

## UNIVERSIDAD LATINOAMERICANA DE CIENCIA Y TECNOLOGIA

### BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

#### COST ACCOUNTING

3 credits

Code 06-1008

#### 1. Purpose of the course

This course introduces the nature and purpose of cost accounting as an information system for planning and control. Topics include direct materials, direct labor, factory overhead, job order, activity-based, cost-volume-profit, budgets and variances. Upon completion, students should be able to demonstrate an understanding of the principles involved and display an analytical problem-solving ability for the topics covered.

#### 2. OBJECTIVES

General Objectives	Specific Objectives
1. Understand the cost accounting fundamentals.	<ul style="list-style-type: none"> <li>Describe how cost accounting supports management accounting and financial accounting.</li> <li>Understand how to manage the SAP's General Accounting and Cost Accounting modules.</li> <li>Introduction to IFRS.</li> <li>Describe the set of business functions in a value chain</li> <li>Explain the five-step decision-making process</li> <li>Understand how management accounting fits into an organization's structure</li> <li>Define and illustrate cost object</li> <li>Distinguish between direct costs and indirect costs</li> <li>Explain variable and fixed costs</li> <li>Interpret unit costs</li> <li>Distinguish among manufacturing, merchandising and service-sector companies</li> <li>Describe the three categories of inventory</li> <li>Distinguish inventoriable costs from period costs</li> <li>Explain the features of cost-volume-profit analysis</li> <li>Determine the breakeven point and output level needed to achieve a target operating income</li> <li>Use cost-volume-profit analysis to plan variable and fixed costs</li> <li>Apply cost-volume-profit to a company producing multiple products</li> </ul>

	<ul style="list-style-type: none"> <li>• Adapt cost-volume-profit analysis to situations in which a product has more than one cost driver</li> <li>• Distinguish between job costing and process costing</li> <li>• Distinguish between actual and normal costing</li> <li>• Describe the activity-based costing.</li> </ul>
2. Use of tools for planning and control.	<ul style="list-style-type: none"> <li>• Explain master budget</li> <li>• Explain kaizen and activity-based budgeting</li> <li>• Describe responsibility accounting</li> <li>• Explain how controllability relates to responsibility accounting</li> </ul>

### 3. TEACHING AND EVALUATION METHODOLOGY

The syllabus provides a set of readings from the textbook, assigned problems and short essays. The assigned problems and short essays illustrate the cost accounting principles being covered each week. I expect each student to be prepared to answer each assigned problem. Furthermore, I expect each student to be prepared to present a solution to the class.

The class will be given in one learning environment: virtual (Blackboard).

The instructor will explain the concepts at the beginning of the class and if necessary at the end.

Evaluations will be problem-oriented but may contain some objective material (multiple choices). Test will normally be closed books. Make-up evaluations will be given only for institutionally approved excuses.

Quizzes will be made after covering a topic, at the end of the class.

Students are expected to attend every class session unless unavoidably absent due to illness.

Appearance, grammar, spelling and proper sentence structure will be graded.

### 4. WEEKLY SCHEDULE

Week 1	The Accountant's Role in the Organization
✓	Management Accounting, Financial Accounting, and Cost Accounting
✓	Strategic Decisions and the Management Accountant
✓	Decision Making, Planning, and Control: The Five-Step Decision-Making Process
✓	Key Management Accounting Guidelines
✓	Organization Structure and the Management Accountant
Week 2	An Introduction to Cost Terms and Purposes
✓	Costs and Cost Terminology
✓	Direct Costs and Indirect Costs
✓	Cost-Behavior Patterns: Variable Costs and Fixed Costs
✓	Types of Inventory, Inventoriable Costs, and Period Costs
✓	Illustrating the Flow of Inventoriable Costs and Period Costs
✓	A Framework for Cost Accounting and Cost Management

# COURSE SYLLABUS



## Week 3

### Cost-Volume-Profit Analysis

- ✓ Essentials of CVP Analysis
- ✓ Cost-Volume-Profit Assumptions
- ✓ Breakeven Point and Target Income
- ✓ Using CVP Analysis for Decision Making
- ✓ Sensitivity Analysis and Uncertainty
- ✓ Cost Planning and CVP

## Week 4

### Job Costing

- ✓ Job-Costing and Process-Costing Systems
- ✓ Actual Costing
- ✓ A Normal Job-Costing System in Manufacturing
- ✓ Budgeted Indirect Costs and End-of-Accounting-Year Adjustments
- ✓ Variations from Normal Costing: A Service-Sector

## Week 5

### Flexible Budgets, Direct-Cost Variances, and Management Control

- ✓ The Use of Variances
- ✓ Flexible Budgets
- ✓ Price Variances and Efficiency Variances for Direct-Cost Inputs
- ✓ Implementing Standard Costing
- ✓ Management Uses of Variances
- ✓ Variance Analysis and Activity-Based Costing

## Week 6

### Flexible Budgets, Overhead Cost Variances, and Management Control

- ✓ Planning of Variable and Fixed Overhead Costs
- ✓ Variable Overhead Cost Variances
- ✓ Developing Budgeted Fixed Overhead Rates
- ✓ Production-Volume Variance
- ✓ Integrated Analysis of Overhead Cost Variances
- ✓ Financial and Nonfinancial Performance Measures

## Week 7

### Inventory Costing and Capacity Analysis

- ✓ Inventory Costing for Manufacturing Companies
- ✓ Explaining Differences in Operating Income
- ✓ Performance Measures and Absorption Costing
- ✓ Comparison of Alternative Inventory-Costing Methods
- ✓ Choosing a Capacity Level

## Week 8

### Decision Making and Relevant Information

- ✓ Information and the Decision Process
- ✓ The Concept of Relevance
- ✓ Insourcing-versus-Outsourcing and Make-versus-Buy Decisions
- ✓ Opportunity Costs and Outsourcing
- ✓ Product-Mix Decisions with Capacity Constraints
- ✓ Decisions and Performance Evaluation

## Week 9

### Cost Allocation, Customer-Profitability Analysis, and Sales-Variance Analysis

- ✓ Cost Allocation and Costing Systems
- ✓ Customer Revenues and Customer Costs
- ✓ Using the Five-Step Decision-Making Process to Manage Customer Profitability

# COURSE SYLLABUS



- ✓ Sales Variances
- ✓ Sales-Mix and Sales-Quantity Variances

Week 10

## Process Costing

- ✓ Illustrating Process Costing
- ✓ Weighted-Average Method
- ✓ First-In, First-Out Method
- ✓ Standard-Costing Method of Process Costing
- ✓ Transferred-In Costs in Process Costing

Week 11

## Inventory Management, Just-in-Time, and Simplified Costing Methods

- ✓ Inventory Management in Retail Organizations
- ✓ Just-in-Time Purchasing
- ✓ Inventory Management and MRP

Week 12

## Capital Budgeting and Cost Analysis

- ✓ Two Dimensions of Cost Analysis
- ✓ Stages of Capital Budgeting
- ✓ Discounted Cash Flow
- ✓ Sensitivity Analysis
- ✓ Relevant Cash Flows in Discounted Cash Flow Analysis

Week 15

## Presentation of the Project

- 📅 Group Presentation of the Project

## 6. EVALUATION/GRADING

Your grade will be determined by performance on tests, problems, short essays and quizzes.

Activity	Percentage Value
Class Participation	20%
Quizzes (including the understanding how to manage the SAP's General Accounting and Cost Accounting modules and the basics of IFRS)	30%
BLACKBOARD activities	15%
CEPA	5%
Final Research Project	30%

## 7. COURSE MATERIAL

Text: Horngren et al., Cost Accounting a Managerial Emphasis (16<sup>th</sup> edition) 2017, Pearson Prentice Hall, Upper Saddle River, NJ, USA.

## 8. ACADEMIC DISHONESTY POLICY

Students are expected to conduct themselves in accordance with the normally accepted standards of academic life. That implies that they will conduct themselves with due regard for the rights of others and, in particular, that their behavior will not interfere with the ability of the academic community to carry out its usual academic functions. It also implies that they will observe the usual standards of integrity with regard to the preparation of essays and the taking of examinations. Students are also expected to comply with those reasonable rules of procedure promulgated by a faculty member for the conduct of his or her class or by the college or school for the conduct of its business.

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

Course name	Costa Rican Political System
Course code	12-2001
Credits	4
Entry requirements	N/A
Modality	Virtual
Nature	Theoretical-practical
Duration and frequency	Quarter, equal to fifteen class weeks
Schedule	Monday, 6:30-9:30pm
Classroom/Lab	N/A
Instructor	Óscar Gutiérrez <a href="mailto:ogutierrezf080@ulacit.ed.cr">ogutierrezf080@ulacit.ed.cr</a>
Administrative Instructions	This course requires an intensive use of the Internet and the electronic databases for research (EBSCO), which makes it necessary for students to have access to this tool from their home.

### PURPOSE OF THE COURSE

How are decisions made in society? How can democratic values shape public policy? What is the role of citizens in government? Why are politics relevant to economic activities and entrepreneurship?

This course examines the formal and informal institutions of the Costa Rican state and government in order to understand how they interact to form public policy. This facilitates a permanent critical assessment of the political system and the role each agent plays in the shaping of democracy and life in society. The government is a complex body that transforms input from different sources into policies, norms, programs and declarations. We will examine the constitutional basis of governance, the different branches of government, the influence of the media and other private actors, political parties and interest groups in Costa Rican politics.

### COMPETENCES

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

Competences	Subcompetences	Performance criteria
DISCIPLINARY COMPETENCE		
Disciplinary Competence:	The student will be able to:	The student masters learning activities competences such as:

# COURSE SYLLABUS

Analyze the impact of economic systems, government decisions, and the economic interaction of individuals as part of the comprehensive development of societies.	Determine the performance achieved by the economic development model adopted by a country or region.	Participating in class debates and discussions critically, with peers and the professor, showing the study of the models and economic systems used by different nations to promote their socioeconomic development. Reading various articles from specialized economics magazines, demonstrating the assessment of development or economic stagnation trends in a country, due to government decisions.
		Creating a comparative analysis between systems or economic models, having identified the occurrence of the economic development philosophies of different countries with opposing ideologies. Within case studies, analyzing the behavior of economic phenomena and their impact on the economy of a country or region, and its consequences on the population and financial markets.
	Assess the implications of a historical crisis or economic recession, as part of the development of a country or region.	Gathering data and historical documents about a crisis or economic recession that affected a specific country or region. Identifying the main events, policies, or actions taken by a government or corporations to cause a crisis or economic recession. Doing a historical study on the impact of a crisis or economic recession, showing analysis of the causes and consequences. Presenting the results of the historical study of the economic phenomenon, before their peers and professor.
GENERAL COMPETENCES		

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Innovation	Innovation competence involves the capacity to think in an open, critical and purposeful manner; to experience and reflect; inquire; synthesize and reorganize information; generate new ideas; manage change; take risks and anticipate consequences; use technology; act independently and collaborate with others, among others.	It uses technology to conduct research, organize, evaluate and communicate information through case analysis and resolution.  Use creative thinking in proposing solutions to the problems they face in everyday life by simulating scenarios.
Entrepreneurship	Entrepreneurship competence involves the ability to plan systematically, show initiative, geared towards quality, implement problem solving skills, influence, reach agreements, communicate, manage information and other resources, show self-confidence and assertiveness, among others.	Choose the best option according to the context using the information from the readings in the discussions and simulations.
Integrity	Integrity competence involves the capacity to sponsor and apply high moral and ethical principles, respect others, and be consistent with their own values in difficult situations, among others.	Collaborate and interact with others effectively and respectfully in class discussions around the conflicts and challenges of intercultural communication.  Consider and respect other forms of life and cultural patterns that are explored through readings and individual research.

## PLAN OF THE LEARNING EXPERIENCE

In ULACIT, the learning experience is designed around generative topics, capable of provoking polemic and which demand that the pupils raise their own arguments. The topics are broken down in spirals of investigation, or questions, which are related to each other in order to have a deeper understanding of the topic. In the future, if the students are curious about something, they will have to look for the answers themselves. The real art of the education is to be able to present the correct questions, interacting with the students and helping them in their discovery process. Every teacher's objective is to motivate the curiosity of the students, which is the emotional incentive that will allow them to want to learn more along their lives.

### Topic 1. Political Systems

- What is a political system?
- Elements of the Political System
- Principles of legitimacy and effectiveness
- Its usefulness as a category of analysis of political reality and dynamics.



## **Topic 2. Democracy**

- Democracy. Characteristics of a democratic regime.
- Representation and representativeness
- Political legitimacy.
- Democracy, conflict and political power.
- Political parties as a way of political power legitimation.

## **Topic 3. Government systems and electoral systems**

- Types of government systems
- Political parties and political leadership
- The electoral system

## **Topic 4. Origin of the Costa Rican political system**

- Periods of democratic transition in Costa Rica.
- The authoritarian republican regime (1821- end of the XIX Century).
- Evolution and constitutional instability
- The beginning of the transition to democracy (end of the XIX Century – 1975)

## **Topic 5. The long evolution of Costa Rican democracy**

- First period: liberalization of the authoritarian republican regime (finales del S. XIX – 1919)
- Second period: political inclusion of new players (1919-1948)
- Third period: polyarchic establishment (1949-1975)

## **Topic 6. The immediate roots of the current political system**

- The formula of democratic stability of Costa Rica (1975-to the end of the XX Century).
- A political system in deep transformation: rapid social and economic changes.
- Slow, conflicting and inconclusive economic reforms.
- The convulsed Central American context.
- The rearrangement of political forces inside the Government.

## **Topic 7. Political parties' system**

- The electoral system that emerged in the 40s
- Types of elections and circumscriptions.
- The right to participate as candidate.
- Electoral formula.
- The scrutiny.

## **Topic 8. The current state of the Costa Rican political system**

- Weakening of bipartidism and emergence of new political parties. Attenuated multipartidism?
- The difficulties to make decisions in the Executive and Legislative and the role of Judicial Power (Constitutional Court) and the controlling bodies.
- Citizen discontent

## **Topic 9. The Costa Rican political system facing the bicentennial**

- What are the perspectives of the Costa Rican political system facing the bicentennial?
- Issues of ungovernability or of political leadership quality?
- What is required to strengthen and further Costa Rican democracy in the short, medium and long term?
- The hope of citizen participation.

## **LEARNING ENVIRONMENT**

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### **Teaching methodology**

To ensure that the course is compatible with the needs, interests and styles of learning of all the participants, we use the methodology of “reversed classroom”, or “flipped classroom”: the assignments that need minor cognitive effort (remembering and understanding) are done by the students out of the classroom, and those who need major cognitive effort, such as analysis, synthesis and evaluation, are done in different scenarios in the classrooms.

The course provides materials such as readings, videos, narrated presentations and others, via the online learning platform of ULACIT (i.e. *Blackboard*). Students before coming to class are expected to prepare their participation in class, and study the theory at home. The sessions are reserved to practice, reflection and discussion. They revolve around questions, controversies and issues of real business life. With this active, reflective and participative methodology, students are expected to develop inquiry, research and analytical skills. Moreover, they are expected to develop a deep understanding of the subject, participating in the construction of knowledge shared with other students, teachers and other members of society.

### **Learning resources**

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

- Classrooms-enabled computers, projection equipment and Internet access.
- Online education platform: Blackboard (Bb).
- Document Camera.
- Recording equipment and sound amplification.
- Virtual Library: EBSCO, from which you can access full-text articles.
- Clickers, wireless personal response systems.
- Computer labs with Internet access and applications for research.
- Articulate Presenter, a tool that converts PowerPoint presentations to Flash and can integrate interactions, animations and narrations synchronized.

### **Bibliography**

Required texts:

Alfaro, S. (2011). *Política y partidos políticos*. San José, C.R.: EUNED.  
American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6ta. Ed.). Washington, D. C.: APA.  
*Constitución Política de la República de Costa Rica*.

# COURSE SYLLABUS



Ley General de la Administración Pública, República de Costa Rica.  
Código Municipal, República de Costa Rica.

## EVALUATION

The course is graded according to the following assessment chart:

Activity	%
Class Participation	15%
Reading Checks	15%
Moxie Project Opinion Article Allusive Image. Audiovisual product.	20%
Weekly Events and News Analysis	35%
Case Study	10%
Course evaluation (CEPA)	5%
Total	100%

### Class participation: 15%

Students are expected to come to class on time and prepare the corresponding tasks every week. For instance, students must read the assigned required readings before coming to any session. Reading verifications will be carried every week by means of individual questions. Students are expected to understand the issues covered by each reading, do the reading schemes, write down doubts, and carry further research before coming to any session. During the sessions, students should be participating and collaborating with other students in a respectful manner, whether by voicing their questions and concerns, answering questions, and/or working on the assigned tasks. If the student is consistently distracted and not paying attention in class, marks will be deducted. If the student is absent, he/she loses the 1% for the week.

### Rubric for class participation

Criteria	Met (1)	Not met (0)
Punctuality	Arrives on time to class and stays in the classroom for the entire session period.	Arrives late to class and does not stay in the classroom for the entire session period.
Preparation	Comes prepared to class, having schematized the readings and raised doubts.	Does not come prepared to class, does not schematize the readings or raise doubts.
Values	Behaves in a respectful manner.	Does not behave in a respectful manner.
Participation	Contributes to the class raising comments that encourage discussion.	Participates only when requested by the teacher or does not get involved at all.

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Collaboration	Cooperates with others, showing leadership, ethics, negotiation and initiative skills.	Does not demonstrate leadership, ethics, negotiation and initiative skills.
TOTAL	The total is calculated based on 5 points	

## Reading Checks: 15%

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

## Weekly Events and News Analysis: 35% (At least 7 interventions, 5% each)

In the online learning environment, the professor will facilitate a weekly discussion to analyze relevant political events occurred in the previous week and their implications for the Political System. Students will be required to present solid evidence-based analysis and conclusions. Throughout the quarter, each student must have at least 5 graded participations. These weekly interventions will be graded according to the following rubric:

Criteria	4	3	2	1
1. Evidences the research conducting to solid data and reliable information.				
2. The report shows a thorough analysis of assigned reading and previous class discussions.				
3. Makes innovative contributions, questioning previous hypotheses.				
4. Student shows a progression of ideas, concepts and critical remarks.				
TOTAL (CALCULATED BASED ON 20 POINTS)				

## Case Study: 10%

Divided into groups, students will assess different cases from Costa Rican politics in order to apply conceptual and empirical evidence to support their analysis. Results from case studies will be shared with classmates and discussion will follow. It is graded according to the following rubric:

Criteria	5	4	3	2	1
1. Evidence of preparation: organized structure, presentation/discussion flows well, students are able to identify different components to political systems according to previous knowledge.					
2. Content: students presented accurate & relevant information, appeared knowledgeable about the case study assigned and the topic discussed, offered conceptual framework for dealing with the problems identified in the case studies					
4. Delivery: clear and logical organization, effective introduction and conclusion, creativity, oral communication skills.					
5. Discussion: students initiate and maintain class discussion concerning assigned case studies, use of visual aids, good use of time, involve classmates and build knowledge together.					
Total (Calculated based on 25 points)					

## **Moxie Project: 20%**

From 2020 and on, ULACIT will have its own Web channel, called Moxie, produced by students, in alliance with Delfino.cr. The purpose of this channel is to provide students with a space to generate and disseminate their ideas. It also serves as a showcase to exhibit students' academic projects nationwide.

It's called Moxie - which in urban English means having the ability to face difficulties with intelligence, boldness and courage - in honor of our students, whose "moxie" characterizes them.

If there were printed student publications in the past, now these initiatives are transferred to the digital space, which allows our students to experiment, not only with digital publishing, but with audiovisual production, graphic design, digital marketing and web technology, among others.

This course contributes to the written and audiovisual content of the Moxie Channel. Students are expected to write an article of 3000 characters or 550 words about problems or dilemmas defined by the professor in the previously selected courses.

The project consists of three products, namely: article text, allusive image, and video for deepening the content. The three components constitute the contribution, so only those contributions that are complete can be qualified.

The final product will be evaluated according to the following rubric:

### **EVALUATION RUBRIC FOR MOXIE PROJECT 20%**

Criteria	Description of Criteria	1 Meets	0.5 Incomplete	0 Fails
A. Length and structure	The article has an extension of 3000 characters without spaces (or 550 words), distributed in four paragraphs (1 introductory paragraph, 2 development paragraphs, 1 conclusion paragraph).	1	0,50	0
B. Title	It has a title that suggests the topic and provokes the interest of the reader	1	0,50	0
C. Introductory paragraph is well written (paragraph 1)	The author draws the reader's attention by using one of the following resources: tells an anecdote, presents a fact, makes a metaphor, asks provocative question, evokes a famous image, scene or phrase	1	0,50	0
	Locates in the geographic, political or social context the subject that it addresses.	1	0,50	0
	Let the reader know: Why it is important to address the problem or the dilemma. The originality of the perspective with which it deals.	1	0,50	0

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	It says explicitly, clearly and forcefully what his/her position is about it.			
D. Development of author's position (paragraph 2 and 3)	In the first paragraph of the development, the author presents the evidence (statistical data, proven facts, definitions ...) that supports his/her position and makes it clear why it is adequate to respond to the problem or dilemma and why it should be accepted by the reader.	1	0,50	0
	In the second paragraph of the development, the author anticipates the questions that readers could ask about his/her position regarding the problem or dilemma. Therefore, the student says what those possible arguments could be against and declares to what extent they could be right or true, and how in spite of that his/her position remains valid.	1	0,50	0
F. Conclusion (Paragraph 4)	The conclusion is clear in addressing how the evidence provided is the basis for maintaining the author's position-solution and why readers should accept it.	1	0,50	0
	It suggests that the solution you propose: is an effective and feasible plan, which does not offer significant or unforeseen inconveniences, or justifies that the balance is favorable to the advantages, in relation to the disadvantages, or suggests results or consequences, or states that no solution is perfect, but the one it offers is the best.	1	0,50	0
G. The development meets criteria of style and form.	The reading of the article is fluid because ideas relate to each other, making good use of transitional words and phrases, as well as a correct punctuation.	1	0,50	0
	The author gives reason for the origin of outside ideas and data with which he supports his position, following the APA	1	0,50	0



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	standards (references in the text and list of references)			
	The source of the data you use is solid and primary when available.	1	0,50	0
	Uses professional vocabulary, not colloquial.	1	0,50	0
	Reflects succinct writing, expressing what is necessary to say with the least number of words.	1	0,50	0
	The writing has no spelling or grammar mistakes (incongruities between person, gender and number)	1	0,50	0
H. Image	The image is a photograph, graphic or illustration, directly related to the content of the article, capable of communicating the emotion and message.	1	0,50	0
	The original image is attached in a separate high resolution file in PNG or JPG format at 72 dpi.	1	0,50	0
	The image has characteristics of composition, depth of field and lighting, which facilitate its visualization and interpretation.	1	0,50	0
I. Audiovisual	The audiovisual is a video, an original audio podcast or a slideck created by the student of no more than 8 minutes with clarity in sound and image (if it is a video), oriented directly to deepen the content of the article.	1	0,50	0
	The format of the audio and video files is MP4, without compression, 16-32 bits, with a resolution of 1,920 X 1,080 HD pixels (using H264 or H265 compressor). WAV files are recommended, when possible.	1	0,50	0
TOTAL				
This product has three components: the article, the image and the video. The absence of one of the three, excludes the contribution being assessed, and results in the complete loss of the assigned score.				

## Course assessment (CEPA): 5%

As an integral activity of the course, the student will have the opportunity of assessing its

different components: the didactic competencies of the professor, the quality of the materials, the educational environment, the competencies of the ULACIT graduate, the effective use of Blackboard, the assessment system, the level of challenge and requirement. Also, as a central element of Teaching for Understanding (TfU), the education model that ULACIT privileges, the student will have a space with the CEPA to reflect on his/her own performance (self-assessment) and that of his/her classmates (co-assessment). This intellectual exercise allows the student to identify his/her strengths and weaknesses, and to perform actions to continuously improve his/her processes of knowledge construction. When assessing his/her classmates, the student assumes an active role as a member of a learning community, committed with the educational task. Because it is about a self-reflection space within the course and due to the value it has for academic decision making, it is awarded a value of 5% within the final grade of the course. In order to earn this evaluative category, the student is expected to take his/her time, analyzing responsibly each question and answering the questionnaire in full.

## **COLLABORATIVE PROJECT CONTRACT**

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The collaborative project is a way of articulating the work activities of a human group around a set of goals, objectives and results to be achieved. This implies an active interdependence between the members of a group that share and assume a work mission. As a learning methodology for ULACIT students, collaborative projects value interaction, collaboration and solidarity among members, as well as negotiation skills to reach agreements and face potential conflicts.

Among the characteristics of a collaborative project is the smooth communication channels, based on relationships of trust and mutual support. It focuses on the goals set in a climate of trust and reciprocal support among its members, where the movements are synergistic. Therefore, the ultimate goal of a collaborative project is to obtain results with greater impact, where the whole is greater than the contribution of each member. In this way, as part of the process of creativity and innovation in education, for each collaborative project students must create, negotiate and draw up a work contract among the members of the group.

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

## **INSTITUTIONAL POLICIES**

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### **Academic Honesty Policy**

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

### **English integration Level**

ULACIT is a bilingual university. Therefore, the degrees that include English-taught courses use Spanish and English language resources, depending on the location of the course in the



curriculum. In the courses marked with the word "English" on the academic offering, students can submit their projects and other assignments in English. The courses in bilingual careers are completely taught in English. In the bachelor and postgraduate degrees, reading English literature is compulsory, although the courses may incorporate additional readings in Spanish.

## **Creating a culture of respect**

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

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

We ask teachers to take corrective measures to ensure a respectful coexistence environment conducive to learning and habits of respect, fundamental to the comprehensive and professional training of students. At the beginning of each period, students should consult with their faculty for specific regulations and sanctions that could be implemented.

## **Attention to diversity**

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

## **Claims**

ULACIT safeguards your rights as a student and guarantees due process in cases of claims regarding grades, for which it must follow the process established by the Regulation of

# COURSE SYLLABUS



Student System, available on the website of ULACIT, Vice President of Student Services, Student Regulations, chapter 16.

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

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

## COURSE SCHEDULE

Week	Reading and Contents
1	Introduction, Syllabus and Presentation.
2	Politica y Partidos Politicos. Sergio Alfaro Salas, 2011. Chapter 1 (p1-p16) Elements of the Political System: Institutions, Actors, Time, Space Principles of the Political System: Legitimacy and Efficacy Political Constitution of Costa Rica
3	Politica y Partidos Politicos. Sergio Alfaro Salas, 2011. Chapter 1 (p16-p28) Political Regimes: authoritarian, totalitarian, demoliberal. Democracy, Poliarchy, Oligarchy. Conditions for the "Democratic Rule" p24. Political Constitution of Costa Rica
4	Politica y Partidos Politicos. Sergio Alfaro Salas, 2011. Chapter 1 (p29-p46) Material Elements of Political Power. Ideological Elements of Political Power: Legitimacy. p33 Leadership and Legitimacy. Political Parties and legitimacy. Political Constitution of Costa Rica (25, 26, 29, 96, 98)
5	Politica y Partidos Politicos. Sergio Alfaro Salas, 2011. Chapter 2 (p55-p74) Political Systems: Presidential, Parliamentary, Direct, Semi-Presidential. Electoral Systems and Legitimacy.
6	Politica y Partidos Politicos. Sergio Alfaro Salas, 2011. Chapter 2 (p75-p96) Costa Rican Electoral System: "Amparo Electoral" p75
7	Electoral Rights: elect and be elected. Electoral Code: Art. 205 *Electoral Formula*
8	Politica y Partidos Politicos. Sergio Alfaro Salas, 2011. Chapter 3 (p99-p117) Political Parties and Representation. Types of Parties and Evolution p112-p113 Left and Right p114-p117 Political Constitution of Costa Rica
9	Politica y Partidos Politicos. Sergio Alfaro Salas, 2011. Chapter 3 (p117-p147) Political Parties and their Functions. p121 Political Party Systems. p127 Political Party Indicators. p129
10	Direct Political Participation: Referendum, Plebiscito. Political Constitution of Costa Rica
11	Politica y Partidos Politicos. Sergio Alfaro Salas, 2011. Chapter 3 (p148-p156) Non Electoral Political Participation. Unions, Media, Religious Organizations, Civil Society. Political Constitution of Costa Rica
12	Politica y Partidos Politicos. Sergio Alfaro Salas, 2011. Chapter 4 (p167-p219) Evolution of the Costa Rican Party System
13	Politica y Partidos Politicos. Sergio Alfaro Salas, 2011. Chapter 4 (p167-p219) Evolution of the Costa Rican Party System
14	Gender Parity Norms and Affirmative Action. Participation of Minorities. Political

# COURSE SYLLABUS



	Constitution of Costa Rica
15	Politica y Partidos Politicos. Sergio Alfaro Salas, 2011. Chapter 4 (p219-p222) Political Party Financial Norms. Political Constitution of Costa Rica

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

<b>Course name</b>	<b>Diplomatic and Consular Law</b>
<b>Course code</b>	07-3005
<b>Credits</b>	4
<b>Entry requirements</b>	N/A
<b>Modality</b>	Virtual
<b>Nature</b>	Theoretical-practical
<b>Duration and frequency</b>	Quarter, equal to fifteen class weeks
<b>Schedule</b>	Monday, 6:30-9:30pm
<b>Classroom/Lab</b>	N/A
<b>Instructor</b>	Ana Mercedes Gallegos <a href="mailto:agallegosc005@ulacit.ed.cr">agallegosc005@ulacit.ed.cr</a>
<b>Administrative Instructions</b>	This course requires an intensive use of the Internet and the electronic databases for research (EBSCO), which makes it necessary for students to have access to this tool from their home.

### **COURSE DESCRIPTION**

In this course students develop the ability to operate diplomatic and consular law adequately, according to international standards and regulations. This is achieved through the understanding of the historical evolution and main characteristics of diplomatic and consular law, as well as their most relevant international regulations. Students develop the necessary skills to be good operators of diplomatic and consular law, by means of case analysis during each class, as well as the learning experience from an internship with a specialized entity, in which they keep a logbook. Furthermore, through research and a final case analysis, students develop scientific research abilities, as well as oral and written argumentation for substantiating and defending their viewpoints regarding specific issues of the current international system. An international relations professional must be able to analyze and adequately apply international regulations pertaining to diplomatic and consular law, as good analysts, consultants, and decision makers, whether in normal or conflict situations.

### **COMPETENCIES**

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

General competence	Subcompetences	Learning activities
<p><b>Comprehends the dynamics of diplomatic and consular law in order to arrive to own conclusions and insights on the fundamentals, standards and regulations of this field of international law.</b></p>	<p>Analyze the perspectives of diplomatic and consular law, based on the contextual interpretation of its different progressive stages, among other resources such as international case law.</p> <p>Apply the main international regulations of diplomatic and consular law to specific conflict situations pertaining to international relations.</p> <p>Propose better ways to apply diplomatic and consular law in the context of current international relations.</p>	<p>Contrast of the historical and current trends of diplomatic and consular law, as well as its judicial factors by means of case studies, with peers and the professor.</p> <p>Discussion of the aims and causes of diplomatic and consular law during case studies with peers and the professor.</p> <p>Develops well-grounded and critical insights on the future stages of diplomatic and consular law at a local and international level.</p> <p>In depth analysis of how diplomatic and consular law is utilized in certain international situations, through internships in specialized organizations.</p> <p>Develop critical and alternative approaches to international regulations of diplomatic and consular law, from the internship experience and the case studies, discussing them in a final report about such an experience.</p> <p>Pinpoint the best ways to apply international regulations regarding diplomacy and consulates, and proposes alternatives for its future development, by means of the final case analysis, before their peers and the professor.</p>
<p><b>Show competences for life, learning, personal and work effectiveness.</b></p>	<p>Think creatively.</p>	<p>Uses his/her creativity in the design of an original group research paper, the design of research instruments and an oral presentation.</p>

	Communicate.	Communicates, orally, in writing and non-verbally with classmates, professor and general public, in a variety of ways and contexts including simulations.
	To collaborate.	Collaborate and interact with others effectively and respectfully in the joint writing of a research paper and in collaborative work activities in general.
	Reasoning	It uses reasoning when synthesizing information, raising and supporting arguments, evaluating alternatives and raising conclusions in research work and in discussions with peers, professor and the general public.
	Use information and communications technologies.	Uses information and communications technologies to investigate, organize, evaluate and communicate information through a research project.
	Use scientific methods and tools.	Employs investigative techniques in the construction of a research work.
	Performance with personal effectiveness.	Performs and interacts with others in the course's learning activities, shows initiative, responsibility, ethics, leadership and productivity, as well as self- management skills, and dispositions towards change.

## **PLAN OF THE LEARNING EXPERIENCE**

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In ULACIT, the learning experience is designed around generative topics, capable of provoking polemic and which demand that the pupils raise their own arguments. The topics are broken down in spirals of investigation, or questions, which are related to each other in order to have a deeper understanding of the topic. In the future, if the students are curious about something, they will have to look for the answers themselves. The real art of the education is to be able to present the correct questions, interacting with the students and helping them in their discovery process. Every teacher's objective is to motivate the curiosity of the students, which is the emotional incentive that will allow them to want to learn more along their lives.

### **Topic 1: Historical evolution of the permanent embassy**

- Overview of the origin and evolution of diplomacy
- International law in diplomatic history
- Diplomatic and consular law: field of public international law
- Sources of diplomatic and consular law

### **Topic 2. The diplomatic mission**

- The creation of the diplomatic mission
- The organization of the diplomatic mission
- The structure of the diplomatic mission
- The personnel of the diplomatic mission

### **Topic 3. Beginning and end of the activity of the members of the diplomatic mission**

- Appointment of the members of the diplomatic mission
- Appointment of the head of the mission
- Appointment of the mission's diplomatic, administrative, and technical staff
- End of the mission of the diplomatic agents

### **Topic 4. The activity of the diplomatic mission**

- Functions of the diplomatic mission
- Principles that inspire the activity of the diplomatic mission
- Duties of the recipient state regarding the diplomatic mission

### **Topic 5. Privileges and immunities**

- Inviolability of the Premises of the Mission
- Diplomatic immunities- Property and Personal
- Diplomatic bag
- Waiver of immunity
- Diplomatic asylum
- Fiscal and custom privileges

### **Topic 6. Establishing and exercising consular relations**

- Establishment of consular relations
- Establishment of the consular office
- Consular functions

### **Topic 7. Beginning of the activity of the consular office members**

- Appointment of the members of the consular office
- Appointment of the head of the office



- Appointment of the consular personnel

## **Topic 8. Termination of consular functions**

- Termination of personnel functions and exit from the territory of the recipient state
- Protection of the locals and the consular files, and the interests of the sending state

## **Topic 9. Privileges and immunities pertaining to consular offices and staff**

- Inviolability
- Privileges and immunities for consular staff
- Exercise of consular functions by diplomatic missions

## **LEARNING ENVIRONMENT**

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### **Teaching methodology**

To ensure that the course is compatible with the needs, interests and styles of learning of all the participants, we use the methodology of “reversed classroom”, or “flipped classroom”: the assignments that need minor cognitive effort (remembering and understanding) are done by the students out of the classroom, and those who need major cognitive effort, such as analysis, synthesis and evaluation, are done in different scenarios in the classrooms.

The course provides materials such as readings, videos, narrated presentations, and others, via the online learning platform of ULACIT (i.e. *Blackboard*). Students before coming to class are expected to prepare their participation in class and study the theory at home. The sessions are reserved to practice, reflection, and discussion. They revolve around questions, controversies, and issues of real business life. With this active, reflective, and participative methodology, students are expected to develop inquiry, research, and analytical skills. Moreover, they are expected to develop a deep understanding of the subject, participating in the construction of knowledge shared with other students, teachers, and other members of society.

### **Learning resources**

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

- Classrooms-enabled computers, projection equipment and Internet access.
- Online education platform: Blackboard (Bb).
- Document Camera.
- Recording equipment and sound amplification.
- Virtual Library: EBSCO, from which you can access full-text articles.
- Clickers, wireless personal response systems.
- Computer labs with Internet access and applications for research.
- Articulate Presenter, a tool that converts PowerPoint presentations to Flash and can integrate interactions, animations and narrations synchronized.

### **Bibliography**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6ta. Ed.). Washington, D. C.: APA.

Behrens, P. (2017)- *Diplomatic Law in a New Millenium*. United Kingdom: Oxford University Press.



## EVALUATION

The course is graded according to the following assessment chart:

Assessment Activity	%
Class participation	15%
Reading checks	10%
Brochure on consular services	15%
Research paper	20%
Research paper presentation	10%
Moxie Project	20%
Course evaluation (CEPA)	5%
LinkedinLearning	5%
<b>Total</b>	<b>100%</b>

### Class participation: 10%

Students are expected to come to class on time and prepare the corresponding tasks every week. For instance, students must read the assigned required readings before coming to any session. Reading verifications will be carried every week by means of individual questions. Students are expected to understand the issues covered by each reading, do the reading schemes, write down doubts, and carry further research before coming to any session. During the sessions, students should be participating and collaborating with other students in a respectful manner, whether by voicing their questions and concerns, answering questions, and/or working on the assigned tasks. If the student is consistently distracted and not paying attention in class, marks will be deducted. **If the student is absent, he/she loses the 1% for the week.**

### Rubric for class participation

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

## Reading checks 10%:

Checks based on the assigned readings will be carried out throughout the course.

## Research paper: 20%

In collaborative teams, students must analyze a current situation related to Diplomatic and Consular Law, that allows the systematic integration of all the learning accumulated throughout the course. Each group must submit a research paper topic proposal for previous approval.

The paper should include the following components:

- Cover (university name, course name, date, professor's name, students' name, title). Title must be creative and related to the topic.
- Abstract (no more than 200 words)
- Keywords (at least 5)
- Table of contents
- Introduction: shortly describe the topic and provide the necessary background information, as well as identify a strong thesis statement or a key argument.
- Results and discussion: present facts and premises in support of the thesis statement. Describe the chosen situation. Present and analyze facts.
- Conclusions
- References: use at least 10 different sources - including books, professional journal articles and professional publications, internet sources, and possibly (but not required) an interview.
- Annexes if any

The paper should be presented in the following format:

- Font: Arial, size 11
- Spacing: 1.5
- Reference style: APA 2016
- Length: 8-15 pages (Cover and references not included)
- Page number

### Rubric for research paper

	Criteria	1	2	3	4	5
1	<b>Integration of knowledge</b> The paper demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.					
2	<b>Topic focus</b> The topic is focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the paper, either by statement of a position or hypothesis.					
3	<b>Depth of discussion</b> In-depth discussion & elaboration in all sections of the paper.					

4	<b>Cohesiveness</b> Ties together information from all sources. Paper flows from one issue to the next without the need for headings. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.					
5	<b>Conclusions</b> Synthesize the findings and their position regarding them.					
6	<b>Structure</b> The document complies with the structure and length requested					
7	<b>Writing style</b> Demonstrates excellent ability to express clearly in an academic English.					
8	<b>Spelling &amp; grammar</b> No spelling &/or grammar mistakes.					
9	<b>Sources</b> No less than 10 sources are used, of which at least 3 are peer-review journal articles or scholarly books. Sources include both general background sources and specialized sources. Special-interest sources and popular literature are acknowledged as such if they are cited. All websites utilized are authoritative.					
10	<b>Citation</b> Cites all data obtained from other sources. APA citation style is used in both text and bibliography.					

**Total. The score is calculated on a basis of 35 points. No work will be approved with assessment of 1 in any of the criteria.**

*Note: 1 Did not comply; 2 complied deficiently; 3 Complied fairly; 4 Complied efficiently; 5 Complied excellently*

### **Research paper presentation (10%):**

Each collaborative team must present their research paper. For this, they must use innovating and creative audiovisual resources, as well as effectively communicate their key findings and the group conclusions. It is assessed based on the following rubric:

	<b>Criteria</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	Evidences a minimum duration of 15 minutes and a maximum one of 20 minutes.					
2	Effectively communicates the arguments that support the written report.					

3	Supports their arguments coherently.					
4	Uses innovating and creative approach and resources.					
5	Resources used do not have spelling or grammar mistakes					
6	Employs the grammatical structures and vocabulary in the English language correctly.					
7	The report is orally presented in a professional manner and with presence of all team members.					
8	Interacts with the audience During the presentation,					

*Note: 1 Did not comply; 2 complied deficiently; 3 Complied fairly; 4 Complied efficiently; 5 Complied excellently*

## Brochure on Consular Services 15%

In collaborative teams, students must elaborate a brochure on the consular services of one Costa Rican Embassy. The brochure must outline the consular services and assistance provided by the Costa Rican Government.

The brochure must include at least the following information:

- Contact information
- Email
- Phone number
- Address
- Schedule
- Name of the Consul General
- Services
- Description
- Requirements
- Cost of the service (if available)
- Duration
- Who the Consular Office can assist?
- Crisis response
- What the Consular Office cannot do

	Criteria	1	2	3	4	5
1	The information is accurate					
2	The information complies with what was requested					
3	The brochure is visually attractive					
4	The document does not have spelling or grammar mistakes					
5	The document is well structured and easy to understand					

## Moxie 20%

As of 2020, ULACIT has its own Web channel, called Moxie, produced by the students, in alliance with the journalistic medium Delfino.cr, in order to provide them with a space to generate and disseminate their ideas, as well as serve as a showcase to exhibit their academic projects nationwide.

It is called Moxie - which in urban English means having the ability to face difficulties with intelligence, boldness and courage - in honor of our students, whose "moxie" characterizes them.

If before there were printed student publications, now these initiatives are transferred to the digital space, which allows our students to experiment, not only with digital publication, but with audiovisual production, graphic design, digital marketing and web technology,

among others.

This course contributes to the written and audiovisual content of the Moxie Canal, through the publication of a 550-word article, about problems or dilemmas defined by the professor in the courses previously selected by the academic direction.

The project consists of three products, namely: article text, allusive image, audio-visual in-depth content; The three components constitute the contribution, so only those contributions that are complete can be qualified.

With the aim of obtaining the best production of the articles as a sample of competence on the part of the students, a Guide for teachers and students has been elaborated: Elaboration of MOXIE based on the institutional rubric”.

The students' production must be delivered in the courses for week 10 of the semester (November 9 to 13). The products selected by the professor must be delivered to the academic direction in week 12 (November 23-27).

Without exception, the article for MOXIE must be evaluated based on the following rubric and assigned score of the final average in the course:

## MOXIE Rubric

Criteria	Description of Criteria	1 Meets	0.5 Incomplete	0 Fails
A. Extension and Writing	1. The article has an extension of 550 words), distributed in four paragraphs (1 introductory paragraph, 2 development paragraphs, 1 conclusion paragraph).	1	0,50	0
B. Title	2. It Has a title that suggests the topic and provokes the interest of the reader	1	0,50	0
C. Introductory paragraph is well written (paragraph 1)	3.The author draws the reader's attention by using one of the following resources: tell an anecdote, presents a fact, make a metaphor, a provocative question, evokes a famous image, scene or phrase	1	0,50	0
	4. Locate in the geographic, political or social context the subject that it addresses.	1	0,50	0
	5. Let the reader know: Why it is important to address the problem or the dilemma. The originality of the perspective with which it deals. It says explicitly, clearly and forcefully what your position is about it.	1	0,50	0

D. Development of authors position (paragraph 2 and 3)	In the first paragraph of the development, the author presents the evidence (statistical data, proven facts, definitions ...) that support his position and makes it clear why it is adequate to respond to the problem or dilemma and should be accepted by the reader.	1	0,50	0
	In the second paragraph of the development, the author anticipates the questions that readers could ask about your position regarding the problem or dilemma. Therefore, the student says what those possible arguments could be against and declares to what extent they could be right or true, and how in spite of that his/her position remains valid.	1	0,50	0
E. Conclusion (Paragraph 4)	8.The conclusion is clear in addressing how the evidence provided is the basis for maintaining the author's position-solution and why readers should accept it.	1	0,50	0
	9. It suggest that the solution you propose: is an effective and feasible plan, which does not offer significant or unforeseen inconveniences, or justifies that the balance is favorable to the advantages, in relation to the disadvantages, or suggests results or consequences, or states that no solution is perfect, but the one it offers is the best.	1	0,50	0
F. The development meets criteria of style and form.	10.The reading of the article is fluid because ideas relate to each other, making good use of transitional words and phrases, as well as a correct punctuation.	1	0,5	0
	11.The author gives reason for the origin of outside ideas and data based on which he supports his position, following the APA standards (references in the text and list of references) and criteria from the VERAS rubric.	1	0,50	0

	12.The source of the data you use is solid and primary when available.	1	0,5	0
	13.Uses professional vocabulary, not colloquial.	1	0,50	0
	14.Reflects linguistic economics, expressing what is necessary to say with the least number of words.	1	0,50	0
	15.The writing has no spelling or grammar mistakes (disagreements between person, gender and number)	1	0,50	0
G. Image	The image is a photograph or illustration, directly related to the content of the article, capable of communicating the emotion and message.	1	0,50	0
	The original image is attached in a separate high-resolution file in PNG or JPG format at 72 dpi.	1	0,50	0
	The image has characteristics of composition, depth of field and lighting, which facilitate its visualization and interpretation.	1	0,50	0
H. Audiovisual	19.The audiovisual is a video, audiopodcast, or a slidedeck between 4 and 8 minutes with clarity in sound and image (in the case of a video) oriented towards going deeper in the content of the article.	1	0.50	0
	The format of the video and audio files is MP4, uncompressed, of 16-32 bits, with a resolution of 1.920 X 1.080 pixels HD (using compressor H264 o H265). WAV files are recommended, when possible.	1	0.50	0
<b>Total</b>	This performance has three components: the opinion piece, the image and the video. The absence of one of the three, excludes the MOXIE contribution from being evaluated, and leads to the complete loss of the score.			

## VERAS rubric for information evaluation

Use the rubric below to evaluate your sources. Answer the questions appropriately and then rate each of the 5 parts from 1 to 10 (1 = poor, 10 = excellent). Add all the points to determine if you should use this source.



