

**Latin American University of Science and Technology**  
**School of International Relations**

<b>Course name</b>	<b>Poverty, Economics, and Development in Latin America</b>
<b>Course code</b>	08-1009
<b>Credits</b>	2.5 US Credits / 5 ECTS
<b>Modality</b>	Virtual with online sessions
<b>Nature</b>	Theoretical-practical
<b>Duration</b>	12 lessons spanning 6 Weeks (2 lessons per week, 3 hours per lesson) and one final Master Lecture on Week 7
<b>Schedule</b>	TBA
<b>Professor</b>	TBA

## **COURSE DESCRIPTION**

---

Latin America is the region with the highest levels of income inequality and where inequality has been most persistent over the decades. This course will focus, among other topics, on the most recent historical background and developmental trends of the Latin American states, discussing the wave of liberal economic reforms, the subsequent resurgence of the left and the role of the State and the markets in the region's development efforts.

In addition, an overview of different policies regarding education, health, environment and sustainable development will help students understand different development realities within these countries. Thus, this course helps students contribute to the region's development by critically analyzing the key economic, social and political issues associated with the patterns of development in Latin American states.

In order to achieve this, under the guidance of the professor, and through different discussions and activities during class and the final essay, students strengthen their knowledge regarding the topics of economic and social development. Similarly, through round table discussions on current issues in Latin American countries, students develop critical thinking skills that allows them to foster an informed opinion on the challenges facing the region.

## COMPETENCIES

Traditional education is based on content, but ULACIT uses a curriculum model based on competences, which means that students will develop the ability to think and react as experts in their discipline, and not only to understand its conceptual or theoretical framework. The table specifies the disciplinary and general competences as well as the performance criteria that will be developed.

Units of competency	Elements of competency	Performance Criteria (degree and context to which the competency is applied)
<b>Competency:</b>	Students will be able to:	Students demonstrate competency through learning activities like:
<b>Contribute to the social and economic development of the region, by analyzing and understanding the issue of poverty in Latin America, and doing research to propose better decisions, in order to reach the desired development.</b>	Analyze the main characteristics of Latin America's sustainable human development, stressing the dramatic problem of poverty.	Debating with their peers and professor, about the evolution and causes of poverty and under-development in Latin America, in class discussions. Stating creatively the results of the case study in detail, in an oral presentation, which include a broad debate with their peers and professor.
	Promote the search for creative solutions, well founded and sustainable for overcoming poverty in Latin America, so it may be able to reach sustainable human development.	Creatively exploring new ways of fighting poverty in Latin America, through round table discussions with their peers and professor. Using a coherent and well supported final essay to reflect on new ways to face poverty in the region, and comparing it to the opinion of peers and the professor.
<b>Show competencies for life, learning, and personal y labor effectiveness.</b>	Think creatively	Employing creativity to analyze the most relevant cases of poverty and overcoming in the region, through oral and written proposals.
	Communicate	Communicating visually, orally, nonverbally, and in writing with peers, the professor, and the general public, in a variety of ways and contexts.
	Collaborate	Collaborating and interacting with effectiveness and respect, during class and round table discussions, as well as in the general collaborative activities.
	Reason	Employing reasoning when synthesizing information and analyzing arguments regarding the evolution and development perspectives of Latin America.

	Utilize communication and information technologies.	Utilizing communication and information technologies to investigate, organize, evaluate, and communicate information related to the final essay.
	Utilize scientific methods and tools.	Using scientific methods, approaches, and concepts, particularly research techniques in empirical analysis cases.
	Perform with personal effectiveness.	During their performance and interaction with others, in the course learning activities, showing initiative, responsibility, ethics, leadership, and productivity, as well as self-management skills and openness to change.

