

**PSC 349 Advanced Topics: Latin American Political Economy**  
**INT 364 Topics in International Political Economy**  
**LST 300 Special Topics, Latin American Political Economy**  
**Spring 2019**

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Over the last half century, Latin America has experienced dramatic political and economic change. The region shifted away from authoritarianism under military and dictatorial rule, moving toward democratic politics. It transitioned from structuralist to neoliberal economic models, to the left and then to the right. It developed new forms of insertion into the international system, centered on integrated production processes, extractivism and new relations with China. At the same time, several basic power parameters have proven quite durable, as have many of the region's social and economic problems. Inequality and social marginality continue to be pronounced, in spite of innovative social programs, and crime and corruption create barriers to peace and prosperity. This course explores competing theories about the reasons for and results of those dynamics.

The first part of the course is designed to familiarize you with the background of Latin American economic development. It introduces the dominant economic models of the 20<sup>th</sup> and early 21<sup>st</sup> centuries, and opens debate about alternative economic approaches and outcomes. This section emphasizes conceptual tools and arguments that frame different development theories in this field and traces the policy debates in three schools of thought: neoliberalism, neostructuralism and neoinstitutionalism. We explore the region's historical economic transitions from its early role as an agricultural and mineral resource exporter, to the era of state-sponsored industrialization, followed by the shift to neoliberal market reform, and concluding with the current era of "extractivism" and the search for new models. You will probe the region's insertion into the global economy by tracing a variety of investment flows and reviewing the current debate about international trade and investment agreements.

The second part of the course explores "second generation reforms." Here we focus on health, education and anti-poverty policies, and give special attention to the region's rural and marginalized areas, including indigenous and Afro-descendent communities. We conclude with discussion of three major challenges that further complicate the struggle for inclusive and sustainable development: environmental degradation, crime, and corruption. Particular attention is given to the problem of "brown zones" characterized by state absence and by the continuing challenge posed by democratic deficits and backsliding.

### **READINGS:**

- Patrice Franko, *The Puzzle of Latin American Economic Development*, 4th ed. Lanham: Rowman and Littlefield, 2019;
- Fábio de Castro, Barbara Hogenboom and Michiel Baud, eds. *Environmental Governance in Latin America*. New York and Hounds Mills, Basingstoke, Hampshire: Palgrave-Macmillan, 2016. This is an Open Access book, available for free at: <http://link.springer.com/book/10.1007/978-1-137-50572-9>
- Assorted readings that are linked electronically to the syllabus at the course D2L site and/or available as PDFs under the D2L readings tab.

### **GRADING:**

Class participation	20%
Take-home midterm exam (5-7 pages)	20
Take-home final exam (5-7 pages)	20
Annotated bibliography (6-10 sources)	5
Research presentation	5
Research paper (10-12 pages)	30

### **CLASS PARTICIPATION:**

You should plan to attend class regularly and participate in class discussions. If you have to miss more than two classes due to health or personal issues, please be in touch with me about how to make up this material. Unless you have a documented notification from the

Dean of Students office, missing more than two classes will impact your participation grade.

You'll have the opportunity to "co-lead" class discussion for one class period this quarter. That means you'll need to do the readings assigned for that day with extra care and talk with me about the ideas that we should emphasize that day. Come to class prepared to provide an overview, raise questions, and offer comments of your own. I'll circulate a sign-up list early in the quarter so you can choose a discussion topic and readings that interest you.

**TAKE HOME MIDTERM EXAM:**

The 5-7 page midterm will include essay questions on (1) the main historical phases that have defined economic development transitions in Latin America; and (2) the theoretical debate about alternative concepts of and approaches to development.

**TAKE-HOME FINAL EXAM:**

Drawing on the readings from the second half of the quarter, you will have an opportunity to analyze innovative social policies that have been adopted by different Latin American countries and to assess major problems that challenge the development of region.

