

**GOV 337G / LAS 337R (38075 & 39535) Spring 2023**  
**THE POLITICS OF DEVELOPMENT IN LATIN AMERICA**  
**(Independent Inquiry and Writing Flags)**

**COURSE MEETINGS:** Tuesdays and Thursdays, 3:30-5:00 p.m. in PAR 203.

Prof. Raúl Madrid

Office: Batts 3.112, tel: (232-7246)

Office hours: Tuesdays and Thursdays 2:00-3:30 p.m. or by appointment.

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Office hours via Zoom: Tuesdays 5:30-7:00 p.m. and Wednesdays 11:30 a.m. – 1:00 p.m.

This course examine the struggle for development in Latin America. In the first part of the course, we will analyze some of the major theories of development, which seek to explain why some countries are wealthy while others are poor. The second part of the course will focus on Latin America. We will explore Latin America's economic history, analyze why Latin America has not developed as rapidly as some other parts of the world, and examine some of the major development challenges that the region currently faces. In the final section of the course, students will work independently on research papers that seek to explain a development outcome in a specific Latin America. The paper must engage the theories that we have examined in class. This course carries the Independent Inquiry and Writing Flags.

**REQUIREMENTS:**

This course entails weekly reading assignments, 12 in-class quizzes or writing assignments, two mid-term examinations, and a 15-page research paper. In addition, students will be expected to participate regularly in class discussion, and to edit and comment on another student's paper. Students are expected to keep up with the class readings, attend class regularly and participate in class discussions. You will receive a class attendance and participation grade for doing so as well as grades for the in-class quizzes and writing assignments. **The in-class quizzes/assignments cannot be made up, but I will drop two of them in calculating your final grade.**

The mid-term examinations will be held on **Feb. 16** and **March 30**. The research paper will be written in several stages. Students must turn in a one-page summary of their paper topic plus a one-page bibliography on **April 3** by 12 p.m. A first draft of the paper is due on **April 14** by 5 p.m. and the final paper must be turned in by **April 28** at 5 p.m.

Grades for the course will be determined as follows: class attendance and participation (10%), quizzes and in-class writing assignments (10%), mid-term examinations (20% each), first draft of paper (15%), peer review of first draft of paper (10%), and final draft of paper (15%).

In order to calculate your final grade, I will sum all of the points you have received in the class and convert the points into letter grades using the following scale:

93-100 = A

90-92 = A-

87-89 = B+

83-86 = B

80-82 = B-

77-79 = C+

73-76 = C

70-72 = C-

67-69 = D+

63-66 = D

60-62 = D-

Below 60 = F

I will round up scores of 0.5 and higher and round down scores of less than 0.5. I do not allow extra credit assignments and no exceptions will be made to the above system of converting points into letter grades.

This class is using the Lectures Online recording system. This system records the audio and video material presented in class for you to review after class. Links for the recordings will appear in the Lectures Online tab on the Canvas page for this class. You will find this tab along the left side navigation in Canvas.

To review a recording, simply click on the Lectures Online navigation tab and follow the instructions presented to you on the page. You can learn more about how to use the Lectures Online system at <http://sites.la.utexas.edu/lecturesonline/students/how-to-access-recordings/>.

**Religious holidays:** Students who need to miss a class due to a religious holiday should notify me at least fourteen days prior to the holiday. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

**Disability accommodations:** Students with disabilities may request appropriate accommodations from the Division of Diversity and Community Engagement, Disability and Access: <http://ddce.utexas.edu/disability>

**Policy on Scholastic Dishonesty:** Students who violate University rules on academic misconduct are subject to the student conduct process and potential disciplinary action. A student found responsible for academic misconduct may be assigned both a status sanction and a grade impact for the course. The grade impact could range from a zero on the assignment in question up to a failing grade in the course. A status sanction can range from probation, deferred suspension and/or dismissal from the University. To learn more about academic integrity standards, tips for avoiding a potential academic misconduct violation, and the overall conduct process, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.”

**Sharing of Course Materials is Prohibited:** No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless you have my explicit, written permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University’s Student Honor Code and an act of academic dishonesty. I am well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.

