

**Urban inequalities in Latin America - Universidad del Salvador Syllabus-2019**

**1.** *This is an elective course held at the Department of Social Studies at Universidad del Salvador for International Relations and Political Science students.*

**2.** *It is a course framed within the Disciplinary training cycle and Specific core for each Degree.*

**3.** Instructors: Rita Polo, Lucila Robredo. E-mail: [rita.polo@usal.edu.ar](mailto:rita.polo@usal.edu.ar) , [lucilarobredo@gmail.com](mailto:lucilarobredo@gmail.com)

**4.** 1st semester 2019 – 7 hours per week (three theoretical and four practical). Total: 126 hours (54 theoretical, 72 practical)​

**5.** This course aims to:

**-** Present a theoretical framework to analyze inequalities in Latin America.

**-**Promote critical thinking, encouraging the analysis of the given texts and documents, discussion and debate.

**-**Provide statistic data on different areas and countries that may illustrate the regions evolution in time.

**-**Compare Latin America’s situation with that of developed countries en relation to inequalities.

**-**Encourage analysis of different ideologies underlying approaches to gender, migrations and labor.

**-** The seminar proposes a practical part oriented to understand social inequalities by making contact with the reality of everyday life of different groups of the population that have been particularly affected by unequal conditions of life. In order to satisfy this goal, we have signed agreements with some non-governmental organizations (TECHO, Foundation SES, between others). We work together with the organization's staff cooperating in different activities (fieldwork, research, working out proposals, etc.)

**6. CONTENTS**

**1. Introduction to the problem of equality (Weeks 1-2)**

-Poverty, marginality and stigma: three basic concepts to understand inequalities.

-Urban segregation and stigma.

-Marginality and social exclusion

**2. Social inequalities in Latin America (Weeks 3-5)**

-Complexities and diversities

-Issues specific to the region.

-Life on the margins and survival networks.

**3. Migrations (Weeks 6-8)**

-Migrants and migrations

-Migration and social vulnerabilities. African migration trends in Argentina.

**4. Labor (Weeks 9-10)**

-Labor informality, mobility and trajectories.

-Introduction to the problems of the labor market in Latin America and Argentina.

-Labor informality, consequent social vulnerabilities and career paths. Labor insecurity.

**5. Care, gender and childhood inequalities as transversal issues. (Weeks 11-13)**

-Gender inequalities. Care economies and women’s invisibility in the household labor. Violence against women.

-Care and childhood inequalities. The lack of care services for early childhood is part of a complex web of social inequalities: negatively impacts on households and especially for women who are often the primary caregivers as well as opportunities for children to access a full development of their capabilities.

**7. READINGS**

**1. Introduction to the problem of equality**

-  Sen, A. (1992). Inequality reexamined: New York: Russell Sage Foundation.

-  Goffman, E. (2009) - Stigma: Notes on the management of spoiled identity. Simon and  Schuster.

-  Wacquant, L. (1996) - Urban Outcasts: A Comparative Sociology of Advanced  Marginality.

-Wacquant, L. Elias in the Dark Ghetto

-  De la Rocha, M. G., & Gantt, B. B. (1995). The urban family and poverty in Latin  America. Latin American Perspectives, 22(2), 12-31.

-  Klasen, S.; Nowak-Lehmann, F. (2009) Poverty, inequality and policy in Latin America.  Massachusetts, MIT University press

**2. Social inequalities in Latin America**

-  ECLAC (2016) The social inequality matrix in Latin America. Santiago de Chile

-  González de la Rocha, M. (2007), The Construction of the Myth of Survival.  Development and Change, 38: 45–66.

- Documentary: When two worlds collide; Heidi Brandenburg and Mathew Onzel

**3. Migrations (Weeks 7-8)**

-  Cerrutti, M., & Bertoncello, R. (2003). Urbanization and internal migration patterns in  Latin America. Centro de Estudios de Población. Argentina.

-  CELS (2013) Migrantes. Cuadernillo migrantes en Argentina. CELS & OIM

- Maffía, M. (2014) The New immigration from Sub Saharan Africa in Argentina. Its contribution to the increasing visibilization process of the local Afro descendant community. Revista da Facultade de Dereito, Universidade Federal de Minas Gerais , p. 539 - 561

-Zuñiga, Victor; Vivas-Romero, María (2014) Divided families, fractured schooling in Mexico. Cuadernos CEMCA.

- Documentary: The other side of immigration; Roy Germano

**4. Labour (Weeks 9-10)**

- ILO (2016) Labour Overview Lima: Regional Office for Latin America and the Caribbean.

- Maurizio, R. (2012) Labour Informality in Latin America: The Case of Argentina, Chile, Brazil and Peru. Brooks World Poverty Institute Working Paper No. 165. April 10, 2012

**5. Care, gender and childhood inequalities as transversal issues.**

-  Yeates, N. (2011) Going Global: The Transnationalization of Care. Development and  Change 42(4): 1109–1130

-  Razavi, S. (2011) Rethinking Care in a Development Context: An Introduction.  Development and Change 42(4): 873–903

-  Faur, E. (2011) A Widening Gap? The Political and Social Organization of Childcare in  Argentina. Development and Change 42(4): 967–994.

-  Mateo, M and L. Rodriguez-Chamussy 2015 Who cares about childcare? Estimations of childcare use in Latin America and the Caribbean (IDB Technical Note; 815)

-Gender Equality Observatory of Latin America and the Caribbean (2013-14); Confronting violence against women. Annual report.

*Note: Course instructor is entitled to change the schedule and list of readings if circumstances require it.*

**8. ASSIGNMENTS/FORM OF ASSESMENT**

**THEORETICAL GRADE**

***Participation:*** As in any graduate course or seminar, active student participation is the core of the course. This means both carefully reading and interpreting the assigned texts and attentively listening to and contributing to class discussions. It will have a significant weight on the final grade. 75% of assistance required.

***Presentations:*** Participants will prepare and expose a theme followed with a group discussion, selecting a topic from the seminar programme, and creatively developing it, and will hand in a final paper, between 12 and 20 pages long. It should include at least two of the articles worked in class. A print of the final paper must be handed a week before the oral presentation. This final work may be done in groups of no more than two persons.

-Oral presentations will start as from the 8th class.

**PRACTICAL GRADE**

-This part has a flexible schedule that will be agreed between the organizations’ staff, the teachers and the students (estimated time per week: 4 hours).

-70% of assistance required to the planned activities. Justified absences must be informed with enough anticipation (3 days).

-Exercises will be handed before the activity to complete afterwards. It should be handed no more than 10 days later.

**FINAL MARK**: will be the arithmetic average between the theoretical grade and the practical grade