



## Development and Social Change

LACB-3005 (3 Credits / 45 hours)

SIT Study Abroad Program:

Argentina: Transnationalism and Comparative Development in South America

**PLEASE NOTE:** This syllabus represents a recent semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.

### Course Description

The aim of this seminar is to introduce students to development theories and while doing so, examine two of the Southern Cone region's members: Argentina and Paraguay. The course is divided into three major modules. Module 1 focuses on major political, economic, and social developments that have affected Argentina throughout the 20<sup>th</sup> century. Module 2 concentrates on theories of development and the ways development can or cannot produce social change. Module 3 will discuss Paraguay's development model regarding the extractivist (soya) model, and the role of the state in guaranteeing rights and reducing poverty, among other topics.

This seminar will be carried out in two different locations: Buenos Aires, Argentina and Asunción, Paraguay.

### Learning Outcomes

By the end of the course, students will be able to:

- Describe basic events that have characterized recent Argentine and Paraguayan socio-political economic history, while being able to draw connections to their condition in the wider Latin American context.
- Explain different theoretical approaches to development.
- Identify key challenges affecting the development model of each of the two countries studied (Argentina and Paraguay).
- Apply the proposed theoretical frameworks to the socio-political and economic reality of Argentina and Paraguay, respectively.
- Contrast and differentiate the unique challenges each of the countries faces in the actual world economy and within the context of regional integration.

- Critically argue for and against the current economic extractivist development model as it has impacted these two countries.

### Language of Instruction

This course is taught in Spanish.

### Course Schedule

**\*Please be aware that topics and excursions may vary to take advantage of any emerging events, to accommodate changes in our lecturers' availability, and to respect any changes that would affect student safety. Students will be notified if this occurs.**

### Module I: Argentine social and economic history: Late 19<sup>th</sup> century history to present

While providing a brief introduction to Latin American historic legacy, the main objective of the module is to familiarize students with major social, political, and economic events affecting the Argentine society in its recent history. There will be a strong focus on 20<sup>th</sup> century political and economic evolution. The module will end with an analysis of current social reality including reflections on current public policies, informal employment, migration patterns in Argentina, and upcoming national elections.

Session I: Development and Social Change I (DSC I) - Introduction to the late 19<sup>th</sup> century economic history of Argentina and the main facts and concepts during the first half of the 20<sup>th</sup> century, particularly those that help to understand the local contemporary scenario.

After providing a brief introduction to Argentina within the so-called Latin American context and legacy, this session will offer a general overview of concepts related to the national-state building process, including the definition of dependency, centralism, federalism, and constitutionalism. The idea of “order and progress” will be introduced as well as the legacy of immigration, the boom of cereals and beef exports, and the XX<sup>th</sup> Century new policies of industrialization by import substitution. Finally, state intervention in Argentina will be examined, in regards with economic and social policies, especially during the 1930s and the years of Peron’s administration (1946-1955).

#### Required Readings:

- Rock, D. (2010). *El radicalismo argentino 1890-1930*. Buenos Aires: Paidós.
  - o Read *Capítulo 1* and *Capítulo 2*.
- Romero, L. A. (2002). *A History of Argentina in the twentieth century*. University Park: The Pennsylvania State University Press.
  - o Read *Chapter IV: The Perón Government, 1943-1955*.
- Rouquié, A. (1989). *América latina. Introducción al Extremo Occidente México*: Ed. Siglo Veintiuno.
  - o Read *¿Qué es América Latina?*

#### Recommended Reading:

- Taylor, A. M. (1994). *Three phases of argentine economic growth*. NBER Working Paper No. 60. Cambridge: National Bureau of Economic Research.

Session 2: DSC 2 -The influence of Peronism, political violence throughout the '70s, the last Argentine dictatorship, and human rights abuses.

Lecturer: Ernesto Cussianovich

In this session we review the economic, social, and political process during the '50s and '60s. The concept of coup d'état will be looked at from a political and economic point of view, especially in relation to the regional context and the United States. The economic model of *desarrollismo* will be compared to dependency theory and state-intervention policies. Political violence, guerilla groups, and militarism will be analyzed from the 70's to 1983. Liberalism in combination with military regimes will be examined in the context of the brutal and systematic human rights violations that took place during this period. All this will be also analyzed in view of the wider Latin American context.