**Class Recordings:** Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

## **READINGS:**

Mitchell A. Seligson and John T. Passé-Smith, eds. Development and Underdevelopment Boulder: Lynne Rienner, 2014. 5th Edition. Available for purchase online or at the University Co-op.

Luis Bertola and José Antonio Ocampo. The Economic Development of Latin America since Independence. New York: Oxford University Press, 2012. Available for purchase online or at the University Co-op.

As noted below, additional readings can be found on Canvas.

This course is part of the Longhorn Textbook Access (LTA) program, which is designed to make textbooks more affordable. The following is a description of how the program works reproduced nearly verbatim from an email the program distributed to faculty:

Each enrolled student is automatically enrolled in the program to start. This program is OPTIONAL; however, you must ACTIVELY OPT-OUT if you do not wish to participate, in order to not be billed. LTA ensures you are receiving your course materials at a reduced price, however, purchasing your course materials through LTA is not required; you can purchase required course materials anywhere. Opting out of LTA will disconnect your access to the course materials... but where you purchase the required materials is your decision.

If you need access to the required materials, they will be available to you in a digital format through the “My Textbooks” tab in your class’s Canvas site on or before the first class day. To opt-out, go to Canvas and select “My Textbooks” and then “opt-out.” If you are opted-in at the end of the 5th class day (August 26th), you will be billed for these materials through your “What I Owe” page. You can opt-out and opt-in as many times as you’d like up until the end of the 12th class day (September 6th). You have through the 20th class day (September 16th) to pay your What I Owe bill.

For information on opting-out, billing, and the LTA program, visit [universitycoop.com/longhorn-textbook-access](http://universitycoop.com/longhorn-textbook-access)

If you have additional questions, please contact [LTAhelp@universitycoop.com](mailto:LTAhelp@universitycoop.com)

## **DAILY ASSIGNMENTS:**

### **The Development Gap (Jan. 10)**

Seligson and Passé-Smith, Chs. 1-4 (Seligson; Passé-Smith; Wade; and Firebaugh), pp. 1-53.

### **Domestic Income Inequality and Its Consequences (Jan. 12)**

Seligson and Passé-Smith, Chs. 6, 12, and 14-16 (Banerjee and Duflo; Kuznets; Ortiz and Cummins; Berg and Ostry; Ravallion), pp. 79-91, 143-155, and 173-200.

## **I. GRAND THEORIES OF DEVELOPMENT**

### **Historical Explanations (Jan. 17)**

Seligson and Passé-Smith, Chs. 7-10 (Maddison; Diamond; Rodrik, Subramanian and Trebbi; Acemoglu, Johnson, and Robinson), pp. 95-130.

### **Political modernization theory (Jan. 19)**

Lipset, Seymour Martin. 1983. Political Man: The Social Bases of Politics. William Heinemann Ltd. Ch. 2, pp. 27-63. ([Canvas](#))

Adam Przeworski et al. 1996. "What Makes Democracies Endure?" Journal of Democracy. Vol. 7, no. 1, January, pp. 39-55. ([Canvas](#))

### **Cultural modernization theory (Jan. 24)**

Seligson and Passe-Smith, Chs. 20-22 (McClelland, Harrison, and Granato, Inglehart and Leblang), pp. 239-279.

Herman Kahn, “The Confucian Ethic and Economic Growth.” pp. 237-240. ([Canvas](#))

### **Gender and Development (Jan. 26)**

Seema Jayachandran. 2015. "The Roots of Gender Inequality in Developing Countries." *Annual Review of Economics* 7: 63-88. ([Canvas](#))

Esther Duflo. 2012. "Women Empowerment and Economic Development." *Journal of Economic Literature* 50: 4 (December): 1051-1079. ([Canvas](#))

### **Dependency Theory (Jan. 31)**

Dos Santos, Theotonio. "The Structure of Dependence," pp. 193-202. ([Canvas](#))

Seligson and Passé-Smith, Chs. 23-24 (Gunder Frank; Hammer and Gartrell), pp. 283-308.