CRITERIOS	PTS.
<b>Validity: Current information</b>	
<ul style="list-style-type: none"> <li>• Do you specify a publication date?</li> <li>• When was the information published?</li> <li>• Was the information reviewed or updated by an authority in the field?</li> <li>• Is the information current or does it contain outdated data?</li> </ul>	
<b>Accuracy: the veracity and reliability of the information</b>	
Where does the information come from? Is the source academic, specialized or scientific? Is the information supported by evidence? Does the author cite reliable sources? Was the information validated by a panel of experts? Is the tone objective and unbiased? Does the text fully comply with the rules of grammar, spelling, and other qualities of written language?	
<b>Relevance: the relevance of the information to your needs</b>	
Is the information relevant to the topic and directly related to your research question? What audience are you targeting? Is the information appropriate to the level of the reader? Did you look for other sources before choosing the current one? Could you say that the source represents the ideal option to support your points of view?	
<b>Authority: the source of the information</b>	
Who is the author / publisher / source / sponsor? What are the credentials of the author or publisher? Are they published? Does the author have other publications on the same topic? Does the author work in a recognized organization, university or company? Is there contact information, such as email? Does the URL reveal information about the author or source?	
<b>Meaning: the purpose of existing information</b>	
What was the author's purpose in publishing the information? Do the authors or promoters state their intentions transparently? Is the information made up of facts? Opinions? Propaganda? Do the views seem objective and unbiased? Does it reflect political, ideological, cultural, religious, institutional or personal biases?	
<b>TOTAL</b>	
<b>Rating scale:</b> 45-50 Excellent  40-44 Good  35-39 Average  30-34 Barely Acceptable  -30 Unacceptable	

## CEPA: 5%

As an integral activity of the course, the student will have the opportunity to evaluate it in its different components: didactic competencies of the Professor, the quality of the materials, the educational environment, the competences of the ULACIT graduate, the system of assessment and the level of challenge and demand. Also, as a central element of the education for international understanding (EpC), educational model that privileges ULACIT, the student will have a space in the strain to reflect upon their own performance (self-assessment) and that of their peers (peer). This intellectual exercise allows students



to identify their strengths and weaknesses and perform actions to continually improve their processes of knowledge construction. When evaluating peers, it assumes an active role as a member of a community of learning, committed to the educational task. Because it is a space of self- reflection in the course and for the value that for academic decision-making, is given a value of 5% in the final grade of the course. To obtain this evaluation category, expected the student to take their time, responsibly discuss each question and answer the questionnaire in full.

## **LinkedIn Learning 5%**

Students must create a writing editing list that includes the most important aspects and steps to consider when editing an academic or professional paper. They will use the “Editing Mastery: How to Edit Writing to Perfection” course content as a basis.

	Criteria	1	2	3	4	5
1	The list includes all deep editing stages/levels					
2	The list that includes the most important aspects and steps to consider when editing an academic or professional paper.					
3	The document is visually attractive					
4	The document does not have spelling or grammar mistakes					
5	The document is well structured and easy to understand					
6	The list has between 10 and 20 items					

## **COLLABORATIVE PROJECT CONTRACT**

The collaborative project is a way of articulating the work activities of a human group around a set of goals, objectives and results to be achieved. This implies an active interdependence between the members of a group that share and assume a work mission. As a learning methodology for ULACIT students, collaborative projects value interaction, collaboration and solidarity among members, as well as negotiation skills to reach agreements and face potential conflicts.

Among the characteristics of a collaborative project is the smooth communication channels, based on relationships of trust and mutual support. It focuses on the goals set in a climate of trust and reciprocal support among its members, where the movements are synergistic. Therefore, the ultimate goal of a collaborative project is to obtain results with greater impact, where the whole is greater than the contribution of each member. In this way, as part of the process of creativity and innovation in education, for each collaborative project students must create, negotiate and draw up a work contract among the members of the group.

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

## **INSTITUTIONAL POLICIES**

### **Academic Honesty Policy**

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

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

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

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

We ask teachers to take corrective measures to ensure a respectful coexistence environment conducive to learning and habits of respect, fundamental to the comprehensive and professional training of students. At the beginning of each period, students should consult with their faculty for specific regulations and sanctions that could be implemented.

### **Attention to diversity**

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

## Claims

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

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

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

## COURSE SCHEDULE

Week	Topic	Activities and assignments
1	<b>Topic 1: Historical evolution of the permanent embassy</b>	Presentation of the course  Readings: Behrens, P. (2017)- Diplomatic Law in a New Millenium. United Kingdom: Oxford University Press. Pages 3-14 and 23-40.
2	<b>Topic 1: Historical evolution of the permanent embassy</b>	No synchronous class <b>Reading check</b>  Readings: Behrens, P. (2017)- Diplomatic Law in a New Millenium. United Kingdom: Oxford University Press. Pages 3-14 and 43-71.
3	<b>Topic 2. The diplomatic mission</b>	Reading: Vienna Convention on Diplomatic Relations
4	<b>Topic 2. The diplomatic mission</b>	Reading: Vienna Convention on Diplomatic Relations
5	<b>Topic 3. Beginning and end of the activity of the members of the diplomatic mission</b>	Readings: Behrens, P. (2017)- Diplomatic Law in a New Millenium. United Kingdom: Oxford University Press. Pages 247-271
6	<b>Topic 3. Beginning and end of the activity of the members of the diplomatic mission</b>  <b>Topic 4. The activity of the</b>	<b>LinkedIn Learning</b>  Reading: Behrens, P. (2017)- Diplomatic Law in a New Millenium. United Kingdom:

	<b>diplomatic mission</b>	Oxford University Press. Pages 272-293
<b>7</b>	<b>Topic 5. Privileges and immunities</b>	Reading: Behrens, P. (2017)- Diplomatic Law in a New Millenium. United Kingdom: Oxford University Press. Pages 75-112
<b>8</b>	<b>Topic 5. Privileges and immunities</b>	<b>Reading check</b>  Reading: Behrens, P. (2017)- Diplomatic Law in a New Millenium. United Kingdom: Oxford University Press. Pages 113-145
<b>9</b>	<b>Topic 5. Privileges and immunities</b>	Reading: Behrens, P. (2017)- Diplomatic Law in a New Millenium. United Kingdom: Oxford University Press. Pages 3-14 and 249-203
<b>10</b>	<b>Topic 6. Establishing and exercising consular relations</b>	<b>Moxie</b>  Reading Vienna Convention on Consular Relations
<b>11</b>	<b>Topic 7. Beginning of the activity of the consular office members</b>	Reading Optional Protocol to the Vienna Convention on Consular Relations Concerning Acquisition of Nationality
<b>12</b>	<b>Topic 8. Termination of consular functions</b> <b>Topic 9. Privileges and immunities pertaining to consular offices and staff</b>	<b>Brochure on consular services</b>  Reading  Optional Protocol to the Vienna Convention on Consular Relations Concerning the Compulsory Settlement of Disputes.
<b>13</b>	<b>Topic 9. Privileges and immunities pertaining to consular offices and staff</b>	No synchrous class <b>Research paper</b>
<b>14</b>	<b>General review of the course</b>	<b>Research paper's presentation</b> <b>CEPA</b>
<b>15</b>	<b>General review of the course</b>	<b>Research paper's presentation</b>

# COURSE SYLLABUS



Universidad Latinoamericana de Ciencia y Tecnología  
Bachelor of Science in Business Administration

<b>Course</b>	<b>Elements of Microeconomics</b>
<b>Code</b>	08-0033
<b>Term</b>	15 weeks
<b>Other information</b>	The University has a campus-wide wireless network, so that students may access the library databases as well as educational resources on Blackboard

Have you ever thought about why we buy certain things? How do firms decide which goods to produce, and how much do they choose to generate? In addition, what lies behind the consumers' decision on how much to spend?

The economic world is far more complex than we give it credit, and in this course you will understand the how's and why's of our everyday decision making, and the impact we cause to the worldwide economic phenomenon. When you study the Elements of Microeconomics, you will grasp the main concepts and their practical application, so that they become capable of analyzing structures of costs, making decisions of production, setting up price policies, estimate costs, revenues, profit, understand demand, and choose optimal combinations of factors of production, among other factors.

Upon completion of the course, you will have a solid introduction to Economics theory and will also acquire relevant soft skills including analytical thinking, problem solving and results reporting.

# COURSE SYLLABUS



## Course Content

1. Ten Principles of Economics - Week 1
2. Thinking like an Economist– Week 2
3. Interdependence and the Gains from Trade – Week 3
4. The Market Forces of Supply and Demand – Week 4
5. Elasticity and its Application – Week 5
6. Supply, Demand, and Government Policies – Week 6
7. Consumers, Producers and the Efficiency of Markets – Week 7
8. Application: The Cost of Taxation – Week 8
9. Application: International Trade – Week 9
10. Externalities - Week 10
11. Public Goods and Common Resources - Week 11
12. The Design of the Tax System – Week 12
13. Easter Week (no class) –Week 13
14. Team Presentations Part I – Week 14
15. Team Presentations Part II – Week 15

## Teaching Methodology

The teacher develops a framework that stresses in-depth learning. This framework provides the teacher with a language and structure for planning their curriculum and for discussing teaching for understanding with the students. At its core is a performance view of understanding: If a student "understands" a topic, she/he can not only reproduce knowledge, but also use it in unscripted ways. The mechanism to achieve this is through performances for understanding. They give students the opportunity to demonstrate that they understand information, can expand upon it, and apply it in new ways.

In addition to performances of understanding, the framework highlights three other key concepts: generative topics, understanding goals, and ongoing assessment. For teachers, attention to each of these aspects of instruction helps ensure that they will be focusing their time and energy on helping students to learn about those concepts, ideas, and skills that are most important to understand. For the students, this approach to teaching and learning enables them to apply their knowledge and skills flexibly in a variety of situations

# COURSE SYLLABUS

## Course Evaluation

Evaluated Activity	%
Take-home Project #1	10%
Take-home Project #2	10%
Take-home Project #3	10%
Take-home Project #4	10%
Take-home Project #5	10%
Take-home Project #6	10%
Take-home Project #7	10%
Take-home Project #8	10%
Team Contracts	5%
Team Presentation	10%
CEPA	5%
<b>TOTAL</b>	<b>100%</b>

- **Take-home Projects (10% each; 80% total)**

There are eight individual take home projects assigned throughout the term. They are evaluated using the following rubric (scores are awarded on basis 10; 0 points are given in case the take-home project is not turned in):

CRITERIA	5	4	3	2
1. Shows ability to perform a full analysis of each of the questions or home activities provided.	Excellent	Good	Insufficient	Poor
2. Justifies the answers in a consistent and pertinent manner.	Excellent	Good	Insufficient	Poor

- **Team contracts (5%)**

Students need to complete the Teamwork Agreement (there's a version in English in Blackboard), to establish the guidelines they will follow for the group projects:



# COURSE SYLLABUS



- **Team Presentation (10%)**

**Students must perform a presentation in teams of 3 members, on a topic of economic interest. The oral presentations will be assessed through the following rubric:**

CRITERIA	5	4	3	2
1. Content: Justifies the topic in a consistent and pertinent manner	Excellent	Good	Insufficient	Poor
2. Presentation: The audiovisual material used (PowerPoint or Prezi) was employed in a professional and creative setting	Excellent	Good	Insufficient	Poor

- **CEPA (5%)**

Students should fill the online course evaluation, which is a reflection of the teaching-learning process they are going through. This evaluation will be available on Blackboard during weeks 13 and 14 and is worth 5% of the grade.

## **Academic Honesty**

ULACIT endorses high ideals and rigorous standards of academic life. For the effects of this course, it is expected that participants avoid dishonest behavior such as fraud or plagiarism. Fraud includes making up data, falsifying bibliography, using projects elaborated by third parties, obtaining unauthorized help in classified tasks or for other persons to do your work. Plagiarism includes literally copying phrases, sentences, paragraphs and fragments of printed materials, Internet, and other sources, without giving credit to the original author; as well as paraphrasing without citing the source. Plagiarism will make you immediately fail the course.

## **Creating a culture of respect**

At ULACIT we establish high behavior standards for all the members of our learning community. Therefore, we emphasize the value of mutual respect and expect that everybody treat others as they would like to be treated. We define respect as the consideration and affection that we can show others without showing any signs of favoritism for a specific group. Based on this, we do not accept disruptive actions such as:

- Being late to class or leaving early without a valid justification
- Interrupting the class constantly by leaving your seat
- Talking on the phone during class time



# COURSE SYLLABUS



- Eating and drinking in class
- Reading material unrelated to the course
- Packing your belongings before the professor finishes his/her lesson
- Using mobile devices for purposes that are unrelated to the course, causing distraction among the group
- Sleeping in class
- Making negative comments about partners or professors, as well as mocking others.
- Interrupting others while they speak
- Attending class without having done the readings or homework that was previously assigned
- Showing unwillingness to listen to others
- Using vulgar language in the campus

We ask our academic leaders to take disciplinary measures in order to guarantee that everybody can learn in an environment where they feel mutually respected and can develop habits of respect, which are crucial for personal and academic growth. At the beginning of each course, the students must discuss with their professor any specific rules for the course, as well as the penalties for noncompliance.

## **Attention to diversity**

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

# COURSE SYLLABUS



## Bibliography

- American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7<sup>th</sup>. Ed.). Washington, D. C.: APA.

# COURSE SYLLABUS



- Hubbard, R.G. & O'Brien, A.P. (2016). *Economics*. (6 Ed). Massachusetts, USA: Pearson.
- Case, K. E., Fair, R. C. and Oster, S. M. (2009). *Principles of Microeconomics*. (9th ed.). The Pearson Series in Economics, Pearson Education Inc.

# COURSE SYLLABUS

## Course Schedule

Week	Content	Teaching Activity	Learning Activities
1	<b>Ten Principles of Economics</b>	Review of the Syllabus Introduction	-Chapter 1: Mankiw
2	<b>Thinking like an Economist</b>	Assignment of Take-home project #1	-Chapter 2: Mankiw
3	<b>Interdependence and the Gains from Trade</b>	Assignment of Take-home project #2 Take-home project #1 due	-Chapter 3: Mankiw
4	<b>The Market Forces of Supply and Demand</b>	Assignment of Take-home project #3 Take-home project #2 due	-Chapter 4: Mankiw
5	<b>Elasticity and its Application</b>	Take-home project #3 due	-Chapter 5: Mankiw
6	<b>Supply, Demand, and Government Policies</b>	Assignment of Take-home project #4	-Chapter 6: Mankiw
7	<b>Consumers, Producers and the Efficiency of Markets</b>	Assignment of Take-home project #5 Take-home project #4 due	-Chapter 7: Mankiw
8	<b>Application: The Cost of Taxation</b>	Take-home project #5 due	-Chapter 8: Mankiw
9	<b>Application: International Trade</b>		-Chapter 9: Mankiw
10	<b>Externalities</b>	Assignment of Take-home project #6	-Chapter 10: Mankiw
11	<b>Public Goods and Common Resources</b>	Assignment of Take-home project #7 Take-home project #6 due	-Chapter 11: Mankiw
12	<b>The Design of the Tax System</b>	Assignment of Take-home project #8 Take-home project #7 due	-Chapter 12: Mankiw
13	NO CLASS (Easter Holiday)		
14	<b>Team presentations</b>		Presentations
15	<b>Team presentations</b>	Take-home project #8 due	Presentations

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

<b>Course name</b>	<b>Environmental Sustainability and Development in Latin America</b>
<b>Code</b>	07-0089
<b>Credits</b>	3
<b>Requirements</b>	N/A
<b>Modality</b>	Virtual with online sessions
<b>Nature</b>	Theoretical-practical
<b>Period and duration</b>	Quarter, equal to 14 class weeks
<b>Schedule</b>	<b>Thursday, 6:30-9:30pm</b>
<b>Professors</b>	Tiyamike Mkanthama <a href="mailto:tmkanthamax230@ulacit.ed.cr">tmkanthamax230@ulacit.ed.cr</a>
<b>Administrative Instructions</b>	This course requires an intensive use of the Internet and the electronic databases for research (EBSCO), which makes it necessary for students to have access to this tool from their home.

#### **PURPOSE OF THE COURSE**

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This course creates a space for students to analyze the complex relation that exists between economic development and environmental sustainability. It is focused on Latin America because it is important for students to comprehend the complexity of these issues in their local context. Also, the region has plentiful natural resources, and it offers a history with abundant examples of the exploitation of these resources in the pursuit of economic development with mixed results. The main aim of the course is that students comprehend the importance of sustainable development in the current context of the climate crisis and the unprecedented environmental degradation, and how sometimes well intended initiatives can have unintended consequences. This is because environmental protection and sustainability are cross cutting issues with many other crucial variables in need of consideration.

#### **COMPETENCES**

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

# COURSE SYLLABUS

Competences	Subcompetences	Performance criteria
<b>DISCIPLINARY COMPETENCE</b>		
Develop innovative solutions to current problems in Latin America, to reach a development model that would take environmental sustainability into account, as a key success factor.	Analyze the main challenges and opportunities that the Latin American region faces, for achieving sustainable environmental development.	Students will develop skills to analyze the great challenges and opportunities, the region faces, for achieving sustainable environmental development, through class debates and group discussions with their peers and professor.
	Propose innovative solutions to specific challenges and problems, concerning environmental sustainability and development in Latin America.	Classifying environmental problems in the region and participating in simulations to get a practical experience of the reality on the ground.  Coherently and creatively defending the pertinence of their project proposal, before an evaluation panel made up of their peers and professor, in the school's project fair.
Develop innovative solutions to future problems in Latin America, to reach a development model that would take environmental sustainability into account, as a key success factor.	Analyze and project the main future challenges and opportunities the Latin American region faces, for achieving environmental sustainability and development in Latin America.	Analyzing the great challenges, the region faces, for achieving environmental sustainability and development by researching, drafting, and submitting a critical analysis paper discussing the future challenges and opportunities of environmental sustainability and development in Latin America. Documenting a relevant regional environmental issue and discussing them with their peers and professor.
<b>GENERAL COMPETENCES</b>		
Innovation	Innovation competence involves the capacity to think in an open, critical and purposeful manner; to experience and reflect; inquire; synthesize and reorganize information; generate new ideas; manage change; take risks and anticipate consequences; use technology; act independently and collaborate with others, among others.	It uses technology to conduct research, organize, evaluate and communicate information through case analysis and resolution.  Use creative thinking in proposing solutions to the problems they face in everyday life by simulating scenarios.
Entrepreneurship	Entrepreneurship competence involves the ability to plan	Choose the best option according to the context using the information

# COURSE SYLLABUS

	systematically, show initiative, geared towards quality, implement problem solving skills, influence, reach agreements, communicate, manage information and other resources, show self-confidence and assertiveness, among others.	from the readings in the discussions and simulations.  Create a social entrepreneurship plan that promotes environmental sustainability.
Integrity	Integrity competence involves the capacity to sponsor and apply high moral and ethical principles, respect others, and be consistent with their own values in difficult situations, among others.	Collaborate and interact with others effectively and respectfully in class discussions around the conflicts and challenges of intercultural communication.  Consider and respect other forms of life and cultural patterns that are explored through readings and individual research.

## PLAN OF THE LEARNING EXPERIENCE

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At ULACIT, the learning experience is designed around generative topics, capable of provoking polemic and which demand that the pupils raise their own arguments. The topics are broken down in spirals of investigation, or questions, which are related to each other in order to have a deeper understanding of the topic. In the future, if the students are curious about something, they will have to look for the answers themselves. The real art of the education is to be able to present the correct questions, interacting with the students and helping them in their discovery process. Every teacher's objective is to motivate the curiosity of the students, which is the emotional incentive that will allow them to want to learn more along their lives.

### Topic 1: Environment and development

- Developmental paradigms.
- Economic centered development.
- Environment centered development.
- Critical alternatives to development.

### Topic 2. Challenges to environmental sustainability

- Consumerism.
- Climate change and global warming.
- Deforestation.
- Social unrests.
- Poverty and social inequalities.



- Pollution.

### **Topic 3. Past and present of environmental conservation challenges in Latin America**

- Case studies of environmental challenges in Latin American countries.
- Environmental sustainability efforts in Latin America.
- Challenges of achieving SDGs by 2030.
- Indigenous people and conservation.

### **Topic 4: National policies, local communities, and rural development**

- Farmers, environment, and maize production in Zacapoaxtla.
- Planting trees, building democracy: sustainable communal forestry in Mexico.
- Payments for environmental services in Costa Rica.

### **Topic 5. Climate change and global warming and the Latin American experience**

- Climate change in detail.
- Global warming in detail.
- Climate change adaptation and mitigation.

### **Topic 6. Geo-politics of environmental sustainability**

- Political ecology.
- New social movements.
- Indigenous movements.

### **Topic 7: Public participation and justice systems**

- The need for a strong political will.
- The problem with effective access to environmental justice.
- Activism and environmental protection.
- Climate justice movements.

### **Topic 8: The future of environmental sustainability in Latin America**

- The meeting point of policy and practice.
- Future opportunities.
- Future challenges.
- Nuanced perspectives.

## **LEARNING ENVIRONMENT**

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### **Teaching methodology**

To ensure that the course is compatible with the needs, interests and styles of learning of all the participants, we use the methodology of “reversed classroom”, or “flipped classroom”: the assignments that need minor cognitive effort (remembering and

understanding) are done by the students out of the classroom, and those who need major cognitive effort, such as analysis, synthesis and evaluation, are done in different scenarios in the classrooms.

The course provides materials such as readings, videos, narrated presentations and others, via the online learning platform of ULACIT (i.e. *Blackboard*). Students before coming to class are expected to prepare their participation in class and study the theory at home. The sessions are reserved to practice, reflection and discussion. They revolve around questions, controversies and issues of real business life. With this active, reflective and participative methodology, students are expected to develop inquiry, research and analytical skills. Moreover, they are expected to develop a deep understanding of the subject, participating in the construction of knowledge shared with other students, teachers and other members of society.

The course uses the Facebook social network as a learning tool and other cutting-edge technologies.

## **Learning resources**

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

1. Classrooms-enabled computers, projection equipment and Internet access.
2. Online education platform: Blackboard (Bb).
3. Document Camera.
4. Recording equipment and sound amplification.
5. Virtual Library: EBSCO, from which you can access full-text articles.
6. Clickers, wireless personal response systems.
7. Computer labs with Internet access and applications for research.
8. Articulate Presenter, a tool that converts PowerPoint presentations to Flash and can integrate interactions, animations and narrations synchronized.

## **Bibliography**

### **Required Texts:**

Stevenson, H. (2018) *Global Environmental Politics: Problems, Policy, and Practice*. Cambridge University Printing House.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th Ed.). APA.

### **Suggested readings:**

Fuentes-Nieva, R., & Feroci, G. (2017). The Evolving Role and Influence and Growing Strength of Social Movements in Latin America and the Caribbean. *International*

- Development Policy / Revue internationale de politique de développement*, 9 (1), 323-338. DOI : <https://doi.org/10.4000/poldev.2378>
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- Nolte, D. & Wehner, E. (2015). Geopolitics in Latin America, Old and New. In D.R. Mares and A.M.
- Kacowicz (Eds), *Handbook of Latin American Security* (pp.33-43) Routledge Handbooks Online <https://www.routledgehandbooks.com/doi/10.4324/9781315867908.ch2>
- Pagiola, S., (2008). Payments for environmental services in Costa Rica. *Ecological Economics*. 65, 712-724.
- Porto-Gonçalves, C.W., & Leff, E. (2015). Political Ecology in Latin America: the Social Re-appropriation of Nature, the Reinvention of Territories and the Construction of an Environmental Rationality. *Desenvolvimento e Meio Ambiente*. 35, 65-88. DOI 10.5380/dma.v35i0.43543
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## EVALUATION

The course is graded according to the following assessment chart:

Activity	Percentage	Due date
<i>Virtual Forums (3)</i>	15%	W3,4&6
<i>Moxie Project</i>	20%	W9
<i>Summaries of Readings (5)</i>	20%	W5-9
<i>Symposium Simulation</i>	10%	W10-14
<i>Symposium Paper</i>	20%	W14
<i>LinkedIn Learning</i>	5%	W1-14
<i>Salisbury University &amp; ULACIT Initiative</i>	5%	W5-14
<i>CEPA</i>	5%	W12
<b>Total</b>	<b>100%</b>	

### Virtual Forums: 15%

It is necessary that students do the readings assigned and demonstrate they understand the topics and concepts through class and online participation in virtual forums. Therefore, each student will participate in 3 virtual forums of 5% each. The virtual forums will be in weeks 3, 4, and 6.

### Virtual forums

# COURSE SYLLABUS

	1	2	3	4	5
Demonstration of an understanding of the topic of discussion through critical thinking, higher-order thinking, and uniqueness of contribution					
Community building through collaboration and connection with other students (minimum 2 replies)					
Proper netiquette and mechanics of writing					
Timeliness and participation with posts/replies					
<b>Total</b>					

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

## Moxie Project: 20%

Since 2020, ULACIT has its own Web channel called Moxie and produced by the students in alliance with the journalistic medium Delfino.cr. Its purpose is to provide them with a space to generate and disseminate their ideas, as well as serve as a showcase to exhibit their academic projects nationwide.

It is called Moxie - which in urban English means having the ability to face difficulties with intelligence, boldness, and courage - in honor of our students, whose "moxie" characterizes them. If before there were printed student publications, now these initiatives are transferred to the digital space, allowing our students to experiment with digital publication in a web medium.

This course contributes with the content for Moxie Canal, through an article about problems or dilemmas defined by the teacher in the courses previously selected to make this contribution.

Criteria	Description of Criteria	1 Meets	0.5 Incomplete	0 Fails
A. Title	1. It Has a title that suggests the topic and provokes the interest of the reader	1	0,50	0
B. The article adequately problematizes the assigned topic and offers an original perspective.	2. In a maximum of 650 words, the student develops an original angle on the topic, recognizing its problematic or dilemma nature.	1	0,50	0
C. Introductory paragraph is well written (paragraph 1)	3. Starts with a "hook": one or two sentences that offer an anecdote, fact, metaphor, question, image, scene or famous phrase about the problem or dilemma, that attract the interest of the reader.	1	0,50	0
	4. It offers the context that justifies the importance of addressing the issue.	1	0,50	0
	5. It concludes with the argumentative, clear and forceful thesis, which is logically linked to the premises it exposes in the development.	1	0,50	0

# COURSE SYLLABUS

D. The development meets substantive criteria (depth).	6. Arguments are added or concatenated consistently, following a logical structure, using transitional phrases to clarify how the current argument is related to the previous and the next.	2	1	0
	7. The author uses a variety of arguments to support their point of view (by analogy, authority, generalization, conditional, disjunctive, emotional, moral if it refers to values and principles, by signs, based on data and statistics, based on definitions	2	1	0
	8. The author includes the counter argument in the discussion.	3	1.5	0
E. The development meets style and form criteria	9. Uses paragraphs of 5-7 sentences each.	1	0,50	0
	10. Uses the VERAS rubric to evaluate your sources of information.	1	0,50	0
	11. The author gives reason for the origin of ideas and evidence based on which they build their argument, following the APA 7th edition standards.	1	0,50	0
F. The conclusion of the essay is well stated.	12. Picks up the thesis from the introductory paragraph.	1	0,50	0
	13. Highlight the evidence provided in the argument.	1	0,50	0
	14. Make a call to action; raises the reasons why the reader should accept its argumentative conclusion, be it because: <ul style="list-style-type: none"> <li>• You argue that there is a serious and imminent problem.</li> <li>• It shows that you have an effective and feasible plan.</li> <li>• Offers a plan that offers probable, significant and associated benefits.</li> <li>• Check that the plan offers no major or unforeseen inconveniences.</li> <li>• Justify that the balance is favorable to the advantages, in relation to the disadvantages.</li> <li>• Argues that there is no other</li> </ul>	1	0,50	0

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	more advantageous way. • Suggest results or consequences. • Establishes that no solution is perfect, but that the one offered is preferable.			
G. The article reflects good writing style	15. Understands the use of language economics and professional language.	1	0,5	0
	16. There are no spelling or writing mistakes.	1	0,50	0
<b>Total</b>				

## Rubric VERAS to Evaluate the Information

The academic production of MOXIE as a public exhibition and demonstration of the competencies of students at the university level, must be based on solid and reliable sources, from which they derive at the same time, the solidity of the evidence they support in the text the argumentative thesis. Hence, through the VERAS rubric, the relevance and solidity of the sources can be weighed.

Use the rubric below to evaluate each of your sources. Answer the questions appropriately and then rate each of the 5 parts from 1 to 10 (1 = poor, 10 = excellent). Total the points to see if you should use this font.

CRITERIA	Source #1	Source #2	Source #3	Source #4
<b>Validity: Current information</b>				
Do you specify a publication date? When was the information published? Was the information reviewed or updated by an authority in the field? Is the information current or does it contain outdated data?				
<b>Accuracy: the veracity and reliability of the information</b>				
Where does the information come from? Is the source academic, specialized or scientific? Is the information supported by evidence? Does the author cite reliable sources? Was the information validated by a panel of experts? Is the tone objective and unbiased? Does the text fully comply with the rules of grammar, spelling, and other qualities of written language?				
<b>Relevance: the relevance of the information to your needs</b>				
Is the information relevant to the topic and directly related to your research question?				

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<p>What audience are you targeting? Is the information appropriate to the level of the reader? Did you look for other sources before choosing the current one?</p> <ul style="list-style-type: none"> <li>Could you say that the source represents the ideal option to support your points of view?</li> </ul>				
<b>Authority: the source of the information</b>				
<p>Who is the author / publisher / source / sponsor? What are the credentials of the author or publisher? Are they published? Does the author have other publications on the same topic? Does the author work in a recognized organization, university, or company? Is there contact information, such as email?</p> <ul style="list-style-type: none"> <li>Does the URL reveal information about the author or source?</li> </ul>				
<b>Meaning: the purpose of existing Information</b>				
<p>What was the author's purpose in publishing the information? Do the authors or promoters state their intentions transparently? Is the information made up of facts? Opinions? Propaganda? Do the views seem objective and unbiased?</p> <ul style="list-style-type: none"> <li>Does it reflect political, ideological, cultural, religious, institutional, or personal biases?</li> </ul>				
<b>TOTAL</b>				
<p><b>Rating scale:</b> 45-50 Excellent  40-44 Good  35-39 Average  30-34 Barely Acceptable  -30 Unacceptable</p>				

## Summaries of Readings: 20%

From week 5 to 9, in collaborative groups, students will discuss the reading assigned for that week and respond to a series of questions provided by the professor. The expectation is that the students will collectively and cooperatively apply the knowledge and findings they have individually obtained through the course readings and study efforts before class. Each group is expected to construct a collective and participatory group response or activity product. The activity product in question may include making a podcast, an infographic, a video, etc. (you will be instructed accordingly by the professor). All students are expected to fully participate and contribute to every group activity. Following each discussion, each group will submit and share in class the final product or the responses to the questions



# COURSE SYLLABUS

posed. To ensure that every student participated in the activity, each student will also be expected to submit 150-word summary paragraph pinpointing aspects of the reading and discussion that the student found intriguing.

Each group activity has a total score of 4%, therefore amounting to a total score of 20% for the 5 summaries.

## Rubric to Evaluate the Summaries of Readings

Criteria	0	1	2	3	4	5
1. The group response or activity product is <b>formulated clearly and responds to the appointed activity.</b>						
2. The group response or activity product <b>employs a correct use of grammar and spelling.</b>						
3. The group response or activity product is presented <b>as requested and in a structured, organized and clear manner.</b>						
4. The group response or activity product is <b>adequately supported by academic and documentary resources.</b>						
5. The group response or activity product <b>presents conclusions and arguments clearly and logically, the ideas presented derive from the studied readings, concepts and discussions. They are relevant to the course subject and the established activity.</b>						
<b>TOTAL</b>						
<b>Note: 0: does not comply, 1: incomplete, 2: complies</b>						

## LinkedIn Learning: 5%

Apart from covering the main materials of this course, each student will be expected to enroll for a LinkedIn Learning course titled *Sustainability Strategies*. Some of the transferable skills expected to be acquired include government management, business, and sustainability. It is expected that these skills will come in handy in our class participation, discussions, debates, etc. This course will be done asynchronously, meaning you will need to do it at your own convenient time.

You will need to submit a copy of the certificate in blackboard at least by week 14.

Here is the link for the course: <https://www.linkedin.com/learning/sustainability-strategies/business-and-sustainability?u=89245946>

## Rubric to Evaluate the LinkedIn Learning

Criteria	5	4	3	2	1
1. Demonstrates arguments developed based on the conceptual and theoretical aspects learned from the LinkedIn Learning course.					

# COURSE SYLLABUS

2. Draws a connection between the lessons learned in the main course and those learned from the LinkedIn Learning.					
3. Completes the course within the expected time.					
4. Shows interest to share with peers any skills acquired from the course.					
5. Gets the certificate at the end of the course.					
<b>Total</b>					

## Symposium Simulation (10%)

This is a simulation of a symposium hosted by the Latin American Subaltern Studies Group. Each student will act as a Latin American scholar or expert within the field of Environmental Sustainability and Development. The main intention for this simulation is for the students be able to critically project or map out the trajectory of the future of environmental sustainability and development in light of the past and present challenges and opportunities. The structure of the symposium is as follows:

In week 10, a preliminary session will be set whereby a series of questions will be presented and discussed. Each collaborative group will be assigned with some specific questions for discussion. Then, out of these group discussions, each group will pick a topic for further research. The students will discuss their research findings in a 15-paged paper (the symposium paper, i.e.). The summary of that paper will be presented to the rest of the class in weeks 12 and 13.

## Rubric to Evaluate the Symposium Simulation

Criteria	Deficient	Satisfactory	Good	Excellent
Define the Problem or Issue	Students are unable to identify, comprehend, and articulate the problem or issue that faces the future of environmental sustainability in Latin America.	Students are reasonably able to identify, comprehend, and articulate the problem or issue that faces the future of environmental sustainability in Latin America.	Students have a clear understanding of the problem or issue and can effectively identify and articulate the problem or issue for faces the future of environmental sustainability in Latin America.	Students have a clear and unmistakable understanding of the issue and has a superior ability to articulate the problem or issue the future of environmental sustainability in Latin America and can effectively explain and clarify the issue for others.

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Identify and provide Recommendations/ Proposals	Students are unable to determine and/or comprehend the underlying needs or interests that lead to identification of the recommendations.	Student is reasonably able to determine and/or comprehend the underlying needs or interests that lead to identification of the recommendations.	Student can effectively determine and/or comprehend the underlying needs or interests that lead to identification of the recommendations.	Student clearly, instinctively, and effectively determines and/or comprehends the underlying needs, or interests, that lead to identification of the recommendations.
Build a working relationship	The students are unable to build working relationships with other group members.	The students demonstrate a reasonable ability to build working relationships with other group members.	The students demonstrate an effective ability to build working relationships with other group members.	The students demonstrate a superior ability to build working relationships with other group members.
Utilization of Active Listening	The students appear unable to utilize active listening techniques in the deliberations.	The students exhibit a reasonable understanding of active listening	The students exhibit an effective understanding of active listening and is to an extent able to apply the learning to their initial stance.	The students exhibit a clear understanding of active listening and can effectively upgrade their stance on the issues under discussion.
Problem Solving Strategies	Students demonstrate an inability to understand and identify problems and their possible solutions.	Students demonstrate a reasonable ability to understand and identify problems but has difficulty formulating solutions.	Students demonstrate an effective ability to understand and identify problems and can offer adequate solutions.	Students demonstrate an exceptional ability to understand and identify and explain leverage problems and to formulate solutions that lead to agreements.
Clarity of Communication	Students demonstrate an inability to	Students demonstrate a reasonable	Students demonstrate an effective	Students demonstrate an exceptional

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	present, explain and justify their position during simulation.	ability to present, explain and justify their position during the simulation.	ability to present, explain and justify their position during the simulation. Students are reasonably effective at answering follow-up questions.	ability to present, explain and justify their position during the simulation. Students are effective confident at answering follow-up questions and can also pose thought provoking questions.
Professional vocabulary	Students demonstrate an inability to use the vocabulary and concepts related to environmental sustainability and development.	Student demonstrates a reasonable ability to use the vocabulary and concepts related to environmental sustainability and development.	Student demonstrates an effective ability to use the vocabulary and concepts related to environmental sustainability and development.	Student demonstrates an exceptional ability to use the vocabulary and concepts related to environmental sustainability and development.
Co-evaluation	Every group member will assign a grade from 1-4 to each colleague.			
<b>Total</b>				

## Symposium Paper (20%)

Following the simulated symposium, each group will draft a paper offering a critical analysis of the future of environmental sustainability in Latin America. The paper should be critical, well researched and offer recommendations or proposals. It should also incorporate the knowledge assimilated from the resources provided for this course and beyond.

## Rubric to Evaluate the Symposium Paper

Criteria	Deficient	Satisfactory	Good	Excellent
Introduction of Problem	Is unclear or seriously limited in presenting or developing a position on the issue.	Presents a vague or limited position on the issue.	Presents a well-considered position on the issue.	The problem/issue is thoroughly described. The background of the problem is included. Key terms, and research gap explored (Identifying areas in need of analysis or resolution).
Critical analysis of Problem	Is weak in the use of relevant reasons or examples.	Explains most of the factors impacting the issues with relevant reasons and/or examples.	Explains the factors impacting environmental issues with logically sound reasons and/or well-chosen examples.	Evaluative review of the problem/issue is included. Ambiguities, conflicts, problems, and contradictions related to the theme are explained.
Current approaches (or lack thereof)	Is poorly focused and/or poorly organized.	Is adequately focused and organized but does not assess the efficiency of the current situation.	Discussion is focused and generally well-organized, connecting ideas appropriately. The efficiency of the current situation is assessed.	Clarifies the underlying assumptions and effectiveness current efforts. Discusses the role of the major players. Assesses the effectiveness of current environmental policies. Discusses the pros and cons of the current perspectives.
Future expectations & consequences	Less than 2 expectations & consequences are presented.	Two or more expectations & consequences are presented.	Three or more expectations & consequences are presented.	Three or more expectations & consequences are not only presented but they are critically

# COURSE SYLLABUS

				discussed. Maps out an objective analysis of sustainability in Latina America
Written Communication	Has problems in language and sentence structure that result in a lack of clarity. Contains occasional major errors or frequent minor errors in grammar, usage, or mechanics.	Expresses ideas with reasonable clarity. Contains significant errors in mechanics, grammar, or word usage.	Expresses ideas clearly and well, using appropriate vocabulary and sentence variety. May have errors in mechanics, grammar, or word usage.	Excellent mechanics, grammar, word usage. Language is clear and appropriate. Writing style is effective.
Strength of analysis	Evidence is provided to support many of the assertions, the analysis is biased.	Some evidence is provided to support many of the assertions, but not all. Reference materials may be inappropriate.	Assertions are generally well-researched and supported by appropriate reference materials. No bias is evident in the analysis.	Each assertion is supported with researchable and verifiable support from reputable sources. No bias is evident in the analysis.
Format	The text of the paper is approximately 6 pages but does not include the required elements and/or is disorganized.	The paper includes most of the required elements but may be disorganized. And/or the text of the paper is approximately 6 pages.	The paper includes all required six basic elements: title page, executive summary, table of contents, text, reference page and appendices. The text of the paper is 8-12 pages in length.	The paper includes all required six basic elements: title page, executive summary, table of contents, text, reference page and appendices. The text of the paper is approximately 15 pages in length.
Citations	No citations are included in the text.	Support and evidence are referenced	Support and evidence are referenced	Support and evidence are referenced using

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		using paraphrasing in the student's own voice - citations are not properly formatted.	using paraphrasing in the student's own voice and most are cited properly within the text of the paper.	paraphrasing in the student's own voice and are cited properly within the text of the paper.
Research skills	Paper uses 4 or less scholarly sources.	Paper uses at least 6 scholarly sources.	Paper uses at least 8 scholarly sources.	Paper uses at least 10 scholarly sources, including the main texts. Clear evidence of primary research.

## Salisbury University & ULACIT Initiative (5%)

Students will virtually participate in an intercultural experience with students of Environmental Policy from the University of Salisbury. The objective is to promote an interdisciplinary and intercultural learning environment for the students and faculty of the two Universities through a series of collaborative online educational sessions, throughout the third quarter of the year 2020. This activity is supposed to be engaging and fun. More information will be shared in the due course.

## Rubric to Evaluate the Salisbury University & ULACIT Initiative workshops

Criteria	1	2	3	4	5
Gain cultural understanding about environmental conflicts in the United States and Costa Rica through the perspective of their international peers.					
Share knowledge about field of study and the current environmental conflicts in their countries.					
Discuss current international phenomena from different social, cultural, economic, and political perspectives.					
Serve as experts in knowledge in peer-to-peer teaching of environmental policy.					
Build a network of international peer collaborators.					
<b>TOTAL</b>					

## Course Assessment (CEPA) (5%)

As an integral activity of the course, the student will have the opportunity of assessing its different components: the didactic competencies of the professor, the quality of the materials, the educational environment, the competencies of the ULACIT graduate, the effective use of Blackboard, the assessment system, the level of challenge and requirement.



Also, as a central element of Teaching for Understanding (TfU), the education model that ULACIT privileges, the student will have a space with the CEPA to reflect on their own performance (self-assessment) and that of their classmates (co-assessment). This intellectual exercise allows the student to identify their strengths and weaknesses, and to perform actions to continuously improve their processes of knowledge construction. When assessing their classmates, the student assumes an active role as a member of a learning community, committed with the educational task. Because it is about a self-reflection space within the course and due to the value it has for academic decision making, it is awarded a value of 5% within the final grade of the course. In order to earn this evaluative category, the student is expected to take their time, analyzing responsibly each question and answering the questionnaire in full.

## **INSTITUTIONAL POLICIES**

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### **Academic Honesty Policy**

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

### **English integration Level**

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

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

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

- Tardiness to class or early leave.
- Constantly disrupting the class, rising from their seat.

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

We ask teachers to take corrective measures to ensure a respectful coexistence environment conducive to learning and habits of respect, fundamental to the comprehensive and professional training of students. At the beginning of each period, students should consult with their faculty for specific regulations and sanctions that could be implemented.

## **Attention to diversity**

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

## **Claims**

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

Check that the qualifications posted in your academic record are the correct ones. To do this, you will receive in your mail account [@ulacit.ed.cr](mailto:@ulacit.ed.cr) the report card from the previous period in Week 1. If the grade is not the correct one, contact the course instructor, who within 3 business days must justify your grading. If no response is given by the teacher, or

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the justification does not satisfy you, address the complaint to the Dean along with the response of the teacher. The issue should be resolved within 3 business days and exhaust administrative regulations.

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

## COURSE SCHEDULE

	Topics	Resources
<b>Week 1: Introduction</b>	<ul style="list-style-type: none"> <li>• Reading of the syllabus.</li> <li>• Explanation of the course &amp; its qualification mechanism</li> <li>• Introductory concepts</li> </ul>	<b>Reading:</b> Stevenson (2018) <i>Global Politics &amp; the Environment</i> . Chapter 1
<b>Week 2: Environment &amp; Development [Part 1]</b>	<p><i>Part 1: Development paradigms</i></p> <ul style="list-style-type: none"> <li>• Economic centered development</li> <li>• Critical alternatives to development</li> </ul>	<b>Reading 1:</b> <a href="#">Bellù, LG (2011). Development and Development Paradigms</a>  <b>Video:</b> <a href="#">World-Systems Theory, Dependency Theory and Global Inequality</a>
<b>Week 3: Environment &amp; Development [Part 2]</b>	<p><i>Part 2: Development &amp; sustainability introductory</i></p> <ul style="list-style-type: none"> <li>• Causes of environmental degradation</li> <li>• Environmental sustainability</li> </ul>	<b>Reading 1:</b> Stevenson (2018) <i>Global Politics &amp; the Environment</i> . Chapters 2 & 6  <b>Reading 2:</b> Sachs, J.D. (2015). <i>Age of Sustainable Development</i> . Chapter 1  <b>Video 1:</b> <a href="#">The Anthropocene and the Near Future: Crash Course</a> <b>Video 2:</b> <a href="#">Environment vs Development   Amazon: Truth and Myth   BBC</a>  [Familiarize yourself with readings and videos for the first virtual discussion]
<b>Week 4: Challenges to Environmental Sustainability</b>	<ul style="list-style-type: none"> <li>• Consumerism</li> <li>• Overexploitation</li> <li>• Climate change</li> <li>• Deforestation</li> <li>• Socio-political instability</li> </ul>	<b>Reading:</b> Stevenson (2018) <i>Global Politics &amp; the Environment</i> . Chapter 7  <b>Video 1:</b> <a href="#">Consumerism</a> <b>Video 2:</b> <a href="#">Key threat: Overexploitation.</a> <b>Video 3:</b> <a href="#">Deforestation  </a>

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		<p><a href="#">National Geographic Video 4: Before the Flood Full Movie National Geographic.</a> [Video For virtual forum/Quiz]</p> <p>For synchronous class: <a href="#">EN-ROADS World Climate Simulation</a></p>
<p><b>Week 5: Population, Poverty, Capitalism &amp; Environmental Degradation</b></p>	<ul style="list-style-type: none"> <li>● Malthusian perception controversy</li> <li>● Capitalism &amp; its contractions</li> <li>● Social inequalities as a threat multiplier</li> <li>● Prioritization of poverty alleviation versus/or sustainable development</li> </ul>	<p><b>Reading 1:</b> Stevenson (2018) <i>Global Politics &amp; the Environment</i>. Chapters 3 &amp; 4</p> <p><b>Reading 2:</b> Kahl, C. (2006). <i>States, Scarcity, and Civil Strife in the Developing World</i>.</p> <p><b>Video 1:</b> <a href="#">Population, Sustainability, and Malthus: Crash Course</a></p> <p><b>Video 2:</b> <a href="#">Fighting Climate Change with Capitalism   Roger Ballentine</a></p> <p><b>Video 3:</b> <a href="#">How Capitalism Funds Climate Change</a></p>
<p><b>Week 6: Past &amp; Present of Environmental Sustainability and Development Challenges in Latin America</b></p>	<ul style="list-style-type: none"> <li>● Geopolitics of environmental sustainability</li> <li>● Case studies of environmental challenges/opportunities in Latin America</li> <li>● Environmental sustainability efforts in Latin America</li> <li>● Challenges/opportunities of achieving Sustainable Development Goals (SDGs) by 2030</li> </ul>	<p><b>Reading 1:</b> <a href="#">Geopolitical analysis for 2019: Americas</a></p> <p><b>Reading 2:</b> <a href="#">NRDC: Ten Environmental Stories to Mark a Decade in Latin America</a></p> <p><b>Reading 3:</b> <a href="#">Latin American Intellectuals Warn about Environmental Degradation in the Region</a></p> <p><b>Reading 4:</b> <a href="#">Environment in COVID-19 humanitarian response in Latin America and the Caribbean</a></p> <p><b>Video:</b> <a href="#">Can Latin America Achieve Sustainable Development by 2030?</a> [Video for second virtual forum]</p>

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<p><b>Week 7: Climate Change/Global warming &amp; the Latin American Experience</b></p>	<ul style="list-style-type: none"> <li>● Climate change adaptation in Latin America</li> <li>● Climate change mitigation in Latin America</li> </ul>	<p><b>Reading 1:</b> Locatelli, B. et al. (2011). Forests and Climate Change in Latin America  <b>Reading 2:</b> <a href="#">Climate change and environmental sustainability in Latin America and the Caribbean</a>  <b>Reading 3:</b> <a href="#">Greening cities in Latin America</a>  <b>Video 1:</b> <a href="#">Smart climate change adaptation in practice</a>  <b>Video 2:</b> <a href="#">Web Serial - Urban Agriculture in Latin America</a></p>
<p><b>Week 8: National Policies, Local Communities &amp; Rural Development</b></p>	<ul style="list-style-type: none"> <li>● Farmers, environment, and maize production in Zacapoaxtla.</li> <li>● Planting trees, building democracy: sustainable communal forestry in Mexico.</li> <li>● Biodiversity conservation in Bolivia: history, trends &amp; challenges.</li> <li>● Payment for Environmental Services (PES) in Costa Rica.</li> </ul>	<p><b>Reading 1:</b> Romero, A. &amp; West, S. (2010). <i>Environmental issues in Latin America and the Caribbean</i>. Chapters 3, 4 &amp; 5  <b>Reading 2:</b> Pagiola, S., (2008). Payments for environmental services in Costa Rica.</p>
<p><b>Week 9: Resistance and Localization</b></p>	<ul style="list-style-type: none"> <li>● Social Movements and Resistance</li> <li>● Indigenous people &amp; sustainability</li> <li>● Agriculture and the Environment</li> <li>● Case studies of localization &amp; resistance</li> <li>● Environmental sustainability &amp; Justice</li> </ul>	<p><b>Reading 1:</b> Stevenson (2018) <i>Global Politics &amp; the Environment</i>. Chapter 11.  <b>Reading 2:</b> Porto-Gonçalves, C.W., &amp; Leff, E. (2015). <i>Political Ecology in Latin America</i>  <b>Reading 3:</b> <a href="#">Who Is Killing Latin America's Environmentalists?</a></p>
<p><b>Week 10-14: The future of Environmental Sustainability in Latin America</b></p>	<ul style="list-style-type: none"> <li>● The meeting point of policy and practice in environmental sustainability and development</li> <li>● Possible paradigms shift in environmental sustainability and development</li> <li>● Participation Symposium Simulation</li> </ul>	<p>[Related audiovisual resources to be posted in blackboard]</p>

**Universidad Latinoamericana de Ciencia y Tecnología**  
Bachelor of Science in Business Administration

<b>Name of the Course</b>	Financial Accounting
<b>Code</b>	06-0087
<b>Credits</b>	03
<b>Requisites / Pre-Requisites</b>	None
<b>Mode</b>	Class attendance with online support
<b>Nature</b>	Theory and practice
<b>Administrative Note</b>	The course requires an intensive use of internet and electronic databases (EBSCO), so it is necessary for the student to have access to this tool at home
<b>Professor</b>	MBA. Silvia Rojas Fernández
<b>Email</b>	

**Purpose of the course**

Why is financial accounting called the “language of business”? Why do we have to understand accounting processes and develop evaluation skills? How can accounting provide information to investors, policy-makers, regulators, and other decision-makers to facilitate the allocation of resources in society?

