Fall 2020

Political Economy of Latin America and the Caribbean

Benjamin Goldfrank

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DIPL 6806: Political Economy of Latin America and the Caribbean
School of Diplomacy and International Relations, Fall 2020
Thursdays 5:00 – 7:10, Online

Professor: Benjamin Goldfrank
Student Hours via Zoom: Wednesdays 10:30-12, 2-5:30, and by appointment
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Course Summary:
This seminar provides an overview of major approaches to the study of political economy in Latin America and the Caribbean, past and present development trends, and recent debates over economic policy. The course begins with classic questions of the mutual reciprocal relations between politics and economics before covering the major debates between structural and institutional approaches. It proceeds by examining the switch from import-substituting industrialization to export-led growth models in the 1980s and 1990s and the effects of and reactions to the rise of neoliberal economic policies and then the commodity boom, as well as race and racism in the Americas. The topics of the last five weeks, to be determined in consultation with students, will include a variety of current policy issues. Course readings balance theory and empirics, range across methodologies and academic disciplines, and (usually) provide contrasting normative perspectives.

Requirements and Grading:
1. Class Participation (20 percent of course grade): Students are expected to attend all class sessions, to read all of the assigned materials prior to class, and to take part actively in class discussions to the best of their ability and current circumstances. The quality of the discussion will largely depend on your preparation.
2. Literature Reviews (15 percent): Students should turn in a one- to two-page review of the readings each week, except those weeks in which exam essays are due. In summary fashion, these reviews should compare and contrast the authors’ main arguments and could also include discussion of the evidence presented, limitations, and potential policy relevance. The literature reviews may also be used to raise questions for class discussion. Although the reviews will not be individually graded, students should keep in mind that their reviews should serve them well for the class discussions and exam essays. (Policy memos are also acceptable in weeks 10-14.)
3. Mid-term Exam Essays (20 percent each): Take-home exams for which questions will be provided in advance for an essay of 6-7 pages.
4. Final Paper (25 percent): Research or policy paper on the topic of your choice, 8-10 pages.

Important Notes:
Plagiarism and other forms of academic dishonesty will be reported to the administration, and may result in a lowered or failing grade for the course and up to possible dismissal from the School of Diplomacy. See university and school standards for academic conduct here:
<http://www.shu.edu/academics/diplomacy/academic-conduct.cfm>
Resources for academic integrity are on the course Blackboard page.
Late or Incomplete Assignments
Students who anticipate not being able to complete an assignment on time should inform me as soon as possible. Absent prior communication, failure to complete an assignment on its due date will result in a grade penalty by one-third letter grade per day (i.e., an A assignment turned in one day late is an A-, two days late a B+, etc.) except in cases of medical/family emergency or COVID-related issues. See COVID Ground Rules.

COVID Ground Rules
We’re in a global pandemic. These are scary times. If you tell me you are struggling or anxious, I will understand. No judgment. If you have to miss a class, need extra help, or more time on an assignment, please let me know and I will work with you. You do not owe me personal information about your health (mental or physical) or living circumstances. If I can’t help you, I may know someone who can. There are lots of campus resources (both virtual and in-person) available; please use them. More than ever, communication is key this semester, so I have extended student hours. I will try my best and I hope you will be able to try your best as well. I will cut you some slack, provided you communicate with me. And I expect you to cut me some slack, too.

CAPS
As part of our commitment to the health and well-being of all students, Seton Hall University’s Counseling and Psychological Services (CAPS) offers initial assessments, counseling, crisis intervention, consultation, and referral services to the SHU community. The CAPS office is located on the second floor of Mooney Hall, room 27. Appointments can be made in-person or by calling 973-761-9500 during regular business hours, Monday-Friday, 8:45 a.m. - 4:45 p.m. In case of a psychological emergency, call CAPS (973-761-9500) at any time to speak to a crisis counselor. For more information, please visit: https://www.shu.edu/counseling-psychologicalservices/index.cfm

Disability Services Statement
It is the policy and practice of Seton Hall University to promote inclusive learning environments. If you have a documented disability you may be eligible for reasonable accommodations in compliance with University policy, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and/or the New Jersey Law against Discrimination. Please note, students are not permitted to negotiate accommodations directly with professors. To request accommodations or assistance, please self-identify with the Office for Disability Support Services (DSS), Duffy Hall, Room 67 at the beginning of the semester. For more information or to register for services, contact DSS at (973) 313-6003 or by e-mail at DSS@shu.edu.

