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Research on Ideological-Political Teaching for the Course of "China-Latin America Economic and Trade Cooperation" under the Belt and Road Initiative

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Abstract: The Latin American and Caribbean region represents a natural extension of the 21st-Century Maritime Silk Road and takes part as an important partner in the high-quality growth of the Belt and Road Initiative (BRI). Targeting undergraduate learners, the course *China-Latin America Economic and Trade Cooperation* helps students build systematic understanding of Latin America's basic overview, geographical features, economic-trade landscape, political frameworks and local business culture. It also covers bilateral economic and trade ties between China and Latin-American nations within the BRI context. As a specialized course tasked with implementing the fundamental task of fostering virtue through education, it draws on regional research outcomes related to Latin America and grounds its practice in the high-quality advancement of the BRI. Each chapter embeds multiple points for ideological-political teaching. Throughout the whole teaching process, instructors can integrate multiple value orientations including cross-cultural awareness, ecological thinking, developmental viewpoints, the outlook on justice and interests, institutional understanding, historical perspectives, materialist dialectics, the vision of a community with a shared future for mankind, as well as awareness for cooperation with individual partner countries. This paper sorts out and reorganizes scattered ideological-political educational elements distributed across course chapters, clarifies the practical connotation of curriculum-based ideological-political education for this subject, and provides tangible content support for front-line course teaching practice.

Keywords: Belt and Road Initiative, China-Latin America Economic and Trade Cooperation, Curriculum-based Ideological-political Education.

1. Research Background

The Belt and Road Initiative has moved forward steadily and attracted expanding participation from countries and regions worldwide. As of 2026, 24 Latin-American countries have joined this cooperation framework[1]. As China's long-term international cooperation platform, the BRI strengthens economic linkages and cultural exchanges among participating partners and delivers practical experience for putting into practice the vision of a community with a shared future for mankind. For the core course focused on China-Latin American economic studies, namely *China-Latin America Economic and Trade Cooperation*, the practices of BRI cooperation offer rich materials for designing ideological-political teaching modules[2].

This course introduces basic conditions of Latin-American economies, politics and business culture of typical regional countries, alongside the current situation of bilateral trade and investment between China and Latin-America. Arranged as a third-semester preparatory course, it faces undergraduates majoring in international trade, finance and economics[3]. For students majoring in international trade, the course intends to develop their practical capacity to study national economies, politics and cultures, interdisciplinary knowledge merging humanities and social-science insights, basic research skills, as well as comprehensive analysis and problem-solving competence. Teachers may adopt real-world cooperation cases under the BRI in classroom sessions, so as to combine professional knowledge teaching with value guidance. By weaving ideological-political content into regular course delivery, this teaching approach encourages students to form reasonable historical perceptions and shape positive outlooks on life together with core values[4].

2. Analysis on Ideological-Political Design for China-Latin America Economic and Trade Cooperation under the Belt and Road Initiative

This course starts with fundamental background knowledge of Latin America, covering geography, economic-trade conditions, political institutions and business culture, followed by case studies of three representative economies: Brazil, Argentina and Chile. It studies the economic relations between China and Latin America in practice and theory [5]. The Belt and Road Initiative provides a rich historical reference and material for ideological-political education. Based on actual South-South cooperation and mutual-benefit practices under the BRI, specific ideological-political teaching points are set for each chapter. Thus, teachers can achieve the aim of cultivating moral qualities by imparting subject-specific professional knowledge.

2.1. Geography, Politics, Culture and Economy of Latin American Countries and China - Economic Trade Relations Plus Ideological-Political Education

The Environment provides support for the development of all areas in Latin America and shapes different civilisations. Having learned about the area and general features of Latin America, students will be able to explore how geography connects with local culture and examine the impact of geography on China-Latin America trade. Teaching activities

should provide specific descriptions of the main geographical features and carry out in-depth studies of the interaction between geography and culture. The problem of how geographical conditions affect regional civilisations is also a serious teaching issue. Ideological-ideological guidance can be introduced here: teachers help students form the idea of coordinated human-environmental development, learn how geographical environments have shaped regional civilisations, and absorb the idea that "lucid waters and lush mountains are invaluable assets" to foster their sense of building a global ecological community with a shared future. Based on the green development concept of the BRI, instructors can explain how Latin America's geographical advantages have formed its resource conditions and industrial structure, thereby identifying high-priority areas for bilateral economic cooperation. Such learning helps students acquire practical knowledge of green trade practices and global ecological governance under the China-Latin America BRI cooperation [6].

In the context of Latin American politics, teachers can present its historical development and current situation, as well as explore how changes in the region's politics have affected China-Latin America economic relations. The main problems in teaching are that there is too much material on the long-term political history and difficulty making fair assessments of recent political phenomena. Relevant ideological-political content can be added: learn from historical experience and see how the national liberation movement in Latin America has advanced. They will learn that national independence and sovereignty are necessary conditions for social and economic development, and accept the idea of prioritizing national sovereignty. In line with the BRI's core ideas of respecting sovereignty and non-interference in internal affairs for China-Latin America cooperation, students will be able to grasp that national independence and sovereign rights are the foundation for Latin American countries' participation in external economic cooperation [7].

