Course description: Latin America has long had a unique place in the global economy, and been a focal point for theories of economic development. The political economy of development in this broad but cohesive region, and the history of ideas and actual development trends, will be the basis of this course. After a short refresher on basics of macroeconomics, three key eras of development will be our focus, as well as their aftermath in both economic and political terms: 1) the primary products export boom of the 19th and early 20th centuries, 2) the turn towards Import Substituting Industrialization of the mid-20th century, and 3) the experience of neoliberal reforms in the late 20th century. The course will illuminate the impact on economics, societies, and politics of major events such as the 1930s Great Depression and the 1980s Debt Crisis. The international spread of ideas about capital and development, Dependency Theory, and the neoliberal “Washington Consensus” will be critical to understand how ideas can shape interests and outcomes. We will also examine the intersection of domestic and international economic trends with traditional power politics, both during the Cold War and after, through three case studies: the Cuban Revolution, the Chilean military coup of 1973, and the rise of Hugo Chávez’ Bolivarian socialist regime in Venezuela well after the Cold War's end.

Note: Syllabus may change. Please check Canvas for most up-to-date version

Course Objectives—this course should ensure students can

- explain the expectations of macroeconomics for trends in growth, trade, debt, investment, and currencies, with reference to actual cases in Latin America
- grasp and use key political-economic ideas from Latin America such as primary products export-led growth, dependency, import-substituting industrialization, neoliberalism, etc
- synthesize ideas about the relationships of domestic politics, economies, and international trade and economics during three broad historical eras in Latin America, as well as the present day

Grading:

15% Attendance & Class Participation. Students are expected to attend every class, and to show through their participation that they have read the course materials and are able to work with and apply the concepts presented to the cases we study. One component of the participation grade will be weekly Canvas Discussion Posts (200 words each; see below). Full credit is earned by students who show mastery of the materials and concepts.

15% Two quizzes (Economic Toolbox Quiz in Week 2 & Reading Quiz: Nostromo in Week 3)

70% Three papers as part of a semester research project that each compare the same two Latin American cases in each of three different development eras:

1. **Feb 28** (5-6 pages) focused on the Primary Products Export era (20%)
2. **Mar 28** (8-9 pages) focused on the era of ISI and post-WWII economies (20%)
3. **TBA/Final** (15-20 pages) focused on the era of Neoliberal reform through the present (30%)
Students will choose their desired country-case pair in consultation with the instructor.

**This course does not have a Final Exam; only a Final Paper**

**Canvas Discussion posts:** The topics for these will be student-led. Each week designated students will be responsible for writing initial discussion posts no later than midnight of the Sunday before the weekly Thursday meeting. The remaining students should post their discussion responses to one of these threads, and must do so by midnight of the Tuesday before the class for which the readings are assigned.

**Policies:** 1) Use of cell phones is strictly prohibited during class time, and they should be silent and invisible to the professor and your colleagues. 2) Laptops or tablets may be used only for taking notes. 3) Requests for extensions on written assignments may be granted under reasonable circumstances, as long as they are made no later than the day before papers are due.

**Readings:** The following books have been ordered for purchase at the bookstore. Other readings will be marked with a *, and available via the course Canvas site. *Check Modules section of Canvas for links to these threadings*

**Required:**

**Recommended** (will be useful in research papers—also a nice reference if you are interested in the deep historical background of Latin American countries’ economies):

**Schedule**

1. **Introduction & Economic Toolbox (Jan 27):** Economic ideas and eras in Latin America
   Cardoso & Faletto, 8-15
   Reid, 1-6, 13-16, 20-28
   (please start reading *Nostromo* now, also, since you’ll need to read over 200 pages by Week 3)

2. **Bonanzas of the 19th Century (Feb 3):** The rise of the primary products export model
Cardoso & Faletto, 29-61
Reid 46-70
Topik, Marichal, & Frank, 1-5, 8-16, 118-173, 228-299

**Quiz 1: Economic Toolbox**

3. **Nostromo (Feb 10):** 19th century political & economic ideas in fiction
*Sarmiento, Domingo Faustino, *Facundo: Civilization and Barbarism*, Kathleen Ross, tr (Berkeley: University of California Press, [1845] 2003), 53-58, 80-90
Topik, Marichal, & Frank, 25-52
Conrad, 5-240 (Part First “The Silver of the Mine” & Part Second “The Isabela”), required; (Part Third “The Lighthouse” recommended, but not required)

**Quiz 2: Nostromo**

4. **Dependency (Feb 17):** Problems with the primary product export model
Cardoso & Faletto, 15-28, 61-112 116-121, 122-125
Topik, Marichal, & Frank, 5-8, 204-227, 352-360
Reid, 28-45

5. **Case Study—Cuban Revolution (Feb 24):** Political Outcome of Dependency, or Cold War + Castro?
Reid 81-98, 104-106
*Nelson, Lowry, “Changes in the Social Structure” in Suchlicki, 43-46
*Kohler, Foy D., “Cuba and the Soviet Problem in Latin America” in Suchlicki, 119-143
*Kline, M. Michael, “Castro's Challenge to Latin American Communism” in Suchlicki, 190-201

