

PROGRAMA PUENTE

SOCIAL POLICY AND COMMUNITY DEVELOPMENT

Class Meeting Information

16 Weeks long
3 hours per week

Phd. in Social Sciences, (Universidad Nacional de Cuyo, 2010) Master in Political Sciences, (FLACSO Argentina, 2005) advanced studies diploma (Universidad Pablo de Olavide, Spain 2003. Licensed in Political Sciences. (Facultad de Ciencias Políticas y Sociales. UNCuyo 1999).
Professor of Social Policy in Universidad Nacional de Cuyo since 2004 to actuality.

Course Description

The course is an introduction to the principal concepts of social policy and the most recent discussion of social protection in Latin America and Argentina.

The course will aport to the critical perspective of the community development and the relations between the state, the market and community development using the categories that the theory of social politics aport to see this thematics.

Prerequisites — Classes or Knowledge Required for this Course

No prerequisites are required for this course.

Course Sequencing

No course sequencing is needed.

Course Objectives

At the end of this course, students will be able to:

- Present a theoretical analytic model that allows us to see the social policy in connection with historical suppositions, ideologies, institutions and social actors.
- Understand several dimensions that define social policy: historical, economical, political and social aspects.
- Analyze social policy through time, with special emphasis in Latin America.
- Look into the process of social fragmentation in Latin America in general and the process and dynamics of poverty, in particular.
- Review the principal views of the community development en Latin America in relation with the economics and political models.
- Each module has specific themes and bibliography. To pass the final exam, students must present a paper based on the discussion about some of the points of the program.

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Course Text or Online Resources

Required texts for this course are:

- **MORELL, Antonio (2002)**; "La legitimación social de la pobreza", Anthropos Editorial, Barcelona España. Capítulo 1: "La previsión social tradicional", páginas 7-35.
- **SOLDANO, Daniela, ANDRENACCI, Luciano**. *Aproximación a las teorías de la política social a partir del caso argentino*. En ANDRENACCI, Luciano (compilador). "Problemas de Política social en la Argentina contemporánea". Prometeo Libros. Buenos Aires 2005. Pags. 17- 79.
- **KUSNIR, Liliana (1996)**; "La política social en Europa", Miguel Ángel Porrúa Grupo Editorial, México, Introducción, pag. 15 a 22, Cap. 1, pag. 25 a 31, Cap. 2, pag. 33 a 40, Cap. 3, pag. 41 a 50.
- **BUSTELO, Eduardo**. "Apuntes sobre las relaciones entre el Estado y las ONGs" en "De otra manera". Espacio Editorial. 2000.
- **SPING ANDERSEN Gosta**. "The Three worlds of welfare capitalism". Princeton Univesity Press. Princeton New Yersey. 1990.
- **BARBA SOLANO, Carlos**. *¿Reducir la pobreza o construir ciudadanía para todos?. América Latina. Regímenes de bienestar en transición al iniciar el siglo XXI*. Universidad de Guadalajara. 2007. Pags. 289-321.
- **Film: "Sicko" (Michael Moore)**.
- **FERNANDEZ, Oscar**. *Lo Social y la Política Social*. UNICEF, Universidad Nacional de Costa Rica. 1998.
- **CORTES, Rosalía and Kessler Gabriel**. *Argentina's Welfare Regime: Protection, Social Capital and Citizenship. 1991-2005*. Flacso and Conicet. Universidad Nacional General Sarmiento.
- **NERI, Laura (2007)**. "Representaciones colectivas y culturalización de la pobreza". Ponencia presentada al Congreso ALAS Guadalajara. México. Agosto de 2007.
- **ALVAREZ LEGUIZAMON. ALVAREZ, Sonia (2003)**; "Capital social y concepciones de pobreza en el discurso del Banco Mundial, su funcionalidad en la 'nueva cuestión social", en "Cuestión social y política social en el Gran Buenos Aires", Luciano Andrenacci organizador, Univ. Nacional de General Sarmiento.
- **WACQUANT, Lois**. "The únitive regulation of poverty in the neoliberalism age". August 2011, and "The place of prison in the new government ot Poverty". 2011.
- **REPETTO, Fabián, POTENZA DAL MASETTO, Fernanda**. (2011) "Protección Social en la Argenitna" CCEPAL. Santiago de Chile. Págs. 25-39.
- **KLIKSBERG, Bernardo**. "The major challenge is to defeat poverty". EL universal Caracas april 2009.
- **SOARES, Sergel**. *Conditional cash transfers in Brazil, Chile and Mexico. Impacts upon inequality*. International Poverty Centre. Working Paper. Number 35. April 2007.
- **TONON, Graciela**. "Acerca de comprender el actual concepto de "comunidad". En Comunidad, participación y socialización política. Espacio editorial. Buenos Aires 2009.
- **AQUIN, Nora**. "El trabajo social comunitario en las actuales condiciones: fortalecer la ciudadanía". En AQUIN Nora, (comp.) ensayos sobre ciudadanía. Reflexiones desde el Trabajo Social. Buenos Aires Espacio Editorial. 2003.
- **BARRIENTOS, A., I GOUGH, G WOOD, P BEVAN, G ROOM, P DAVIDS**. "Insecurity and Welfare Regimes in Asia, Africa and Latin America". Cambridge: Cambridge University Press, 2003.
- **ANDRENACCI, Luciano**. "From Developmentalism to Inclusionism: On the Transformation of Latin American Welfare Regimes in the early XX1st Century". *Journal fürEntwicklungspolitik (JEP) – 28 (1) 2012. Journal of Development Studies*.

