

ECON 124 ECONOMICS OF LATIN AMERICA

Fall 2021

Instructor:	Karla Cordova
Time and Location:	TR 01:20-02:35PM. CA Room 109 (Carnegie Building)

How to contact me:

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Office hours: MW 9:30-11:00AM or by appointment

<https://pomonacollege.zoom.us/my/karla.cordova>

Note: friday is my research day, in which I do not have any meetings. I will do my very best to respond promptly to e-mails, but I do like having a balanced life. Please trust that I will get back to you as soon as I am able, which usually means within 24 hrs on weekdays.

Overview: In this course, we will explore the economic development of Latin America since independence. While covering over two centuries of economic history, this course will center around answering the question of why a region with so many opportunities has failed to fulfill the promise of economic development? In particular, this course will focus on the role that institutions (or lack of) have on the economic development in the region and how other economic factors have affected the long-run performance of the region. Among the topics covered by this course are: the legacy of colonialism, inequality, and internal strife; industrialization, unionization, corporatism, and political protectionism; the post-war years, import substitution and foreign debt, and the limits and challenges of neoliberalism.

This course satisfies the following General Education Requirement(s), subject to conditions explained in the Degree Requirements section of this Catalog: Area 2; Writing Intensive; Speaking Intensive.

Learning Goals:

- Understand how economics explains the history and current social, economic and demographic circumstances of Latin America.
- Be familiar with the tools that economists use to measure economic growth and welfare and how these analyses have evolved over time. Be able to explain the incentives and constraints that have led to the current economic situation of Latin America, and the role that each economic agent has played in determining these outcomes.
- Understand the quantitative analysis of welfare in Latin America. And recognize which data are used, the source of these data, its strengths and its weaknesses.
- Be able to express, written and orally, the economic processes and conditions of Latin America. Learn how to write about data, where to find these data, and how to support an argument using these data.

Prerequisites:

ECON 052 PO and ECON 057 PO , or MATH 058 PO or POLI 090 PO .

Textbook:

Patrice Franko, *The Puzzle of Latin American Economic Development*, 4rd edition, (Rowman & Littlefield Publishers, 2018).

Optional/Complementary Textbook: Beatriz Armendáriz and Felipe Larraín, *The Economics of Contemporary Latin America*, (MIT Press, 2017).

Grade Policy:

Midterm 1	22%
Midterm 2	22%
Term Paper	20%
Paper Presentation.....	6%
Problem Sets(4 total)	15%
Discussions and Participation	15%

Your final grade in the class is based upon the following grading scale (no exceptions):

Grade Distribution

A	94-100	B-	79-82	D+	66-68
A-	90-93	C+	75-78	D	63-65
B+	86-89	C	72-74	D-	60-62
B	82-85	C-	69-71	F	59 or below

Exams

There will be 2 midterm exams. If you miss an exam without an acceptable excuse, you will receive a zero. If you have an acceptable excuse (these must be brought in beforehand except for emergency situations such as sickness, injuries, accidents, etc.) we can arrange something.

Problem Sets, Quizzes, and Activities

There will be 4 problem sets posted a week before they are due in Sakai (link to gradescope). Assignments are due at the beginning of the class (1:20 am) the day they are due. Late homework assignments will be accepted but will lose 20% credit for each day they are late (this means they lose 20% the first day late, 40% if two days late, and so on, this includes weekends as well).

There will be several quizzes throughout the course. I will post the link to Sakai after class; in case you have to miss class you can answer it online. These quizzes will count as participation points. There will be more participation points available than you need to get the full 10% and multiple ways to participate, including but not limited to: quizzes, in-class discussions, online forum comments and replies, and online quizzes.

Class attendance is expected and highly encouraged. But if you are not feeling well PLEASE stay home and kindly let me know. You are also expected to finish the assigned readings before each class and be prepared to answer questions regarding the lectures (quiz!). The discussions will be based on the readings. If you have to miss a class please get notes from another student and enter your participation on the discussion forum. More details in the assessment rubric below.

Participation and Engagement Self-assessment

You get to grade your own participation! Using the following rubric, you will be in charge of assessing your weekly participation and engagement in this course. **BUT you will also have to provide supporting evidence to your weekly point claim.** So I can keep track of your participation, create a spreadsheet and add it to the drop box in Sakai. Use two tabs, one for total points each week and another for evidence. Update your points weekly on Sakai by Friday. There will 10 available points each week summing up to around of 120 during the semester. If you reach 100 you get the full 10% of participation, 90 points 9%, and so on.

