



CENTER FOR INTERNATIONAL PROGRAMS AND SUSTAINABILITY STUDIES

Course title: Costa Rican Traditions: Peace and Democracy

Course code: POL-3100

Total contact hours: 48 hours 3 credits

Pre-requisites: None

COURSE DESCRIPTION

This course is a general survey of the complex social and political heritage of Costa Rican society, examined through a comprehensive and multidisciplinary view focusing on the historical development and present-day dynamics of economy, society, polity, natural resources and culture. This course analyzes the growth of Costa Rican culture through its history, studying the development of those elements that relate to the values of peace and democracy, which have become the standard bearers that identify this society. Emphasis is paid to the way these basic principles are enriched, highlighted and respected in different periods of history, to the point of becoming firmly entrenched in the value systems of society. Special attention will be given to contemporary issues of peace, democracy, environment, economic and political trends, population, and the emergence of old and new paradigms and ideological movements.

This is a theoretical-practical course and it seeks to clarify the following question:

Which are the economic, political and social characteristics of Costa Rica that allows an understanding of the development of a culture that emphasizes the values of peace and democracy?

In order to respond the query, we will study the following generative topics:

- The importance of culture in a society related to costumes, traditions, identity and values.
- The environmental, political, economic and social stimuli that work together to socialize individuals into a national grouping.
- An overview of the historic processes and events that promoted the creation of an identity for a nation.
- Demographic and economic characteristics to determine political mechanisms.
- An analysis of the political, economic, and social situation of the country today,

The course will help students enhance the following abilities

- The capacity to think in systemic terms, as these topics cannot be viewed in isolation.
- Critical analysis and how these topics constantly demand it.
- Problem solving ability, especially as it relates to societal demands.

- Application of theoretical concepts to real life situations – the best practice is a well applied theory.
- The use of conceptual models for analysis of situations and for problem solving solutions.

The following **values and attitudes** will be promoted among students

- Teamwork and leadership skills
- Systemic analysis
- Oral and written communication skills
- Negotiation skills

Competencies, criteria and evidence

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

Competencies	Key competences	Evidence of learning
Discipline Recognizes the characteristics that focuses on understanding the development of a culture that emphasizes the values of peace and democracy of Costa Rican society.	Reviews Costa Rican history to identify the particular events and heritage in which the values of peace and democracy served as guiding forces in the development of the identity of a society.	Reading Comprehension Class Discussions
	Evaluates the main mechanisms to establish the strong correlation between the social, cultural, economic and political standards that promote values of peace and democracy.	Interview Case Studies Class Discussions
	Determines a framework for the analysis of Costa Rican culture and traditions which may allow for comparisons with those of other societies.	Group Workshop Research Project Class Discussions
Core/Generic		

Integrates knowledge, skills and attitudes to learn continuously and through one's life pursuing an efficient development in the knowledge-based society.	Learning to learn	Research Project
Builds the necessary knowledge, skills and attitudes to learn how to communicate orally and in written form in the different disciplines that make up the curriculum.	Communicate thoughts of the discipline orally, in an iconic way, and in written form.	Class discussions Oral Presentations Essays
Integrates the necessary knowledge, skills, and attitudes to learn teamwork and leadership techniques.	Execute teamwork and leadership.	Research Project
Integrates the necessary knowledge, skills and attitudes to learn interpersonal communication techniques.	Relate well to others Manage and solve conflicts Negotiate reliably and empathetically Speak responsibly Listen attentively	Research Project Oral Presentation

CONTENTS

The following topics will be critically analyzed in terms of their contribution to the molding of Costa Rican society and its identity and values, and to the understanding of the country's attitude towards peace and democracy.

UNIT 1. Concepts:

1. The role of culture in society
2. Analysis of the environmental, political and social stimuli that work together to
3. socialize individuals into a national grouping
4. Creation of national thinking, identity, customs and traditions.

Unit 2: Colonial rule, Coffee Oligarchies and the Beginning of the Liberal Era

1. Organization of society during times of colonization
2. Post-independence social and political organization
3. The sometimes on and sometimes off Central American Union
4. The role of the coffee and banana economy in the formation of Costa Rican Society.
5. The colonial heritage and the social stratification

Unit 3: The Liberal Reforms, Values and Discourses of Progress (1870-1930)

1. The Liberal Reforms and the creation of a State
2. The Improvements in Education
3. The small landowners
4. The discourses of progress: science and technology
5. Civilizing the population: racism and discrimination

Unit 4: The Interventionist State (1940-1984)

1. Decades of the 30's and 40's: Developing social concerns and political integration and participation
2. Social changes in the '40s and the Abolishment of the Army
4. The postwar society of the 50's