**Monday, Feb 28—First Paper Due (5pm, via Canvas)**

6. **Import-Substituting Industrialization (Mar 3):** A more moderate exit from dependency?
Cardoso & Faletto, 1-7; 112-116, 121-122, 125-148


Reid, 127-129

7. ISI and Political Outcomes (Mar 10): Corporatism and Bureaucratic Authoritarianism

Cardoso & Faletto, 149-180

Reid, 70-80, 113-116, 121-126


7. ISI and Political Outcomes (Mar 10): Corporatism and Bureaucratic Authoritarianism

Cardoso & Faletto, 149-180

Reid, 70-80, 113-116, 121-126


8. Case Study—Chile 1973 Coup (Mar 24): ISI gone awry—or Cold War + Allende?

Reid, 116-121


8. Case Study—Chile 1973 Coup (Mar 24): ISI gone awry—or Cold War + Allende?

Reid, 116-121


Monday, Mar 28—Second Paper Due (5pm, via Canvas)

9. Debt Crisis & the Lost Decade (Mar 31): Another outcome of ISI dysfunction and dependency

Reid, 238-246 (required), 266-294 (recommended)

*Oatley, 315-330


Monday, Mar 28—Second Paper Due (5pm, via Canvas)

9. Debt Crisis & the Lost Decade (Mar 31): Another outcome of ISI dysfunction and dependency

Reid, 238-246 (required), 266-294 (recommended)

*Oatley, 315-330


10. Neoliberalism (Apr 7): Orthodox stabilization and the Washington Consensus
Reid, 133-164, 323-328 (required), 193-237 (recommended)
Weyland, Kurt, “Neopopulism and Neoliberalism in Latin America: Unexpected Affinities,” Studies in comparative international development v 31, no 3 (Fall, 1996), 3-31

11. Case Study—Venezuela (Apr 14): Crisis + neoliberalism + oil = Chávez' Bolivarianismo
Reid, 165-192
*Beasley-Murray, Jon, “Constituent Power and the Caracazo: The Exemplary Case of Venezuela” in Maxwell A. Cameron & Eric Hershberg, eds. Latin America’s Left Turns: Politics, Policies & Trajectories of Change (Boulder, CO: Lynne Rienner, 2010), 127-144

Reid, 329-341, 348-349 (required), 246-261 (recommended)
Cardoso & Faletto, 180-88

[Choose one of the following three articles to read; other two are optional]
*Reichert, Francisco Wilson, Júnior; Forte, César Tiago; et al. “Soy in Brazil: Past, Present, and Future,” Current Politics and Economics of South and Central America, v 9, Iss 1 (2016), 57-79


*León-Manríquez, José Luis. “Power Vacuum or Hegemonic Continuity?: The United States, Latin America, and the ‘Chinese Factor’ After the Cold War” World Affairs Vol. 179, Iss. 3, (Fall 2016): 59-81


Reid, 294-300 (required), 350-360 (recommended)


*Baer, Werner; Margot, Diego; Montes-Rojas, Gabriel, “Argentina's default and the lack of dire consequences,” Economia Aplicada v. 15, Iss. 1 (Jan/Mar 2011), 131-146


TBA (Final Exam Slot Date)—Final Paper Due (via Canvas)

Accessibility

Harvard University is committed to providing reasonable accommodations for students with disabilities. Students needing academic adjustments or accommodations because of a documented disability must present their Faculty Letter from the Accessible Education Office (AEO) and speak with the professor by
the end of the second week of the term. All discussions will remain confidential, although faculty are invited to contact AEO to discuss appropriate implementation. Please call (617) 496-8707 or send an email to aeo@fas.harvard.edu for further information.

**Honor Code**

“Members of the Harvard College community commit themselves to producing academic work of integrity – that is, work that adheres to the scholarly and intellectual standards of accurate attribution of sources, appropriate collection and use of data, and transparent acknowledgement of the contribution of others to their ideas, discoveries, interpretations, and conclusions. Cheating on exams or problem sets, plagiarizing or misrepresenting the ideas or language of someone else as one’s own, falsifying data, or any other instance of academic dishonesty violates the standards of our community, as well as the standards of the wider world of learning and affairs.”

To help fulfill your commitment, especially with regard to plagiarism and proper citing, you are encouraged to make full use of the Government Department’s [GovWrites: a Resource for Concentrators](#). This resource has a number of very useful tools to improve your writing generally, and some very specific information about citations under the [Working with Integrity](#) section. The [Harvard Guide to Writing with Sources](#) is also highly useful.

**Collaboration**

Discussion and the exchange of ideas are essential to academic work. For assignments in this course, you will consult with classmates on the choice of research projects and share sources and evidence. However, any written work you submit for individual evaluation must be the result of your own research and writing and must reflect your own approach to the topic. All students must also adhere to standard citation practices in the social sciences and properly cite any books, articles, websites, lectures, videos, and films that have helped you with your work. I recommend using the Chicago Manual of Style’s author-date format.