

CENTER FOR INTERNATIONAL PROGRAMS & SUSTAINABILITY STUDIES

Course name: **Introduction to International Economics in Latin America and Caribbean**
Course code: **ECON- 3403**
Prerequisite: **NA**
Total contact hours: **48 hrs**

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 Universidad Veritas. However, courses are not exclusive to foreigners so a few native students could enroll in this course. Some of the courses are also taught in Spanish as part of our Bachelors in Sustainability Management.

Attendance

Students are only allowed a total of 2 nonconsecutive (back to back) absences. The student will fail the course if he/she has more than **two absences**. Students will have a 0 on any assignment evaluated in class (presentations, evaluations, field trips, etc.) if he/she is absent unless the student presents an official document no later than one week after the absence. If the student presents an authoritative report to excuse the absence, he/she must submit the missed assignment on that same day. An unjustified absence to a field trip will immediately mean losing all of the points assigned to the field trip. If an official document is presented for the field trip absence students will have to present a research assignment to obtain 50% of the points. The only exception to this rule is when two-course field sessions collide in programming. Students can then opt for doing a research assignment not to lose any points on the field trip they don't attend but it must be coordinated ahead of time with the professors.

Three late arrivals to class (within the first 15 minutes) are treated as one absence. If you come to class 30 minutes late without an official justification document, it will also count as an absence.

Code of conduct

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

- 1) Be disruptive in the classroom.
- 2) Behave in a disrespectful way.
- 3) Be under the influence of alcohol or even smell like alcohol.
- 4) Be under the influence of any illegal drug.
- 5) Hygiene problems that may disturb other students.

Electronic devices

The use of cell phones, smart phones, 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.

This is a theoretical- practical course and seeks to clarify the following question:

How to apply an integrated knowledge of the current Latin American reality to understand the general dynamics of the countries of the region, considering the analysis of the social, economic, environmental and commercial components as inputs?

In order to answer this question, this course will study the following:

Socioeconomic development

Socioeconomic 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 the techniques and methods of interdisciplinary research, analysis and diagnosis.

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

Values and attitudes

Systemic thinking

Logical and communicative intelligence

Learning how to learn

Respect

Responsibility

Discipline

Empathy

COMPETENCES, CRITERIA AND EVIDENCE

For the Universidad Veritas competencies are reflexive and comprehensive activities that correspond to the professional profile and contextual problems correctly and with an ethical commitment, integrating learning to be, learning to do, learning to know, and learning to live together, within framework of continued improvement. ^[1]_[SEP]

Table 1. Disciplinary and general competencies, linked to their performance criteria and performance evidences for this course.

| Type of Competencies | Performance criteria (Sub-competences) | Evidence of performance |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| Discipline (Skills) Analyze the economic, social, commercial and environmental aspects of Latin American and Caribbean countries to understand their reality, considering the Sustainable Development Goals (SDG) approach as the baseline of analysis. | Articulates the basic components that explain the real context of Latin American and Caribbean economies considering the perspective of Sustainable Development Goals (SDGs). | Round table Mental maps Virtual Forums Individual or group presentations Argumentative Essay Video Analysis 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 |
| Generals (Skills) | | |
| 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 |
| 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. | Communicate thoughts of the discipline orally, iconically, and in written form. | Round table Mental maps Virtual Forums Individual or group presentations Argumentative Essay Video Analysis Case Study |
| Integrates the necessary knowledge, skills, and attitudes to learn teamwork and leadership techniques. | Execute teamwork and leadership. | Round table Mental maps Virtual Forums Individual or group presentations |

| | | |
|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| | | Argumentative Essay Video Analysis Case Study |
| Integrates the necessary knowledge, skills and attitudes to learn interpersonal communication techniques. | Relate well to others Manage and solve conflicts Negotiate reliably and empathetically Speak responsibly Listen attentively | Round table Mental maps Virtual Forums Individual or group presentations Argumentative Essay Video Analysis Case Study |

COURSE 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 environmental 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.

LEARNING STRATEGIES

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.

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.

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

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).

DIDACTIC RESOURCES

In order to facilitate learning and course development a range of recent bibliographic materials, multimedia equipment for individual presentations (with wi-fi access in each classroom), furniture and acrylic boards are placed at the disposition of students for weekly sessions and lectures coordinated by the professor to complement proposed teaching activities.

The latter include the different learning techniques outlined herewith that optimize the student's ability to assimilate knowledge. The majority of lessons take place in the classroom. The student has physical access to the institution's library during opening hours study areas or computer labs and any other convenient area on the university's campus for individual study. Likewise, the university provides free Wi-Fi access to all students, professors and staff throughout the campus.

The university also places the CANVAS Learning Management System at the disposition of students and staff ensuring pedagogical flexibility making it easier to integrate new technologies into the courses, and ensure seamless and effective communications between the student and professor at all times through an app center.