Required Readings:

- Sikkink, K. (2008). From pariah state to global protagonist: Argentina and the struggle for international human rights. *Latin American Politics and Society*, 50(1), pp. 1-29.
- Ansaldo, W. & Giordano, V. (2012). *América Latina. La construcción del orden*. Buenos Aires: Ariel.
  - o Read *Las dictaduras institucionales de las Fuerzas Armadas del Cono Sur* (pp. 409-450) from Capítulo 6.

Recommended Readings:

- James, D. (2010). *Resistencia e integración. El peronismo y la clase trabajadora argentina 1946-1976*. Buenos Aires: Siglo Veintiuno Editores.
  - o Read *Apartado 1: El trabajo organizado y el Estado peronista* (pp. 19-25) from Capítulo 1. El peronismo y la clase trabajadora, 1943-55.
- Zanatta, L. (2012). *Historia de América Latina. De la Colonia al siglo XXI*. Buenos Aires: Siglo Veintiuno Editores.
  - o Read *Capítulo 8: Los años sesenta y setenta (I). El ciclo revolucionario*, pp. 161-186.

Session 3: DSC 3 - Argentina's liberal and neoliberal transformations from 1983 to the economic and political crisis of 2001; democracy and governments prior to the crisis.

Lecturer: Jerónimo Montero

This class will review the '80s import-substitution and *desarrollismo* models in the context of neoliberal transformations. Issues such as the evolution of the Argentine debt, the reasons for the country's explosive debt growth during the 1990s, and the default and debt refinancing will be examined. These issues will be analyzed hand in hand with the last dictatorship, the return to democracy, Menemism, and the causes and consequences of the 2001 crisis from an economic, social, and political perspective. Finally the class will seek to link to similar trends in other countries of the region.

Required Readings:

- Bellini, C., & Korol, J. C. (2012). *Historia económica de la Argentina en el siglo XX*. Buenos Aires: Siglo Veintiuno.
  - o Read *Capítulo 6: Desindustrialización, hiperinflación, convertibilidad y crisis (1976-2001)*.

- Ansaldo, W. & Giordano, V. (2012). *América Latina. La construcción del orden*. Buenos Aires: Ariel.
  - o Read *Crisis de la industrialización por Sustitución de Importaciones, crisis de la deuda, e implantación de un nuevo modelo económico* (pp.661-675) from Capítulo 7.

Recommended Reading:

- Harvey, D. (2005). *A brief history of neoliberalism*. New York: Oxford University Press.
  - o Read *Chapter 1: Freedom's just another word*.

Session 4: DSC 4 - The social and economic aftermath of the crisis, the Kirchners' era, and current political and economic challenges.

Lecturer: Ernesto Cussianovich

This session will examine a number of topics based on the post Argentinean crisis era, while also looking at wider political transformations in the Southern Cone region. Some of the topics to be covered will be: economic recovery from 2003 to 2007; Kirchner's administration including human rights policy, economic redistribution, and social inclusion; the conflict with countryside leaders and farmers; the death of Néstor Kirchner; and Cristina Fernández de Kirchner's re-election. This session will also explore current challenges such as crime, inflation, devaluation, energy crisis, and fiscal accounts. In addition, it will examine public perceptions after the death of federal prosecutor A. Nisman and its influence on the election process in Argentina from March to August 2015.

Required Readings:

- Portes, A., & Roberts, B. (Eds.). *Ciudades Latinoamericanas. Un análisis comparativo en el umbral del nuevo siglo*. Buenos Aires: Prometeo Libros.
  - o Read *Buenos Aires, neoliberalismo y después. Cambios socioeconómicos y respuestas populares* by M. Cerutti and A. Grimson.
- Ansaldo, W. & Giordano, V. (2012). *América Latina. La construcción del orden*. Buenos Aires: Ariel.
  - o Read *Los nuevos gobiernos en Argentina, Brasil, Uruguay y Chile* (pp. 636-644) from Capítulo 7.

Session 5: History tour around the city.

We will visit key historic sites linked to the initial classes of the seminar. This academic tour will touch upon key periods of Argentina's recent history: the industrialization model, Peronism, neoliberalism, and the 2001 crisis.

Session 6: DSC 5 - Recent social reality and social policies in Argentina.

