

Social Policies in Latin America



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 INSTITUTO DE CIÊNCIAS SOCIAIS
 DEPARTAMENTO DE SOCIOLOGIA
 PROGRAMA DE PÓS-GRADUAÇÃO

2020/1

Modalidade de ensino remoto

PLANO DE CURSO

Nome da Disciplina: **Políticas Sociais na América Latina**

Código:

Professor(a): Marcelo Medeiros

Horário: segunda-feira, 18:00 - 20:00

Lista de distribuição de informações (obrigatória): mmde+subscribe@googlegroups.com , ver instruções abaixo

E-grupo da disciplina <https://groups.google.com/forum/#!forum/mmde>

PROPOSTA DA DISCIPLINA

O curso analisa como políticas de saúde, educação e o funcionamento do mercado de trabalho impactam a vulnerabilidade e a desigualdade na América Latina. A partir de estudos comparativos o curso examina esses aspectos do bem-estar sob a ótica das implicações para as políticas públicas. Em saúde, serão examinadas disparidades gerais no acesso e de resultados, tanto em relação a problemas existentes como emergentes, tais como a capacidade de resposta a epidemias. Em educação, frequência, desempenho e como isso se relaciona a um mundo em mudança. Em trabalho, padrões de emprego e desigualdades salariais de gênero e raça.

OBJETIVO GERAL

Fornecer um panorama geral das dos sistemas de provisão de serviços de saúde, educação e das características gerais do mercado de trabalho na América Latina

OBJETIVOS ESPECÍFICOS

Analisar as disparidades gerais no acesso e de resultados em saúde, incluindo a capacidade de resposta a epidemias. Examinar os padrões de frequência e desempenho em educação, suas causas e potenciais consequências. Examinar ainda padrões de emprego e desigualdades salariais de gênero e raça nos países latinoamericanos.

METODOLOGIA DE ENSINO

Aulas virtuais

PROCEDIMENTOS DE AVALIAÇÃO DA APRENDIZAGEM

Trabalhos parciais e Ensaio final, favor ver abaixo

CONTEÚDO PROGRAMÁTICO E/OU CRONOGRAMA DAS AULAS, COM REFERÊNCIAS BIBLIOGRÁFICAS OBRIGATÓRIAS

Favor ver abaixo

As aulas serão em português. O curso foi originalmente desenhado para ser ministrado em inglês, como parte da iniciativa de internacionalização da UnB. Diante das restrições impostas pela epidemia, decidiu-se manter o desenho do curso, porém com aulas ministradas em português. Trabalhos finais podem ser entregues em português, espanhol e inglês.

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Syllabus

Universidade de Brasília | 2020

Monday, 6:00 pm - 8:00 pm

Informação geral

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Faça sua inscrição na lista de distribuição (e-grupo): mmde+subscribe@googlegroups.com . Veja instruções adiante

A lista pode ser acessada em <https://groups.google.com/forum/#!forum/mmde>

Instrutor

Marcelo Medeiros

Tutora

Gabrielle Andrade

Ajustes

Por favor entre em contato caso necessite de qualquer ajuste especial em decorrência de deficiência ou dificuldade. Terei prazer em ajudar.

Atendimento

Favor agendar por e-mail.

E-group

The course has an e-group. Most communication, including file deliveries for assignments, will use this e-group. Participation is anonymous, but required. To sign up for the group send an email to mmde+subscribe@googlegroups.com. You will receive a message asking for confirmation. The group will be deleted when the course ends. You can sign up with more than one email account. Additionally, the page can be accessed at <https://groups.google.com/forum/#!forum/mmde>

Please...

Please organize your time to keep up with the readings. Some texts may require more time to read than the regular reading load of the course.

Please note that I cannot accept assignments past the due date.

Please note that there is an attendance minimum of 75% of the classes (you can miss 24% of them).

Please be ready to connect to class five minutes before it begins.

Course Description

This course explores how health, education and work impact vulnerability and inequality in Latin America. Drawing from comparative studies, the seminar assesses these structural aspects of well-being and social development with an eye towards policy implications. On health we will examine overall disparities in care access and outcomes, persistent but neglected issues such as mental health and violence and emerging issues such as the preparedness for global epidemics. On education, enrollment, performance and how it relates to a changing world. On work, we will discuss employment patterns and wage inequality across race, ethnicity, and gender.

Assignments and Grading

- Trabalhos parciais, controles de leitura (35%).
- Class participation (20%). Students are expected to read the texts before class, attend classes regularly and actively contribute to discussion. When you engage in a discussion, please keep in mind that all students must have the chance to participate.
- Final individual paper (45%). What: questions about the contents of the course, further instructions will be given during the course; Where: exam will be posted on Google Groups (or sent by e-mail; When: to be defined once the university issues the final calendar. Size: between 5 to 10 pages, references included (detailed instructions will be provided).
- Late submissions will not be accepted.