### **Neoliberal theory (Feb. 2)**

Anne O. Krueger. "Government Failures in Development." *Journal of Economic Perspectives*. Summer 1990. (pp. 9-22). ([Canvas](#))

Erich Weede. "Why People Stay Poor Elsewhere." pp. 367-388. ([Canvas](#))

The World Bank. "The New Wave of Globalization and its Economic Effects," pp. 391-401. ([Canvas](#))

Seligson and Passé-Smith, Ch. 11 (Henry and Miller) pp. 131-139, and Ch. 27 (Lipton), pp. 345-350.

### **Neo-Statist theory (Feb. 7)**

Peter Evans. "The State as Problem and Solution: Predation, Embedded Autonomy and Structural Change." in The Politics of Economic Adjustment, pp. 139-181. ([Canvas](#))

Seligson and Passé-Smith, Ch. 26 (Olson) and Ch. 28 (Przeworski and Limongi), pp. 323-344 and pp. 351-361.

### **Human capital and technology theories (Feb. 9)**

Gregory Clark, "The Great Escape: The Industrial Revolution in Theory and History," pp. 111-132. ([Canvas](#))

Psacharopoulos, George. "Education and Development: A Review." *The World Bank Research Observer* Vol. 3, No. 1, 1988, pp. 99-116. ([Canvas](#))

Krugman, Paul. "The Myth of Asia's Miracle." pp. 457-462. ([Canvas](#))

Seligson and Passé-Smith, Ch. 29 (Birdsall and Sabot) pp. 363-369.

### **Geographical Theories (Feb. 14)**

Charles Kenney, "Why Aren't Countries Rich? Weak States and Bad Neighborhoods," pp. 413-425. ([Canvas](#))

Seligson and Passé-Smith, Chs. 30-33 (Diamond; Collier and Gideris; Eppig, Fincher and Thornhill; Dell, Jones, and Oken), pp. 371-419.

## **1st Mid-term Exam (Feb. 16)**

### **II. DEVELOPMENT IN LATIN AMERICA**

#### **Colonialism and Development in Latin America (Feb. 21)**

James Mahoney. Colonialism and Postcolonial Development: Spanish America in Comparative Perspective, Cambridge University Press, 2010, Ch. 1, pp. 1-34. ([Canvas](#))

#### **Latin America in the World Economy (Feb. 23)**

Bertola and Ocampo. Chapter 1, pp. 1-47.

#### **Latin America from Independence until 1870 (Feb. 28)**

Bertola and Ocampo. Chapter 2, pp. 48-80

#### **Latin America from 1870-1930: Export-Led Development (March 2)**

Bertola and Ocampo. Chapter 3, pp. 81-137.

#### **Latin America 1930-1980: Import-Substitution Industrialization (March 7)**

Bertola and Ocampo. Chapter 4, pp. 138-197.

#### **Latin America from 1980-2010: Market-Oriented Reform (March 9)**

Bertola and Ocampo, Chapters 5-6, pp. 198-267.

#### **Spring Break (March 13-17)**

#### **Poverty and Inequality (March 21)**

Jeffrey G. Williamson, "Five Centuries of Latin American Income Inequality." *Journal of Iberian and Latin American Economic History*, September 2010, pp. 227-252. ([Canvas](#))

Inter-American Development Bank, Facing up to Inequality in Latin America. Baltimore: Johns Hopkins University Press, 1998. (Introduction and Ch. 1, pp. 1-29). ([Canvas](#))

#### **Demography and Development (March 23)**

Inter-American Development Bank (IDB). Development Beyond Economics. Johns Hopkins Univ. Press, Chapters 1-2, pp. 1-20, 37-59. ([Canvas](#)).

### **Geography and Development (March 28)**

Inter-American Development Bank (IDB). Development Beyond Economics. Johns Hopkins University Press, Chapter 3, pp. 117-157. (**Canvas**).

### **2<sup>nd</sup> Mid-term examination (March 30)**

### **III. RESEARCH PAPERS**

**Summary of paper topics due (April 3 by 12 p.m.)**

**Individual meetings on papers—no class held (April 3-7)**

**In-class discussion of papers and peer reviews (April 11 and 13)**

**1<sup>st</sup> draft of papers due on Canvas (April 14 by 5 p.m.)**

**In-class discussion of first drafts of papers (April 18 and 20)**

**Peer review of paper due on Canvas (April 21 by 5 p.m.)**

**Final draft of paper due on Canvas (April 28 by 5 p.m.)**