Lecturer: Laura Perelman

This class provides an examination of the evolution of demographic, social, and human development indicators. We will also look at characteristics of the labor market in Argentina and an analysis of the effects of the changes in economic policy on the ability of the productive structure to create employment. Finally, the session ends with an analysis of the living conditions of the Argentine population from 1980-2010, with an overview of existing public policies to address inequalities.

### Required Readings:

- Campos, L., González, M., & Sacavini, M. (2010). "El mercado de trabajo en los distintos patrones de crecimiento". *Realidad Económica* (253), pp. 48-81.
- Davolos, P., & Perelman, L. (2009). *After the crisis: worker's visions and segmentation of the labor market*. Unpublished manuscript.
- Gasparini, L., & Cruces, G. (2010). *Las asignaciones universales por hijo. Impacto, discusión y alternativas*. CEDLAS Documento de Trabajo N° 102. La Plata: Centro de Estudios Distributivos, Laborales y Sociales. Maestría en Economía. Universidad Nacional de La Plata.

## Module 2: Theories of development

The objective of Module 2 is to introduce the different theoretical debates around the concept of "development." The concept will be analyzed from a classical economic perspective, but not restricted to this viewpoint. Discussions about cooperation for development strongly embedded in international agencies (UNDP and NGOs, among others) will be introduced. Finally, the module will look at current debates about the environment and development.

### Session 1: DSC 6 - Introduction to development and Latin American theories of development.

Lecturer: Germán Pinazo

This session will begin with a debate on the concept of "development." The history of this concept will be examined, as well as its later appropriation by different actors. The second part of the class will focus on the emergence of Latin American structuralism. Topics of analysis will include: the role of CEPAL; the perspectives of Prebisch and other major scholars such as Pinto and Furtado; policy proposals; successes and failures of the structuralist approach and policies; the role of industrialization in developing countries; and different strands of dependency theories and their political and policy implications.

### Required Reading:

- Pinazo, G. (2013). *La industrialización como proyecto político y sus críticas: un repaso por la historia del pensamiento crítico latinoamericano en torno a la problemática del desarrollo económico*. SIT Documento de Trabajo. Buenos Aires: SIT.
  - o Read *Puntos 1.1., 1.2. y 1.3.*

### Recommended Reading:

- Cornwall, A., & Eade, D. (Eds.). (2010). *Deconstructing development discourse: Buzzwords and fuzzwords*. United Kingdom: Oxfam.
  - o Read *Chapter 2: Development as a buzzword* by G. Rist.

### Session 2: DSC 7 - Latin American development revised.

Lecturer: Germán Pinazo

Session 2 undertakes a comparative analysis of two cases within the Latin American development path. We will analyze Brazil's and Argentina's developmental experiences during the last century, in view of the wider Latin American context. We will focus on the following issues: a) the shift away from the

development models oriented to the exploitation and export of natural resources; b) the role of the State in directing these processes; c) the alliances between the political leadership and economic elites which sustained those processes; d) the breakdown triggered by the military dictatorships of the 60s-70s.

#### Required Readings:

- Basualdo, E. (2006). *Estudios de Historia Económica Argentina*. Buenos Aires: Siglo XXI.
  - o Read *Puntos 2.1.2. y 2.2.3* from *Capítulo 2*.
- Kohli, A. (2004). *State directed development. Political power and industrialization in Global Periphery*. Cambridge, UK: Cambridge University Press.
  - o Read *pp. 125-129 and 152-165* from *Part II*.

#### Recommended Reading:

- Anderson, P. (1988). "Democracia y dictadura en América Latina en la década del '70". *Cuadernos de Sociología* n°2.

#### Session 3: Visit to Plaza de Mayo square.

We will join the walk of the Madres de Plaza de Mayo around the pyramid. This event is considered an act of protest and an exercise of memory, which has been taking place for the last 34 years. The group Madres de Plaza de Mayo was formed in April 1977, as a way of protest for the forced disappearance of their sons and daughters during the last military dictatorship. At the beginning, it was a small group of mothers who joined together in order to demand an explanation about their children, who were arrested from official institutions. Later, more mothers joined this group, meeting at Plaza de Mayo. The security forces did not know how to decentralize them so they told them to "move along, move along." From this phrase, the mothers developed the strategy of walking around the pyramid, which would eventually give the walk its name: Madres de Plaza de Mayo's walk around. This act has proven useful for the Madres de Plaza de Mayo to acquire visibility both nationally and internationally.