Financial Accounting is a course that focuses on the language that managers use to communicate the firm's financial and economic information to external parties such as shareholders and creditors. Whether you run your own business, work as a manager or are just starting your career, you want to understand financial information and be able to interact with accountants, controllers, and financial managers. You want to talk business! This course will provide you with the accounting language's essentials. This course gives you the necessary background to: understand the concepts and measurements that underlie financial statements; develop the skills needed to analyze financial statements effectively, and gain an understanding of the choices enterprises make in reporting the results of their business activities.

Upon completion of the course, you should be able to read and interpret financial statements for business diagnosis and decision-making. More importantly, you will possess the conceptual base to keep learning more sophisticated accounting and finance.



## Level of Language Integration (English III)

Among the general competencies of ULACIT's graduates are: the ability to communicate in English, to acquire knowledge and understanding of other cultures, to assess the nature of language and the environment, and participate in local and multilingual communities around the world. This course reflects an advanced integration of English, so students should be able to listen and speak the language with the teacher and their peers, as well as write in English in order to carry out research and extracurricular work. The score assigned to these activities corresponds to 100% of the course's evaluation.

## Skills

Units of Competency	Elements of Competency	Performance criteria (degree and context in which competency is applied)
<b>Disciplinary Competency</b>	<b>The student will be able to:</b>	<b>The student demonstrates the achievement of competence in learning activities such as:</b>
Prepare a balance sheet, an income statement and a statement of earnings of a business including journal entries: revenue (sales and receivable) and expenses (cost of goods sold and inventory, adjusting, journal entries and some ratios	<b>A.</b> Identify the different journal entry concepts in a company	<b>A.</b> Develop in writing and present to an audience a set of financial statements for a company showing the different types of transactions.
<b>General Competency</b>	<b>B.</b> Know the whole accounting cycle	<b>B.</b> Prepare the whole accounting cycle for a business
Shows skills for learning, personal professional effectiveness	<b>C.</b> Differentiate between accounting for sales and	<b>C.</b> The original design of the financial statements'



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	receivable and inventories.	presentation
	<b>D. Prepare financial statements</b>	
	<b>E. Think creatively</b>	
<b>Communicate</b>	Visual, oral, written, and non-verbal communication with their peers, teachers and general public, in a variety of settings.	
<b>Collaborate</b>	Collaboration and interaction, with effectiveness and respect, in preparing the financial statements and in the activities of collaborative work in general	
<b>Think</b>	The use of reasoning to synthesize information, to raise and sustain arguments, evaluate alternatives and draw conclusions related to the preparation of financial statements and discussions with peers, teacher, and public.	
<b>Use information and communication technologies</b>	The use of information and communications technologies to research, organize, evaluate and communicate information related to the preparation of the financial statements	
<b>Use scientific methods and tools.</b>	The use of investigative techniques in the preparation of the financial	
<b>Perform with personal effectiveness</b>	In his/her performance and interaction with others in the course learning activities, the student shows initiative, responsibility, ethics, leadership and productivity, as well as self-management skills and disposition to change.	

## Course Goals

This course will provide the students with knowledge regarding the following elements:

- Introduction of financial accounting in business and decision making
- Introduction to SAP's General Accounting module
- Introduction to IFRS
- Reporting and analyzing income
- Recording transactions and decision making
- Reporting and analyzing accounting adjustments
- Preparing, interpreting and analyzing financial statements
- Analyzing businesses' performance based on annual reporting information

## **Program Contents**

### Subject 1. Accounting: An Overview of its Relevance in Business

- The nature of accounting and its role in decision making
- Balance sheet and its major elements
- Generally accepted accounting principles and the basic concepts of entity and reliability
- Record transactions and analyze their effect on the balance sheet equation

### Subject 2. Entities and Balance Sheets

- Understand the advantages and disadvantages of the three types of business organization and how to account for each
- Credibility and auditing function
- Public and private accounting
- Role of ethics in the accounting profession

### Subject 3. Income Measurement: The accrual basis

- Revenues and expenses to measure income for an accounting period
- Accrual basis and cash basis accounting methods
- Recognition, matching and cost recovery
- Income statement and its relation to the balance sheet

### Subject 4. Income Measurement: The accrual basis

- Introduction to the statement of cash flows
- Cash dividends.
- Statement of retained earnings

### Subject 5. The Recording Process: Journals and Ledgers

- Double-entry accounting system
- The role of ledger accounts
- The meaning of debit and credit
- Sequence of steps in recording transactions

### Subject 6. The Recording Process: Journals and Ledgers

- Journalize and post of transactions
- Relationship of revenues and expenses to stockholder's equity
- Journal entry preparation and its posting to the ledger
- Trial balance
- Erroneous entries
- Going-concern, materiality and cost-benefit concepts

### Subject 7. Accounting Adjustments and Financial Statement Preparation

- Importance of adjustments

- Adjustments for expiration of unexpired costs
- Adjustments for earnings of unearned revenues

## Subject 8. Accounting Adjustments and Financial Statement Preparation

- Adjustments for accrual of unrecorded expenses
- Adjustments for accrual of unrecorded revenues
- Final steps in the recording process
- Relationship between cash flows and adjusting entries
- Classified balance sheets
- Single and multiple-step income statements

## Subject 9. Accounting Cycle: Recording and Formal Presentation

- Accounting cycle explanation
- Analyze transactions related to adjustments to the preceding period
- Cash transactions
- Closing entries

## Subject 10. Accounting Cycle: Recording and Formal Presentation

- Auditor's role in financial statements
- Work sheet preparation

## Subject 11. Sales Revenue, Cash and Accounts Receivable

- Revenue items on the income statement
- Sales returns and allowances, sales discounts

## Subject 12. Sales Revenue, Cash and Accounts Receivable

- Uncollectible accounts
- Bad debts expense calculation

## Subject 13. Valuing Inventory, Cost of Goods Sold and Gross Profit

- Inventory: perpetual and periodic
- Items included into cost of merchandises

## Subject 14. Valuing Inventory, Cost of Goods Sold and Gross Profit

- Inventory methods
- Effects on inventory errors on financial statements
- Gross profit percentage

## Subject 15. Final Project

- Project presentation

## **Teaching Methodology**

The syllabus provides a set of readings from the textbook, assigned problems and short essays. The assigned problems and short essays illustrate the financial

accounting principles being covered each week. I expect each student to be prepared to answer each assigned problem. Furthermore, I expect each student to be prepared to present a solution to the class.

The class will be given in one learning environment: virtual (Blackboard). We will develop class and online discussions to promote the analysis and communication of relevant concepts in Financial Accounting.

Small group activities in and outside the classroom, related to the assigned project, will be developed

## Evaluation Methodology

The course grade will be divided into the following assessment activities:

Activity	Evaluation Percentage
Final project	40%
Individual reading comprehension	25%
Cases and essays (individual or group)	25%
Participation (includes attendance)	5%
Course evaluation (CEPA)	5%
<b>Total</b>	<b>100%</b>

### A. Participation: 5%

Attendance is mandatory. Failing to attend the class more than 3 times will automatically fail you. You must always let the professor know in advance if you are not going to make it to class; however, excusing yourself will not eliminate the attendance requirement.

- Using your mobile or computer while the professor or your fellow students are talking will be considered as an absence.
- Leaving the class early will be considered as an absence
- Arriving past the first 20 minutes of class will be considered as an absence.

**Participation means that you must actively engage in all of the class activities. Just being present in the classroom is not considered participation.**

### B. Individual Reading Comprehension: 25%

On a weekly basis, the instructor will evaluate you on the basic concepts of the course material. In order to perform well in the individual reading comprehension, you must read the chapter in advance and work on the class problems and homework

problems. Reading comprehension is an acceptable form of evaluation under ULACIT's learning by competence model.

### C. Cases and Essays (Individual and/or Group): 25%

The group class problems will have a value of 100 points for each group member, and the students will split the points between them according to their participation in the solutions of the problems.

### D. Final Project: 40%

The final project evaluation will have a value of 100 points for each group member. The students in the group will split the points earned among the members. The following rubrics will be used to evaluate the project. You are responsible to show the advances of your project to the professor throughout the quarter.

ID	FINAL PROJECT EVALUATION CRITERIA				
	Criteria (10 points each)	Bad (0-6.9)	Good (7-7.9)	Very good (8-8.9)	Excellent (9-10)
1	Income measurement	The income measurement is incorrect and its presentation is poor.	The income measurement is accurate, but its presentation is poor.	The income measurement is accurate, but its presentation could be improved.	The income measurement is accurate and it is appropriately presented.
2	Expenses recognition	The expense recognition is incorrect and its presentation is poor.	The expense recognition is accurate, but its presentation is poor.	The expense recognition is accurate, but its presentation could be improved.	The expense recognition is accurate and it is appropriately presented.
3	Recording business transactions	The recording of business transactions is incorrect and its presentation is poor.	The recording of business transactions is accurate, but its presentation is poor.	The recording of business transactions is accurate, but its presentation could be improved.	The recording of business transactions is accurate and it is appropriately presented.
4	Adjusting entries	The adjustment entries are incorrect and their presentation is poor.	The adjustment entries are accurate, but their presentation is poor.	The adjustment entries are accurate, but their presentation could be improved.	The adjustment entries are accurate and they are appropriately presented.
5	Closing entries	The closing entries are incorrect and their presentation is poor.	The closing entries are accurate, but their presentation is poor.	The closing entries are accurate, but their presentation could be improved.	The closing entries are accurate and they are appropriately presented.

# COURSE SYLLABUS

6	Sales and accounts receivable transactions	The transactions are incorrect and their presentation is poor.	The transactions are accurate, , but their presentation is poor.	The transactions are accurate, but their presentation could be improved.	The transactions are accurate and they are appropriately presented.
7	Inventory transactions	The transactions are incorrect and their presentation is poor.	The transactions are accurate, , but their presentation is poor.	The transactions are accurate, but their presentation could be improved.	The transactions are accurate and they are appropriately presented.
8	Balance sheet presentation	The balance sheet presentation lacks most of the required elements.	The balance sheet presentation lacks many of the required elements.	The balance sheet presentation has most of the required elements.	The balance sheet presentation has all of the required elements.
9	Income statement presentation	The income statement presentation lacks most of the required elements.	The income statement presentation lacks many of the required elements.	The income statement presentation has most of the required elements.	The income statement presentation has all of the required elements.
10	Statement of retained earnings	The statement lacks most of the required elements.	The statement lacks many of the required elements.	The statement has most of the required elements.	The statement has all of the required elements.

## E. CEPA: 5%

As an integral activity of the course, students will have the opportunity to evaluate its various components: the instructor's teaching skills, the quality of materials, the educational environment, the competencies of ULACIT's graduates, the effective use of Blackboard, the system assessment, and the level of challenge and demand. Also, as a central component of the Teaching for Understanding (TfU) educational model, which ULACIT has adopted, in the CEPA students have the opportunity to reflect on their own performance (self), as well as their peers' performance (co-evaluation). This intellectual exercise allows students to identify their strengths and weaknesses, and to take action in order to continually improve their processes of knowledge

## Academic Honesty Policy

ULACIT promotes the high ideals and rigorous standards of academic life. For purposes of this course, participants are expected to avoid dishonest behavior such as fraud or plagiarism. Fraud includes: making up data, falsifying bibliographies, using plans drawn up by others, unauthorized assistance on graded assignments or have someone else do their work. Plagiarism includes copying verbatim phrases,

sentences, paragraphs and whole pieces of printed material, Internet and other sources, without making the appropriate appointment, or paraphrasing without citing sources. Cases of fraud or plagiarism will entail the automatic loss of the course, and if the offense is repeated, it is punishable by definitive expulsion.

### **Attention to diversity**

The ULACIT curricular approach emphasizes the development of skills through the realization of projects, allowing each student to meet the academic requirements from his/her own learning style, and according to his/her abilities and interests. The primary learning responsibility rests with the student, so the teacher is responsible to clarify the course expectations from the start, offer guidance and support to meet them, but with enough flexibility for everyone to meet and define progress at his/her own pace in the development of assigned projects. It also corresponds to the teacher to facilitate the bibliographic material required and to provide, during the course, continuous feedback that corresponds to the rubrics established in each project, and therefore, it must have a qualitative character as well as the corresponding quantitative information. The use of technological tools and collaborative work facilitates the responsiveness of the educational process to the capabilities of individual students. If you have additional special educational need, please coordinate with the Center for Student Counseling and Psychology, writing to [diversidad@ulacit.ac.cr](mailto:diversidad@ulacit.ac.cr).

### **Educational Resources**

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

- EBSCO virtual library from which the student can access full-text articles to complement the theory course.
- Online education platform, Blackboard, which includes tools for synchronous and asynchronous communication, as well as an area where the students' grades, files, web pages and assessments are available. On the platform, the teams have a virtual space in which they can document all activities related to the development of a business proposal.

### **Bibliography**

#### **REQUIRED: Financial Accounting 10th Edition 2019**

[Robert Libby](#) (Author), [Patricia Libby](#) (Author), [Frank Hodge](#) (Author)  
McGraw Hill

#### **Additional Bibliography**

- "Accounting review" publication
- Case Studies (provided by the professor)



# COURSE SYLLABUS

## Schedule

Mtg	Date	Program Content	Chapter	Teaching Strategies	Learning Activities
1	January 14 <sup>th</sup>	Accounting: An Overview of its Relevance in Business	1	Syllabus presentation	Reading comprehension
				Power Point presentation	Baseline analysis of students' knowledge of the subject matter
				Class discussions of relevant topics	Class discussion
				Students will read the respective chapter 1	Final project outlines
				Apply the theory on practical exercises at home	Q&As
				Questions and answer session regarding practice	
2	January 21 <sup>st</sup>	The Fundaments of Accounting Entities and Balance Sheets	1	Power Point presentation	Case 1
				Discussion about different elements of balance sheet	Reading comprehension
				Problems	Class discussion
				Questions and answer session regarding practice.	Q&As
				Students will read the respective chapter 1	
				Apply the theory on practical exercises at home.	
				Class discussions of relevant topics	
3	January 28 <sup>th</sup>	Income Measurement: The Accrual Basis	2	Power Point presentation	Reading comprehension
				Questions and answer session	Class discussion

# COURSE SYLLABUS

				regarding practice	
				Students will read the respective chapter 2	Q&As
				Apply the theory on practical exercises at home	
				Class discussions of relevant topics	
4	February 4th	Income Measurement: The Accrual Basis	2	Power Point presentation	Case 2
				Class discussions of relevant topics	Reading comprehension
				Students will read the respective chapter 2	Class discussion
				Apply the theory on practical exercises at home	Q&As
				Questions and answer session regarding practice	
5	February 11th	The Recording Process: Journals and Ledgers	3	Power Point presentation	Reading comprehension
				Class discussions of relevant topics	Class discussion
				Students will read the respective chapter 3	Q&As
				Apply the theory on practical exercises at home	
				Questions and answer session regarding practice	
6	February 18th	The Recording Process: Journals and Ledgers	3	Power Point presentation	Case 3
				Class discussions of relevant topics	Reading comprehension
				Students will	Class discussion

# COURSE SYLLABUS

				read the respective chapter 3	
				Apply the theory on practical exercises at home	Q&As
				Questions and answer session regarding practice	
				Class discussions of relevant topics	
7	February 25th	First Advance of the Project		Questions about the first advance of the project	Submit first advance of the project
				Group questions and constructive discussion	Class discussion Q&As
8	March 4th	Accounting Adjusting and Financial Statement Presentation	4	Power Point presentation	Reading comprehension
				Class discussions of relevant topics	Class discussion
				Students will read the respective chapter 4	Feedback on first advance of the project
				Apply the theory on practical exercises at home	Q&As
				Questions and answer session regarding practice	
9	March 11th	Accounting Adjusting and Financial Statement Presentation	5	Power Point presentation	Case 5
				Class discussions of relevant topics	Reading comprehension
				Students will read the respective chapter 5	Class discussion
				Apply the theory on practical exercises at home	Q&As

# COURSE SYLLABUS

				Questions and answer session regarding practice	
10	March 18th	Accounting Cycle	5	Power Point presentation	Reading comprehension
				Class discussions of relevant topics	Class discussion
				Students will read the respective chapter 5	Q&As
				Apply the theory on practical exercises at home	
				Questions and answer session regarding practice	
11	March 25th	Accounting Cycle	5	Power Point presentation	Case 6
				Class discussions of relevant topics	Reading comprehension
				Students will read the respective chapter 5	Class discussion
				Apply the theory on practical exercises at home	Q&As
				Questions and answer session regarding practice	
12	April 1st	Sales Revenue, cash and accounts receivable	6	Power Point presentation	Reading comprehension
				Problems	Class discussion
				Class discussions of relevant topics	Q&As
				Students will read the respective chapter 5	
				Apply the theory on practical exercises at home	

# COURSE SYLLABUS

				Questions and answer session regarding practice	
13	April 8th	Second Advance of the Project		Questions about the second advance of the project	Submit second advance of the project
				Group questions and constructive discussion	Class discussion Q&As
14	April 22nd	Valuing inventory, cost of goods sold and gross profit  <b>HOLIDAY</b>	7	Power Point presentation	Case 7
				Class discussions of relevant topics	Reading comprehension
				Students will read the respective chapter 5	Class discussion
				Apply the theory on practical exercises at home	Q&As
				Questions and answer session regarding practice	
15	April 29th	Final Project Presentations		Presentations	Final project due date
				Group questions and constructive discussion	

# COURSE SYLLABUS



## Universidad Latinoamericana de Ciencia y Tecnología Bachelor of Science in Business Administration

<b>Course</b>	<b>Financial Analysis and Reporting</b>
<b>Code</b>	06-1009
<b>Credits</b>	3
<b>Requisites</b>	06-2020
<b>Mode</b>	Virtual
<b>Administrative Instructions</b>	The course uses the Internet extensively, as well as the digital database, EBSCO, therefore it is mandatory for the student to have internet access from home.

### Purpose of the course

Why do all financial decisions in both the private and public sector use accounting information as the basis for action? How does a good control of financial accounting and financial reporting allow us to explain past financial decisions? How can financial information lead the business into new directions?

Financial reporting has its own language and may take a variety of presentations. To understand financial reporting, you need to learn the underlying concepts, which will make you able to interpret financial information and forecast future developments. This course describes the analysis of financial statements and company valuation. Financial statement analysis is the application of analytical tools, technology and techniques to general-purpose financial statements and related data to derive estimates and inferences useful in business analysis.

Upon completion of this course, you should be able to use the financial tools and techniques to improve your skills and knowledge in the following areas: Integrate and apply finance and accounting concepts for valuation analysis, including appropriate technology; identify and apply the tools of financial statement analysis, including appropriate technology; and evaluate the impact of financial reporting choices on the quality of accounting information including reported earnings.

# COURSE SYLLABUS



## Competences

Units of Competence	Elements of Competence	Context in which the competence is applied
Disciplinary Competence:	The student will be able to:	The student shows the mastering of the competence in learning activities such as:
To comprehend financial statements in order to make better decisions for the organization.	Understand the different financial techniques used in financial analysis. Develop financial knowledge to make better decisions for the organization.	<ul style="list-style-type: none"> <li>Case analysis.</li> </ul>
General Competence		
To show competence for learning and for looking for personal in professional effectiveness.,	Creative thinking	<ul style="list-style-type: none"> <li>Uses his/her creativity in applying solving business administration problems faced every day managerial and situations.</li> </ul>
Communication.	Communicates verbally, non-verbally and in writing with his/her peers, professor and general public, in a variety of forms and contexts.	
Collaborate.	Collaborates with effectiveness and respect.	and interacts with others
Reasoning.	Uses information, establishing arguments, evaluation alternatives and establishing conclusions, when communicating with peers and professors.	
Uses information technology and communications to do research, to organize, evaluate and communicate information.	Uses information technology communication.	
Uses scientific methods and tools. doing research and before arriving to conclusions.	Uses scientific methods when	
Personal effectiveness: his/her performance and interaction with others in the course's learning activities, he/she shows initiative, responsibility, ethics, leadership and productivity as well as self-management capabilities, and dispositions towards change.		



## Teaching Methodology

**TEACHING FOR UNDERSTANDING (TfU):** Teaching framework developed at the Harvard Graduate School of Education -HGSE responding to 4 questions: What shall be taught? How should be taught? What is worth understanding? How do students and teachers know what has been understood? (taken from HGSE).

**FLIPPED CLASSROOM:** This learning strategy reverses the traditional lecture-based methodology and expects students to read and prepare the assigned material at home and come to class to solve problems; the teacher becomes a facilitator.

**SOCRATIC DIALOGUE:** On some of the sessions will follow an open discussion format under the Socratic dialogue, in which the professor assumes the conducting role of the discussion between him/her and the student, or as a mediator between students.

**ONLINE EDUCATION:** The student will learn through Reading the material, the interaction with the professor and students in class, and through electronic means.

**CASE METHODOLOGY:** The student will read and analyze the case, individually or in groups, in order to acquire knowledge about the topic, and to be capable of making decisions on scenarios where not all the information is available.

**POWER BI:** Introduction to the software in order to do a better reporting and financial analysis.

**IFRS:** How to interpret the IFRS for financial reporting and analysis.

**Data Mining and Data Analysis:** Introduction

## Evaluation Methodology

The course grading is divided according to the following items:

Activity	%
Class Participation	15%
Case Analysis	40%
Case Presentation	30%
Homework	10%

# COURSE SYLLABUS



Course evaluation (CEPA)	5%
<b>Total</b>	<b>100%</b>

# COURSE SYLLABUS



## Class Participation 15%

1. Attendance is mandatory. Failing to attend the class more than 3 times will automatically fail you. You must always let the professor know in advance if you are not going to make it to class; however, excusing yourself will not eliminate the attendance requirement.
  1. Using your mobile or computer while the professor or your fellow students are talking will count is not considered as attendance.
  2. Leaving the class early is not as attendance.
2. Participation means that you must actively engage in all of the class activities. **Just being present in the classroom is not considered participation.**

# COURSE SYLLABUS



Points per session	Criteria
2.6	<p><b>Attendance:</b> The student showed up in time and remained in class throughout the class.</p> <p><b>Participation:</b> The student read the material and actively participated, significantly enhancing the learning experience for him/her and classmates. The student actively listened to his/her peers and commented on their opinions.</p>
2.0	<p><b>Attendance:</b> The student showed up in time but did not remain in class throughout the class OR the student showed up late for class.</p> <p><b>Participation:</b> The student actively participated, significantly enhancing the learning experience for him/her and classmates. The student actively listened to his/her peers and commented on their opinions.</p>
1.5	<p><b>Attendance:</b> The student showed up in time and remained in class throughout the class.</p> <p><b>Participation:</b> The student did not actively participate. Sometimes, the student was distracted by electronic devices or by talking to other classmates.</p>
1.5	<p><b>Attendance:</b> The student showed up in time and remained in class throughout the class.</p> <p><b>Participation:</b> The student did not actively participate. All the time, the student was distracted by electronic devices or by talking to other classmates.</p>
0.5	<p><b>Attendance:</b> The student showed up in time but did not remain in class throughout the class OR the student showed up late for class.</p> <p><b>Participation:</b> The student did not actively participate. All the time, the student was distracted by electronic devices or by talking to other classmates.</p>

## **Case Analysis 40% (4 of 10% each)**

Every five weeks the instructor will apply a real-life case in order to make sure that the students are developing the appropriate competence during the course. In order to prepare for each class, the student must read the chapters ahead from the textbook.

# COURSE SYLLABUS



## **Case Presentation (30%)**

Your instructor will randomly assign the students to teams. Each team must create a learning contract using the template provided by the instructor. Each group on week 15 will present a real-life case assigned by the instructor to the class.

## **Homework (10%):**

The instructor will randomly assign homework for the students depending on the subject discussed in class. Two home works will be assigned by the instructor during the course.

**CEPA (5%):** Students should fill the online course evaluation, which is a reflection of the teaching-learning process they are going through. This evaluation will be available on Blackboard during weeks 12 and 13 and is worth 5% of the grade.

## **ACADEMIC HONESTY**

ULACIT endorses high ideals and rigorous standards of academic life. For the effects of this course, it is expected that participants avoid dishonest behavior such as fraud or plagiarism. Fraud includes making up data, falsifying bibliography, using projects elaborated by third parties, obtaining unauthorized help in classified tasks or for other persons to do your work. Plagiarism includes literally copying phrases, sentences, paragraphs and fragments of printed materials, Internet, and other sources, without giving credit to the original author; as well as paraphrasing without citing the source. **Plagiarism will make you immediately fail the course.**

## **ATTENTION TO DIVERSITY**

The curricular approach at ULACIT focuses on the development of competencies through the completion of projects, allowing students to fulfill the academic requirements based on their own learning styles, abilities, and individual interests. The primary responsibility of learning is placed on the student; the instructor is responsible for setting course expectations from start, offering the required support to satisfy them, and awarding a level of flexibility that allows each

student to choose how he or she will fulfill the course goals and work at his own pace in the completion of the projects assigned. Furthermore, the instructor will provide the required learning materials, along with continuous feedback using the rubrics designed for each project. The feedback is of a qualitative as well as quantitative nature. The use of technological tools and collaborative work allows the professor to tailor the educational process to the abilities of each student. If you have any additional special educational needs, please contact Shirley Garita, Director of the Center of Student Counseling and Psychology, writing an e-mail to the following address: [diversidad@ulacit.ac.cr](mailto:diversidad@ulacit.ac.cr).

## **Educational Resources**

The course has the following education technology to continuously support the teaching-learning process:

- a) On-line education platform Blackboard, which includes tools for synchronic and asynchronic communication between the professor and the students, as well as areas to make available to student's grades, files, web pages and evaluations.
- b) Virtual EBSCO Library, from which it is possible to access scientific papers in full text for research papers.
- c) Internet access and software for doing projects.

## **Bibliography:**

Wahlen, J. M., Baginski, S. P., & Bradshaw, M. T. (2018). Financial Reporting, Financial Statement Analysis, and Valuation (9e ed.). Boston: Cengage Learning.

# COURSE SYLLABUS



## Class Schedule

WEEK	CONTENT	Teaching Strategy	Learning Activity
1	<b>Course Description</b>	Individual reading of syllabus. Individual reading of articles.	Read: Syllabus. Course Guidelines and Team Contract
2	<b>Overview of Financial Reporting, Financial Statement Analysis and Valuation</b>	Individual reading of chapter. Individual preparation for in class discussion. Group discussion.	Read: Chapter 1
3	<b>Asset and Liability Valuation and Income Recognition</b>	Individual reading of chapter. Individual preparation for in class discussion. Group discussion.	Read: Chapter 2 Team Contract Due
4	<b>Income Flows versus Cash Flows: Understanding the Statement of Cash Flows.</b>	Individual reading of chapter. Individual preparation for in class discussion. Group discussion.	Read: Chapter 3
5	<b>Profitability Analysis</b>	Individual reading of chapter. Individual preparation for in class discussion. Group discussion.	Read: Chapter 4
6	<b>Risk Analysis</b>	Individual reading of chapter. Individual preparation for in class discussion. Group discussion.	Read: Chapter 5
7	<b>Accounting Quality</b>	Individual reading of chapter. Individual preparation for in class discussion. Group discussion.	Read: Chapter 6



# COURSE SYLLABUS



<b>8</b>	<b>Financing Activities, Investing Activities, Operating Activities</b>	Individual reading of chapter. Individual preparation for in class discussion. Group discussion.	Read: Chapter 7, 8 & 9
<b>9</b>	<b>Forecasting Financial Statements</b>	Individual reading of chapter. Individual preparation for in class discussion. Group discussion.	Read: Chapter 10
<b>10</b>	<b>Risk-Adjusted Expected Rates of Return and the Dividends Valuation Approach.</b>	Individual reading of chapter. Individual preparation for in class discussion. Group discussion.	Read: Chapter 11
<b>11</b>	<b>Valuation: Cash-Flow Based Approaches</b>	Individual reading of chapter. Individual preparation for in class discussion. Group discussion.	Read: Chapter 12
<b>12</b>	<b>Valuation: Earnings-Based Approaches.</b>	Individual reading of chapter. Individual preparation for in class discussion. Group discussion.	Read: Chapter 13
<b>13</b>	<b>Valuation: Market-Based Approaches</b>	Individual reading of chapter. Individual preparation for in class discussion. Group discussion.	Read: Chapter 14
<b>14</b>	<b>Final Presentations</b>  <b>HOLIDAY EASTER WEEK</b>	Teams will present final case analysis and recommendations.	Teams will present final case analysis and recommendations.

# COURSE SYLLABUS



15	<b>Review of final presentations. Course wrap up</b>		Team Evaluation Due
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**Universidad Latinoamericana de Ciencia y Tecnología**  
**Bachelor of Science in Business Administration**

<b>Course</b>	<b>Human Resources Management</b>
<b>Code</b>	24-0022
<b>Credits</b>	3

## **Purpose of the course**

What do we mean by "resources? "How can a company achieve it's true potential, if it doesn't have the right talent and key personal to manage them? How long do you think an organization might survive without the adequate recruitment and selection? How can we maintain of a qualified, motivated, and productive workforce?

Knowing about human resource management is the most powerful tool to generate revenue through the use of people's skills and abilities. The effective performance of a company requires understanding a wide range of elements such as Labor law, planning, job analysis, recruitment, selection, training, employee development and performance appraisal.

Upon completion of the course, you will become familiar with essential concepts, processes and techniques of human resource practices, which are of paramount importance to contribute to the achievement of the objectives of the organization.

## Competences

Disciplinary Competence:	The student will be able to:	The student shows the mastering of the competence in learning activities such as:
To comprehend the impact of human resources upon organizations and the decision process.	Develop an appreciation of the importance of human resources and its impact on the organization.	Identifying the human resources requirements of a project and organization. Develop a human resources policy for an organization.
General Competence		
To show competence for learning and for looking for personal and professional effectiveness.	Creative thinking	Uses his/her creativity in applying solving business administration problems faced in every day managerial situations.
	Communication.	Communicates verbally, non-verbally and in writing with his/her peers, professor and general public, in a variety of forms and contexts.
	Collaborate.	Collaborates and interacts with others with effectiveness and respect.
	Reason	Uses reasoning when synthesizing information, establishing arguments, evaluating alternatives and establishing conclusions, when communicating with peers and professors.
	Use information technology and communication.	Uses information technology and communications to do research, to organize, evaluate and communicate information.
	Use scientific methods and tools.	Uses scientific methods when doing research and before arriving to conclusions.

Personal effectiveness

In the interaction with others in the learning activities of the course, the student must demonstrate responsibility, ethics, leadership, productivity; self-management and disposition for change.

## Teaching Methodology

**SOCRATIC DIALOGUE:** Most of the sessions will follow an open discussion format under the Socratic dialogue, in which the professor assumes the conducting role of the discussion between him/her and the student, or as a mediator between students.

**ONLINE EDUCATION:** The student will learn through reading the material, the interaction with the professor and students in class, and through electronic means.

**CASE METHODOLOGY:** The student will read and analyze the case, individually or in groups, in order to acquire knowledge about the topic, and to be capable of making decisions on scenarios where not all the information is available. In order to be prepared for the case discussion the student must fulfill the four Ps: Preparation (read the case at least twice in advance), Presence (You must be in class in order to participate of the discussion), Participation (the first two will mean nothing if you do not let the facilitator know what you think), Punctuality (In order to fully appreciate the case discussion you must be in class from beginning to end).

## Evaluation Methodology

The course grading is divided according to the following items:

Activity	%
Individual Participation	10%
Discussion Forum- Case Resolution and Presentations-5 cases (1 <sup>ST</sup> Case 5%-Next 4 Cases 10% each)	45%
Final Project-One Case Resolution	30%
Final Project-One Case Presentation	10%
Course evaluation (CEPA)	5%
<b>Total</b>	<b>100%</b>

**Forum I-Autobiography (0%):** Write a short description of yourself and let the facilitator know what your expectations of the course are.

No APA required for this forum.

## **Participation – 10%**

1. Attendance is mandatory. Failing to attend the class more than 3 times will automatically fail you. You must always let the professor know in advance if you are not going to make it to class; however, excusing yourself will not eliminate the attendance requirement.
  1. Using your mobile or computer while the professor or your fellow students are talking will be considered as attendance.
  2. Leaving the class early is not as attendance.
2. Participation means that you must actively engage in all of the class activities. **Just being present in the classroom is not considered participation.**

## **Rubric (10% for the entire course)**

Points per session	Criteria
<b>2</b>	<p><b>Attendance:</b> The student showed up in time and remained in class throughout the class.</p> <p><b>Participation:</b> The student read the material and actively participated, significantly enhancing the learning experience for him/her and classmates. The student actively listened to his/her peers and commented on their opinions.</p>
<b>1.5</b>	<p><b>Attendance:</b> The student showed up in time but did not remain in class throughout the class OR the student showed up late for class.</p> <p><b>Participation:</b> The student actively participated, significantly enhancing the learning experience for him/her and classmates. The student actively listened to his/her peers and commented on their opinions.</p>

<b>I</b>	<b>Participation:</b> The student did not actively participate. Sometimes, the student was distracted by electronic devices or by talking to other classmates.
<b>0.5</b>	<b>Attendance:</b> The student showed up in time and remained in class throughout the class OR The student showed up late for class.



## **Team Case Studies 45% Total for 5 Cases**

Your instructor will randomly form a group of and provide you with a case to be analyzed. All members of the team will present the case to the class.

## **Case resolution and Presentation (10%) EACH Case (5% FIRST Case)**

All team members will present the case findings. Everyone in the class will judge the team presentation. In order to get full credit for the Case, the student must be present.

### **Case presentation rubric**

#### **CASE RESOLUTION AND PRESENTATION**

**TEAM:\_\_\_\_\_10%**

**(5% First Case)**

Item	100%	50%	0%
<b>Findings and Discussion</b> <b>Total: 4% Awarded</b> <b>(2% First Case)</b>	The team clearly presented the problems faced by the Organization.  When there was more than one problem, the team found and discussed the problems in priority.	The team clearly presented the problems faced by the Organization.  There were more than one problem, but the team did not rank the problems in priority.	The team did a poor job presenting the problem of the Organization.
<b>Introduction and Background</b> <b>Total: 2% Awarded</b> <b>(1% First Case)</b>	The team clearly presented the background of the company.	The team presented the background of the company, but the information was not clear.	The team did not present the background of the company.
<b>Conclusions Recommendations and Bibliography</b> <b>Total: 2% Awarded</b> <b>(1% First Case)</b>	The team presented at least three <u>specific</u> Conclusions and Recommendations for organization to follow.	The team presented recommendations, but they were extremely generic and lacked depth.	The team did not present any recommendations for the organization.

# COURSE SYLLABUS

<b>Presentation Skills in Power point and Communication Total: 2% (1% First Case)</b>	All team members have excellent presentation skills: good voice projection, good posture, good command of the stage. The presenter did not have to read the slides.	Only one of the team members has excellent presentation skills: good voice projection, good posture, good command of the stage. The presenter read the slides, sometimes.	None of the team members have excellent presentation skills: bad voice projection, bad posture, bad command of the stage. The presenters read the slides most of the time.
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**Team work (10%)  
First Case 5%**

## Case presentation rubric

### FINAL CASE PRESENTATION

TEAM: \_\_\_\_\_ 40%

Item	100%	50%	0%
<b>Introduction and Background</b> Total: 5% Awarded: _____	The team clearly presented the background of the company.	The team presented the background of the company, but the information was not clear.	The team did not present the background of the company.
<b>Findings and Discussion</b> Total: 15%	The team clearly presented the problems faced by the Organization.  When there was more than one problem, the team found and discussed the problems in priority.	The team clearly presented the problems faced by the Organization.  There were more than one problem, but the team did not rank the problems in priority.	The team did a poor job presenting the problem of The Organization
<b>Conclusions, Recommendations and Bibliography</b> Total: 5%	The team presented at least three <u>specific</u> Conclusions and Recommendations for organization to follow.	The team presented recommendations, but they were extremely generic and lacked depth.	The team did not present any recommendations for the organization.
<b>Presentation Skills in Power Point and Communication.</b> Total: 10%	All team members have excellent presentation skills: good voice projection, good posture, and good command of the stage. The presenter did not have to read the slides.	Only one of the team members has excellent presentation skills: good voice projection, good posture, and good command of the stage. The presenter read the slides, sometimes.	None of the team members have excellent presentation skills: bad voice projection, bad posture, and bad command of the stage. The presenters read the slides most of the time.

<p><b>Great writing skills, relevant sources, excellent use of APA system. Total : 5%</b></p>	<p>Excellent presentation</p>	<p>Regular presentation</p>	<p>Poor Presentation</p>
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## Team work (40%)

**CEPA:** Students should fill the online course evaluation, which is a reflection of the teaching-learning process they are going through. This evaluation will be available on Blackboard during weeks 12 and 13 and is worth 5% of the grade.

## BIBLIOGRAPHY:

Dessler, Gary. (2019) Fundamentals of Human Resource Management. Pearson. U.S.A. (Fifth Edition)

American Psychological Association. (2010). Publication Manual of the American Psychological Association. (6 Ed.). Washington, USA: Author

## READING SOURCES:

DeNisi, A.S. & Griffin, R.W. (2011). Human Resources. Ohio, U.S.: Cengage Learning

Itika, Josephat S. (2011) Fundamentals of Human Resource Management, Emerging experiences from Africa, © University of Groningen, Holland / Mzumbe University, Tanzania.

Noe, Raymond, D. et al (2011) Fundamentals of Human Resource Management, (Fourth Edition) New York, USA, McGraw-Hill

The Association of Business Executives, ABE (2015) Human Resource Management, William House, London, U.K

## Useful links:

- <http://www.prenhall.com/dessler>
- <http://erc.msh.org/mainpage.cfm?file=hrm.htm&module=toolkit&language=spanish>
- <http://www.anri.org.ve/>
- <http://www.rrhhmagazine.com>
- <http://www.uch.edu.ar/rrhh/principal.htm>

## Academic dishonesty policy

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

## Attention to diversity

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

## Class Schedule

Week	Content	Teaching Strategy	Learning Activities
<b>1</b>	<b>Course Introduction</b>	Individual reading of syllabus  Instructor will describe the learning activities and evaluations.  Human Resource Management Presentation.  Case Format Presentation.	Read Syllabus.    Human Resource Management Presentation Discussion.  Case Format Presentation Discussion.
<b>2</b>	<b>Human Resource Management</b>	Individual reading of material  Introduction to human resource management  Managing Human Resources Today  Group discussion  <b>Forum I Presentation-Individual</b>	<b>Chapter 1</b> Itika, Josephat S.,  and <b>Chapter 1</b> Dessler, Gary
<b>3</b>	<b>Managing Equal Opportunity and Diversity</b>  <b>Human Resource Strategy and Performance</b>	Individual reading of material  Managing Equal Opportunity and Diversity Human Resource Strategy and Performance  Strategic human resource management Group discussion  <b>CASE No. 1 PRESENTATION</b> <b>Group 1 HR in Action Case Incident 1</b> An Accusation of Sexual Harassment in Pro Sports (P.55)	<b>Chapters 2 and 3</b> Dessler, Gary  and <b>Chapter 2</b> Itika, Josephat S.

		<b>Group 2</b> HR in Action Case Incident 2 A question of discrimination (P. 56)	
<b>4</b>	<b>Job Analysis and Talent Management</b>	Individual reading of material Job Analysis and Talent Management Group discussion. Writing Job Description (P.99, P.111))	<b>Chapter 4</b> Dessler, Gary
<b>5</b>	<b>Personnel Planning and Recruiting</b>	Individual reading of material Personnel Planning and Recruiting Group Discussion <b>CASE No. 2 PRESENTATION</b> <b>Group 1</b> HR in Action Case Incident 1 Finding People who are passionate about what they do (P.152) <b>Group 2</b> HR in Action Case Incident 2 Getting better applicants (P. 153)	<b>Chapter 5</b> Dessler, Gary  Other Sources assigned by Professor
<b>6</b>	<b>Selecting Employee</b>  <b>Training and Developing Employees</b>	Individual reading of material Selecting Employee Training and Developing Employees Group discussion	<b>Chapters 6 and 7</b> Dessler, Gary
<b>7</b>	<b>Performance Management and Appraisal Today</b>	Individual reading of material Performance Management and Appraisal Today	<b>Chapter 8</b> Dessler, Gary



		<p>Group discussion</p> <p><b>CASE No. 3 PRESENTATION</b></p> <p><b>Group 1</b> HR in Action Case Incident 1 Appraising the Secretaries at Sweetwater U (P.258)</p> <p><b>Group 2</b> HR in Action Case Incident 2 The Performance Appraisal (P. 259)</p>	Other Sources assigned by Professor
8	<p><b>Managing Careers</b></p> <p><b>Developing Compensation Plans</b></p>	<p>Individual reading of material</p> <p>Managing Careers</p> <p>Developing Compensation Plans</p> <p>Group discussion</p>	<p><b>Chapters 9 and 10</b> Dessler, Gary</p> <p>Other Sources assigned by Professor</p>
9	<b>Pay for Performance and Employee Benefits</b>	<p>Individual reading of material</p> <p>Pay for Performance and Employee Benefits</p> <p>Group discussion</p>	<p><b>Chapter 11</b> Dessler, Gary</p> <p>Other Sources assigned by Professor</p>
10	<b>Maintaining Positive Employee Relations</b>	<p>Individual reading of material</p> <p>Maintaining Positive Employee Relations</p> <p>Group Discussion</p> <p><b>CASE No. 4 PRESENTATION</b></p> <p><b>Group 1</b> HR in Action Case Incident 1 Enron, Ethics, and Organizational Culture (P.399)</p> <p><b>Group 2</b> HR in Action Case Incident 2 Guaranteeing Fair Treatment (P. 400)</p>	<p><b>Chapter 12</b> Dessler, Gary</p> <p>Other Sources assigned by Professor</p>

<b>11</b>	<b>Labor Relations and Collective Bargaining</b>	Individual reading of material  Labor Relations and Collective Bargaining  Group discussion	<b>Chapter 13</b> Dessler, Gary  Other Sources assigned by Professor
<b>12</b>	<b>Improving Occupational Safety, Health, and Risk Management</b>  <b>The Legal Environment, Costa Rica Labor Law</b>	Individual reading of material  Improving Occupational Safety, Health, and Risk Management  The Legal Environment, Costa Rica Labor Law  Group discussion  <b>CASE No. 5 PRESENTATION</b> <b>Group 1</b> HR in Action Case Incident 1 The Office Safety and Health Program (P.466)  <b>Group 2</b> HR in Action Case Incident 2 Motivating Safe Behavior (P. 400)	<b>Chapter 14</b> Dessler, Gary  and CR Labor Law    Other Sources assigned by Professor
<b>13</b>	<b>Holiday</b>  <b>Managing Human Resources Globally</b>  <b>Managing Human Resources in Small and Entrepreneurial Firms</b>	Individual reading of material  Managing Human Resources Globally  Managing Human Resources in Small and Entrepreneurial Firms	<b>Part 6</b> <b>Module A</b> Dessler, Gary  <b>Part 6</b> <b>Module B</b> Dessler, Gary
<b>14</b>	<b>Holiday</b> <b>OPEN TOPIC</b>		
<b>15</b>	<b>Final Case Presentations</b>	<b>Teams will present their Final Case solutions</b> <b>Analysis of an Human Resources Department of a local Company</b>	

## PRESENTATIONS

Introduction to Human Resource Management

<https://slideplayer.com/slide/6688092/>

Human Resource Management Lecture

[https://www.youtube.com/watch?v=c8\\_avX9miag](https://www.youtube.com/watch?v=c8_avX9miag)

Human Resource Management PPT Presentation

[https://www.powershow.com/view/3cbea5-ZjQzM/Human\\_resource\\_management\\_powerpoint\\_ppt\\_presentation](https://www.powershow.com/view/3cbea5-ZjQzM/Human_resource_management_powerpoint_ppt_presentation)

**Human Resource Management Evolution Presentation (HRM Evolution)**

<https://www.youtube.com/watch?v=DD9LqNVTNGI>

Human Resource Development of Employees in Nonprofit Organizations

<https://www.youtube.com/watch?v=O8LnkGVWfV8>

**English for Human Resources VV 43 - HR Management (1) | Business English Vocabulary**

<https://www.youtube.com/watch?v=ZHZVwTdUHIA>

**Speak like a Manager: Verbs 1**

<https://www.youtube.com/watch?v=TUSxq7KoTsM>

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

<b>Course name</b>	<b>International Public Law</b>
<b>Course code</b>	07-1009
<b>Credits</b>	3
<b>Entry requirements</b>	N/A
<b>Modality</b>	Virtual
<b>Nature</b>	Theoretical-practical
<b>Duration and frequency</b>	Quarter, equal to fifteen class weeks
<b>Schedule</b>	Thursday, 6:30-9:30pm
<b>Classroom/Lab</b>	N/A
<b>Instructor</b>	Ana Mercedes Gallegos <a href="mailto:agallegosc005@ulacit.ed.cr">agallegosc005@ulacit.ed.cr</a>
<b>Administrative Instructions</b>	This course requires an intensive use of the Internet and the electronic databases for research (EBSCO), which makes it necessary for students to have access to this tool from their home.

