Course Description
The objective of this class is to provide a broad overview of the main questions on Latin America’s political economy. Specifically, we will address some features of Latin American regimes, such as inequality, violence, economic development, and authoritarianism. We will also analyse how political systems foster or hinder economic growth, and the ways in which corruption, clientelism, and crime affect the welfare of Latin American citizens. Finally, we will discuss the rise of left-wing parties in the 2000s in the continent as well as its recent right turn.

Course Information
It is very important that you read the assigned readings before class. Students are encouraged to engage in critical discussions and are most welcome to express their views openly and freely. I would suggest you to bring some notes to the class so that we can discuss together the topics you find most interesting. Although many of the readings use formal models or statistical methods to develop their arguments, no previous knowledge of game theory or quantitative methods is required. Feel free to skip the technical parts if they are too challenging and focus on the main ideas of the readings.

All information about the course will be available at http://danilofreire.github.io. The syllabus will be updated periodically according to the progress of the class. Please remember to visit the website regularly.

Office Hours
I am very flexible when it comes to office hours, but it is easier to contact me via email. Feel free to send me a message any time at danilofreire@brown.edu. I will probably reply in a few hours. You can also meet me in the afternoon at my office. My address is 8 Fones Alley, first floor, office 114. If possible, please send me an email before coming to my office just to make sure two students will not book the same time slot.
Community Standards

I am committed to full inclusion of all students. Please inform me early in the term if you have a disability or other conditions that might require accommodations or modification of any of these course procedures. You may speak with me after class or during office hours. Students in need of short-term academic advice or support can contact one of the deans in the Dean of the College office.

English Language Learners

The university welcomes students from around the country and the world, and the unique perspectives international and multilingual students bring enrich the campus community. To empower multilingual learners, an array of support is available including language and culture workshops and individual appointments. No student will be penalised for their command of the English language.

Academic Integrity

Students will write three review reports and a longer essay for this course. All writing should be your own work, and I take plagiarism very seriously. I am happy to provide any help you may require with your lessons as long as you are committed to the course. It is also important to cite other people’s work whenever necessary, and if in doubt, mention your sources.

Special Needs

If you have any special needs, please contact me. I’m happy to make necessary arrangements so you can follow this course.

Requirements and Grading

Participation: 15%. Students should be active participants in the course. Feel free to ask any question you may have, help others if you know how, and make suggestions or comments you believe are interesting. I hope we create a friendly, open environment for learning and students are the most important part of it.

Three Review Reports: 45%. The reviews should be 3-5 pages long. Imagine you are a reviewer for a good academic journal and think of how you could help the author improve the article. Are the arguments well-developed in the text? Is the research design plausible? What further examples could the author include to strengthen his/her arguments? Try to provide as much constructive criticism as possible. You don’t need to summarise the paper, just critically engage with it. The essays are due at the beginning of the class and late assignments will not be eligible for an A. Each report will account for 15% of your grade.

Final Project: 40%. In the final project, students will have the opportunity to write a longer essay about a topic that interests them. The essay should be related to the readings of the course, but you are particularly encouraged to explore new ideas and use new data to test their hypotheses. Students can work in groups of up to three people as most academic research is currently done.
collaboratively. By the second week of the course, students should submit a one-page summary of their future essay. The instructor and two colleagues will review the paper proposal and give the authors constructive feedback. Students will then write a full draft during the term. In the last week of the course, students will present their findings to the class and receive feedback from their colleagues. The final paper is due one week after that.

Materials

The book required for this class is:


Schedule

Week 1: Introduction and Course Overview

There are no readings assigned for this class. I will discuss the papers and the main topics that we will study during the class.

Week 2: Historical Overview

Required Readings


Recommended Readings


Week 3: State-Building and Long-Run Development

Required Readings

• Acemoglu, D., S. Johnson and J. Robinson (2005), Institutions as a Fundamental Cause of Long Run Growth. In Handbook of Economic Growth, Vol. 1A.

Week 4: Dependency and Modernisation

Required Readings


Recommended Readings

• Cardoso, Fernando H. and Enzo Faletto (1979), Dependency and Development in Latin America, Boulder: University of California Press.

Week 5: Colonial Legacies

Required Readings


Recommended Readings

• Dell, Melissa (2010), The Persistent Effect of Peru’s Mining Mita, Econometrica, 78(6), pp. 1863-1903
Week 6: Emerging Markets and States

Required Readings


Recommended Readings


Week 7: Theories on Democracy and Dictatorship

Required Readings


Recommended Readings


Week 8: The Rise of Populism and Incorporation of the Masses

Required Readings

Recommended Readings

• Bushnell, David (1993), The Making of Modern Colombia: A Nation in Spite of Itself, University of California Press, Chap. 8-9
• Collier, Ruth Berins and David Collier (2002), Shaping the Political Arena: Critical Junc
tures, the Labor Movement, and Regime Dynamics in Latin America, Notre Dame University Press

Week 9: Insurgency and Revolutions

Required Readings


Recommended Readings

• Leon, Juanita (2008), Country of Bullets: Chronicles of War, University of New Mexico Press.

Week 10: Breakdown of Democracy and Rise of Authoritarianism

Required Readings

• Kornbluh, Peter (2003) The Pinochet File: A Declassified Dossier on Atrocity and Account-
ability, The New Press, Chap.1 (pp. 1-6); Chap.2.
• Schamis, H.E. (1991), Reconceptualizing Latin American Authoritarianism in the 1970s:
From Bureaucratic Authoritarianism to Neoconservatism, Comparative Politics 23 no. 2 (January 1991), pp. 201-216.

Recommended Readings

• Linz, Juan J.and Alfred Stepan (Eds.) (1978), The Breakdown of Democratic Regimes: Latin America, Johns Hopkins University Press: Baltimore.
Week 11: Democratisation

Required Readings


Recommended Readings


Week 12: Macroeconomic Crisis and Economic Reforms

Required Readings


Recommended Readings


Week 13: Dysfunctional and Weak States

Required Readings


- Acemoglu, Daron, James Robinson and Rafael Santos (2013), The Monopoly of Violence: Evidence from Colombia, Journal of the European Economic Association, 11, pp. 5-44

**Recommended Readings**

- Robinson, James (2013), Colombia: Another 100 Years of Solitude?, Current History, February.
- Gibson, Edward (2005), Boundary Control: Subnational Authoritarianism in Democratic Countries, World Politics, 58.

**Week 14: The Rise of Left Wing Parties in Latin America**

**Required Readings**


**Recommended Readings**


**Week 15: A New Shift to the Right?**

**Required Readings**