In the exam papers you are expected to

- A. Cover the entire literature already read in the course.
- B. Whenever possible, relate the different texts, finding intersection points, antagonism or convergence among them.
- C. Be objective and as clear as possible.
- D. Cite or make a reference whenever you mention an idea that comes from a text and is not common sense (in doubt, cite).
- E. Produce original material. You may consult and collaborate with colleagues, but the paper must be original, never used before (eg. in another course or in this course) and have you as the sole author.
- F. Grading is absolute (meaning it does not consider the individual performance of other students). Exams are first graded as percentage (0-100%) and then converted in to grading letters (from II to SS)

Schedule of course meetings

The readings for each class are below. There is a fairly large supplementary literature in this field, particularly in the broader area of development studies; if you need additional literature, please contact me so we can find research that fits your specific needs. Some of the papers have detailed methodology sections. In this course these sections can be skipped, as our main interest is on the results of these studies.

Aug 17: Taxation and spending: Latin America

A complete distribution system has two sides. One is the distribution of resources - social policies - while the other is the collection of resources - taxation. To have a complete view of the role the State has on inequality, both must be examined. In this section we focus on how taxation and spending are unequally distributed in Brazil, comparing it to the US.

- Lustig, N., Gray-Molina, G., Higgins, S., Jaramillo, M., Jimenez, W., Paz, V., ... Yanez, E. (2012). The Impact of Taxes and Social Spending on Inequality and Poverty in Argentina, Bolivia, Brazil, Mexico and Peru: A Synthesis of Results (SSRN Scholarly Paper No. ID 2135600). Rochester, NY: Social Science Research Network. Retrieved from <http://papers.ssrn.com/abstract=2135600>
- Goñi, E., Humberto López, J., & Servén, L. (2011). Fiscal Redistribution and Income Inequality in Latin America. *World Development*, 39(9), 1558-1569.

Aug 24: Covid-19 in Latin America

This session is about a current problem, Covid-19. It will require some additional work, prepare in advance. For a starter, we want to better understand what is happening in Latin America. Yet, our main goal is to withdraw lessons for the future. We (you and I) will discuss answers to the question "What can be done to minimize the impact of a new epidemic?". First, we want to better understand how epidemics arise. Then we move to discuss what is specific of Latin America in terms of minimizing epidemics and its causes.

First, watch the presentation

- How Epidemics Arise, by D. E. Ganem (Ganem D E How Epidemics Arise movie 99Lect4_300.mp4)

and

- read its transcript (in pdf).

We are not interested in the virology details of this presentation, but it is important to understand how biological and social determinants an epidemic interact.

Second, read

- COVID-19 in Latin America and the Caribbean: Regional socio-economic implications and policy priorities. (n.d.). OECD. Retrieved from <https://www.oecd.org/coronavirus/policy-responses/covid-19-in-latin-america-and-the-caribbean-regional-socio-economic-implications-and-policy-priorities-93a64fde/>

Aug 31: Social policies

This session gives an overview of the major areas of social policy in Latin America. These are the foundations for many of the discussions we will have in this course. Inequality and poverty plague the region. However, they will not simply fade away. Social policies are a crucial part of the strategies to tackle both problems. Each type of policy, however, can affect different groups of the population, contributing or not to reduce inequality and poverty.

- Lloyd-Sherlock, P. (2009). Social Policy and Inequality in Latin America: A Review of Recent Trends. *Social Policy & Administration*, 43(4), 347-363. <https://doi.org/10.1111/j.1467-9515.2009.00667.x>
- Ciccía, R., & Guzman-Concha, C. (2018, November 8). The Dynamics of Redistributive Social Policy in Latin America.

Sep 07: National holiday

No class

Sep 14: Health in the Americas

- PAHO. (2017). Health in the Americas 2017: Regional outlook and country profiles. Pan American Health Organization. <https://iris.paho.org/handle/10665.2/34321> . Pages 3 - 42, plus at least 3 country-specific reports: 1 “richer”, 1 “poorer”, 1 of your personal choice. Take notes comparing the three countries, add countries if you wish.

Sep 21: Health Systems in Latin America

The health systems in Latin America are heterogenous - some countries have well-structured policies whereas some others give minimal public attention to the issue. This has been changing over the years, after a series of health reforms in Latin American countries. Health reforms have increased the budget and most Latin American countries prioritized cost-effective primary care. Are these efforts yielding results?

- Cotlear, D., Gómez-Dantés, O., Knaul, F., Atun, R., Barreto, I. C. H. C., Cetrángolo, O., Cueto, M., Francke, P., Frenz, P., Guerrero, R., Lozano, R., Marten, R., & Sáenz, R. (2015). Overcoming social segregation in health care in Latin America. *The Lancet*, 385(9974), 1248-1259. [https://doi.org/10.1016/S0140-6736\(14\)61647-0](https://doi.org/10.1016/S0140-6736(14)61647-0)
- Dmytraczenko, T., & Almeida, G. (2015). Toward Universal Health Coverage and Equity in Latin America and the Caribbean: Evidence from Selected Countries. The World Bank. <https://doi.org/10.1596/978-1-4648-0454-0> . Note: Chapters Overview and Introduction. The Conclusions repeat the introduction, with some more detail, read if you like.