**ANNOTATED BIBLIOGRAPHY:**

As you prepare to write your research paper, you will construct an annotated bibliography describing 6-10 resources, each one discussed in a paragraph. Your description should include information about the nature of the source, the author's thesis or main findings, the research methods employed, and how you intend to use this information in your paper. Your bibliography should include at least three books published in the last five years and three articles from scholarly journals.

**RESEARCH PRESENTATION:** Toward the end of the quarter, you'll have the chance to give a presentation based on your research project. You may work on this assignment individually or in teams, as you prefer. As you prepare a 7 minute overview of your research paper, design a handout or power point presentation to detail your research question, identify the main arguments, introduce and explain the tables and charts that provide evidence and structure, and list the key bibliographic resources on which you draw.

**RESEARCH PAPER:** Your research paper will allow you to explore either a political economy topic in a specific Latin American country (for example, NAFTA/USMCA in Mexico, indigenous identity in Guatemala, sweatshops and export processing zones in Honduras, social security privatization in Chile, the costs of corruption in Brazil, gold mining in Peru) or a cross regional theme (for example, free trade agreements; indigenous rights and "free, prior and informed consent;" the social impact of emigration and remittances; Chinese versus OECD investments; Amazonian deforestation and climate change). This paper will give you the chance to offer your own analysis of an issue and construct a set of research findings.

**COURSE POLICIES:** Assigned papers should be turned in on time unless an extension has been arranged. If you haven't contacted me to request an extension, late papers will be graded down  $\frac{1}{2}$  letter grade for each day they are overdue.

While in the classroom, internet-enabled devices such as laptops, tablets, smartphones, and smartwatches can only be used for the purpose of learning as required by the instructor. No texting, emailing, or web browsing is allowed in the classroom during the class period.

Expect to spend around two hours working on this course for each hour of class time. To keep up with unfolding developments in Latin America, you should follow a news source (*New York Times*, *Wall Street Journal*, or a daily paper from Latin America would be a good choice) on a regular basis during this quarter.

**WRITING CENTER:** Given the number and complexity of the writing assignments for this course, I strongly recommend you make use of the Writing Center. The Writing Center provides free peer writing tutoring for DePaul students. Writing Center tutors work with writers at all stages of the writing process, from proposal to revision, and they are trained to identify recurring issues in your writing as well as address any specific questions or areas that you want to discuss. Visit [www.depaul.edu/writing](http://www.depaul.edu/writing) for more information.

**OFFICE HOURS:** My office is in room 2102 in 990 W. Fullerton, and my office hours this quarter are TTh 1:00-2:00, Tuesday 4:30-5:30, and by appointment. The best way to contact me is by email: [rspaldin@depaul.edu](mailto:rspaldin@depaul.edu). I hope each of you will come by to talk with me at some point in the quarter.

**EXTRA CREDIT:** Extra credit may be earned by attending one of the events announced in the syllabus and writing a 1-2 page report describing what transpired and how it relates to course themes. You may also sign up to "co-lead" an additional class session for extra credit.

**SPECIAL ACCOMMODATIONS:** Students who need an accommodation based on the impact of a disability should contact me privately to discuss their specific concerns. All discussions will remain confidential. To ensure that you receive reasonable accommodation based on your needs, contact me as early as possible in the quarter (preferably within the first week of class). Students seeking disability-related accommodations are required to register with DePaul's Center for Students with Disabilities (CSD) to access accommodations and support services. CSD has two office locations:

Lincoln Park Campus - Student Center #370 - (773) 325-1677  
Loop Campus - Lewis Center #1420 - (312) 362-8002

The Dean of Students Office (DOS) helps students navigate the university, particularly during times of personal, financial, medical, and/or family need. This office can help students in crisis who may need absence notifications sent to faculty, late withdrawals, and Community Resource Referrals. DOS staff members support students both in and outside of the classroom. Additionally, this office has resources and programs to support health and wellness, violence prevention, substance abuse and drug prevention, and LGBTQ student services. For further information, please visit DOS at

<https://offices.depaul.edu/student-affairs/about/departments/Pages/dos.aspx>

DOS office locations are Lincoln Park Office, Student Center Suite 307, and Loop Office, 1 E Jackson Blvd., DePaul Center, Suite 11001.

