. SOURCE: JOURNAL OF LATIN AMERICAN STUDIES, VOL. 24, NO. 2 (MAY, 1992), PP. 275-308 PUBLISHED BY: CAMBRIDGE UNIVERSITY PRESS

ECKSTEIN AND WICKHAM-CROWLEY (EDS) (2003) STRUGGLES FOR SOCIAL RIGHTS IN LATIN AMERICA. ROUTLEDGE, LONDON.

ELLISON, AARON M AND ELIZABETH J. FARNSWORTH (1996) ANTHROPOGENIC DISTURBANCE OF CARIBBEAN MANGROVE ECOSYSTEMS: PAST IMPACTS, PRESENT TRENDS, AND FUTURE PREDICTIONS. SOURCE: BIOTROPICA, VOL. 28, NO. 4, PART A. SPECIAL ISSUE: LONG TERM RESPONSES OF CARIBBEAN ECOSYSTEMS TO DISTURBANCES (DEC., 1996), PP. 549-565 PUBLISHED BY: THE ASSOCIATION FOR TROPICAL BIOLOGY AND CONSERVATION

GÄTJENS, GABRIELA (2007) LABORES DIARIAS DE MUJERES INDÍGENAS REFLEJAN TRADICIÓN. LA NACIÓN 11 JUN, SAN JOSÉ.

HARPELLE, RONALD N. (2000) RACISM AND NATIONALISM IN THE CREATION OF COSTA RICA'S PACIFIC COAST BANANA ENCLAVE AUTHOR(S): SOURCE: THE AMERICAS, VOL. 56, NO. 3 (JAN., 2000), PP. 29-51

HERSHAW, EVA (2007) LOS SOLITARIOS DEL DESIERTO VERDE. LA NACIÓN 7 DE OCTUBRE, SAN JOSÉ.

HILL CAROLE E. AND COTTRELL, LISA (1986) TRADITIONAL MENTAL DISORDERS IN A DEVELOPING WEST INDIAN COMMUNITY IN COSTA RICA. SOURCE: ANTHROPOLOGICAL QUARTERLY, VOL. 59, NO. 1 (JAN., 1986), PP. 1-14 PUBLISHED BY: THE GEORGE WASHINGTON UNIVERSITY INSTITUTE FOR ETHNOGRAPHIC RESEARCH

JIMÉNEZ, MARIANELA 13 JUN 2007 COSTA RICA APUESTA A FUTURO PARA PRODUCTOS ORGÁNICOS. LA NACIÓN, SAN JOSÉ.

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