#### Session 4: DSC 8 - Latin American theories of development revised.

Lecturer: Germán Pinazo

We will discuss the historical changes that have occurred since the '70s, and their implications on the discussion of development. The class will provide a special view to the changes in the international division of labor and its consequences over industrialization policies in the third world. Finally, we will examine the innovations of structuralist and dependency theories.

#### Required Reading:

- Pinazo, G. (2013). *La industrialización como proyecto político y sus críticas: un repaso por la historia del pensamiento crítico latinoamericano en torno a la problemática del desarrollo económico* (SIT Documento de Trabajo). Buenos Aires: SIT.
  - o Read *Punto 2*.

#### Session 5: Visit to Parque de la Memoria. 11<sup>st</sup> of September. 13:30 – 15:30 HS

This park, near the Rio de la Plata, was founded as a memorial site for the victims of state terrorism. It was constructed in 2007 as an initiative of human rights organizations with the intention of creating consciousness about atrocities committed by the state and to ensure that such violence never happens again. The park has a victim's information center, a room for cultural activities, and several sculptures and spaces remembering these victims of state terrorism.

#### Session 5: DSC 9 -The sustainable development debate.

21<sup>st</sup> of September. 10 – 12 HS

Lecturer: Germán Pinazo

In Session 5, the class will focus on a number of topics around the sustainable development debate, including: the crisis of fossil production/consumption pattern; the emergence of the “sustainable development” concept in the ‘90s; the institutions that support sustainable development; the limits of the concept; and the pros and cons of primary and cheap labor exportation in Latin America.

Required Readings:

- Edwards, A. R. (2010). *The sustainability revolution*. Canada: New Society Publishers.
  - o Read *Chapter 1: The birth of sustainability*.
- Cornwall, A., & Eade, D. (Eds.) (2010). *Deconstructing development discourse: buzzwords and fuzzwords*. United Kingdom: Oxfam.
  - o Read *Chapter 14: Sustainability* by I. Scoones.
- Lang, M., Lopez, C. & Santillana, A. (Comps.) (2013). *Alternativas al capitalismo-colonialismo del siglo XXI*. Quito: Fundación Rosa Luxemburg/Abya Yala.
  - o Read *Las ropas verdes del rey. La economía verde: una nueva fuente de acumulación primitiva* by C. Moreno.

#### Session 6: DSC 10 - Gender, development, and migration with a special focus on the Paraguayan migration trend to Argentina.

Lecturer: Nuria Pena

This class will revise Argentina's history of migration with a special focus on recent trends: Argentina's policy approach, migration from neighboring countries, and the feminization of migration trends. The session will focus on one of the major migration groups residing in Argentina: the Paraguayan collective and while doing so will focus on social care value chains sustained by migration. Finally, some exploratory findings will be presented in relation to the way the Paraguayan collectivity in Argentina organizes the care of the elderly in view of very weak public policies back home.

Required Readings:

- Halpern, G. (Comp.) (2011) *Migrantes. Perspectivas (críticas) en torno a los procesos migratorios del Paraguay*. Asunción: Ápe Paraguay.

- Read *Migrantes paraguayas y el servicio doméstico en Buenos Aires. Diferencias y desigualdades* by S. Bruno.
- Cerrutti, M. (2009). Diagnóstico de las poblaciones de inmigrantes en la Argentina. *Serie Documentos de la Dirección Nacional de Población N°2*. Buenos Aires: Ministerio del Interior.

### Session 7: DSC II - Human development and international cooperation for development.

Lecturers: Ariela Micha and Nuria Pena

This class analyzes concepts of human development as applied by international development agencies and international development cooperation strategies. We will look at the Human Development Index, including measurement issues, and theoretical and policy implications. There will be an examination of theories, issues, and policies of gender and development. Finally, we will also reflect on Paulo Freire's paradigm of "popular education" and its particular emergence and development in the Southern Cone.

Required Readings:

- Baker, B. (2011). *World development, an essential text*. Oxford: New Internationalist Publications.
  - Read *Chapter 1: What is development and how can it be measured?*, *Chapter 6: Aid & debt relief*, and *Chapter 14: Millennium development goals*.
- Sen, A. (1999). *Development as freedom*. New York: Random House.
  - Read *Chapter 4: Poverty as capability deprivation*.
- Cornwall, A., & Eade, D. (Eds.). (2010). *Deconstructing development discourse: Buzzwords and fuzzwords*. United Kingdom: Oxfam.
  - Read *Chapter 15: From the right to development to the rights based approach: How human rights entered development* by P. Uvin.

