



CIEE Global Institute Buenos Aires, Argentina

Course name:	The Political Economy of Argentina's Development
Course number:	POLI 3001 AFLA / ECON 3001 AFLA
Programs offering course:	Buenos Aires Liberal Arts
Language of instruction:	Spanish
U.S. Semester Credits:	3
Contact Hours:	45
Term:	Fall 2019

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.

Course Objectives

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

The final grade will be the average of the following:

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

Course Requirements

The final grade will comprise of five different evaluations: a mid-term exam, a final exam, a conceptual grade and two set of assignments.

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.

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

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

Both the mid-term exam and the final exam may be passed with the minimum established by the Academic Manual for Faculty. If the student receives a grade lower than such minimum, in either the mid-term or final exam, she/he will have the chance to do ONE written make-up exam which will also be accompanied by one oral make-up exam.



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 co-curricular 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 Policy

Regular class attendance is required throughout the program, and all unexcused absences will result in a lower participation grade for any affected CIEE course. Unexcused 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 Internship, Service Learning, or required field placement. Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent and unexcused. 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.



<i>Percentage of Total Course Hours Missed</i>	<i>Equivalent Number of Open Campus Semester classes</i>	<i>Minimum Penalty</i>
Up to 10%	1 content classes, or up to 2 language classes	Participation graded as per class requirements
10 – 20%	2 content classes, or 3-4 language classes	Participation graded as per class requirements; written warning
More than 20%	3 content classes, or 5 language classes	Automatic course failure , and possible expulsion

Weekly Schedule

NOTE: this schedule is subject to change at the discretion of the instructor to take advantage of current experiential learning opportunities. To this, up to a maximum of 1-2 out-of-classroom activities will be added when needed, to apply the structures learned in the classroom and thereby increase exposure to real linguistic situations.

Week 1 :

Class 1: 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:

Unit 1:

Class 2: Argentine Economic Development in historical, regional and international perspective

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

Readings:

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



Week 3:

Class 3: 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: 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 5: The neoliberal development stage II

Argentina’s macroeconomic performance and crisis in the late 1990s.

Readings:

Rapoport, Mario (2008); “Mitos, etapas y crisis en la economía argentina”, mimeo.

http://www.mariorapoport.com.ar/uploadsarchivos/mitos_etapas_y_crisis_en_la_historia_argentina_pdf.pdf

Kulfas, M. (2016); “Los tres kirchnerismos. Una historia de la economía argentina. 2003-2015”, Ed. Siglo XXI, Buenos Aires. Ch. 2.

Week 6

Class 6: 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 rol 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:

Kulfas, M. (2016); “Los tres kirchnerismos. Una historia de la economía argentina. 2003-2015”, Ed. Siglo XXI, Buenos Aires. Ch.3 and 4.



Week 7

Class 7: The Argentine economy during the period 2007-2015

“Rural lockout” and the conflict around the variable export taxes. The 2008 financial crisis and its impacts on Latin American economies. The renationalization of the social prevision system. The creation of the Universal Child Allowance for Social Protection (AUH). The renationalization of YPF and the energetic crisis. Smoothing and resurgence of the “external restrains”. Inflationary tensions and the central dilemmas of economic policies.

Readings:

Kulfas, M. (2016); “Los tres kirchnerismos. Una historia de la economía argentina. 2003-2015”, Ed. Siglo XXI, Buenos Aires. Ch.5 and 6.

Week 8

Class 8: 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: Mid Term: Unit 1 Evaluation

In class Mid-term exam

Week 10

Unit 2:

Class: 10 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 Política de Buenos Aires, Año 8, Vol. 13, Buenos Aires.

http://bibliotecadigital.econ.uba.ar/download/ecopoli/ecopoli_v8_n13_05.pdf

Rivas, A. (2010); “Radiografía de la educación argentina”, CIPPEC-Fundación ARCOR, 1era ed, Buenos Aires. Ch. 1 y 4.