## PLAN OF THE LEARNING EXPERIENCE

Weeks and Lessons	Topics
<b>Week 1</b> <b>Lesson 1:</b> Development in Latin America	<ul style="list-style-type: none"> <li>• Characteristics of development</li> <li>• Quality of life indicators</li> <li>• Growth and development</li> <li>• Growth indicators</li> </ul>
<b>Week 1</b> <b>Lesson 2:</b> Historical Legacies	<ul style="list-style-type: none"> <li>• Comparative growth patterns</li> <li>• Extraction economics</li> <li>• Social and labor relations</li> <li>• Political change without economic transformation</li> </ul>
<b>Week 2:</b> <b>Lesson 1:</b> Industrialization as a substitute for imports	<ul style="list-style-type: none"> <li>• Dependency theory</li> <li>• Structuralism</li> <li>• Protectionism</li> </ul>
<b>Week 2:</b> <b>Lesson 2:</b> The Latin American debt crisis	<ul style="list-style-type: none"> <li>• Unsustainable domestic policies</li> <li>• Debt and development patterns</li> <li>• The focus of the IMF</li> </ul>
<b>Week 3:</b> <b>Lesson 1:</b> Macroeconomic stabilization	<ul style="list-style-type: none"> <li>• Inflation theories</li> <li>• Monetary theories</li> <li>• Structuralism theories</li> <li>• Expectations of inflation</li> </ul>
<b>Week 3:</b> <b>Lesson 2:</b> The role of the State	<ul style="list-style-type: none"> <li>• New role of the State in Latin America</li> <li>• The fight against corruption</li> <li>• Promoting transparency</li> <li>• Theoretical approaches to the activity of the State</li> </ul>
<b>Week 4:</b> <b>Lesson 1:</b> Financing for development	<ul style="list-style-type: none"> <li>• Capital flow behavior</li> <li>• Market Characteristics</li> <li>• Long term investment</li> </ul>

	<ul style="list-style-type: none"> <li>• International capital flow</li> </ul>
<p><b>Week 4:</b> <b>Lesson 2:</b> Contemporary commercial policy</p>	<ul style="list-style-type: none"> <li>• Theoretical benefits of free trade</li> <li>• Liberalization in Latin America</li> <li>• Exports and imports</li> <li>• Composition of goods</li> </ul>
<p><b>Week 5:</b> <b>Lesson 1:</b> Policies for sustainable growth</p>	<ul style="list-style-type: none"> <li>• Investment in human capital</li> <li>• Labor policies</li> <li>• Growth of the informal sector</li> <li>• Productivity and technology</li> </ul>
<p><b>Week 5:</b> <b>Lesson 2:</b> Educational policies</p>	<ul style="list-style-type: none"> <li>• Deficit and achievements in education</li> <li>• Education inequality</li> <li>• Benefits of educational reform</li> </ul>
<p><b>Week 6:</b> <b>Lesson 1</b> Poverty and inequality</p>	<ul style="list-style-type: none"> <li>• Measuring poverty</li> <li>• Poverty and human development</li> <li>• Poverty vs inequality</li> </ul>
<p><b>Week 6:</b> <b>Lesson 2:</b> Development trends: challenges and opportunities</p>	<ul style="list-style-type: none"> <li>• Reduction of the middle class and increase in poverty</li> <li>• Transition to a green economy</li> <li>• Transformation of geopolitical interests</li> <li>• Technological change and labor market trends</li> </ul>

## BIBLIOGRAPHY

### Required texts:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6ta. Ed.). Washington, D. C.: APA.

Armendáriz, B. y Larraín, F. (2017). *The Economics of Contemporary Latin America* (MIT Press). USA: The MIT Press.

Franko, P. (2003). *The puzzle of Latin America economic development*. Lanham: Rowman & Littlefield Publishers.

Kingstone Peter. (2011). *The political economy of Latin America: reflections on neoliberalism and development*. New York, U.S.: Routledge

### Supplementary readings:

Carballo, A. (2010). Poverty and corruption in Latin America: Challenges for a sustainable development strategy. OPERA - Observatorio De Políticas, Ejecución y Resultados de la Administración Pública, (10), 41-65.

