Latin American University of Science and Technology
School of International Relations

Course name	Poverty, Economics, and Development in Latin America
Course code	08-1009
Credits	4
Requirements	N/A
Modality	Face to face, with online support
Nature	Theoretical-practical
Period and duration	Quarter, equal to fifteen class weeks
Schedule	Thursday, 2-5 pm
Classroom/Lab	Classroom 607
Professors	M.A. Sergio Rivero sriveros533@ulacit.ed.cr
Administrative Instructions	This course requires an intensive use of the Internet and the electronic databases for research (EBSCO), which makes it necessary for students to have access to this tool from their home.

COURSE DESCRIPTION

Latin America is the region with the highest levels of income inequality and where inequality has been most persistent over the decades. This course will focus, among other topics, on the historical background of the Latin American states, the liberal economic reform with the subsequent resurgence of the left and the role of the state and the markets in the region's development efforts.

In addition, an overview of different policies regarding education, health, environment and sustainable development will help students understand different development realities within these countries. Thus, this course helps students contribute to the region's development by critically analyzing the key economic, social and political issues associated with the patterns of development in Latin American states.

In order to achieve this, under the guidance of the professor, and through different discussions and activities during class and the final essay, students strengthen their knowledge regarding the topics of economic and social development. Similarly, through round table discussions on current issues in Latin American countries, students develop critical thinking skills that allows them to foster an informed opinion on the challenges facing the region.

COMPETENCIES

Traditional education is based on content, but ULACIT uses a curriculum model based on competences, which means that students will develop the ability to think and react as experts in their discipline, and not only to understand its conceptual or theoretical framework. The table specifies the disciplinary and general competences as well as the performance criteria that will be developed.

Units of competency	Elements of competency	Performance Criteria (degree and context to which the competency is applied)
Competency:	Students will be able to:	Students demonstrate competency through learning activities like:
Contribute to the social and economic development of the region, by analyzing and understanding the issue of poverty in Latin America, and doing research to propose better decisions, in order to reach the desired development.	Analyze the main characteristics of Latin America's sustainable human development, stressing the dramatic problem of poverty.	Debating with their peers and professor, about the evolution and causes of poverty and under-development in Latin America, in class discussions. Stating creatively the results of the case study in detail, in an oral presentation, which include a broad debate with their peers and professor.
	Promote the search for creative solutions, well founded and sustainable for overcoming poverty in Latina America, so it may be able to reach sustainable human development.	Creatively exploring new ways of fighting poverty in Latin America, through round table discussions with their peers and professor. Using a coherent and well supported final essay to reflect on new ways to face poverty in the region, and comparing it to the opinion of peers and the professor.
Show competencies for life, learning, and personal y labor effectiveness.	Think creatively	Employing creativity to analyze the most relevant cases of poverty and overcoming in the region, through oral and written proposals.
	Communicate	Communicating visually, orally, nonverbally, and in writing with peers, the professor, and the general public, in a variety of ways and contexts.
	Collaborate	Collaborating and interacting with effectiveness and respect, during class and round table discussions, as well as in the general collaborative activities.
	Reason	Employing reasoning when synthesizing information and analyzing arguments regarding the evolution and development perspectives of Latin America.

	Utilize communication and information technologies.	Utilizing communication and information technologies to investigate, organize, evaluate, and communicate information related to the final essay.
	Utilize scientific methods and tools.	Using scientific methods, approaches, and concepts, particularly research techniques in empirical analysis cases.
	Perform with personal effectiveness.	During their performance and interaction with others, in the course learning activities, showing initiative, responsibility, ethics, leadership, and productivity, as well as self-management skills and openness to change.

PLAN OF THE LEARNING EXPERIENCE

In ULACIT, the learning experience is designed around generative topics, capable of provoking polemic and which demand that the pupils raise their own arguments. The topics are broken down in spirals of investigation, or questions, which are related to each other in order to have a deeper understanding of the topic. In the future, if the students are curious about something, they will have to look for the answers themselves. The real art of the education is to be able to present the correct questions, interacting with the students and helping them in their discovery process. Every teacher's objective is to motivate the curiosity of the students, which is the emotional incentive that will allow them to want to learn more along their lives.