Self-assessment Rubric

Participation	In-person, in class	OR Alternatives
2	Answered the exit pass completely	Answered online exit pass after reviewing the class material.
1	Answered the exit pass less than half	Answered online exit pass just because.
0	I didn't even hand in a exit pass	Didn't open the exit online pass
Discussions		
2	I always/often participate in class discussions. When doing so I try to extend, amend, refute positions related to the material and author's/director's positions.	I posted a news article I found relevant to this week material and a small intro of why is relevant/interesting. In addition, I replied/commented to at least 2 other posts from my classmates.
1	I try to participate in class discussions, but I tend to be passive. I listen actively and take notes.	I replied/commented and contributed to the online discussion board at least once this week.
0	I show unwillingness to participate and/or disrupt the discussion by being distracted by my computer, phone, or by coming late to class), do not listen and do not take notes.	I didn't actively contribute to the online board.
Collaborative Learning		
2	I actively contribute to small group/pair discussions. I listen attentively, answer and ask questions, and ensure partners come to a solid understanding of the material.	I actively annotate on the course readings or shared my reading notes highlights with the class.
1	I contribute to small group/pair discussions in a limited way. I listen, but respond only when asked a question and don't provide much collaboration.	I responded to one question about the reading in the online board or the annotations.
0	I contribute to small group/pair discussions in a very limited way. I am somewhat attentive and don't engage in real collaboration.	I didn't read.
Behavior		
2	I am engaged, attentive, focused, and thoughtful during some of the time.	I check Sakai/board/readings often (twice a week at least)
0	I am distracted and my behavior distracts my classmates.	I don't check Sakai or read emails regarding this course.
Attendance		
2	I came to class in time	I emailed letting the professor know I could not come to class.
0	Did not attend class	Did not attend class or let the professor know.
WEEK TOTAL=		

Resources

Writing Center: The Writing Center (on the first floor of the Smith Campus Center) offers students free, one-on-one consultations at any stage of the writing process - from generating a thesis and structuring an argument to fine-tuning a draft. Additionally, Jenny Thomas, the Assistant Director of College Writing and Language Diversity, offers specialized writing and speaking support for multilingual students navigating English as an additional language. To make an appointment with a Writing or Speaking Partner, please log on to the Portal and go to Academics, Writing Center, or contact them at writing.center@pomona.edu. All appointments will be made through the Portal, will be online—or sometimes in-person but outdoors—and our Writing and Speaking Partners will be flexible both about the mode of consultation (phone, Zoom, email, Google docs, walk and talk, etc.) and about their hours in order to accommodate student need.

Quantitative Skills Center:

The Quantitative Skills Center (QSC) provides academic support to Pomona College students in courses that feature a large degree of quantitative and/or scientific reasoning through our QSC Partners Program. QSC Partners meet one-on-one with students to provide support for a variety of Pomona courses for course specific help. The QSC also offers non-course specific help in general quantitative skills and offers consultations for projects and theses involving quantitative methods. To make an appointment at the QSC, please log on to the Portal and go to Academics, Quantitative Skills Center, or contact us at qsc@pomona.edu.

Accommodations: I am committed to creating a course that is inclusive in its design and structure. Please contact disabilityservices@pomona.edu to request accommodations. If you encounter any barriers to your learning, please let me know immediately so that we can determine if there is an adjustment that can be made or if an accommodation might be needed to overcome the limitations of the course. I am always happy to consider creative solutions as long as they do not compromise the standards of the course, the intent of the assignments, or learning activities.

Mental Health Resources: Being back to in person meetings is hard. Trauma, living with (diagnosed or undiagnosed) anxiety, depression, eating disorders, thoughts / behaviors of self-harm, or some other mental health concern can make it harder to reach learning potential. I want this to be a better and more humane experience for you. If you ever find yourself struggling, please ask for help from me, your colleagues, or your school. Here are some campus resources: Monsour Counseling and Wellness Phone (909) 621-8202 After hours emergency (909) 607-2000 <https://www.cuc.claremont.edu/mcaps/>

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources at <http://7csexualmisconductresources.claremont.edu>.

