



Center International Programs & Sustainability Studies

Course name: Introduction to International Economics in Latin America and Caribbean

Course code: ECON 3403

Total contact hours: 48 hrs

Pre-requisites: NA

COURSE DESCRIPTION

The Latin American region is today in a particular dynamic, where growth and development go hand in hand with economic, social and environmental phenomena. Where the understanding of the current Latin American context, involves the analysis of these elements, and also identify the present characteristics in terms of aspects such as: geography, migration, trade, among many others, present in the countries of the region. For this course, all these elements will be addressed in an integral way through case studies, aimed at developing a clear idea of the current reality of the Latin American countries.

AUDIENCE

This course is structured for international students attending the Study Abroad Program at an LCI Education university campus. However, courses are not exclusive to foreigners so local degree-seeking students may enroll in this course. Some of the courses are also taught in Spanish as part of our Bachelor's in Sustainability Management or Business Administration programs.

This is a theoretical-practical course and explores/responds to the following inquiry according to the professional/disciplinary profile:

How understanding the socioeconomic and environmental context of Latin America and the Caribbean contributes to better decision-making in various professional fields and to the proposal of comprehensive solutions to current problems in society .

The following **generative topics** will be studied to answer the proposed inquiry:

- SDG¹ context
- Economic development
- Economic growth
- Macroeconomic generalities
- Culture
- Migration
- Climate change
- Sustainability

Along the course, the following **skills** will be fostered:

- Ability to analyze the Latin American and Caribbean region from a current perspective, addressing social, economic, commercial and environmental components
- Ability to use techniques and methods of interdisciplinary research, analysis and diagnosis.

¹ Sustainable Development Goals

- Ability to construct from an integral approach, case studies related to the understanding of the socio-economic, commercial, and environmental dynamics of Latin America and the Caribbean

Among the **values** and **attitudes** that will be promoted among students are the following:

- Teamwork and leadership.
- Systemic thinking.
- Logical and communicative intelligence.
- Problem solving.
- Learning how to learn.

COMPETENCIES, CRITERIA AND EVIDENCE

The competencies for the Veritas University are reflexive and integral actions that respond to the professional profile and to the problems of the context, with suitability and ethical commitment, integrating the know-how, and the knowledge to know in a perspective of improvement.

Below are both the disciplinary and general competencies, linked to their criteria and evidence of performance for this course.

Competencies	Key competences	Learning Assessments
Discipline (Skills) Analyze the economic, social, commercial and environmental aspects of Latin American and Caribbean countries to understand their reality,	<ul style="list-style-type: none"> ○ Articulates the basic components that explain the real context of Latin American and Caribbean economies considering the perspective of Sustainable Development Goals 	<ul style="list-style-type: none"> ○ Round table ○ Mental maps ○ Virtual Forums ○ Individual or group presentations ○ Argumentative Essay ○ Video Analysis

considering the Sustainable Development Goals (SDG) approach as the baseline of analysis.	(SDGs).	○ Case Study
	○ Analyze socio-economic dynamics in Latin America and the Caribbean taking into account key issues in the region such as: geography, trade, migration, climate change, culture, among others.	○ Round table ○ Mental maps ○ Virtual Forums ○ Individual or group presentations ○ Argumentative Essay ○ Video Analysis ○ Case Study
	○ Compare the economic blocks of Latin America and the Caribbean considering aspects such as; economic integration, economic development and the Sustainable Development Goals (SDGs) context in the region.	○ Round table ○ Mental maps ○ Virtual Forums ○ Individual or group presentations ○ Argumentative Essay ○ Video Analysis ○ Case Study
General/Core		
Integrates knowledge, skills and attitudes to learn continuously and through one's life pursuing an efficient development in the knowledge-based society.	○ Learning to learn.	○ Round table ○ Mental maps ○ Virtual Forums ○ Individual or group presentations ○ Argumentative Essay ○ Video Analysis ○ Case Study

<p>Integrates the necessary knowledge, skills and attitudes to learn interpersonal communication techniques.</p>	<ul style="list-style-type: none"> ○ Relates well to others ○ Manage and solve conflicts. ○ Negotiates reliably and empathetically ○ Speaks responsibly ○ Listens attentively. 	<ul style="list-style-type: none"> ○ Round table ○ Mental maps ○ Virtual Forums ○ Individual or group presentations ○ Argumentative Essay ○ Video Analysis ○ Case Study
<p>Builds the necessary knowledge, skills and attitudes to learn how to communicate orally and in written form in the different disciplines that make up the curriculum.</p>	<ul style="list-style-type: none"> ○ Communicates thoughts of the discipline orally, graphically, and in written form. 	<ul style="list-style-type: none"> ○ Round table ○ Mental maps ○ Virtual Forums ○ Individual or group presentations ○ Argumentative Essay ○ Video Analysis ○ Case Study

CONTENTS

Unit 1: Preliminary overview of the Economies of Latin America

- Sustainable Development Goals
- Global economic trends
- Economic context
- Social context
- Macroeconomic overview