Topic 1. Development in Latin America

- Characteristics of development
- Quality of life indicators
- Growth and development
- Growth indicators

Topic 2. Historical Legacies

- Comparative growth patterns
- Extraction economics
- Social and labor relations
- Political change without economic transformation

Topic 3. Industrialization as a substitute for imports

- Dependency theory
- Structuralism
- Protectionism

Topic 4. The Latin American debt crisis

- Unsustainable domestic policies
- Debt and development patterns
- The focus of the IMF

Topic 5. Macroeconomic stabilization

- Inflation theories
- Monetary theories
- Structuralism theories
- Expectations of inflation

Topic 6. The role of the State

- New role of the State in Latin America
- The fight against corruption
- Promoting transparency
- Theoretical approaches to the activity of the State

Topic 7. Financing for development

- Capital flow behavior
- Market Characteristics
- Long term investment
- International capital flow

Topic 8. Contemporary commercial policy

- Theoretical benefits of free trade
- Liberalization in Latin America
- Exports and imports
- Composition of goods

Topic 9. Policies for sustainable growth

- Investment in human capital
- Labor policies
- Growth of the informal sector
- Productivity and technology

Topic 10. Rural development

- Changing patterns in agricultural production
- Hindrances to sustainable development

- Growth in productivity
- Agricultural extension programs

Topic 11. Poverty and inequality

- Poverty profile
- Poverty and ethnicity
- Causes of inequality

Topic 12. Health policies

- Health profiles in the region
- Gender, ethnicity, and health
- Importance of primary health
- Health Systems in Latin America

Topic 13. Educational policies

- Deficit and achievements in education
- Education inequality
- Education and ethnicity
- Benefits of educational reform

Topic 14. Environmental challenges

- Sustainable development
- Environmental priorities
- Environmental destruction

THE LEARNING ENVIRONMENT

Teaching methodology

To make the course compatible with the needs, interests and learning styles of all students, we use the inverted classroom teaching methodology, or "flipped classroom". The assignments that require less cognitive effort (those of remembering and understanding) are undertaken by students outside the classroom, and those that require more cognitive effort, such as application, analysis, synthesis and evaluation, are conducted within the classroom.

The course provides materials, such as readings, videos, narrated presentations and others, via the online learning management system used by ULACIT (Blackboard). Students should prepare their participation in the classroom, studying the theory at home. The face-to-face sessions are reserved for practice, reflection and discussion. They revolve around questions, controversies and real-life issues. With this active, reflective and participatory methodology, students are expected to develop the general competencies that this course proposes. In

addition, they are expected to develop a deep understanding of the subject, participating in the shared construction of knowledge with other students, teachers and other members of society.

Educational resources

The course has the following educational resources to continuously support the teaching-learning process:

- Classrooms equipped with computers, projection equipment and Internet access.
- Blackboard online education platform (Bb).
- Repository of documents.
- Recording and sound amplification equipment.
- EBSCO virtual library, from which you can access articles in full text.
- Clickers, wireless personal response systems.
- Computer laboratories with Internet access and computer applications for research.

BIBLIOGRAPHY

Required texts:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6ta. Ed.). Washington, D. C.: APA.

Armendáriz, B. y Larraín, F. (2017). *The Economics of Contemporary Latin America* (MIT Press). USA: The MIT Press.

Franko, P. (2003). *The puzzle of Latin America economic development*. Lanham: Rowman & Littlefield Publishers.

Kingstone Peter. (2011). *The political economy of Latin America: reflections on neoliberalism and development*. New York, U.S.: Routledge

Supplementary readings:

Carballo, A. (2010). Poverty and corruption in Latin America: Challenges for a sustainable development strategy. OPERA - Observatorio De Políticas, Ejecución y Resultados de la Administración Pública, (10), 41-65.

