

# **INSTITUT D'ÉTUDES POLITIQUES BORDEAUX**

## **LATIN AMERICAN DEVELOPMENT TODAY COURSE SYLLABUS SPRING 2020 JEFF DAYTON-JOHNSON**

### **OVERVIEW**

The Latin American economy during the twenty-first century has lurched from stagnation, to a boom led by primary-product exports to China, followed by a comparatively successful navigation of the Global Financial Crisis. The region's post-2008 economic performance is at once varied across countries, and largely disappointing. This short *cours d'ouverture* seeks to provide a foundation for analyzing Latin American development today, and argues that such understanding is based on an overview of the region's development in the last century.

The methodological approach for the analysis in this course is that of political economy, inspired by the example of economist Albert O. Hirschman (1915-2012), a great contributor to understanding Latin America. Hirschman argued that to understand the movement of key economic phenomena – income per head, wages, unemployment, the share of manufacturing in national income, poverty—economists cannot restrict their attention to purely economic variables. Consideration of political phenomena – the presence or absence of democracy, the institutions of governance, the formal and informal means of resolving disputes among groups – enriches the analysis of economic outcomes.

### **COURSE OBJECTIVES**

1. This short course will provide the historical and conceptual basis for understanding the development challenges facing Latin America and the Caribbean today.
2. Students will encounter many of the basic measures and conceptual frameworks for analyzing economic development, and will critique those measures and frameworks.
3. Students will gain greater familiarity with the use of explanatory models in the social sciences.
4. The selection of readings will expose students to a cross-section of types of texts used by researchers and analysts, ranging from documents produced by international organizations, to scholarly work by economists and others.

## **METHOD OF EVALUATION**

Students are given a mark (out of 20) and, if they pass, are awarded 1 ECTS (2 ECTS credits for international students). This mark is based on the instructor's evaluation of an essay of no more than four pages (or 15 000 characters). The student will be required to hand this assignment in on the digital work environment on the Moodle website three weeks after the last meeting of the course.

## **COURSE OUTLINE**

Numbers correspond to the class session (eight in total).

The readings indicated below are required; additional readings, not required, will be suggested during the class.

### **1. Introduction and social science models**

Jorge Luis Borges, "Funes the Memorious" (1944)

### **2. Five keys to the Latin American economy**

Rosemary Thorpe, "A Historical Perspective on the Political Economy of Inequality in Latin America," in J. Santiso & J. Dayton-Johnson, eds., *The Oxford Handbook of Latin American Political Economy* (2012).

### **3 & 4. From Raúl Prebisch to the Washington Consensus**

UN ECLAC, *The Economic Development of Latin America and Its Principal Problems* (1949) (selected sections).

### **5. Inequality**

J. Dayton-Johnson, "Shaking Up Governance and Inequality in South America: A Political-Economy Account," in Pía Ruggirozzi and Christopher Wylde, eds., *Handbook of South American Governance* (2018).

### **6. Fiscal policy: A social contract**

Christian Daude & Ángel Melguizo, "Taxation and Democracy in Latin America," in J. Santiso & J. Dayton-Johnson, eds., *The Oxford Handbook of Latin American Political Economy* (2012).

### **7 & 8. Latin America in the 21<sup>st</sup> century**

OECD, *Latin American Economic Outlook 2019* (May 2019)

IMF *Regional Economic Outlook: Western Hemisphere* (October 2019)

(selected sections from each report)