#### **PURPOSE OF THE COURSE**

The course helps the student to operate adequately international public law in order to counsel, research and decide on international relations affairs that allow promoting and strengthening world harmony, stability and peace. With the professor's guidance, students are capable of applying the concepts and regulatory framework that applies of International Public Law adequately as well as creatively through the weekly analysis of cases and their assessment in the log. In addition, through class discussion and case presentations, the students develop not only oral argumentative skills, but also the necessary skills to sustain and defend their points of view, all of this founded on course learning. In the same way, through the analysis of the final case, the students apply comprehensively the set of learning accumulated throughout the course, in this case, through a conflict situation between States. This is supplemented with the development and presentation of a video that explains in a novel, creative and technological modern manner the resolution of the final analysis case. This course allows the student to develop a comprehensive professional exercise of the discipline with sufficient foundations of the regulatory framework that regulates the relations between the various subjects of the international system, thus guaranteeing a more solid contribution to the harmonious, stable and peaceful development of international relations.

#### **COMPETENCES**

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

# COURSE SYLLABUS

Competences	Subcompetences	Performance criteria
<b>DISCIPLINARY COMPETENCE</b>		
Adequately operate international public law to counsel, research and decide on international relations affairs that allow promoting and strengthening world harmony, stability and peace.	Analyze the main conceptual theoretical developments that make International Public Law as well as its components and internal logic.	Analyzing in depth, with peers and the professor, punctual cases representative of International Public Law issues every week. Critically values the group analysis of the weekly cases, with peers and the professor. Communicates effectively the application of International Public Law, with peers and the professor, through the presentation and discussion of weekly cases.
	Promote the development of the Lawful Democratic States and world peace through the respect of International Public Law.	Resolves systematically and creatively conflict situations proper of International Public Law through the analysis of the final case. Communicates creatively and with modern technology, before peers and the professor, the resolution of the final cases.
Adequately operate international public law to counsel, research and decide on international relations affairs that allow promoting and strengthening world harmony, stability and peace.	Analyze the main conceptual theoretical developments that make International Public Law as well as its components and internal logic.	Analyzing in depth, with peers and the professor, punctual cases representative of International Public Law issues every week. Critically values the group analysis of the weekly cases, with peers and the professor. Communicates effectively the application of International Public Law, with peers and the professor, through the presentation and discussion of weekly cases.
<b>GENERAL COMPETENCES</b>		
Innovation	Innovation competence involves the capacity to think in an open, critical and purposeful manner; to experience and reflect; inquire; synthesize and reorganize information; generate new ideas; manage change; take risks and anticipate consequences; use technology; act independently and collaborate with others, among	It uses technology to conduct research, organize, evaluate and communicate information through case analysis and resolution. Use creative thinking in proposing solutions to the problems they face in everyday life by simulating

# COURSE SYLLABUS

	others.	scenarios.
Entrepreneurship	Entrepreneurship competence involves the ability to plan systematically, show initiative, geared towards quality, implement problem solving skills, influence, reach agreements, communicate, manage information and other resources, show self-confidence and assertiveness, among others.	Choose the best option according to the context using the information from the readings in the discussions and simulations.
Integrity	Integrity competence involves the capacity to sponsor and apply high moral and ethical principles, respect others, and be consistent with their own values in difficult situations, among others.	Collaborate and interact with others effectively and respectfully in class discussions around the conflicts and challenges of intercultural communication.  Consider and respect other forms of life and cultural patterns that are explored through readings and individual research.

## PLAN OF THE LEARNING EXPERIENCE

In ULACIT, the learning experience is designed around generative topics, capable of provoking polemic and which demand that the pupils raise their own arguments. The topics are broken down in spirals of investigation, or questions, which are related to each other in order to have a deeper understanding of the topic. In the future, if the students are curious about something, they will have to look for the answers themselves. The real art of the education is to be able to present the correct questions, interacting with the students and helping them in their discovery process. Every teacher's objective is to motivate the curiosity of the students, which is the emotional incentive that will allow them to want to learn more along their lives.

### Topic 1. International society and its legal ordering. Doctrinal introduction and sources of international public law

- The concept of international public law
- The sources of international public law
- International custom and unilateral actions
- International treaties:
- The arrangement of international law by international organizations
- The reception of international law of internal orderings

## **Topic 2. International society and its members**

- International subjectivity
- The immunity of the state
- The succession of states
- International subjectivity of international organizations

## **Topic 3. State bodies of international relations**

- Classic or traditional diplomacy
- Ad hoc diplomacy and direct diplomacy

## **Topic 4. Competences: their contents and limits**

- State competences
- Legal regime of marine spaces
- Spaces of international interest
- The personal competence of the state: nationality and aliens
- The right of asylum as a protecting institution of human life and freedom. Territorial asylum and refugees. Diplomatic asylum. The fight against odious practices.

## **Topic 5. International cooperation**

- International protection of human rights
- Economic international law
- International protection of the environment

## **Topic 6. The application of international law**

- International responsibility
- Application procedures of international regulations

## **Topic 7. The law of armed conflicts**

- The principle of prohibition of the use of force
- Humanitarian international law in armed conflicts

## **LEARNING ENVIRONMENT**

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### **Teaching methodology**

To ensure that the course is compatible with the needs, interests and styles of learning of all the participants, we use the methodology of “reversed classroom”, or “flipped classroom”: the assignments that need minor cognitive effort (remembering and understanding) are done by the students out of the classroom, and those who need major cognitive effort, such as analysis, synthesis and evaluation, are done in different scenarios in the classrooms.

The course provides materials such as readings, videos, narrated presentations and others, via the online learning platform of ULACIT (i.e. *Blackboard*). Students before coming to class are expected to prepare their participation in class, and study the theory at home. The sessions are reserved to practice, reflection and discussion. They revolve around questions, controversies and issues of real business life. With this active, reflective and participative methodology, students are expected to develop inquiry, research and analytical skills. Moreover, they are expected to develop a deep understanding of the subject, participating in the construction of knowledge shared with other students, teachers and other members of society.



# COURSE SYLLABUS



## Learning resources

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

- Classrooms-enabled computers, projection equipment and Internet access.
- Online education platform: Blackboard (Bb).
- Document Camera.
- Recording equipment and sound amplification.
- Virtual Library: EBSCO, from which you can access full-text articles.
- Clickers, wireless personal response systems.
- Computer labs with Internet access and applications for research.
- Articulate Presenter, a tool that converts PowerPoint presentations to Flash and can integrate interactions, animations and narrations synchronized.

## Bibliography

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, D. C.: APA.

Glahn, G. (2017). *Law Among Nations: an introduction to public international law*. (11 ed.). USA: Routledge

## EVALUATION

The course is graded according to the following assessment chart:

Assessment Activity	%
Class participation	15%
Moxie	20%
Reading checks	15%
Case analysis report	20%
Case analysis presentation	10%
Short assignments	15%
Course assessment (CEPA)	5%
<b>Total</b>	<b>100%</b>

### Class participation (15%)

Students are expected to come to class on time and prepare the corresponding tasks every week. For instance, students must read the assigned required readings before coming to any session. Reading verifications will be carried every week by means of individual questions. Students are expected to understand the issues covered by each reading, do the reading schemes, write down doubts, and carry further research before coming to any session. During the sessions, students should be participating and collaborating with other students in a respectful manner, whether by voicing their questions and concerns, answering questions, and/or working on the assigned tasks. If the student is consistently distracted and not paying attention in class, marks will be deducted. **If the student is absent, he/she loses the 1% for the week.**

## Rubric for class participation

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

## Moxie 20%

From 2020 and on, ULACIT will have its own Web channel, called Moxie, produced by students, in alliance with Delfino.cr. The purpose of this channel is to provide students with a space to generate and disseminate their ideas. It also serves as a showcase to exhibit students' academic projects nationwide.

It's called Moxie - which in urban English means having the ability to face difficulties with intelligence, boldness and courage - in honor of our students, whose "moxie" characterizes them.

If there were printed student publications in the past, now these initiatives are transferred to the digital space, which allows our students to experiment, not only with digital publishing, but with audiovisual production, graphic design, digital marketing and web technology, among others.

This course contributes to the written and audiovisual content of the Moxie Channel. Students are expected to write an article of 3000 characters or 550 words about problems or dilemmas defined by the professor in the previously selected courses.

The project consists of three products, namely: article text, allusive image, and video for deepening the content. The three components constitute the contribution, so only those contributions that are complete can be qualified.

The final product will be evaluated according to the following rubric:

## EVALUATION RUBRIC FOR MOXIE PROJECT 20%

Criteria	Description of Criteria	1 Meets	0.5 Incomplete	0 Fails
A. Length and structure	The article has an extension of 3000 characters without spaces (or 550 words), distributed in four paragraphs (1 introductory paragraph, 2 development paragraphs, 1 conclusion paragraph).	1	0,50	0

# COURSE SYLLABUS

B. Title	It has a title that suggests the topic and provokes the interest of the reader	1	0,50	0
C. Introductory paragraph is well written (paragraph 1)	The author draws the reader's attention by using one of the following resources: tells an anecdote, presents a fact, makes a metaphor, asks provocative question, evokes a famous image, scene or phrase	1	0,50	0
	Locates in the geographic, political or social context the subject that it addresses.	1	0,50	0
	Let the reader know: Why it is important to address the problem or the dilemma. The originality of the perspective with which it deals. It says explicitly, clearly and forcefully what his/her position is about it.	1	0,50	0
D. Development of author's position (paragraph 2 and 3)	In the first paragraph of the development, the author presents the evidence (statistical data, proven facts, definitions ...) that supports his/her position and makes it clear why it is adequate to respond to the problem or dilemma and why it should be accepted by the reader.	1	0,50	0
	In the second paragraph of the development, the author anticipates the questions that readers could ask about his/her position regarding the problem or dilemma. Therefore, the student says what those possible arguments could be against and declares to what extent they could be right or true, and how in spite of that his/her position remains valid.	1	0,50	0
F. Conclusion (Paragraph 4)	The conclusion is clear in addressing how the evidence provided is the basis for maintaining the author's position-solution and why readers should accept it.	1	0,50	0

# COURSE SYLLABUS

	It suggests that the solution you propose: is an effective and feasible plan, which does not offer significant or unforeseen inconveniences, or justifies that the balance is favorable to the advantages, in relation to the disadvantages, or suggests results or consequences, or states that no solution is perfect, but the one it offers is the best.	1	0,50	0
G. The development meets criteria of style and form.	The reading of the article is fluid because ideas relate to each other, making good use of transitional words and phrases, as well as a correct punctuation.	1	0,50	0
	The author gives reason for the origin of outside ideas and data with which he supports his position, following the APA standards (references in the text and list of references)	1	0,50	0
	The source of the data you use is solid and primary when available.	1	0,50	0
	Uses professional vocabulary, not colloquial.	1	0,50	0
	Reflects succinct writing, expressing what is necessary to say with the least number of words.	1	0,50	0
	The writing has no spelling or grammar mistakes (incongruities between person, gender and number)	1	0,50	0
H. Image	The image is a photograph, graphic or illustration, directly related to the content of the article, capable of communicating the emotion and message.	1	0,50	0
	The original image is attached in a separate high resolution file in PNG or JPG format at 72 dpi.	1	0,50	0
	The image has characteristics of composition, depth of field and lighting, which facilitate its visualization and interpretation.	1	0,50	0
I. Audiovisual	The audiovisual is a video, an original audio podcast or a slideck created by the student of	1	0,50	0

# COURSE SYLLABUS

	no more than 8 minutes with clarity in sound and image (if it is a video), oriented directly to deepen the content of the article.			
	The format of the audio and video files is MP4, without compression, 16-32 bits, with a resolution of 1,920 X 1,080 HD pixels (using H264 or H265 compressor). WAV files are recommended, when possible.	1	0,50	0
<b>TOTAL</b>				
This product has three components: the article, the image and the video. The absence of one of the three, excludes the contribution being assessed, and results in the complete loss of the assigned score.				

## Reading checks: 15%

On a weekly basis, checks based on the assigned readings will be carried out.

## Case analysis: 20%

In collaborative teams, the students must develop a complex case that allows the systematic integration of all the learning accumulated throughout the course. This case will be provided by the professor and will include at least five guideline questions that the students must answer. For the case resolution, the students must not only use the instruments of international public law but also the relevant jurisprudence and doctrine that sustain their analysis. The case resolution must have an introductory section where the students summarize and define the legal problem of the case, the factors of economic contexts as well as social and cultural that determines the situation, with clear reference to the historical background of the case. It will also include the analysis of a section where their proposals for approach and solution are formulated in accordance with the guideline questions, and which make the group's position explicit with regard to the case problem and their proposal for solution or action.

### Rubric for Case Analysis

		1	2	3	4	5
	Criteria	Did not comply	Complied deficiently	Complied fairly	Complied efficiently	Complied excellently
1	The report adequately applies the theoretical and conceptual aspects developed throughout the course.					
2	The drafting of the report is clear and correct in orthographic terms.					

# COURSE SYLLABUS

3	The report is structured and ordered logically and clearly, as requested.					
4	The report is sufficiently supported on the documentary level.					
5	The report is sufficiently supported quantitatively.					
6	The report is orally presented in class, in a professional manner and with presence of all team members.					
7	The report sets forth conclusions logically and directly derived from the findings and are relevant to the topic of the course.					
8	The report correctly used the APA style manual.					
<b>Total</b>		<b>The score is calculated based on 40 points. No paper is approved with scores of 1 in any of the criteria.</b>				

## Case analysis presentation 10%

Each collaborative team must present the analysis of their respective final case. For this, they must use innovating and creative audiovisual resources, as well as effectively communicate the group conclusions and what they propose as a solution for the case. It is assessed based on the following rubric:

	Criteria	1	2	3	4	5
		Did not comply	Complied deficiently	Complied fairly	Complied efficiently	Complied excellently
1	Evidences a minimum duration of 5 minutes and a maximum one of 15 minutes.					
2	Effectively communicates the					

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	arguments that support the written report.					
3	Correctly manages the regulatory framework that serves as the foundation for the analysis.					
4	Supports their arguments coherently.					
5	Uses innovating and creative approach and resources.					
6	Employs the grammatical structures and vocabulary in the English language correctly.					
<b>Total</b>		<b>The score is calculated based on 30 points. No presentation is approved with scores of 1 in any of the criteria.</b>				

## Short assignments: 15%

There will be three short assignments. Exact instructions and evaluation criteria will be given with each assignment.

## Course assessment (CEPA): 5%

As an integral activity of the course, the student will have the opportunity of assessing its different components: the didactic competencies of the professor, the quality of the materials, the educational environment, the competencies of the ULACIT graduate, the effective use of Blackboard, the assessment system, the level of challenge and requirement. Also, as a central element of Teaching for Understanding (TfU), the education model that ULACIT privileges, the student will have a space with the CEPA to reflect on his/her own performance (self-assessment) and that of his/her classmates (co-assessment). This intellectual exercise allows the student to identify his/her strengths and weaknesses, and to perform actions to continuously improve his/her processes of knowledge construction. When assessing his/her classmates, the student assumes an active role as a member of a learning community, committed with the educational task. Because it is about a self-reflection space within the course and due to the value it has for academic decision making, it is awarded a value of 5% within the final grade of the course. In order to earn this evaluative category, the student is expected to take his/her time, analyzing responsibly each question and answering the questionnaire in full.

## INSTITUTIONAL POLICIES

### Academic Honesty Policy

ULACIT aims for the highest and most rigorous standards of academic life. In this course you are expected to avoid dishonest conducts such as fraud or plagiarism. Fraud constitutes



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

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

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

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

We ask teachers to take corrective measures to ensure a respectful coexistence environment conducive to learning and habits of respect, fundamental to the comprehensive and professional training of students. At the beginning of each period, students should consult with their faculty for specific regulations and sanctions that could be implemented.

### **Attention to diversity**

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

### **Claims**

ULACIT safeguards your rights as a student and guarantees due process in cases of claims

regarding grades, for which it must follow the process established by the Regulation of Student System, available on the website of ULACIT, Vice President of Student Services, Student Regulations, chapter 16.

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

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

## COURSE SCHEDULE

W	Content	Learning Strategies	Assigned readings	Assignments
1	Topic 1. International society and its legal ordering	Review of the course syllabus and establishment of the performance expectations of the students and the professor. Emphasis on the course expectations and its usefulness for the discipline.	Glahn, G. (2017). Law Among Nations: an introduction to public international law. (11 ed.). USA: Routledge. Chapters 1&2.	
2	Topic 1. International society and its legal ordering	1. Group analysis of doctrinal development and the sources of international law. Open discussion on the importance of International Public Law for International Relations.	Glahn, G. (2017). Law Among Nations: an introduction to public international law. (11 ed.). USA: Routledge. Chapters 3&4. United Nations. (1969). Vienna Convention on the law of treaties.	Short assignment
3	Topic 2. International society and its members	2. Group analysis of the different players of the International System and their assessment as subjects of International law.	Glahn, G. (2017). Law Among Nations: an introduction to public international law. (11 ed.). USA: Routledge. Chapters 6&7.	
4	Topic 2. International society and its members	2. Group analysis of the non-state players of the international system and their regulations by International Law.	Glahn, G. (2017). Law Among Nations: an introduction to public international law. (11 ed.). USA: Routledge. Chapter 8.	

# COURSE SYLLABUS

5	Topic 3. State entities of International Relations	Group analysis of the state bodies of international relations according to classic or traditional diplomacy and ad hoc and direct diplomacy.	Glahn, G. (2017). Law Among Nations: an introduction to public international law. (11 ed.). USA: Routledge. Chapters 5	Short assignment
6	Topic 3. State entities of International Relations	Group analysis of the current dilemmas of international subjectivity and the different state bodies of international relations.	Glahn, G. (2017). Law Among Nations: an introduction to public international law. (11 ed.). USA: Routledge. Chapter 14. Vienna Convention on Diplomatic Relations (1961) Vienna Convention on Consular Relations (1963)	Moxie audiovisual project
7	Topic 4. Competences: their contents and limits	Group analysis of the contents and limits of the State competences.	Glahn, G. (2017). Law Among Nations: an introduction to public international law. (11 ed.). USA: Routledge. Chapters 9&10.	
8	Topic 4. Competences: their contents and limits	Group analysis of the legal regime of marine spaces and the spaces of international interest, as well as the institution of asylum as human life and freedom protection.	Glahn, G. (2017). Law Among Nations: an introduction to public international law. (11 ed.). USA: Routledge. Chapters 11, 12&13.	
9	Topic 5. International cooperation	Group analysis of international cooperation for the international protection of human rights.	Glahn, G. (2017). Law Among Nations: an introduction to public international law. (11 ed.). USA: Routledge Chapters 15&16.	
10	Topic 5. International cooperation	Group analysis of international cooperation applied to the international economic law and the international environmental protection.	Glahn, G. (2017). Law Among Nations: an introduction to public international law. (11 ed.). USA: Routledge. Chapter 18.	
11	Topic 6. The application of international	Group analysis of the application of international law in the	Glahn, G. (2017). Law Among Nations: an introduction to public international law. (11	Short assignment

# COURSE SYLLABUS

	law	framework international responsibility.	ed.). USA: Routledge. Chapter 11.	
12	Topic 6. The application of international law	Group analysis of the application of international law regarding the application procedures of international regulations.	Glahn, G. (2017). Law Among Nations: an introduction to public international law. (11 ed.). USA: Routledge. Chapter 17	
13	Topic 7. Law of armed conflicts	Group analysis of the law of armed conflicts, the principle of the use of force, humanitarian international law and the principle of the Responsibility to Protect (RtoP).	Glahn, G. (2017). Law Among Nations: an introduction to public international law. (11 ed.). USA: Routledge. Chapter 19.	Case analysis
14	Topic 7. Law of armed conflicts	Group discussion on the general contexts and elements of application of International Public Law to the final cases in the framework of armed conflicts.	Glahn, G. (2017). Law Among Nations: an introduction to public international law. (11 ed.). USA: Routledge Chapter 20.	CEPA
15	Topic 7. Law of armed conflicts	Group discussion on final cases. Systematization and discussion on the final course learning.	Glahn, G. (2017). Law Among Nations: an introduction to public international law. (11 ed.). USA: Routledge	Case analysis presentation

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

<b>Course Name</b>	<b>International Relations Theory</b>
<b>Code</b>	12-0006
<b>Credits</b>	4
<b>Requirements</b>	None
<b>Co-requirements</b>	None
<b>Modality</b>	Virtual
<b>Nature</b>	Theoretical – practical
<b>Period</b>	III CO-2020
<b>Duration</b>	Four-month term, equivalent to fifteen school weeks
<b>Schedule</b>	W 2:00-5:00PM
<b>Classroom</b>	N/A
<b>Professor</b>	Maria Fernanda Batista, M.A. <a href="mailto:mbatista170@ulacit.ed.cr">mbatista170@ulacit.ed.cr</a>
<b>Administrative Instructions</b>	The University has a wireless network in campus and computer equipment available in the computer labs, so that the student may have access to the library databases and the educational resources available on the educational platform of the institution. This course is taught in English and the oral and written academic production must be in this language.

## **PURPOSE OF THE COURSE**

The purpose of this course is to analyze the most important and modern theories and approaches of the field of International Relations.

To do so, we will use theoretical and analytical tools for the study and interpretation of the main phenomena of the discipline, such as theoretical matrices and comparative case studies. In this context, the student develops analyzing, advising, and making decisions skills on issues related to the international system based on the interpretation of the behavior of its actors and trends underlying them.

In the course, the student applies these tools individually and collaboratively, to case studies, events and current problems in the international system, after analysis of concepts, ideas, theories and disciplinary approaches. The course offers students opportunities for making informed decisions on the use of approaches and theories related to international dynamics and their effect. Research and analysis in and out of class support learning activities such as research and debates.

# COURSE SYLLABUS

## COMPETENCES

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

Competences	Sub competences	Performance criteria
DISCIPLINARY COMPETENCE		
Analyze and make decisions on issues related to the international system based on the theoretical interpretation of the behavior of its actors and interactions and trends underlying them.	Differentiate the main approaches and contemporary international relations theory explaining the dynamics of the international system.	Choose and sustain the use of the main approaches and theories of international relations for the analysis and interpretation of cases and phenomena present in the international system through group work in and outside class.  Critically evaluates the different theoretical perspectives with peers and the teacher through critical analysis discussed in class.
	Apply the main concepts, assumptions, and analytical tools of the various theories and contemporary approaches to the dynamics presented in International Relations.	Apply the main approaches and theories to the study of cases to be resolved individually, with their peers and teacher in class.  Theoretically justifies the application of assumptions and instruments presented in group discussions and cases with both the teacher and with their peers.  Apply the main elements of analysis of reviewed theories to propose explanations of cause and possible scenarios to discuss the consequences

# COURSE SYLLABUS

		<p>of such phenomena through research.</p> <p>Discusses with peers and argues personal positions with peers and teacher explanations of causes and consequences of the scenarios studied phenomena with theoretical tools selected by presenting a synthesis of his research.</p>
<b>GENERAL COMPETENCES</b>		
Innovation	<p>Innovation competence involves the capacity to think in an open, critical and purposeful manner; to experience and reflect; inquire; synthesize and reorganize information; generate new ideas; manage change; take risks and anticipate consequences; use technology; act independently and collaborate with others, among others.</p>	<p>It uses technology to conduct research, organize, evaluate, and communicate information through case analysis and resolution.</p> <p>Use creative thinking in proposing solutions to the problems they face in everyday life by simulating scenarios.</p>
Critical Thinking	<p>Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.</p>	<p>Student shows and presents evidence of elaborate thinking processes in the study of class subjects, debates, research and collaborative work.</p> <p>Student includes different perspectives, scenarios and actors in their analysis of international phenomena.</p> <p>Students incorporate the use of thinking routines as part of their work process.</p> <p>Students are able to properly argument their positions and statements utilizing valid scientific sources of information.</p>



# COURSE SYLLABUS

Integrity	Integrity competence involves the capacity to sponsor and apply high moral and ethical principles, respect others, and be consistent with their own values in difficult situations, among others.	Collaborate and interact with others effectively and respectfully in class discussions around the conflicts and challenges of intercultural communication.  Consider and respect other forms of life, thought and cultural patterns that are explored through readings and individual research.
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## PLAN OF THE LEARNING EXPERIENCE

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In ULACIT, the learning experience is designed around generative topics, capable of provoking polemic and which demand that the pupils raise their own arguments. The topics are broken down in spirals of investigation, or questions, which are related to each other in order to have a deeper understanding of the topic. In the future, if the students are curious about something, they will have to look for the answers themselves. The real art of the education is to be able to present the correct questions, interacting with the students and helping them in their discovery process. Every teacher's objective is to motivate the curiosity of the students, which is the emotional incentive that will allow them to want to learn more along their lives.

### Topic 1. Importance of theory in International Relations

- Purpose of theories in international relations
- International relations as a science subject to theorizing
- Theoretical **debates in international relations**

### Topic 2. First debate on international relations: liberalism vs. realism

- Historical context of the debate
- Liberalism (liberal institutionalism)
- Postulates and theoretical proposals
- Theoretical and critical references
- Main postulates and premises
- Units of analysis and study problems
- Main references of the theory

### Topic 3. Traditionalism and scientism

- Historical context of the debate
- Traditionalism and its main arguments
- Scientism and its main arguments
- Results of the debate

## **Topic 4. Third debate on international relations: the interparadigmatic debate: state-centered-globalism-structuralism**

- Historical context of the debate
- State centric paradigm
- Transition from realism to "neorealism"
- Neoliberalism or neoliberal institutionalism
- Globalist paradigm (transnationalism)
- Structuralist paradigm (neo-Marxism)

## **Topic 5. The fourth debate on international relations: rationalism vs. reflectivism**

- Historical context of the debate
- Rationalism: main criticisms
- Moderate reflectivism: constructivism
- Radical reflectivism
- Results of the debate
- Theory of international relations at the beginning of the second decade of the XXI century

## **Topic 6. New theoretical developments of International Relations in the XXI century**

- Critical appraisal of the most relevant theoretical approaches to International Relations.
- Strengths of the theoretical body available in International Relations.
- Weaknesses and gaps in the face of new theoretical developments in International Relations.

## **LEARNING ENVIRONMENT**

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### **Teaching methodology**

To ensure that the course is compatible with the needs, interests and styles of learning of all the participants, we use the methodology of "reversed classroom", or "flipped classroom": the assignments that need minor cognitive effort (remembering and understanding) are done by the students out of the classroom, and those who need major cognitive effort, such as analysis, synthesis and evaluation, are done in different scenarios in the classrooms.

The course provides materials such as readings, videos, narrated presentations and others, via the online learning platform of ULACIT (i.e. *Blackboard*). Students before coming to class are expected to prepare their participation in class, and study the theory at home. The sessions are reserved to practice, reflection and discussion. They revolve around questions, controversies and issues of real business life. With this active, reflective and participative methodology, students are expected to develop inquiry, research and analytical skills. Moreover, they are expected to develop a deep understanding of the subject, participating in the construction of knowledge shared with other students, teachers and other members of society.

# COURSE SYLLABUS



## **Learning resources**

The university has the following educational resources to continually support the teaching-learning process:

- Classrooms-enabled computers, projection equipment and Internet access.
- Online education platform: Blackboard (Bb).
- Document Camera.
- Recording equipment and sound amplification.
- Virtual Library: EBSCO, from which you can access full-text articles.
- Clickers, wireless personal response systems.
- Computer labs with Internet access and applications for research.
- Articulate Presenter, a tool that converts PowerPoint presentations to Flash and can integrate interactions, animations and narrations synchronized.

## **Bibliography**

American Psychological Association. (2010). Publication manual of the American Psychological Association (6ta. Ed.). Washington, D. C.: APA.

Viotti, P.R. & Kauppi, M.V. (2011). International Relations Theory. (5 Ed.). Boston, USA: Logman

# COURSE SYLLABUS

## EVALUATION

The course is graded according to the following assessment chart:

Activity	%	Deadline
Participation in class	15%	On Going
Weekly journals	15%	On Going
Research paper	35%	Week 13 and Week 14
Linked in course and Learning Journal	5%	Week 11
Participation in COIL project:	5%	On going
Article for Moxie	20%	Week 9
Course evaluation (CEPA)	5%	Week 14
Total	100%	

### Participation in class: 15%

Students are expected to join all synchronous sessions on time, stay connected for the whole duration of the session and prepare the corresponding tasks every week. Students must read the assigned required readings and do the corresponding chapter exercises before coming to any session. Reading verifications will be carried every week by means of individual questions, and the fulfillment of chapter exercises will be checked.

Students are expected to understand the issues covered by each reading, do the reading schemes, write down doubts, and carry further research before coming to any session. During the sessions, students should be participating and collaborating with other students in a respectful manner, whether by voicing their questions and concerns, answering questions, and/or working on the assigned tasks. If the student is consistently distracted, does not answer questions or engages when addressed by the professor, marks will be deducted. If the student is absent, he/she loses the 1% for the week.

### EVALUATION RUBRIC OF CLASS PARTICIPATION EVERY WEEK

CRITERIA	1 Met	0 Not met
Punctuality	Logs in on time to class and stays in the virtual classroom for the entire session period.	Arrives late to class and does not stay in the classroom for the entire session period.
Preparation	Comes prepared to class, having schematized the readings and raised doubts.	Does not come prepared to class, does not schematize the readings or raise doubts.
Values	Behaves in a respectful manner.	Does not behave in a respectful manner.

# COURSE SYLLABUS

Participation	Contributes to the class raising comments that encourage discussion.	Participates only when requested by the teacher or does not get involved at all.
Collaboration	Cooperates with others, showing leadership, ethics, negotiation and initiative skills.	Does not demonstrate leadership, ethics, negotiation and initiative skills.
TOTAL	The total is calculated based on 5 points	

## Weekly Journals: 15%

Students will submit weekly journal entries. These are short (4-6 paragraphs) where they will summarize the authors main ideas. If multiple readings are assigned, they may choose one. They will also write a reflection from the previous class in terms of content and classroom experience.

Criteria	Description	Value
Formatting	Follows proper style and formatting suitable for a scholarly paper.	1.5
Reading Summary	Provides a succinct yet comprehensive synopsis of the author's main points.	4.5
Analysis	Analyzes the author's positions, provides an opinion and reflects on the previous class	4.5
Grammar	Uses proper grammar, syntax and style.	2.25
APA adherence	Follows APA guidelines	2.25
TOTAL		15

## Research Paper: 35%

Students will use two of the IR theories learned in class as the foundation of their conceptual framework to investigate and analyze international phenomena. Papers should be 20 to 30 pages long.

Papers should include a matrix which states analysis categories for each the theories chosen. The Paper should include the following component:

- Cover
- Introduction
- Theories Chosen with main proposals
- Description of International Phenomena chosen
- Analysis Matrix with categories
- Analysis of Phenomena with theoretical perspectives
- Conclusions

# COURSE SYLLABUS

- Recommendations
- Bibliography
- Annexes if any

The paper should be presented in the following format:

- Font: Arial, size 11
- Spacing: 1.5
- Reference style: APA 2016
- Length: 8-15 pages (Cover and references not included)
- Page number

## Rubric for research paper

	Criteria	1	2	3	4	5
1	<b>Integration of knowledge</b> The paper demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.					
2	<b>Topic focus</b> The topic is focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the paper, either by statement of a position or hypothesis.					
3	<b>Depth of discussion</b> In-depth discussion & elaboration in all sections of the paper.					
4	<b>Cohesiveness</b> Ties together information from all sources. Paper flows from one issue to the next without the need for headings. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.					
5	<b>Conclusions</b> Synthesize the findings and their position regarding them.					
6	<b>Structure</b> The document complies with the structure and length requested					
7	<b>Writing style</b> Demonstrates excellent ability to express clearly in an academic English.					
8	<b>Spelling &amp; grammar</b> No spelling &/or grammar mistakes.					

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9	<b>Sources</b> No less than 10 sources are used, of which at least 3 are peer-review journal articles or scholarly books. Sources include both general background sources and specialized sources. Special-interest sources and popular literature are acknowledged as such if they are cited. All websites utilized are authoritative.						
10	<b>Citation</b> Cites all data obtained from other sources. APA citation style is used in both text and bibliography.						
<b>Total. The score is calculated on a basis of 35 points. No work will be approved with assessment of 1 in any of the criteria.</b>							

*Note: 1 Did not comply; 2 complied deficiently; 3 Complied fairly; 4 Complied efficiently; 5 Complied excellently*

## Linked-In Course and Learning Journal: 5%

As part of the educational resources for this course, students have access to the LinkedIn Learning platform. The LinkedIn Learning platform offers free access to more than 15,000 virtual courses, which not only allow the course content to be supplemented, but also offers the possibility that once the courses on the platform are completed, the student's profile is automatically updated on the platform.

For this course, students must complete a LinkedIn Learning course, which is aimed at developing the skills and competencies necessary to excel in today's job market. In addition, a learning journal should be prepared where they make a synopsis of what they have learned and a reflection on how they think they can benefit from this knowledge and skills in their professional career.

The course chosen for this semester is: *"Overcoming your Fear of Public Speaking"*

You can access it through the following link:  
[https://www.linkedin.com/learning/overcoming-your-fear-of-public-speaking-2?trk=learning-serp\\_learning\\_search-card&upsellOrderOrigin=homepage-learning\\_learning-search-bar\\_search-submit](https://www.linkedin.com/learning/overcoming-your-fear-of-public-speaking-2?trk=learning-serp_learning_search-card&upsellOrderOrigin=homepage-learning_learning-search-bar_search-submit)

## Collaborative Online International Learning Initiative (COIL): 5%

This course has a virtual international exchange component. We will work with students from the Salisbury University in Maryland, USA, on different tasks this quarter. You will receive instructions and materials for each activity. You are expected to participate and engage with the international students and attend all activities planned. Grade will be based on attendance.



# COURSE SYLLABUS



## Article for Moxie: 20%

As of 2020, ULACIT has its own Web channel, called Moxie, produced by the students, in alliance with the journalistic medium Delfino.cr, in order to provide them with a space to generate and disseminate their ideas, as well as serve as a showcase to exhibit their academic projects nationwide.

It is called Moxie - which in urban English means having the ability to face difficulties with intelligence, boldness and courage - in honor of our students, whose “moxie” characterizes them.

If before there were printed student publications, now these initiatives are transferred to the digital space, which allows our students to experiment, not only with digital publication, but with audiovisual production, graphic design, digital marketing and web technology, among others.

This course contributes to the written and audiovisual content of the Moxie Canal, through the publication of a 550-word article, about problems or dilemmas defined by the professor in the courses previously selected by the academic direction.

The project consists of three products, namely: article text, allusive image, audio-visual in-depth content; The three components constitute the contribution, so only those contributions that are complete can be qualified.

With the aim of obtaining the best production of the articles as a sample of competence on the part of the students, a Guide for teachers and students has been elaborated: Elaboration of MOXIE based on the institutional rubric”.

The students' production must be delivered in the courses for week 10 of the semester (November 9 to 13). The products selected by the professor must be delivered to the academic direction in week 12 (November 23-27).

Without exception, the article for MOXIE must be evaluated based on the following rubric and assigned score of the final average in the course:

Criteria	Description of Criteria	1 Meets	0.5 Incomplete	0 Fails
A. Extension and Writing	1. The article has an extension of 550 words), distributed in four paragraphs (1 introductory paragraph, 2 development paragraphs, 1 conclusion paragraph).	1	0,50	0
B. Title	2. It Has a title that suggests the topic and provokes the interest of the reader	1	0,50	0

# COURSE SYLLABUS

C. Introductory paragraph is well written (paragraph 1)	3.The author draws the reader's attention by using one of the following resources: tell an anecdote, presents a fact, make a metaphor, a provocative question, evokes a famous image, scene or phrase	1	0,50	0
	4. Locate in the geographic, political or social context the subject that it addresses.	1	0,50	0
	5. Let the reader know: Why it is important to address the problem or the dilemma. The originality of the perspective with which it deals. It says explicitly, clearly and forcefully what your position is about it.	1	0,50	0
D. Development of authors position (paragraph 2 and 3)	In the first paragraph of the development, the author presents the evidence (statistical data, proven facts, definitions ...) that support his position and makes it clear why it is adequate to respond to the problem or dilemma and should be accepted by the reader.	1	0,50	0
	In the second paragraph of the development, the author anticipates the questions that readers could ask about your position regarding the problem or dilemma. Therefore, the student says what those possible arguments could be against and declares to what extent they could be right or true, and how in spite of that his/her position remains valid.	1	0,50	0
E. Conclusion (Paragraph 4)	8.The conclusion is clear in addressing how the evidence provided is the basis for maintaining the author's position-solution and why readers should accept it.	1	0,50	0
	9. It suggest that the solution you propose: is an effective and feasible plan, which does not offer significant or unforeseen inconveniences, or justifies that the balance is favorable to the advantages, in relation to the disadvantages, or suggests results or consequences, or	1	0,50	0

# COURSE SYLLABUS

	states that no solution is perfect, but the one it offers is the best.			
F. The development meets criteria of style and form.	10.The reading of the article is fluid because ideas relate to each other, making good use of transitional words and phrases, as well as a correct punctuation.	1	0,5	0
	11.The author gives reason for the origin of outside ideas and data based on which he supports his position, following the APA standards (references in the text and list of references) and criteria from the VERAS rubric.	1	0,50	0
	12.The source of the data you use is solid and primary when available.	1	0,5	0
	13.Uses professional vocabulary, not colloquial.	1	0,50	0
	14.Reflects linguistic economics, expressing what is necessary to say with the least number of words.	1	0,50	0
	15.The writing has no spelling or grammar mistakes (disagreements between person, gender and number)	1	0,50	0
G. Image	The image is a photograph or illustration, directly related to the content of the article, capable of communicating the emotion and message.	1	0,50	0
	The original image is attached in a separate high-resolution file in PNG or JPG format at 72 dpi.	1	0,50	0
	The image has characteristics of composition, depth of field and lighting, which facilitate its visualization and interpretation.	1	0,50	0
H. Audiovisual	19.The audiovisual is a video, audiopodcast, or a slidedeck between 4 and 8 minutes with clarity in sound and image (in the case of a video) oriented towards going deeper in the content of the article.	1	0.50	0
	The format of the video and audio files is MP4, uncompressed, of 16-32 bits, with a resolution of 1.920 X 1.080 pixels HD (using compressor H264 or H265).	1	0.50	0

# COURSE SYLLABUS



	WAV files are recommended, when possible.			
Total	This performance has three components: the opinion piece, the image and the video. The absence of one of the three, excludes the MOXIE contribution from being evaluated, and leads to the complete loss of the score.			

## Course evaluation CEPA: 5%

As a comprehensive activity of the course, the student will have the opportunity to evaluate its various components: the teaching skills of the teacher, quality of materials, the educational environment, the skills of ULACIT graduates, the evaluation system, and the challenging and demanding levels. Also, as a central element of the Teaching for Understanding (EpC), educational model that ULACIT implements, the student has a space in the CEPA, to reflect on their own performance (self-assessment) and that of their peers (co-evaluation). This intellectual exercise allows students to identify their strengths and weaknesses, and take actions to continuously improve their processes of knowledge construction. When assessing their peers, students take an active role as members of the committed learning community. Being a forum for reflection within the course and due to the value it has for making academic decisions, it is given a value of 5% within the final grade. For this evaluation item, the student is expected to take time, responsibly analyze each question and answer the questionnaire completely.

## INSTITUTIONAL POLICIES

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### Academic Honesty Policy

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

### English integration Level

ULACIT is a bilingual university. Therefore, the degrees that include English-taught courses use Spanish and English language resources, depending on the location of the course in the

curriculum. In the courses marked with the word "English" on the academic offering, students can submit their projects and other assignments in English. The courses in bilingual careers are completely taught in English. In the bachelor and postgraduate degrees, reading English literature is compulsory, although the courses may incorporate additional readings in Spanish.

## **Creating a culture of respect**

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

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

We ask teachers to take corrective measures to ensure a respectful coexistence environment conducive to learning and habits of respect, fundamental to the comprehensive and professional training of students. At the beginning of each period, students should consult with their faculty for specific regulations and sanctions that could be implemented.

## **Attention to diversity**

The curricular approach at ULACIT focuses on the development of competences through the completion of projects, allowing students to fulfill the academic requirements based on their own learning styles, abilities, and individual interests. The primary responsibility of learning is placed on the student; the instructor is responsible for setting course expectations from start, offering the required support to satisfy them, and awarding a level of flexibility that allows each student to choose how he or she will fulfill the course goals and work at his own pace in the completion of the projects assigned. Furthermore, the instructor will provide the required learning materials, along with continuous feedback using the rubrics designed for each project. The feedback is of a qualitative as well as

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quantitative nature. The use of technological tools and collaborative work allows the professor to tailor the educational process to the abilities of each student. If you have any additional special educational needs, please contact [diversidad@ulacit.ac.cr](mailto:diversidad@ulacit.ac.cr)

## Claims

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

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

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

## COURSE SCHEDULE

Date	Content and Class Work	Assignments	Due Date
Week 1: Jan 18 <sup>th</sup>	Presentation of the course, syllabus, and expectations. Introduction of International Relations as a field of study		
Week 2: Jan 25 <sup>th</sup>	Introduction to IRT <a href="#">Presentation of COIL Initiative with guest professor Dr. Sarah Surak from Salisbury University in Maryland.</a>	Study Chapter 1 Viotti: Thinking about IR Theory <a href="#">Coordinate Cultural Exchange 1 (Due Feb 8<sup>th</sup>)</a>	Jan 25 <sup>th</sup>
Week 3: Feb 1 <sup>st</sup>	Theory 1: Realism The study of power in the International System Reading review	Study Chapter 2 Viotti: Realism	Feb 1 <sup>st</sup>
Week 4: Feb 8 <sup>th</sup>	Matrix of analysis 1: Realism	Homework in preparation of matrix work	Feb 8 <sup>th</sup>
Week 5: Feb 15 <sup>th</sup>	Theory 2: Liberalism <i>Neoliberal Institutionalism</i> <i>Global Governance</i>	Study Chapter 3 Viotti: Liberalism	Feb 15 <sup>th</sup>

# COURSE SYLLABUS

	<i>Economic Interdependence and Peace</i> Reading Review		
Week 6: Feb 22 <sup>nd</sup>	Matrix of Analysis 2: Liberalism vs Realism <a href="#">First debate with SU students (Morning schedule)</a>	Homework in preparation of matrix work	Feb 22 <sup>nd</sup>
Week 7: March 1 <sup>st</sup>	Theory 3: Economic Structuralism <i>Dependency Theory</i> <i>Capitalist World-Theory</i> <i>Change and Globalization.</i> <i>Post-Colonialism</i> Reading Review	Study Chapter 4 Viotti: Economic Structuralism	March 1 <sup>st</sup>
Week 8: March 8 <sup>th</sup>	Theory 4: Rationalism and the English School of Thought Reading Review	Study Chapter 5 Viotti: Rationalism	March 8 <sup>th</sup>
Week 9: March 15 <sup>th</sup>	Theory 5 and 6: Constructivism and Post Modernism Reading Review <a href="#">Guest Lecture by Dr. Sarah Surak</a>	Study Chapter 6 Viotti: Interpretative Understandings I Article for Moxie	March 15 <sup>th</sup>
Week 10: March 22 <sup>nd</sup>	Theories 7 and 8: Positivism and Critical Theory Reading Review <a href="#">Second debate with SU students (Afternoon schedule)</a>	Study Chapter 7 Viotti: Interpretative Understandings II <a href="#">Coordinate Cultural Exchange 2 (Due April 5<sup>th</sup>)</a>	
Week 11: March 29 <sup>th</sup> No synchronous session		Linked In Course and Learning Journal. Analysis Matrix 3 Homework	April 4 <sup>th</sup>
Week 12: April 5 <sup>th</sup>	Theory 9 and 10: Feminism and Normative Theory Review of Matrix Homework Reading Review		April 5 <sup>th</sup>
Week 13: April 12 <sup>th</sup>	Presentation of Final Research Day 1	Final Research document and oral expo.	April 12 <sup>th</sup>
Week 14: April 19 <sup>th</sup>	Presentation of Final Research Day 2 Theoretical gaps in the field The future of IRT	<a href="#">Last cultural exchange</a>	April 25 <sup>th</sup>



# COURSE SYLLABUS



**Universidad Latinoamericana de Ciencia y Tecnología**  
**Bachelor of Science in Business Administration**

<b>Course</b>	<b>International Trade</b>
<b>Code</b>	20-1006
<b>Credits</b>	3
<b>Requisites</b>	None
<b>Mode</b>	Regular
<b>Type</b>	Theory and Practice
<b>Administrative Instructions</b>	The course uses the Internet extensively, as well as the digital database, EBSCO, therefore it is mandatory for the student to have internet access from home.

### **Purpose of the course**

How do professional international economists think? Which is the best way to approach important policy problems in the international arena? What are the important theorems of international trade? Why do businesses differ in other cultures? Why are products the same (or different) in countries? This course will analyze the causes and consequences of international trade and investment. We will investigate why nations trade, what they trade, and who gains (or not) from this trade. We will then analyze the motives for countries or organizations to restrict or regulate international trade and study the effects of such policies on economic welfare. Topics covered will include the effects of trade on economic growth and wage inequality, multinationals and foreign direct investment, international trade agreements and current trade policy disputes. We will also spend some time discussing aspects of the current debate on "globalization" such as the use of international labor standards, interactions between trade and environmental concerns. The course will heavily rely on economic modeling to help us understand these events.

Upon completion of this course, you will be able to define the nature of international trade and the environments in which it is conducted; the continuing importance of international organizations and the international monetary system, and how it affects business. You will be able to analyze the efficacy of trade policy, considering both intended and unintended consequences of policy choices with particular attention paid to the changing geopolitical environment in which these policies exist.

