

Course Descriptions Costa Rica Center

GCOS 110 Central American and Caribbean Studies Seminar (3 required units, fall semester)

The Central American and Caribbean Studies Seminar is a three-unit course required in the fall semester of the Foundation Year. The goal of this seminar is to introduce students to the history and geography of the region; to examine current social, economic, political and environmental issues affecting the region; to explore different responses to these issues; and to assess in what ways these regional issues are manifestations of larger global issues. Short field trips in Costa Rica and a trip to another Central American country will allow students to gain a more specific, thorough, and intimate perspective by means of greater firsthand experience with some of these issues. Among the topics covered are colonialism and imperialism; resistance and revolution; poverty and migration; development and conservation; art and popular culture; and race, class, ethnicity, and gender.

GCOS 114 Health Disparities and Issues in Costa Rica (3 units for Health Science students only; Spring semester)

This course will explore the current challenges and approaches of the Costa Rican health care system in addressing the most pressing health care needs of the country and discuss how these issues are reflective of global health issues. Students will examine the more common diseases and health conditions that Costa Ricans face as well as the disparities in health status, life expectancy and healthcare services within the country. Students will discuss in what ways Costa Rica reflects how the global community is divided economically, socially, politically and culturally and how the country's approach attempts to address this. Emphasis will be placed on the public national health care system in both urban and rural communities, although traditional, indigenous, and private health care alternatives will also be explored. Students will become familiar with Costa Rica's healthcare prevention, treatment, services, and educational programs in different areas (e.g. nutrition, reproductive health, child and adolescent health, communicable and non-communicable diseases, and mental health) and discuss how these contribute to addressing the issues. The seminar will integrate field based experiences with classroom work.

GCOS 116: Global Studies I: The Environment and Human Culture (3 units, Fall semester)

Global Studies I introduces students to the world-wide environmental crisis and its relationship to the evolution of human cultures. Students review the variety of interpretive models used to understand the distinctions between "nature" and "culture" and the impact that these interpretive models have on human behavior toward the environment. They are then introduced to the environmental movements around the world that are responding to the rapid depletion of the world's resources. This introduction includes orientation to a range of solutions to the crisis that are being promulgated at local and regional levels. Students will study the nature/culture relationship with reference to the classical anthropological conceptions of culture, the sociological approach to the massification and hybridization of culture, and the advent of contemporary cultural studies. The course's methodology includes the study of thought leaders, case studies, videos, class discussions, academic research and documentation. The course is complemented with field work in Costa Rica other Central American contexts.

GCOS 118: Global Studies II: The World Economy and Global Governance (3 units, Spring semester)

Global Studies II introduces students to the structure of the world's economic system and the institutions of global governance designed to regulate its effect on human life. Students are introduced to the models, terminology and institutions used to understand and manage the globalization of the world economy, as well as to the models used to steer these economic forces so that they impact human development as positively as possible. Students review the system of economic governance represented by the World Trade Organization, the International Monetary Fund, the World Bank and various international arrangements involving investment, banking, labor and currency exchange. This system of economic regulation is placed within the context of global governance represented by the United Nations, with its emphasis on human rights, world peace and human development. The course's methodology includes the study of institutional origins, thought leaders, videos, class discussions, academic research and documentation. The course is complemented by field work in Costa Rica, interactions with the United Nations University for Peace (headquartered in Costa Rica), and travel to other Central American locations.

GCOS 130 Foundation Year Orientation Seminar (3 required units, fall semester)

This seminar introduces Foundation Year students to the program's theoretical foundations and practices, and provides students with concrete tools and skills to begin their studies in this international, experiential program. In the fall semester, students explore issues and expectations associated with being an LIU Global student, initially including an examination of experiential education theory, the program's mission in practice, as well as health and safety issues. This seminar's main goals are to create an educational context, both in and outside of the classroom; to discover and discuss new relevant insights regarding educational approaches and learning; to understand their development as LIU Global students and to access support resources; to reflect on cross-cultural adaptation and intercultural understanding in Costa Rica; and to teach students how to stay healthy and safe while abroad. Students develop and carry out a week-long group service learning project to have first-hand experiences related to the content and issues examined in the seminar.

GCOS 146 Methods in Research and Experiential Learning I: Introduction to Field Research Methods (4 required units, spring semester)

Methods in Research and Experiential Learning I introduces to some of the basic methods and techniques of discovery, analysis and interpretation in a field situation. Students are introduced to various ethnographic perspectives of field work and to the method of participant-observation. Students will learn how to formulate a fruitful question, think about the process of designing a study, work through the personal and ethical dilemmas raised by field research, and learn how to record observations, take field note, and coding of field notes. Students' independent study project will focus on fieldwork in Latin America, but we will critically engage the colonial non-Western contexts in which ethnography arose.

