

University of Mississippi
Croft Institute for International Studies

INST 314: The Problem of Inequality in Latin America

Instructor: **Oliver Dinius**
Office: **Bishop Hall 304**
Contact: dinius@olemiss.edu ; ph.: 915-3791
Office Hours: **Mondays, 4:30-5:30pm;**
Fridays, 2:30-3:30pm

Fall Semester 2010
M, W, 3:00-4:15 pm
Croft 204

COURSE DESCRIPTION

The years since 2004 have been a time of economic expansion and rising living standards in many parts of Latin America, but it still remains the world's region with the greatest income inequalities. Of the world's twenty-five countries with the greatest income inequalities, no less than fifteen are in Latin America. This social and economic reality presents the countries of the region with tremendous challenges as they try to meet the U.N.'s millennium development goals. Based on readings from a variety of disciplines (economics, sociology, history, anthropology, public policy), the course addresses the following questions: What are the historical roots of this persistent pattern of inequality? How does this profound inequality shape everyday life in Latin America? How does income inequality relate to other forms of social inequality (race, gender)? What policies have governments implemented to diminish inequality, why have those efforts only had limited effect, and what have governments learned from these failures?

LEARNING OBJECTIVES

Students will gain an understanding of the origins of Latin America's social and economic inequalities and of the complex impact such inequalities have on the economic, social, and political development of Latin America. Students will acquire the knowledge necessary to critically assess policy options for governments in Latin America that may help alleviate social and economic inequalities and counter some of its adverse effects on these societies, such as extreme poverty, social tensions, high crime rates, and political instability.

Completing the core requirement for the class, a 15-page research paper, students will strengthen their research skills, practice their analytical abilities, and learn to write a paper that fulfills the standards of scholarly writing and documentation. Students will also practice public speaking when they present their research on the final project in a PowerPoint presentation. Over the course of the semester, students will learn supplementary skills such as summarizing chapters of academic books, responding to scholarly arguments, and critiquing the work of peers.

PREREQUISITES

There are no prerequisites. No previous knowledge of Latin America history is assumed. All course materials are in English. Knowledge of Spanish or Portuguese is not required.

GRADING

- | | |
|----------------------------------|------|
| 1) Short Assignments on Readings | 10 % |
| 2) Two Book Essays @ 10% each | 20 % |
| 3) Participation | 20 % |
| 4) Midterm Exam | 15 % |

- | | |
|--|------|
| 5) PowerPoint Presentation (Final Project) | 10 % |
| 6) Research Paper (Final Project) | 25 % |

For the final grade, 90 to 100% are an 'A', 80%-89% a 'B', 70-79% a 'C', 60-69% a 'D', and less than 60% an 'F'. No grade lower than "C" may be counted towards the international studies major.

COURSE POLICIES

Midterm Exam: The exam covers the material from the first half of the course. It will include essays and identifications. The midterm will be given on Monday, October 18.

(NOTE: There will be no make-up exams other than in cases of medical emergencies *documented with a doctor's note.*)

Short Responses: Students will complete several short assignments (response papers, chapter summaries) focused on the readings. These assignments will help to prepare class discussion.

Book Essays: Students will write essays on the books by Caroline Moser and by Teresa Caldeira. The instructor will hand out questions/topics for these papers. These book essays have to be between 1400 and 1600 words in length (12-font, double-spaced, with one-inch margins on all four sides).

Participation: Counts for 15% of the grade. This is a discussion-based class that will require solid class preparation and active student participation to be successful. You do have to contribute regularly to class discussion!! Simply being in class does not earn you participation credit. Whenever you complete brief assignments on the readings, such as preparing an outline for your peers or suggesting questions for discussion on a particular reading, you may be asked to present your work and/or lead the class discussion for parts of a session. Such discussion leading will count as part of your overall participation grade.