Required Readings:
All course readings are on Blackboard.
Required readings denoted with ●; recommended readings denoted with *
Week 1 – Thu, Aug 27: **Introduction: The Political Economic Racial Nexus**
- José Antonio Ocampo, “We Should Focus on Taxes, Not Debt,” *Americas Quarterly* (June 25, 2020: 3 pgs.).
- Tianna Paschel, “Walter Rodney and the Racial Underpinnings of Global Inequality,” Social Science Research Council (Dec 2016: 6 pgs.).

Week 2 – Thu, Sep 3: **Structuralism, Dependency, and World-Systems Analysis**

Week 3 – Thu, Sep 10: **Rent-Seeking, New Institutional Economics, and Policy Choices**
Week 4 – Thu, Sep 17: Competing Perspectives on Economic Policy Change (Mid-term 1 questions handed out)

* Hector Schamis, "Distributional Coalitions and the Politics of Economic Reform in Latin America" *World Politics* (Jan 1999: 236-268). (recommended)

Week 5 – Thu, Sep 24: Market Reforms and Reactions (Mid-term 1 essay due Sep 25)


Week 6 – Thu, Oct 1: Evaluating Neoliberalism (and Argentina Case Study)

- Evelyne Huber and Fred Solt, “Successes and Failures of Neoliberalism” and
Week 7 – Thu, Oct 8: **Latin America at a Cross-Roads**


Week 8 – Thu, Oct 15: **Persistence of Racial Inequality in the Americas**


Week 9 – Thu, Oct 22: **Racisms & Possible Reparations in the Americas**

(Mid-term 2 questions handed out)

- Adom Getachew, “Reparations and the Recasting of Eric Williams’s Capitalism and Slavery,” Social Science Research Council (Feb 22, 2017: 5 pgs.).
Weeks 10-14 topics and readings based on consultation with students:

Week 10 – Thu, Oct 29: (Mid-term 2 due Oct/30)

Week 11 – Thu, Nov 5: Election Week!

Week 12 – Thu, Nov 12:

Week 13 Thu, Nov 19:

**University Closed Nov. 26 – no class**

Week 14 – Thu, Dec 3:

Thursday, Dec. 10: Final Paper Due by 7 p.m. via email

Papers should utilize one of the Chicago Manual of Style citation formats: Author-Date (highly preferable) or Notes and Bibliography. The guidelines for these formats are on the course Blackboard page.

More Important Notes:

Potentially Useful Websites

Seton Hall Library Resource Guide (excellent): http://library.shu.edu/latam


Lots of Latin America links: http://lanic.utexas.edu/


Interesting Blog on International Development and Foreign Aid: http://www.oxfamblogs.org/fp2p/

Graduate Services Guide (General for all programs): https://library.shu.edu/gradservices/

Diplomacy Graduate Remote Research Guides: https://library.shu.edu/diplomacy-remote

Data Services Guide (with form to request data support): https://library.shu.edu/data-services

Primary Student Learning Outcomes

By the end of the semester, students should have acquired knowledge and understanding of: key concepts, models, theories, and debates involved in the study of contemporary international relations and diplomacy; the interaction between politics and economics in the international system; a particular region of the world (Latin America and the Caribbean); and prevailing global issues. Students should also have developed the skills to: analyze complex situations and synthesize information.

Policy on Incompletes

Incompletes will be given only in exceptional cases for emergencies. Students wishing to request a grade of Incomplete must provide documentation to support the request accompanied by a Course Adjustment Form (available from the Diplomacy Main Office) to the professor before the date of the final examination. If the incomplete request is approved, the professor reserves the right to specify the new submission date for all missing coursework. Students who fail to submit the missing course work within this time period will receive a failing grade for all missing coursework and a final grade based on all coursework assigned. Any Incomplete not resolved within one calendar year of receiving the Incomplete or by the time of graduation (whichever comes first) automatically becomes an “FI” (which is equivalent to an F). It is the responsibility of the student to make sure they have completed all course requirements within the timeframe allotted. Please be aware that Incompletes on your transcript will impact financial aid and academic standing.