Unit 2: Preliminary overview of the economies of the Caribbean

- Sustainable Development Goals
- Global economic trends
- Economic context
- Social context
- Macroeconomic overview

Unit 3: International Trade Outlook for Latin America and the Caribbean

- Regional trade
- The region's performance in modern services trade
- Latin America and the Caribbean: the challenges of global agricultural trade

Unit 4: Social-Ambiental panorama of Latin America

- Orange economy
- Climate change in Latin America and the Caribbean

METHODOLOGY

This course implements an active methodology based on case studies, in which the student is subject to their own learning in all stages. Within this methodology, inductive and deductive methods are applied, as well as several techniques designed to understand the dynamics of development in Latin America. The student learns to deepen in the current context of Latin America through analysis and key concepts in the economic, social, environmental and commercial areas. This comprehension process will be complemented both with individual activities and with group activities, which are guided and fed back frequently by the teacher and classmates, which allows the student to achieve the desired performance.

Within the individual or group activities to be taken into account as support to the process of the development of competences, virtual discussion forums will be used, with the idea

of complementing relevant topics. Likewise, aspects of interest will be addressed through round tables, where critical and objective opinions will be exchanged, as well as points of view, to give feedback to the case studies to work on the course.

EDUCATIONAL RESOURCES

To guarantee good development of the course, therefore, to ensure learning, the following resources are available: an updated bibliographic database, multimedia equipment that students can use for their presentations; whiteboards and other school equipment for weekly sessions, and readings provided by the educator. Most of the lessons will take place in the classroom. However, during independent work periods, students can attend the institution.

A campus library, study rooms, and computer labs are available for the student's independent work time. In addition, free Wi-Fi connection for students, educators, and staff are provided on campus, allowing students to work not only in the library or computer labs but also around campus."

LEARNING ASSESSMENT

Evaluation compiles and evaluates evidence by taking into account feedback providing pre-established criteria. The course evaluation must be aligned with the competencies and the teaching methodology. There is a rubric for each evaluation resource. Even though the rubric grants a grade, it is also a quantitative and qualitative description of the students' performance. The rubrics include the core and discipline key competences.

ASSIGNMENTS	PERCENTAGE VALUE
Mental map	10%
Two Virtual Forums (10% each)	20%
Three Round tables (10% each)	30%

Case Study (Country analysis)	40%
Total	100%

LEARNING STRATEGIES AND RUBRICS

The following learning strategies will be developed:

1. The round table:

Is a space dedicated to promoting oral expression techniques and research on different topics. The idea is for students to address a topic of interest for the development of course content, to generate ideas and points of view that are the same or contradictory that generate new learning. This learning strategy consists of the generation of an active discussion, in which critical points of view are exchanged for topics of importance for the development of the course. Each of the students must complete a minimum of three interventions, which are aimed at refuting, supporting or giving feedback to other interventions made by the participants.

The round table is a space dedicated to promoting oral expression techniques and research on different topics. The idea is that a group of students prepares a relevant topic to the course that preferably generates ideas or points of view equal or contradictory in order to generate new learning.

The teacher shares responsibility for this task with the student. The distinctive feature of the coevaluation is that it actively involves students in making decisions for evaluation.

2. Virtual Forums:

Is a space dedicated to dealing with topics of interest derived from readings or assigned analysis resources that has the function of being a verification tool, which also allows to develop written communication skills, critical thinking, association of ideas, timely participation and creativity. The dynamics of the activity is based on arguing points of view of analyzes directed to subjects of interest for the course, referred to previous bibliographical consultation, which must be shared with the participants so that this in turn can be consulted. The minimum participation required for each student is three interventions divided into three different classmates. With the idea of addressing and knowing as many points of view as possible.

The virtual forums are a space dedicated to dealing with topics of interest derived from the readings, videos among others, and has the function of being a reading verification tool, it also allows to develop written communication skills, critical thinking, association of ideas, responsible, relevant participation, timely and creative.

3. Mental map:

Through mental maps, each student can generate analyzes and conclusions that help internalize the course material. This activity is associated with complementary support material for the development of the desired context. Where the student uses clear and representative images of the concept that is intended to manifest. The central idea is represented with a clear and powerful image that synthesizes the general theme of the map, where, in addition, the themes and sub-themes are articulated and hierarchical.

Through mental maps, each student can generate analyzes and conclusions that help internalize the course material. This activity is associated with complementary support material for the development of the desired context

4. Case Study Case:

Intensive and complete analysis of a fact, problem or real context, with the idea of knowing, interpreting, comparing data, reflect and complete knowledge. The case does not provide solutions, but specific data to reflect, analyze individually and in groups the possible results that can be found in a given problem, context or situation. It does not offer solutions for the student but allows them to generate them (Fundación Educación para el Desarrollo, 2009, 5p). In the specific case of this course, the case studies will consist of a comprehensive analysis of the current situation in one of the countries of Latin America (which the student will select according to their preferences or interests). For which through the analysis of components, social, economic, commercial, environmental, among others. A situation of interest will be identified for the analysis and approach of the case study that will be addressed in greater depth, which will also be analyzed considering the perspective and context of the Sustainable Development Goals (SDG).