Research Paper: Students will write a 15-page research paper on a specific aspect of the problem of inequality in Latin America. You choose a topic in consultation with the instructor. You will choose the topic in the first week of October, submit a bibliography in the third week of October, present your research to the class in November (PowerPoint), and submit the final research paper in early December. **The 15-page minimum refers *exclusively* to the text of the paper** (double-spaced, 12 font, 1-inch margins). The required footnotes, illustrations (tables or graphs), and works cited page do not count towards the page minimum. You are encouraged but not required to use foreign language sources for the project.

Attendance Policy: Student participation is essential and class attendance required. In keeping with the general attendance policy for honors courses, students with more than two *unexcused* absences will lose half a letter grade for each additional *unexcused* absence. Students with more than six *unexcused* absences will receive an automatic F for the class. Absences due to *documented* emergencies will be considered *excused* (i.e., do not count towards these thresholds).

Academic Integrity: Academic integrity is essential to all the values upon which the university is founded. Croft and Honors students must therefore embody academic honesty in all aspects of their work. A student with a documented case of plagiarism or academic cheating in an honors course will face the possibility of receiving the grade of F for the course and being dismissed from the program.

Specific consequences of such behavior will be determined by the individual faculty member and the administration.

READINGS

The required books are available for purchase at the Ole Miss Bookstore and on reserve at the Williams Library. Other readings will be available as electronic reserves on BlackBoard.

Required Books

Caroline O. N. Moser. *Ordinary Families, Extraordinary Lives: Assets and Poverty Reduction in Guayaquil, 1978-2004.* Washington: The Brookings Institution, 2009.

Paul Gootenberg and Luiz Reygadas, eds. *Indelible Inequalities in Latin America: Insights from History, Politics, and Culture.* Durham: Duke University Press, 2010.

Ricardo Paes de Barros et al., eds. *Measuring Inequality of Opportunities in Latin America and the Caribbean.* Washington: The World Bank, 2009.

Teresa P. R. Caldeira. *City of Walls: Crime, Segregation, and Citizenship in São Paulo.* Berkeley: University of California Press, 2000.

Electronic Reserves: Readings marked with “***” in the schedule are available as electronic reserves on BlackBoard. I expect you to *print out* these readings and *bring the printouts to class* as basis for discussion. (Please use the double-sided print function of the Croft or Honors College printers.)

You are expected to complete the assigned readings *before* the respective class period and come to class prepared to discuss them.

The SYLLABUS is subject to change. Lectures may be switched, readings may be added or substituted, and assignments may change. Any changes will be announced in class.

SCHEDULE

WEEK 1: BACKGROUND

M 8/23 **Introduction to the Course**

W 8/25 **Inequality in Latin America: An Overview**

** Kelly Hoffmann and Miguel Angel Centeno, "The Lopsided Continent: Inequality in Latin America," *Annual Review of Sociology* 29 (2003), 363-390.

WEEK 2: THE ORIGINS OF INEQUALITY IN LATIN AMERICA

M 8/30 **The Colonial Roots of Inequality**

** Luis Reygadas, "The Construction of Latin American Inequality," in Gootenberg and Reygadas, eds., *Indelible Inequalities in Latin America*, pp. 23-49.

W 9/1 **A Sociologist's View of Inequality**

Guest Speaker: Dr. Jeffrey Jackson (Associate Prof. of Sociology)

** Walt W. Rostow, "Introduction" and "The Five Stages-of-Growth - A Summary", in Rostow, *The Stages of Economic Growth: A Non-Communist Manifesto.*

** Raúl Prebisch, "Change and Development - Latin America's Great Task: Report Submitted to the Inter-American Development Bank (1970)."

WEEK 3: HOW DO ECONOMISTS MEASURE INEQUALITY?

M 9/6 **LABOR DAY HOLIDAY (no class)**

W 9/8 **An Economist's View of Inequality**

Guest Speaker: Dr. Chiara Binelli (Oxford University)
Reading TBA

WEEK 4: MEASURING THE INEQUALITY OF OPPORTUNITY

M 9/13 **What is it and why does it matter?**

Paes Barros et al., *Measuring Inequality of Opportunities*, pp. 1-84.

W 9/15 **Policy Applications**

Paes Barros et al., *Measuring Inequality of Opportunities*, pp. 85-169.