Cruces, G. & Gasparini, L. (2013). Poverty and Inequality in Latin America: a story of two decades. Journal of International Affairs 66 (2), pp. 51-63.

Datta, A. (2019). Rural Development. Handbook of Social Policy and Development. Edgar Elgar, MA, USA. P. 169-187.

Inter-American Development Bank. (2018). The Future of Work in Latin America: series. Available at: https://www.iadb.org/en/labor-and-pensions/future-work-latin-america-and-caribbean

Mishra P K. (2017). Green Economy: A Panacea for Sustainable Development and Poverty Reduction. Journal of International Economics. ISSN 0976-0792 Volume 8, No.1, January-June 2017, pp.19-28

Page, L. & Pande, R. (2018). Ending global poverty: why money is not enough. The Journal of Economic Perspectives 32 (4), pp. 173-200.

Philbeck, T. & Davis, N. (2019). The Fourth Industrial Revolution. Journal of International Affairs, 72 (1), pp. 17-22.

Pribble, J., Huber, E. & Stephens, J. (2009). Politics, Policies and Poverty in Latin America. Comparative Politics 41(4), pp. 387-407.

Rojas-Suarez, L. (2009). Growing pains in Latin America: An economic Growth Framework as Applied to Brazil, Costa Rica, Mexico, and Peru. Washington, U.S.: Center for Global Development

Rowntree, L.; Lewis, M.; Price, M. & Wyckoff, W. (2009). Diversity Amid Globalization: World Region, Environment, Development. (4 Ed.). New Jersey, USA: Prentice Hall.

Ruckert, A. (2009). A decade of poverty reduction strategies in Latin America: Empowering or disciplining the poor? Labour, Capital & Society, 42(1/2), 56-81. Obtained from Academic Search Premier database.

Schaffner, J. (2014). Development Economics. Theory, Empirical Research, and Policy Analysis. New Jersey; U.S.: John Wiley & Sons, Inc.

The Outlook for Agriculture and Rural Development in the Americas: a perspective on Latin America and the Caribbean 2017-2018. (2017). ECLAC, FAO, IICA: San José, Costa Rica.

Todaro, M. & Smith, S. (2011). Economic Development. (11 Edic). The Pearson Series in Economics.

Verner, D. (Edic.). (2010). Reducing Poverty, Protecting Livelihoods, and Building Assets in a Changing Climate: Social Implications of Climate Change for Latin America and the Caribbean. Washington, D.C., U.S.: World Bank.

ECLAC Repository:

Abramo, L., Cecchini, S. & Morales, B. (2019) Social programmes, poverty eradication al labour inclusion: lessons from Latin America and the Caribbean. CEPAL.

Bustillo, I. y Velloso, H. (2013) Debt financing rollercoaster: Latin American and the Caribbean to international bond markets since the debt crisis, 1982-2012. CEPAL.

ECLAC. (2016). The social inequality matrix in Latin America.

ECLAC. (2018). Social Panorama of Latin America.

ECLAC. (2019). Economic Survey of Latin America and the Caribbean.

Martínez, R. (2019). Institutional frameworks for social policy in Latin America and the Caribbean. CEPAL.

EVALUATION METHODOLOGY

The qualification of the course is distributed in the following evaluative activities:

Activity	Percentage	Due date
Moxie audiovisual project	20%	W6
Round tables on current issues (3)	30%	TBD
Virtual forums (3)	15%	W3,7 &11
Final Essay	30%	W13
CEPA	5%	W14
Total	100%	

Moxie audiovisual project: 20%

From 2020, ULACIT will have its own Web channel, called Moxie, produced by students, in alliance with the journalistic medium Delfino.cr, with the purpose of providing them with a space to generate and disseminate their ideas, as well as serve as a showcase to exhibit their academic projects nationwide.

It's called Moxie - which in urban English means having the ability to face difficulties with intelligence, boldness and courage - in honor of our students, whose "moxie" characterizes them.

If before there were printed student publications, now these initiatives are transferred to the digital space, which allows our students to experiment, not only with digital publishing, but with audiovisual production, graphic design, digital marketing and web technology, among others.