EVALUATION OF LEARNING

In competency-based training processes, the aspect of evaluation is closely related to it. Competency-based work means that all competence must be demonstrated and needs to be identified with the performance criteria and the evidence to infer its achievement. It also refers to a comprehensive evaluation of knowledge, skills, abilities and values in complex contexts. and uncertain. The rubrics that include the performance criteria of the general competences and the respective sub competences are set forth below.

| Items | Weighting |
|-------------------------------|-----------|
| Mental map | 10% |
| Two Virtual Forums (10% each) | 20% |
| Three Round tables (10% each) | 30% |
| Case Study (Country analysis) | 40% |

RUBRIC TO EVALUATE ROUND TABLES

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.

| Rubric: round table | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|-------------------------|-------------------------------|--------------------------------|---------------------|
| indicator | Excellent (4 pts) | Good (3 pts) | Sufficient (2 pts) | Insufficient (1 pt) | Observations |
| Preparation of the assigned topic | | | | | |
| At least 3 reliable and respectable sources of information in the medium (scientific journals, prestigious institutions, others) in APA format, sixth edition. | | | | | |
| Depth and novelty of the contents in the round table | | | | | |
| Preparation of minimum 2 generating questions for the discussion during the round table | | | | | |
| Total | | | | | |

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.

| Co-evaluation (student-student) rubric: round table | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|-------------------------|-------------------------------|--------------------------------|---------------------|
| indicator | Excellent (4 pts) | Good (3 pts) | Sufficient (2 pts) | Insufficient (1 pt) | Observations |
| Preparation of the assigned topic with at least 3 reliable and respectable sources of information in the medium (scientific journals, prestigious institutions, others) | | | | | |
| Depth and novelty of the contents in the round table | | | | | |
| Preparation of minimum 2 generating questions for the | | | | | |

| | | | | | |
|-----------------------------------|--|--|--|--|--|
| discussion during the round table | | | | | |
|-----------------------------------|--|--|--|--|--|

RUBRIC TO EVALUATE A VIRTUAL FORUM

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.

| Rubric: virtual forum | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|-------------------------|-------------------------------|--------------------------------|---------------------|
| indicator | Excellent (4 pts) | Good (3 pts) | Sufficient (2 pts) | Insufficient (1 pt) | Observations |
| Applies critical thinking related to the current socioeconomic context of Latin America. Through references directed to situations and current data management, as a complement to arguments associated with the topic of analysis | | | | | |
| Provides creative ideas and establishes critical discussions | | | | | |
| Responds consistently in less than 24 hours | | | | | |
| Relevance of participation with minimum three participations complimenting others classmates' arguments. | | | | | |
| Contribution to group learning with robust arguments about its position/opinion | | | | | |
| Introduction of at least 2 specific paragraphs but that capture the attention on the theme of audiovisual | | | | | |
| Minimum 3 conclusions or final | | | | | |

| | | | | | |
|----------------|--|--|--|--|--|
| considerations | | | | | |
| Total | | | | | |

RUBRIC TO EVALUATE CASE STUDY

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).

| Rubric: case study | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|-------------------------|-------------------------------|--------------------------------|---------------------|
| indicator | Excellent (4 pts) | Good (3 pts) | Sufficient (2 pts) | Insufficient (1 pt) | Observations |
| Demonstrates understanding of the problem posed, through the approach of information and appropriate arguments. Which show research work and contextualization of the situation of analysis proposed as a case study. | | | | | |
| All the data is related to the topic and makes it easier to understand and indicates the source of where they were taken | | | | | |
| The work was delivered on time. | | | | | |
| Demonstrate quality and trade in the presentation of results and conclusions | | | | | |

| | | | | | |
|--------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| The introduction: includes the purpose, general exposition of the topic and clear ideas to develop | | | | | |
| All the ideas presented are related to the theme. The ideas are presented with clarity and objectivity | | | | | |
| Total | | | | | |

RUBRIC TO EVALUATE 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

| Auto-evaluation rubric: mental map | | | | | |
|----------------------------------------------------------------------------------------------------------------|------------------------------|-------------------------|-------------------------------|--------------------------------|---------------------|
| indicator | Excellent (4 pts) | Good (3 pts) | Sufficient (2 pts) | Insufficient (1 pt) | Observations |
| Use 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. | | | | | |
| By means of branches and arrows the idea or central theme is linked with related ideas or sub-themes. | | | | | |
| The themes and sub-themes are articulated and hierarchical | | | | | |

| | | | | | |
|--------------|--|--|--|--|--|
| Total | | | | | |
|--------------|--|--|--|--|--|

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>Unit</u> | <u>Sub competence</u> | <u>Content</u> | <u>Learning strategies</u> |
|------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|-----------------------------------|
| <u>Unit 1:</u> Preliminary overview of the Economies of Latin America | Articulates the basic components that explain the real context of Latin American and Caribbean economies considering the perspective of Sustainable Development Goals (SDGs). 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 | Sustainable Development Goals Global economic trends | Round table Virtual Forum |
| <u>Unit 1:</u> Preliminary overview of the Economies of Latin America | | Economic context Social context | |
| <u>Unit 1:</u> Preliminary overview of the Economies of Latin America | | Macroeconomic overview | |
| <u>Unit 2:</u> Preliminary overview of the economies of the Caribbean | | Economic context | Round table Virtual Forums |

| | | | |
|--------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|--------------------------|
| Unit 2: Preliminary overview of the economies of the Caribbean | 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 | Social context | |
| Unit 2: Preliminary overview of the economies of the Caribbean | | Macroeconomic overview | |
| Unit 3: International Trade Outlook for Latin America and the Caribbean | 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. | Regional trade | Round table |
| Unit 3: International Trade Outlook for Latin America and the Caribbean | | The region's performance in modern services trade | |
| Unit 3: International Trade Outlook for Latin America and the Caribbean | | Latin America and the Caribbean: the challenges of global agricultural trade | |
| Unit 4: Social environmental panorama of Latin America | Articulates the basic components that explain the real context of Latin American and Caribbean economies considering the perspective of Sustainable Development Goals (SDGs). | Orange economy | Case Study Mental map |
| Unit 4: Social environmental panorama of Latin America | | Climate change in Latin America and the Caribbean | |
| Unit 4: Social environmental panorama of Latin America | | Case Study presentation | |

General observations

The student must conform to the provisions of the Veritas "Reglamento de Régimen Estudiantil". The rulebook is available for downloading at <http://autogestion.veritas.cr/>