Unit 5: The Neoliberal Approach and Globalization (1984-2000)

1. The economic crisis of the 80's
2. The Discourse of Peace
3. The Neoliberal Reforms and international organization economic agendas
4. Education and technological transfer
5. Globalization forces and the attraction of investments
6. A diversified Economy
7. Growth of tourism as an important source of income

Unit 6: Population

1. Relationship of demography and economic conditions in Costa Rica
2. Overview of health and economic conditions in Costa Rica
3. The changing demographics of Costa Rica
4. Inclusion, immigration and diversity

Unit 7: Present day issues and trends

1. Migration and immigration
2. Pressures for a United Central America
3. Conservation of the environment: Energy, food sustainability, transportation
4. Issues of governance

METHODOLOGY

The methodology used in this course is conceived as an analytic and synthetic process that will use each activity to obtain an understanding of the development of the concepts of peace and democracy in Costa Rica, as part of the traditional, political and cultural values of its society.

This is expected to be a very active class, conducted in the manner of a seminar, which will provide in depth discussion of important aspects of Costa Rica culture and way of being. There will be discussions to promote this interplay. Students will be expected to participate extensively, drawing from class lectures, readings and their on-going experiences in Costa Rica, both in discussions and presenting their findings on specific issues that have been assigned through the interviews and the case studies.

Participants, organized in small groups, will be asked to compare, contrast and balance, the Costa Rican tradition of peace and democracy with another Latin America country. Through a workshop student will propose creative and innovating solutions to the issues of both countries compared. Reading material will be distributed in class. It is expected that students will come to class having read the material and prepared for discussions.

Learning strategies

The following learning strategies will be executed:

Reading Comprehension Report

Students will exercise the capacity of critical thinking, and oral and written expression through the presentation of reports and oral presentations about reading resources. Each student is responsible of presenting two reading comprehension reports. As part of the analysis, they should stimulate classmate's participation through questions and observations.

Case Studies and Interviews

Learning through case studies or interviews educates students in three essential aspects: knowledge management, reflective practices, and the ability to adapt to change. Knowledge management seeks that the student acquires strategies and techniques that allow him/her to learn by him/herself; this implies the awareness of assimilation, reflection, and interiorization of knowledge so the student can finally value and deepen from a personal choice. In pairs, students will develop two case studies related to the implementation of peaceful and democratic practices in Costa Rica. The theme is going to be related to population, politics, economy, y, history geography and or culture.

Workshop Research Project (Group Work)

Groups Workshops for a research project will promote shared spaces in which students, working as a team, will develop their oral and written communication skills; synthesis, leadership, critical and creative thinking skills; and listening and relating well with others when dealing with political, social, economic and cultural issues. Students will compare the situation of peace and democracy in a Latin American country, with Costa Rica. Solutions to the main issues in both countries are going to be addressed by the team.

Class discussions

Students will exercise the capacity of critical thinking, and oral expression through class discussions about the case studies presented by their classmates, round tables developed by the teacher and talks stimulated by students during reading comprehension oral presentations. Students should participate in discussions at least 4

times. Their participation should be clear, concise, related to the topic discussed and exposing critical analysis and problem-solving skills that will enrich the conversation.

Educational resources

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

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

A campus library, study rooms, and computer labs are available for the students' independent work time. Free Wi-Fi connection for students, educators, and staff is provided on campus, which gives students the possibility to work not only in the library or computer labs, but also around campus. The online learning resource platform (Canvas) is provided with the sources, assignment, calendar and grading of the class: <https://veritascr.instructure.com/profile>

Learning evaluation

In order to make the course program better, competencies-based evaluation compiles and evaluates evidence by considering feedback providing pre-established criteria. The course evaluation must be aligned with the competencies and the teaching methodology. There is a rubric for each evaluation resource. Even though the rubric grants a grade, it is also a quantitative and qualitative description of the students' performance. The rubrics include the core and discipline key competences.

RUBRICS	PERCENTAGE VALUE
Case Studies (2-15%)	30%
Reading Comprehension Oral Presentations (2-10%)	20%
Workshop Group Research Project: Comparison between Costa Rica and another Latin American country	30%
Class participation and discussions	10%
Interview	10%
Total	100%

Rubrics

Rubric to evaluate a Case Study (Group Project)

Topics: Student will choose two of these topics and work in groups. Topics chosen should analyze the influential factor in the creation or preservation of a peaceful democratic Costa Rica, if this is the case, or contrast the reality of this cultural values.

