



**Center for International Programs and Sustainability Studies**

**Course title: Costa Rican Traditions: Peace and Democracy**

**Course code: POL-3100**

**Total contact hours: 48**

**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.

### **COURSE PRE-REQUISITES**

This course presents no prerequisites.

### **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.

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?**

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.

Along the course, the following **skills** will be fostered:

- 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 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.

<b>Competencies</b>	<b>Key competences</b>	<b>Evidence of learning</b>
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

## **COURSE CONTENTS**

### **UNIT 1. Concepts:**

- 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.

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

- 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 the formation of Costa Rican Society.
- The colonial heritage and the social stratification.

### **Unit 3: The Liberal Reforms, Education and Discourses of Progress (1890-1930)**

- The Liberal Reforms and the creation of a State.
- The small landowners and the settlement frontier.
- The Improvements in Education.
- Civilizing the population: racism and discrimination.

### **Unit 4: The Interventionist State (1940-1984)**

- 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 Golden Age of the Middle Class (1950-1978).

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

- 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.
- Growth of tourism as an important source of income.

### **Unit 6: Population**

- 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.

## **Unit 7: Present day issues and trends**

- Migration and immigration.
- Pressures for a United Central America.
- Conservation of the environment: Energy, food sustainability, transportation.
- 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.

## **EDUCATIONAL RESOURCES**

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. 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.

### **LEARNING EVALUATION**

In order to make the course or program better competencies-based evaluation compiles and evaluates evidence by taking into account 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 and the details will be provided in **CANVAS LMS**. 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.

<b>ASSIGNMENTS</b>	<b>PERCENTAGE VALUE</b>
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%

## **LEARNING STRATEGIES**

The following learning strategies will be developed:

### **1. Rubric to evaluate a Case Study (Group Project)**

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

### **2. Reading Comprehension Report (Oral Presentation)**

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.

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

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



<b>Indicator</b>	<b>Excellent</b>	<b>Good</b>	<b>Insufficient</b>
<u>Summary:</u> Determines main purpose of the reading, 2-3 key questions, main ideas and arguments.	3	2	1
<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
<u>Class Discussion:</u> 2-3 questions are formulated to promote class discussion.	2	1.35	0.65
<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
<b>Total</b>	<b>10</b>		

### **3. 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.

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.

#### **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.

### **4. Site visit, organization, or interview**

Learning through visits 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.

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.

#### **5. 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

### **ATTENDANCE**

#### **Regarding classes:**

1. Students are only allowed a total of two (2) nonconsecutive (back-to-back) class absences. A student shall fail the course if more than two absences are registered.
2. Three late arrivals to class (within the first 15 minutes) are treated as one absence. Attending class 30 minutes late without an official justification will also count as an absence.

3. In the case of an absence from any assignment evaluated in class (presentations, evaluations, field trips, etc.) a student will be given a grade zero unless an official document is presented within one week of the absence.

4. If a student presents an official document to excuse the absence, the missed assignment is to be presented on that same day.

#### **Regarding field trips:**

5. An unjustified absence on a field trip will immediately result in the loss of all points assigned to that specific trip. However, if an official document justifying the absence is presented, 50% of the assignment points may be obtained on presentation of a complementary research assignment, to be agreed upon with the professor, within one week of the field trip.

6. An absence on a field trip may be justified should two course field trips coincide. In such a case, and in order to avoid losing points, students shall be able to opt for carrying out a research assignment.

#### **CODE OF CONDUCT**

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

1. Be disruptive in the classroom.
2. Behave in a disrespectful way.
3. Be under the influence of alcohol or even smells like alcohol.
4. Be under the influence of any illegal drug.
5. Shows 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.

## **PROGRAM POLICIES**

The student must comply with the provisions of the Veritas University student regimen regulation. To consult it you should go to the CANVAS portal and download it.

## **BIBLIOGRAPHY**

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- BOOTH, J. A. (1987). Costa Rican Democracy. *World Affairs*, 43-53.
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- Cohen, B. (1984). Costa Rica: Democracy Under Fire. *Harvard International Review*, 29-30.
- Jackiewicz, E. L. (2006). Community-Centered Globalization: Modernization under Control in Rural Costa Rica. *Latin American Perspectives*, 136-146.
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- Matulis, B. S. (2017). Persistent Neoliberalisation in PES Taxes, Tariffs, and the World Bank in Costa Rica. *Conservation & Society*, 147-156.
- Molina, I., & Palmer, S. (2009). *History of Costa Rica*. San Jose: University of Costa Rica Press.
- 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.

## **CHRONOGRAM**

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

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

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