**ACADEMIC INTEGRITY:** DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others, and for society as a whole. Violations of academic integrity, in any of their forms, are detrimental to the values of DePaul, to your own development as a responsible member of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct.

There are strong sanctions against academic integrity violations at DePaul. If proven, an academic integrity charge could result in an automatic F in the course, formal notification of your college dean, and possible expulsion. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit the Academic Integrity website at <https://offices.depaul.edu/academic-affairs/faculty-resources/teaching/academic-integrity/Pages/default.aspx>. If you have any additional questions or doubts about what plagiarism entails or how to properly acknowledge source materials, be sure to discuss these concerns with me.

## **COURSE OUTLINE AND READINGS**

Introduction to the course and each other (April 2)

1. Latin America political and economic background and development models (April 4)
  - 1.) Debates about the concept of development
  - 2.) Discussion of political, economic and social variation within Latin America
  - 3.) Development models and debates: Dependency, Structuralism, Institutionalism, and Neoliberalism (with assorted posts and neos)

Readings: Franko, ch. 1;  
--Eduardo Gudynas, "Beyond varieties of development: disputes and alternatives," *Third World Quarterly* 37:4 (2016): 721-732 (PDF), also available at: <http://gudynas.com/wp-content/uploads/GudynasBeyondVarietiesDevelopmentDisputes2016.pdf>

**Public lecture: Andrés McKinley, “The Prolonged Struggle against Metallic Mining in El Salvador and the Role of the Catholic Church”**

*In March 2017, El Salvador became the first country in the world to ban metal mining, safeguarding its natural resources and its people’s health. Leading the push for this law was the Catholic Church. In this talk Andrew McKinley, a specialist in mining and water at San Salvador’s Central American University (UCA), describes the devastating environmental effects of metal mining and the strategies that led to the 2017 passage of the anti-mining ban.*

Thursday April 4, Student Center 314B, 6:30pm Reception; 7:00-8:30pm Presentation

2. Historical transitions and alternative approaches

- A. Agro-export and early dominance of extractivism (April 9)
  - 1.) Monocrop economies, enclaves, and outward-oriented growth
  - Readings: Franko, ch. 2
- B. Accelerating industrial development (April 9)
  - 1.) Import-substitution industrialization (ISI)
    - a. The ISI toolbox
  - 2.) Indebted development
  - Readings: Franko, ch. 3
- C. Debt crisis and the dynamics of neoliberal reform (April 11)
  - 1.) Economic stabilization and structural adjustment programs
  - 2.) Neoliberal transition: costs and benefits
  - Readings: Franko, ch. 4;
  - John Williamson, “What Washington Means by Policy Reform,” 1990, (reprinted by Peterson Institute for International Economics, Nov. 2002) (PDF)
  - <https://economicsociologydotorg.files.wordpress.com/2017/09/what-washington-means-by-policy-reform.pdf>.
- D. Neoinstitutionalism and Neostructuralism (April 16)
  - 1.) The return of the state: Balancing state and market
  - 2.) Latin American “Left Turn”
  - Readings: Steven Levitsky and Kenneth M. Roberts, “Introduction: Latin America’s ‘Left Turn’, A Framework for Analysis,” in Levitsky and Roberts, eds. *The Resurgence of the Latin American Left* (Baltimore: Johns Hopkins University Press: 2011): 1-28 (PDF);
  - Joseph E. Stiglitz, “Is There a Post-Washington Consensus Consensus?” in Narcis Serra and Joseph E. Stiglitz, eds. *The Washington Consensus Reconsidered* (Oxford: Oxford University Press, 2008): 41-55 (PDF).

