

URBAN INEQUALITIES IN LATIN AMERICA

Faculty of Social Sciences | School of Social Service

Academic year: 2017

12 classes

5 hours a week (days to be defined)

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1.- THEMATIC MODULES

The seminar consists of three thematic modules

Module 1 - Poverty, marginality and stigma. three basic concepts to understand inequalities

A first module of general contents on the basis of social inequalities in the region. In this sense, it proposes three classes that address the problem of poverty in Latin America, discussions, definitions, approaches and measurement methodologies. In a second class, it addresses the consequences of living in marginalization, stigma and urban segregation, by discussing Erwing Goffman and Loic Wacquant. Finally, the problem of marginalization is addressed, taking up the main lines of the argument between Cardoso, Nun and Quijano, and life on the margins through the González de la Rocha and Lomnitz research. In this first module, classes are 5 hours long (one class a week) composed of three parts: the first part of theoretical discussion on the texts considered. A second methodological part, in which different qualitative and quantitative methodologies to analyze these issues are discussed proposals. And a third of discussion of texts and cases presented on the topics referred to in Argentina.

Class 1 - What is poverty?

Introduction to the problem of poverty. Definitions and discussions, perspectives and approaches. Absolute and relative poverty. Rates of multidimensional poverty. Methodologies for measurement.

Bibliography:

- Alkire, S. (2005) *Valuing freedoms: Sen's capability approach and poverty reduction*. Oxford University Press.
- Altimir, O. (1982) The extent of poverty in Latin America. *World Bank Staff Working Papers*, 522. Washington, D.C; World Bank

Class 2 - Urban Segregation and Stigma

Introduction to urban segregation. Discussions and schools. Stigma and its impact on segregated populations.

Bibliography:

- Goffman, E. (2009). *Stigma: Notes on the management of spoiled identity*. Simon and Schuster.
- Wacquant, L. (2007) *Urban outcasts. A comparative study of advanced marginality*.

Class 3 - Marginality and social exclusion in Latin America

Introduction to marginalization, the concept of marginal mass, and its discussion in the international context. Survival networks.

Bibliography:

- Quijano, A. (1985). Imperialism and Marginality in Latin America, *Latin American Perspectives*, Vol. 10, N°2/3, Spring-Summer 1985, pp. 76-85

- Lomnitz, L. A. (2014). *Networks and marginality: Life in a Mexican shantytown*. AcademicPress.
- González de la Rocha, M. (2007), The Construction of the Myth of Survival. *Development and Change*, 38: 45–66. doi:10.1111/j.1467-7660.2007.00402.x

Module 2 - Social inequalities in Latin America. Complexities and Diversities

The second module consists of six classes [12 meetings], in which different problems related to the various social inequalities in the region, analysed along theoretical classes and practices. The first two classes are an introductory part of the definition of social inequality in relation to exclusion and poverty, followed by practical activities with a territorial organization.

Then, the next two classes address one of the main components of social inequalities in Latin America and in Argentina specifically, through the discussion of labour inequalities, access to employment and labour informality, followed by a practices in a local organization. The next two classes, addresses the issue of migration, formal, informal, labour migration and family problems, a practice also followed by practices in a territorial organization. The classes on the second module will be split in two days a week. A first day, with a lecture that consists of a first conceptual and theoretical part and group discussions on presented cases related to the discussed issues, at the University; and a second day of practice at the Organization/ territory. For the practices in each class' organization, a systematization / activity report will be required, including theoretical discussion based on the texts discussed will be requested.

Class 4 - Introduction to Social Inequalities

Day 1 -Social inequalities and complexity of its definition. Issues specific to the region.

Bibliography

- CEPAL (2015) *Social Panorama of Latin America*. Santiago de Chile, CEPAL.
- CEPAL (2016) *Social inequalities matrix in Latin America*. Santiago de Chile, CEPAL

Day 2 - Practice in local organization. Suggested organization Fundación T.E.M.A.S

<http://www.fundaciontemas.org.ar/>

Class 5 - Introduction to Social Inequalities.

Day 1 - Life on the margins of survival networks. Methodology: The shantytowns and the field experience.