Cruces, G. & Gasparini, L. (2013). Poverty and Inequality in Latin America: a story of two decades. *Journal of International Affairs* 66 (2), pp. 51-63.

Datta, A. (2019). Rural Development. *Handbook of Social Policy and Development*. Edgar Elgar, MA, USA. P. 169-187.

- Inter-American Development Bank. (2018). The Future of Work in Latin America: series. Available at: <https://www.iadb.org/en/labor-and-pensions/future-work-latin-america-and-caribbean>
- Mishra P K. (2017). Green Economy: A Panacea for Sustainable Development and Poverty Reduction. *Journal of International Economics*. ISSN 0976-0792 Volume 8, No.1, January-June 2017, pp.19-28
- Page, L. & Pande, R. (2018). Ending global poverty: why money is not enough. *The Journal of Economic Perspectives* 32 (4), pp. 173-200.
- Philbeck, T. & Davis, N. (2019). The Fourth Industrial Revolution. *Journal of International Affairs*, 72 (1), pp. 17-22.
- Pribble, J., Huber, E. & Stephens, J. (2009). Politics, Policies and Poverty in Latin America. *Comparative Politics* 41(4), pp. 387-407.
- Rojas-Suarez, L. (2009). Growing pains in Latin America: An economic Growth Framework as Applied to Brazil, Costa Rica, Mexico, and Peru. Washington, U.S.: Center for Global Development
- Rowntree, L.; Lewis, M.; Price, M. & Wyckoff, W. (2009). Diversity Amid Globalization: World Region, Environment, Development. (4 Ed.). New Jersey, USA: Prentice Hall.
- Ruckert, A. (2009). A decade of poverty reduction strategies in Latin America: Empowering or disciplining the poor? *Labour, Capital & Society*, 42(1/2), 56-81. Obtained from Academic Search Premier database.
- Schaffner, J. (2014). *Development Economics. Theory, Empirical Research, and Policy Analysis*. New Jersey; U.S.: John Wiley & Sons, Inc.
- The Outlook for Agriculture and Rural Development in the Americas: a perspective on Latin America and the Caribbean 2017-2018. (2017). ECLAC, FAO, IICA: San José, Costa Rica.
- Todaro, M. & Smith, S. (2011). *Economic Development*. (11 Edic). The Pearson Series in Economics.
- Verner, D. (Edic.). (2010). *Reducing Poverty, Protecting Livelihoods, and Building Assets in a Changing Climate: Social Implications of Climate Change for Latin America and the Caribbean*. Washington, D.C., U.S.: World Bank.
- ECLAC Repository:
- Abramo, L., Cecchini, S. & Morales, B. (2019) Social programmes, poverty eradication al labour inclusion: lessons from Latin America and the Caribbean. CEPAL.
- Bustillo, I. y Velloso, H. (2013) Debt financing rollercoaster: Latin American and the Caribbean to international bond markets since the debt crisis, 1982-2012. CEPAL.
- ECLAC. (2016). The social inequality matrix in Latin America.
- ECLAC. (2018). Social Panorama of Latin America.
- ECLAC. (2019). Economic Survey of Latin America and the Caribbean.
- Martínez, R. (2019). Institutional frameworks for social policy in Latin America and the Caribbean. CEPAL.

## **THE LEARNING ENVIRONMENT**

---

### **Teaching methodology**

To make the course compatible with the needs, interests and learning styles of all students, we use the inverted classroom teaching methodology, or "flipped classroom". The assignments that require less cognitive effort (those of remembering and understanding) are undertaken by students outside the classroom, and those that require more cognitive effort, such as application, analysis, synthesis and evaluation, are conducted within the classroom.

