



## Center for International Programs and Sustainability Studies

Course name: Selected Topics in Afro-Caribbean Studies

Course code: ETH 3100

Total contact hours: 48

Pre-requisites: none

### COURSE DESCRIPTION

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

Students will:

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

## **AUDIENCE**

This course is structured for international students attending the Study Abroad Program at an LCI Education university campus. However, courses are not exclusive to foreigners so local degree-seeking students may enroll in this course. Some of the courses are also taught in Spanish as part of our Bachelor's in Sustainability Management or Business Administration programs.

This is a theoretical-practical course and explores/responds to the following inquiry according to the professional/disciplinary profile:

**What can history tell us about the experience and development of the Caribbean region's Afro-descendants and how can this shed light on contemporary cultures, expression, and identities? How have diasporas impacted on the lives of the region? And what are some of the poignant challenges facing the region in relation to development, security, and wellbeing?**

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

- Introduction to Costa Rican Black History: slavery and labour migrations.
- Afro-Central American Ethnic Groups: the case of the Garífunas.
- Indigenous people and issues: The Carib.
- Marcus Garvey Legacy.
- Historical and socio-political backgrounds of Latin American and Caribbean countries.
- The Caribbean and its heroes (Haiti, Jamaica, Costa Rica)
- Country reporting: Historical "Relation" of Haiti with the Dominican Republic, Cuban culture and other countries.
- Growing risk – natural disasters and Caribbean impacts.
- Human rights – advances and limitations.
- Gender relations among the Caribbean groups.
- Advances and challenges for sustainable development.

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

- To participate and collaborate actively in the group tasks, and develop confidence, solidarity, cordiality, and skills in communal task management.
- Contribute to the consolidation of a team and teamwork, promoting communication, equal distribution of tasks and a working environment encouraging calm and cohesion.
- Capacity to communicate professionally with NGOs, State entities and institutions.

Among the **values** and **attitudes** that will be promoted among students are the following:

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

## **COMPETENCIES, CRITERIA AND EVIDENCE**

The competencies for the Veritas University are reflexive and integral actions that respond to the professional profile and to the problems of the context, with suitability and ethical commitment, integrating the know-how, and the knowledge to know in a perspective of improvement.

Below are both the disciplinary and general competencies, linked to their criteria and evidence of performance for this course.

## **SUSTAINABLE DEVELOPMENT GOALS**



Competencies	Key Competency	Learning Assessments
Assess the Caribbean regional history and contemporary experiences and conditions of the Afro-caribbean community.	<ul style="list-style-type: none"> <li>○ Evaluate regional and national issues illustrating the notion and experience of race ethnicity.</li> </ul>	<ul style="list-style-type: none"> <li>○ Case study análisis</li> <li>○ Observation, mapping, and collection of data.</li> </ul>
	<ul style="list-style-type: none"> <li>○ Critically assess Afro-caribbean history, key events, actors, and the development of cultures.</li> </ul>	<ul style="list-style-type: none"> <li>○ Group work, presentations, discussions.</li> </ul>
	<ul style="list-style-type: none"> <li>○ Analyze the regions key issues, cultures, and countries to be able to compare features with other regions or similar countries in the region.</li> </ul>	<ul style="list-style-type: none"> <li>○ Case study 4nálisis</li> <li>○ Research reports</li> <li>○ Design and execute interviews.</li> </ul>
<b>General/Core</b>	<b>Performance criteria</b>	<b>Learning Assessments</b>
To integrate knowledge, abilities and necessary attitudes in order to learn in a continuous manner throughout life from keen	<ul style="list-style-type: none"> <li>○ Problem and challenge identification.</li> </ul>	<ul style="list-style-type: none"> <li>○ Case study research and comparisons.</li> <li>○ Essay</li> </ul>

appreciation and understanding of other experiences and struggles.		
Participate and collaborate actively in the team tasks, strengthening confidence, cordiality, shared goals and team work.	<ul style="list-style-type: none"> <li>○ How to work and get on with others.</li> <li>○ Search for solutions through dialogue and deliberation.</li> <li>○ Negotiation to inspire confidence and empathy</li> </ul>	<ul style="list-style-type: none"> <li>○ Group work</li> </ul>
Direct work groups, assuring the integration of all members and group assessment.	<ul style="list-style-type: none"> <li>○ How to communicate with others.</li> <li>○ Work in teams and leadership.</li> <li>○ Responsible communication and profound listening.</li> </ul>	<ul style="list-style-type: none"> <li>○ Collaborative tasks</li> </ul>
Contribute to the consolidation of groups, favoring communication, equal distribution of tasks, with internal cohesion.	<ul style="list-style-type: none"> <li>○ Problem and challenge identification.</li> <li>○ Search for solutions through dialogue and deliberation.</li> <li>○ Management and resolution of conflicts.</li> </ul>	<ul style="list-style-type: none"> <li>○ Collaborative tasks and presentation of results.</li> </ul>

## **COURSE CONTENT**

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

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

- Costa Rica history in relation with the Afro-Caribbean community
- Introduction to key events, actors.