GCOS 154 Contemporary Indigenous Peoples in Latin America (3 elective units, spring semester; LIU Global students must choose between this course or GNYC 200 Introduction to Social Entrepreneurship)

This three-unit elective seminar addresses the most urgent issues in the agenda of the Latin American Indigenous Peoples Movement and its relationship with global trends. The Seminar explores the thoughts and experiences of various indigenous peoples of Costa Rica and another Central American country, in the context of the present political situations in those countries. A set of readings covers aspects related to global related issues, indigenous struggles, nature, intercultural education, international legislation, market economy, tourism, and power relations. A Seminar reader, internet research, interviews, direct observations, collective discussions, personal reflections, and academic documentation are the main resources for learning.

GCOS 155 Introduction to Contemporary Indigenous Peoples in Latin America (2 elective units for visiting students, spring semester)

This two-unit elective seminar addresses the most urgent issues in the agenda of the Latin American Indigenous Peoples Movement and its relationship with global trends. This course is essentially a version of GCOS 154 with modified requirements. The Seminar explores the thoughts and experiences of various indigenous peoples of Costa Rica and another Central American country, in the context of the present political situations in those countries. A set of readings covers aspects related to global related issues, indigenous struggles, nature, intercultural education, international legislation, market economy, tourism, and power relations. A Seminar reader, internet research, interviews, direct observations, collective discussions, personal reflections, and academic documentation are the main resources for learning.

GCOS 170 Writing, Research and Documentation Seminar (3 required units, fall semester)

This course helps students develop their academic writing skills, including conducting library and electronic research, exploring and organizing ideas, using and integrating different sources, improving writing mechanics, correctly citing bibliographic references, providing support for arguments, and assessing and editing their own work and that of their peers. Through frequent short writing exercises in and out of class students learn to use writing as a practical and familiar personal tool for discovering and clarifying ideas. Research projects involving group activities as well as personal intellectual inquiry lead to polished pieces for the semester portfolio.

GCOS 173 Writing the College Essay Workshop (3 elective units, spring semester, LIU Global students must choose between this course or GCOS 175 Globalization in Contemporary World Fiction, Intensive)

This is a writing workshop with two main purposes: to hone the skills needed to produce college level academic essays based on evidence and logic, and to make writing a familiar and comfortable tool for students' investigation and self-expression. Students in the writing course will write some essays about topics covered in other courses to deepen their understanding of global issues. Students will participate in weekly workshop sessions, guided by the instructor, in which they will receive constructive, collaborative critique from their classmates. This peer feedback will help students write informed revisions of their work and support their active commitment to improve. The class is based on the idea of writing as a process and supports the development of critical reading, thinking, and writing skills.

GCOS 174 Globalization in Contemporary World Fiction (2 elective units for visiting students, spring semester)

The goal of this two-unit course is to gain a deeper understanding of the processes of globalization by reading what important writers from around the world have said about the subject. We will read work by some of the major scholars who have contributed to the debates about globalization. These writings will provide the framework for our consideration of recent novels and stories from India, China, the Middle East, and the United States. We will explore how the globalization phenomenon is experienced on a human level in various cultures. For students taking the course for two hours, the requirements are: weekly written responses to the reading assignments, two analytic essays, oral presentations, and active class participation.

GCOS 175 Globalization in Contemporary World Fiction, Intensive (3 elective units, spring semester, LIU Global students must choose between this course or GCOS 173 Writing the College Essay Workshop)

The goal of this three-unit course is to gain a deeper understanding of the processes of globalization by reading what important writers from around the world have said about the subject. We will read work by some of the major scholars who have contributed to the debates about globalization. These writings will provide the framework for our consideration of recent novels and stories from India, China, the Middle East and the United States. We will explore how the globalization phenomenon is experienced on a human level in various cultures. The course requirements are: weekly written responses to the reading assignments, two analytic essays, oral presentations, and active class participation. This course is essentially a version of GCOS 174 with additional requirements. **Spanish Language 4 required units, fall semester; 4 required units, spring semester**

Beginner, Intermediate, and Advanced Spanish language courses are taught each semester in Costa Rica. Students are required to take a four-unit language course in the fall and spring semesters.

GCOS 120 Beginner Spanish (4 required units, fall semester)

Spanish classes for beginners have the goals of forming basic oral and written communication skills, as well as introducing the students to Latin culture. To achieve these goals, the students meet four times a week and also complete daily assignments, participate in field activities, live with a Costa Rican family, and interact daily with Spanish-speaking people.

GCOS 121 Beginner Spanish (4 required units, spring semester)

Spanish classes for beginners have the goals of forming basic oral and written communication skills, as well as introducing the students to Latin culture. To achieve these goals, the students meet four times a week and also complete daily assignments, participate in field activities, live with a Costa Rican family, and interact daily with Spanish-speaking people.

GCOS 220 Intermediate Spanish (4 required units, fall semester)

Spanish classes for intermediate students have the goals of improving oral and written communication skills already acquired and learning about Latin culture. To achieve these goals, students meet four times a week and also participate in field activities, complete daily assignments, live with a Costa Rican family, and interact daily with Spanish-speaking people.

GCOS 221 Intermediate Spanish (4 required units, spring semester)

Spanish classes for intermediate students have the goals of improving oral and written communication skills already acquired and learning about Latin culture. To achieve these goals, students meet four times a week and also participate in field activities, complete daily assignments, live with a Costa Rican family, and interact daily with Spanish-speaking people.