The case study is an Intensive and complete analysis of a fact, problem or real context in order to know it, interpret it, compare data, reflect, complete knowledge and, sometimes, train in the possible alternative procedures of solution. In the specific case of this course, the case studies will consist of a comprehensive analysis of the current situation in one of the countries of Latin America (which the student will select according to their preferences or interests). For which through the analysis of components, social, economic, commercial, environmental, among others. A situation of interest will be identified for the analysis and approach of the case study that will be addressed in greater depth, which will also be analyzed considering the perspective and context of the Sustainable Development Goals (SDG).

ATTENDANCE

Regarding classes:

1. Students are only allowed a two (2) **non-consecutive (back-to-back) class absences**. A student shall fail the course if more than two absences are registered by the professor. Administration does not control attendance.
2. Three **late arrivals** to class (arrival after the first 15 minutes) are treated as one absence. Attending class 30 minutes late without an official justification will also count as an absence.
3. In the case of an **absence from any assignment evaluated in class** (presentations, evaluations, field trips, etc.) a student will be given a grade of zero unless an official document is presented within **one week** of the absence.
4. If a student presents an official document to excuse the absence, the missed assignment is to be presented on that same day.

Regarding field trips:

5. An unjustified **absence on a field trip** will immediately result in the loss of all points assigned to that specific trip. However, if an official document justifying the absence is presented, 50% of the assignment points may be obtained upon presentation of a complementary research assignment, to be agreed upon with the professor, within one week of the field trip.
6. An absence on a field trip may be justified should two course field trips coincide. In such a case, and to avoid losing points, students shall be able to opt for carrying out a research assignment.

CODE OF CONDUCT

Professors have the right to expel a student from the classroom should he / she/ they:

1. Be disruptive in the classroom.
2. Behave in a disrespectful way.
3. Be under the influence of alcohol.
4. Be under the influence of any illegal drug.
5. Shows hygiene or odor problems that may disturb other students.

ELECTRONIC DEVICES

The use of cell phones, smartphones, or other mobile communication devices is disruptive and is therefore prohibited during class. **Please turn all devices OFF and put them away** when class begins. Devices may be used only when the professor assigns a specific activity and allows the use of devices for internet search or recording. Those who fail to comply with the rule must leave the classroom for the remainder of the class period. Using devices while the professor or other peers are lecturing, or presenting is perceived as a lack of interest and disrespectful.

STUDY ABROAD PROGRAM POLICIES

The student must comply with the provisions of the Study Abroad Program Policies available on the Canvas platform.

BIBLIOGRAPHY

Bértola, Luis; Rodríguez, Javier. (2015). Latin American economic history: looking backwards for the future. UR. FCS-UM. Montevideo, Uruguay.

ECLAC. (2016). Latin America and the Caribbean in the World Economy The region amid the tensions of globalization. ECLAC. Santiago, Chile.

Meza, Raúl. (2016). Contemporary Latin American thinking on International Relations: theoretical, conceptual and methodological contributions. Revista Brasileira de Política Internacional, 59(1).

ECLAC. (2014). International trade and inclusive development: Building synergies.

ECLAC.Santiago, Chile

CHRONOGRAM

<u>Week</u>	<u>Unit</u>	<u>Content</u>	<u>Learning strategies</u>
<u>1</u>	<u>Unit 1:</u> Preliminary overview of the Economies of Latin America	Sustainable Development Goals Global economic trends	Round table
<u>2</u>	<u>Unit 1:</u> Preliminary overview of the Economies of Latin America	Economic context Social context	Virtual Forum
<u>3</u>	<u>Unit 1:</u> Preliminary overview of the Economies of Latin America	Macroeconomic overview	
<u>4</u>	<u>Unit 2:</u> Preliminary overview of the economies of the Caribbean	Economic context	Round table
<u>5</u>	<u>Unit 2:</u> Preliminary overview of the economies of the Caribbean	Social context	Virtual Forums
<u>6</u>	<u>Unit 2:</u> Preliminary overview of the economies of the Caribbean	Macroeconomic overview	

<u>7</u>	Unit 3: International Trade Outlook for Latin America and the Caribbean	Regional trade	Round table
<u>8</u>	Unit 3: International Trade Outlook for Latin America and the Caribbean	The region's performance in modern services trade	
<u>9</u>	Unit 3: International Trade Outlook for Latin America and the Caribbean	Latin America and the Caribbean: the challenges of global agricultural trade	
<u>10</u>	Unit 4: Social-ambiental panorama of Latin America	Orange economy	Case Study
<u>11</u>	Unit 4: Social-ambiental panorama of Latin America	Climate change in Latin America and the Caribbean	Mental map
<u>12</u>	Unit 4: Social-ambiental panorama of Latin America	Case Study presentation	