**Theme 2: The Original people:**

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

**Theme 3: Afro-Central American Ethnic Groups and resistance movements**

- The case of the Garífunas
- Marcus Garvey Legacy.

**Theme 4: Afro-Caribbean culture and violence.**

- Case study analysis.

**Theme 5: Cuban culture and country reports**

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

- Country reports.

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

- Case study analysis.

**Theme 8: Afro-Caribbean religion and celebrations**

- Case study analysis.

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

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

### Theme 10: Conclusions and future outlooks

- Presentation of case study conclusions and country report comparisons.

## METHODOLOGY

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

The methodology encourages learning through student interaction with real life scenarios, problem identification, and problem solving in relation to Afro-Caribbean selected topic issues and dynamics and with an aim to detect opportunities for learning and self-development. Finally, the method focuses on providing students with situations that they will go on to encounter in their professional lives and careers, thus enhancing competency and experience.

An experiential and exploratory method will be applied – to encourage the student to thoroughly explore and evaluate related course issues in the present-day Costa Rican context – and make the most of the experiential opportunities provided by the course and the broader study setting. Theory will be considered and analyzed in relation to the Costa Rican context. Individual research on a chosen course relevant theme.

## 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.

## LEARNING ASSESSMENT

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.

RUBRIC	WIEIGHT/GRADE
<p>2 Case Studies: (10% each) Possible Choices: (Case studies will be confirmed in class)</p> <ul style="list-style-type: none"> <li>○ Case study – the original people and Afro-indigenous communities</li> <li>○ Case study – culture, art and religion.</li> <li>○ Case study – history timeline</li> </ul>	<p><b>20%</b></p>



<ul style="list-style-type: none"> <li>○ Case study – major environmental and risk factors and SD shifts</li> <li>○ Case study – human rights and gender issues</li> </ul>	
Essay and presentation: (15% for paper and 5% for presentation) <ul style="list-style-type: none"> <li>○ Theme of choice in relation to the Afro-Caribbean culture</li> </ul>	<b>20%</b>
Group Work: <ul style="list-style-type: none"> <li>○ Country report comparisons - a selection of case study elements within three or more Caribbean countries.</li> </ul>	<b>30%</b>
Participation, reading and discussion work. (mind-maps, summaries = 2% per week's reading assignment and ten in total)	<b>20%</b>
Country Reporting Maps and Content (you will be graded by your peers).	<b>10%</b>
<b>TOTAL</b>	<b>100%</b>

## LEARNING STRATEGIES

The following learning strategies will be developed:

### **1. Case Studies and Interviews (Interviews are optional and depend on level of Spanish)**

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.

The case study method promotes the learning of three basic aspects: the management of knowledge, reflective practice and contemplation and design of solutions. Five case

studies will be explored and evaluated. The cases will be summarized according to the main actors, events, issues, dates and outcomes (and according to answering the following pattern for case study analysis: who was involved, where, when, what happened, how and why?). The major issues will be highlighted and illustrated with clear examples from the case studies or similar cases. Major indicators and data will be extracted and discussed for its relevance and meaning. Solutions will be discussed and suggested. Students will choose the case studies according to their interests within the possible following areas.

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

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

Each case has a value of 10% for a total value of 20%.

## 2. Argumentative Essay

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

## 3. Group Work and Workshops

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

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

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

#### 4. Presentations

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

#### *Rubric for essay and presentation*

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

#### 5. Reports and discussions

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

6. **Presentation of results** Individual and group presentations of the results of analysis and research of almost all activities will develop in students the ability

to communicate orally and graphically to demonstrate knowledge assimilated through assignments.

## ATTENDANCE

### Regarding classes:

1. Students are only allowed a two (2) **non-consecutive (back-to-back) class absences**. A student shall fail the course if more than two absences are registered by the professor. Administration does not control attendance.
2. Three **late arrivals** to class (arrival after 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 of 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 upon 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 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.
4. Be under the influence of any illegal drug.
5. Shows hygiene or odor problems that may disturb other students.