GCOS 320 Advanced Spanish (4 required units, fall semester)

Spanish classes for advanced students have the goals of improving specific oral and written communication skills based on individual needs at the appropriate level. The students attend class, complete weekly assignments, live with a Costa Rican family, interact daily with Spanish-speaking people, and write about weekly readings related to topics of interest or Latin American literature.

GCOS 321 Advanced Spanish (4 required units, spring semester)

Spanish classes for advanced students have the goals of improving specific oral and written communication skills based on individual needs at the appropriate level. The students attend class, complete weekly assignments, live with a Costa Rican family, interact daily with Spanish-speaking people, and write about weekly readings related to topics of interest or Latin American literature.

GCOS 301 (1 unit), GCOS 302 (2 units), GCOS 303 (3 units), & GCOS 304 (4 units) Advanced Spanish Independent Study

These are independent study options for advanced Spanish students, students who are not registered in a regular Spanish course, or students who want to do more intensive language study in addition to the regular Spanish course. Students may focus independent study courses on advanced reading and writing, Latin American Literature, advanced grammar studies, Latin American music, among other subjects. In the fall semester, this course is an option only for those in the Advanced C level. In the spring semester, this is an option for any advanced level student. All Spanish independent study courses must be approved by the Spanish Coordinator. 45 hours per credit.

The description below is for all independent study courses as listed below

FRESHMAN

- GCOS 191 - Independent Study (1 units)
- GCOS 192 - Independent Study (2 units)
- GCOS 193 - Independent Study (3 units)
- GCOS 194 - Independent Study (1 unit)
- GCOS 195 - Independent Study (2 units)
- GCOS 196 - Independent Study (3 units)
- GCOS 197 - Independent Study (1 unit)
- GCOS 198 - Independent Study (2 units)
- GCOS 199 - Independent Study (3 units)

SOPHOMORE

- GCOS 290 - Independent Study (1 unit)
- GCOS 291 - Independent Study (1 unit)
- GCOS 292 - Independent Study (2 units)
- GCOS 293 - Independent Study (3 units)
- GCOS 294 - Independent Study (1 unit)
- GCOS 295 - Independent Study (2 units)
- GCOS 296 - Independent Study (3 units)
- GCOS 297 - Independent Study (1 unit)
- GCOS 298 - Independent Study (2 units)
- GCOS 299 - Independent Study (3 units)

JUNIOR

- GCOS 390 - Independent Study (1 unit)
- GCOS 391 - Independent Study (1 unit)
- GCOS 392 - Independent Study (2 units)
- GCOS 393 - Independent Study (3 units)
- GCOS 394 - Independent Study (4 unit)
- GCOS 395 - Independent Study (1 unit)
- GCOS 396 - Independent Study (2 units)
- GCOS 397 - Independent Study (3 unit)
- GCOS 398 - Independent Study (4 units)

GCOS 399 - Independent Study (3 units)

SENIOR

GCOS 490 - Independent Study (1 unit)
GCOS 491 - Independent Study (1 unit)
GCOS 492 - Independent Study (2 units)
GCOS 493 - Independent Study (3 units)
GCOS 494 - Independent Study (4 unit)
GCOS 495 - Independent Study (5 unit)
GCOS 496 - Independent Study (2 units)
GCOS 497 - Independent Study (3 unit)
GCOS 498 - Independent Study (4 units)
GCOS 499 - Independent Study (3 units)

Students can request approval to conduct an independent study with guidance from their faculty advisor which must be approved in advance of registration to make sure it meets academic, health and safety criteria. The advisor and the student develop a learning plan for the semester and regular meetings take place to discuss the student's project. Students are expected to hand in written work on a regular basis. Students may not repeat the same course number for credit either in the same or in a different semester. Expected total course hours (activities and individual study and documentation): 45 hours per credit.

GNYS 200 Introduction to Social Entrepreneurship (3 units, Spring semester)

This course introduces students to social entrepreneurship and the related set of social enterprises that aspire to channel both market forces and entrepreneurial energies to achieve sustainable social good. The course draws upon case studies that exemplify the ways in which entrepreneurial innovators from around the world are devising and executing solutions to some of the world's most intractable social problems. Social entrepreneurship will be studied in relation to a set of related socially productive enterprises such as micro-finance, social business and corporate social responsibility. The course will include both visiting speakers and fieldwork that will expose students directly to successful practitioners and the organizations that support them and that they build.

GNYS 202 Strategies and Uses for Digital Communication. Fall 2014, online elective seminar for all LIU Global students (2 units)

This online seminar provides students with a critical and strategic approach to social media communication, exploring its role in today's world and translating their current academic work into digital communications. Students will examine the history and significance of digital media, learn to formulate a communication strategy, identify the strategic uses of different social media, and compare the unique writing requirements for diverse social media (blog, post, webpage, news, video, app). This course will also be very practical so that students have an opportunity to develop and apply their digital communication skills through projects that relate to their other coursework and that support their academic and career goals, such as producing a video and writing a news story. By the end of the course, students will combine their acquired skills and tools, including their Digation portfolio and professional profile in LinkedIn, to present their work in an attractive and effective way.