Covid Safety Awareness

The faculty at Pomona College knows that person-to-person interaction provides the best liberal arts education. The best learning occurs in small communities. This year we are gathering in person for what we do best: create, generate, and share knowledge. During the past academic year, we built community remotely, and this year we will build on the pedagogical improvements we acquired last year. For example, we might meet on zoom from time to time, or hold discussions online on Sakai Discussions Board.

Our health, both mental and physical, is paramount. We must consider the health of others inside and outside the classroom. All Claremont Colleges students have signed agreements regulating on-campus behavior during the pandemic; in the classroom, we will uphold these agreements. We need to take care of each other for this course to be successful. I ask you therefore to adhere to the following principles:

- there is a mask mandate for all indoor spaces on campus. You must wear a mask for the entire class; eating and drinking are not permitted. Your mask must cover your mouth and nose. The college has zero-tolerance for violations of this policy, and our shared commitment to the health and safety of our community members means if you come to class unmasked you will have to leave class for the day.

- Class attendance is required, but if you need to miss class for health reasons, concerning symptoms, suspected Covid exposure, unexpected dependent care, technology issues, or other emergency reasons I will work with you. Let me underscore this: please make your decisions always based on health, safety, and wellness—yours and others—and I will work with you at the other end.
- When not in class, avoid closed public spaces, and if you can't avoid them: wear your mask properly, wash your hands, and maintain social distance.
- If you, or a family member, are experiencing hardship because of the pandemic, talk to me or to someone in the Dean of Students office. You are not alone during this time.

The pandemic is fast-moving, and we might have to adjust these principles as the semester evolves. I am always happy to receive your feedback to make this course work.

Let's care for each other, show empathy, and be supportive. While there will likely be some community transmission and breakthrough infections, together, we can minimize their effect on our community and on your learning.

Topic and Reading List (Days are approximate)

Your readings will be primarily from Franko, *The Puzzle of Latin American Economic Development*. Armendáriz and Larraín, *The Economics of Contemporary Latin America* can be used as complement. Any additional readings, such as articles and relevant news, will be posted on Sakai. I expect you to participate in class discussions (or alternative online forum, annotate in hypothesis). I will provide discussion questions for many of the readings. The following is a tentative schedule and relevant readings from Franko, *The Puzzle of Latin American Economic Development*, relevant papers (with links to the paper), and Armendáriz and Larraín, *The Economics of Contemporary Latin America* are listed below.

- Introduction to Economics of Latin America.....**August 31**
 - Franko Chapter 1
- Measuring Economic Development **September 2**
 - Franko Chapter 1 and 10 (11 in 3rd ed)
 - Laderchi, C.R., R. Saith, and F. Stewart. 2003. *Does it matter that we do not agree on the definition of poverty? A comparison of four approaches*. Oxford Development Studies, Vol.31 (3): 243-274.
- Historical Legacy**September 7-14**
 - Franko Chapter 2
 - Armendáriz and Larraín Chapter 1
 - Daren Acemoglu, Simon Johnson, and James A Robinson, (2001). *The colonial origins of comparative development: An empirical investigation*. American Economic Review 91(5), 1369-1401.
 - Sokoloff, Kenneth L. and Stanley L. Engerman. (2000). *History Lessons: Institutions, Factor Endowments, and Paths of New Development in the New World*. Journal of Economic Perspectives 14(3), 217-232
- Industrialization and Export Led Growth 1820-WW1.....**September 16**
 - Armendáriz and Larraín Chapter 2
 - Stephen H. Haber, *Assessing the Obstacles to Industrialisation: The Mexican Economy 1830-1940*. Journal of Latin American Studies, Vol. 24, No. 1 (Feb., 1992), pp. 1-32.
- Import Substitution Industrialization**September 21-23**
 - Franko Chapter 3
 - Armendáriz and Larraín Chapter 3
 - Carlos Braga, "Import Substitution Industrialization in Latin America: Experience and Lessons for the Future". *Economic Development in Latin America*, 34-42, 2010.
- The Lost Decades: Latin America's Debt Crisis**September 28**
 - Franko Chapter 4
 - Armendáriz and Larraín Chapter 4
- Midterm 1 Review/Term Paper Topic Thursday Sep 30**
- Midterm 1 Tuesday October 5**
- Inflation and Structural Adjustment **Thursday October 7**
 - Franko Chapter 5

