CIEE Buenos Aires, Argentina

Course title: The Political Economy of Argentina's Development
Course code: POLI 3001 AFLA / ECON 3001 AFLA
Programs offering course: Liberal Arts, Undergraduate
                         Research—Globalization and Development
Language of instruction: Spanish
U.S. semester credits: 3
Contact hours: 45
Term: Fall 2020

Course Description

This course introduces students to the analysis of the Argentine economy in the context of Latin America, linking the economic processes with the sociopolitical ones. It addresses the study of the different stages in Argentine economic development so that students can understand the current economic situation, as well as the various debates on central topics and the different visions in relation to future challenges.

Learning Objectives

By completing this course, students will:

Understand the historical-structural factors that underlie the performance and limitations of the Argentinian economy. Analyze the evolution and current situation of the Argentine macroeconomy. Examine and compare the economic policies carried out in different stages of the Argentinian economic history. Recognize the similarities and differences with other Latin American economies (Brazil and Chile in particular), in terms of macroeconomic performance, economic policy and development issues.

Understand the basic characteristics of the education and health provision systems in Argentina. Evaluate the results of health and education policies in historical perspective and compared with the rest of Latin America.

Analyze the strategies of trade policy in Argentina and the differences and similarities with other Latin
American countries. Comprehend the main aspects of Argentinean foreign trade and the trade profile of Latin American countries. Understand the implications of the current international economic scenario for Argentina’s insertion. Evaluate the improvements and challenges of regional integration processes.

Become familiar with the evolution and relevance of main economic sectors in Argentina, with a focus on the agriculture/livestock, energy, manufacturing, services and infrastructure sectors.

Course Prerequisites

Students must have a basic understanding of economics and have taken a class on micro/macroeconomics. They must also have a language level of at least Post-Advanced Spanish I.

Methods of Instruction

The course will combine the use of various teaching strategies, such as lectures by the professor in order to present the main topics within each section. These methods will include obligatory reading material, debates, groups activities during class, case studies and exchanges with specially invited guests. Power points, assignments and question guides will also be available, in addition to the required reading materials.

Assessment and Final Grade

1. Midterm Exam 25%
2. Final Exam 40%
3. Assignments First Part 10%
4. Assignments Second Part 10%
5. Conceptual Grade 15%

TOTAL 100%

Course Requirements

Midterm Exam

The mid-term exam, taken some time at the half-way point of the course, is written, in-person and closed-book and generally asks students to respond to two or three questions in two pages per question.
Final Exam

The final exam is a take-home essay (approximately 10 pages) and includes all class topics studied throughout the course.

Assignments First Part
Assignments Second Part
Conceptual Grade

The conceptual grade will be determined by participation in class, group or individual activities, debates and other work that is done throughout the course.

Participation

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on cocurricular and outside-of-classroom activities.

Each student is expected to actively participate in class, and this is absolutely necessary for the effective functioning of the course as well as for individual progress. Participation and the investment of an appropriate amount of time in the preparation of each session will be taken into account in the determination of final grades.

Attendance

Regular class attendance is required throughout the program, and all absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, absences that constitute more than 10% of the total course will result in a written warning.
Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent.

Attendance policies also apply to any required co-curricular class excursion or event, as well as to any required field placement. Students may not miss placement/work hours at an internship or service learning site unless approved in advance by the Academic Director and placement supervisor. All students must complete all of the requisite 100 minimum work hours on site at the internship or service learning placement to be eligible for academic credit.

Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent. No make-up or re-sit opportunity will be provided.

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Absences for classes will lead to the following penalties:
N.B. Course schedule is subject to change due to study tours, excursions, or local holidays. Final schedules will be included in the final syllabus provided to students on site.

Weekly Schedule

Week 1

Class 1.0 Introduction

Students will be introduced to the course topics, guest speakers, etc., and assessment methods, while providing space for questions. Additionally, by highlighting the main topics to be discussed on the following weeks, we will provide an overall contextualization of how mastery of the learning objectives will be approached throughout this course.

Week 2

Class 2.0 Unit 1: Argentine Economic Development

Typology of Latin American economies. Convergences and divergences with respect to developed countries. Economic and human

Week 3
Class 3.0 The primary export model and the imports substitution industrialization model

Primary export model (1870-1930). Imports substitution industrialization model (1930-80). Macroeconomic and economic policies during the 1980s: fiscal and external imbalances, high inflation and macroeconomic volatility. The debt crisis and the “lost decade”.

Readings: Bértola, L. y J. O. Ocampo (2013); El desarrollo económico de América Latina desde la Independencia, Fondo de Cultura Económica, México. Ch. III and IV.

Week 4
Class 4.0 The neoliberal development stage I

Structural reforms during the 1990 and the neoliberal development stage. The reorientation towards the market economy. Integration to the world economy.