Sep 28: The violence and the mental health endemics

- Imbusch, P., Misse, M., & Carrión, F. (2011). Violence Research in Latin America and the Caribbean: A Literature Review. *International Journal of Conflict and Violence (IJCV)*, 5(1), 87-154. <https://doi.org/10.4119/ijcv-2851>
- PAHO (2009) Strategy and plan of action on mental health. PAHO, Washington. Note: pages 1 - 17

Oct 05: The state of education

- UNESCO. (2013). The state of education in Latin America and the Caribbean: Towards a quality education for all - 2015. <http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Santiago/pdf/state-of-education-in-LAC-towards-2015.pdf>
- Note: This is a dense book. Read pages 17-29, 92-131 for class.

Oct 12: National holiday

No class

Oct 19: Inequality: is education the solution?

If poverty and inequality are the problems, is education the solution? This is a legitimate question, as education is often pointed as the silver bullet to solve most social problems of the region. Indeed, the Latin American population has low levels of education, therefore is reasonable to believe that education is necessary to fight poverty and inequality. Yet, is it sufficient? Aren't policies to reduce gender and racial discrimination, or a more progressive taxation, a requirement to tackle these problems? In this section we take a closer look at this problem and see the heavy weight demographics has in determining what education can do using one country, Brazil, as an example.

- Medeiros, M., Barbosa, R. J., & Carvalhaes, F. (2019). Educational expansion, inequality and poverty reduction in Brazil: A simulation study. *Research in Social Stratification and Mobility*, 100458. <https://doi.org/10.1016/j.rssm.2019.100458>

Oct 26: Educational inequality

- Cox, C. (2010). Educational Inequality in Latin America. In P. Attewell & K. S. Newman (Eds.), *Growing Gaps: Educational Inequality Around the World* (p. 355). Oxford University Press, USA.

Nov 02: National Holiday

No class

Nov 09: Racial Inequalities

- Telles, E., & Bailey, S. (2013). Understanding Latin American beliefs about racial inequality. *American Journal of Sociology*, 118(6), 1559-1595.

Nov 16: Work and family

- ILO and UNDP. (2009). *Work and family: Towards new forms of reconciliation with social co-responsibility*. International Labour Office and UNDP.
- Note: Introduction (11-16), Chapter 2 (p. 39-74), Chapter 4 (103-142)

Nov 23: Social Mobility - Intergenerational

Transmission of opportunities between family and individual

Latin America is not only unequal, it is rigid. The place a person is born will determine most of the opportunities this person will have in life. In this section we examine literature reviews and empirical studies about social mobility.

- Torche, F. (2014). Intergenerational mobility and inequality: The Latin American case. *Annual Review of Sociology*, 40, 619-642.

Nov 30: Women, paid and unpaid work

- Camou, M., & Maubrigades, S. (2017). The Lingering Face of Gender Inequality in Latin America. In *Has Latin American Inequality Changed Direction?: Looking Over the Long Run* (pp. 219-241). https://doi.org/10.1007/978-3-319-44621-9_10
- Medeiros, M., Costa, J., & Osorio, R. (2010). Gender Inequalities in Allocating Time to Paid and Unpaid Work: Evidence from Bolivia. In R. Antonopoulos & Indira. Hirway (Eds.), *Unpaid work and the economy: Gender, time use and poverty in developing countries* (pp. 58-75). Palgrave Macmillan.

Dec 07: Vulnerability

One of the characteristics of every Latin American country is an almost dualistic distribution of incomes: a large share of poor people separated from a small but rich elite. This begun to change, leading some to claim that there was a rise of a middle class in the region. Still, this is not the middle class one would expect in developed countries.

- Ferreira, F. H., Messina, J., Rigolini, J., López-Calva, L.-F., Lugo, M. A., & Vakis, R. (2012). Economic mobility and the rise of the Latin American middle class. The World Bank. - The Overview and conclusions
- Stampini, M., Robles, M., Sáenz, M., Ibararán, P., & Medellín, N. (2016). Poverty, vulnerability, and the middle class in Latin America. *Latin American Economic Review*, 25(1), 4.
<https://doi.org/10.1007/s40503-016-0034-1>

Dec 14: Taxation and spending: Brazil

- Medeiros, M., & Souza, P. H. G. F. (2015). State Transfers, Taxes and Income Inequality in Brazil. *Brazilian Political Science Review*, 9(2), 3-29. <https://doi.org/10.1590/1981-38212014000200009>
- Higgins, S., Lustig, N., Ruble, W., & Smeeding, T. M. (2016). Comparing the Incidence of Taxes and Social Spending in Brazil and the United States. *Review of Income and Wealth*, 62, S22-S46.
<https://doi.org/10.1111/roiw.12201>

Information on readings

Readings: package

A package with most readings of the course will be made available to students.

There is also available a package with most references to be imported into a bibliography manager, such as Zotero (in RIS-UTF-8. It can be generated in another format upon request).