The course provides materials, such as readings, videos, narrated presentations and others, via the online learning management system used by ULACIT (Blackboard). Students should prepare their participation in the classroom, studying the theory at home. The face-to-face sessions are reserved for practice, reflection and discussion. They revolve around questions, controversies and real-life issues. With this active, reflective and participatory methodology, students are expected to develop the general competencies that this course proposes. In addition, they are expected to develop a deep understanding of the subject, participating in the shared construction of knowledge with other students, teachers and other members of society.

### **Educational resources**

The course has the following educational resources to continuously support the teaching-learning process:

- Classrooms equipped with computers, projection equipment and Internet access.
- Blackboard online education platform (Bb).
- Repository of documents.
- Recording and sound amplification equipment.
- EBSCO virtual library, from which you can access articles in full text.
- Clickers, wireless personal response systems.
- Computer laboratories with Internet access and computer applications for research.

## **EVALUATION METHODOLOGY**

---

The qualification of the course is distributed in the following evaluative activities:

Activity	Percentage
<i>Class Participation</i>	20%
<i>Round tables on current issues (3)</i>	30%
<i>Virtual forums (4)</i>	20%
<i>Final Essay</i>	30%
<b>Total</b>	<b>100%</b>

## Class Participation – 20%

Participation means that students must actively engage in all of the class activities and class discussions. **Just being present in the lesson is not considered participation. The student actively participated, significantly enhancing the learning experience for other classmates. The student read the assigned reading and actively listened to his/her peers and commented on relevant class discussions and their peers' opinions.** Attendance is mandatory. Failing to attend the class more than 3 times will automatically fail you. You must always let the professor know in advance if you are not going to make it to class; however, excusing yourself will not eliminate the attendance requirement. The only justified absences are justified health issues, mandated by a doctor with due evidence or a publicly known force majeure event, and evidence of how it affected a student's attendance. Leaving the class early is not as attendance. For virtual lessons it is mandatory for students to log in individually, they cannot share a computer with other students, and will need to have the camera on at all times.

## Virtual forums: 20%

It is necessary that students do the readings assigned and demonstrate they understand the topics and concepts through class and online participation in virtual forums. Therefore, each student will participate individually in 4 virtual forums of 5% each.

### **Rubric for the evaluation of virtual forums**

Criteria	1	2	3	4	5
Demonstration of an understanding of the topic of discussion through critical thinking, higher-order thinking, and uniqueness of contribution.					
Community building through collaboration and connection with other students by making at least 2 replies.					
Proper netiquette and mechanics of writing in English.					
Timeliness and participation with posts/replies.					
TOTAL					

Note: 1. Poor, 2. Sufficient, 3. Satisfactory, 4. Good, 5. Excellent.

## Roundtables on current issues: 30%

In order to develop an informed opinion on current issues in Latin America, we will hold three roundtable sessions, where students' preparation and participation is of outmost importance. The topic and date of the round table will be notified one week in advance, for the students to organize accordingly. After each roundtable session, students will prepare a one-page (600-800 words) report on the topic at hand. The preparation, the participation and the submission of the report will be evaluated according to the following rubric:

### **Rubric for the evaluation of roundtable on current issues**

Criteria	Always participate	Sometime participate	Rarely participate
Preparation	Always takes a voluntary thoughtful active role in their own learning. Consistently reads the class material, and has reflected and contextualized the	Student sometimes takes an active role in learning. Has usually read the material.	Student rarely takes an active role in their own learning.

# COURSE SYLLABUS

	information.		
Knowledge of Current Events	Student can name and discuss in-detail at least four (4) current political events (state, national, international).	Student can name and discuss in-detail at least two (2) current political events (state, national, international).	Student can name at least one (1) current political event (state, national, international).
Open to Personal Risk	Challenges themselves daily. Demonstrate a genuine desire to learn and share ideas with teacher and classmates. Initiates discussions.	Shares ideas and asks appropriate questions.	Student does not participate and rarely if ever shares ideas or asks questions.
Respect for others	Listens respectfully to classmates and instructor and responds to comments in reflective and respectful fashion.	Listens to classmates and respects opinions of others.	Displays poor listening skills. Consistently talks or engages in other activities while others are speaking. General disrespect for classroom decorum
Attendance	Arrives to class on time, returns from break on time, stays in classroom during lecture/discussion, no cellphone or laptop use during discussions/videos, present for entire 3-hour class session	Missing an hour or less attendance (either beginning or ending of class session), stays in classroom during lecture/discussion, no cellphone or laptop use during discussions/videos	Missing more than an hour attendance but less than 3-hours (either beginning or ending of class session), frequent cellphone or laptop use during discussions/videos
Report	Completed	Incomplete	No submission