<https://www.cippec.org/wp-content/uploads/2017/03/1508.pdf>



Week 11:

Class 11: Trade and regional integration

Opening policies: similarities and differences with other Latin American and Southeast Asian countries. External trade and trade policies in Latin America countries. General characteristics of Argentine international trade: export and import structures in relation to products and regions. Terms of exchange. The regional integration process in Latin America. Objectives, instruments and dimensions of MERCOSUR. The South American integration at the time of neoliberal and progressive governments. Compared visions and positions in Argentina, Brazil, Uruguay and Paraguay relating to MERCOSUR. The enlargement process: incorporation of Venezuela. MERCOSUR vs Alianza del Pacífico. The challenges and debates relating to MERCOSUR's agenda in the future.

Readings:

CEPAL (2014); "Integración regional: Hacia una estrategia de cadenas de valor inclusivas", *LC/G.2594(SES.35/11)*, Santiago de Chile. Caps III y IV.

http://repositorio.cepal.org/bitstream/handle/11362/36733/S2014216_es.pdf?sequence=1

Pinheiro Guimarães, S. (2012): "The future of Mercosur", *Austral: Brazilian Journal of Strategy & International Relations*, Vol 1, Nro 1, 13-22.

<http://seer.ufrgs.br/index.php/austral/article/view/27989/18003>

Jenkins, R. (2016); "Estado del arte sobre las relaciones con China", en *Revista Integración & Comercio*, Nro 40, INTAL-BID, mayo, Buenos Aires. Págs. 94 a 105.

<https://publications.iadb.org/handle/11319/7667>

Motta Veiga, P. y S. Ríos (2017); "El nuevo escenario global", en *Los Futuros del MERCOSUR; nuevos rumbos de la integración regional*, Notas Técnicas IDB-TN-1263, Buenos Aires. Págs. 39 a 51

<https://publications.iadb.org/bitstream/handle/11319/8172/Los-futuros-del-Mercosur-Nuevos-rumbos%20de-la-integracion-regional.pdf>

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

Week 12

Unit 3:

Class 12: 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:

Bisang, R. y M. Campi (2013); "El desarrollo agrario argentino en las últimas décadas: fases en el establecimiento de un nuevo paradigma productivo", en G. Anlló, R. Bisang y M. Campi: Claves para repensar el agro argentino, EUDEBA, Buenos Aires.

Parellada, G. (2010); "La transformación de la agricultura no pampeana", en Reca, L., D. Lema y C. Flood (eds.): El crecimiento de la agricultura argentina. Medio siglo de logros y desafíos, Editorial Facultad de Agronomía UBA, Buenos Aires.

Week 13

Class 13: Industrial Sector

The beginnings of Argentine industrialization. Historical evolution and industrial performance in recent years. Main industrial sectors. Concentration and foreign presence in Argentine industry. Industrial policies. Challenges and opportunities for Latin American industry.

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 14: Infraestructure

Argentine infrastructure after the privatization of public companies. Basic characteristics of the 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. Case studies. The infrastructure system in Latin America.

Readings:

Castro, L., P. Szenkman y E. Lotitto (2015); "Cómo puede cerrar el próximo gobierno la brecha de infraestructura?", Documento de Políticas Públicas, Programa de Integración Global y Desarrollo Productivo, Area de Desarrollo Económico, CIPPEC, Buenos Aires.

<http://www.cippec.org/documents/10179/51825/148+DPP,%20ADE,%20Como+cerrar+la+brecha+de+infraestructura,%20Castro,%20Szenkman,%202015.pdf/24fca933-16c8-4891-9688-6d3285d02026>

Cerra, V, A. Cuevas, C. Goes, I. Karpowicz, T. Matheson, I. Samake y S. Vtyurina (2016); "Highways to Heaven: Infrastructure Determinants and Trends in Latin America and the Caribbean", IMF Working Paper, WP/16/185, Washington DC. Ch. 2.

<https://www.imf.org/external/pubs/ft/wp/2016/wp16185.pdf>

Crovetto, N., G. Hang y C. Casparrino (2014); "Crecimiento y brecha de infraestructura", Documento de Trabajo 54, CEFID-AR, Buenos Aires. Pgs 29 a 41.