Readings: Bértola, L. y J. O. Ocampo (2013); El desarrollo económico de América Latina desde la Independencia, Fondo de Cultura Económica, México. Ch. V.

Week 5
Class The neoliberal development stage II
5.0

Argentina´s macroeconomic performance and crisis in the late 1990s.
Readings: Rapoport, Mario (2008); “Mitos, etapas y crisis en la economía argentina mimeo. 


Week 6
Class 6.0 The Argentine economy during the period 2003-2007

The changes in economic politics and their impacts on the Argentine economy performance. Exchange rate, fiscal and monetary policies during post-convertibility. Relationship with the IMF and restructuring of public debt. The role of the State in the new economic model and the partial reversal of structural reforms. The configuration of a developmental model with social inclusion: major breaks with respect to convertibility plan. “Winds for and against”: the incidence of external economic conditions.

Readings:


Week 7
Class 7.0 The Argentine economy during the period 2007-2015


Readings:

Week 8
Class 8.0 The Argentine economy today 2016-2019

Economic policy and macroeconomic performance during the Macri´s government.

Readings:

To be defined (actuality article)

Week 9
Class 9.0 Mid Term: Unit 1 Evaluation

In class Mid-term exam

Week 10
Class 10.0 Unit 2: Health and Education

The construction and maturation of the welfare state in Argentina. Structural reforms and decentralization of social spending. Social policies during the 90s and post-convertibility. Education and health. The role of public education. Funding and territorial inequalities. Educational indicators in compared perspective. Origins of the public health system. Structure of the health system (union benefits, public hospitals, pre-paid medicine and PAMI). Health indicators in compared perspective. Health system reforms during the 90s and partial reversals during post convertibility.

Readings:

Cetrángolo, O. (2014); “Financiamiento fragmentado, cobertura desigual y falta de equidad en el sistema de salud argentina”, Revista de Economía
Week 11
Class Trade and regional integration

11.0

Opening policies: similarities and differences with other Latin American and South American countries. General characteristics of Argentine internation trade in Latin America countries. Terms of exchange. The regional integration process in Latin America and dimensions of MERCOSUR. The South American integration at the time of neoliberal policies and positions in Argentina, Brazil, Uruguay and Paraguay relating to MERCOSUR. MERCOSUR vs Alianza del Pacífico. The challenges and debates relating to MERCOSUR’s agenda in the future.

Readings:


Week 12
Class 12.0 Unit 3: Agricultural Sector
The agro-exporter model and agricultural sector progress during the import substitution phase. Agricultural development during the structural reforms and convertibility periods. The traditional agricultural production model vs. the new productive organizational models. New technology packages and microeconomic responses. The impacts of the boom in international prices. Livestock and regional crops. Perspectives.

Readings:


Week 13
Class 13.0
Industrial Sector


Readings:

CEPAL (2008); “Transformación productiva 20 años después. Viejos problemas, nuevas oportunidades”, Santiago de Chile. Cap. II Sección B Subsección 1
https://repositorio.cepal.org/bitstream/handle/11362/2889/1/S0800117_es.pdf

Coatz, D., F. Grasso y B. Kosacoff (2015); "Desarrollo Industrial. Recuperación, freno y desafíos para el desarrollo en el siglo XXI", Consejo
Profesional de Ciencias Económicas de la Ciudad Autónoma de Buenos Aires, Buenos Aires. Introducción y Cap. I.

Week 14
Class Infrastructure

14.0

Argentine infrastructure after the privatization of public companies. Basic characteristics of transportation, communication and energy systems in Argentina. Availability, quality and prices of the services relating to infrastructure. Tariff regulations on public services and subsidy schemes. The infrastructure system in Latin America.

Readings:


Week 15
Class 15.0 Prospective and challenges for the economy of Argentina


Readings:

Schteingart, D. y D. Coatz (2015); “¿Qué modelo de desarrollo para la Argentina?”, en Boletín Informativo Techint Nro. 349, mayo-agosto www.uia.org.ar/download.do?id=6327

Course Materials

Readings

Bértola, L. y J. O. Ocampo (2013); El desarrollo económico de América Latina desde la Independencia, Fondo de Cultura Económica, México. Ch. I.

Bértola, L. y J. O. Ocampo (2013); El desarrollo económico de América Latina desde la Independencia, Fondo de Cultura Económica, México. Ch.III to V.


Porta, Fernando; Patricia Gutti y Ramiro Bertoni (2012); “Integración Regional”, Ediciones UNQ CCC, Cap 8.


Schteingart, D. y D. Coatz (2015); “¿Qué modelo de desarrollo para la Argentina?”, en Boletín Informativo Techint Nro. 349, mayo-agosto www.uia.org.ar/download.do?id=6327