## ELECTRONIC DEVICES

The use of cell phones, smartphones, 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. Using devices while the professor or other peers are lecturing, or presenting is perceived as a lack of interest and disrespectful.

## STUDY ABROAD PROGRAM POLICIES

The student must comply with the provisions of the Study Abroad Program Policies available on the Canvas/Omnivox platform

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## CHRONOGRAM

Week	Competency	Content	Teaching strategies	Case study leaders
1	Analyze the central concepts and theoretical frameworks and start learning about present day	<p><b>Theme 1: Introduction to Costa Rican Afro-Caribbean History: slavery and labour migrations.</b></p> <ul style="list-style-type: none"> <li>○ Costa Rica history in relation with the Afro-Caribbean community</li> <li>○ Introduction to key events, actors.</li> </ul>	Introduction to the course, assignments, tools, methods and expectations.	

2	culture in the context of historical events	<p>Continuation theme 1:</p> <p><b>Theme 2: The Original people:</b></p> <ul style="list-style-type: none"> <li>○ History of the Carib Indians.</li> </ul> <p>Case studies – presentations start.</p>	<p>Lecture and discussion</p> <p>Group work and discussion:</p> <p>Identification of / Defining core concepts, histories and cultures.</p>	<p>Case Studies Start *** Everyone to do the related reading and mind-map/summary</p>
3	Explore Caribbean	<p><b>Theme 3: Afro-Central American Ethnic Groups and resistance movements</b></p> <ul style="list-style-type: none"> <li>○ The case of the Garífunas</li> <li>○ Marcus Garvey Legacy.</li> </ul>	<p>Lecture and discussion</p> <p>Essay proposal and development.</p>	
4	country profiles	<p><b>Theme 4: Afro-Caribbean culture, violence, environmental justice.</b></p> <ul style="list-style-type: none"> <li>○ Case study analysis</li> <li>○ Costa Rica Case – El Caribe.</li> </ul>	<p>Lecture and discussion</p> <p>Group work and discussion: Theories and concepts.</p> <p>Feature film viewing</p>	

5		<p><b>Theme 5: Cuban culture and country report development.</b></p>	<p>Lecture and discussion Class documentary viewing.</p>	
6		<p><b>Theme 6: Historical “Relation” of Haiti with the Dominican Republic.</b></p> <ul style="list-style-type: none"> <li>○ Country report preparation</li> </ul>	<p>Lecture and discussion Group work and discussion. <b>Country report updates</b> (10% of grade to be given here for project development)</p>	
7		<p><b>Theme 7: The Caribbean and its heroes (Haiti, Jamaica, Costa Rica)</b></p> <ul style="list-style-type: none"> <li>○ Case study analysis</li> </ul>	<p>Group work and discussion: Case Studies. Group work and discussion: Case Study development.</p>	
8	<p>Analyze case studies, major regional issues, vulnerabilitie</p>	<p><b>Theme 8: Afro-Caribbean religion and celebrations</b></p> <ul style="list-style-type: none"> <li>○ Case study analysis</li> </ul>	<p>Lecture and discussion Case Study development. Analyzing indicators and case study findings.</p>	

9	<p>s and advances.</p> <p>Discuss, reflect upon and search for solutions.</p>	<p><b>Theme 9: Advances and challenges for Afro-Caribbean people and place</b></p> <ul style="list-style-type: none"> <li>▪ Growing risk – natural disasters and Caribbean impacts.</li> <li>▪ Climate change, sustainable development and Caribbean risk and natural disasters.</li> <li>▪ Human rights – advances and limitations.</li> <li>▪ Gender relations among the Caribbean groups.</li> </ul>	<p>Lecture and discussion</p> <p>Case Study development.</p> <p>Analyzing indicators and case study findings.</p>	
10		<p><b>Continuation of week 9</b></p> <p><b>Theme 10: Conclusions and future outlooks</b></p> <ul style="list-style-type: none"> <li>○ Challenges and opportunities for sustainable development.</li> <li>○ Preparation of case study conclusions and</li> </ul>	<p>Lecture and discussion</p> <p>Development of conclusions and comparisons.</p>	

		country report comparisons.		
<b>11</b>		FINAL WORKSHOPS – country reports and comparisons.	Research work in groups: Identification of vulnerabilities, advances, key illustrative indicators. Workshop: compare cases, indicators, recommendations.	
<b>12</b>	Analyze case studies, vulnerabilities and advances. Discuss, reflect upon and search for solutions. Develop recommendations for the region.	FINAL PRESENTATIONS and EVALUATIONS (final individual papers)	Present reports, interviews and final conclusions.	