This course contributes to the audiovisual content of the Moxie Canal, through a publication of an article of about 3000 characters on the topics defined by the professor. In collaborative groups, students will write an opinion article, but only one article will be submitted by the professor for publication. The project must be delivered on week 6 and will be evaluated according to the following rubric:

Evaluation rubric for the Moxie audiovisual project

Criterion	Criteria Description	2 Complies	1 Incomplete	0 Does not comply
1. Title of the article	The title of the article entices readers.			

2.The article adequately problematizes the assigned subject and offers an original perspective.	In 3000 characters, the student develops an original angle about the subject, recognizing its problematic or dilemma.			
3.The introductory paragraph is well written.	Starts with a "hook": one or two sentences that offer an anecdote, fact, metaphor, question, image, scene or famous phrase about the problem or dilemma, that attract the reader's interest.			
	It offers the context that justifies the importance of addressing the issue.			
	It concludes with a clear and forceful argumentative thesis, which is logically linked to the premises it exposes in development of the article.			
4. The development meets substantive criteria.	The arguments are added or concatenated in a coherent way, following a logical structure, using transitional phrases to clarify how the current argument relates to the previous one and the next one.			
	The author uses a variety of arguments to support his point of view (by analogy, of authority, of generalization, conditional, disjunctive, emotional, by signs, based on data and statistics, based on definitions and others studied in class).			
	The author includes concessions and refutations, when the discursive thread and argumentative logic merits it.			

5. The development meets style and form criteria.	Uses short paragraphs because it is a short article .			
	The author gives reason for the origin of ideas and data on which he builds his argument, following the APA rules .			
6. The article proposes a creditable conclusion.	Takes up the thesis of the introductory paragraph.			
	It raises the reasons why the reader should accept his argumentative conclusion, either because:			
	It argues that there is a serious and imminent problem.			
	It shows that it has an effective and feasible plan.			
	It proposes a plan that offers probable, significant and associated advantages.			
	Checks that the plan does not offer significant or unforeseen inconveniences.			
	It justifies that the balance is favorable to the advantages, in relation to the disadvantages.			
	It argues that there is no other more advantageous way.			
	It suggests results or consequences.			
	It states that no solution is perfect, but the one offered is preferable.			
7. The article reflects good writing style.	Uses appropriate vocabulary.			
	Writes succinctly			
	It has no spelling or writing mistakes.			
8. The article is accompanied by an	The image is a photograph, graphic or illustration.			

original image (photograph, graphic or illustration) directly related to the content of the article, and communicates the emotion and the message you wish to communicate.	The image has adequate composition, depth of field, exposure and lighting .			
9. The article encloses an audiovisual project.	The audiovisual is a video, audio podcast or slideck.			
	The theme of the audiovisual production is directly related to the content of the article and comes to exemplify or expand on the content.			
	Video images are well focused, transitions between takes should be smooth and the background music should not overshadow the voiceover.			
	Files should not last more than 8 minutes.			
	The format of the audio and video files is MP4, without compression, 16-32 bits. WAV files are recommended, when possible.			
10. Technical image and audiovisual specifications	The original image is attached in high resolution PNG or JPG at 72 dpi, and uses the RGB color palette.			
	The videos are exported in a resolution of 1,920 x 1,080 HD pixels, using the H264 or H265 compressor.			
TOTAL				

Virtual forums: 15%

It is necessary that students do the readings assigned and demonstrate they understand the topics and concepts through class and online participation in virtual forums. Therefore, each student will participate individually in 3 virtual forums of 5% each.

Rubric for the evaluation of virtual forums

Criteria	1	2	3	4	5
Demonstration of an understanding of the topic of discussion through critical thinking, higher-order thinking, and uniqueness of contribution.					
Community building through collaboration and connection with other students by making at least 2 replies.					
Proper netiquette and mechanics of writing in English.					
Timeliness and participation with posts/replies.					
TOTAL					

Note: 1. Poor, 2. Sufficient, 3. Satisfactory, 4. Good, 5. Excellent.

