

**Economics 361, George Mason University, Dr. Carrie Meyer**  
**Economic Development of Latin America**  
**Fall 2017, 1:30-2:45, MW, Robinson B111**  
Office Hours MW 10:30-11:30AM  
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Buchanan Hall (formerly Mason Hall) D159 (1<sup>st</sup> Floor)

### **Course Goals:**

By the end of the course, students should be familiar with the economic history and institutions of Latin America and key development issues such as the legacy of colonialism, import-substitution-industrialization problems, free-market reforms, and the role of the agricultural sector. The course will approach topics from the perspectives of economic history, current events, and development theory, with an eye toward the institutions and cultural norms specific to Latin America. The course will help students see the world from multiple perspectives, reflect upon their positions in a global society, and be prepared for future engagement as global citizens.

### **Skill requirements and prerequisites:**

Economics 103 and 104 are prerequisites to the course, but economics majors are advised to complete Econ 306 and Econ 310 before taking this course.

Students must have an email account. Email is the best way to contact your instructor. Familiarity with Blackboard is also essential.

### **Required Texts:**

Cardosa, Eliana and Ann Helwege. *Latin America's Economy: Diversity, Trends, and Conflicts*. Cambridge, Mass: MIT Press, 1995. (paper)

Franko, Patrice. *The Puzzle of Latin American Economic Development*. (3<sup>rd</sup> ed) Rowman and Littlefield, 2007. (paper)

Meyer, Carrie. *Days on the Family Farm: From the Golden Age through the Great Depression*. University of Minnesota Press, 2007. (paper, kindle)

Sweig, Julia E. *Cuba: What Everyone Needs to Know*, 3rd Ed, Oxford University press, 2012. (paper, kindle)

### **Course Requirements:**

2 Midterms @ 20% each  
Final @ 20% -- Weds, Dec 13, 1:30PM  
Paper @ 20% 8-10 typed pages of text.  
Participation and quizzes 20%

## **This is a “Global Understanding” Core Course**

The goal of the global understanding category is to help students see the world from multiple perspectives, reflect upon their positions in a global society, and be prepared for future engagement as global citizens. While it may include historical perspective, global understanding courses focus primarily on contemporary understanding of one's place in a global society.

By developing a thorough grounding in the economic history, institutions, and cultural norms of Latin America, and making comparisons to economic history of the United States, students gain a better understanding of their place in a global society.

## **Global Understanding Learning Outcomes for this Course:**

1. Students will demonstrate understanding of how economic globalization has enhanced both interconnections and differences among and within contemporary global societies.
2. Demonstrate the development of expertise in at least one country in Latin America, and also master the map of the region.
3. Use the analytical approaches in the field of economics to explore how Latin American governments taken responsibility for economic development within the region.

**Honor Code:** Mason is an Honor Code university; please see the Office for Academic Integrity ( <http://oai.gmu.edu/> ) for a full description of the code and the honor committee process. Academic integrity is taken seriously and violations are treated gravely. What does academic integrity mean in this course? When you are responsible for a task, you will perform that task. When you rely on someone else's work, you will give full credit in the proper, accepted form. When in doubt please ask for guidance and clarification.

**Disability Accommodations:** If you have a documented learning disability or other condition that may affect academic performance you should: 1) make sure this documentation is on file with Disability Services (SUB I, Rm. 4205; 993-2474; <http://ds.gmu.edu>) to determine the accommodations you need; and 2) talk with me to discuss your accommodation needs.

## **Country focus and term paper:**

Students must choose a country by the 2nd week of class and keep up to date with news on the country, bring in news to report on weekly, and be prepared to update the class when called on.

On the **last day of class** a term paper focused on the country is due. **(8-10 pages, 2000 words of text minimum)** The term paper **must** take an historical approach and focus on a specific economic issue. A highly recommended way to choose a topic is to identify an important export commodity and see how it has influenced the economy of the country over time: e.g. "The Role of Oil in the Venezuelan (Ecuadorian, Mexican) Economy," "The Role of Copper in the Chilean Economy." "The Role of Coffee in the Colombian (Guatemalan, Costa Rican) Economy." The role of minerals in the Peruvian (Mexican, Chilean) Economy." "The Role of Bananas in the

Honduran Economy.” You could also choose something a bit broader like, "The Agriculture Sector in Brazil (Cuba, Mexico)." Tourism can also be considered an export, "The role of Tourism in the Dominican (Peruvian, Cuban, Costa Rican, Ecuadorian) Economy.

