

Urban inequalities in Latin America - Universidad del Salvador 2018

[Syllabus]

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 , lucilarobredo@gmail.com
4. 1st semester 2018 – 7 hours per week (three for theory and four for practices). Total: 126 hours (54 for theory, 72 for practices)
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 1-4)

- Poverty, marginality and stigma: three basic concepts to understand inequalities.
- Urban segregation and stigma.
- Marginality and social exclusion

Practice in local organization. Suggested organization Foundation TECHO to cooperate in the Detection and Assignment Program (<http://www.techo.org/paises/argentina/>).

2. Social inequalities in Latin America (Weeks 5-6)

- Complexities and diversities
- Issues specific to the region.

-Life on the margins and survival networks.

Practical in local organization. Suggested organization Fundación SES to cooperate in the design of economic strategies for young people from vulnerable contexts (<http://www.fundses.org.ar/>).

3. Migrations (Weeks 7-8)

-Migrants and migrations

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

Practical in local organization. Suggested organizations AMUMRA <http://www.amumra.org.ar/> – Sociedad Damas de Misericordia <http://www.socmisericordia.org.ar/>

4. Labour (Weeks 9-10)

-Labour 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.

Practical in local organization. Suggested organization Fundación SES to cooperate in the design of economic strategies for young people from vulnerable contexts (<http://www.fundses.org.ar/>).

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

-Care and gender inequalities. Care economies and women's invisibility in the household labor.

-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.

Practical in local organization. Suggested organizations AMUMRA <http://www.amumra.org.ar/> – Sociedad Damas de Misericordia <http://www.socmisericordia.org.ar/>

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.

3. Migrations

- 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 [in English] □Workshop: AMUMRA presentation□
- Maffia, 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 Direito, Universidade Federal de Minas Gerais , p. 539 - 561

4. Labour

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

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

8. ASSIGNMENTS/FORM OF ASSESMENT

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.

Presentations: Participants will prepare and expose a theme followed with a group discussion, taking into consideration all the theoretical and practical knowledge gained in this seminar, and will hand in a final paper. This will be done during the last two classes of the seminar.