Roundtables on current issues: 30%

In order to develop an informed opinion on current issues in Latin America, we will hold three roundtable sessions, where students' preparation and participation is of outmost importance. The topic and date of the round table will be notified one week in advance, for the students to organize accordingly. After each roundtable session, students will prepare a one-page (600-800 words) report on the topic at hand. The preparation, the participation and the submission of the report will be evaluated according to the following rubric:

Rubric for the evaluation of roundtable on current issues

Criteria	Always participate	Sometime participate	Rarely participate
Preparation	Always takes a voluntary thoughtful active role in their own learning. Consistently reads the class material, and has reflected and contextualized the information.	Student sometimes takes an active role in learning. Has usually read the material.	Student rarely takes an active role in their own learning.
Knowledge of Current Events	Student can name and discuss in-detail at least four (4) current political events (state, national, international).	Student can name and discuss in-detail at least two (2) current political events (state, national, international).	Student can name at least one (1) current political event (state, national, international).
Open to Personal Risk	Challenges themselves daily. Demonstrate a genuine desire to learn and share ideas with teacher and classmates. Initiates discussions.	Shares ideas and asks appropriate questions.	Student does not participate and rarely if ever shares ideas or asks questions.
Respect for others	Listens respectfully to classmates and instructor and responds to comments in	Listens to classmates and respects opinions of others.	Displays poor listening skills. Consistently talks or

	reflective and respectful fashion.		engages in other activities while others are speaking. General disrespect for classroom decorum
Attendance	Arrives to class on time, returns from break on time, stays in classroom during lecture/discussion, no cellphone or laptop use during discussions/videos, present for entire 3-hour class session	Missing an hour or less attendance (either beginning or ending of class session), stays in classroom during lecture/discussion, no cellphone or laptop use during discussions/videos	Missing more than an hour attendance but less than 3-hours (either beginning or ending of class session), frequent cellphone or laptop use during discussions/videos
Report	Completed	Incomplete	No submission

Essay: 30%

At the end of the course, in order to evaluate the assessment and propositional competency, regarding the issue of development and inequality in Latin America, and as a springboard for their future, each student must write a final essay where he/she integrates everything learned throughout the course. This essay will be of 2500 words, written in 12 point Arial font, with 1.5-line spacing. This essay must be submitted on week 13.

When developing the essay, students must exhibit a broad and thorough mastery of the diverse content of the course, as well as the results of the in-depth case analysis. The essay must demonstrate no only a solid internal coherence, but also a clear argumentation and support, proposing future actions for the region, with the aim of overcoming inequality and achieving a sustainable human development.

Rubric for the evaluation of the Essay

	Criteria	1	2	3	4	5
1	The introductory paragraph has an appropriate element to draw the attention of the audience.					
2	The essay is written clearly, in order, and logically structured in English.					
3	The essay directly answersthe questions and is logically reasoned and supported in historical, theoretical, and current terms.					
4	All the evidence and examples are specific, relevant, and explanations show how each element supports the argument.					
5	The secondary arguments and ideas are presented in a logical sequence, which makes the ideas of the author interesting and easy to follow.					
6	A good variety of transitions was used. These clearly show how					

	the ideas are linked.					
7	The conclusion is strong and leaves the reader with a very clear idea of the position of the author. The conclusion starts with an effective paraphrase of the main idea.					
8	The essay shows a solid and broad mastery of the different cases discussed throughout the course.					
9	The essay offers a well-supported, critical approach to the Latin American reality.					
10	All the sources used for the quotes, the statistics and the facts are believable and are cited correctly.					
11	Demonstrates a clear understanding of the potential reader and uses appropriate vocabulary and arguments. Anticipates the reader's questions and offers detailed answers, adequate for the audience.					
12	All sentences are well structured and there is good sentence variety.					
13	The document is written according to the correct structure in English.					
14	The document is properly written, according to the APA manual's guidelines.					
TOTAL. Calculated based on 70 total points. Any work with a grade of only 1 point under any criteria will not be accepted as a passing grade.						