- Family Roles, Gender and Feminism
- A diversified and inclusive Costa Rica: The situation of the LGBTQI community
- Conservation of the environment: Energy, food sustainability, transportation
- Migration and immigration: Nicaragua refugees, Nicaraguan immigrants, Latin American Immigrants.
- Costa Rica and the SDGs.
- Social struggle for human rights (on economy, politics, culture and society)
- Political Parties and their general agendas
- Education Today

Description:

The cases will be summarized according to the main actors, events, issues, dates and outcomes (and according to answering the following pattern for case study analysis: who was involved, where, when, what happened, how and why?).

The major issues will be highlighted and illustrated with clear examples from the case studies or similar cases. Major events and historic contents will be extracted and discussed for its relevance and meaning. Students will choose the case studies according to their interests.

Students will identify the problematic and major contentious issues, evaluate, discuss, and report on the solvability of the case. Solutions will be provided based on observations, similar cases, and discussion outcomes. The influence of this case studies over the Costa Rican values of peace and democracy will be analyzed.

A written report will be presented including:

- a. Introduction, content and conclusions.
- b. A bibliography (APA format) will be included with at least 5 scholarly resources. Quotes should be correctly cited (APA Format).
- c. Use times new roman 12 font in 1.5 spacing.
- d. 4 to 6 pages long.

Oral presentation:

- e. Length of the presentation: 20 minutes
- f. Visual Aid: PowerPoint, videos and music
- g. Every member of the group should present.
- h. Include questions and activities for classmate participation.

Note: The interview could be used to complementize any of the case studies.

Indicator	Excellent	Good	Insufficient	Points	Observations
Explain clearly and in an ordered and structured manner the following: who was involved, where, when, what happened, how and why?	4	2.5	0.85	4	
Present an understanding of the major issues and events using clear and concise language (written and spoken). Present at least 10 case study details, for example, illustrative examples, historical context, dates and events, campaigns, policy, law, and outcomes.	3	2	1	3	
Reflect on the main issues, developing your ideas in relation to the moot points, raise concerns and questions, and critically evaluate the case by relating it to peace and democracy.	2	1.35	0.65	2	
<u>Solutions</u> : Present a clear and justified solution to the main problem presented in the case study and at least 3 recommendations for policy formation based specifically on the case study.	2	1.35	0.65	2	
<u>Bibliography and citation</u> : in APA format at least 5 resources.	1	0.55	0.30	1	
<u>Format</u> : as required by the teacher.	1	0.55	0.30	1	
<u>Oral Presentation</u> There is mastery of concepts and these are transmitted effectively, and expressed with visual aids (PowerPoint, videos, music, among others). The presentation is fluent and classmate	2	1.35	0.65	2	

participation was promoted.					
Total				15	

Rubric to evaluate Reading Comprehension Report (Oral Presentation)

The analysis of two reading resources (chosen by the students) is going to be represent in class using the following criteria:

- 1) Main purpose of the article and key question
- 2) A summary of the main ideas and arguments (most important information)
- 3) Critical analysis of the thoughts and ideas offer by the author (point of views, inferences, assumptions and implications)
- 4) If the document accomplishes it purpose. (main conclusion)
- 5) A visual aid as PowerPoint is going to be used to present the analysis.
- 6) 2-3 questions will be presented to the class at the end of the presentation to promote class discussion.

Indicator	Excellent	Good	Insufficient	Points	Observations
<u>Summary:</u> Determines main purpose of the reading, 2-3 key questions, main ideas and arguments.	3	2	1	3	
<u>Critical thinking of the information:</u> Gives opinion, support and opposite arguments to the information presented by the author and analysis of point of views, inferences, assumptions and implications.	3	2	1	3	
<u>Class Discussion:</u> 2-3 questions are formulated to promote class discussion.	2	1.35	0.65	2	

<u>Oral Presentation</u> There is mastery of concepts and these are transmitted effectively. Expressed with visual aids, presentation is fluent and professional.	2	1.35	0.65	2	
Total				10	

Rubric to evaluate a Workshop Group Research Project

Students will choose a Latin American country to compare its political, economic, social and cultural development, based on peace and democratic stability, with Costa Rica historic and actual situation. Students must organize into small groups on instruction from the teacher. Class time, through the course will be provided by the teacher to work on the research and analysis of the project. This is a **collaborative work** and required the active participation of all students.

Description

General Topic: Comparison, contrast and balance of peace and democracy in Costa Rica with another Latin American Country

Choose a country of Latin América and outline the following themes to develop the project for both countries:

- Brief historic development of the country
- Cultural values and traditions
- population (inclusive, diversified, racist?)
- Economic development
- SDGs and sustainability
- Human rights and gender equity
- Issues in governance
- Indicators

Important: Solutions to the main issues in both countries should be included in the conclusions.

