

SOCIOECONOMIC EVOLUTION OF LATIN AMERICA

Course Title	Socioeconomic Evolution of Latin America
Course code	RRII1038
# Contact Hours	64
Spanish language level required	B1

COURSE DESCRIPTION

Socioeconomic Evolution of Latin America invites a journey through the history of the continent based on one of its least happy characteristics, but also essential in the formation of its identity: inequality.

To do this, different periods are visited [Conquest – Colony – young republics (19th century) – consolidation of States (20th century) – Globalization] based on inputs from Anthropology, Politics, Sociology, Economics and, of course, History, to measure how inequality has been updated, combated or deepened, according to new protagonists and new conditions, which define a large part of the idiosyncrasy of the continent.

GENERAL OBJECTIVES

It is expected that students will be able to reinterpret the current concept of “inequality” in Latin America from a multidimensional perspective, through the analysis of some representative moments of different structures in force on the continent for more than 500 years.

SPECIFIC OBJECTIVES

It is expected that the student as a social agent can:

Be able to manage various multimodal sources of information that allow students to subsequently express ideas of medium or greater complexity, using diverse linguistic and non-linguistic resources, in a conscious, clear and adaptable manner according to the context and its register.

- Face diverse textual genres (articles, reports, letters, laws, news, interviews, debates, among others) in which recognizable positions and points of view are adopted.
- Identify relevant aspects in long and complex texts.

It is expected that the student as an intercultural speaker can:

- Neutralize and resolve eventual situations susceptible to misunderstandings and cultural conflicts.

It is expected that the student as an autonomous learner can:

- Make their own system of beliefs regarding language and culture learning more flexible
- Formulate goals periodically, according to each of the assignments requested and the implicit recognition of their own cognitive, social and psycho-affective capacities.
- Contribute to the creation and maintenance of relationships of collaboration, cordiality and trust among group members.

KEY CONTENTS

Unit I: The origin of inequality

- The Conquest and Colonization of America: Incorporation of the continent into the Project of Modernity.
- European “civilization” v/s indigenous “barbarism.”
- Eurocentrism and inequality.
- Migration policies in the 19th century.

Unit II: The State of the States

- Construction of nation-states from a colonial structure: social, political and economic consequences in the social fabric of Latin America.
- Welfare social state.
- Social spending and homogenization.
- Neoliberal State.
- Privatization of services and rights.
- Increase in wealth and inequality.
- Failed state.
- Urban Violence and Drug Trafficking.

Unit III: Socioeconomic phenomena of the 21st century

- Precarious work, informal work, relocation.
- Migrations.
- The phenomenon of counterfeit clothing: Buying an identity.

TEACHING AND EVALUATION METHODOLOGIES

The learning process contemplates, based on expository classes and the analysis of texts, images and testimonies, the promotion of the analysis and discussion of the sociocultural problems of Latin America from its origins and its consequences today, such as inequality, nationalism, racism, cultural hybridization.

For this purpose, the concepts of alterity and tolerance in the experience of cultures in contact both in the past and present days are recognized as central points of the analysis.

ASSESSMENT			
Unit I	<p>“Timeline”:</p> <p>Discovery of America – emergence of Nation-State.</p> <p>Selection and justification of milestones that mark the equality – inequality tension from a point of view: anthropological, economic or historical.</p>		33%
Unit II	<p>Infographic “VOC” (Varieties of Capitalism) and its presence in Latin America. A country and its commitment (or not) against inequality is analyzed.</p>		34%
Unit III	<p>Group presentation: “Pull-push” analysis of a “migrant country” and a “receiving country”.</p>		34% = 70% Semester
Final Exam	<p>Newsletter: Multicausalities of multidimensional inequality (major or minor) in a Latin American country.</p>		
Final grade	<p>Presentation grade + exam grade.</p>		100%

BIBLIOGRAPHY

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- LAVANCHY, J. (1999). Perspectivas para la comprensión del Conflicto Mapuche. Centro de Estudios Miguel Enríquez (CEME),
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LINKOGRAFÍA

Calculadora de la Desigualdad OXFAM



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