Note: 1. Poor, 2. Sufficient, 3. Satisfactory, 4. Good, 5. Excellent.

Course evaluation (CEPA): 5%

As part of every course, students will have the opportunity to evaluate all of its different components: the didactic competencies of the professor, the quality of the materials, the learning environment, the competencies of ULACIT's graduates, the effective use of Blackboard, the grading system, and the degree to which students are challenged and pushed to reach their full potential. Additionally, as a core element of ULACIT's signature educational model, Teaching for Understanding (EpC), students will have an opportunity within CEPA to reflect on their own performance (self-assessment), as well as that of their classmates (peer assessment). This intellectual exercise allows students to identify their strengths and weaknesses and make adjustments, in order to continuously improve his knowledge-building strategy. When evaluating their peers, students become active members of a learning community committed to educational excellence. Since this is a self-assessment segment within the course, and due to its importance for the university's academic decisions, this activity is worth 5% of the final grade. To earn this percentage, students are expected to take their time to ponder each question carefully and answer the questionnaire completely.

COLLABORATIVE PROJECT CONTRACT

The collaborative project is a way of articulating the work activities of a human group around a set of goals, objectives and results to be achieved. This implies an active interdependence between the members of a group that share and assume a work mission.

As a learning methodology for ULACIT students, collaborative projects value interaction, collaboration and solidarity among members, as well as negotiation skills to reach agreements and face potential conflicts.

Among the characteristics of a collaborative project is the smooth communication channels, based on relationships of trust and mutual support. It focuses on the goals set in a climate of trust and reciprocal support among its members, where the movements are synergistic.

Therefore, the ultimate goal of a collaborative project is to obtain results with greater impact, where the whole is greater than the contribution of each member. In this way, as part of the process of creativity and innovation in education, for each collaborative project students must create, negotiate and draw up a work contract among the members of the group.

No evaluable collaborative project can be started until all the members of the group have signed the work contract. On the BLACKBOARD platform students can find a guide to formulate their own contract.

INSTITUTIONAL POLICIES

Academic Honesty Policy

ULACIT aims for the highest and most rigorous standards of academic life. In this course you are expected to avoid dishonest conducts such as fraud or plagiarism. Fraud constitutes making up data, forge bibliography, use projects done by another person, and obtain unauthorized help to do your course work. Plagiarism includes copying textually from another source into your document; it includes phrases, sentences, paragraphs obtained on the Internet, book or any other sources without the appropriate reference. Paraphrasing without references is also considered plagiarism. Whether the fraud or plagiarism is performed voluntarily or involuntarily, in an individual or group work, it will cause you to fail the course immediately. In case the student is found guilty of fraud or plagiarism on a second course, the student will be expelled from the institution.

English integration Level

ULACIT is a bilingual university. Therefore, the degrees that include English-taught courses use Spanish and English language resources, depending on the location of the course in the curriculum. In the courses marked with the word "English" on the academic offering, students can submit their projects and other assignments in English. The courses in bilingual careers are completely taught in English. In the bachelor and postgraduate degrees, reading English literature is compulsory, although the courses may incorporate additional readings in Spanish.

Creating a culture of respect

In ULACIT, we set high expectations for conduct of members of the university community. Therefore, we emphasize the value of mutual respect and expect everyone to treat others as they want to be treated. We define respect as the consideration and appreciation we can show others without exceptions, so do not tolerate disruptive actions such as:

- Tardiness to class or early leave.

- Constantly disrupting the class, rising from their seat.

- Eating and drinking in the classroom.

- Attending phone calls during the class period.

- Packing your belongings before the teacher has completed the lesson.

- Falling asleep in the classroom.

- Reading newspapers.

- Using mobile devices for purposes other than those of the class, promoting distractions.

- Coming unprepared to class.

- Making negative or taunting comments about their classmates and/or the teacher.

- Talking out of turn.

- Showing unwillingness to listen to others.

- Using vulgar language on campus.