Written Report (25%)

1. Workshop Plan: Presentation of a Log with the following organization. (5%):
 - a. Division of responsibilities
 - b. Summary of plan, roles and tasks.
 - c. Format: 1 page long, times new roman, 12, using tables.
2. Auto evaluation (individual) (2.5%)

3. Teamwork evaluation (Individual) (2.5%)
4. Format and Structure of the written report (15%): A written report will be presented including:
 - a. Cover, Index, Introduction (with the objectives and main ideas, and main purpose of the project) all contents developed in chapters and a conclusion.
 - b. A bibliography (APA format) will be included with at least 8 scholarly resources. Quotes should be correctly cited (APA Format).
 - c. Use times new romans 12 font in 1.5 spacing.

Oral Presentation (5%)

- a. Length of the presentation: 30 minutes
- b. Visual Aid: PowerPoint. Add videos, images, maps and reading resources that can help you in the presentation.
- c. Add a question for classmate and teacher that can open to discussion
- d. Every member of the group should present.

Workshop Plan Rubric

Indicator	Excellent	Good	Insufficient	Points	Observations
A summary of the activities for the project are outlined in a clear and organized way. (date, time and activities are clearly specified)	2	1.35	0.65	22	
Task are distributed equally, and roles are assigned based of the skills of the member of the group	2	1.35	0.65	2	
Format: as required by the teacher.	1	0.85	0.35	1	
Total				5	

Auto evaluation and teamwork evaluation

Indicator	Excellent	Good	Insufficient	Points	Observations
Commitment with the group in organizing and structuring group activities and objectives.	1	0.85	0.35	1	

Work in a collaborative fashion, sharing ideas and creative solutions, while accomplishing task and responsibilities	1	0.85	0.35	1	
Work with group to incorporate and respect all the objectives and desires of the team members.	0.5	0.30	0.15	0.5	
Total				2.5	

Written Report and Oral Presentation

Indicator	Excellent	Good	Insufficient	Points	Observations
<u>Content</u> : All the topics and themes are provided in a clear, complete analytical way. At least one comparison and one contrast is presented between each country, related to the themes required and linked to the concepts of democracy and peace.	4	2.4	1.35	4	
<u>Organization Structural Development of the Idea</u> : logical and subtle sequencing of ideas through well-developed paragraphs. Each paragraph has thoughtful supporting detail sentence that develop the main idea	2	1.35	0.65	2	
<u>Solutions</u> : At least three to four solutions are clearly described based on the problems found. Innovating and creative solutions are presented	2	1.35	0.65	2	

<u>Bibliography and citation:</u> in APA format at least 8 resources.	2	1.35	0.65	2	
<u>Format and Structure:</u> As required by the teacher.	2	1.35	0.65	2	
<u>Oral Presentation</u> There is mastery of concepts and these are transmitted effectively (in 30 minutes), and expressed with visual aids, (PowerPoint, videos, music, among others). The presentation is fluent and promote classmate discussion.	3	2	1	3	
Total		20		15	

Rubric for site visit, organization or interview

Students will arrange and execute 1 site visits or interviews to a politician, historian, sociologist, institution or NGO. They will be expected to plan the interview or site visit objectives prior to the visit, work in pairs or small groups to fulfil the activity objectives and interest of the group members. A small report will be prepared on the major findings and observation gained from the visit.

Students will define the objectives of the visit or interview, that should be justified by its relevance to the course theme. A list of questions and observations are going to be created.

Indicator	Excellent	Good	Insufficient	Points	Observations
Commitment in choosing relevant and interesting places to visit and/or people to interview.	2	1.35	0.65	2	

Justification of relevance in relation to the course themes	2	1.35	0.65	2	
Preparation of objectives for site visit and/or interview. Definition of the questionnaire or the list of observations for the visit or interview.	3	2	1	3	
Report Oral Presentation And written report including photos, evidence of visit, interview, transcript, observations, main objectives and outcomes, process and evaluation of activity.	3	2	1	3	
Total				10	

Rubric to Evaluate Class discussions

Students will exercise the capacity of critical thinking, and oral expression through class discussions about the case studies presented by their classmates, round tables developed by the teacher and talks stimulated by students during reading comprehension oral presentations. Students should participate in discussions at least 4 times. Their participation should be clear, concise, related to the topic discussed and exposing critical analysis and problem-solving skills that will enrich the conversation

Indicator	Excellent	Good	Insufficient	Points	Observations
Participates in clear, concise, and related to the topic discussed.	2	1.35	0.65	2	
Express ideas with a critical analysis and problem-solving skills.	2	1.35	0.65	2	
Participates in at least 4 discussions.	3	2	1	3	

Total				10	
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Punctuality: All assignment should be present on time for a complete evaluation. Only one extra day will be allowed for late submissions with a 80% of evaluation in grading.