# COURSE SYLLABUS

## Competences

Units of Competence	Elements of Competence	Context in which the competence is applied
Disciplinary Competence:	The student will be able to:	The student shows the mastering of the competence in learning activities such as:
To comprehend the role of trade, protectionism, and monetary markets in the global economy.	<ul style="list-style-type: none"> <li>Explain the value of studying international trade.</li> <li>Identify some present trends and how they are affecting the world economy and international trade.</li> <li>Apply basic concepts of international trade to your daily life as well as specific situations.</li> </ul> <p>Comprehend the main environments affecting international trade.</p> <ul style="list-style-type: none"> <li>Understand the importance and characteristics of the world economic geography.</li> <li>Understand geographic, natural, political, and cultural differences.</li> <li>Identify basic trade concepts used in daily newspapers, magazines, radio and TV broadcasts.</li> </ul> <p>Explain basic events and phenomena related international trade that take place daily.</p> <ul style="list-style-type: none"> <li>Explain the purpose and importance of international trade and investment theory.</li> <li>Comprehend the arguments for imposing trade restrictions.</li> <li>Understand the main aspects of the history of international trade.</li> </ul> <p>Analyze the present trends in economic thought with regard to</p>	<ul style="list-style-type: none"> <li>Case analysis.</li> </ul>

# COURSE SYLLABUS

	<p>the world economy and trade.</p> <ul style="list-style-type: none"> <li>▪ Identify the key elements of the global monetary system.</li> <li>▪ Explain the developments shaping the world monetary system from the end of World War II to the present.</li> <li>▪ Understand the balance of payments.</li> </ul> <p>Locate, organize, and analyze trade data to get insightful conclusions. Such data include exports and imports either in aggregate terms or for specific goods and services for individual countries, trade patterns for the US and other countries, trade deficits, and tariff rates.</p> <ul style="list-style-type: none"> <li>▪ Focus on the global company per se.</li> </ul> <p>Critically evaluate the claims of politicians and other policymakers regarding the welfare effects of their proposals of international trade.</p>	
General Competence		
To show competence for learning and for looking for personal and professional effectiveness.,	Creative thinking	<ul style="list-style-type: none"> <li>• Uses his/her creativity in applying solving business administration problems faced in every day managerial situations.</li> </ul>
	Communication.	<ul style="list-style-type: none"> <li>• Communicates verbally, non-verbally and in writing with his/her peers, professor and general public, in a variety of forms and contexts.</li> </ul>
	Collaborate.	<ul style="list-style-type: none"> <li>• Collaborates and interacts with others with effectiveness and respect.</li> </ul>
	Reasoning.	<ul style="list-style-type: none"> <li>• Uses reasoning when</li> </ul>

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		synthesizing information, establishing arguments, evaluation alternatives and establishing conclusions, when communicating with peers and professors.
	Uses information technology and communication.	<ul style="list-style-type: none"><li>• Uses information technology and communications to do research, to organize, evaluate and communicate information.</li></ul>
	Uses scientific methods and tools.	<ul style="list-style-type: none"><li>• Uses scientific methods when doing research and before arriving to conclusions.</li></ul>
	Personal effectiveness	<ul style="list-style-type: none"><li>• En su desempeño e interacción con otros en las actividades de aprendizaje del curso, muestra iniciativa, responsabilidad, ética, liderazgo y productividad así como capacidades de autogestión, y disposiciones hacia el cambio.</li></ul>

## Teaching Methodology

**SOCRATIC DIALOGUE:** Most of the sessions will follow an open discussion format under the Socratic dialogue, in which the professor assumes the conducting role of the discussion between him/her and the student, or as a mediator between students.

**ONLINE EDUCATION:** The student will learn through Reading the material, the interaction with the professor and students in class, and through electronic means.

**CASE METHODOLOGY:** The student will read and analyze the case, individually or in groups, in order to acquire knowledge about the topic, and to be capable of making decisions on scenarios where not all the information is available.

## Evaluation Methodology

The course grading is divided according to the following items:

Activity	%
Participation	15%
In Class Reading Comprehension and Homeworks	20%
Forums (4)	20%
Course project	40%
Course evaluation (CEPA)	5%
<b>Total</b>	<b>100%</b>

- **Participation 15%**

1. Attendance is mandatory. Failing to attend the class more than 3 times will automatically fail you. You must always let the professor know in advance if you are not going to make it to class; however, excusing yourself will not eliminate the attendance requirement.
  1. Using your mobile or computer while the professor or your fellow students are talking will count is not considered as attendance.
  2. Leaving the class early is not as attendance.
2. Participation means that you must actively engage in all of the class activities. **Just being present in the classroom is not considered participation.**

## Rubric (2% per session)

Points per session	Criteria
<b>2</b>	<p><b>Attendance:</b> The student showed up in time and remained in class throughout the class.</p> <p><b>Participation:</b> The student read the material and actively participated, significantly enhancing the learning experience for him/her and classmates. The student actively listened to his/her peers and commented on their opinions.</p>
<b>1.5</b>	<p><b>Attendance:</b> The student showed up in time but did not remain in class throughout the class OR the student showed up late for class.</p> <p><b>Participation:</b> The student actively participated, significantly enhancing the learning experience for him/her and classmates. The student actively listened to his/her peers and commented on their opinions.</p>
<b>1</b>	<p><b>Attendance:</b> The student showed up in time and remained in class throughout the class.</p> <p><b>Participation:</b> The student did not actively participate. Sometimes, the student was distracted by electronic devices or by talking to other classmates.</p>
<b>0.5</b>	<p><b>Attendance:</b> The student showed up in time and remained in class throughout the class.</p> <p><b>Participation:</b> The student did not actively participate. All the time, the student was distracted by electronic devices or by talking to other classmates.</p>



<b>0.25</b>	<p><b>Attendance:</b> The student showed up in time but did not remain in class throughout the class OR the student showed up late for class.</p> <p><b>Participation:</b> The student did not actively participate. All the time, the student was distracted by electronic devices or by talking to other classmates.</p>
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- **In-class Reading Comprehension and Homeworks 20%**

Every other week the instructor will apply a reading comprehension quiz in order to make sure that the students are developing the appropriate competence during the course. In order to prepare for each class, the student must read the chapters ahead and do the exercises from the textbook.

The instructor will assign a homework for the student to practice the concepts developed during the weeks. The homeworks must be submitted via Blackboard, unless otherwise specify by the instructor.

### **Course evaluation (CEPA) 5%**

Students should fill the online course evaluation, which is a reflection of the teaching-learning process they are going through. This evaluation will be available on Blackboard during weeks 12 and 13 and is worth 5% of the grade.

### **ACADEMIC HONESTY**

ULACIT endorses high ideals and rigorous standards of academic life. For the effects of this course, it is expected that participants avoid dishonest behavior such as fraud or plagiarism. Fraud includes making up data, falsifying bibliography, using projects elaborated by third parties, obtaining unauthorized help in classified tasks or for other

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persons to do your work. Plagiarism includes literally copying phrases, sentences, paragraphs and fragments of printed materials, Internet, and other sources, without giving credit to the original author; as well as paraphrasing without citing the source. **Plagiarism will make you immediately fail the course.**

## ATTENTION TO DIVERSITY

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

## Educational Resources

The course has the following education technology to continuously support the teaching-learning process:

- a) On-line education platform Blackboard, which includes tools for synchronic and asynchronic communication between the professor and the students, as well as areas to make available to students grades, files, web pages and evaluations.
- b) Printed resources in the Alberto Cañas Escalante Library.

- c) Virtual EBSCO Library, from which it is possible to access scientific papers in full text for research papers.
- d) Computer with Internet access and software for doing projects.

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Mandatory:

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Tower, E., H. Baas and A. Sheer, "Tariff Warfare"

W. Charles Sawyer, Richard L. Sprinkle. International Economics. Prentice Hall, 2006.

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# COURSE SYLLABUS



## Class Schedule

WEEK	CONTENT	Teaching Strategy	Learning Activity
1	<b>Course Description</b> <b>Globalizing Business</b>	Individual reading of syllabus. Individual reading of chapter.	Read Course Syllabus
2	<b>Understanding Politics, Laws and Economics.</b> <b>Emphasizing Cultures, Ethics &amp; Norms</b>	Individual reading of chapter. Individual preparation for in class discussion. Group discussion.	Read: Chapter 1  Read: Chapter 2
3	<b>Trading Internationally</b>  <b>Investing Abroad Directly</b>	Group preparation for in class discussion. Group discussion.	Read: Chapter 3  Read: Chapter 4
4	<b>FORUM # 1</b>	Individual preparation for in class discussion. Group discussion.	
5	<b>Dealing with foreign exchange</b>  <b>Capitalizing on Global &amp; Regional Integration</b>	Individual reading of chapter. Individual preparation for in class discussion. Group discussion.	Read: Chapter 5  Read: Chapter 6
6	<b>Capitalizing on Global &amp; Regional Integration – II</b>  <b>Growing &amp; Internationalizing the Entrepreneurial Firm</b> <b>Entering Foreign Markets</b>	Individual reading of chapter. Individual preparation for in class discussion. Group discussion.	Read: Chapter 7  Read: Chapter 8

# COURSE SYLLABUS

<b>7</b>	<b>FORUM # 2</b>	Individual preparation for in class discussion. Group discussion.	
<b>8</b>	<b>Costa Rica's Free Trade Agreements discussion</b>	Individual reading of chapter. Individual preparation for in class discussion. Group discussion.	Read: Chapter 9  Read: Chapter 10
<b>9</b>		Individual reading of chapter. Individual preparation for in class discussion. Group discussion.	Read: Chapter 11  Read: Chapter 12
<b>10</b>	<b>FORUM # 3</b>	Individual preparation for in class discussion. Group discussion.	
<b>11</b>	<b>Documentary analysis</b>	Individual reading of chapter. Individual preparation for in class discussion. Group discussion.	Read: Chapter 13
<b>12</b>	<b>FORUM # 4</b>		
<b>13</b>			Teams will present final case analysis and recommendations.



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14	<b>HOLIDAY (EASTER WEEK)</b>		NO CLASSES
15	<b>Wrap up</b>		Teams will present final case analysis and recommendations.

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

<b>Course name</b>	<b>Latin American Cultural Identity</b>
<b>Course code</b>	03-0129
<b>Credits</b>	3
<b>Entry requirements</b>	N/A
<b>Modality</b>	Virtual
<b>Nature</b>	Theoretical-practical
<b>Duration and frequency</b>	Quarter, equal to fifteen class weeks
<b>Schedule</b>	Wednesday, 6:30-9:30pm
<b>Classroom/Lab</b>	N/A
<b>Instructor</b>	PhD. Jacobo Schifter <a href="mailto:jschyfters539@ulacit.ed.cr">jschyfters539@ulacit.ed.cr</a>
<b>Administrative Instructions</b>	This course requires an intensive use of the Internet and the electronic databases for research (EBSCO), which makes it necessary for students to have access to this tool from their home.

### PURPOSE OF THE COURSE

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

### COMPETENCES

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

Competencies	Subcompetencies	Performance criteria
DISCIPLINARY COMPETENCY		
Critically evaluate the	To analyze the evolution and	Discussing with peers and

# COURSE SYLLABUS

influence of Latin American cultural identity in the human and democratic development of the region in order to promote the integral development of our societies respecting and promoting the cultural diversity that characterizes the region.	distinctive features of the Latin American cultural identity.	the instructor, through weekly classroom activities, the evolution of the Latin American cultural identity and its meaning and value today.  Creatively communicate their ideas regarding the development processes of the Latin American identity through group discussions.
	Determine the relevance of Latin American cultural identity and its relationship with socioeconomic and political development and current and future.	Develops creative and innovative ways to communicate critical analysis of disputes over cultural identity in the region through a research project.  Promotes critical discussion of possible trends of change to the Latin American cultural identity.
<b>GENERAL COMPETENCE</b>		
Show competencies for life, learning, and personal y labor effectiveness.	Think creatively	Employing creativity to analyze the most relevant cases of poverty and overcoming in the region, through oral and written proposals.
	Communicate	Communicating visually, orally, nonverbally, and in writing with peers, the professor, and the general public, in a variety of ways and contexts.
	Collaborate	Collaborating and interacting with effectiveness and respect, during class and round table discussions, as well as in the general collaborative activities.
	Reason	Employing reasoning when synthesizing information

# COURSE SYLLABUS

		and analyzing arguments regarding the evolution and development perspectives of Latin America.
	Utilize communication and information technologies.	Utilizing communication and information technologies to investigate, organize, evaluate, and communicate information related to the final essay.
	Utilize scientific methods and tools.	Using scientific methods, approaches, and concepts, particularly research techniques in empirical analysis cases.
	Perform with personal effectiveness.	During their performance and interaction with others, in the course learning activities, showing initiative, responsibility, ethics, leadership, and productivity, as well as self-management skills and openness to change.

## PLAN OF THE LEARNING EXPERIENCE

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### Topic 1. Anthropology, Latin America and the Caribbean

- Why study anthropology in Latin America and the Caribbean
- Disputes: the culture of poverty and “the poor” perspective

### Topic 2. Introduction on Latin America and the Caribbean

- Delimiting and imagining Latin America: ideas, spaces and places
- Countries and population
- Cities and Migration
- Languages
- Landscapes, culture and society

### Topic 3. Society and culture before Europeans

- Phases of the emergence of social complexity in Latin America and the Caribbean.
- The Inca and Aztec states

### Topic 4. Conquest, Colony and resistance

- The European conquerors

- The colonial period
- Colonial legacies, independence and the Coalescence of the Nation-States

## **Topic 5. Cultural policy of race and ethnicity**

- Racial categories and racial fluidity in Latin America
- Colonialism, Empire and the invention of Race
- Mestizos and mestizaje: class, race and nation
- The rise of ethnicity and ethnic movements
- Ethnicity, Nationalism and Gender

## **Topic 6. Cultural constructions of gender and sexuality**

- Pre-European gender systems
- The conquest and colonial period
- Gender and consolidation of Nation-states
- Femininity and masculinity

## **Topic 7. Religion and daily life**

- Popular Catholicism
- The spread of Protestantism
- The African heritage: Candomblé, Santería and Vodou

## **Topic 8. Striving for health and coping with illness**

- Medical Anthropology
- Poor health in Latin America and the Caribbean
- The Expressive and healthy body
- Religion and healing

## **Topic 9. Food, cuisine and cultural expression**

- Food and Culture
- Communicating gender and sexuality through food
- Kitchen, cookbooks and Nation-building

## **Topic 10. Perspectives on Globalization**

- Tourism, crafts and cultural authenticity
- Transnational Production and labor
- Global interests and the environment

## **Topic 11. Manifestations of popular culture**

- What is popular culture?
- Carnival and popular celebrations
- Music and dance
- Television and Telenovelas

## **Topic 12. Violence, memory and striving for a just world**

- Violence and Memory
- The Central American civil wars
- Argentina's dirty war

# COURSE SYLLABUS



- Violence in Colombia
- The Mexican Zapatistas
- Shining Path in Peru

## **THE LEARNING ENVIRONMENT**

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### **Teaching methodology**

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

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

### **Educational resources**

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

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

## **EVALUATION METHODOLOGY**

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

# COURSE SYLLABUS



Activity	Percentage
<i>Reading checks</i>	20%
<i>Discussion forums</i>	30%
<i>Paper</i>	30%
<i>Class participation</i>	15%
<i>CEPA</i>	5%
<b>Total</b>	<b>100%</b>

## Reading check 20%

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

## Discussion forums 30%

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

### Rubric for the evaluation of virtual forums

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

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

## Paper: 30%



# COURSE SYLLABUS

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

## Rubric for the research paper

Criteria	Expert (4)	Proficient (3)	Apprentice (2)	Novice (1)
<b>Integration of knowledge</b>	The paper demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.	The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper.	The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course.	The paper does not demonstrate that the author has fully understood and applied concepts learned in the course.
<b>Topic focus</b>	The topic is focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the paper, either by statement of a position or hypothesis.	The topic is focused but lacks direction. The paper is about a specific topic but the writer has not established a position.	The topic is too broad for the scope of this assignment.	The topic is not clearly defined.
<b>Depth of discussion</b>	In-depth discussion & elaboration in all sections of the paper.	In-depth discussion & elaboration in most sections of the paper.	The writer has omitted pertinent content or content runs on excessively. Quotations from others outweigh the writer's own	Cursory discussion in all the sections of the paper or brief discussion in only a few sections.

# COURSE SYLLABUS

			ideas excessively.	
<b>Cohesiveness</b>	Ties together information from all sources. Paper flows from one issue to the next without the need for headings. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	For the most part, ties together information from all sources. Paper flows with only some disjointedness. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	Sometimes ties together information from all sources. Paper does not flow - disjointedness is apparent. Author's writing does not demonstrate an understanding of the relationship among material obtained from all sources.	Does not tie together information. Paper does not flow and appears to be created from disparate issues. Headings are necessary to link concepts. Writing does not demonstrate understanding any relationships.
<b>Spelling &amp; grammar</b>	No spelling &/or grammar mistakes.	Minimal spelling &/or grammar mistakes.	Noticeable spelling & grammar mistakes.	Unacceptable number of spelling and/or grammar mistakes.
<b>Sources</b>	More than 5 current sources, of which at least 3 are peer-review journal articles or scholarly books. Sources include both general background sources and specialized sources. Special-interest	5 current sources, of which at least 2 are peer-review journal articles or scholarly books. All web sites utilized are authoritative	Fewer than 5 current sources, or fewer than 2 of 5 are peer-reviewed journal articles or scholarly books. All web sites utilized are credible.	Fewer than 5 current sources, or fewer than 2 of 5 are peer-reviewed journal articles or scholarly books. Not all web sites utilized are credible,

# COURSE SYLLABUS

	sources and popular literature are acknowledged as such if they are cited. All web sites utilized are authoritative.			and/or sources are not current.
<b>Citation</b>	Cites all data obtained from other sources. APA citation style is used in both text and bibliography.	Cites most data obtained from other sources. APA citation style is used in both text and bibliography.	Cites some data obtained from other sources. Citation style is either inconsistent or incorrect.	Does not cite sources.

## Class participation: 15%

Students are expected to come to class on time and prepare the corresponding tasks every week. For instance, students must read the assigned required readings before coming to any session. Reading verifications will be carried every week by means of individual questions. Students are expected to understand the issues covered by each reading, do the reading schemes, write down doubts, and carry further research before coming to any session. During the sessions, students should be participating and collaborating with other students in a respectful manner, whether by voicing their questions and concerns, answering questions, and/or working on the assigned tasks. If the student is consistently distracted and not paying attention in class, marks will be deducted. **If the student is absent, he/she loses the 1% for the week.**

### Rubric for class participation

Criteria	Met (1)	Not met (0)
<b>1. Punctuality</b>	Arrives on time to class and stays in the classroom for the entire session period.	Arrives late to class and does not stay in the classroom for the entire session period.
<b>2. Preparation</b>	Comes prepared to class, having schematized the readings and raised doubts.	Does not come prepared to class, does not schematize the readings or raise doubts.
<b>3. Values</b>	Behaves in a respectful manner.	Does not behave in a respectful manner.

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<b>4. Participation</b>	Contributes to the class raising comments that encourage discussion.	Participates only when requested by the teacher or does not get involved at all.
<b>5. Collaboration</b>	Cooperates with others, showing leadership, ethics, negotiation and initiative skills.	Does not demonstrate leadership, ethics, negotiation and initiative skills.
<b>TOTAL</b>	The total is calculated based on 5 points	

## Course evaluation (CEPA): 5%

As part of every course, students will have the opportunity to evaluate all of its different components: the didactic competencies of the professor, the quality of the materials, the learning environment, the competencies of ULACIT's graduates, the effective use of Blackboard, the grading system, and the degree to which students are challenged and pushed to reach their full potential. Additionally, as a core element of ULACIT's signature educational model, Teaching for Understanding (EpC), students will have an opportunity within CEPA to reflect on their own performance (self-assessment), as well as that of their classmates (peer assessment). This intellectual exercise allows students to identify their strengths and weaknesses and make adjustments, in order to continuously improve his knowledge-building strategy. When evaluating their peers, students become active members of a learning community committed to educational excellence. Since this is a self-assessment segment within the course, and due to its importance for the university's academic decisions, this activity is worth 5% of the final grade. To earn this percentage, students are expected to take their time to ponder each question carefully and answer the questionnaire completely.

## COLLABORATIVE PROJECT CONTRACT

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

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

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

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

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

## **INSTITUTIONAL POLICIES**

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### **Academic Honesty Policy**

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

### **English integration Level**

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

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

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

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

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

# COURSE SYLLABUS



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

## **Attention to diversity**

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

## **Claims**

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

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

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

## **BIBLIOGRAPHY**

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### **Required text:**

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

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

Sanabria, H. (2007). The anthropology of Latin America and the Caribbean. Boston. Pearson Education Inc.

### **Additional readings:**

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

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- Frank, A. G., Chew, S. C., & Denmark, R. A. (1996). The underdevelopment of development: essays in honor of Andre Gunder Frank. Thousand Oaks: Sage Publications
- Gangs of Central America: Causes, Costs, and Interventions. Small Arms Survey.
- Gómez Meza, J. O. (2011). Luchas maricas y derechos humanos en América Latina. SAN RAFAEL, Costa Rica: Gómez Meza, Juan Olivier
- Patiño Franco, José Uriel, 1964-. (2002). La Iglesia en América Latina: una mirada histórica al proceso evangelizador eclesial en el continente de la esperanza: siglos XV-XX. Bogotá: San Pablo,
- Paz, Octavio, 1914-1998. (1972). El laberinto de la soledad. México: Fondo de Cultura Económica,
- Schifter, Jacobo, (2014). Love and Lust. American Men in Costa Rica. Createspace Independent Pub; Edición: Large Print (25 de marzo de 2014).
- Schifter, Jacobo. (2000). The sexual construction of Latino youth: implications for the spread of HIV/AIDS. New York: Haworth Hispanic/Latino Press,
- Skidmore, T. E., & Smith, P. H. (1992). Modern Latin America. 3rd ed. New York: Oxford University Press.
- Wade, P. (2010). Race and ethnicity in Latin America. Second edition. London; New York: New York: Pluto Press.



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

Course name	Management of non-profit organizations
Course code	12-0008
Credits	4
Requirements	N/A
Modality	Virtual
Nature	Theoretical-practical
Period and duration	Quarter, equal to fifteen class weeks
Schedule	Thursday, 2-5 pm
Classroom/Lab	Virtual class
Professors	MBA Luis Dumani <a href="mailto:ldumanis940@ulacit.ed.cr">ldumanis940@ulacit.ed.cr</a>
Administrative Instructions	This course requires an intensive use of the Internet and the electronic databases for research (EBSCO), which makes it necessary for students to have access to this tool from their home.

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**PURPOSE OF THE COURSE**

In this course students develop the necessary skills to manage non-profit organizations, aiming to fulfill their reason for existence, their mission. Professionals in International Relations must be equipped to be part of these organizations, whether in positions of leadership, or as specialists and consultants. They must possess detailed knowledge of the main aspects for its successful operation. Throughout the course, students will carry out a series of activities to prepare them to lead and be part of the highest levels of these organizations. This is achieved through group discussion, a reflection blog, and by creating and defending the profile of a project seeking funding from a donor, according to the rules for development with effective cooperation. Furthermore, by means of the research report, they will analyze the best practices for fulfilling the mission of non-profits, by studying this type of organization, at a national or regional level.

Thus, for the future professionals in International Relations, this course not only provides the knowledge of the key components to successfully manage a nonprofit organization, in the midst of today's challenges for international cooperation for development, but also hones their skills in preparing project proposals requiring funding, as well as assessing the performance of these entities, both nationally and regionally.

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**COMPETENCES**

Traditional education is based on content, but ULACIT uses a curriculum model based on competences, which means that students will develop the ability to think and react as experts in their discipline, and not only to understand its conceptual or theoretical

# COURSE SYLLABUS

framework. The table specifies the disciplinary and general competences as well as the performance criteria that will be developed.

Competences	Subcompetences	Performance criteria
<b>DISCIPLINARY COMPETENCE</b>		
Successfully manage nonprofit organizations towards their mission, and according to the highest standards and international trends.	Lead the organization's activity based on its mission statement.	Gauging the importance of aligning the organization's activities with its mission, through the project profile and the research report, before peers and the professor.  Determining, together with peers and the professor, if an organization's actions are in harmony with its mission, through case analysis.
	Promote accountability and organizational transparency, ensuring an ethical and transparent handling of funds and delivery of social products and services.	Defending the importance and benefit of managing a nonprofit under the principle of accountability, in the case analysis and the research report, together with peers and the professor, in order to ensure future sustainability.
	Promote good government practices and organizational management, utilizing new technologies wisely.	Gauging the existence of good government practices and organizational management of a nonprofit, by way of case analysis, the reflections logbook, and the research report, before peers and the professor.  Defending the wise application of modern technologies in the case analysis, the project profile, and the research report, before peers and the professor.

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	Promote the financial empowerment of the organization, diversifying its funding through traditional and nontraditional sources.	<p>Proposing marketing strategies in the project profile, before peers and the professor, to guarantee the financial sustainability of the organization.</p> <p>Formulating successful project profiles, to be submitted to different agencies and/or individual donors, and defending them before peers and the professor.</p>
<b>GENERAL COMPETENCES</b>		
Innovation	Innovation competence involves the capacity to think in an open, critical and purposeful manner; to experience and reflect; inquire; synthesize and reorganize information; generate new ideas; manage change; take risks and anticipate consequences; use technology; act independently and collaborate with others, among others.	<p>It uses technology to conduct research, organize, evaluate and communicate information through case analysis and resolution.</p> <p>Use creative thinking in proposing solutions to the problems they face in everyday life by simulating scenarios.</p>
Entrepreneurship	Entrepreneurship competence involves the ability to plan systematically, show initiative, geared towards quality, implement problem solving skills, influence, reach agreements, communicate, manage information and other resources, show self-confidence and assertiveness, among others.	<p>Choose the best option according to the context using the information from the readings in the discussions and simulations.</p> <p>Build an implementation plan for your Shark Tank business idea.</p>
Integrity	Integrity competence involves the capacity to sponsor and apply high moral and ethical principles, respect others, and be consistent with their own values in difficult situations, among others.	Collaborate and interact with others effectively and respectfully in class discussions around the conflicts and challenges of intercultural communication.

# COURSE SYLLABUS

		Consider and respect other forms of life and cultural patterns that are explored through readings and individual research.
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## **PLAN OF THE LEARNING EXPERIENCE**

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In ULACIT, the learning experience is designed around generative topics, capable of provoking polemic and which demand that the pupils raise their own arguments. The topics are broken down in spirals of investigation, or questions, which are related to each other in order to have a deeper understanding of the topic. In the future, if the students are curious about something, they will have to look for the answers themselves. The real art of the education is to be able to present the correct questions, interacting with the students and helping them in their discovery process. Every teacher's objective is to motivate the curiosity of the students, which is the emotional incentive that will allow them to want to learn more along their lives.

### **Topic 1: Essential aspects of current nonprofit organizations**

- Origin of the nonprofit world
- Three essential principles to better understand nonprofit organizations
- Relationship between nonprofit organizations and their funding partners
- Challenges and trends in the nonprofit organization environment
- Characteristics of a successful nonprofit organizations

### **Topic 2: The mission statement of the organization as its rationale**

- The mission statement as a permanent signpost of all organizational activity
- How to write up an organization's mission statement properly
- Required skills for mission driven managers

### **Topic 3: Ethical considerations for nonprofit organizations**

- Ethical behavior
- Accountability in nonprofit organizations
- Transparency

### **Topic 4: The governance of nonprofit organizations**

- The Board of Directors
- Effectiveness of boards of directors
- Dividing up the roles among the Board members and the staff
- Corporate governance applied to nonprofit organizations

### **Topic 5: Leading a nonprofit organization**

- Effective leadership in a rapidly changing world, in an information driven environment
- The role of communication, assessment, and compensations.

## **Topic 6: Strengthening the mission statement with technology**

- Better service
- Better management
- Better communications
- Better marketing

## **Topic 7: Creating social entrepreneurship**

- How to develop a risk-taking culture responsibly on behalf of the people it serves?
- Criteria to determine social entrepreneurship
- Focusing on its essential competencies in a flexible manner

## **Topic 8: Marketing in a nonprofit organization**

- Aligning the team with the marketing process
- Identifying true marketing and satisfying its needs
- Characteristics of a marketing driven, mission based organization

## **Topic 9: Financial sustainability in a nonprofit organization**

- Nonprofit, yet not prone to bankruptcy
- Judicial regulation of finances in a nonprofit
- Good accounting and financial practice
- Voluntary and mandatory controls
- How to achieve financial sustainability
- Return on investment in terms of finance and the mission

## **Topic 10: Fundraising for nonprofit organizations**

- Types and characteristics of fundraising for nonprofit organizations
- Differences between private and public funding
- Types of private and public funding
- Good strategies and fundraising practices for nonprofit organizations

## **Topic 11: International cooperation**

- Evolution and current status of international cooperation
- Trends in international cooperation
- International cooperation for developing countries
- International cooperation flow and trends for Latin America and Central America
- The Paris Declaration

## **Topic 12: Nonprofit organizations of the 21st Century**

- Planning for the future.
- Ten challenges to achieve the mission of nonprofit organizations in the 21st Century
- New trends in international cooperation

## LEARNING ENVIRONMENT

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### Teaching methodology

To ensure that the course is compatible with the needs, interests and styles of learning of all the participants, we use the methodology of "reversed classroom", or "flipped classroom": the assignments that need minor cognitive effort (remembering and understanding) are done by the students out of the classroom, and those who need major cognitive effort, such as analysis, synthesis and evaluation, are done in different scenarios in the classrooms.

The course provides materials such as readings, videos, narrated presentations and others, via the online learning platform of ULACIT (i.e. *Blackboard*). Students before coming to class are expected to prepare their participation in class, and study the theory at home. The sessions are reserved to practice, reflection and discussion. They revolve around questions, controversies and issues of real business life. With this active, reflective and participative methodology, students are expected to develop inquiry, research and analytical skills. Moreover, they are expected to develop a deep understanding of the subject, participating in the construction of knowledge shared with other students, teachers and other members of society.

### Learning resources

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

Classrooms-enabled computers, projection equipment and Internet access.

- Online education platform: Blackboard (Bb).
- Document Camera.
- Recording equipment and sound amplification.
- Virtual Library: EBSCO, from which you can access full-text articles.
- Clickers, wireless personal response systems.
- Computer labs with Internet access and applications for research.
- Articulate Presenter, a tool that converts PowerPoint presentations to Flash and can integrate interactions, animations and narrations synchronized.

### Bibliography

Required texts:

American Psychological Association. (2010). Publication manual of the American Psychological Association (6th. Ed.). Washington, D. C.: APA.

Brinckerhoff, P. (2009). Mission based management. Leading your not-for-profit in the 21st century (3rd. Ed.). USA: John Wiley & Sons, Inc.

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Suggested readings:

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- Takahashi, K. (2009, November). Assessing NGO empowerment in housing development frameworks: Discourse and practice in the Philippines. *International Journal of Japanese Sociology*, 18(1), 112-127. Taken from Academic Search Premier database.
- Vanclay, J. K. (2010, November). Hallmarks of an effective non-governmental organization: the formation and management of Australia's Wentworth Group. *Science & Public Policy (SPP)*, 37(9), 719-722. Taken from Academic Search Premier database.
- Yoshida, K. K., Parnes, P., Brooks, D. y Cameron, D. (2009, April). A case study of the changing nature of a non-government organisation: a focus on disability and development. *Disability & Rehabilitation*, 31(8), 675-683. Taken from Academic Search Premier database.

## EVALUATION

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The total course grade is distributed among the following activities:

Activity	%
Case analysis	15%
Project design: <i>General profile of the project</i> <i>Complete project profile</i> <i>Project presentation</i>	20% 5% 10% 5%
Moxie Project	20%
Reflections logbook	15%



# COURSE SYLLABUS

Research: <i>Research advance draft</i> <i>Research report</i> <i>Presentation of research results</i>	25% 5% 15% 5%
Course evaluation (CEPA)	5%

## Case analysis: 15%

Aiming for students to achieve course competencies, as a group they must develop one out of five cases presented by the professor, according to the program content. Such cases exhibit situational paradigms and challenges of nonprofit organizations that acted in accordance with their mission or, conversely, acted inconsistently with their mission statement.

Beginning on week 2, the professor will give each group, one week in advance, a case to be analyzed according to the accumulated content covered throughout the course. Each group will present its case analysis to their peers, stressing the topic that corresponds to the week of the presentation. The professor will promote and facilitate a broad discussion by the whole group.

Each group must submit a two-page report with the corresponding case analysis, incorporating the most relevant components of the discussion that sprung from the presentation. Thus, they will submit it via Blackboard, one week after the presentation.

## Rubric for assessing case analysis

		1	2	3	4	5
	Criteria	Did not fulfill	Deficient fulfillment	Regular fulfillment	Efficient fulfillment	Excellent fulfillment
1	The analysis correctly applies the content studied up to that point in the course.					
2	The analysis identifies the critical aspects for the case to be consistent with the course proposal.					

# COURSE SYLLABUS

3	The document is written clearly and correctly in terms of spelling.					
4	The analysis is structured and organized logically and clearly.					
5	The analysis is sufficiently supported theoretically and practically.					
6	The group presented and defended the case analysis adequately.					
7	The group answered the questions from peers and the professor appropriately.					
8	The group presented a report with the required format and content elements.					
9	The report accurately follows the APA style manual.					
Total		Calculated based on 25 total points. Any work with a grade of only 1 point under any criteria will not be accepted as a passing grade.				

## General profile of the project: 5%

Throughout the quarter, students will put together a project profile to be submitted to a donor. This project profile will aim to fulfill the mission statement of a mock nonprofit organization, to be defined freely by each work group. At least one of the groups must present their profile to the following potential donors:

- a company,
- a philanthropist,
- the government
- an international cooperation agency

Accordingly, students must present the following advance drafts:

Week 4: general profile of the project.

Week 10: complete profile of the project.

Week 11: presentation of the project to the evaluation committee.

The general profile of the project, to be submitted on week 4, must contain the following components:

A rationale for the relevance of the project, with regard to the objectives of the donor. One-page long.

The overall objective and at least three specific objectives for the project.

The target population and the project beneficiaries, as well as the geographical and temporal scope of the project.

During the week following each delivery, students will receive feedback from the professor.

To prepare the general profile, as well as the complete profile, students must refer to the reference text of Sergeant (2010) in detail. The general profile of the project is graded according to the following rubric:

**Rubric for evaluating the general project profile**

		1	2	3	4	5
	Criteria	Did not fulfill	Deficient fulfillment	Regular fulfillment	Efficient fulfillment	Excellent fulfillment
1	The general profile of the project contains the required sections and length.					
2	The document shows a broad theoretical and practical knowledge of the concepts analyzed in the course.					
3	The document is written clearly and correctly in terms of spelling.					
4	The document is structured and organized logically and clearly.					
5	The document is sufficiently supported with literature.					
6	The document is sufficiently supported quantitatively.					

# COURSE SYLLABUS

7	The document correctly enunciates the objectives of the project.					
8	The project profile is relevant for the course content and the cooperation for development.					
9	The report accurately follows the APA style manual.					
Total		Calculated based on 50 total points. Any work with a grade of only 1 point under any criteria will not be accepted as a passing grade.				

## Complete project profile: 10%

During week 10 each group must present the complete project profile, incorporating the observations made by the professor, after presenting the general profile. The complete project profile must not be longer than 10 pages, and will include, in addition to the same sections of the general profile presented during week 4, the following components:

- The general implementation strategy for the project.
- A general description of the actions to be carried out.
- A general calendar of implementation, on one page.

This document will be graded according to the following rubric:

### Rubric for evaluating the complete project profile

		1	2	3	4	5
	Criteria	Did not fulfill	Deficient fulfillment	Regular fulfillment	Efficient fulfillment	Excellent fulfillment
1	The project profile contains the required sections and length.					
2	The document shows a broad theoretical and practical knowledge of the concepts analyzed in the course.					

# COURSE SYLLABUS

3	The document is written clearly and correctly in terms of spelling.					
4	The document is structured and organized logically and clearly.					
5	The document is sufficiently supported with literature.					
6	The document is sufficiently supported quantitatively.					
7	The implementation strategy of the project is reasonable, viable, and feasible.					
8	The actions to be carried out show a logic and direct relationship with the					
	objectives, and are proposed in a logic order of implementation.					
9	The implementation timeline is easy to interpret and thorough, and shows a logic relationship between the actions.					
10	The report accurately follows the APA style manual.					
Total		Calculated based on 50 total points. Any work with a grade of only 1 point under any criteria will not be accepted as a passing grade.				

## Project presentation: 5%

During week 11 each group will present their project profile before an Evaluation Committee, previously assembled by the professor. Each week there will be an Evaluation

Committee, made up of four students, who are not part of the group presenting, together with the professor.

At the end of the presentations, the Evaluation Committee will communicate their decision to fund each project totally or partially. Thus, they can make recommendations for improving the project profile, before its final approval. Likewise, the Evaluation Committee may decide not to fund the projects.

## Rubric for evaluating the research report presentation

		1	2	3	4	5
	Criteria	Did not fulfill	Deficient fulfillment	Regular fulfillment	Efficient fulfillment	Excellent fulfillment
1	The student, with his/her group, used a creative, well designed audiovisual resource to support his/her presentation.					
2	The student presented a proportionally relevant part of the results of the research, showing a proper distribution, by the group, of the various elements of the presentation.					
3	The student defended the virtues of the project profile strongly and convincingly.					
4	The student answered the questions of the Evaluation Committee satisfactorily.					
5	The student orally communicated ideas using pertinent vocabulary and proper spoken language.					

# COURSE SYLLABUS



Total	Calculated based on 50 total points. Any work with a grade of only 1 point under any criteria will not be accepted as a passing grade.
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## Reflections logbook: 15%

Students will keep a blog about the conclusions of every course topic, the project profiles presented, and the research reports. Accordingly, they will maintain a detailed register of each week's topic, reflecting on the relevance such conclusions, as far as learning and the development of the expected course skills.

Thus, in a write-up of 250 to 300 words, they will present alternative approaches (regarding the topics, project profiles and research findings) to those presented by their classmates.

### Rubric for evaluating the blog

		1	2	3	4	5
	Criteria	Did not fulfill	Deficient fulfillment	Regular fulfillment	Efficient fulfillment	Excellent fulfillment
1	Critically assessed the corresponding topic in depth.					
2	Critically assessed the relationship between the topic and the discipline.					
3	Critically assessed the implications of the topic for the professional development of the discipline.					
4	Offered critical alternative approaches regarding the topic.					
5	The assessment not only included the presentation of the professor and peers, but also the contributions of other in the class.					



# COURSE SYLLABUS



6	Restricted his/her participation to between 250 and 300 words.					
Total		Calculated based on 35 total points. Any work with a grade of only 1 point under any criteria will not be accepted as a passing grade.				

## Research progress report: 5%

Collectively, students must carry out an investigation including an in-depth analysis according to the course topic, for a national or regional nonprofit organization, selected freely. This organization must ideally have its mission focused on development, in order to be relevant to International Relations.

The research report must follow the research standards of ULACIT, and must begin with a research question formulated by the same group. It shall be a quantitative investigation, with an emphasis on document analysis, where students are expected to use observation sheets, questionnaires (managed or self-managed), as well as in-depth interviews to organizational staff. Furthermore, problems are expected to be sufficiently supported quantitatively with relevant data, and correctly presented and analyzed.

Students will have intense and permanent consultation available from the professor, regarding the design and instruments of the investigation, as well as their application, systematizing, and interpreting the results. In order to ensure that the research is done within the expected competencies and performance of the course, each group must submit a 5-page advance draft of the research during week 6, and having the following elements:

The rationale for selecting the organization, regarding the program content of the course. It must show the relevance of this study for the field. This will be 2 pages long.

A description of the general aspects of the organization, stressing its origin, mission, and organizational structure. It must be no longer than 2 pages.

An assessment of foreseen opportunities, challenges, and difficulties for a successful investigation, which will be described in one page.

A work plan stating specific actions to carry out the research, including who is responsible for each specific one.

This advance draft must be submitted and uploaded to Blackboard during week 6 at least 48 hours before the class. During the class, the professor will meet with each group and highlight the positive aspects, as well as needed improvements in the research design.

One week after this session, each group must upload the adjusted version of the research advance to Blackboard, including the professor's observations and suggestions. This will allow a permanent exchange between the professor and the research groups, to ensure that the report complies not only with the expectations as far as form and content, but also developing the course competencies according to the expected performance standards. The edited advance draft is graded according to the following rubric:

## Rubric for evaluating the research progress report

# COURSE SYLLABUS

		1	2	3	4	5
	Criteria	Did not fulfill	Deficient fulfillment	Regular fulfillment	Efficient fulfillment	Excellent fulfillment
1	The report contains the required sections and length.					
2	The rationale shows a clear relationship between the purposes, contents, and competencies of the course, and the research problem.					
3	The rationale clearly discusses the relevance of researching the selected organization.					
4	The advance draft clearly details the relevance, opportunities, challenges, and foreseen difficulties to carry out the investigation.					
5	The advance draft presents a work plan that is easy to understand and to follow up on the proposed actions, as well as those responsible.					
6	The document is written correctly, demonstrating language proficiency.					
7	The document follows the prescribed style and format, according to the APA manual.					

# COURSE SYLLABUS

8	The advance draft includes the professor's suggestions and recommendations.					
Total		Calculated based on 35 total points. Any work with a grade of only 1 point under any criteria will not be accepted as a passing grade.				

## Research report: 15%

During week 13 each group must submit the research report, which must be between 15 and 20 pages long. This report must be uploaded to Blackboard no later than 24 hours before they must submit their report, so the professor and the rest of the group can prepare the corresponding discussion. The professor will give the report an overall score, which must be distributed among the group members, and they must inform the professor accordingly.

The report must contain at least the following sections:

- A description of the general aspects of the organization: origins, mission, organizational structure, and others of a similar nature.
- Internal ethical regulations of the organization.
- Governance model of the organization.
- Use of technology to fulfill the mission.
- Marketing strategies and fundraising for the organization.
- Financial sustainability strategies for the organization.
- General conclusions, stressing mission fulfillment, organizational leadership, and management.
- Recommendations to improve mission fulfillment.

### Rubric for evaluating the research report

		1	2	3	4	5
	Criteria	Did not fulfill	Deficient fulfillment	Regular fulfillment	Efficient fulfillment	Excellent fulfillment
1	The report contains the required sections and length.					
2	The report analyzes the organization, and applies the course content with theoretical and practical expertise.					

# COURSE SYLLABUS

3	The document is written correctly and clearly, showing spelling accuracy.					
4	The report is structured and organized logically and clearly.					
5	The report is sufficiently supported with literature.					
6	The report is sufficiently supported quantitatively.					
7	The report uses scientific research techniques adequately.					
8	The report offers conclusions and recommendations logically and directly derived from the findings, and are relevant to the course topic.					
9	The report follows the APA style format correctly.					
10	The report includes a bibliography section.					
Total		Calculated based on 50 total points. Any work with a grade of only 1 point under any criteria will not be accepted as a passing grade.				

## Presentation of the research results: 5%

During weeks 13 and 14 each group must present, for no longer than 10 minutes, the main findings, conclusions, and recommendations of their research. This presentation must be done by way of a video uploaded to Youtube, or any other easy access platform. It must be

# COURSE SYLLABUS

a creative and dynamic presentation, using the audiovisual resources adequately. Traditional Power Point presentations will not be allowed.

All students in the group must participate in the presentation, for which they will distribute their allotted time reasonably, proportionately, and intelligently. Likewise, all group members must answer questions from the professor and the rest of the group.

The grade for the report presentation will be awarded individually to each group member.

## Rubric for evaluating the oral presentation of the report on video

Criteria	4	3	2	1
1. Logic of the presentation	The presentation is based on an argumentative conclusion, persuasively supported with statements backed by solid evidence.	The presentation is based on an argumentative conclusion, but not all statements support it, and some evidence is questionable.	The presentation presents an argumentative conclusion, but some statements are not supported by evidence, or are highly questionable.	No argumentative conclusion was presented, that was justified with statements or evidence.
2. Clarity of the oral expression	Speaks clearly and distinctively all (100-95%) the time, and has no bad pronunciation.	Speaks clearly and distinctively all (100-95%) the time, but with bad pronunciation.	Speaks clearly and distinctively most (94-85%) of the time. Does not have bad pronunciation.	Slurs often or cannot be understood, or has bad pronunciation.
3. Body posture and eye contact	Has good posture, looks relaxed and self-confident. Makes eye contact with everyone in the room during the presentation.	Has good posture and makes eye contact with everyone in the room during the presentation.	Sometimes has good posture and makes eye contact.	Has bad posture and/or does not look at people during the presentation.
4. Volume	The volume is loud enough to be heard by the whole audience throughout the entire presentation.	The volume is loud enough to be heard by the whole audience at least 90% of the time.	The volume is loud enough to be heard by the whole audience at least 80% of the time.	The volume is often too weak to be heard by the whole audience.

# COURSE SYLLABUS

5. Complete sentences	Speaks in complete sentences (99100%) always.	Mostly (80-98%) speaks using complete sentences.	Sometimes (7080%) speaks using complete sentences.	Rarely speaks using complete sentences.
6. PowerPoint	Projects a slide every 20 seconds; the slides have little text, with at least a 30-point font size; the presentation is very pleasant and informative, and the student does not read it.	Projects a slide after more than 21 seconds, but under one minute; the slides have little text, but with smaller than a 30-point font size; the presentation is very pleasant and informative, and the student does not read it.	Projects a slide about every 2 minutes; some slides have too much text, with some letters smaller than a 30-point font size; the presentation does not flow naturally and the student sometimes reads his/her notes.	Takes too much time between slides; places too much text in them; reads directly from the presentation; uses smaller than a 30-point font size; it is clear that the student did not practice.
7. Vocabulary	Uses appropriate vocabulary for the audience. Increases the vocabulary for the audience by defining words that could be new for them.	Uses appropriate vocabulary for the audience. Includes 1-2 words that could be new for most of the audience, but does not define them.	Uses appropriate vocabulary for the audience. Does not include vocabulary that could be new for the audience.	Uses several (5 or more) words or phrases that are not understood by the audience.
8. Content	Shows a complete understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
9. Tone	The tone used expresses emotions appropriately.	The tone used sometimes expresses emotions appropriately for the content.	The tone used expresses emotions inappropriately for the content.	No tone was used to express emotions.

# COURSE SYLLABUS

10. Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic.	Facial expressions and body language are used to try to generate enthusiasm, but appear to be faked.	Very little facial expressions or body language. The way the topic is presented does not generate much interest.
12. Video images	The quality of the video images is optimal.	The quality of the video images is good.	The quality of the video images is average.	The quality of the video images is bad.
13. Video sound	The quality of the video sound is optimal.	The quality of the video sound is good.	The quality of the video sound is average.	The quality of the video sound is bad.
14. Duration of the video	The video is 8:00 to 10:00 minutes long.	The video is 6:00 to 7:59 minutes long.	The video is 4:00 to 5:59 minutes long.	The video is only 2:00 to 3:59 minutes long or longer than 10 minutes.
TOTAL	Calculated based on 52 total points. Any work with a grade of only 1 point under any criteria will not be accepted as a passing grade.			

## Moxie (20%)

From 2020, ULACIT will have its own Web channel, called Moxie, produced by students, in alliance with the journalistic medium Delfino.cr, with the purpose of providing them with a space to generate and disseminate their ideas, as well as serve as a showcase to exhibit their academic projects nationwide.

It's called Moxie - which in urban English means having the ability to face difficulties with intelligence, boldness and courage - in honor of our students, whose "moxie" characterizes them.

If before there were printed student publications, now these initiatives are transferred to the digital space, which allows our students to experiment, not only with digital publishing, but with audiovisual production, graphic design, digital marketing and web technology, among others.