Although it will be an economic history paper, you must also bring the paper up to date. **At least one news article must be incorporated in the paper** (dated after the beginning of the semester). See *The Economist*, *Washington Post* AP articles, or LANIC on the Web for news articles by country.

**References:** Use a minimum of 5 sources for your paper, including one book that is not one of your texts. For up-to-date information on your country, check the Weblinks on Blackboard. Your textbooks and the books recommended on the syllabus should also be useful sources. Articles from *Journal of Development Studies*, *World Development*, *Latin American Research Review*, or *Journal of Development Areas* might be used.

Proper referencing is an important criteria for your grade. **You must cite your sources throughout your paper with the author, copyright date and page number, for example: (Baer 2001: 120-24).** You must also include a list of references. The Chicago Manual of Style is a good standard to follow and available on line. Material quoted directly from your source requires quotation marks with page cited. Paraphrasing with more than 6-8 consecutive words identical to referenced author requires quotation marks. When paraphrasing an author's words and ideas, cite the author, date and pages as above. All specific facts (unless they are common knowledge) and opinions require citation. Internet sources should include an author and date.

The paper should be well organized and clear. Include an introduction and a conclusion. Subheadings often help the writer and the reader. Graphs and tables may be included in the 8-10 pages, but you need at least 2000 words of text.

A proposal for your paper in the form of a brief outline must be submitted by **October 11**. I will OK this and/or make comments and return it to you. **Please save this proposal, with my comments and resubmit it with your final paper.** Your paper topic must be approved.

Staple or clip your paper in the upper left hand corner. *Please don't use plastic covers or folders.* **Papers are due on or before the last day of regular class, NOT the day of the final exam.**

### **Class Participation and Quizzes**

You are expected to keep up with the readings as well as with news on your country and participate in class discussions. There will also be some optional student presentations. The participation grade is not necessarily related to how much you talk in class. However, relevant questions, constructive comments, and alternative points of view are appreciated -- so is attendance and reflections relating readings to class discussion.

We will have two quizzes early in the course.

## Topics

1. Latin America in the World Economy: An Overview  
Franko Ch1, Cardoso & Helwege Ch1
2. What is Development, Sustainable Development?  
Measuring Development and Theories of Development  
Cardoso & Helwege Ch3; Franko Ch1
3. Historical Roots -- Introduction  
Cardoso & Helwege Ch2; Franko Ch2
4. Cuba – Its unique place in Latin America’s history  
Sweig – Cuba: What Everyone Needs to Know – Read Intro, pp. 1-34, 35-39, 44-52, 68-72, 75-89, 125-139, 214-219, 258-264

Exam 1 – tentatively Weds, Sept 27

5. International Trade and Development in Latin America  
Franko Ch 3 pp 56-59; Ch8 pp.236-240
6. Import Substitution Industrialization and State Enterprise  
Cardoso and Helwege Ch4 Sections 1-5; Franko Ch3
7. Agriculture-led Industrialization in the American Midwest -- a contrasting experience  
Meyer-*Days on the Family Farm*: Introduction, Ch1 p. 13, pp. 37-45; Ch2 pp. 47-61; Ch3 pp. 81-82, pp. 101-103; Ch4 pp. 111-112, pp. 118-125
8. History of Agricultural Policy and Land Reform in Latin America  
Cardoso & Helwege Ch10; Read about the Green Revolution on Wikipedia

Exam 2 – tentatively Weds, Nov 1

9. The Debt Crisis and Muddling Through  
Cardoso & Helwege Ch5; Franko, Ch4
10. Inflation and Stabilization  
Cardoso & Helwege Chs 6-7; Franko, Ch5
11. The Liberalization of Trade and Export Promotion  
Franko Ch8
12. Privatization, Foreign Investment & Globalization  
Franko Ch 6, Ch7

**Additional Useful Texts:**

Baer, Werner. *The Brazilian Economy: Growth and Development* latest edition.

Bulmer-Thomas. *Economic History of Latin America*, Cambridge U. Press, 1994

Edwards, Sebastian. *Crisis and Reform in Latin America*, Oxford, 1995.

Meyer, Carrie A. *Land Reform in Latin America*, Praeger, 1989.

Ruttan, Vernon. *Why Food Aid?* Johns Hopkin's paperback, 1993.

Sachs, Jeffrey. *Developing Country Debt and the World Economy*

Thorp, Rosemary. *Progress, Poverty and Exclusion: An Economic History of Latin America in the 20th Century*, Johns Hopkins Press for the IDB, 1998.