



UNIVERSIDAD DEL SALVADOR

*Faculty of Social Sciences*

*Social Work department*

## SYLLABUS

SEMINAR			Urban inequalities in Latin America		
CHAIR:		Lucila Robredo; Rita Polo			
TOTAL HS/WEEK		7	TOTAL HS	124	
SITE:	Peron 1818	COURSE:		SHIFT:	Morning
ACADEMIC YEAR:		2019			
URL:					

1. CYCLE:

<b>BASIC</b>		<b>SUPERIOR/PROFESSIONAL</b>	<b>X</b>
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2. CHAIR COMPOSITION:

<b>TEACHER</b>	<b>E-MAIL</b>
<i>Lucila Robredo</i>	<b>lucilarobredo@gmail.com</b>
<i>Rita Polo</i>	<b>Rita.polo@usal.edu.ar</b>

3. AREA TO WHICH THE SEMINAR BELONGS:

*Disciplinary training cycle – Specific core*

4. REASONS FOR THE INCLUSION OF THE SEMINAR IN THE CAREER:

5. SEMINAR'S GOALS:

1) Present a theoretical framework to analyze inequalities in Latin America.

- 2) Promote critical thinking, encouraging the analysis of the given texts and documents, discussion and debate.
- 3) Provide statistic data on different areas and countries that may illustrate the regions evolution in time.
- 4) Compare Latin America's situation with that of developed countries en relation to inequalities.
- 5) Encourage analysis of different ideologies underlying approaches to gender, migrations and labor.
- 6) 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. HOURS REQUIRED:

	Theoretical	Practical	Total
Hours	54	72	126

## 7. CONTENTS, UNITS, BIBLIOGRAPHY:

### UNIT 1. Introduction to the problem of equality

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

-Urban segregation and stigma.

-Marginality and social exclusion

### Readings

- 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. [L] [SEP] Massachusetts, MIT University press

## **UNIT 2. Social inequalities in Latin America**

- Complexities and diversities
- Issues specific to the region.
- Life on the margins and survival networks.

### **Readings**

- ECLAC (2016) The social inequality matrix in Latin America. Santiago de Chile [L] [SEP]
- González de la Rocha, M. (2007), The Construction of the Myth of Survival. [L] [SEP] Development and Change, 38: 45–66.
- Documentary: When two worlds collide; Heidi Brandenburg and Mathew Onzel

## **UNIT 3. Migrations**

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

### **Readings**

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

## **UNIT 4. Labor**

- 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.

### **Readings**

- 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

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

-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.

#### **Readings**

- 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. METHODOLOGICAL RESOURCES:**

-PowerPoint presentations

-We will watch some documentaries and then analyse them in groups.

-Debate

-For the Practical Part:

1) Visits to a slum with Techo's staff (The slums are placed in the Conurbano de Buenos Aires, at least one hour from Buenos Aires City). The activity is carried out on Saturdays between 8 a.m. to 3 p.m. approximately. The whole group and the teacher must participate. We will cooperate with the activities planned by Techo's staff.

2) Charity Nights with Lumen Cor – Caritas's staff from Nuestra Señora de Loreto (Juncal y Coronel Díaz, Buenos Aires City). The activity is carried out on Mondays between 9 p.m. to 12 p.m. The whole group and the teacher must participate. We will cooperate with the activities planned by Techo's staff.

3) Attendance to Posaderos of Lumen Cor (in different neighbourhoods of Buenos Aires City) according to the schedule of attendance of each Posadero. The students will assist in groups of

two or three to each Posadero. The teacher will go to one Posadero by week. The students will cooperate with the activities planned by the coordinator of each Posadero.

4) Attendance to Apoyo Escolar in Villa 21 -24 (Barracas, Buenos Aires City). On Saturdays between 1 p.m. to 6 p.m. approx.) Small Group of about 10 students and the teacher must participate. We will cooperate with the activities planned by the staff.

## **9. 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 8<sup>th</sup> 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.

- The final score of the practical part will depend on the amount of hours of practice done along the Seminar and on the delivery of the Exercises properly solved.

## **10. FINAL MARK:**

Final mark will be the arithmetic average between the theoretical grade and the practical grade.

## **11. OTHER READINGS:**

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

## 12. CALENDAR

Week	Unit	Theory hours	Practice Hours	Tutorships	Evaluations	Other activities
1	1-Introduction to the problem of equality	3	4			
2	1-Introduction to the problem of equality	3	4			
3	2-Social inequalities in Latin America	3	4			
4	2-Social inequalities in Latin America	3	4			
5	2-Social inequalities in Latin America	3	4			
6	3-Migrations	3	4			
7	3-Migrations	3	4			
8	3-Migrations	3	4			
9	4-Labor	3	4			
10	4-Labor	3	4			
11	4-Labor	3	4			
12	5-Care, gender and childhood	3	4			
13	5-Care, gender and childhood	3	4			
14	5-Care, gender and childhood	3	4			
15	Oral presentations	3	4		x	
16	Oral presentations	3	4		x	
17	Oral presentations	3	4		x	
18	Seminar evaluation					

## 13. OTHER REQUIREMENTS TO PROMOTE THE SEMINAR

## 14. TEACHERS' SIGNATURE:

**15. CAREER DIRECTOR'S SIGNATURE**