This course contributes to the audiovisual content of the Moxie Canal, through a publication of an article of about 3000 characters around problems or dilemmas defined by the teacher in the previously selected courses. The project must be delivered before October 30, 2019 (week 8 of the semester) and will be evaluated according to the following rubric:

## MOXIE Rubric

Criteria	Description of Criteria	1	0.5	0
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# COURSE SYLLABUS

		Meets	Incomplete	Fails
A. Extension and Writing	1. The article has an extension of 550 words), distributed in four paragraphs (1 introductory paragraph, 2 development paragraphs, 1 conclusion paragraph).	1	0,50	0
B. Title	2. It Has a title that suggests the topic and provokes the interest of the reader	1	0,50	0
C. Introductory paragraph is well written (paragraph 1)	3.The author draws the reader's attention by using one of the following resources: tell an anecdote, presents a fact, make a metaphor, a provocative question, evokes a famous image, scene or phrase	1	0,50	0
	4. Locate in the geographic, political or social context the subject that it addresses.	1	0,50	0
	5. Let the reader know: Why it is important to address the problem or the dilemma. The originality of the perspective with which it deals. It says explicitly, clearly and forcefully what your position is about it.	1	0,50	0
D. Development of authors position (paragraph 2 and 3)	In the first paragraph of the development, the author presents the evidence (statistical data, proven facts, definitions ...) that support his position and makes it clear why it is adequate to respond to the problem or dilemma and should be accepted by the reader.	1	0,50	0
	In the second paragraph of the development, the author anticipates the questions that readers could ask about your position regarding the problem or dilemma. Therefore, the student says what those possible arguments could be against and declares to what extent they could be right or true, and how in spite of that his/her position remains valid.	1	0,50	0

# COURSE SYLLABUS

E. Conclusion (Paragraph 4)	8.The conclusion is clear in addressing how the evidence provided is the basis for maintaining the author's position-solution and why readers should accept it.	1	0,50	0
	9. It suggest that the solution you propose: is an effective and feasible plan, which does not offer significant or unforeseen inconveniences, or justifies that the balance is favorable to the advantages, in relation to the disadvantages, or suggests results or consequences, or states that no solution is perfect, but the one it offers is the best.	1	0,50	0
F. The development meets criteria of style and form.	10.The reading of the article is fluid because ideas relate to each other, making good use of transitional words and phrases, as well as a correct punctuation.	1	0,5	0
	11.The author gives reason for th3e origin of outside ideas and data based on which he supports his position, following the APA standards (references in the text and list of references) and criteria from the VERAS rubric.	1	0,50	0
	12.The source of the data you use is solid and primary when available.	1	0,5	0
	13.Uses professional vocabulary, not colloquial.	1	0,50	0
	14.Reflects linguistic economics, expressing what is necessary to say with the least number of words.	1	0,50	0
	15.The writing has no spelling or grammar mistakes (disagreements between person, gender and number)	1	0,50	0
G. Image	The image is a photograph or illustration, directly related to the content of the article, capable of communicating the emotion and message.	1	0,50	0
	The original image is attached in a separate high-resolution file in PNG or JPG format at 72 dpi.	1	0,50	0

# COURSE SYLLABUS

	The image has characteristics of composition, depth of field and lighting, which facilitate its visualization and interpretation.	1	0,50	0
H. Audiovisual	19.The audiovisual is a video, audiopodcast, or a slidedeck between 4 and 8 minutes with clarity in sound and image (in the case of a video) oriented towards going deeper in the content of the article.	1	0.50	0
	The format of the video and audio files is MP4, uncompressed, of 16-32 bits, with a resolution of 1.920 X 1.080 pixels HD (using compressor H264 o H265). WAV files are recommended, when possible.	1	0.50	0
<b>Total</b>	This performance has three components: the opinion piece, the image and the video. The absence of one of the three, excludes the MOXIE contribution from being evaluated, and leads to the complete loss of the score.			

## VERAS rubric for information evaluation

Use the rubric below to evaluate your sources. Answer the questions appropriately and then rate each of the 5 parts from 1 to 10 (1 = poor, 10 = excellent). Add all the points to determine if you should use this source.

CRITERIOS	PTS.
<b>Validity: Current information</b>	
<ul style="list-style-type: none"> <li>• Do you specify a publication date?</li> <li>• When was the information published?</li> <li>• Was the information reviewed or updated by an authority in the field?</li> <li>• Is the information current or does it contain outdated data?</li> </ul>	
<b>Accuracy: the veracity and reliability of the information</b>	
Where does the information come from? Is the source academic, specialized or scientific? Is the information supported by evidence? Does the author cite reliable sources? Was the information validated by a panel of experts? Is the tone objective and unbiased? Does the text fully comply with the rules of grammar, spelling, and other qualities of written language?	
<b>Relevance: the relevance of the information to your needs</b>	
Is the information relevant to the topic and directly related to your research question? What audience are you targeting? Is the information appropriate to the level of the reader? Did you look for other sources before choosing the current one?	

# COURSE SYLLABUS

Could you say that the source represents the ideal option to support your points of view?	
<b>Authority: the source of the information</b>	
Who is the author / publisher / source / sponsor? What are the credentials of the author or publisher? Are they published? Does the author have other publications on the same topic? Does the author work in a recognized organization, university or company? Is there contact information, such as email? Does the URL reveal information about the author or source?	
<b>Meaning: the purpose of existing information</b>	
What was the author's purpose in publishing the information? Do the authors or promoters state their intentions transparently? Is the information made up of facts? Opinions? Propaganda? Do the views seem objective and unbiased? Does it reflect political, ideological, cultural, religious, institutional or personal biases?	
<b>TOTAL</b>	
<b>Rating scale:</b> 45-50 Excellent  40-44 Good  35-39 Average  30-34 Barely Acceptable  -30 Unacceptable	

## Course assessment (CEPA): 5%

As an integral activity of the course, the student will have the opportunity of assessing its different components: the didactic competencies of the professor, the quality of the materials, the educational environment, the competencies of the ULACIT graduate, the effective use of Blackboard, the assessment system, the level of challenge and requirement. Also, as a central element of Teaching for Understanding (TfU), the educational model that ULACIT privileges, the student will have a space with the CEPA to reflect on his/her own performance (self-assessment) and that of his/her classmates (co-assessment). This intellectual exercise allows the student to identify his/her strengths and weaknesses, and to perform actions to continuously improve his/her processes of knowledge construction. When assessing his/her classmates, the student assumes an active role as a member of a learning community, committed with the educational task. Because it is about a self-reflection space within the course and due to the value it has for academic decision making, it is awarded a value of 5% within the final grade of the course. In order to earn this evaluative category, the student is expected to take his/her time, analyzing responsibly each question and answering the questionnaire in full.

## COLLABORATIVE PROJECT CONTRACT

The collaborative project is a way of articulating the work activities of a human group around a set of goals, objectives and results to be achieved. This implies an active interdependence between the members of a group that share and assume a work mission. As a learning methodology for ULACIT students, collaborative projects value interaction, collaboration and solidarity among members, as well as negotiation skills to reach agreements and face potential conflicts. Among the characteristics of a collaborative project is the smooth communication channels, based on relationships of trust and mutual support. It focuses on the goals set in a climate of trust and reciprocal support among its members, where the movements are synergistic.

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

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

## **INSTITUTIONAL POLICIES**

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### **Academic Honesty Policy**

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

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

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

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

We ask teachers to take corrective measures to ensure a respectful coexistence environment conducive to learning and habits of respect, fundamental to the comprehensive and professional training of students. At the beginning of each period,

students should consult with their faculty for specific regulations and sanctions that could be implemented.

## **Attention to diversity**

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

## **Claims**

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

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

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

**Universidad Latinoamericana de Ciencia y Tecnología**  
**Bachelor of Science in Business Administration**

<b>Name of course</b>	<b>Managerial Decision Modeling</b>
<b>Code</b>	13-2001
<b>Credits</b>	3
<b>Administrative Instructions</b>	The course requires an extensive use of the Internet and electronic databases (EBSCO). It is required for the student to have Access to internet connection.

## **PURPOSE OF THE COURSE**

What are the basic principles and techniques of applied mathematical modeling for decision-making? Why it is important to use analytic methods? How do we recognize their assumptions and limitations? When do we employ them in decision-making models?

In this course, you will use the features of Microsoft Excel to study product costs, determine pricing, and track payroll. They will build spreadsheet models to help make informed business decisions. The course closes with the Monte Carlo simulation, a tool for understanding the effect of uncertainty on business decisions.

Upon completion of the course, you will: develop mathematical models that can be used to improve decision making within an organization, sharpen your ability to structure problems and to perform logical analyses, practice how to translate descriptions of decision problems into formal models, and investigate those models in an organized fashion. The emphasis will be on analyzing models that are widely used in diverse industries and functional areas, including finance, operations, and marketing.



# COURSE SYLLABUS

## Competences

Units of Competence	Elements of Competence	Context in which the competence is applied
Disciplinary	The student will be able to:	The student shows the mastering

Competence:	of the competence in learning activities such as:	
To analyze financial data influenced by internal and external factors in order to make short-term and long-term decisions.	Use spreadsheets to setup, analyze data and make business decisions.	<ul style="list-style-type: none"> <li>• Mastering Excel functions.</li> <li>• Mastering sensitivity analysis.</li> <li>• Setting up a spreadsheet for modeling scenarios.</li> <li>• Become familiar with the Monte Carlo simulation.</li> </ul>
General Competence		
To show competence for learning and for looking for personal and professional effectiveness.,	Creative thinking	<ul style="list-style-type: none"> <li>• Uses his/her creativity in applying solving business administration problems faced in every day managerial situations.</li> </ul>
	Communication.	<ul style="list-style-type: none"> <li>• Communicates verbally, non-verbally and in writing with his/her peers, professor and general public, in a variety of forms and contexts.</li> </ul>
	Collaborate.	<ul style="list-style-type: none"> <li>• Collaborates and interacts with others with effectiveness and respect.</li> </ul>
	Reasoning.	<ul style="list-style-type: none"> <li>• Uses reasoning when synthesizing information, establishing arguments, evaluation alternatives and establishing conclusions, when communicating with peers and professors.</li> </ul>
	Uses information technology and communication.	<ul style="list-style-type: none"> <li>• Uses information technology and communications to do research, to organize, evaluate and communicate information.</li> </ul>
	Uses scientific methods and tools.	<ul style="list-style-type: none"> <li>• Uses scientific methods when doing research and before arriving to conclusions.</li> </ul>

**Course Topics:**

- The Excel Environment
- Working with data: Basic Techniques
- Increasing Spreadsheet Readability
- Excel Formulas
- Advanced Excel Formulas
- Charts
- Importing data into Excel
- The Art of Spreadsheet Modeling
- Using Excel Solver
- Three Dimensional Formulas
- Monte Carlo Simulation

**Teaching Methodology**

SOCRATIC DIALOGUE: Most of the sessions will follow an open discussion format under the Socratic dialogue, in which the professor assumes the conducting role of the discussion between him/her and the student, or as a mediator between students.

ONLINE EDUCATION: The student will learn through Reading the material, the interaction with the professor and students in class, and through electronic means.

CASE METHODOLOGY: The student will read and analyze the case, individually or in groups, in order to acquire knowledge about the topic, and to be capable of making decisions on scenarios where not all the information is available.

## Evaluation Methodology

The course grading is divided according to the following items:

Activity	%
Homeworks (10 – 5% each)	30%
Term project	40%
Forum (3 – 8.33% each)	25%
CEPA	5%
<b>Total</b>	<b>100%</b>

## **Attendance**

Attendance is mandatory. Failing to attend the class more than 3 times will automatically fail you. You must always let the professor know in advance if you are not going to make it to class; however, excusing yourself will not eliminate the attendance requirement.

### **Rubric for in class attendance (2% per live session)**

<b>Points per session</b>	<b>Criteria</b>
<b>2</b>	<b>Attendance:</b> The student showed up in time and remained in class throughout the class. <b>Participation:</b> The student read the material and actively participated, significantly enhancing the learning experience for him/her and classmates. The student actively listened to his/her peers and commented on their opinions.
<b>1.5</b>	<b>Attendance:</b> The student showed up in time but did not remain in class throughout the class OR the student showed up late for class. <b>Participation:</b> The student actively participated, significantly enhancing the learning experience for him/her and classmates. The student actively listened to his/her peers and commented on their opinions.
<b>1</b>	<b>Attendance:</b> The student showed up in time and remained in class throughout the class. <b>Participation:</b> The student did not actively participate. Sometimes, the student was distracted by electronic devices or by talking to other classmates.

<b>0.5</b>	<p><b>Attendance:</b> The student showed up in time and remained in class throughout the class.</p> <p><b>Participation:</b> The student did not actively participate. All the time, the student was distracted by electronic devices or by talking to other classmates.</p>
<b>0.25</b>	<p><b>Attendance:</b> The student showed up in time but did not remain in class throughout the class OR the student showed up late for class.</p> <p><b>Participation:</b> The student did not actively participate. All the time, the student was distracted by electronic devices or by talking to other classmates.</p>

### Rubric for in online check in (1% per online session)

Points per session	Criteria
<b>1</b>	<p><b>Attendance:</b> The student checked in during the week.</p> <p><b>Participation:</b> The student posted his goals, learning experiences or difficulties of the week.</p>
<b>0.5</b>	<p><b>Attendance:</b> The student checked in during the week, BUT HE/SHE DID NOT</p> <p><b>Participation:</b> The student posted his goals, learning experiences or difficulties of the week.</p>
<b>0</b>	<p><b>Attendance:</b> The student did not check in during the week. NOR</p> <p><b>Participation:</b> The student posted his goals, learning experiences or difficulties of the week.</p>

### Homeworks (10 of 3%)

After individually studying each chapter, and discussing your learning with the instructor, the student will practice his/her new learned skills. Using the link provided by the instructor, the student will complete the online homeworks. After completing the homework, the student will automatically receive a score. On the next session, the student will discuss the homework exercises with the instructor

### **Discussion Forums (3 of 8.33% each)**

#### **Rubric for Forum 1: Autobiography and course objectives.**

<b>Points</b>	<b>Criteria</b>
<b>5%</b>	<p><b>Post:</b> The student submitted a paragraph presenting himself to the instructor: full name, place of birth, place of work, as well next academic and professional objectives. The student submitted a second paragraph describing the nature of his internship project.</p> <p><b>Form:</b> The student participated in the forum on a timely manner, always using a scholarly tone appropriate for an Ulacit business student.</p>
<b>4%</b>	<p>The student does not comply with one of the following items:</p> <p><b>Post:</b> The student submitted a paragraph presenting himself to the instructor: full name, place of birth, place of work, as well next academic and professional objectives. The student submitted a second paragraph describing the nature of his internship project.</p> <p><b>Form:</b> The student participated in the forum on a timely manner, always using a scholarly tone appropriate for an Ulacit business student.</p>
<b>3%</b>	<p>The student does not comply with two of the following items:</p> <p><b>Post:</b> The student submitted a paragraph presenting himself to the instructor: full name, place of birth, place of work, as well next academic and professional objectives. The student submitted a second paragraph describing the nature of his internship project.</p> <p><b>Form:</b> The student participated in the forum on a timely manner, always using a scholarly tone appropriate for an Ulacit business student.</p>
<b>2%</b>	<p><b>Post:</b> The student submitted a late participation on the forum.</p>
<b>1%</b>	<p>The student does not comply with three of the following items:</p> <p><b>Post:</b> The student submitted a paragraph presenting himself to the instructor: full name, place of birth, place of work, as well next academic and professional objectives. The student submitted a second paragraph describing the nature of his internship project.</p> <p><b>Form:</b> The student participated in the forum on a timely manner, always using a scholarly tone appropriate</p>

	for an Ulacit business student.
<b>0%</b>	The student does not participate on the forum.

### **Rubric for Forum 2: Leadership and Ethics**

<b>Points</b>	<b>Criteria</b>
<b>5%</b>	<p><b>Post:</b> The student answers the question to the case using an article from Ebsco. The article is clearly relevant to the course subject. The student provides the references in APA style format.</p> <p><b>Form:</b> The student participated in the forum on a timely manner, always using a scholarly tone appropriate for an Ulacit business student.</p>
<b>4%</b>	<p><b>Post:</b> The student answers the question using another source, other than Ebsco. The article is clearly relevant to the course subject and created interest in the rest of the classmates. The student provides the references in APA style format.</p> <p><b>Form:</b> The student participated in the forum on a timely manner, always using a scholarly tone appropriate for an Ulacit business student.</p>
<b>3%</b>	<p><b>Post:</b> The student does not answer the question appropriately. The student provides the references in APA style format.</p> <p><b>Form:</b> The student participated in the forum on a timely manner, always using a scholarly tone appropriate for an Ulacit business student.</p>
<b>2%</b>	<b>Post:</b> The student submitted a late participation on the forum.
<b>1%</b>	<b>Post:</b> The student does not answer the question appropriately. The student provides no references.
<b>0%</b>	The student does not participate on the forum.

### **Learning Reflections: (3 total –5% each)**

Description: At the end of specific periods, create a 150-200 word reflective statement describing how the learning during the reading period has affected your thought processes, development, and



professional disposition. This statement should be a forum for you to reflect on your personal learning process—challenges, moments of discovery, life experiences, readings, and interactions.

### Learning Reflection Rubric

5%	4%	3%	2%	1%	0%
<p>The reflection shows a deep understanding of the material and an honest self-assessment on how the learnings have impacted the student's life.</p> <p>The reflection includes references.</p> <p>The reflection was submitted on time.</p>	<p>The reflection shows a deep understanding of the material and an honest self-assessment on how the learnings have impacted the student's life.</p> <p>The reflection does NOT include references.</p> <p>OR</p> <p>The reflection was NOT submitted on time.</p>	<p>The reflection shows a deep understanding of the material and an honest self-assessment on how the learnings have impacted the student's life.</p> <p>The reflection does NOT include references.</p> <p>AND</p> <p>The reflection was NOT submitted on</p>	<p>The paragraph is a synthesis of the material reviewed during the last weeks. There is not auto assessment in the process. It includes a reference.</p>	<p>The paragraph is a synthesis of the material reviewed during the last weeks. There is not auto assessment in the process.</p> <p>Does not include a reference</p>	<p>No learning reflection was posted.</p>

**CEPA (5%):** Students should fill the online course evaluation, which is a reflection of the teaching-learning process they are going through. This evaluation will be available on Blackboard during weeks 12 and 13 and is worth 5% of the grade.

### ACADEMIC HONESTY

ULACIT endorses high ideals and rigorous standards of academic life. For the effects of this course, it is expected that participants avoid dishonest behavior such as fraud or plagiarism. Fraud includes making up data, falsifying bibliography, using projects elaborated by third parties, obtaining unauthorized help in classified tasks or for other persons to do your work. Plagiarism includes

literally copying phrases, sentences, paragraphs and fragments of printed materials, Internet, and other sources, without giving credit to the original author; as well as paraphrasing without citing the source. **Plagiarism will make you immediately fail the course.**

## **ATTENTION TO DIVERSITY**

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

## **Instructor**

### **Luis Carlos Fournier MBA**

I am a professional with more than 20 years of experience in Finance and Banking. I had the opportunity to work in Retail, Corporate, Second Tier and Investment Banking and accumulate experience in Structuring, Financial Modelling, Business Valuation and Country Analysis.

Contact information: Email:

[lfournierg442@ulacit.ed.cr](mailto:lfournierg442@ulacit.ed.cr)

Mobile: 8980-7253 (SMS/WA/Calls)

## Educational Resources

The course has the following education technology to continuously support the teaching-learning process:

- a) On-line education platform Blackboard, which includes tools for synchronic and asynchronic communication between the professor and the students, as well as areas to make available to students grades, files, web pages and evaluations.
- b) Printed resources in the Alberto Cañas Escalante Library.
- c) Virtual EBSCO Library, from which it is possible to access scientific papers in full text for research papers.

## BIBLIOGRAPHY:

### Required

- McClave, James et al (2017). *Statistics for Business and Economics* 13<sup>th</sup> Edition. Pearson
  - Harvard Business Quantitative Methods Online Course. Retrieve from <http://cb.hbsp.harvard.edu/cb/product/3252-HTM-ENG> Harvard
  - Business School Spreadsheet Modeling Online Course.(2012).  
<http://courseware.hbs.edu>

### Suggested

- Soubeiga, Eric (2013). *Mastering Financial Modelling* (1<sup>st</sup> Edition) McGraw-Hill Education
- American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author.



## Class Schedule

Week	Content	Teaching Strategy	Learning Activities
1	Course Introduction The Excel Environment Model s	Individual review of syllabus. Discussionwith professor regarding the syllabus and course objectives.	Read syllabus Term project discussion
2	Model structure	Individual review of syllabus. Discussionwith professor regarding the syllabus and course objectives.	Homework no 1
3	Model structure	Individual review of syllabus. Discussionwith professor regarding the syllabus and course objectives.	<b>1<sup>st</sup> Draft due – Term project.</b>
4	The Excel Environment	Individual review of syllabus. Discussionwith professor regarding the syllabus and course objectives.	Homework no 2
5	Working with data: Basic Techniques	Individual study of lesson. Individualcompletion of exercises. Discussion with tutor.	Review lesson Perform quantitative exercises.

6	Increasing spreadsheet readability	Individual study of lesson. Individual completion of exercises. Discussion with tutor.	Homework no 3
7	Excel Functions	Individual study of lesson. Individual completion of exercises. Discussion with tutor.	Review lesson <b>2<sup>nd</sup> Draft due – Term project.</b>
8	Advanced Excel Functions	Individual study of lesson. Individual completion of exercises. Discussion with tutor.	Homework no 4
9	Advanced Excel Functions	Individual study of lesson. Individual completion of exercises. Discussion with tutor.	

<b>10</b>	Charts Importing Data into Excel	Individual study of lesson. Individual completion of exercises. Discussion with tutor.	Homework no 5
<b>11</b>	The Art of Spreadsheet Modeling	Individual study of lesson. Individual completion of exercises. Discussion with tutor.	<b>Final Draft due – Term project.</b>
<b>12</b>	Using Excel Solver	Individual study of lesson. Individual completion of exercises. Discussion with tutor.	Homework no 6
<b>13</b>	Three Dimensional Formulas	Individual study of lesson. Individual completion of exercises. Discussion with tutor.	
<b>14</b>	Monte Carlo Simulation  <b>HOLIDAY EASTER WEEK</b>	Individual study of lesson. Individual completion of exercises. Discussion with tutor.	Homework no 7
<b>15</b>	Wrapup	Individual study of lesson. Individual completion of exercises. Discussion with tutor.	<b>Term project delivery</b>



# COURSE SYLLABUS



## Universidad Latinoamericana de Ciencia y Tecnología Bachelor of Science in Business Administration

<b>Course</b>	<b>Math for Business and Economics</b>
<b>Code</b>	18-0029
<b>Credits</b>	3
<b>Requisites</b>	None
<b>Mode</b>	Regular
<b>Type</b>	In class
<b>Period and length</b>	1st Quarter – 15 Weeks
<b>Schedule</b>	Monday 6:30pm to 9:30pm
<b>Room</b>	
<b>Professor</b>	Luis Rivera MBA
<b>Administrative Instructions</b>	The course uses the Internet extensively, as well as the digital database, EBSCO, therefore it is mandatory for the student to have internet access from home.

### Purpose of the course

What is the importance of mathematics in the study of economics and business today? Why is it required for you to be familiar with a wide variety of mathematical concepts?

Throughout this course, you will learn to solve linear and quadratic equations; solve some types of rational and radical equations; graph polynomial, rational, piece-wise, exponential and logarithmic functions; find integer roots of polynomial equations; solve exponential and logarithm equations; understand the inverse relations between exponential and logarithm equations, and compute values of exponential and logarithm expressions using basic properties.

Upon completion of this course, you will be able to cover mathematical topics in college algebra, with an emphasis on functions, as this course is designed to help prepare you to enroll in a first semester course in single variable calculus.

# COURSE SYLLABUS

## Competences

Units of Competence	Elements of Competence	Context in which the competence is applied
Disciplinary Competence:	The student will be able to:	The student shows the mastering of the competence in learning activities such as:
To comprehend the use of mathematics in business applications.	Apply the mathematical models in concrete settings.	<ul style="list-style-type: none"> <li></li> </ul>
General Competence		
To show competence for learning and for looking for personal and professional effectiveness.,	Creative thinking	<ul style="list-style-type: none"> <li>• Uses his/her creativity in applying solving business administration problems faced in every day managerial situations.</li> </ul>
	Communication.	<ul style="list-style-type: none"> <li>• Communicates verbally, non-verbally and in writing with his/her peers, professor and general public, in a variety of forms and contexts.</li> </ul>
	Collaborate.	<ul style="list-style-type: none"> <li>• Collaborates and interacts with others with effectiveness and respect.</li> </ul>
	Reasoning.	<ul style="list-style-type: none"> <li>• Uses reasoning when synthesizing information, establishing arguments, evaluation alternatives and establishing conclusions, when communicating with peers and professors.</li> </ul>
	Uses information technology and communication.	<ul style="list-style-type: none"> <li>• Uses information technology and communications to do research, to organize, evaluate and communicate information.</li> </ul>
	Uses scientific methods and tools.	<ul style="list-style-type: none"> <li>• Uses scientific methods when doing research and before arriving to conclusions.</li> </ul>
	Personal effectiveness	<ul style="list-style-type: none"> <li>• En su desempeño e interacción con otros en las actividades de aprendizaje del curso, muestra iniciativa, responsabilidad, ética, liderazgo y productividad así como</li> </ul>

capacidades de autogestión, y  
disposiciones hacia el cambio.

## **Course Topics:**

Functions and their graphs

Polynomial and Rational Functions

Exponential and Logarithmic Functions

Trigonometry

Analytic Trigonometry

Additional Topics in Trigonometry

Systems of Equations and Inequalities

Matrices and Determinants

Sequences, Series and Probability

Topics in Analytic Geometry

## **Teaching Methodology**

**SOCRATIC DIALOGUE:** Most of the sessions will follow an open discussion format under the Socratic dialogue, in which the professor assumes the conducting role of the discussion between him/her and the student, or as a mediator between students.

**ONLINE EDUCATION:** The student will learn through Reading the material, the interaction with the professor and students in class, and through electronic means.

**CASE METHODOLOGY:** The student will read and analyze the case, individually or in groups, in order to acquire knowledge about the topic, and to be capable of making decisions on scenarios where not all the information is available.

## **Evaluation Methodology**

The course grading is divided according to the following items:

# COURSE SYLLABUS



Activity	%
Participation	30%
In Class Reading Comprehension (6 – 5% each)	30%
Homework (5 – 7% each)	35%
Course evaluation (CEPA)	5%
<b>Total</b>	<b>100%</b>

## Participation

1. Attendance is mandatory. Failing to attend the class more than 3 times will automatically fail you. You must always let the professor know in advance if you are not going to make it to class; however, excusing yourself will not eliminate the attendance requirement.
  1. Using your mobile or computer while the professor or your fellow students are talking will count is not considered as attendance.
  2. Leaving the class early is not as attendance.
2. Participation means that you must actively engage in all of the class activities. **Just being present in the classroom is not considered participation.**

## **Rubric (2% per session)**

Points per session	Criteria
2	<b>Attendance:</b> The student showed up in time and remained in class throughout the class. <b>Participation:</b> The student read the material and actively participated, significantly enhancing the learning experience for him/her and classmates. The student actively listened to his/her peers and commented on their opinions.
1.5	<b>Attendance:</b> The student showed up in time but did not remain in class throughout the class OR the student showed up late for class. <b>Participation:</b> The student actively participated, significantly enhancing the learning experience for him/her and classmates. The student actively listened to his/her peers and commented on their opinions.
1	<b>Attendance:</b> The student showed up in time and remained in class throughout the class.

# COURSE SYLLABUS



	<b>Participation:</b> The student did not actively participate. Sometimes, the student was distracted by electronic devices or by talking to other classmates.
<b>0.5</b>	<b>Attendance:</b> The student showed up in time and remained in class throughout the class. <b>Participation:</b> The student did not actively participate. All the time, the student was distracted by electronic devices or by talking to other classmates.
<b>0.25</b>	<b>Attendance:</b> The student showed up in time but did not remain in class throughout the class OR the student showed up late for class. <b>Participation:</b> The student did not actively participate. All the time, the student was distracted by electronic devices or by talking to other classmates.

## **In-class Reading Comprehension (6 of 5% each)**

Every other week the instructor will apply a reading comprehension quiz in order to make sure that the students are developing the appropriate competence during the course. In order to prepare for each class, the student must read the chapters ahead and do the exercises from the textbook.

## **Homeworks (5 of 5% each)**

The instructor will assign a homework for the student to practice the concepts developed during the weeks. The homeworks must be submitted via Blackboard, unless otherwise specified by the instructor.

## **Discussion Forums (2 of 5% each)**

We live mathematics every day, during the forums, the instructor will ask you to apply a class concept to a current situation and comment on it. More details regarding this assignment during the course.

**CEPA (5%):** Students should fill the online course evaluation, which is a reflection of the teaching-learning process they are going through. This evaluation will be available on Blackboard during weeks 12 and 13 and is worth 5% of the grade.

# COURSE SYLLABUS



## ACADEMIC HONESTY

ULACIT endorses high ideals and rigorous standards of academic life. For the effects of this course, it is expected that participants avoid dishonest behavior such as fraud or plagiarism. Fraud includes making up data, falsifying bibliography, using projects elaborated by third parties, obtaining unauthorized help in classified tasks or for other persons to do your work. Plagiarism includes literally copying phrases, sentences, paragraphs and fragments of printed materials, Internet, and other sources, without giving credit to the original author; as well as paraphrasing without citing the source. **Plagiarism will make you immediately fail the course.**

## ATTENTION TO DIVERSITY

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

## Instructor

Luis Rivera; [lriverav645@ulacit.ed.cr](mailto:lriverav645@ulacit.ed.cr) ; [lriverav@gmail.com](mailto:lriverav@gmail.com)

## Educational Resources

The course has the following education technology to continuously support the teaching-learning process:

# COURSE SYLLABUS



- a) On-line education platform Blackboard, which includes tools for synchronic and asynchronic communication between the professor and the students, as well as areas to make available to students grades, files, web pages and evaluations.
- b) Printed resources in the Alberto Cañas Escalante Library.
- c) Virtual EBSCO Library, from which it is possible to access scientific papers in full text for research papers.
- d) Fixed visuals like whiteboard and markers.
- e) A multimedia center where overhead projectors, slide projectors, recorded media like audio and video tapes, videodisc, cameras, CDs and DVDs are available.

Computer laboratories with Internet access and software for doing projects.

## Bibliography:

Mandatory:

Larson, R., (2010). Precalculus (8<sup>th</sup> edition).

## Class Schedule

Week	Content	Teaching Strategy	Learning Activities
1	Functions and their graphs	Course Introduction	
2	Functions and their graphs	Individual reading of chapter. Individual practice. Prepare to apply concepts in class practice.	Read Chapter 1: Functions and their graphs. Chapter exercises
3	Polynomial and Rational Functions	Individual reading of chapter. Individual practice. Prepare to apply concepts in class practice.	Read Chapter 1: Functions and their graphs. Chapter exercises <b>Homework 1</b>
4	Polynomial and Rational Functions	Individual reading of chapter. Individual practice. Prepare to apply concepts in class practice.	Read Chapter 2: Polynomial and Rational Functions Chapter exercises <b>Reading Comprehension 1</b>
5	Exponential and Logarithmic Functions	Individual reading of chapter. Individual practice. Prepare to apply concepts in class practice.	Read Chapter 3: Exponential and Logarithmic Functions Chapter exercises



# COURSE SYLLABUS

			<b>Homework 2</b>
6	Exponential and Logarithmic Functions	Individual reading of chapter. Individual practice. Prepare to apply concepts in class practice.	Read Chapter 3: Exponential and Logarithmic Functions  Chapter exercises <b>Reading Comprehension 2</b>
7	Trigonometry	Individual reading of chapter. Individual practice. Prepare to apply concepts in class practice.	Read Chapter 4: Trigonometry  Chapter exercises <b>Homework 3</b>
8	Trigonometry	Individual reading of chapter. Individual practice. Prepare to apply concepts in class practice.	Read Chapter 4: Trigonometry  Chapter exercises <b>Reading Comprehension 3</b>
9	Analytic Trigonometry	Individual reading of chapter. Individual practice. Prepare to apply concepts in class practice.	Read Chapter 5 and 6: Analytic Trigonometry  Chapter exercises <b>Homework 4</b>
10	Matrices and Determinants	Individual reading of chapter. Individual practice. Prepare to apply concepts in class practice.	Read Chapter 7: Matrices and Determinants  Chapter exercises <b>Reading Comprehension 4</b>
11	Sequences, Series and Probability	Individual reading of chapter. Individual practice. Prepare to apply concepts in class practice.	Read Chapter 8: Sequences, Series and Probability  <b>Homework 5</b>  Chapter exercises
12	Sequences, Series and Probability	Individual reading of chapter. Individual practice. Prepare to apply concepts in class practice.	Read Chapter 8: Sequences, Series and Probability  Chapter exercises <b>Reading Comprehension 5</b>
13	Topics in Analytic Geometry	Individual reading of chapter. Individual practice. Prepare to apply concepts in class practice.	Read Chapter 9: Topics in Analytic Geometry  Chapter exercises
14	<b>EASTER WEEK</b>		<b>NO CLASS</b>
15	Topics in Analytic Geometry	Individual reading of chapter. Individual practice. Prepare to apply concepts in class practice.	Read Chapter 10: Topics in Analytic Geometry  Chapter exercises <b>Reading Comprehension 6</b>

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

<b>Course name</b>	<b>Peace &amp; War in International Relations</b>
<b>Course code</b>	12-2003
<b>Credits</b>	4
<b>Entry requirements</b>	N/A
<b>Modality</b>	Virtual
<b>Nature</b>	Theoretical-practical
<b>Duration and frequency</b>	Quarter, equal to fifteen class weeks
<b>Schedule</b>	Monday, 2:00-5:00 pm
<b>Classroom/Lab</b>	N/A
<b>Instructor</b>	Sergio Rivero <a href="mailto:sriveros533@ulacit.ed.cr">sriveros533@ulacit.ed.cr</a>
<b>Administrative Instructions</b>	This course requires an intensive use of the Internet and the electronic databases for research (EBSCO), which makes it necessary for students to have access to this tool from their home.

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**PURPOSE OF THE COURSE**

The course creates a space for students to analyze the historical development of strategic studies in contexts of peace and war and its impact on the international order. From the interpretation of the historical development of strategic studies and their implications for international relations students can propose strategic actions. The course facilitates student development to contribute to the promotion of peaceful relations in the international arena, through learning activities that promote understanding of great technological advances and their incorporation into the definitions of strategies of the major powers and their impact in the development of the war and achieving peace.

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**COMPETENCES**

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

# COURSE SYLLABUS

Competences	Subcompetences	Performance criteria
<b>DISCIPLINARY COMPETENCE</b>		
Contribute to the promotion of peaceful relations in the international arena through conceptual, historical and critical assessment of the impact of war and peace in international relations, formulating innovative proposals, which foster world peace.	Contrast the different historical stages of evolution of the strategy in contexts of war and peace and its impact on the international order.	Critically interpret the evolutionary stages of strategic studies through the analysis of the readings. Explains the impact of the contexts of peace and war in the international order and the evolution of the concepts of the strategy within the framework of round tables exchanged arguments with the teacher and peers.
	Formulate alternative approaches and objectives in the conceptual development of strategies for the defense of national interests.	Develops critical and comparative defense strategies of states in different contexts and development stages through research and analysis roundtables. Proposes actions for redefining state defense strategies and interests based on historical developments and challenges in the information age raises the current international order, through research, roundtables and final testing.
	Analyze the main challenges and contemporary patterns of evolution in strategic studies and the impact of the current transformation of the international order.	Identifies current trends in international political, ideological, environmental, economic and technological fields, explaining the possible influences that these trends in strategic studies and peace in the international order.
<b>GENERAL COMPETENCES</b>		
Innovation	Innovation competence involves the capacity to think in an open, critical and purposeful manner; to experience and reflect; inquire; synthesize and reorganize information; generate new ideas; manage change; take risks and anticipate consequences; use technology; act independently and collaborate with others,	It uses technology to conduct research, organize, evaluate and communicate information through case analysis and resolution. Use creative thinking in proposing solutions to the problems they face in everyday life by simulating

# COURSE SYLLABUS

	among others.	scenarios.
Entrepreneurship	Entrepreneurship competence involves the ability to plan systematically, show initiative, geared towards quality, implement problem solving skills, influence, reach agreements, communicate, manage information and other resources, show self-confidence and assertiveness, among others.	Choose the best option according to the context using the information from the readings in the discussions and simulations.
Integrity	Integrity competence involves the capacity to sponsor and apply high moral and ethical principles, respect others, and be consistent with their own values in difficult situations, among others.	Collaborate and interact with others effectively and respectfully in class discussions around the conflicts and challenges of intercultural communication. Consider and respect other forms of life and cultural patterns that are explored through readings and individual research.

## PLAN OF THE LEARNING EXPERIENCE

In ULACIT, the learning experience is designed around generative topics, capable of provoking polemic and which demand that the pupils raise their own arguments. The topics are broken down in spirals of investigation, or questions, which are related to each other in order to have a deeper understanding of the topic. In the future, if the students are curious about something, they will have to look for the answers themselves. The real art of the education is to be able to present the correct questions, interacting with the students and helping them in their discovery process. Every teacher's objective is to motivate the curiosity of the students, which is the emotional incentive that will allow them to want to learn more along their lives.

### Topic 1. Peace and War: an introduction from Carl Von Clausewitz's vision

- Themes and historical contexts of the strategy
- Clausewitz's theory of war

### Topic 2. Limited intensity war to the national war: The French Revolution and the Napoleonic route for the conduct of war

- Limited War and Great War
- The revolution and war
- The Napoleonic Art of War
- Political and strategic failures

### Topic 3. The nineteenth century: strategy, technology, war and international order

- American Civil War
- The implications of the industrial revolution

- Weapons and war
- The policy and strategy

## **Topic 4. First World War: controversies and modern warfare**

- Critical review of the facts, decisions and results of conflict
- The course of the war
- Modern warfare

## **Topic 5. The armistice of 20 years (1919-1939) and mechanization of war**

- The Treaty of Versailles and the Great War
- The changing political context: strategic implications
- Mechanization of war: land, sea and air

## **Topic 6. Second World War**

- The structure and course of the war
- Hitler's War
- War (1939-1945)
- Japan and the Politics of Empire
- The Japanese bid for Empire
- The US-Japan relations
- Japanese Strategy
- US Strategy

## **Topic 7. The Cold War: Ideology, politics and nuclear weapons**

- The consequences of World War II
- From cold peace to the Cold War
- The strategic challenge: the nuclear bomb

## **Topic 8. War and Peace after the Cold War**

- A "unipolar" world
- New and old wars: a bloody decade

## **Topic 9. The terrorist attacks of September 11**

- On September 11: World War III?
- The war in Iraq and Afghanistan

## **Topic 10. War and irregular warfare: guerrilla insurgency and terrorist**

- Modern War: from the industrial age to the information age
- Guerilla Warfare: insurgency and terrorism
- Terrorism and Counterterrorism
- Al Qaeda and the "new terrorism"

## **Topic 11. Geography and Strategy**

- The five areas of war
- Geography, technology and tactics
- Geographical location and resources

- Geopolitics and geostrategy

## **Topic 12. War, peace and international order**

- The new world orders
- The international order of the Cold War and the United Nations
- On September 11 and a possible hegemonic order
- The future of the strategy

## **LEARNING ENVIRONMENT**

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### **Teaching methodology**

To ensure that the course is compatible with the needs, interests and styles of learning of all the participants, we use the methodology of “reversed classroom”, or “flipped classroom”: the assignments that need minor cognitive effort (remembering and understanding) are done by the students out of the classroom, and those who need major cognitive effort, such as analysis, synthesis and evaluation, are done in different scenarios in the classrooms.

The course provides materials such as readings, videos, narrated presentations and others, via the online learning platform of ULACIT (i.e. *Blackboard*). Students before coming to class are expected to prepare their participation in class, and study the theory at home. The sessions are reserved to practice, reflection and discussion. They revolve around questions, controversies and issues of real business life. With this active, reflective and participative methodology, students are expected to develop inquiry, research and analytical skills. Moreover, they are expected to develop a deep understanding of the subject, participating in the construction of knowledge shared with other students, teachers and other members of society.

### **Learning resources**

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

- Classrooms-enabled computers, projection equipment and Internet access.
- Online education platform: Blackboard (Bb).
- Document Camera.
- Recording equipment and sound amplification.
- Virtual Library: EBSCO, from which you can access full-text articles.
- Clickers, wireless personal response systems.
- Computer labs with Internet access and applications for research.

### **Bibliography**

American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). Washington, D. C.: APA.

Gray, C. (2012). War, peace and international relations. Abingdon: Routledge.

### **Suggested readings:**

Bigand, K. (2010, december). French historiography of the English Revolution under the restoration. *European Journal of English Studies*, 14(3), 249-261. Retrieved from Academic Search Premier database.

Hantke, M. y Spoerer, M. (2010, november). The imposed gift of Versailles: the fiscal effects of restricting the size of Germany's armed forces, 1924-9. *Economic History Review*, 63(4), 849-864. Retrieved from Business Source Premier database.



# COURSE SYLLABUS

- Pach, C. (2010, june). "Our worst enemy seems to be the press": TV news, the Nixon administration, and U.S. troop withdrawal from Vietnam, 1969–1973. Retrieved from Academic Search Premier database.
- Perovic, S. (2012, october). Other people's lives: Exemplary history and the French Revolution. *Literature & History*, 21(2), 16-31. Retrieved from Academic Search Premier database.
- Riga, L. y Kennedy, J. (2009, july). Tolerant majorities, loyal minorities and 'ethnic reversals': constructing minority rights at Versailles 1919. *Nations & Nationalism*, 15(3), 461-482. Retrieved from Academic Search Premier database.

## EVALUATION

The course is graded according to the following assessment chart:

Activity	Percentage
Class Participation	15%
Reading checks	15%
Documentary analysis	15%
Research paper	30%
Moxie	20%
Course evaluation (CEPA)	5%
<b>Total</b>	<b>100%</b>

### Class participation: 15%

Students are expected to come to class on time and prepare the corresponding tasks every week. For instance, students must read the assigned required readings before coming to any session. Reading verifications will be carried every week by means of individual questions. Students are expected to understand the issues covered by each reading, do the reading schemes, write down doubts, and carry further research before coming to any session. During the sessions, students should be participating and collaborating with other students in a respectful manner, whether by voicing their questions and concerns, answering questions, and/or working on the assigned tasks. If the student is consistently distracted and not paying attention in class, marks will be deducted. **If the student is absent, he/she loses the 1% for the week.**

### Rubric for class participation

Criteria	Met (1)	Not met (0)
<b>Punctuality</b>	Arrives on time to class and stays in the classroom for the entire session period.	Arrives late to class and does not stay in the classroom for the entire session period.
<b>Preparation</b>	Comes prepared to class, having schematized the readings and raised doubts.	Does not come prepared to class, does not schematize the readings or raise doubts.
<b>Values</b>	Behaves in a respectful manner.	Does not behave in a respectful manner.
<b>Participation</b>	Contributes to the class raising comments that encourage discussion.	Participates only when requested by the teacher or does not get involved at all.

# COURSE SYLLABUS

<b>Collaboration</b>	Cooperates with others, showing leadership, ethics, negotiation and initiative skills.	Does not demonstrate leadership, ethics, negotiation and initiative skills.
<b>TOTAL</b>	The total is calculated based on 5 points	

## Reading checks 15%

In order to evaluate the comprehension of the readings and the lectures, students will complete reading checks with multiple choice questions withing a short timeframe. A total of 3 reading checks and will be announced one-week prior the evaluation.

## Documentary analysis 15%

In collaborative groups, students must present a critical analysis of the documentary "War made easy" where they will analyze the discourse of war and the responsibility of the media in the justification of war.

This critical analysis of 3500 words consists of two parts:

- Documentary summary: the first half of the document is a summary of the main findings of the documentary and its context. Therefore, this summary does not allow any quotation or reference to the documentary.
- Critical analysis: in the second part of the document, should make a critical assessment of the documentary, answering, among others, the following questions: What is the relationship between the documentary and the course? Who are the political actors (governments, organizations, media, civil society) represented in the documentary and the relationship between them? What is the relationship between the documentary with the evolution of the strategy and theory in international relations?

The document is graded according to the following assessment chart:

**Documentary analysis rubric**

Criteria	1	2	3	4	5
1 Delivers in time and with excellent presentation the document as requested by the professor.					
2 Research regarding the topic and analysis are evident and adequate.					
3 The document demonstrates the comprehension of the theories studied in class.					
4 The document respects grammar and spelling rules.					
5 The document follows the rules of the APA editorial style.					
<b>Total</b>	<b>The score is calculated on 25 points.</b>				

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

## Research paper 30%

The research paper main objective is to analyze a current international event from a perspective of the theories of Peace and War in International Relations. The topic for this paper is: **biological warfare**.

The students will present a first draft on week 9 and the final paper on week 14.



# COURSE SYLLABUS

## Rubric for the research paper

	Expert	Proficient	Apprentice	Novice
Integration of knowledge	The paper demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.	The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper.	The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course.	The paper does not demonstrate that the author has fully understood and applied concepts learned in the course.
Topic focus	The topic is focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the paper, either by statement of a position or hypothesis.	The topic is focused but lacks direction. The paper is about a specific topic but the writer has not established a position.	The topic is too broad for the scope of this assignment.	The topic is not clearly defined.
Depth of discussion	In-depth discussion & elaboration in all sections of the paper.	In-depth discussion & elaboration in most sections of the paper.	The writer has omitted pertinent content or content runs-on excessively. Quotations from others outweigh the writer's own ideas excessively.	Cursory discussion in all the sections of the paper or brief discussion in only a few sections.

# COURSE SYLLABUS

Cohesiveness	Ties together information from all sources. Paper flows from one issue to the next without the need for headings. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	For the most part, ties together information from all sources. Paper flows with only some disjointedness. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	Sometimes ties together information from all sources. Paper does not flow - disjointedness is apparent. Author's writing does not demonstrate an understanding of the relationship among material obtained from all sources.	Does not tie together information. Paper does not flow and appears to be created from disparate issues. Headings are necessary to link concepts. Writing does not demonstrate understanding any relationships.
Spelling & grammar	No spelling &/or grammar mistakes.	Minimal spelling &/or grammar mistakes.	Noticeable spelling & grammar mistakes.	Unacceptable number of spelling and/or grammar mistakes.
Sources	More than 5 current sources, of which at least 3 are peer-review journal articles or scholarly books. Sources include both general background sources and specialized sources. Special-interest sources and popular literature are acknowledged as such if they are cited. All web sites utilized are authoritative.	5 current sources, of which at least 2 are peer-review journal articles or scholarly books. All web sites utilized are authoritative	Fewer than 5 current sources, or fewer than 2 of 5 are peer-reviewed journal articles or scholarly books. All web sites utilized are credible.	Fewer than 5 current sources, or fewer than 2 of 5 are peer-reviewed journal articles or scholarly books. Not all web sites utilized are credible, and/or sources are not current.

