Political Economy of Latin American Development

IR 590

Fall 2016

Fridays, 10-1

Kevin P. Gallagher
154 Bay State Road
Pardee School for Global Studies
kpg@bu.edu

Office Hours: Thursdays, 10:30-12:30

Overview

The goal of this course is for students to gain an empirical-based understanding of economic development in Latin America and the Caribbean (LAC) in order to draw out lessons for and to analyze the numerous development policies that nations in LAC are currently considering.

Prerequisites:

Students should have a solid understanding of introductory-level microeconomics and macroeconomics, and the basics of the history of Latin America.

Required Books:


**Course Outline**

**September 9: Introduction to Course**

**September 16: Latin America and the World Economy**

Reyes and Sawyer, Chapter 1  
Ocampo and Bertola, Chapter 1  
Gallagher, Chapter 1  
Ocampo and Ros, Chapter 1

**September 23: Historical Roots of Latin American Development**

Reyes and Sawyer, Chapters 2, 5  
Ocampo and Bertola, Chapter 2, 3  
Ocampo and Ros, Chapter 2

**September 30: State-led Industrialization**

Ocampo, Chapter 4  
Reyes and Sawyer Chapter 6  

**October 7: The Washington Consensus: Macroeconomics and Crises**
Reyes and Sawyer, Chapters 8-11
Ocampo and Ros, Chapter 7


**October 14: The Washington Consensus: Growth and Productivity**

Sawyer and Reyes, Chapter 3
Ocampo and Ros, Chapter 4, 21,22,23

**October 21: Problem Set Workshop**

**October 28: The Washington Consensus: Trade Policy in the Americas**

Reyes and Sawyer Chapter 7
Ocampo and Ros, 13, 14, 18


**November 4: Environment and Development in LAC**

Reyes and Sawyer Chapter 4
Gallagher Chapter 6
Ocampo and Ros Chapter 6

**November 11: Poverty and Inequality**

Reyes and Sawyer Chapter 12

Ocampo and Bertola, 5

Ocampo and Ros, Chapters 27, 28, 33

**November 18: New Challenges: China**

Ocampo and Ros, 19

Gallagher, rest of book

**December 2: New Challenges: Climate Change**

Economic Commission for Latin America and the Caribbean (2015), The economics of climate change in Latin America and the Caribbean Paradoxes and challenges of sustainable development, Santiago, ECLAC. (blackboard)

Inter-American Development Bank (2013), The Climate and Development Challenge for Latin America and the Caribbean Options for climate-resilient, low-carbon development, Washington, IDB. (blackboard)

**December 9: New Challenges: Development Finance**

Ocampo and Ros, Chapter 26


Grading and Assignments:

Course Grades will comprise of the following:

- Attendance and Participation 15%
- Problem Sets 45%
- Reading quizzes 15%
- Policy Paper 30%

Attendance and Participation: Regular attendance will be taken and students will be expected to contribute to general discussions during class periods. Students will lead discussions on particular readings.

Problem Sets: Students will be asked to download and manipulate data on economic growth rates, pollution intensity, poverty, and inequality in Latin America and the Caribbean over different time periods. The aim of this exercise is for each student to have a good understanding of the key economic trends in the Americas and a good understanding of (very) basic data gathering and presentation skills. Problem sets are due October 24 and November 14.
Reading Quizzes. Students will be required to take three ‘reading quizzes’ throughout the course where the student must write 1500 words discussing the critical issues in three readings since the reading analysis previously due. Reading Analyses are due October 7, October 28, and November 18.

Policy Paper: A 5000 word policy paper is required of each student in the class.

Attendance

Great importance will be placed on attendance and timely submission of assignments. There will be a penalty for late submissions of assignments and for irregular attendance. However, individual emergencies will be accommodated as far as possible. In such cases, students should make every effort to talk with the instructor in advance. Student participation will be an important part of the class and students should come prepared to be called upon.

Any of the following will adversely affect student grades:

- Being irregular in attendance (including arriving late or leaving early).
- Failing to have read all assigned readings before the class for which they are listed.
- Late submission of assignments
- Lack of participation in class discussions.

Academic Honesty

The American College Dictionary defines plagiarism as “Copying or imitating the language, ideas, or thoughts of another author and passing off the same as one’s original work.” Plagiarism is intellectual theft and violates the student honor code. Exact quotations must have quotation marks and
the appropriate citation. Paraphrases, *even if not exact quotes*, must nonetheless have the appropriate citation. Submitting a paper written by someone else, whether ‘borrowed’ from a friend or purchased from a ‘service’, even if updated, constitutes plagiarism. Using the Internet for research is encouraged but plagiarizing its resources is not allowed. Cheating of any sort, submitting the same work for more than one course, deliberately impeding the academic performance of others, and other forms of academic misconduct are serious offenses. As a general rule, if you have *any* doubts, give credit to the source; if you have any questions, talk to the instructor.

Refer to the Academic Conduct Code for further information. The university rules and the academic code will be followed in every case.