**Class debate about alternative approaches to development in Latin America**

3. International Connections

- A. Public and private investments: where does the money come from? (April 18)
  - 1.) Transnational corporations, development banks, and official development assistance
  - Readings: Franko, ch. 6;

--David Dollar, "China's Investment in Latin America," *Foreign Policy at Brookings* (2017) (PDF), or [https://www.brookings.edu/wp-content/uploads/2017/01/fp\\_201701\\_china\\_investment\\_lat\\_am.pdf](https://www.brookings.edu/wp-content/uploads/2017/01/fp_201701_china_investment_lat_am.pdf)

**April 18: Submit research paper topic**

**B. Bottom up investment: (April 23)**

1.) Migration and remittances

Readings: Manuel Orozco, Fact Sheet: Family Remittances to Latin America and the Caribbean 2018, Inter-American Dialogue, Feb. 9, 2019 [https://www.thedialogue.org/wp-content/uploads/2019/02/Fact-sheet\\_Family-remittances-to-Latin-America-and-the-Caribbean-2018.pdf](https://www.thedialogue.org/wp-content/uploads/2019/02/Fact-sheet_Family-remittances-to-Latin-America-and-the-Caribbean-2018.pdf);

Interview with Alex Rivera, director of "The Sixth Section" (4 min.) <http://subcine.com/film/39-the-sixth-section.html>

Research interlude: (April 25)

**Class meets with DePaul librarian Jennifer Schwartz in Richardson Library, room JTR110, to work on accessing electronic databases and building a research paper bibliography.**

**C. Trade and Cross-National Production Platforms (April 30)**

- 1.) Comparative advantage and economic globalization
- 2.) Free Trade Agreement pros and cons
- 3.) Developmentalism and regional alternatives

Readings: Franko, ch. 7

**D. From NAFTA to USMCA (May 2)**

Readings: Congressional Research Service, "Proposed U.S.-Mexico-Canada (USMCA) Trade Agreement," *In Focus*, Feb. 22, 2019 (PDF) <https://fas.org/sgp/crs/row/IF10997.pdf>;

--Mark Weisbrot et al, "Did NAFTA Help Mexico? An Update after 23 Years," Center for Economic and Policy Research, March 2017 (PDF) <http://cepr.net/images/stories/reports/nafta-mexico-update-2017-03.pdf?v=2>

\*If you have the time, you might also be interested in watching part of this C-SPAN interview with Andrew Selee, Director of the Migration Policy Institute, on US-Mexico Relations, June 24, 2018, 41 minutes <https://www.c-span.org/video/?447315-4/washington-journal-andrew-selee-discusses-us-mexico-relations>

**Midterm take home exam due at midnight May 2 in D2L dropbox**

**4. Social Policies, Social Gains**

**A. Poverty and anti-poverty initiatives (May 7)**

Reading: Franko, ch. 10;

--Anthony W. Pereira, "Bolsa Família and Democracy in Brazil," *Third World Quarterly*, 36, #9 (2015): 1682–1699.

<http://www.tandfonline.com/doi/full/10.1080/01436597.2015.1059730>

--Fabián Borges, “Neoliberalism with a Human Face?” *Comparative Politics* 50 (Jan. 2018): 147-167 (PDF).

**Annotated Bibliography due by midnight May 7 in D2L dropbox.**

**B. Health Access, Alternatives and Challenges (May 9)**

Reading: Franko, ch. 11;

--Nancy Armenta Paulino, María Sandín Vázquez and Francisco Bolúmar, “Indigenous Language and Inequitable Maternal Health Care, Guatemala, Mexico, Peru and the Plurinational State of Bolivia,” *Bulletin of World Health Organization* 97 (Jan. 2019): 59-67 (PDF);

--Elizabeth Malkin, “They Were Jailed for Miscarriages. Now, Campaign Aims to End Abortion Ban,” *New York Times*, April 4, 2018.