– Armendáriz and Larraín Chapter 7 and 8

• Structural Adjustment..... **Thursday October 12**

– Inflation and Structural Adjustment..... **Thursday October 7** Ocampo, Jose Antonio (2004). Latin America's Growth and Equity Frustrations during Structural Reforms *Journal of Economic Perspectives* Vol 18(2). (via library)

– Chong, Alberto and Florencio Lopez-de-Silanes (2004). Privatization in Latin America: What Does the Evidence Say? *Economia* Vol 4(2)

Research day (Asynchronous) Thursday October 14

Fall Break Tuesday October 19

• Microeconomic Foundations for Growth **October 21**

– Franko Chapter 8

– Maurizio, Roxana, and Ana Paula Monsalvo. Informality, labour transitions, and the livelihoods of workers in Latin America. No. 2021/19. WIDER Working Paper, 2021

• Poverty, Inequality, and Inter-generational Mobility **October 26 and 28**

– Franko Chapter 10

– Armendáriz and Larraín Chapter 5

– Christian Daude and Virginia Robano (2015) *On Intergenerational (in)mobility in Latin America* *Latin American Economic Review* 24.1 (2015): 1-29.

– Cruz, G.F.d. and Pero, V. (2020), "Gender Differences in Intergenerational Income Mobility in Brazil", Ochman, M. and Ortega-Díaz, A. (Ed.) *Advances in Women's Empowerment: Critical Insight from Asia, Africa and Latin America* (Advances in Gender Research, Vol. 29), Emerald Publishing Limited, Bingley, pp. 65-93. <https://doi.org/10.1108/S1529-212620200000029003>

– Velez Grajalez, Strabis, and Minor Campa *Still Looking for The Land of Opportunity: Regional Differences in Social Mobility in Mexico*

– Delajara, Intergenerational Social Mobility in Mexico and its Regions

– Torche, Intergenerational Mobility and Inequality: The Latin American Case

• Education, Health, and Conditional Cash Transfers **November 2 and 4**

– Franco Chapter 11 and 12

– Cristia, J., Ibarrarán, P., Cueto, S., Santiago, A., Severín, E. (2017). Technology and child development: Evidence from the one laptop per child program *American Economic Journal: Applied Economics* 295-320.

– Gertler, Paul Do Conditional Cash Transfers Improve Child Health? Evidence from PROGRESA's Control Randomized Experiment *American Economic Review* 94.2 (2004): 336-341

– Ferman, Lima, and Riva (2021) Artificial Intelligence, Teacher Tasks and Individualized Pedagogy

– Lichand G, Dória CA, Neto OL, Cossi J *The Impacts of Remote Learning in Secondary Education during the Pandemic in Brazil*

– Video: Adam Altmejd, Andrés Barrios-Fernández, Marin Drlje, Joshua Goodman, Michael Hurwitz, Dejan Kovac, Christine Mulhern, Christopher Neilson, and Jonathan Smith. 2021. "O Brother, Where Start Thou? Sibling Spillovers on College and Major Choice in Four Countries." *The Quarterly Journal of Economics* 136 (3): 1831-1886.

Students Presentations (working term paper)..... **Nov 9-11**

- Immigration **Nov 16, 18**
 - Caballero, María Esther, Brian Cadena, and Brian K. Kovak. *The International Transmission of Local Economic Shocks Through Migrant Networks*. No. w28696. National Bureau of Economic Research, 2021
- Health and Crime **Nov 30, Dec 2**
 - Ignacio Munyo, "Youth Crime in Latin America Key Determinants and Effective Public Policy Responses". *Brookings Global*, November 2013.
 - Franko Chapter 12 (on health policy)
 - Covid paper TBD

Research Day **November 23**
Final Review Dec 2
Paper Due Dec 7

Important Dates

Problem Set 1 due Tuesday, Sep 14

Problem Set 2 due Tuesday, Sep 28

Submit paper topic, Sep 30

Midterm 1: Tuesday, Oct 5

Asynchronous day peer review, Thursday October 14

Fall break, no class Tuesday October 19

Problem Set 3 due Tuesday, Nov 16

Thanksgiving break Thursday November 26

Research Day, Asynchronous day, Tuesday November 23

Problem Set 4 due Thursday, Dec 2

Midterm 2: Last day of class Dec 7

Term Paper Due: Final day

Subject to Change Statement

Information contained in the course syllabus may be subject to change with advance notice.