Audience: This course is structured for International Students attending the Study Abroad program at Universidad Veritas. However, courses are not exclusive to foreigners so a few native students could enroll in this course. Some of the courses are also taught in Spanish as part of our Bachelors in Sustainability Management.

Attendance

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

Three late arrivals to class (15 minutes later) are treated as one absence. If you tend to be late for class, you will lose 25% of your total grade.

Code of conduct

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

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

Electronic devices

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

Bibliography

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- Cohen, B. (1984). Costa Rica: Democracy Under Fire. *Harvard International Review*, 29-30.
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- Tardanico, R. (1996). From Crisis to Restructuring: The Nexus of Global and National Change in the Costa Rican Labor Market. *Review Fernand Braudel Center*, 155-196.
- Urbatsch, R. (2013). A Referendum on Trade Theory: Voting on Free Trade in Costa Rica. *International Organization*, 197-214.

Course Schedule

Week	Contents	Learning strategies
1-2	<p><u>UNIT 1. Concepts:</u></p> <ul style="list-style-type: none"> ● The role of culture in society ● Analysis of the environmental, political and social stimuli that work together to ● socialize individuals into a national grouping ● Creation of national thinking, identity, customs and traditions. 	<p>Course presentation and Reading the syllabus.</p> <ul style="list-style-type: none"> -Fun Questionnaire -Organizing group assignments -Magisterial class
2-3	<p><u>Unit 2: Colonial rule, Coffee Oligarchies and the Beginning of the Liberal Era</u></p> <ul style="list-style-type: none"> ○ Organization of society during times of colonization ○ Post-independence social and political organization ○ The sometimes on and sometimes off Central American Union ○ The role of the coffee and banana economy in 	<ul style="list-style-type: none"> -Magisterial class -Class Discussion -Workshop plan -Reading Comprehension Oral Presentation

	<p>the formation of Costa Rican Society.</p> <ul style="list-style-type: none"> ○ The colonial heritage and the social stratification 	
4	<p><u>Unit 3: The Liberal Reforms, Values and Discourses of Progress (1870-1930)</u></p> <ul style="list-style-type: none"> ● The Liberal Reforms and the creation of a State ● The Improvements in Education ● The small landowners ● The discourses of progress: science and technology ● Civilizing the population: racism and discrimination 	<p>-Magisterial class -Class Discussion -Workshop plan -Reading Comprehension Oral Presentation -Class work: Interviews</p>
5	<p><u>Unit 4: The Interventionist State (1940-1984)</u></p> <ul style="list-style-type: none"> ● Decades of the 30's and 40's: Developing social concerns and political ● integration and participation ● Social changes in the '40s and the Abolishment of the Army ● The postwar society of the 50's 	<p>-Magisterial class -Class Discussion -Workshop plan -Reading Comprehension Oral Presentation -Class work: Case Studies</p>
6-7	<p><u>Unit 5: The Neoliberal Approach and Globalization (1984-2000)</u></p> <ul style="list-style-type: none"> ● The economic crisis of the 80's ● The Discourse of Peace ● The Neoliberal Reforms and international organization economic agendas ● Education and technological transfer ● Globalization forces and the attraction of investments ● A diversified Economy ● Growth of tourism as an important source of income 	<p>Magisterial Class Group Discussions Reading Comprehension Oral Presentation</p> <p>*Oral Presentations of the Interviews</p>

8-9	<p><u>Unit 6: Population</u></p> <ul style="list-style-type: none"> ● Relationship of demography and economic conditions in Costa Rica ● Overview of health and economic conditions in Costa Rica ● The changing demographics of Costa Rica ● Inclusion, immigration and diversity 	<p>Magisterial Class Group Discussions Reading Comprehension Oral Presentation</p> <p>*Oral Presentations of Case Studies 1</p>
10-11	<p><u>Unit 7: Present day issues and trends</u></p> <ul style="list-style-type: none"> ● Migration and immigration ● Pressures for a United Central America ● Conservation of the environment: Energy, food sustainability, transportation ● Issues of governance 	<p>Magisterial Class Group Discussions Reading Comprehension Oral Presentation</p> <p>*Oral Presentations of Case Studies 2</p>
12	Conclusions	Presentations of Workshop Research Projects.