# COURSE SYLLABUS

Citation	Cites all data obtained from other sources. APA citation style is used in both text and bibliography.	Cites most data obtained from other sources. APA citation style is used in both text and bibliography.	Cites some data obtained from other sources. Citation style is either inconsistent or incorrect.	Does not cite sources.
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## Moxie 20%

From 2020 and on, ULACIT will have its own Web channel, called Moxie, produced by students, in alliance with Delfino.cr. The purpose of this channel is to provide students with a space to generate and disseminate their ideas. It also serves as a showcase to exhibit students' academic projects nationwide.

It's called Moxie - which in urban English means having the ability to face difficulties with intelligence, boldness and courage - in honor of our students, whose "moxie" characterizes them.

If there were printed student publications in the past, now these initiatives are transferred to the digital space, which allows our students to experiment, not only with digital publishing, but with audiovisual production, graphic design, digital marketing and web technology, among others.

This course contributes to the written and audiovisual content of the Moxie Channel. Students are expected to write an article of 3000 characters or 550 words about problems or dilemmas defined by the professor in the previously selected courses.

The project consists of three products, namely: article text, allusive image, and video for deepening the content. The three components constitute the contribution, so only those contributions that are complete can be qualified.

The final product will be evaluated according to the following rubric:

## EVALUATION RUBRIC FOR MOXIE PROJECT 20%

Criteria	Description of Criteria	1 Meets	0.5 Incomplete	0 Fails
A. Length and structure	The article has an extension of 3000 characters without spaces (or 550 words), distributed in four paragraphs (1 introductory paragraph, 2 development paragraphs, 1 conclusion paragraph).	1	0,50	0
B. Title	It has a title that suggests the topic and provokes the interest of the reader	1	0,50	0
C. Introductory paragraph is well written (paragraph 1)	The author draws the reader's attention by using one of the following resources: tells an anecdote, presents a fact, makes a metaphor, asks provocative question, evokes a famous image, scene or	1	0,50	0

# COURSE SYLLABUS

	phrase			
	Locates in the geographic, political or social context the subject that it addresses.	1	0,50	0
	Let the reader know: Why it is important to address the problem or the dilemma. The originality of the perspective with which it deals. It says explicitly, clearly and forcefully what his/her position is about it.	1	0,50	0
D. Development of author's position (paragraph 2 and 3)	In the first paragraph of the development, the author presents the evidence (statistical data, proven facts, definitions ...) that supports his/her position and makes it clear why it is adequate to respond to the problem or dilemma and why it should be accepted by the reader.	1	0,50	0
	In the second paragraph of the development, the author anticipates the questions that readers could ask about his/her position regarding the problem or dilemma. Therefore, the student says what those possible arguments could be against and declares to what extent they could be right or true, and how in spite of that his/her position remains valid.	1	0,50	0
F. Conclusion (Paragraph 4)	The conclusion is clear in addressing how the evidence provided is the basis for maintaining the author's position-solution and why readers should accept it.	1	0,50	0
	It suggests that the solution you propose: is an effective and feasible plan, which does not offer significant or unforeseen inconveniences, or justifies that the balance is favorable to the advantages, in relation to the disadvantages, or	1	0,50	0

# COURSE SYLLABUS

	suggests results or consequences, or states that no solution is perfect, but the one it offers is the best.			
G. The development meets criteria of style and form.	The reading of the article is fluid because ideas relate to each other, making good use of transitional words and phrases, as well as a correct punctuation.	1	0,50	0
	The author gives reason for the origin of outside ideas and data with which he supports his position, following the APA standards (references in the text and list of references)	1	0,50	0
	The source of the data you use is solid and primary when available.	1	0,50	0
	Uses professional vocabulary, not colloquial.	1	0,50	0
	Reflects succinct writing, expressing what is necessary to say with the least number of words.	1	0,50	0
	The writing has no spelling or grammar mistakes (incongruities between person, gender and number)	1	0,50	0
H. Image	The image is a photograph, graphic or illustration, directly related to the content of the article, capable of communicating the emotion and message.	1	0,50	0
	The original image is attached in a separate high resolution file in PNG or JPG format at 72 dpi.	1	0,50	0
	The image has characteristics of composition, depth of field and lighting, which facilitate its visualization and interpretation.	1	0,50	0
I. Audiovisual	The audiovisual is a video, an original audio podcast or a slideck created by the student of no more than 8 minutes with clarity in sound and image (if it is a video), oriented directly to deepen the content of the article.	1	0,50	0

# COURSE SYLLABUS

	The format of the audio and video files is MP4, without compression, 16-32 bits, with a resolution of 1,920 X 1,080 HD pixels (using H264 or H265 compressor). WAV files are recommended, when possible.	1	0,50	0
<b>TOTAL</b>				
This product has three components: the article, the image and the video. The absence of one of the three, excludes the contribution being assessed, and results in the complete loss of the assigned score.				

## **Course assessment (CEPA): 5%**

As an integral activity of the course, the student will have the opportunity of assessing its different components: the didactic competencies of the professor, the quality of the materials, the educational environment, the competencies of the ULACIT graduate, the effective use of Blackboard, the assessment system, the level of challenge and requirement. Also, as a central element of Teaching for Understanding (TfU), the education model that ULACIT privileges, the student will have a space with the CEPA to reflect on his/her own performance (self-assessment) and that of his/her classmates (co-assessment). This intellectual exercise allows the student to identify his/her strengths and weaknesses, and to perform actions to continuously improve his/her processes of knowledge construction. When assessing his/her classmates, the student assumes an active role as a member of a learning community, committed with the educational task. Because it is about a self-reflection space within the course and due to the value it has for academic decision making, it is awarded a value of 5% within the final grade of the course. In order to earn this evaluative category, the student is expected to take his/her time, analyzing responsibly each question and answering the questionnaire in full.

## **COLLABORATIVE PROJECT CONTRACT**

The collaborative project is a way of articulating the work activities of a human group around a set of goals, objectives and results to be achieved. This implies an active interdependence between the members of a group that share and assume a work mission. As a learning methodology for ULACIT students, collaborative projects value interaction, collaboration and solidarity among members, as well as negotiation skills to reach agreements and face potential conflicts.

Among the characteristics of a collaborative project is the smooth communication channels, based on relationships of trust and mutual support. It focuses on the goals set in a climate of trust and reciprocal support among its members, where the movements are synergistic. Therefore, the ultimate goal of a collaborative project is to obtain results with greater impact, where the whole is greater than the contribution of each member. In this way, as part of the process of creativity and innovation in education, for each collaborative project students must create, negotiate and draw up a work contract among the members of the group.

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



## **INSTITUTIONAL POLICIES**

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### **Academic Honesty Policy**

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

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

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

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

We ask teachers to take corrective measures to ensure a respectful coexistence environment conducive to learning and habits of respect, fundamental to the comprehensive and professional training of students. At the beginning of each period, students should consult with their faculty for specific regulations and sanctions that could be implemented.

### **Attention to diversity**

The curricular approach at ULACIT focuses on the development of competences through the completion of projects, allowing students to fulfill the academic requirements based on their own learning styles, abilities, and individual interests. The primary responsibility of learning is placed on the student; the instructor is responsible for setting course expectations from start, offering the required support to satisfy them, and awarding a level of flexibility that allows each student to choose how he or she will fulfill the course goals and work at his own pace in the completion of the projects assigned. Furthermore, the instructor will provide the required learning materials, along with continuous feedback

using the rubrics designed for each project. The feedback is of a qualitative as well as quantitative nature. The use of technological tools and collaborative work allows the professor to tailor the educational process to the abilities of each student. If you have any additional special educational needs, please contact [diversidad@ulacit.ac.cr](mailto:diversidad@ulacit.ac.cr)

## Claims

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

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

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

## COURSE SCHEDULE

Week	Topic	Assignment
1	Topic 1. Peace and War: an introduction from Carl Von Clausewitz's vision	Gray. Ch. 1
2	Topic 2. Limited intensity war to the national war: The French Revolution and the Napoleonic route for the conduct of war	Gray. Ch. 2
3	Topic 3. The nineteenth century: strategy, technology, war and international order	Gray. Ch. 3
4	Topic 4. First World War: controversies and modern warfare	Gray. Ch. 4
5	Topic 5. The armistice of 20 years (1919-1939) and mechanization of war	Gray. Ch. 5
6	Topic 6. Second World War	Gray. Ch. 6
7	Topic 6. Second World War	Gray. Ch. 6
8	Topic 7. The Cold War: Ideology, politics and nuclear weapons	Gray. Ch. 7
9	Topic 7. The Cold War: Ideology, politics and nuclear weapons	Gray. Ch. 7
10	Topic 8. War and Peace after the Cold War	Gray. Ch. 8
11	Topic 9. The terrorist attacks of September 11	Gray. Ch. 9
12	Topic 10. War and irregular warfare: guerrilla insurgency and terrorist	Gray. Ch. 10
13	Topic 11. Geography and Strategy	Gray. Ch. 11
14	Topic 12. War, peace and international order	Gray. Ch. 12
15	Topic 12. War, peace and international order	Gray. Ch. 13



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

<b>Course name</b>	<b>Poverty, Economics, and Development in Latin America</b>
<b>Course code</b>	08-1009
<b>Credits</b>	4
<b>Requirements</b>	N/A
<b>Modality</b>	Face to face, with online support
<b>Nature</b>	Theoretical-practical
<b>Period and duration</b>	Quarter, equal to fifteen class weeks
<b>Schedule</b>	Thursday, 2-5 pm
<b>Classroom/Lab</b>	Classroom 607
<b>Professors</b>	M.A. Sergio Rivero <a href="mailto:sriveros533@ulacit.ed.cr">sriveros533@ulacit.ed.cr</a>
<b>Administrative Instructions</b>	This course requires an intensive use of the Internet and the electronic databases for research (EBSCO), which makes it necessary for students to have access to this tool from their home.

### **COURSE DESCRIPTION**

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Latin America is the region with the highest levels of income inequality and where inequality has been most persistent over the decades. This course will focus, among other topics, on the historical background of the Latin American states, the liberal economic reform with the subsequent resurgence of the left and the role of the state and the markets in the region's development efforts.

In addition, an overview of different policies regarding education, health, environment and sustainable development will help students understand different development realities within these countries. Thus, this course helps students contribute to the region's development by critically analyzing the key economic, social and political issues associated with the patterns of development in Latin American states.

In order to achieve this, under the guidance of the professor, and through different discussions and activities during class and the final essay, students strengthen their knowledge regarding the topics of economic and social development. Similarly, through round table discussions on current issues in Latin American countries, students develop critical thinking skills that allows them to foster an informed opinion on the challenges facing the region.

# COURSE SYLLABUS

## COMPETENCIES

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

Units of competency	Elements of competency	Performance Criteria (degree and context to which the competency is applied)
<b>Competency:</b>	Students will be able to:	Students demonstrate competency through learning activities like:
<b>Contribute to the social and economic development of the region, by analyzing and understanding the issue of poverty in Latin America, and doing research to propose better decisions, in order to reach the desired development.</b>	Analyze the main characteristics of Latin America's sustainable human development, stressing the dramatic problem of poverty.	Debating with their peers and professor, about the evolution and causes of poverty and under-development in Latin America, in class discussions. Stating creatively the results of the case study in detail, in an oral presentation, which include a broad debate with their peers and professor.
	Promote the search for creative solutions, well founded and sustainable for overcoming poverty in Latin America, so it may be able to reach sustainable human development.	Creatively exploring new ways of fighting poverty in Latin America, through round table discussions with their peers and professor. Using a coherent and well supported final essay to reflect on new ways to face poverty in the region, and comparing it to the opinion of peers and the professor.
<b>Show competencies for life, learning, and personal y labor effectiveness.</b>	Think creatively	Employing creativity to analyze the most relevant cases of poverty and overcoming in the region, through oral and written proposals.
	Communicate	Communicating visually, orally, nonverbally, and in writing with peers, the professor, and the general public, in a variety of ways and contexts.
	Collaborate	Collaborating and interacting with effectiveness and respect, during class and round table discussions, as well as in the general collaborative activities.
	Reason	Employing reasoning when synthesizing information and analyzing arguments regarding the evolution and development perspectives of Latin America.

	Utilize communication and information technologies.	Utilizing communication and information technologies to investigate, organize, evaluate, and communicate information related to the final essay.
	Utilize scientific methods and tools.	Using scientific methods, approaches, and concepts, particularly research techniques in empirical analysis cases.
	Perform with personal effectiveness.	During their performance and interaction with others, in the course learning activities, showing initiative, responsibility, ethics, leadership, and productivity, as well as self-management skills and openness to change.

## PLAN OF THE LEARNING EXPERIENCE

In ULACIT, the learning experience is designed around generative topics, capable of provoking polemic and which demand that the pupils raise their own arguments. The topics are broken down in spirals of investigation, or questions, which are related to each other in order to have a deeper understanding of the topic. In the future, if the students are curious about something, they will have to look for the answers themselves. The real art of the education is to be able to present the correct questions, interacting with the students and helping them in their discovery process. Every teacher's objective is to motivate the curiosity of the students, which is the emotional incentive that will allow them to want to learn more along their lives.

### Topic 1. Development in Latin America

- Characteristics of development
- Quality of life indicators
- Growth and development
- Growth indicators

### Topic 2. Historical Legacies

- Comparative growth patterns
- Extraction economics
- Social and labor relations
- Political change without economic transformation

### Topic 3. Industrialization as a substitute for imports

- Dependency theory
- Structuralism
- Protectionism

## **Topic 4. The Latin American debt crisis**

- Unsustainable domestic policies
- Debt and development patterns
- The focus of the IMF

## **Topic 5. Macroeconomic stabilization**

- Inflation theories
- Monetary theories
- Structuralism theories
- Expectations of inflation

## **Topic 6. The role of the State**

- New role of the State in Latin America
- The fight against corruption
- Promoting transparency
- Theoretical approaches to the activity of the State

## **Topic 7. Financing for development**

- Capital flow behavior
- Market Characteristics
- Long term investment
- International capital flow

## **Topic 8. Contemporary commercial policy**

- Theoretical benefits of free trade
- Liberalization in Latin America
- Exports and imports
- Composition of goods

## **Topic 9. Policies for sustainable growth**

- Investment in human capital
- Labor policies
- Growth of the informal sector
- Productivity and technology

## **Topic 10. Rural development**

- Changing patterns in agricultural production
- Hindrances to sustainable development

- Growth in productivity
- Agricultural extension programs

## **Topic 11. Poverty and inequality**

- Poverty profile
- Poverty and ethnicity
- Causes of inequality

## **Topic 12. Health policies**

- Health profiles in the region
- Gender, ethnicity, and health
- Importance of primary health
- Health Systems in Latin America

## **Topic 13. Educational policies**

- Deficit and achievements in education
- Education inequality
- Education and ethnicity
- Benefits of educational reform

## **Topic 14. Environmental challenges**

- Sustainable development
- Environmental priorities
- Environmental destruction

## **THE LEARNING ENVIRONMENT**

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### **Teaching methodology**

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

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

addition, they are expected to develop a deep understanding of the subject, participating in the shared construction of knowledge with other students, teachers and other members of society.

## **Educational resources**

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

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

## **BIBLIOGRAPHY**

### **Required texts:**

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- ECLAC. (2019). Economic Survey of Latin America and the Caribbean.
- Martínez, R. (2019). Institutional frameworks for social policy in Latin America and the Caribbean. CEPAL.



## EVALUATION METHODOLOGY

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

Activity	Percentage	Due date
<i>Moxie audiovisual project</i>	20%	W6
<i>Round tables on current issues (3)</i>	30%	TBD
<i>Virtual forums (3)</i>	15%	W3,7 &11
<i>Final Essay</i>	30%	W13
<i>CEPA</i>	5%	W14
Total	100%	

### Moxie audiovisual project: 20%

From 2020, ULACIT will have its own Web channel, called Moxie, produced by students, in alliance with the journalistic medium Delfino.cr, with the purpose of providing them with a space to generate and disseminate their ideas, as well as serve as a showcase to exhibit their academic projects nationwide.

It's called Moxie - which in urban English means having the ability to face difficulties with intelligence, boldness and courage - in honor of our students, whose "moxie" characterizes them.

If before there were printed student publications, now these initiatives are transferred to the digital space, which allows our students to experiment, not only with digital publishing, but with audiovisual production, graphic design, digital marketing and web technology, among others.

This course contributes to the audiovisual content of the Moxie Canal, through a publication of an article of about 3000 characters on the topics defined by the professor. In collaborative groups, students will write an opinion article, but only one article will be submitted by the professor for publication. The project must be delivered on week 6 and will be evaluated according to the following rubric:

Evaluation rubric for the Moxie audiovisual project

Criterion	Criteria Description	2 Complies	1 Incomplete	0 Does not comply
1. Title of the article	The title of the article entices readers.			

# COURSE SYLLABUS

2.The article adequately problematizes the assigned subject and offers an original perspective.	In 3000 characters, the student develops an original angle about the subject, recognizing its problematic or dilemma.			
3.The introductory paragraph is well written.	Starts with a "hook": one or two sentences that offer an anecdote, fact, metaphor, question, image, scene or famous phrase about the problem or dilemma, that attract the reader's interest.			
	It offers the context that justifies the importance of addressing the issue.			
	It concludes with a clear and forceful argumentative thesis, which is logically linked to the premises it exposes in development of the article.			
4. The development meets substantive criteria.	The arguments are added or concatenated in a coherent way, following a logical structure, using transitional phrases to clarify how the current argument relates to the previous one and the next one.			
	The author uses a variety of arguments to support his point of view (by analogy, of authority, of generalization, conditional, disjunctive, emotional, by signs, based on data and statistics, based on definitions and others studied in class).			
	The author includes concessions and refutations, when the discursive thread and argumentative logic merits it.			

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5. The development meets style and form criteria.	Uses short paragraphs because it is a short article .			
	The author gives reason for the origin of ideas and data on which he builds his argument, following the APA rules .			
6. The article proposes a creditable conclusion.	Takes up the thesis of the introductory paragraph.			
	<p>It raises the reasons why the reader should accept his argumentative conclusion, either because:</p> <p>It argues that there is a serious and imminent problem.</p> <p>It shows that it has an effective and feasible plan.</p> <p>It proposes a plan that offers probable, significant and associated advantages.</p> <p>Checks that the plan does not offer significant or unforeseen inconveniences.</p> <p>It justifies that the balance is favorable to the advantages, in relation to the disadvantages.</p> <p>It argues that there is no other more advantageous way.</p> <p>It suggests results or consequences.</p> <p>It states that no solution is perfect, but the one offered is preferable.</p>			
7. The article reflects good writing style.	Uses appropriate vocabulary.			
	Writes succinctly			
	It has no spelling or writing mistakes.			
8. The article is accompanied by an	The image is a photograph, graphic or illustration.			

# COURSE SYLLABUS

original image (photograph, graphic or illustration) directly related to the content of the article, and communicates the emotion and the message you wish to communicate.	The image has adequate composition, depth of field, exposure and lighting .			
9. The article encloses an audiovisual project.	The audiovisual is a video, audio podcast or slideck.			
	The theme of the audiovisual production is directly related to the content of the article and comes to exemplify or expand on the content.			
	Video images are well focused, transitions between takes should be smooth and the background music should not overshadow the voiceover.			
	Files should not last more than 8 minutes.			
	The format of the audio and video files is MP4, without compression, 16-32 bits. WAV files are recommended, when possible.			
10. Technical image and audiovisual specifications	The original image is attached in high resolution PNG or JPG at 72 dpi, and uses the RGB color palette.			
	The videos are exported in a resolution of 1,920 x 1,080 HD pixels, using the H264 or H265 compressor.			
TOTAL				

## Virtual forums: 15%

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

## Rubric for the evaluation of virtual forums

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

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

## Roundtables on current issues: 30%

In order to develop an informed opinion on current issues in Latin America, we will hold three roundtable sessions, where students' preparation and participation is of outmost importance. The topic and date of the round table will be notified one week in advance, for the students to organize accordingly. After each roundtable session, students will prepare a one-page (600-800 words) report on the topic at hand. The preparation, the participation and the submission of the report will be evaluated according to the following rubric:

## Rubric for the evaluation of roundtable on current issues

Criteria	Always participate	Sometime participate	Rarely participate
Preparation	Always takes a voluntary thoughtful active role in their own learning. Consistently reads the class material, and has reflected and contextualized the information.	Student sometimes takes an active role in learning. Has usually read the material.	Student rarely takes an active role in their own learning.
Knowledge of Current Events	Student can name and discuss in-detail at least four (4) current political events (state, national, international).	Student can name and discuss in-detail at least two (2) current political events (state, national, international).	Student can name at least one (1) current political event (state, national, international).
Open to Personal Risk	Challenges themselves daily. Demonstrate a genuine desire to learn and share ideas with teacher and classmates. Initiates discussions.	Shares ideas and asks appropriate questions.	Student does not participate and rarely if ever shares ideas or asks questions.
Respect for others	Listens respectfully to classmates and instructor and responds to comments in	Listens to classmates and respects opinions of others.	Displays poor listening skills. Consistently talks or

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	reflective and respectful fashion.		engages in other activities while others are speaking. General disrespect for classroom decorum
Attendance	Arrives to class on time, returns from break on time, stays in classroom during lecture/discussion, no cellphone or laptop use during discussions/videos, present for entire 3-hour class session	Missing an hour or less attendance (either beginning or ending of class session), stays in classroom during lecture/discussion, no cellphone or laptop use during discussions/videos	Missing more than an hour attendance but less than 3-hours (either beginning or ending of class session), frequent cellphone or laptop use during discussions/videos
Report	Completed	Incomplete	No submission

## Essay: 30%

At the end of the course, in order to evaluate the assessment and propositional competency, regarding the issue of development and inequality in Latin America, and as a springboard for their future, each student must write a final essay where he/she integrates everything learned throughout the course. This essay will be of 2500 words, written in 12 point Arial font, with 1.5-line spacing. This essay must be submitted on week 13.

When developing the essay, students must exhibit a broad and thorough mastery of the diverse content of the course, as well as the results of the in-depth case analysis. The essay must demonstrate not only a solid internal coherence, but also a clear argumentation and support, proposing future actions for the region, with the aim of overcoming inequality and achieving a sustainable human development.

### Rubric for the evaluation of the Essay

	Criteria	1	2	3	4	5
1	The introductory paragraph has an appropriate element to draw the attention of the audience.					
2	The essay is written clearly, in order, and logically structured in English.					
3	The essay directly answers the questions and is logically reasoned and supported in historical, theoretical, and current terms.					
4	All the evidence and examples are specific, relevant, and explanations show how each element supports the argument.					
5	The secondary arguments and ideas are presented in a logical sequence, which makes the ideas of the author interesting and easy to follow.					
6	A good variety of transitions was used. These clearly show how					

# COURSE SYLLABUS

	the ideas are linked.					
7	The conclusion is strong and leaves the reader with a very clear idea of the position of the author. The conclusion starts with an effective paraphrase of the main idea.					
8	The essay shows a solid and broad mastery of the different cases discussed throughout the course.					
9	The essay offers a well-supported, critical approach to the Latin American reality.					
10	All the sources used for the quotes, the statistics and the facts are believable and are cited correctly.					
11	Demonstrates a clear understanding of the potential reader and uses appropriate vocabulary and arguments. Anticipates the reader's questions and offers detailed answers, adequate for the audience.					
12	All sentences are well structured and there is good sentence variety.					
13	The document is written according to the correct structure in English.					
14	The document is properly written, according to the APA manual's guidelines.					
TOTAL. Calculated based on 70 total points. Any work with a grade of only 1 point under any criteria will not be accepted as a passing grade.						

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

## Course evaluation (CEPA): 5%

As part of every course, students will have the opportunity to evaluate all of its different components: the didactic competencies of the professor, the quality of the materials, the learning environment, the competencies of ULACIT's graduates, the effective use of Blackboard, the grading system, and the degree to which students are challenged and pushed to reach their full potential. Additionally, as a core element of ULACIT's signature educational model, Teaching for Understanding (EpC), students will have an opportunity within CEPA to reflect on their own performance (self-assessment), as well as that of their classmates (peer assessment). This intellectual exercise allows students to identify their strengths and weaknesses and make adjustments, in order to continuously improve his knowledge-building strategy. When evaluating their peers, students become active members of a learning community committed to educational excellence. Since this is a self-assessment segment within the course, and due to its importance for the university's academic decisions, this activity is worth 5% of the final grade. To earn this percentage, students are expected to take their time to ponder each question carefully and answer the questionnaire completely.

## COLLABORATIVE PROJECT CONTRACT

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



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

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

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

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

## **INSTITUTIONAL POLICIES**

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### **Academic Honesty Policy**

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

### **English integration Level**

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

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

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

- Tardiness to class or early leave.
- Constantly disrupting the class, rising from their seat.
- Eating and drinking in the classroom.

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

We ask teachers to take corrective measures to ensure a respectful coexistence environment conducive to learning and habits of respect, fundamental to the comprehensive and professional training of students. At the beginning of each period, students should consult with their faculty for specific regulations and sanctions that could be implemented.

## **Attention to diversity**

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

## **Claims**

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

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

# COURSE SYLLABUS

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

## COURSE SCHEDULE

W	Date	Subject	Activities
1	12/09	Introduction to the course and the syllabus.	Syllabus reading Collaborative groups formation
2	19/09	Topic 1. Development in Latin America	Armendáriz, B. & Larraín, F. The Economics of Contemporary Latin America. Ch.12. Kingstone. The political economy of Latin America: reflections on neoliberalism and development. Ch.1
3	26/09	Topic 2. Historical Legacies	Armendáriz, B. & Larraín, F. The Economics of Contemporary Latin America. Ch. 1. Forum 1
4	3/10	Topic 3. Industrialization as a substitute for imports	Armendáriz, B. & Larraín, F. The Economics of Contemporary Latin America. Ch.3.
5	10/10	Topic 4. The Latin American debt crisis	Armendáriz, B. & Larraín, F. The Economics of Contemporary Latin America. Ch.4.
6	17/10	Topic 5. Macroeconomic stabilization	Armendáriz, B. & Larraín, F. The Economics of Contemporary Latin America. Ch.7,8&9. Moxie project
7	24/10	Topic 6. The role of the State	Kingstone. The political economy of Latin America: reflections on neoliberalism and development. Ch. 4&5. Forum 2
8	31/10	Topic 7. Financing for development	Franko, P. The puzzle of Latin America economic development. Ch. 7.
9	7/11	Topic 8. Contemporary commercial policy	Armendáriz, B. & Larraín, F. The Economics of Contemporary Latin America. Ch. 10.
10	14/11	Topic 9. Policies for sustainable growth	IADB. The Future of Work in Latin America: series.
11	21/11	Topic 10. Rural development	FAO. The Outlook for Agriculture and Rural Development in the Americas. Ch. 3 Forum 3
12	28/11	Topic 11. Poverty and inequality	Armendáriz, B. & Larraín, F. The Economics of Contemporary Latin America. Ch. 5.
13	5/12	Topic 12. Health policies	Franko, P. The puzzle of Latin America economic development. Ch. 12. Essay
14	12/12	Topic 13. Educational policy	Franko, P. The puzzle of Latin America economic development. Ch. 13. CEPA
15	19/12	Topic 14. Environmental Challenges	Franko, P. The puzzle of Latin America economic development. Ch. 14.

**Universidad Latinoamericana de Ciencia y Tecnología**  
**Bachelor of Science in Business Administration**

<b>Course</b>	<b>Principles of Marketing</b>
<b>Code</b>	19-0062
<b>Credits</b>	3
<b>Requisites</b>	None
<b>Mode</b>	Regular
<b>Type</b>	
<b>Period and length</b>	I Quarter 2019, fifteen weeks
<b>Schedule</b>	Tuesday 630pm – 930pm
<b>Room</b>	301
<b>Professor</b>	Juan B. Zúñiga Carrillo MBA
<b>Administrative Instructions</b>	The course uses the Internet extensively, as well as the digital database, EBSCO, therefore it is mandatory for the student to have internet access from home.

#### **PURPOSE OF COURSE**

Who is the consumer of goods and services? What does the consumer need? What does the consumer want? How does the consumer behave?

Marketing is about understanding people. It focuses on how consumers think, feel and react about all products and services around the world. It is about inventing, developing and producing unique and creative ways to provide products and services to everyone, so it is crucial to every professional to understand how marketing can help outperform competition and gain the consumer's preference in the marketplace. Students will envision the evolution of modern management toward a marketing-oriented view of business; stressing the underlying principle of the "marketing concept"; and integrating concepts in relation to consumer needs, marketing information, product development, pricing, distribution, selling, advertising, and promotions.

Upon completion of the course, you will become acquainted with the basic principles of marketing, practices and the implementation of these practices from a managerial point of view. Furthermore, you will also be able to build a basic marketing plan and defend it in front of others.

## Competences

Units of Competence	Elements of Competence	Context in which the competence is applied
<b>Disciplinary Competence:</b>	<b>The student will be able to:</b>	<b>The student shows the mastering of the competence in learning activities such as:</b>
To comprehend core concepts of marketing.	Understand the core concepts of marketing and their importance in business and in organizations. Work with the elements to be able build and pitch a marketing plan.	<ul style="list-style-type: none"> <li>Creation of marketing plan</li> </ul>
<b>General Competence</b>		
To show competence for learning and for looking for personal and professional effectiveness.	Develop creative thinking and analytical skills.	<ul style="list-style-type: none"> <li>Uses his/her creativity in applying solving business administration problems faced in every day managerial situations.</li> </ul>
	Communication.	<ul style="list-style-type: none"> <li>Communicates verbally, non-verbally and in writing with his/her peers, professor and general public, in a variety of forms and contexts.</li> </ul>
	Collaborate.	<ul style="list-style-type: none"> <li>Collaborates and interacts with others with effectiveness and respect.</li> </ul>
	Reasoning.	<ul style="list-style-type: none"> <li>Uses reasoning when synthesizing information, establishing arguments, evaluation alternatives and establishing conclusions, when communicating with peers and professors.</li> </ul>
	Personal effectiveness	<ul style="list-style-type: none"> <li>In the performance and interaction with others during learning activities of the course, shows initiative, responsibility, ethics, leadership and productivity, as well as self-management capabilities, and disposition towards change.</li> </ul>

## Teaching Methodology

**SOCRATIC DIALOGUE:** Most of the sessions will follow an open discussion format under the Socratic dialogue, in which the professor assumes the conducting role of the discussion between him/her and the student, or as a mediator between students. It could be combined with master presentations to introduce the subject.

**ONLINE EDUCATION:** The student will learn through Reading the material before each class, the interaction with the professor and students in class, and through electronic means.

**CASE METHODOLOGY:** The student will read and analyze the case, individually or in groups, in order to acquire knowledge about the topic, and to be capable of making decisions on scenarios where not all the information is available. In order to fully appreciate the case methodology, the participants must meet the 4Ps: Preparation (read the case in advance, at least twice); Presence (you must attend class); Punctuality (you must be in class from the beginning to the end); Participation (you must actively participate in the discussions).

## **Evaluation Methodology**

The course grading is divided according to the following items:

<b>Activity</b>	<b>%</b>
Participation	20%
Final Project	50%
Case analysis and homeworks	25%
CEPA	5%

### **1. Participation – 20%**

- a) Attendance is mandatory. Failing to attend the class more than 3 times will automatically fail you. You must always let the professor know **in advance** if you are not going to make it to class; however, excusing yourself will not eliminate the attendance requirement.

Participation means that you must actively engage in all of the class activities. **Just being present in the classroom is not considered participation.**

### Rubric (2% per session)

Points per session	Criteria
2	<p><b>Attendance:</b> The student showed up in time and remained in class throughout the class.</p> <p><b>Participation:</b> The student read the material and actively participated, significantly enhancing the learning experience for him/her and classmates. The student actively listened to his/her peers and commented on their opinions.</p>
1	<p><b>Attendance:</b> The student showed up in time and remained in class throughout the class.</p> <p><b>Participation:</b> The student did not actively participate. Sometimes, the student was distracted by electronic devices or by talking to other classmates.</p>
0.5	<p><b>Attendance:</b> The student showed up in time and remained in class throughout the class.</p> <p><b>Participation:</b> The student did not actively participate. All the time, the student was distracted by electronic devices or by talking to other classmates.</p>
0	<p><b>Attendance:</b> The student showed up in time but did not remain in class throughout the class; the student showed up late for class; or the student was absent.</p> <p><b>Participation:</b> The student did not actively participate. All the time, the student was distracted by electronic devices or by talking to other classmates.</p>

## 2. Final Project (50%)

Students will work on creating a marketing plan for a specific product or service.

Students will be provided with a guide with all sections required in the marketing plan.

This plan will be evaluated at the end of the term. Evaluation includes a presentation part where all team members must participate.



50 points distributed in the following way

Points	Criteria
30%	<p><b>Content (team)</b></p> <p>The marketing plan is complete and have relevant analysis, strategies and examples of executions for the specific product or service.</p> <p>The presentation is creative, catchy and convincing. All members are well prepared and manage all information. Presentation was made in the given time.</p>
10%	<p><b>Team Work (individual)</b></p> <p>Average of the points given by team mates.</p>
10%	<p><b>Presentation Skills (individual)</b></p>

### 3. Case Analysis and homeworks (25%).

Students will work on case analysis during the term. Based on cases posted on BlackBoard, Case analysis must include the methodology learned in class. Also some subjects will include additional work for the student so there will be homeworks. Either case will be graded by the professor.

### CEPA - 5%

Students should fill the online course evaluation, which is a reflection of the teaching-learning process they are going through. This evaluation will be available on Blackboard during weeks 12 and 13 and is worth 5% of the grade.

### ACADEMIC HONESTY

ULACIT endorses high ideals and rigorous standards of academic life. For the effects of this course, it is expected that participants avoid dishonest behavior such as fraud or plagiarism. Fraud includes making up data, falsifying bibliography, using projects elaborated by third parties,

obtaining unauthorized help in classified tasks or for other persons to do your work. Plagiarism includes literally copying phrases, sentences, paragraphs and fragments of printed materials, Internet, and other sources, without giving credit to the original author; as well as paraphrasing without citing the source. **Plagiarism will make you immediately fail the course.**

## ATTENTION TO DIVERSITY

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

## Educational Resources

The course has the following education technology to continuously support the teaching-learning process:

- a) On-line education platform Blackboard, which includes tools for synchronic and asynchronic communication between the professor and the students, as well as areas to make available to students grades, files, web pages and evaluations.
- b) Printed resources in the Alberto Cañas Escalante Library.
- c) Virtual EBSCO Library, from which it is possible to access scientific papers in full text for research papers.
- d) Fixed visuals like whiteboard and markers.
- e) A multimedia center where overhead projectors, slide projectors, recorded media like audio and video tapes, videodisc, cameras, CDs and DVDs are available.

# COURSE SYLLABUS



Computer laboratories with Internet access and software for doing projects.

## Bibliography:

### Mandatory:

Kotler, P. & Armstrong, G. (2018). *Principles of Marketing (17 Ed)* or newer edition. New York: Prentice Hall

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th. Ed.). Washington, D. C.: APA.

Articles uploaded by professor at the Blackboard announcements section

## Class Schedule

Week	Date	Content
1	Jan 16th	Introduction to the course and fundamentals - Syllabus and way of working - The importance of Marketing in business.
2	Jan 23rd	Marketing: creating customer value and engagement, the 4 P's
3	Jan 30th	Analyzing the Marketing environment Managing Marketing information to gain customer insights
4	Feb 6th	Consumer behavior Business buyer behavior
5	Feb 13th	Customer/Consumer driven strategies, creating value for target markets
6	Feb 20th	New technologies and the impact on the 4P's
7	Feb 27th	Products, Services and Brands New product development and life cycle strategies
8	Mar 6th	Pricing, - Understanding and capturing customer value - Pricing Strategies
9	Mar 13th	Distribution Channels
10	Mar 20th	Promotion (part 1) - The point of sales - BTL strategies

# COURSE SYLLABUS



11	Mar 27th	Promotion (part 2) - ATL and Digital Strategies
12	Apr 3rd	Integrated Marketing Communications
13	Apr 10th	Global market place and sustainable marketing
14		HOLIDAY
15	Apr 24th	Final Project

**Universidad Latinoamericana de Ciencia y Tecnología**  
**Bachelor of Science in Business Administration**

**Quality Management**

13 -0081

Credits: 03

Spring 1 Quarter 2021

Professor: Luis Dumani

**Purpose of the course**

What is a course in quality management? How does Quality affect our lives? How can we create a Quality culture at work and at home?

Quality management will introduce you to the main concepts and principles of quality management and to study their implementation, it's a course in which students learn continuous improvement philosophies and methodologies and techniques required to improve product quality and process efficiency. You will become familiar with: The Total Quality Approach to Quality Management; Quality Management, Ethics and Corporate Social Responsibility; Education, Training and ISO 9000; Strategic management; Continual Improvement Methods with Kaizen, Six Sigma, Lean and Lean Six Sigma; Total Quality Tools; Leadership, Change and Quality Culture.

Upon completion of the course, you should be able to use quality management concepts easily and know peculiarities of evolution of quality management and its significance for the management of modern organizations. Furthermore, you will learn to analyze quality features of products and services; know principles of standardization and conformity assessment; know peculiarities of implementation, and know the usage of quality control methods for the analysis and solution of organizations' problems

**English Integration Level III**

ULACIT's graduates stand out for their ability to communicate in the English language, acquire knowledge and comprehend other cultures, as well as to value the nature of the language and its environment. They are capable of participating in local and around the world-multilingual communities. This course integrates the English language at an advanced level and therefore, the student must be in the capacity to comprehend and speak this language during the interaction with his professor and classmates. The student must also be able to express himself in written form in order to have a proper performance in his research duties and extra class work. The percentage assigned to these activities, corresponds to a 100% of the course evaluation.

# COURSE SYLLABUS

## Competences

Units of competence	Competence elements	Performance Criteria (grade and context in which the competence is applied)
Disciplinary Competence	The student will be able to:	The student proves to have developed the competence in learning activities, such as:
Improve a company's	Analyze the correct approach to manage quality according to a customer needs .	<ul style="list-style-type: none"> <li>Participates in class activities and discussions showing his/her point of view on how quality should be managed in different areas and circumstances.</li> <li>Writes learning reflections in which he/she analyzes modern practices and theory on quality management.</li> </ul>
	Develop in a coherent way a quality improvement plan in order to achieve specific goals.	<ul style="list-style-type: none"> <li>Solves case studies in groups showing the ability to solve problems that arise in different areas and phases of quality management.</li> <li>Prepares a quality improvement plan for a company showing the ability to administrate</li> </ul>
<b>General competences</b>	Creative thinking	<ul style="list-style-type: none"> <li>Uses his/her creativity to solve problems in case studies related to the quality management.</li> </ul>
	Communication.	<ul style="list-style-type: none"> <li>Communicates verbally, non-verbally and in writing with his/her peers, professor and general public, in a variety of forms and contexts.</li> </ul>
	Collaborate.	<ul style="list-style-type: none"> <li>Collaborates and interacts with others with effectiveness and respect in the design of a quality management proposal.</li> </ul>
	Reasoning.	<ul style="list-style-type: none"> <li>Uses reasoning when synthesizing information, establishing arguments, evaluating alternatives and establishing conclusions, when communicating with peers and professors.</li> </ul>

# COURSE SYLLABUS

	Use of IT	<ul style="list-style-type: none"><li>• Uses information and communication technology to do research, to organize, evaluate and communicate information.</li></ul>
	Uses scientific methods and tools.	<ul style="list-style-type: none"><li>• Uses scientific methods when doing research and before arriving to conclusions.</li></ul>
	Personal effectiveness	<ul style="list-style-type: none"><li>• In his/her performance and interaction with others while the course is in progress, shows initiative, responsibility, ethics, leadership and productivity as well as efficiency, self-control and good attitude towards change.</li></ul>

## Contents

### Teaching Methodology

In order for the course to be compatible with the needs, interests and learning styles of all students we use the flipped classroom methodology. This means that students do activities that require less cognitive effort (actions such as remembering or comprehending) outside of the class and the ones that require a greater effort are done inside the classroom, such as: applying, synthesizing or evaluating.

The course provides materials such as readings, videos, narrated presentations and others, through the on-line learning management system used at ULACIT: Blackboard. Students must prepare their class participation by studying the course theory at home. In-class sessions are designed to practice, reflect and discuss. Each class revolves around questions, controversies and real life issues. Through this active, participatory and reflective methodology, it is expected that students develop abilities to inquire, research, communicate, solve problems and collaborate inside and outside the classroom. Moreover, students are expected to develop a profound comprehension of their subject by participating in a shared-knowledge construction with their peers, professors and other members of society.

1. **What is quality?**
2. **Quality and global competitiveness.**
3. **Strategic management.**
4. **Quality management.**
5. **Customer satisfaction.**
6. **Employee empowerment.**
7. **Effective communication.**
8. **ISO Standards and Total Quality.**
9. **Total quality tools.**
10. **Problem solving.**
11. **Quality function deployment.**



# COURSE SYLLABUS



- 12. Statistical Process Control.
- 13. Six Sigma, Lean
- 14. Benchmarking

## Evaluation Methodology

The grading in this course is assigned according to the following chart:

Activity	%
Individual Participation	15%
Discussion Forum- Case Resolution and Presentations	40%
4 Cases 10% each	
Final Project-One Case Resolution	30%
Final Project-One Case Presentation	10%
Course evaluation (CEPA)	5%
<b>Total</b>	<b>100%</b>

- **Class participation.15%**

This activity is evaluated with the following rubric:

Rubric for class participation					
Interpretation criteria: 5 excellent, 4 very good 3 good, 2 regular, 1 needs serious improvement					
Evaluation criteria	5	4	3	2	1
1. The student is always on time during the academic term.					
2. Comes prepared to class, having done all the readings previously assigned. The student asks questions and interacts effectively with others.					
3. Contributes with relevant and theory-based comments.					
4. Demonstrates respect and interest when listening to the comments of others.					
5. Cooperates with others showing leadership, and negotiation skills, as well as other interpersonal abilities.					
6. Brings creative and innovative points of view to the class.					
7. His or her arguments are based on the readings of the course or other relevant material.					
8. Shows great oral skills and uses the course terminology as expected.					
9. Shows great time management and responsibility during class activities.					
10. Formulates questions that show interest to learn more about the topics of the course					
<b>TOTAL</b>					

# COURSE SYLLABUS

## **Team Case Studies 40% Total for 4 Cases**

Your instructor will randomly form a group of and provide you with a case to be analyzed. All members of the team will present the case to the class.

## **Case resolution and Presentation (10%) EACH Case**

All team members will present the case findings. Everyone in the class will judge the team presentation. In order to get full credit for the Case, the student must be present.

### **Case presentation rubric**

#### **CASE RESOLUTION AND PRESENTATION**

**TEAM:10%**

Item	100%	50%	0%
<b>Findings and Discussion</b> <b>Total: 4% Awarded</b> <b>(2% First Case)</b>	The team clearly presented the problems faced by the Organization.  When there was more than one problem, the team found and discussed the problems in priority.	The team clearly presented the problems faced by the Organization.  There were more than one problem, but the team did not rank the problems in priority.	The team did a poor job presenting the problem of the Organization.
<b>Introduction and Background</b> <b>Total: 2% Awarded</b> <b>(1% First Case)</b>	The team clearly presented the background of the company.	The team presented the background of the company, but the information was not clear.	The team did not present the background of the company.
<b>Conclusions Recommendations and Bibliography</b> <b>Total: 2% Awarded</b> <b>(1% First Case)</b>	The team presented at least three <u>specific</u> C o n c l u s i o n s a n d Recommendations for organization to	The team presented recommendations, but they were extremely generic and lacked depth.	The team did not present any recommendations for the organization.

# COURSE SYLLABUS

<b>Presentation Skills in Power point and Communication Total: 2% (1% First Case)</b>	All team members have excellent presentation skills: good voice projection, good posture, good command of the stage. The presenter did not have to read the slides.	Only one of the team members has excellent presentation skills: good voice projection, good posture, good command of the stage. The presenter read the slides, sometimes.	None of the team members have excellent presentation skills: bad voice projection, bad posture, bad command of the stage. The presenters read the slides most of the time.
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**Team work (10%)**

# COURSE SYLLABUS

## Case presentation rubric

### FINAL CASE PRESENTATION

**TEAM:40%**

Item	100%	50%	0%
<b>Introduction and Background</b> <b>Total: 5%</b>	The team clearly presented the background of the company.	The team presented the background of the company, but the information was not clear.	The team did not present the background of the company.
<b>Findings and Discussion</b> <b>Total: 15%</b>	The team clearly presented the problems faced by the Organization.  When there was more than one problem, the team found and discussed the problems in priority.	The team clearly presented the problems faced by the Organization.  There were more than one problem, but the team did not rank the problems in priority.	The team did a poor job presenting the problem of The Organization
<b>Conclusions, Recommendations and Bibliography</b> <b>Total: 5%</b>	The team presented at least three <u>specific</u> C o n c l u s i o n s and Recommendations for organization to follow.	The team presented recommendations, but they were extremely generic and lacked depth.	The team did not present any recommendations for the organization.
<b>Presentation Skills in Power Point and Communication.</b> <b>Total: 10%</b>	All team members have excellent presentation skills: good voice projection, good posture, and good command of the stage. The presenter did not have to read the slides.	Only one of the team members has excellent presentation skills: good voice projection, good posture, and good command of the stage. The presenter read the slides, sometimes.	None of the team members have excellent presentation skills: bad voice projection, bad posture, and bad command of the stage. The presenters read the slides most of the time.

# COURSE SYLLABUS



<b>Great writing skills, relevant sources, excellent use of APA system. Total : 5%</b>	Excellent presentation	Regular presentation	Poor Presentation
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## Team work (40%)

### Course evaluation (CEPA): 5%

As an integral activity of the course, the student will have the opportunity to evaluate it in its different components: the didactic competences of the professor, the quality of the materials, the learning environment, the competences of ULACIT's graduates, the effective use of Blackboard as a supporting-learning tool, the evaluation system and the challenge level the course presented to them. As a central element of ULACIT's educational model: Teaching for Understanding, the student will have a space called Questionnaire for the Course Evaluation (known for its acronym in Spanish as CEPA) to reflect about his peers' performance during the course. (co-evaluation), as well as his /her own (self- evaluation). This intellectual exercise allows the student to identify his strengths and weaknesses and take actions to continuously improve his learning processes. When the student evaluates his/her peers he or she is assuming an active role as a member of the learning community who is committed with his academic responsibilities. Therefore, being this a space for self-reflection within the course and because of its importance for the university's academic decision making- processes, this activity is given a value of 5% of the final grade. To obtain the complete percentage it is expected that the student takes his /her time to analyze responsibly each question and answer the questionnaire completely.