## **Essay: 30%**

At the end of the course, in order to evaluate the assessment and propositional competency, regarding the issue of development and inequality in Latin America, and as a springboard for their future, each student must write a final essay where he/she integrates everything learned throughout the course. This essay will be of 2500 words, written in 12 point Arial font, with 1.5-line spacing. This essay must be submitted on week 13.

When developing the essay, students must exhibit a broad and thorough mastery of the diverse content of the course, as well as the results of the in-depth case analysis. The essay must demonstrate not only a solid internal coherence, but also a clear argumentation and support,



proposing future actions for the region, with the aim of overcoming inequality and achieving a sustainable human development.

### Rubric for the evaluation of the Essay

Criteria	1	2	3	4	5
1	The introductory paragraph has an appropriate element to draw the attention of the audience.				
2	The essay is written clearly, in order, and logically structured in English.				
3	The essay directly answersthe questions and is logically reasoned and supported in historical, theoretical, and current terms.				
4	All the evidence and examples are specific, relevant, and explanations show how each element supports the argument.				
5	The secondary arguments and ideas are presented in a logical sequence, which makes the ideas of the author interesting and easy to follow.				
6	A good variety of transitions was used. These clearly show how the ideas are linked.				
7	The conclusion is strong and leaves the reader with a very clear idea of the position of the author. The conclusion starts with an effective paraphrase of the main idea.				
8	The essay shows a solid and broad mastery of the different cases discussed throughout the course.				
9	The essay offers a well-supported, critical approach to the Latin American reality.				
10	All the sources used for the quotes, the statistics and the facts are believable and are cited correctly.				
11	Demonstrates a clear understanding of the potential reader and uses appropriate vocabulary and arguments. Anticipates the reader's questions and offers detailed answers, adequate for the audience.				
12	All sentences are well structured and there is good sentence variety.				
13	The document is written according to the correct structure in English.				
14	The document is properly written, according to the APA manual's guidelines.				
TOTAL. Calculated based on 70 total points. Any work with a grade of only 1 point under any criteria will not be accepted as a passing grade.					

Note: 1. Poor, 2. Sufficient, 3. Satisfactory, 4. Good, 5. Excellent.

## **COLLABORATIVE PROJECT CONTRACT**

The collaborative project is a way of articulating the work activities of a human group around a set of goals, objectives and results to be achieved. This implies an active interdependence between the members of a group that share and assume a work mission.

As a learning methodology for ULACIT students, collaborative projects value interaction, collaboration and solidarity among members, as well as negotiation skills to reach agreements and face potential conflicts.

Among the characteristics of a collaborative project is the smooth communication channels, based on relationships of trust and mutual support. It focuses on the goals set in a climate of trust and reciprocal support among its members, where the movements are synergistic.

Therefore, the ultimate goal of a collaborative project is to obtain results with greater impact, where the whole is greater than the contribution of each member. In this way, as part of the process of creativity and innovation in education, for each collaborative project students must create, negotiate and draw up a work contract among the members of the group.

No evaluable collaborative project can be started until all the members of the group have signed the work contract. On the BLACKBOARD platform students can find a guide to formulate their own contract.