<https://www.nytimes.com/2018/04/09/world/americas/el-salvador-abortion.html>

**C. Educational Opportunities and Overcoming Barriers (May 14)**

Reading: Franko, ch. 12;

--Ariel Fiszbein and Susan Stanton, “The Future of Education in Latin America and the Caribbean,” Inter-American Dialogue, June 21, 2018 (PDF), pages 7-32

<https://www.thedialogue.org/analysis/the-future-of-education-in-latin-america-and-the-caribbean-2/>

**Public Lecture: María Pita (Argentina) and Jesús Cossio, (Peru)**

Presentation on documenting “Police Brutality and Institutional Violence in Latin America: El Alma Nunca Piensa sin Imagen,” Wednesday May 15, 6:00-8:00pm, in SAC 154

**D. Indigenous social movements and rights (May 16)**

- 1.) New indigenous rights mobilizations in Latin America
- 2.) International support at the ILO and UN
- 3.) Contemporary dispossession and ongoing challenges

Readings: World Bank Group, *Indigenous Latin America in the 21<sup>st</sup> Century*, Washington, D.C.: World Bank Group 2015: pages 17-27.

<http://documents.worldbank.org/curated/en/145891467991974540/pdf/98544-REVISED-WP-P148348-Box394854B-PUBLIC-Indigenous-Latin-America.pdf>

--Mariana Walter and Leire Urkidi, “Community Consultations: Local Responses to Large-Scale Mining in Latin America,” in F. de Castro et al. eds., *Environmental Governance in Latin America*. New York: Palgrave Macmillan 2016: 287-325. <http://link.springer.com/book/10.1007/978-1-349-0572-9>

**5. Challenges**

**A. Environmental degradation (May 21)**

Reading: Franko, ch. 13

--Joan Martinez-Alier, Michiel Baud and Héctor Sejenovich, "Origins and Perspectives of Latin American Environmentalism," in F. de Castro et al. eds., *Environmental Governance in Latin America*. New York: Palgrave Macmillan, 2016: 29-57. <http://link.springer.com/book/10.1007/978-1-137-50572-9>

--Aldo Orellana López, "Chevron vs Ecuador: international arbitration and corporate impunity," Open Democracy, March 27, 2019.  
<https://www.opendemocracy.net/en/democraciaabierta/chevron-vs-ecuador-international-arbitration-and-corporate-impunity/>

### B. Corruption (May 23)

Readings: Eduardo Engel et al, *Expert Advisory Group on Anti-Corruption Transparency and Integrity in Latin America and the Caribbean*, Washington, D.C.: Inter-American Development Bank, November 2018 (PDF)  
<https://publications.iadb.org/sites/default/files/publications/english/document/Report-of-the-Expert-Advisory-Group-on-Anti-Corruption-Transparency-and-Integrity-in-Latin-America-and-the-Caribbean.pdf>;

--Paul Lagunes, "Backgrounder on Lava Jato," *Policy Briefs on Lava Jato: Understanding Latin America's Largest Corruption Scandal in History*. New York, NY: Center on Global Economic Governance at the School of International and Public Affairs, Columbia University, 2018.  
<https://cgeg.sipa.columbia.edu/policy-briefs-lava-jato>;

--Gregory Michener and Carlos Pereira, "A Great Leap Forward for Democracy and the Rule of Law? Brazil's Mensalão Trial" *Journal of Latin American Studies* 48 (2016): 477-507 (PDF);

--Jorge G. Castañeda, "Latin Americans Stand Up to Corruption," *Foreign Affairs* (Jan.-Feb. 2016): 145-152 (PDF)

### C. Crime (May 28)

Readings: Rocio Cara Labrador and Danielle Renwick, "Central America's Violent Northern Triangle," *Council on Foreign Relations Backgrounder*, June 26, 2018  
<https://www.cfr.org/backgrounder/central-americas-violent-northern-triangle>;

--Chris Dalby and Camilo Carranza, "InSight Crime's 2018 Homicide Round-Up," Jan. 22, 2019  
<https://www.insightcrime.org/news/analysis/insight-crime-2018-homicide-roundup/>

### **Student research presentations (May 30 and June 4)**

#### 6. Conclusions

- A. Review of opportunities and challenges in Latin America
- B. Discussion of final exam (June 6)

**Research Paper is due on June 6 before midnight in D2L Dropbox.**

**Final take home exam is due on June 11 at noon in D2L Dropbox.**