

Argentina & Uruguay: Development, Gender, & Migration in South America

LACB3000 (3 credits)

COURSE DESCRIPTION

This course provides a multidisciplinary perspective on debates, policies, and practices around the issues of migration, gender and development in South America. The course examines the main political and economic events that have taken place in South America since the beginning of the 21st century, and the development models currently in dispute.

The course will initiate with discussions around the emergence of different development models both conceptually and practically and how they have been evaluated, in terms of success and failure, in Latin American. The program will also analyze the political dynamics and the election of progressive governments at the turn of the century like those in Argentina, Brazil, Uruguay, and Bolivia. The course will differentiate the development models pursued by these governments and compare them to the neoliberal model proposed by the current government in Chile.

The course will also examine landmark decisions of this period in terms of advances in the gender and GLBT+ agenda in the region, but also in terms of protecting the rights of vulnerable migrant and ethnic communities. The role of religious institutions on these issues will also be explored. The course will culminate with an analysis of the recent changes in the region with the marked return of conservative social and political trends.

This course is divided into three modules. The first module will look at development in South America from an economic and decolonization perspective with case studies from across the region. The second module will look at development and migration exploring the United Nations Sustainable Development Goals. This module will also look at migration theory and explore South-to-South migration. The third module will introduce students to contemporary feminist theory and practice and its impact on development discourse in the region.

LEARNING OUTCOMES

Upon completion of the course, students will be able to:

- Compare and contrast the theoretical discussions around development concepts with the UN Sustainable Development Goals, with an emphasis on gender and migration.
- Analyze the development discourses in South America reflecting on alternative discourses to “development”.

- Differentiate the geopolitical, socio and economic contexts of the debates surrounding development at the turn of the 21st century in Latin America.
- Apply theoretical perspectives in the analysis of a particular programmatic theme, on a case study.

PREREQUISITES

Two semesters of college-level Spanish.

LANGUAGE OF INSTRUCTION

This course is taught in English and Spanish.

INSTRUCTIONAL METHODS

SIT's teaching and learning philosophy is grounded in the experiential learning theory developed by Kolb (1984; 2015) and informed by various scholars, such as Dewey, Piaget, Lewin, among others. Experiential learning theory recognizes that learning is an active process that is not confined to the formal curriculum; "knowledge is created through the transformation of experience" (Kolb, 2015, p. 49). Learning involves both content and process.

Learning is holistic and happens through various life experiences upon which students draw to generate new ways of knowing and being. Learning involves a community and is a lifelong endeavor. Learning is transformational. The suggested four step-cycle of a concrete experience, reflective observation, abstract conceptualization, and active experimentation embedded in the experiential learning model is not linear and might not always happen in that specific order, as any learning is highly context dependent.

These stages of taking part in a shared experience; reflecting on that experience by describing and interpreting it; challenging their own assumptions and beliefs to generate new knowledge; and ultimately applying new knowledge, awareness, skills, and attitudes in a variety of situations and contexts are important for students to engage in to become empowered lifelong learners.

ASSIGNMENTS AND EVALUATION

Assignment Descriptions and Grading Criteria

➤ Presentation & Lead Discussion (30%)

Each student will present during the course and lead the discussion after their presentation. The presentation and discussion must be based on one of the readings for the week, and students are expected to incorporate their own ideas based on the visits made during the week. Presentations and discussions will commence in the second week of the course. Further details for this assignment will be presented the first week of the course.

➤ Development Timeline/Reflection (30%)

Students will be assigned a development theory/concept and will find the key historical, political, and economic moment in the history of South America when it was applied. Jointly the class will create a timeline and context for their assigned development theory. Students will write a brief written essay with the main tenets of their assigned development model and do an oral presentation on it in the elaboration of this development/history timeline.

➤ Essay/Exam (30%)

At the end of the course students will be given an essay questions and a set of short answer questions. The goal of this essay/exam is to give students the opportunity to demonstrate knowledge of development issues applied in a specific case and to use analytical skills that have been developed during the course.