Recommended Reading:

- Pena, N., Pereyra, B. & Soria, V. (Comp.) (2013). *Desarrollo y Derechos de las Mujeres*. Buenos Aires: CICCUS.
  - Read *El impacto del feminismo en discursos y prácticas de derechos humanos y desarrollo* by N. Pena.

### Session 8: Visit to an alternative education system – Bachillerato Popular

We will visit the Bachillerato Popular "Simón Rodríguez", located at the neighborhood Las Tunas from the municipality of Tigre. This Bachillerato is run by a social movement called "Organización Popular Fogoneros", which has been working in the neighborhood for the past 10 years. Many of the students and members of this organization receive the Asignación Universal por Hijo and other state subsidies.

### **Module 3: Seminar in Paraguay**

We will visit a number of sites in Paraguay including:



- Visit to an indigenous community close to Asunción
- The Terror Archives. There will be a trip to this Documents and Archives Center for the Defense of Human Rights.
- Museum of Memory. The museum displays various torture instruments used during the General Alfredo Stroessner dictatorship (1954-1989).
- Visit to a Day Care Centre in the Bañados Urban Neighborhood. Bañados (Spanish for marshy wetlands) is a low income neighborhood located at the coast of the Paraguay River in Asunción. These neighborhoods were formed spontaneously through a gradual process of occupation as farmers were forced to leave the field due to the lack of land and the aggressive expansion of monoculture. Both North Bañado and South Bañado lack Municipality's recognition, which means that the State does not guarantee the resources and basic services in the area. There is neither a system of sewers, nor the streets are paved. In addition, running water and street lighting are very deficient. Even though the State has never conducted a census in the area, it is estimated that the number of people living in both neighborhoods amounts to 30,000.
- Visit to an organization currently fighting for the rights of domestic workers.

#### Required Readings:

- Fassi M. C. (2010). *Paraguay en su laberinto: qué cambió con Fernando Lugo*. Buenos Aires: Capital Intelectual
  - o Read Capítulos 1, 2, 3 y 4.
- UNDP. (2013). Paraguay: HDI values and rank changes in the 2013 Human Development Report. Explanatory note on 2013 HDR composite índices. In *Human Development Report 2013. The Rise of the South: Human Progress in a Diverse World*. Washington, DC: United Nations Development Programme.

## Evaluation and Grading Criteria

### Descriptions of Assignments:

**Final exam:** Based on course content throughout Module 1, Module 2, and Module 3. Students will be given a take home final exam at the end of the seminar.

**Participation:** Participation takes into consideration attendance, punctuality, attention in class, and active participation in all the seminar activities, including classes, trips, and debates, among others. It also refers to friendly and respectful behavior by the students. The level, frequency, and quality of participation will be monitored and taken into consideration when grading the student's overall performance.

### Assessment:

Final exam	90%
Participation	10%

### Grading Scale

94-100%	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
67-69%	D+
64-66%	D
below 64	F

The students will be graded considering the challenges and the special circumstances that studying abroad can imply. Work given an "A" shows "excellent" performance (not just "very good") in terms of structure and organization of assignments, analysis, argumentation and consistency, as well as providing empirical, factual, and statistical evidence.

## Expectations and Policies

- Show up prepared. Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.
- Have assignments completed on schedule, printed, and done accordingly to the specified requirements. This will help ensure that your assignments are returned in a timely manner.
- Ask questions in class. Engage the lecturer. You should keep in mind that the lecturers are often very busy professionals who are doing us an honor by coming to speak.
- Comply with academic integrity policies. No plagiarism or cheating, nothing unethical.
- Respect differences of opinion. This includes the opinions of classmates, lecturers, and local constituents that you interact with during visits. You are not expected to agree with everything

you hear, but you are expected to listen across difference and consider other perspectives with respect.

**Please refer to the SIT Study Abroad Student Handbook** for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment, and the academic appeals process.

**Disability Services:** Students with disabilities are encouraged to contact Disability Services at [disabilityservices@sit.edu](mailto:disabilityservices@sit.edu) for information and support in facilitating an accessible educational experience. Additional information regarding SIT Disability Services, including a link to the online request form, can be found on the Disability Services website at <http://studyabroad.sit.edu/disabilityservices>.