Optional Text Resources (which may be assigned by your instructor):

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- **AGUILO, Juan Carlos, NERI, Laura, LOBOS, Nicolás, RUBIO, Ricardo.** (2011); *“La Asignación Universal por Hijo para Protección Social (AUH): su impacto en las trayectorias de vida y su lugar en la lucha ideológica en la Argentina actual”* Proyecto de Fortalecimiento Institucional de ANSES/Facultad de Ciencias Políticas y Sociales, UNCuyo/FUNC.
- **FALAPPA, Fernando y ANDRENACCI, Luciano** (2008). "La política social en democracia 1983-2008". No editado.
- **DRAIBE, Sonia y RIESCO, Manuel.** (2009). "El Estado de bienestar en América Latina. Una nueva estrategia de desarrollo. Fundación Carolina CeALCI. Documento de Trabajo N° 31.
- **REPPETTO, Fabián y Gala DIAZ LANGOU** (2010); "Desafíos y enseñanzas de la Asignación Universal por Hijo para protección social a un año de su creación", Documento de Políticas Públicas, Recomendación N° 88, CIPPEC.

Evaluation and Grading

Evaluation of Student Performance

Class Attendance	10%
Participation	10%
Practices	15%
Papers	5%
Exam 1	20%
Exam 2	20%
Final Exam	20%
	<hr/>
	100%

Grading Scale

A	=	90%	–	100%
B	=	80%	–	89%
C	=	70%	–	79%
D	=	60%	–	69%
F	=	59%	or less	

Code of Conduct

All participants in the course are bound by Congreso University Code of Conduct, found at <http://www.ucongreso.org/institucional/la-universidad/bienvenida>

Netiquette

When we have a need for communication that is private, whether personal, interpersonal, or professional, we will use individual email.

Academic Honesty Policy

The University is an institution of learning, research, and scholarship predicated on the existence of an environment of honesty and integrity. As members of the academic community, faculty, students, and administrative officials share responsibility for maintaining this environment. It is essential that all members of the academic community subscribe to the ideal of academic honesty and integrity and accept individual responsibility for their work. Academic dishonesty is unacceptable and will not be tolerated at the Universidad

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de Congreso. Cheating, forgery, dishonest conduct, plagiarism, and collusion in dishonest activities erode the University's educational, research, and social roles.

If students who knowingly or intentionally conduct or help another student perform dishonest conduct, acts of cheating, or plagiarism will be subject to disciplinary action at the discretion of Universidad de Congreso.

Course Outline

Orientation Week (First Week of Course)

Orientation Week Objectives:

- Navigate around the course site
- Post self-introduction message to a discussion forum
- Describe the contents of the course syllabus

Lesson 1 – The origin of social question.

Poverty in the pre-modern society.

• **Lesson Learning Objectives:**

- The objective of this part of the course will be to learn about the background of social interventions.

• **Method(s) of Instruction:**

- It will be expositive classes, power points and images to discuss the meaning social interventions in pre-modern society.

Lesson 2 – The origin of social question

The origin of the capitalist industrial society.

• **Lesson Learning Objectives:**

- The objective of this part of the course will be to introduce to the origin of modern capitalism in modern society.

• **Method(s) of Instruction:**

- It will be expositive classes and power points.

Lesson 3 – The origin of social question

The raise of the social theme and the appearance of the modern subject. The first state actions.

• **Lesson Learning Objectives:**

- The objective of this part of the course will be to introduce to the historic origin to the social interventions and the birth of the first state intervention in social question.

• **Method(s) of Instruction:**

- It will be expositive classes, power points and images to discuss the meaning of social question in modern society.

Lesson 4- Discussion about a possible concept of state and social policy.

State, family and market. Community and state, possibilities or not possibilities about social development. What is social policy?

• **Lesson Learning Objectives:**

- The objective of this part of the course will be to introduce to the mains concepts of social policy and an introduction to social policy theory.

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- **Method(s) of Instruction:**
 - It will be expositive classes with power points that sum up the main concepts to analyze social policy.

Lesson 5 – The original actions in social subject.