➤ Participation (10%)

This includes active involvement in lectures, readings, discussions, and excursions using the following criteria:

1. Attendance - promptness to class and positive presence in class.
2. Active Listening - paying attention in class and during field excursions, asking appropriate questions, showing interest and enthusiasm (this includes body language), entertaining contradictory perspectives, and taking notes.
3. Involvement in Class Discussions - either in small or large groups, sharing knowledge. This means challenging yourself to speak up if you usually do not and means allowing others to speak if you are a person who tends to dominate class discussions.
4. Group Accountability – positive participation in the group during field excursions and classes; not keeping others waiting.
5. Displaying Respect – culturally appropriate interaction with hosts, SIT program staff, SIT lecturers and communities.]

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|---------------------------------|------------|
| Presentation & Lead Discussion | 30% |
| Development Timeline/Reflection | 30% |
| Essay/Exam | 30% |
| Participation | <u>10%</u> |
| Total | 100% |

Attendance and Participation

Due to the nature of SIT Study Abroad programs, and the importance of student and instructor contributions in each class session, attendance at all classes and for all program excursions is required. Criteria for evaluation of student performance include attendance and participation in program activities. Students must fully participate in all program components and courses. Students may not voluntarily opt out of required program activities. Valid reasons for absence – such as illness – must be discussed with the academic director or other designated staff person. Absences impact academic performance, may impact grades, and could result in dismissal from the program.

Grading Scale

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| 94-100% | A |
| 90-93% | A- |
| 87-89% | B+ |
| 84-86% | B |
| 80-83% | B- |

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| 77-79% | C+ |
| 74-76% | C |
| 70-73% | C- |
| 67-69% | D+ |
| 64-66% | D |
| Below 64 | F |

PROGRAM EXPECTATIONS

- 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. These 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 (classmates', lecturers, local constituents engaged with on the 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.
- Storing Your Work: Keep several copies of your work as back up and keep one copy accessible to you through an online forum, such as an attachment in your email, the course learning management system, or cloud-based storage. This way your work will always be available to despite technical issues. Lost files, deleted drives, or computer crashes are not excuses for late, missing work.
- Personal Technology Use: Cell phones and other personal electronics can be used for taking notes and other class activities. Off-task usage is not acceptable. You may be marked as absent for habitually using them for something other than classroom activities.
- Course Communication: Course documents and assignments will be posted on the learning management system, Moodle. Although the course calendar provides a broad overview and the general sequence of work and assignments for the course, what we accomplish in class will vary, and revisions to the calendar will be posted at the course site. You will need to check the course site regularly. You are responsible for letting me know about any network-related problems that prevent you from accessing or submitting assignments.
- Content Considerations: Some texts and activities you will encounter in this course delve into sensitive topics that may be emotionally and intellectually challenging. Our classroom is a space where we can engage with challenging ideas, question assumptions, and navigate difficult topics with respect and maturity. As possible, I will flag content and activities that are especially graphic or intense, so we are prepared to address them soberly and sensitively. If you are struggling to keep up with the work or participate in the course because of the nature of the content and activities, you should speak with me and/or seek help from counseling services.
- Classroom recording policy: To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance

written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

SIT POLICIES AND RESOURCES

Please refer to the [SIT Study Abroad Handbook](#) and the [Policies](#) section of the SIT website for all academic and student affairs policies. Students are accountable for complying with all published policies. Of particular relevance to this course are the policies regarding: academic integrity, Family Educational Rights and Privacy Act (FERPA), research and ethics in field study and internships, late assignments, academic status, academic appeals, diversity and disability, sexual harassment and misconduct, and the student code of conduct.

Please refer to the SIT Study Abroad Handbook and SIT website for information on important resources and services provided through our central administration in Vermont, such as [Library resources and research support](#), [Disability Services](#), [Counseling Services](#), [Title IX information](#), and [Equity, Diversity, and Inclusion](#) resources.