## **INSTITUTIONAL POLICIES**

### **Academic Honesty Policy**

ULACIT aims for the highest and most rigorous standards of academic life. In this course you are expected to avoid dishonest conducts such as fraud or plagiarism. Fraud constitutes making up data, forge bibliography, use projects done by another person, and obtain unauthorized help to do your course work. Plagiarism includes copying textually from another source into your document; it includes phrases, sentences, paragraphs obtained on the Internet, book or any other sources without the appropriate reference. Paraphrasing without references is also considered plagiarism. Whether the fraud or plagiarism is performed voluntarily or involuntarily, in an individual or group work, it will cause you to fail the course immediately. In case the student is found guilty of fraud or plagiarism on a second course, the student will be expelled from the institution.

### **English integration Level**

ULACIT is a bilingual university. Therefore, the degrees that include English-taught courses use Spanish and English language resources, depending on the location of the course in the curriculum. In the courses marked with the word "English" on the academic offering, students can submit their projects and other assignments in English. The courses in bilingual careers are completely taught in English. In the bachelor and postgraduate degrees, reading English literature is compulsory, although the courses may incorporate additional readings in Spanish.

### **Creating a culture of respect**

In ULACIT, we set high expectations for conduct of members of the university community. Therefore, we emphasize the value of mutual respect and expect everyone to treat others as they want to be treated. We define respect as the consideration and appreciation we can show others without exceptions, so do not tolerate disruptive actions such as:

- Tardiness to class or early leave.
- Constantly disrupting the class, rising from their seat.
- Eating and drinking in the classroom.
- Attending phone calls during the class period.
- Packing your belongings before the teacher has completed the lesson.
- Falling asleep in the classroom.
- Reading newspapers.
- Using mobile devices for purposes other than those of the class, promoting distractions.
- Coming unprepared to class.
- Making negative or taunting comments about their classmates and/or the teacher.
- Talking out of turn.
- Showing unwillingness to listen to others.
- Using vulgar language on campus.

We ask teachers to take corrective measures to ensure a respectful coexistence environment conducive to learning and habits of respect, fundamental to the comprehensive and professional training of students. At the beginning of each period, students should consult with their faculty for specific regulations and sanctions that could be implemented.

### **Attention to diversity**

The curricular approach at ULACIT focuses on the development of competences through the completion of projects, allowing students to fulfill the academic requirements based on their own learning styles, abilities, and individual interests. The primary responsibility of learning is placed on the student; the instructor is responsible for setting course expectations from start, offering the required support to satisfy them, and awarding a level of flexibility that allows each student to choose how he or she will fulfill the course goals and work at his own pace in the completion of the projects assigned. Furthermore, the instructor will provide the required learning materials, along with continuous feedback using the rubrics designed for each project. The feedback is of a qualitative as well as quantitative nature. The use of technological tools and collaborative work allows the professor to tailor the educational process to the abilities of each student. If you have any additional special educational needs, please contact [diversidad@ulacit.ac.cr](mailto:diversidad@ulacit.ac.cr)

### **Claims**

ULACIT safeguards your rights as a student and guarantees due process in cases of claims regarding grades, for which it must follow the process established by the Regulation of Student System, available on the website of ULACIT, Vice President of Student Services, Student Regulations, chapter 16.

Check that the qualifications posted in your academic record are the correct ones. To do this, you will receive in your mail account [@ulacit.ed.cr](mailto:@ulacit.ed.cr) the report card from the previous period in

# COURSE SYLLABUS



Week 1. If the grade is not the correct one, contact the course instructor, who within 3 business days must justify your grading. If no response is given by the teacher, or the justification does not satisfy you, address the complaint to the Dean along with the response of the teacher. The issue should be resolved within 3 business days and exhaust administrative regulations.

Claims regarding qualifications can only be reviewed during the next academic period, so it is very important to assume responsibility of the strict control of your own qualifications.

## **Intellectual Property**

This Syllabus is the intellectual property of ULACIT any license of use or rights are strictly limited to the development of the course imparted by ULACIT professors under ULACIT's express and written consent, it's use outside of these conditions is prohibited.