### Academic dishonesty policy

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

## **Attention to diversity**

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

## **Creating a culture of respect**

At ULACIT we establish high behavior standards for all the members of our learning community. Therefore, we emphasize the value of mutual respect and expect that everybody treat others as they would like to be treated. We define respect as the consideration and affection that we can show others without showing any signs of favoritism for a specific group. Based on this, we do not accept disruptive actions such as:

- Being late to class or leaving early without a valid justification
- Interrupting the class constantly by leaving your seat
- Talking on the phone during class time
- Eating and drinking in class
- Reading material unrelated to the course
- Packing your belongings before the professor finishes his/her lesson
- Using mobile devices for purposes that are unrelated to the course, causing distraction among the group
- Sleeping in class
- Making negative comments about partners or professors, as well as mocking others.
- Interrupting others while they speak
- Attending class without having done the readings or homework that was previously assigned
- Showing unwillingness to listen to others
- Using vulgar language in the campus

We ask our academic leaders to take disciplinary measures in order to guarantee that everybody can learn in an environment where they feel mutually respected and can develop habits of respect, which are crucial for personal and academic growth. At the beginning of each course the students must discuss with their professor any specific rules for the course, as well as the penalties for noncompliance.

## Educational Resources

The course has the following education technology to continuously support the teaching-learning process:

1. On-line education platform Blackboard, which includes tools for synchronic and asynchronic communication between the professor and the students, as well as areas to make available to students' grades, files, web pages and evaluations.
2. Printed resources in the Alberto Cañas Escalante Library.
3. Virtual EBSCO Library, from which it is possible to access scientific papers in full text for research papers.
4. Fixed visuals like whiteboard and markers.
5. A multimedia center where overhead projectors, slide projectors, recorded media like audio and video tapes, videodisc, cameras, CDs and DVDs are available.
6. Computer laboratories with Internet access and software for doing projects.

## Bibliography

- Goetsch D. and Davis S. (2017) Quality Management for organizational Excellence (8th Ed) , Pearson, Essex, England
- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6ta. Ed.). Washington, D. C.: APA.

## Other sources

- **Oakland, J. (2014) Total Quality Management Text with Cases, (4<sup>th</sup> Ed). Butterworth-Heinemann,**



# COURSE SYLLABUS



## Course Timetable by Session Week SPRING 2019

Session 1	What is quality?
Session 2	Quality and global competitiveness.
Session 3	Strategic management. CASE 1
Session 4	Quality management.
Session 5	Customer satisfaction.
Session 6	Employee empowerment. CASE 2
Session 7	Effective communication.
Session 8	ISO Standards and Total Quality.
Session 9	Total quality tools. CASE 3
Session 10	Six Sigma, Lean Manufacturing
Session 11	Quality function deployment.
Session 12	Benchmarking CASE 4
Session 13	Six Sigma, Lean manufacturing
Session 14	HOLIDAY
Session 15	Final Project Presentations

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

<b>Course name</b>	<b>Theory of the State</b>
<b>Course code</b>	1C2021-070088G1
<b>Credits</b>	3
<b>Entry requirements</b>	N/A
<b>Modality</b>	Virtual
<b>Nature</b>	Theoretical-practical
<b>Duration and frequency</b>	Quarter, equal to thirteen class weeks
<b>Schedule</b>	Wednesday 6:30-9:30pm
<b>Classroom/Lab</b>	MS Teams / Blackboard
<b>Instructor</b>	Dennis P. Petri, PhD <a href="mailto:dpetrix316@ulacit.ed.cr">dpetrix316@ulacit.ed.cr</a>
<b>Administrative Instructions</b>	This course requires an intensive use of the Internet and the electronic databases for research (EBSCO), which makes it necessary for students to have access to this tool from their home.

### PURPOSE OF THE COURSE

This course allows students to develop an advisory competency for decision-making on issues of international relations, based on the interpretation and application of the State theoretical foundations, in order to grasp and improve how the international system works. With faculty guidance, students develop their argumentative and critical skills, as well as integrating declarative knowledge increasingly throughout the course, by analyzing classical texts and authors, which are pivotal to the State Theory and Politics. Likewise, through debates, students develop the ability to assess the pertinence of their peers' analysis, to the point of being able to disagree with them and the professor, while substantiating their position in a solid, complete, and logical manner. And thanks to research, they also demonstrate their critical construction ability, their peer coaching skills, and their collaborative teamwork capabilities. Thus, they evaluate critically and promote the development of the Democratic governance and Rule of Law, amidst today's challenges worldwide, and propose possible consequences of these phenomena.

## COMPETENCES

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

Competences	Subcompetences	Performance criteria
<b>DISCIPLINARY COMPETENCE</b>		
Advice for decision-making on international relations issues, based on interpretation and application of the State theoretical foundations, to grasp and improve the operation of the international system.	Analyze the main conceptual theoretical developments about the State and its various forms, components, and internal dynamics.	Analysis of classical texts with peers and professor, and debating the context of such works and authors, as well as their relevance to the study of the State and Democracy. In depth discussion, with peers and professor, of texts and authors that determine the evolution and current status of State Theory and Democracy.
	Promote the development of the Democratic Governance and Rule of Law for stability and harmony in the international system.	Critical, creative, and innovative analysis of the most relevant problems for the State and democracy, through a research report presentation, identifying its main challenges internationally. Coherent and creative promotion, by means of a final essay, of new theoretical relations that will foster the strengthening of the Democratic State of Law.
Advice for decision-making on international relations issues, based on interpretation and application of the State theoretical foundations, to grasp and improve the operation of the international system.	Analyze the main conceptual theoretical developments about the State and its various forms, components, and internal dynamics.	Analysis of classical texts with peers and professor, and debating the context of such works and authors, as well as their relevance to the study of the State and Democracy. In depth discussion, with peers and professor, of texts and authors that determine the evolution and current status of State Theory and Democracy.
<b>GENERAL COMPETENCES</b>		

# COURSE SYLLABUS

Innovation	Innovation competence involves the capacity to think in an open, critical and purposeful manner; to experience and reflect; inquire; synthesize and reorganize information; generate new ideas; manage change; take risks and anticipate consequences; use technology; act independently and collaborate with others, among others.	It uses technology to conduct research, organize, evaluate and communicate information through case analysis and resolution.  Use creative thinking in proposing solutions to the problems they face in everyday life by simulating scenarios.
Entrepreneurship	Entrepreneurship competence involves the ability to plan systematically, show initiative, geared towards quality, implement problem solving skills, influence, reach agreements, communicate, manage information and other resources, show self-confidence and assertiveness, among others.	Choose the best option according to the context using the information from the readings in the discussions and simulations.
Integrity	Integrity competence involves the capacity to sponsor and apply high moral and ethical principles, respect others, and be consistent with their own values in difficult situations, among others.	Collaborate and interact with others effectively and respectfully in class discussions around the conflicts and challenges of intercultural communication.  Consider and respect other forms of life and cultural patterns that are explored through readings and individual research.

## PLAN OF THE LEARNING EXPERIENCE

In ULACIT, the learning experience is designed around generative topics, capable of provoking polemic and which demand that the pupils raise their own arguments. The topics are broken down in spirals of investigation, or questions, which are related to each other in order to have a deeper understanding of the topic. In the future, if the students are curious about something, they will have to look for the answers themselves. The real art of the education is to be able to present the correct questions, interacting with the students and helping them in their discovery process. Every teacher's objective is to motivate the curiosity of the students, which is the emotional incentive that will allow them to want to learn more along their lives.

### Topic 1. Politics and political science

- Rationale for studying political science.
- Political Science, Law, and International Relations. Scope limits and points of convergence.
- What is Politics? The public office arena.

## **Topic 2. Political science methodology**

- A science of politics? Epistemology of politics.
- The scope and method of political science.
- Comparing the method.

## **Topic 3. The State**

- The Concept of State.
- Building the modern State.
- Building the State in Latin America.
- Contemporary development and types of State.
- The Interstate system.
- The State and regional integration.
- State Theories.

## **Topic 4. Democracy**

- Origin of the term.
- Historical development: Greece, Monarchies, the Republic, and modern Democracy.
- Immediate antecedents of modern democracy.
- Direct and representative democracy.
- Democracy and totalitarianism.

## **Topic 5. Government**

- Government and the power of the state.
- The institutional design. The political regime.
- The State and the balance of power.
- Presidentialism and parliamentarism.

## **Topic 6. Political parties and party systems.**

- Political parties and special interest groups.
- The role of Political Parties and the crisis of representation.
- Single party, bipartisan, and multiparty systems.
- Political Parties, representation, and legitimacy.

## **Topic 7. Elections and electoral systems**

- Electoral regimes and institutional design.
- Representation systems.
- The value of the vote and the procedural element of democratic legitimacy.

## **Topic 8. Internationalization and the State**

- Sovereignty
- Transnational Regulatory Instructions

## LEARNING ENVIRONMENT

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### Teaching methodology

To ensure that the course is compatible with the needs, interests and styles of learning of all the participants, we use the methodology of “reversed classroom”, or “flipped classroom”: the assignments that need minor cognitive effort (remembering and understanding) are done by the students out of the classroom, and those who need major cognitive effort, such as analysis, synthesis and evaluation, are done in different scenarios in the classrooms.

The course provides materials such as readings, videos, narrated presentations and others, via the online learning platform of ULACIT (i.e. *Blackboard*). Students before coming to class are expected to prepare their participation in class, and study the theory at home. The sessions are reserved to practice, reflection and discussion. They revolve around questions, controversies and issues of real business life. With this active, reflective and participative methodology, students are expected to develop inquiry, research and analytical skills. Moreover, they are expected to develop a deep understanding of the subject, participating in the construction of knowledge shared with other students, teachers and other members of society.

### Learning resources

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

1. Classrooms-enabled computers, projection equipment and Internet access.
2. Online education platform: Blackboard (Bb), MS Teams.
3. Document Camera.
4. Recording equipment and sound amplification.
5. Virtual Library: EBSCO, from which you can access full-text articles.
6. Clickers, wireless personal response systems.
7. Computer labs with Internet access and applications for research.
8. Articulate Presenter, a tool that converts PowerPoint presentations to Flash and can integrate interactions, animations and narrations synchronized.

### Contact with the Professor

The privileged channel of communication between the Professor and the students is the question forum that will be created on Blackboard, so that all students can benefit from the answers to the questions. For personal inquiries only, the Professor can be contacted by email. Any inquiries sent by other means, including internal Blackboard messaging, will not be addressed.

### Bibliography

American Psychological Association. (2010). Publication manual of the American Psychological Association (6ta. Ed.). Washington, D. C.: APA.

# COURSE SYLLABUS



- Grigsby, E. (2009) *Analyzing Politics: An Introduction to Political Science*, Cengage Advantage Books, 4th edition
- Leibfried, S., Huber, E., Lange, M., Levy, J.D., Nullmeier, F. & Stephens, J.D. (2017). *The Oxford Handbook of Transformations of the State*. United Kingdom: Oxford University Press.
- Munroe, Trevor. (2002) *An introduction to politics: lectures for first-year students*. 3rd ed. Kingston, Jamaica: Canoe Press

## EVALUATION

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The course is graded according to the following assessment chart:

Activity	Percentage
LinkedIn Learning	5%
Analysis of classic texts	30%
Class participation	10%
Discussion forums	15%
Glossary	15%
Moxie	20%
Course evaluation (CEPA)	5%
<b>Total</b>	<b>100%</b>

### **LinkedIn Learning: 5%**

As part of the educational resources for this course, students have access to the LinkedIn Learning platform. The LinkedIn Learning platform offers free access to more than 15,000 virtual courses, which not only allow the course content to be supplemented, but also offers the possibility that once the courses on the platform are completed, the student's profile is automatically updated on the platform.

For this course, students must complete a LinkedIn Learning course, which is aimed at developing the skills and competencies necessary to excel in today's job market. In addition, a learning journal should be prepared where they make a synopsis of what they have learned and a reflection on how they think they can benefit from this knowledge and skills in their professional career.

The course is: *Become a Chief of Staff with Brian Rumao*-  
<https://www.linkedin.com/learning/become-a-chief-of-staff-with-brian-rumao/becoming-a-chief-of-staff?u=89245946>

A short report of 500 word will be used to evaluate this learning activity.



## Classical Text Analysis: 20%

In collaborative groups, students analyze and critique 1 classical work on State Theory and Political Science. Such works and authors are the following:

1. Herman Heller. State Theory.
2. Karl Marx. The Communist Manifesto.
3. Friedrich Hayek. The Road to Serfdom.
4. Robert Dahl. Polyarchy.
5. Maurice Duverger. Influence of electoral systems on political life.
6. Gabriel Almond y Sidney Verba. Political Culture.
7. David Easton. Categories for the systematic analysis of politics.
8. Anthony Downs. The economic theory of a political action in a democracy.
9. Niklas Luhmann. Social Systems: guidelines for a general theory.
10. Giovanni Sartori. Politics.

These essential texts are directly related to the various contents of the course, such that their analysis during class allows not only an adequate integration to the weekly topic, but also a much more in depth appreciation of the authors, which provides students with a greater theoretical and analytical toolbox to study current issues and forecast future ones. This critical analysis has two parts:

- Summary of the text: Students will write a two-page summary. On the first page, the main argument and the supporting premises. Therefore, no quote or index reference will be included. On the second page they will outline the central argument of the text or author, using an appropriately developed conceptual map.
- Critical analysis: Later, in the second part of the document, students will do a critical assessment of the text by answering the following questions: How much does the text or author contribute to the understanding of the State, its role, and democratic attributes? How does it relate to the texts and the theories discussed in previous sessions?

It is evaluated based on the following rubric:

**Classical text analysis Rubric**

Criteria		1	2	3	4	5
1	The document complies with form requirements (length, structure, and format).					
2	The summary contains the main argument of the author and the supporting premises.					
3	The critical analysis adequately answers reference questions.					
4	The document is appropriately written, in accordance with the proper grammatical structure of the English language.					

# COURSE SYLLABUS

5	The document follows the prescribed style and form, according to the APA manual.					
Total calculated based on 25 total points. Any work with a grade of only 1 point under any criteria will not be accepted as a passing grade.						

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

## Class participation: 10%

Students are expected to come to class on time and prepare the corresponding tasks every week. For instance, students must read the assigned required readings before coming to any session. Reading verifications will be carried every week by means of individual questions. Students are expected to understand the issues covered by each reading, do the reading schemes, write down doubts, and carry further research before coming to any session. During the sessions, students should be participating and collaborating with other students in a respectful manner, whether by voicing their questions and concerns, answering questions, and/or working on the assigned tasks. If the student is consistently distracted and not paying attention in class, marks will be deducted. **If the student is absent, he/she loses the 1% for the week.**

### Rubric for class participation

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

## Discussion forums 15%

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

## Rubric for the evaluation of virtual forums

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

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

### Moxie: 20%

Since 2020, ULACIT has its own Web channel called Moxie and produced by the students in alliance with the journalistic medium Delfino.cr. Its purpose is to provide them with a space to generate and disseminate their ideas, as well as serve as a showcase to exhibit their academic projects nationwide.

It is called Moxie - which in urban English means having the ability to face difficulties with intelligence, boldness and courage - in honor of our students, whose "moxie" characterizes them. If before there were printed student publications, now these initiatives are transferred to the digital space, allowing our students to experiment with digital publication in a web medium.

This course contributes with the content for Moxie Canal, through an article about problems or dilemmas defined by the teacher in the courses previously selected to make this contribution.

Criteria	Description of Criteria	2 Meets	1 Incomplete	0 Fails
A. Title	1. It Has a title that suggests the topic and provokes the interest of the reader	1	0,50	0
B. The article adequately problematizes the assigned topic and offers an original perspective.	2. In a maximum of 650 words, the student develops an original angle on the topic, recognizing its problematic or dilemma nature.	1	0,50	0
C. Introductory paragraph is well written (paragraph 1)	3. Starts with a "hook": one or two sentences that offer an anecdote, fact, metaphor, question, image, scene or famous phrase about the problem or dilemma, that attract the interest of the reader.	1	0,50	0
	4. It offers the context that justifies the importance of addressing the issue.	1	0,50	0
	5. It concludes with the argumentative, clear and forceful thesis, which is logically linked to the	1	0,50	0

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	premises it exposes in the development.			
D. The development meets substantive criteria (depth).	6. Arguments are added or concatenated consistently, following a logical structure, using transitional phrases to clarify how the current argument is related to the previous and the next.	2	1	0
	7. The author uses a variety of arguments to support his point of view (by analogy, authority, generalization, conditional, disjunctive, emotional, moral if it refers to values and principles, by signs, based on data and statistics, based on definitions)	2	1	0
	8. The author includes the counter argument in the discussion.	3	1.5	0
E. The development meets style and form criteria	9. Uses paragraphs of 5-7 sentences each.	1	0,50	0
	10. Uses the VERAS rubric to evaluate your sources of information.	1	0,50	0
	11. The author gives reason for the origin of ideas and evidence based on which he builds his argument, following the APA 7th edition standards.	1	0,50	0
F. The conclusion of the essay is well stated.	12. Picks up the thesis from the introductory paragraph.	1	0,50	0
	13. Highlight the evidence provided in the argument.	1	0,50	0
	14. Make a call to action; raises the reasons why the reader should accept its argumentative conclusion, be it because: <ul style="list-style-type: none"> <li>• You argue that there is a serious and imminent problem.</li> <li>• It shows that you have an effective and feasible plan.</li> <li>• Offers a plan that offers probable, significant and associated benefits.</li> <li>• Check that the plan offers no major or unforeseen inconveniences.</li> <li>• Justify that the balance is favorable to the advantages, in relation to the disadvantages.</li> <li>• Argues that there is no other more advantageous way.</li> <li>• Suggest results or consequences.</li> <li>• Establishes that no solution is perfect, but that the one offered is</li> </ul>	1	0,50	0

# COURSE SYLLABUS

	preferable.			
G. The article reflects good writing style	15. Understands the use of language economics and professional language.	1	0,5	0
	16. There are no spelling or writing mistakes.	1	0,50	0
<b>Total</b>				

## Rubric VERAS to evaluate the information

The academic production of MOXIE as a public exhibition and demonstration of the competencies of students at the university level, must be based on solid and reliable sources, from which they derive at the same time, the solidity of the evidence they support in the text the argumentative thesis. Hence, through the VERAS rubric, the relevance and solidity of the sources can be weighed.

Use the rubric below to evaluate each of your sources. Answer the questions appropriately and then rate each of the 5 parts from 1 to 10 (1 = poor, 10 = excellent). Total the points to see if you should use this font.

CRITERIA	Source #1	Source #2	Source #3	Source #4
<b>Validity: Current information</b>				
-Do you specify a publication date? -When was the information published? -Was the information reviewed or updated by an authority in the field? -Is the information current or does it contain outdated data?				
<b>Accuracy: the veracity and reliability of the information</b>				
-Where does the information come from? -Is the source academic, specialized or scientific? -Is the information supported by evidence? -Does the author cite reliable sources? -Was the information validated by a panel of experts? -Is the tone objective and unbiased? -Does the text fully comply with the rules of grammar, spelling, and other qualities of written language?				
<b>Relevance: the relevance of the information to your needs</b>				
Is the information relevant to the topic and directly related to your research question? What audience are you targeting? Is the information appropriate to the level of the reader? Did you look for other sources before choosing the current one? • Could you say that the source represents the ideal option to support your points of view?				
<b>Authority: the source of the information</b>				

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Who is the author / publisher / source / sponsor? What are the credentials of the author or publisher? Are they published? Does the author have other publications on the same topic? Does the author work in a recognized organization, university or company? Is there contact information, such as email? • Does the URL reveal information about the author or source?				
<b>Meaning: the purpose of existing information</b>				
¿ What was the author's purpose in publishing the information? Do the authors or promoters state their intentions transparently? Is the information made up of facts? Opinions? Propaganda? Do the views seem objective and unbiased? • Does it reflect political, ideological, cultural, religious, institutional or personal biases?				
<b>TOTAL</b>				
<b>Rating scale:</b> 45-50 Excellent  40-44 Good  35-39 Average  30-34 Barely Acceptable  -30 Unacceptable				

## Glossary 15%

In collaborative groups, the students will create their own glossary of terms related to the course. The glossary should include an original definition, a definition by a renowned scholar and a graphic representation of the term.

The list of terms will be provided by the professor in due time and the assignment will be graded using the following rubric:

### Rubric for evaluating the Glossary

Criteria	Met (1)	Not met (0)
<b>1. Organization</b>	The glossary is organized, well-structured and has a clean format.	The glossary is not organized, without structured and doesn't follow the format.
<b>2. Vocabulary</b>	It includes all the words stipulated for this assignment.	Does not include all the words stipulated for this assignment
<b>3. Creativity</b>	The graphic representations are creative and related to the content.	The graphic representations are not creative and/or not related to the content.
<b>4. Grammar</b>	No spelling &/or grammar mistakes.	The glossary has grammar or Noticeable spelling & grammar mistakes.



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<b>5. Citation</b>	Cites all data obtained from other sources. APA citation style is used in both text and bibliography.	Cites some data obtained from other sources. Citation style is either inconsistent or incorrect.
<b>TOTAL</b>	The total is calculated based on 5 points	

## Course assessment (CEPA): 5%

As an integral activity of the course, the student will have the opportunity of assessing its different components: the didactic competencies of the professor, the quality of the materials, the educational environment, the competencies of the ULACIT graduate, the effective use of Blackboard, the assessment system, the level of challenge and requirement. Also, as a central element of Teaching for Understanding (TfU), the education model that ULACIT privileges, the student will have a space with the CEPA to reflect on his/her own performance (self-assessment) and that of his/her classmates (co-assessment). This intellectual exercise allows the student to identify his/her strengths and weaknesses, and to perform actions to continuously improve his/her processes of knowledge construction. When assessing his/her classmates, the student assumes an active role as a member of a learning community, committed with the educational task. Because it is about a self-reflection space within the course and due to the value it has for academic decision making, it is awarded a value of 5% within the final grade of the course. In order to earn this evaluative category, the student is expected to take his/her time, analyzing responsibly each question and answering the questionnaire in full.

## **COLLABORATIVE PROJECT CONTRACT**

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

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

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

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

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



## **INSTITUTIONAL POLICIES**

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### **Compulsory attendance**

ULACIT is committed to ensure that its students successfully complete their curriculum. Active participation is a key factor in the learning processes, so attendance to the courses is mandatory. If a student is inexcusable absent for three or more lessons, he automatically fails the course (Student Regime Regulations, Chapter IX). The excuse of absences only proceeds for health or labor reasons, based on official documents. The excuse is processed directly by the teacher, who has discretionary powers to accept or not the excuse. Regardless of the nature of the absence, the evaluation activities carried out on the day of absence are not replaced.

### **Academic Honesty Policy**

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

### **English integration Level**

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

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

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

- Tardiness to class or early leave.
- Constantly disrupting the class, rising from their seat.
- Eating and drinking in the classroom.
- Attending phone calls during the class period.

- Packing your belongings before the teacher has completed the lesson.
- Falling asleep in the classroom.
- Reading newspapers.
- Using mobile devices for purposes other than those of the class, promoting distractions.
- Coming unprepared to class.
- Making negative or taunting comments about their classmates and/or the teacher.
- Talking out of turn.
- Showing unwillingness to listen to others.
- Using vulgar language on campus.

We ask teachers to take corrective measures to ensure a respectful coexistence environment conducive to learning and habits of respect, fundamental to the comprehensive and professional training of students. At the beginning of each period, students should consult with their faculty for specific regulations and sanctions that could be implemented.

## **Attention to diversity**

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

## **Claims**

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

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

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

## Co-curricular activities

ULACIT designs a series of events that are articulated with the Academic Pensum, which is developed outside of school hours and whose purpose is to increase the student's personal, professional, social and civic knowledge and skills through meaningful experiences in interaction with the community. Students participate in the definition of their contents, planning, organization and evaluation. Some of the activities are “Sellos Verdes”, which means that they are valid as a graduation requirement; others are voluntary.

## COURSE SCHEDULE

Week	Topic	Readings	Assignments
1	<b>Topic 1. Politics and political science</b>	Monroe Ch. 5 & Grisby Ch. 3	
2	<b>Topic 2. Political science methodology</b>	Grisby Ch. 2	LinkedIn Learning (individual)
3	<b>Topic 3. The State</b>	Monroe Ch. 6, 7 & 8	
4	<b>Topic 3. The State</b>	Monroe Ch. 6, 7 & 8	
5	<b>Topic 4. Democracy</b>	Monroe Ch. 9	
6	<b>Topic 4. Democracy</b>	Monroe Ch. 9	
7	<b>Topic 5. Government</b>	Monroe Ch. 10	
8	<b>Topic 5. Government</b>	Monroe Ch. 11	
9	<b>Topic 6. Political parties and party systems.</b>	Grisby Ch. 9	Moxie (individual)
10	<b>Topic 6. Political parties and party systems.</b>	Grisby Ch. 9	
11	<b>EASTER</b>		
12	<b>Topic 7. Elections and electoral systems</b>	Monroe Ch. 1,2,3&4	
13	<b>Topic 7. Elections and electoral systems</b>	Monroe Ch. 1,2,3&4	CEPA (individual)
14	<b>Topic 8. Internationalization and the State</b>	Leibfried Ch. 10&15	Glossary (collective) Classical Text Analysis (collective)

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

Course Name	Western Civilization
Code	03-0126
Credits	3
Requirements	None
Co-requirements	None
Modality	Virtual
Nature	Theoretical – practical
Period	III CO-2020
Duration	Four-month term, equivalent to fifteen school weeks
Schedule	K 2:00-5:00PM
Classroom	N/A
Professor	Maria Fernanda Batista, M.A. <a href="mailto:mbatista170@ulacit.ed.cr">mbatista170@ulacit.ed.cr</a>
Administrative Instructions	The University has a wireless network in campus and computer equipment available in the computer labs, so that the student may have access to the library databases and the educational resources available on the educational platform of the institution. This course is taught in English and the oral and written academic production must be in this language.

### **COURSE DESCRIPTION**

The purpose of this course is that the student will develop the capability of analyzing the western world, understanding its historical evolution since the XIV century, in order to interpret the current phenomena and project new stability and peace scenarios in international relations. In order to achieve this objective, the students will critically analyze the readings to delve into the contents of the course and they will question the real impact of these stages on the current context of western civilization, identifying historical patterns that may help to explain present events and configure scenarios. In addition, the students will research future western civilization scenarios, using the lessons of the past to detect the determinants (players, facts and trends) of events which are currently taking place in the world and which could trigger profound changes in western civilization as it is today. They will also discuss and debate during class, using the reflections log, as well as during a round table and in a final paper, developing their communication and rhetorical skills as well as the critical capabilities of the students.

## COMPETENCES

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

Competence Units	Competence Elements	Performance Criteria (degree and context in which the competence is applied)
Disciplinary Competence:	The student will be able to:	The student evidences the achievement of the competence in learning activities such as:
Analyze the western world understanding its historical evolution since the XIV century in order to interpret the current phenomena with the purpose of projecting new human development scenarios.	Determine the historical stages and the most relevant events that have shaped western civilization.	Getting involved in discussion activities with peers and the professor, through the critical analysis of readings, on how the historical stages of western civilization influences the current context of the western world.
	Interpret the incidence that historical evolution has on western civilization currently as well as the projection of its impact in the future.	<p>Researching and debating with peers and the professor the facts and trends that the past and the present profile for the development of western civilization as well as their eventual impact.</p> <p>Debating and arguing critically with peers and the professor in a round table about the tension that may exist between the Western and Eastern civilizations.</p> <p>Defending, coherently and creatively, before peers and the professors, his/her conclusions,</p>

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		through an essay on what the great transformations of the western civilization in the future could be.
General Competence:		
Show life, learning, personal and work effectiveness competences.	Think creatively	Employing his/her creativity to perform an analytical reading of the historical stages, presenting in depth the impact of the great events of the past on the current context, which will finally allow interpreting and projecting the possible impacts on western civilization which the events currently taking place in the world could have. All this through oral and written proposals in the English language.
	Communicate	Communicating visually, orally, in writing and non-verbally with classmates, the professor and the general public, in the English language, in a variety of ways and contexts, especially analyzing stages, presenting events and defending analysis reports proposing possible trends that would affect the future development of western civilization.
	Collaborate	Collaborating and interacting, effectively and respectfully, in the development of the analysis report, its presentation, as well as the collaborative work activities in general.
	Reason	Employing reasoning when synthesizing information, analyzing and supporting arguments, implementing

# COURSE SYLLABUS

		research and analysis methodologies to sustain conclusions with regard to the future trends and their impact on western civilization.
	Employ information and communication technologies	Using information and communication technologies to research, organize, assess and communicate information related with the analytical reading of historical stages and other group work.
	Employ scientific methods and tools	Employing methodologies, approaches and concepts in the analysis of cases and phenomena, especially research techniques when preparing the report, and puts to good use qualitative and quantitative methods and techniques.
	Perform with personal effectiveness	Showing initiative, responsibility, ethics, leadership and productivity, as well as self-management capabilities and willingness towards change in his/her performance and interaction with others in the course learning activities.

## PLAN OF THE LEARNING EXPERIENCE

In ULACIT, the learning experience is designed around generative topics, capable of provoking polemic and which demand that the pupils raise their own arguments. The topics are broken down in spirals of investigation, or questions, which are related to each other in order to have a deeper understanding of the topic. In the future, if the students are curious about something, they will have to look for the answers themselves. The real art of the education is to be able to present the correct questions, interacting with the students and helping them in their discovery process. Every teacher's objective is to motivate the curiosity of the students, which is the emotional incentive that will allow them to want to learn more along their lives.



**Topic 1. Middle Ages, the emergence of kingdoms and the growth of the ecclesiastic power.**

- European civilization in the High Middle Ages (750-1000).
- Recovery and growth of European society at the peak of the Middle Ages.
- The emergence of kingdoms and the growth of the ecclesiastic power.

**Topic 2. The Low Middle Ages, the Renaissance and the religious wars of the XVI century.**

- The Low Middle Ages: crisis and disintegration in the XVI century.
- Recovery and revival: The Renaissance Age.
- The Reform and the religious wars in the XVI century.

**Topic 3. Europe, the New World, the construction of the State and the Scientific Revolution.**

- Europe and the world: new encounters, years 1500-1800.
- The construction of the State and the search for order in the XVII century.
- Towards a new heaven and a new earth: the scientific revolution and appearance of modern science.

**Topic 4. The Illustration, State and War in Europe: The French Revolution and the emergence of Napoleon.**

- The XVIII century: an era of Illustration
- XVIII century: European states, international wars and social change.
- A revolution in politics: the era of the French Revolution and Napoleon.

**Topic 5. The Industrial Revolution, nationalism and the society of the masses.**

- The Industrial Revolution and its impact on European society.
- Reaction, revolution and romanticism: 1815-1850.
- An age of nationalism and realism: 1850-1871.
- The society of the masses in an "age of progress": 1871-1894.

**Topic 6. Imperialism, war and revolution**

- An age of modernism, anxiety and imperialism: 1894-1914.
- The beginning of the crisis of the XX century: war and revolution.

**Topic 7. False international stability: The Second World War as a turning point.**

- The useless search for stability: Europe between wars: 1919-1939.
- Deepening of the European crisis: The Second World War.

**Topic 8. The Cold War, protest and stagnation.**

- The Cold War and a new western world: 1945-1965.
- Protest and stagnation: the western world, 1965-1985.

## **Topic 9. After the fall: the western world in a global era (since 1985).**

- Towards a new western order
- After the Cold War: a new world order or an age of terrorism?
- New ways and new problems of western society
- The digital age
- Towards a global civilization

## **LEARNING ENVIRONMENT**

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### **Teaching Methodology**

To ensure that the course is compatible with the needs, interests and styles of learning of all the participants, we use the methodology of “reversed classroom”, or “flipped classroom”: the assignments that need minor cognitive effort (remembering and understanding) are done by the students out of the classroom, and those who need major cognitive effort, such as analysis, synthesis and evaluation, are done in different scenarios in the classrooms.

The course provides materials such as readings, videos, narrated presentations and others, via the online learning platform of ULACIT (i.e. *Blackboard*). Students before coming to class are expected to prepare their participation in class, and study the theory at home. The sessions are reserved to practice, reflection and discussion. They revolve around questions, controversies and issues of real business life. With this active, reflective and participative methodology, students are expected to develop inquiry, research and analytical skills. Moreover, they are expected to develop a deep understanding of the subject, participating in the construction of knowledge shared with other students, teachers and other members of society.

### **Learning resources**

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

- Classrooms-enabled computers, projection equipment and Internet access.
- Online education platform: Blackboard (Bb).
- Document Camera.
- Recording equipment and sound amplification.
- Virtual Library: EBSCO, from which you can access full-text articles.
- Clickers, wireless personal response systems.
- Computer labs with Internet access and applications for research.

### **Bibliography**

Mandatory Texts:

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

Spielvogel, J. J. (2015). *Western Civilization: Volume I: To 1715*. (9 ed.). Connecticut, U.S.: Cengage Learning /

Spielvogel, J. J. (2015). *Western Civilization: Volume II: Since 1500*. (9 ed.). Connecticut, U.S.: Cengage Learning.

## Supplementary Bibliography:

Bigand, K. (2010, December). French historiography of the English Revolution under the restoration. *European Journal of English Studies*, 14(3), 249-261. Recovered from the Academic Search Premier database.

Davidson, N. (2011, December). The American Civil War considered as a bourgeois revolution. *Historical Materialism*, 19(4), 45-91. Recovered from the Academic Search Premier database.

Jock, R. (2010, October). The West and the others. *New Presence: The Prague Journal of Central European Affairs*, 11(4), 6-8. Recovered from the Academic Search Premier database.

Perovic, S. (2012, October). Other people's lives: Exemplary history and the French Revolution. *Literature & History*, 21(2), 16-31. Recovered from the Academic Search Premier database.

Vaizey, H. (2011, March). Empowerment or endurance? War wives' experiences of Independence during and after the Second World War in Germany, 1939-1948. *German History*, 29(1), 57-78.

## Learning Strategies

For the best use of the resources in the learning experience, it is suggested that the student use learning strategies such as:

Develop a time line where he/she can indicate the most important historical dates and the events related with them, in a spatial representation of the history under analysis.

Outline the most relevant aspects of various historical facts in time and/or space and their contributions to the development of western civilization.

Use maps, graphics and geographical resources available in Internet, associated with the historical events under review between the XIV and the XXI centuries.

## EVALUATION

The grade for the course is distributed among the following assessment activities:

Assessment Activity	%
Critical analysis of readings	15%
Reflection log	15%

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Research paper	25%
Article for Moxie	20%
Essay	15%
Linked-In Learning and Journal	5%
Course assessment (CEPA)	5%
Total	100%

## **Critical Analysis of Readings: 15%**

Each week the student must submit a critical analysis of the respective readings according to the order indicated in the syllabus. This should have two parts:

- **Summary of the text:** in the first half of the analysis, a summary will be prepared with the main conclusions of the text, as well as the context aspects that sustain it. Therefore, this summary does not allow any textual quote or reference to the text index.
- **Critical Analysis:** afterwards, in the second part of the analysis, the students should make a critical assessment of the text, responding, with a solid and well-founded argument based on valid referents, among others, questions like the following: what is the direct relation of the text with the topic of the week? Are the stages and historical events it talks about relevant and are they related with the general situation of the region currently? What is the usefulness of the text in order to understand the current situation of the world and our region? What is the explanatory usefulness of the reading to project the future of the region?

Both sections should be no more than one-page long each one. The critical analyses that go beyond these limits will not earn any points. Each critical analysis will be no more than twopages long (one sheet), written in font number 12, one-spaced. In the title of the critical analysis, the student should indicate the topic and the readings of the week, as well as the name of the student. The following rubric will be used for the assessment:

### **Rubric for the critical analysis of readings**

	Criteria	1	2	3	4	5
1	The document complies with the requirements of form (extension, structure and format)					
2	The summary includes the main argument of the author and the premises that support it.					
3	The critical analysis assesses the usefulness of the text in order to understand the historical					

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	evolution of the region and its relation with the present based on arguments and evidence.					
4	The drafting of the document follows the norms and grammatical structures of the English language.					
5	The document is aligned with the style prescribed by the APA manual.					
Total		The score is calculated on 25 points. No paper will receive a passing grade with valuations of 1 in any of the criteria.				

## Reflection Log: 15%

Each student will keep a log of the conclusions of each one of the topics discussed weekly throughout the course, with emphasis on his/her individual assessment of the different analyses and discussions developed. For this, he/she will keep a detailed record of the topic that corresponds to each week, reflecting on the relevance and meaning of those conclusions in terms of learning and the development of the competences anticipated for the course. This will be evaluated with the following rubric:

### Rubric for the reflections log

	Criteria	1	2	3	4	5
1	Critically assessed the substance of the corresponding topic.					
2	Critically assessed the relation established between the topic and the discipline.					
3	Critically assessed the implications of the topic for the professional development of the discipline.					
4	Offered alternative critical approaches with regard to the topic.					
5	Made a synthesis when incorporating into his/her assessments not only the presentation by the professor and classmates, but from the interventions of others in class.					
6	Delimited his/her interventions to the range established of 250-300 words.					

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7	Writes correctly, according to the norms of the language.					
8	Applies the publications manual of APA in the formal aspects of writing.					
9	Uses the English language and its grammatical structures correctly.					
Total		The score is calculated on 45 points. No log will receive a passing grade with valuations of 1 in any of the criteria.				

## Research Work: 25%

The students must submit in collaborative teams a research report on the future scenarios of western civilization. During the second week of the course, the focus of the research of each group will be defined jointly, and it will be on one of the following contexts: economic with regard to free trade, political with regard to democracy, social with regard to poverty and welfare, environmental with regard to sustainability and cultural with regard to democratic coexistence.

The objective of the research consists in that the students must analyze in depth the most relevant developments anticipated for future scenarios of western civilization with regard to the aforementioned contexts, assessing their impact whether it is determined positive or negative.

In addition, they will make a final consideration on the specific implications that this future evolution would have for our region. The report must have a maximum extension of 15 pages, without including the list of references, which should be correctly indicated using the publications style of APA.

The document must have a minimum of 20 bibliographic references, duly referred to in the document.

The contents of the report should comply with the following elements: introduction, conceptual framework, analytical development of the topic, conclusion on how western civilization could be transformed, references and annexes (only if they are strictly necessary).

This will be evaluated with the following rubric:

### Rubric of the research work

	Criteria	1	2	3	4	5
1	The problem selected is directly related with the topic of the course.					

# COURSE SYLLABUS

2	The research was oriented by a clearly formulated research question.					
3	The writing of the report is clear and correct in terms of the use of the English language.					
4	The report is structured and ordered logically and clearly, according to that requested.					
5	The report is sufficiently supported on the documentary level.					
6	The report includes two interviews with experts.					
7	The report sets out conclusions on the possible transformations logically and directly derived from the findings, and are relevant for the topic of the course.					
8	The report uses correctly the APA style manual.					
9	The report includes an extensive section of bibliographic sources as requested.					
10	The delivery of the final report and the advances took place on the dates assigned.					
Total		The score is calculated on 50 points. No work will pass with valuations of 1 in any of the criteria.				

## Article for Moxie: 20%

As of 2020, ULACIT has its own Web channel, called Moxie, produced by the students, in alliance with the journalistic medium Delfino.cr, in order to provide them with a space to generate and disseminate their ideas, as well as serve as a showcase to exhibit their academic projects nationwide. It is called Moxie - which in urban English means having the ability to face difficulties with intelligence, boldness and courage - in honor of our students, whose "moxie" characterizes them.

If before there were printed student publications, now these initiatives are transferred to the digital space, which allows our students to experiment, not only with digital publication, but with audiovisual production, graphic design, digital marketing and web technology, among others.

This course contributes to the written and audiovisual content of the Moxie Canal, through the publication of a 550-word article, about problems or dilemmas defined by the professor in the courses previously selected by the academic direction.



The project consists of three products, namely: article text, allusive image, audio-visual in-depth content; The three components constitute the contribution, so only those contributions that are complete can be qualified.

With the aim of obtaining the best production of the articles as a sample of competence on the part of the students, a Guide for teachers and students has been elaborated: Elaboration of MOXIE based on the institutional rubric”.

The students' production must be delivered in the courses for week 10 of the semester (November 9 to 13). The products selected by the professor must be delivered to the academic direction in week 12 (November 23-27).

Without exception, the article for MOXIE must be evaluated based on the following rubric and assigned score of the final average in the course:

## EVALUATION RUBRIC FOR MOXIE PROJECT 20%

Criteria	Description of Criteria	1 Meets	0.5 Incomplete	0 Fails
A. Extension and Writing	1. The article has an extension of 550 words), distributed in four paragraphs (1 introductory paragraph, 2 development paragraphs, 1 conclusion paragraph).	1	0,50	0
B. Title	2. It Has a title that suggests the topic and provokes the interest of the reader	1	0,50	0
C. Introductory paragraph is well written (paragraph 1)	3.The author draws the reader's attention by using one of the following resources: tell an anecdote, presents a fact, make a metaphor, a provocative question, evokes a famous image, scene or phrase	1	0,50	0
	4. Locate in the geographic, political or social context the subject that it addresses.	1	0,50	0
	5. Let the reader know: Why it is important to address the problem or the dilemma.	1	0,50	0

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	<p>The originality of the perspective with which it deals.</p> <p>It says explicitly, clearly and forcefully what your position is about it.</p>			
D. Development of authors position (paragraph 2 and 3)	<p>In the first paragraph of the development, the author presents the evidence (statistical data, proven facts, definitions ...) that support his position and makes it clear why it is adequate to respond to the problem or dilemma and should be accepted by the reader.</p>	1	0,50	0
	<p>In the second paragraph of the development, the author anticipates the questions that readers could ask about your position regarding the problem or dilemma. Therefore, the student says what those possible arguments could be against and declares to what extent they could be right or true, and how in spite of that his/her position remains valid.</p>	1	0,50	0
E. Conclusion (Paragraph 4)	<p>8.The conclusion is clear in addressing how the evidence provided is the basis for maintaining the author's position-solution and why readers should accept it.</p>	1	0,50	0
	<p>9. It suggest that the solution you propose:</p> <p>is an effective and feasible plan, which does not offer significant or unforeseen inconveniences, or</p> <p>justifies that the balance is favorable to the advantages, in relation to the disadvantages, or</p>	1	0,50	0

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	suggests results or consequences, or states that no solution is perfect, but the one it offers is the best.			
F. The development meets criteria of style and form.	10.The reading of the article is fluid because ideas relate to each other, making good use of transitional words and phrases, as well as a correct punctuation.	1	0,5	0
	11.The author gives reason for the origin of outside ideas and data based on which he supports his position, following the APA standards (references in the text and list of references) and criteria from the VERAS rubric.	1	0,50	0
	12.The source of the data you use is solid and primary when available.	1	0,5	0
	13.Uses professional vocabulary, not colloquial.	1	0,50	0
	14.Reflects linguistic economics, expressing what is necessary to say with the least number of words.	1	0,50	0
	15.The writing has no spelling or grammar mistakes (disagreements between person, gender and number)	1	0,50	0
G. Image	The image is a photograph or illustration, directly related to the content of the article, capable of communicating the emotion and message.	1	0,50	0
	The original image is attached in a separate high-resolution file in PNG or JPG format at 72 dpi.	1	0,50	0
	The image has characteristics of composition, depth of field and	1	0,50	0

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	lighting, which facilitate its visualization and interpretation.			
H. Audiovisual	19.The audiovisual is a video, audiopodcast, or a slidedeck between 4 and 8 minutes with clarity in sound and image (in the case of a video) oriented towards going deeper in the content of the article.	1	0.50	0
	The format of the video and audio files is MP4, uncompressed, of 16-32 bits, with a resolution of 1.920 X 1.080 pixels HD (using compressor H264 o H265). WAV files are recommended, when possible.	1	0.50	0
Total	This performance has three components: the opinion piece, the image and the video. The absence of one of the three, excludes the MOXIE contribution from being evaluated, and leads to the complete loss of the score.			

## Essay: 5%

The students will individually prepare an essay. For this, the professor will provide a question which should be answered by each one of the students, and which will be related with the evolution of the western civilization, the present and the trends outlined for the western world, emphasizing their reading of the impact on our region.

The essay should be 5 pages long, written according to the APA parameters. For its development, the students should evidence an ample and well-founded mastery of the course contents, specifically the most representative stages and situations of our civilization, having to relate them directly with the current challenges that Latin America faces.

The essay should evidence not only a solid internal coherence, but also a clear argumentation and rationale based on the contents, as well as an extensive knowledge of the current world and regional context and its implications for international relations, stability and world peace. It will be assessed based on the following rubric:

## Rubric for the essay

	Criteria	1	2	3	4	5
1	The essay complies requirements of with the form.					
2	The essay is written clearly, orderly and logically. In addition, it evidences the adequate and correct use of the English language.					
3	The essay responds directly to the question and is argued logically and supported on concepts taking into account the international present.					
4	The essay offers a clear and critical approach of the possible great transformations of western civilization.					
Total		The score is calculated on 20 points. No essay will receive a passing grade with valuations of 1 in any of the criteria.				

### LinkedIn Course and Learning Journal: 5%

As part of the educational resources for this course, students have access to the LinkedIn Learning platform. The LinkedIn Learning platform offers free access to more than 15,000 virtual courses, which not only allow the course content to be supplemented, but also offers the possibility that once the courses on the platform are completed, the student's profile is automatically updated on the platform.

For this course, students must complete a LinkedIn Learning course, which is aimed at developing the skills and competencies necessary to excel in today's job market. In addition, a learning journal should be prepared where they make a synopsis of what they have learned and a reflection on how they think they can benefit from this knowledge and skills in their professional career.

The course chosen for this semester is: "Skills for inclusive conversations"

You can access it through the following link:

[https://www.linkedin.com/learning/skills-for-inclusive-conversations?trk=learning-serp\\_learning\\_search-card&upsellOrderOrigin=homepage-learning\\_learning-search-bar\\_search-submit](https://www.linkedin.com/learning/skills-for-inclusive-conversations?trk=learning-serp_learning_search-card&upsellOrderOrigin=homepage-learning_learning-search-bar_search-submit)

### CEPA: 5%

As an integral activity of the course, the student will have the opportunity of assessing it with regard to its different components: the didactic competences of the professor, the quality of the materials, the educational environment, the competences of the ULACIT graduate, the

evaluation system, and the level of challenge and demand. In addition, as a central element of Teaching for Understanding (TfU), the educational model privileged by ULACIT, the student will have a space in the CEPA to reflect on his/her own performance (self-assessment) and that of his/her classmates (co-assessment). This intellectual exercise allows the student to identify his/her strengths and weaknesses, and to carry out actions to continuously improve his/her processes of building knowledge. When evaluating his/her peers, the student assumes an active role as a member of learning community, engaged with the educational task. Because it is about a self-reflection space within the course and because of the value it has for academic decision-making, it is awarded a value of 5% within the final grade of the course. In order to earn this assessment heading, it is expected that the student will take his/her time, will responsibly analyze each question and answer the full questionnaire.

## **COLLABORATIVE PROJECT CONTRACT**

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

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

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

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

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

## **INSTITUTIONAL POLICIES**

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### **Academic Honesty Policy**

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

immediately. In case the student is found guilty of fraud or plagiarism on a second course, the student will be expelled from the institution.

## **Creating a culture of respect**

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

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

We ask teachers to take corrective measures to ensure a respectful coexistence environment conducive to learning and habits of respect, fundamental to the comprehensive and professional training of students. At the beginning of each period, students should consult with their faculty for specific regulations and sanctions that could be implemented.

## **Attention to diversity**

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



## **Claims**

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

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

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