Welfare State constitution in Europe. Germany and England.

- **Lesson Learning Objectives:**
 - The objective of this part of the course will be to review the original models of welfare in Europe.
- **Method(s) of Instruction:**
 - It will be expositive classes used power points, newspapers articles and a movie.

Lesson 6 – Welfare Models in the twenty century.

The Scandinavian model, the Bismarckian model, the English model, the Latin model.

- **Lesson Learning Objectives:**
 - The objective of this part of the course will be to review the models of welfare state by using comparative methods to study social policy in different countries of Europe and North America in the 50.
- **Method(s) of Instruction:**
 - It will be expositive classes used power points, newspapers articles and a movie.

Lesson 7– Latin-American model.

Universal model, exclusionary model and dual model.

- **Lesson Learning Objectives:**
 - The objective of this part of the course will be to review the models of welfare state by using comparative methods to study social policy in different countries of Latin America in the 50.
- **Method(s) of Instruction:**
 - It will be expositive classes used power points, newspapers articles and discussion in class.

Lesson 8 – Latin-American model.

Universal model, exclusionary model and dual model.

- **Lesson Learning Objectives:**
 - The purpose of this lesson is that students choose one country of Latin America and deep in the economy, politic and social question in each one.
- **Method(s) of Instruction:**
 - The student will might to work in a paper in which they 'll discuss different aspects of the of Welfare state in their country in comparison with Latin America.

Lesson 9 – The origin and consolidation of the Welfare State in Argentina. The 50.

State, Market and community in the structure of social protection in Argentina.

The first social interventions in Argentina's state. The healthfulness and public education.

The social and worker subject. Conception and expansion of the social subject in the classical Peronism.

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- **Lesson Learning Objectives:**
 - The objective of this part of the course will be to discuss the origin of welfare state in Argentina
- **Method(s) of Instruction:**
 - It will be expositive classes used power points, newspapers articles, discussion in class.

Lesson 10 - The origin and consolidation of the Welfare State in Argentina. The 50.

The social and worker subject. Conception and expansion of the social subject in the classical Peronism.

- **Lesson Learning Objectives:**
 - The objective of this part of the course will be to discuss the origin of welfare state in Argentina
- **Method(s) of Instruction:**
 - It will be expositive classes used power points, newspapers articles, discussion in class.

Lesson 11– The crisis of Welfare State in Argentina. The 70 and 90.

The state's welfare crisis. Neo liberal policies and the social consequences. Poverty and social exclusion. The process and conceptual discern. Public policy against poverty during the '90: decentralization, focalization and privatization. A critical analysis. Community development into predominant discourses.

- **Lesson Learning Objectives:**
 - The objective of this part of the course will be to discuss the origin and social effects of the crisis of that state model in Argentina. In that objective is important that student can use the principal concepts learned as community, state and families in the structure of social protection in Argentina.
- **Method(s) of Instruction:**
 - It will be expositive classes used power points, newspapers articles, discussion in class.

Lesson 12 – The crisis of Welfare State in Latin America and Europe.

State, community and families in Europe in the 70 and 90. The reduction of welfare policies in Latin America and Europe. A little comparison.

- **Lesson Learning Objectives:**
 - The objective of this part of the course will be to discuss and analyze the crisis of that state model in Latin America and Europe.
- **Method(s) of Instruction:**
 - It will be expositive classes used power points, newspapers articles, discussion in class.

Lesson 13 – Rupture and continuities of the Social policy in Latin America.

New arguments about the social policy and poverty.

New context of the social protection in Latin America. The new perspective of community development.

- **Lesson Learning Objectives:**
 - The objective of this part of the course will be to discuss the new perspective of social protection in Latin America and to analyze the different point of political views in relation with social policy.
- **Method(s) of Instruction:**

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- The student will might to read the bibliography and discuss in class different situations in each country of Latin America using papers offered by professor.

Lesson 14 – Rupture and continuities of the Social policy in Argentina.

The 2000's. The economics crisis and the new roll of the state in Argentina.

- **Lesson Learning Objectives:**

- The objective of this part of the course will be to discuss the new perspective of social protection in Argentina and to analyze the different point of political views in relation with social policy in relation with the economic crisis of 2001.

- **Method(s) of Instruction:**

- It will be a global presentation and then the students will discuss in class an actual article choose by professor. There will be a practice activity to analyze how they see the consequences of the economic crisis in the community in which they will be visiting as volunteers.

Lesson 15 –Rupture and continuities of the Social policy in Argentina.

Social policy after 2003. Social prevision, universal assignations, health and education.

- **Lesson Learning Objectives:**

- The objective of this part of the course will be to discuss the new perspective of social protection in Argentina and to analyze the different point of political views in relation with social policy.

- **Method(s) of Instruction:**

- It will be a global presentation and then the students will might choose one policy and discuss with the rest of the class about it.