<http://www20.iadb.org/intal/catalogo/PE/2014/14587.pdf>

Ministerio de Planificación Federal, Inversión Pública y Servicios (2010); "Plan Estratégico Territorial. 1816-2010-2016 Argentina del Bicentenario", Buenos Aires. Pgs. 35 a 51

http://www.planif-territorial.gov.ar/html/presentacion_bicentenario/doc/petBicentenario.pdf



Week 15

Class 15: Prospective and challenges for the economy of Argentina

Strengths and weaknesses of the Argentine economy. Productive structure, socioeconomic conditions and economic development. Strategies of economic development in international comparative perspective. Challenges of public policy.

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

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.

Kulfas, M. (2016); "Los tres kirchnerismos. Una historia de la economía argentina. 2003-2015", Ed. Siglo XXI, Buenos Aires. Ch. 2.

Rapoport, Mario (2008); "Mitos, etapas y crisis en la economía argentina", mimeo.
http://www.mariorapoport.com.ar/uploadsarchivos/mitos_etapas_y_crisis_en_la_historia_argentina_pdf.pdf

Kulfas, M. (2016); "Los tres kirchnerismos. Una historia de la economía argentina. 2003-2015", Ed. Siglo XXI, Buenos Aires. Ch.3 to 6.

Cetrángolo, O. (2014); "Financiamiento fragmentado, cobertura desigual y falta de equidad en el sistema de salud argentina", Revista de Economía Política de Buenos Aires, Año 8, Vol. 13, Buenos Aires.
http://bibliotecadigital.econ.uba.ar/download/ecopoli/ecopoli_v8_n13_05.pdf

Rivas, A. (2010); "Radiografía de la educación argentina", CIPPEC-Fundación ARCOR, 1era ed, Buenos Aires. Ch. 1 y 4.
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CEPAL (2014); "Integración regional: Hacia una estrategia de cadenas de valor inclusivas", LC/G.2594(SES.35/11), Santiago de Chile. Caps III y IV.
http://repositorio.cepal.org/bitstream/handle/11362/36733/S2014216_es.pdf?sequence=1

Pinheiro Guimarães, S. (2012): "The future of Mercosur", Austral: Brazilian Journal of Strategy & International Relations, Vol 1, Nro 1, 13-22.
<http://seer.ufrgs.br/index.php/austral/article/view/27989/18003>



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<https://publications.iadb.org/handle/11319/7667>

Motta Veiga, P. y S. Ríos (2017); "El nuevo escenario global", en Los Futuros del MERCOSUR; nuevos rumbos de la integración regional, Notas Técnicas IDB-TN-1263, Buenos Aires. Págs. 39 a 51

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

Bisang, R. y M. Campi (2013); "El desarrollo agrario argentino en las últimas décadas: fases en el establecimiento de un nuevo paradigma productivo", en G. Anlló, R. Bisang y M. Campi: Claves para repensar el agro argentino, EUDEBA, Buenos Aires.

Parellada, G. (2010); "La transformación de la agricultura no pampeana", en Reza, L., D. Lema y C. Flood (eds.): El crecimiento de la agricultura argentina. Medio siglo de logros y desafíos, Editorial Facultad de Agronomía UBA, Buenos Aires.

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.

Castro, L., P. Szenkman y E. Lotitto (2015); "Cómo puede cerrar el próximo gobierno la brecha de infraestructura?", Documento de Políticas Públicas, Programa de Integración Global y Desarrollo Productivo, Area de Desarrollo Económico, CIPPEC, Buenos Aires.

<http://www.cippec.org/documents/10179/51825/148+DPP,%20ADE,%20Como+cerrar+la+brecha+de+infraestructura,%20Castro,%20Szenkman,%202015.pdf/24fca933-16c8-4891-9688-6d3285d02026>

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<https://www.imf.org/external/pubs/ft/wp/2016/wp16185.pdf>

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<http://www20.iadb.org/intal/catalogo/PE/2014/14587.pdf>

Ministerio de Planificación Federal, Inversión Pública y Servicios (2010); "Plan Estratégico Territorial. 1816-2010-2016 Argentina del Bicentenario", Buenos Aires. Pgs. 35 a 51

http://www.planif-territorial.gov.ar/html/presentacion_bicentenario/doc/petBicentenario.pdf

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