Bibliography:

- De la Rocha, M. G., & Gantt, B. B. (1995). The urban family and poverty in Latin America. *Latin American Perspectives*, 22(2), 12-31.
- Chant, S. (2013) Cities through a “gender lens”: a golden “urban age” for women in the global South? *Environment & Urbanization. International Institute for Environment and Development (IIED)*. 9 Vol 25(1): 9–29.

Day 2 - Practice in local organization. Suggested organization Fundación T.E.M.A.S

<http://www.fundaciontemas.org.ar/>

Class 6 – Labour informality, mobility and trajectories.

Day 1 - Introduction to the problems of the labor market in Latin America and Argentina.

Bibliography:

- Human Development Report (2015) Work for Human Development.

Day 2 - Practice in a local organization. Suggested organization:

ACIJ - [http://acij.org.ar/villas/](http://acij.org.ar/villas/http://acij.org.ar/villas/)
<http://acij.org.ar/villas/>

Class 7 - *Labour informality, mobility and trajectories.*

Labor informality, social vulnerabilities that originates and career paths. Labourinsecurity.

Bibliografía.

- Cook S and S Razavi(2012) Work and Welfare Revisiting the Linkages from a Gender Perspective UNRISD Research Paper No.2012-7

Day 2 - Practice in a local organization. Suggested organization:

ACIJ - [http://acij.org.ar/villas/](http://acij.org.ar/villas/http://acij.org.ar/villas/)
<http://www.pelotadetrapo.org.ar/fundacion.html>

Class 8 - *Migrants and migrations.*

Day 1. Introduction to migration within the region. Labor migration social vulnerabilities.

Bibliography:

- Cerrutti, M., & Bertonecello, 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 [in English]

Day 2. Practice in a local organization. Suggested organization:

AMUMRA - [http://www.amumra.org.ar/](http://www.amumra.org.ar/http://www.amumra.org.ar/)

Class 9 – *Migrants and migrations.*

Day 1. Migration and social vulnerabilities, african migration trends.

Bibliography:

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

Day 2. Practice in a local organization. Suggested organization:

AMUMRA - [http://www.amumra.org.ar/](http://www.amumra.org.ar/http://www.amumra.org.ar/)
<http://www.amumra.org.ar/>

Module 3 - Care, gender and childhood inequalities as transversal issues

A third module based on transversal issues, to all the previous discussions and workshop activities. It proposes three classes that address the problem care, as the base of gender and childhood inequalities and sharing of results.

Class 10 - *Care and gender inequalities*

Care economies and women's invisibility in the household labour.

Bibliography

- 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

Class 11 - *Care and childhoodinequalities*

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.

Bibliography:

- 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 / . p. cm. — (IDB Technical Note ; 815)

Class 12 - *Final Workshop and Sharing of results and experiences*

This is a workshop in which experiences are systematized and analyzed in the light of the different contents addressed during the seminar. A final workshop will be sharing and defining the themes that will address the final papers that students submit to approve the seminar.

2.- BIBLIOGRAPHY [complementary and methodological]

Emerson, R. M., Fretz, R. I., & Shaw, L. L. (2011). *Writing ethnographic fieldnotes*. University of Chicago Press.

Kelley Robin, 1998, *Check the Technique: Black Urban Culture and the Predicament of Social Science*, in *In near Ruins, Culural Theory at the End of the Century*, University of Minnesota Press

Macnaghten, P; Myers, G. (2004) *Focus groups*. In Seale, S. Gobo, G. Gurium, J. & Silverman, D. *Qualitative research in practice*. London, SAGE Publications

Rapley, T. (2004) *Interviews*. In Seale, S. Gobo, G. Gurium, J. & Silverman, D. *Qualitative research in practice*. London, SAGE Publications

Seale, S. Gobo, G. Gurium, J. & Silverman, D. (2004) *Introduction*. *Inside Qualitative Research*. In Seale, S. Gobo, G. Gurium, J. & Silverman, D. *Qualitative research in practice*. London, SAGE Publications

Wacquant Loic, *ScrutizingThe street: Poverty, Morality and the Pitfalls of Urban Ethnography*, *The American Journal of Sociology* Vol.107, N°7 May 2002, pp. 1468-1532

3.- EVALUATION SYSTEM

Presentation of a final paper that addresses some of the issues addressed at the seminar, based on the practices realized in the field and in articulation with the literature given by the seminar.