We ask teachers to take corrective measures to ensure a respectful coexistence environment conducive to learning and habits of respect, fundamental to the comprehensive and professional training of students. At the beginning of each period, students should consult with their faculty for specific regulations and sanctions that could be implemented.

Attention to diversity

The curricular approach at ULACIT focuses on the development of competences through the completion of projects, allowing students to fulfill the academic requirements based on their own learning styles, abilities, and individual interests. The primary responsibility of learning is placed on the student; the instructor is responsible for setting course expectations from start, offering the required support to satisfy them, and awarding a level of flexibility that allows each student to choose how he or she will fulfill the course goals and work at his own pace in the completion of the projects assigned. Furthermore, the instructor will provide the required learning materials, along with continuous feedback using the rubrics designed for each project. The feedback is of a qualitative as well as quantitative nature. The use of technological tools and collaborative work allows the professor to tailor the educational process to the abilities of each student. If you have any additional special educational needs, please contact diversidad@ulacit.ac.cr

Claims

ULACIT safeguards your rights as a student and guarantees due process in cases of claims regarding grades, for which it must follow the process established by the Regulation of Student System, available on the website of ULACIT, Vice President of Student Services, Student Regulations, chapter 16.

Check that the qualifications posted in your academic record are the correct ones. To do this, you will receive in your mail account @ulacit.ed.cr the report card from the previous period in Week 1. If the grade is not the correct one, contact the course instructor, who within 3 business days must justify your grading. If no response is given by the teacher, or the justification does not satisfy you, address the complaint to the Dean along with the response of the teacher. The issue should be resolved within 3 business days and exhaust administrative regulations.

Claims regarding qualifications can only be reviewed during the next academic period, so it is very important to assume responsibility of the strict control of your own qualifications.

COURSE SCHEDULE

W	Date	Subject	Activities
1	12/09	Introduction to the course and the syllabus.	Syllabus reading Collaborative groups formation
2	19/09	Topic 1. Development in Latin America	Armendáriz, B. & Larraín, F. The Economics of Contemporary Latin America. Ch.12. Kingstone. The political economy of Latin America: reflections on neoliberalism and development. Ch.1
3	26/09	Topic 2. Historical Legacies	Armendáriz, B. & Larraín, F. The Economics of Contemporary Latin America. Ch. 1. Forum 1
4	3/10	Topic 3. Industrialization as a substitute for imports	Armendáriz, B. & Larraín, F. The Economics of Contemporary Latin America. Ch.3.
5	10/10	Topic 4. The Latin American debt crisis	Armendáriz, B. & Larraín, F. The Economics of Contemporary Latin America. Ch.4.
6	17/10	Topic 5. Macroeconomic stabilization	Armendáriz, B. & Larraín, F. The Economics of Contemporary Latin America. Ch.7,8&9. Moxie project
7	24/10	Topic 6. The role of the State	Kingstone. The political economy of Latin America: reflections on neoliberalism and development. Ch. 4&5. Forum 2
8	31/10	Topic 7. Financing for development	Franko, P. The puzzle of Latin America economic development. Ch. 7.
9	7/11	Topic 8. Contemporary commercial policy	Armendáriz, B. & Larraín, F. The Economics of Contemporary Latin America. Ch. 10.
10	14/11	Topic 9. Policies for sustainable growth	IADB. The Future of Work in Latin America: series.
11	*21/11*	Topic 10. Rural development	FAO. The Outlook for Agriculture and Rural Development in the Americas. Ch. 3 Forum 3
12	28/11	Topic 11. Poverty and inequality	Armendáriz, B. & Larraín, F. The Economics of Contemporary Latin America. Ch. 5.
13	5/12	Topic 12. Health policies	Franko, P. The puzzle of Latin America economic development. Ch. 12. Essay
14	12/12	Topic 13. Educational policy	Franko, P. The puzzle of Latin America economic development. Ch. 13. CEPA
15	19/12	Topic 14. Environmental Challenges	Franko, P. The puzzle of Latin America economic development. Ch. 14.