Latin American Business Culture is closely linked to regional politics and economy. It is one of the main teaching goals and problems for learners to learn about these internal connections, understand how politics and economy affect local business norms, and see how business culture influences political-economic activities. Based on the materialist-historical view, this section will introduce the basic idea that the economic base determines the superstructure and train students to apply dialectical thinking in their study of the relationship among politics, economy and culture. Using the materialist-historical perspective, one can see that increased economic cooperation between China and Latin America under the Belt and Road Initiative has promoted political harmony and cultural exchange. Therefore, they may interpret the multiple layers of logic in bilateral cooperation dialectically [8].

China-Latin-America economic and trade exchanges constitute the core content of this course. Against major shifts in the global economy, Latin-America faces both new opportunities and practical challenges. Meanwhile, Chinese outbound investment in this region keeps expanding. Teaching focuses on developmental opportunities and risks for Latin-American countries as well as practical bottlenecks met by Chinese investors, which count as difficult teaching points. From the ideological-political design perspective, teachers guide students to establish a reasonable outlook on justice and interests, and highlight the mutual-benefit and common-development values behind Chinese investment in Latin-America. Students are encouraged to form a sense of major-country responsibility and stick to compliance and integrity standards for overseas investment. With real-world BRI investment cases, teachers explain opportunities and constraints existing within China-Latin-America investment activities. In this process, awareness of justice-interest balance and compliance-integrity can be incorporated into students' analytical frameworks for cross-border economic activities[9].

Globalization has greatly reshaped Latin-America's political landscape and modes of foreign trade. Anti-globalization viewpoints still exist in some parts of the region. Different countries promote external economic cooperation under diverse domestic political systems. Teaching needs to clarify the connotation of globalization, introduce varied national political systems through comparison, and evaluate overall regional political trends amid globalization; these tasks bring notable teaching challenges. Corresponding ideological-political teaching guidance emphasizes that each nation's political-system choice originates from its unique historical background and domestic reality. Blind copying of Western institutional models should be rejected, and every country's independently chosen development path deserves full respect, so as to enhance students' institutional confidence. Within the broader context of BRI-guided China-Latin-America cooperation, students can see that China never exports its own institutional models. Instead, China consistently respects development paths chosen by Latin-American countries based on local realities, which further strengthens students' institutional confidence.

2.2. Economic-Trade Cooperation between Key Latin-American Countries and China and Associated Ideological-Political Elements

As a major economy within Latin-America, Brazil's political-economic situation exerts far-reaching influences on China-Brazil bilateral economic and trade relations. Its unique social and economic environment has cultivated distinctive local business culture. Teaching requires clear summary of Brazilian business-culture features, explanation of how these features are formed under domestic socioeconomic conditions, as well as improved understanding of business-culture globalization. Teachers can add ideological-political guidance in this part: students learn about the value of the China-Brazil comprehensive strategic partnership, understand the importance of joint development for Latin-American nations, and get familiar with the principle of extensive consultation, joint contribution and shared benefits in international cooperation. They will also develop a sense of mission for international cooperation under the new-era background. Typical BRI-related China-Brazil cooperation cases show how these cooperation principles have been applied to bilateral trade and investment, thus raising students' awareness of their international responsibilities.

Argentina is a good friend of China in Latin America. Fluctuations in China's economy at home and changes in its society directly affect the development of China-Argentina economic cooperation, and its particular socio-economic conditions have formed special local business norms. Teach

the basic features of Argentine business culture and the reasons behind it in class to help students learn about the spread of business culture globally. Teachers provide ideological and political guidance by helping students learn how China and Argentina cooperate to face the economic crisis around the world, feel the long-standing spirit of developing countries, and foster a sense of global awareness along with strong patriotism among young people today. Real-world China-Argentina cooperation projects under the BRI offer feasible paths and achievements for addressing global economic problems, broaden students' international horizons, and strengthen their sense of belonging to the country.

Stable political-economic conditions in Chile have provided a reference for mutually-beneficial China-Latin America cooperation. Stable economic and social conditions at home continue to promote the development of China-Chile relations and shape regional business cultures. Present some features of Chile's business culture and its socio-economic origins to help students learn about the globalisation of business culture. In terms of ideology and politics, students can learn about the successful win-win cooperation results achieved by China and Chile, feel the practical benefits of South-South cooperation, and consider how to achieve common goals for global development in practice; thus, they will strengthen their sense of patriotism. China-Chile relations serve as a typical model of South-South cooperation under the BRI. Based on the above case, students can organise their own research on how China can promote joint progress with other countries around the world and build all-weather partnerships.

3. Conclusion

In the course *China-Latin America Economic and Trade Cooperation*, ideological-political content is delivered together with professional knowledge modules covering Latin-America's general background, geography, economic-trade status, politics, business culture, country-specific analysis of Brazil, Argentina and Chile, as well as bilateral China-Latin-America relations under the BRI framework. Isolated ideological-political instruction separated from professional knowledge should be avoided. Taking the high-quality development of the BRI as practical support, value-shaping work proceeds step-by-step. It starts from macro viewpoints regarding world civilizations, global ecology and international economic order, then moves onto understandings of national sovereignty and institutions, materialist dialectics, professional values for outbound investment, and holistic awareness of a community with a shared future for mankind. Finally, value education lands on practical bilateral cooperation cases of China-Brazil, China-Argentina and China-Chile under the BRI. This progressive arrangement realizes value cultivation for students, and achieves the three-in-one educational objectives including knowledge transmission, competence development and value guidance.

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