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 1| WEEK 1: THEORIES AROUND DEVELOPMENT

This module will introduce the concept of Development since its emergence after the Second World War; how its meaning evolved until today in different parts of the world and the specific discussions that have taken place in Southern Cone countries. More specifically, we will look at development models in Argentina, Bolivia, Brazil, Chile and Uruguay at the beginning of the 21st century.

Excursions:

- Mar Chiquita: visit to Amartya, an NGO working in a sustainable Project in Buenos Aires' Pampa, to contrast it with the widespread southamerican development model based on soy cultivation.
- Buenos Aires: meet with representatives of Madres/Abuelas de Plaza de Mayo; with representatives of the 'Colectiva Lohana Berkins', to learn about their struggle for the rights of the Trans-Travesti community. Introduce to buenos aires through the struggle of women's collectives in the conurban region of the city.
- Buenos Aires: discussion with political representatives of Bolivia living in Argentina about the *Buen Vivir* paradigm.

Readings:

- [Assembly, U. G. \(2013\). A life of dignity for all: accelerating progress towards the millennium development goals and advancing the United Nations development agenda beyond 2015. A Report of the Secretary-General. New York, NY: United Nations.](#)
- [Merino, R. \(2016\). An alternative to 'alternative development'? : Buen vivir and human development in Andean countries. Oxford Development Studies, 44\(3\), 271-286.](#)
- [Razavi, S., & Miller, C. \(1995\). From WID to GAD: Conceptual shifts in the women and development discourse \(Vol. 1, No. 3\). Geneva: United Nations Research Institute for Social Development.](#)
- [Todaro, M. P., & Smith, S. C. \(2012\). Economic development 11th Edition. Boston: Pearson. Read Chapter 3: Classic Theories of Growth and Development \(109-189\)](#)

MODULE 2 | WEEK 2: DEVELOPMENT AND MIGRATION

Using as main anchor the "transnationalism" empirical and theoretical framework, this course will help you build abilities to analyze different phenomena in the region that cannot be looked at within the framework of isolated national states only.

The course will also look at regional processes from below that connect migrant groups and Human Rights Agenda on various levels such as migration' new laws, environmental struggles and afro descendants' rights, to name a few examples.

Excursions:

- Buenos Aires: Participate in a migrant culinary group project formed by a diverse community of women from Paraguay, Peru, Haiti, and Senegal.
- Buenos Aires (outskirts): Spend the weekend with a Paraguayan migrant family.

Readings:

- Cerrutti, M (2018). Migrantes y migraciones: nuevas tendencias y dinámicas. In La Argentina en el siglo XXI: Cómo somos, vivimos y convivimos en una sociedad desigual: Encuesta Nacional sobre la Estructura Social
- Khagram, S. & Levitt, P. (2005). Towards A Field of Transnational Studies and a Sociological Transnationalism Research Program. In the Transnational Studies Reader: Intersections and Innovations. London: Routledge Press.
- [IOM \(International Organization for Migration\). \(2018\). Global Migration Indicators 2018.](#)

MODULE OR WEEK 3: DEVELOPMENT AND GENDER

This section will introduce the discussion around Women and Development as opposed to Gender and Development. Also, will look at its intersectionality with migration, race, classes and other social and political identities.

In addition, we will watch the power of organized women to fight poverty in their communities and the potential of social movements to combat inequalities. Meanwhile, take a look at local policies implemented over the past years in the region.

In the last decade, Uruguay has enacted advanced laws on gender identity, cannabis consumption and abortion. We will review discussions that have led to the formulation of these laws and analyze some of their impacts so far.

Excursions

- Montevideo: meeting with activists and different political parties' representatives behind that fought for abortion rights in Uruguay.
- Montevideo: visit to a women's afrodescendents cooperative
- Montevideo: visit Ovejas Negras, a social organization that defends sexual diversity and promotes the rights of LGBTI people.

Readings

- Calisto, E., Gómez, V. y Rossal, M. (2017). Progresismos del siglo XXI. Apuntes sobre algunas leyes uruguayas recientes. (English version coming soon)
- Lugones, M. (2016). The coloniality of gender. In The Palgrave handbook of gender and development (pp. 13-33). Palgrave Macmillan, London.