CHAPTER SUMMARIES due

WEEK 5: THE SOCIAL CONSEQUENCES OF INEQUALITY: THE CASE OF BRAZIL

M 9/20 **Racial Inequality**

** Edward E. Telles, "Racial Inequality and Development," in Telles, *Race in Another America: The Significance of Skin Color in Brazil*, pp. 107-138.

W 9/22 **Inequality and Crime**

Caldeira, *City of Walls*, pp. 1-101.

WEEK 6: KEEPING ORDER IN THE FACE OF INEQUALITY: THE CASE OF BRAZIL

M 9/27 **Policing Inequality**

Caldeira, *City of Walls*, pp. 105-210.

W 9/29 **Building Walls**

Caldeira, *City of Walls*, pp. 213-335.

FIRST BOOK ESSAY due

WEEK 7: THE POLITICS AND CULTURE OF INEQUALITY - PART I

M 10/4 **Overview**

Paul Gootenberg, "Latin American Inequalities: New Perspectives from History, Politics, and Culture," in Gootenberg and Reygadas, *Indelible Inequalities in Latin America*, 3-22.

W 10/6 **The Intersection Class, Race, and Gender**

1) Christina Ewig, "Health Policy and the Historical Reproduction of Class, Race, and Gender Inequality in Peru," in Gootenberg/Reygadas, *Indelible Inequalities in Latin America*, 53-80.
2) Odette Casamayor, "Between Orishas and Revolution: The Expression of Racial Inequalities in Post-Soviet Cuba," in Gootenberg/Reygadas, *Indelible Inequalities in Latin America*, 139-168.

WEEK 8: THE POLITICS AND CULTURE OF INEQUALITY - PART II

M 10/11 The Culture of the Shantytown; The Electoral Politics of Inequality

1) Jeanine Anderson, "Incommensurable Worlds of Practice and Value: A View from the Shantytowns of Lima," in Gootenberg/Reygadas, *Indelible Inequalities in Latin America*, 81-105.

2) Lucio Renno, "Inequalities of Political Information and Participation: The Case of the 2002 Brazilian Elections," in Gootenberg/Reygadas, *Indelible Inequalities in Latin America*, 106-137.

W 10/13 Latin American Inequality comes to the United States

Margaret Gray, "How Latin American Inequality becomes Latin Inequality: A Case Study of Hudson Valley Farmworkers," in Gootenberg/Reygadas, *Indelible Inequalities in Latin America*, 169-192.

CHAPTER SUMMARIES due

WEEK 9:

M 10/18 *** MIDTERM EXAM ***

W 10/20 Resources for Research Papers on Inequality

(Session with Ryan Johnson, John Williams Library)

WEEK 10: FIGHTING POVERTY IN A WORLD OF INEQUALITY

M 10/25 The Poor of Indio Guayas and their Assets

Moser, *Ordinary Families, Extraordinary Lives*, pp. 1-136.

W 10/27 Asset Accumulation as a Strategy to Leave Poverty

Moser, *Ordinary Families, Extraordinary Lives*, pp. 137-264..

SECOND BOOK ESSAY due.

WEEK 11: POLICIES TO FIGHT POVERTY AND INEQUALITY - Part I

M 11/1 Broadening Capitalism to Fight Poverty

** Hernando de Soto, "The Other Path: The Economic Answer to Terrorism (1986)."

W 11/3 Land Redistribution as Strategy

** Angus Wright and Wendy Wolford, "Introduction," in *To Inherit the Earth: Landless Movement and the Struggle for a New Brazil*, pp. xiii-xxix.

RESPONSE PAPER due

WEEK 12: POLICIES TO FIGHT POVERTY AND INEQUALITY - Part II

M 11/8 The UN Millennium Development Goals

Peruse: < <http://www.un.org/millenniumgoals/>>

(The instructor will assign specific tasks to individual students.)

W 11/10 Student Presentations: Part I

Students will present preliminary results of their final projects using PowerPoint.

WEEK 13: THE IMPACT OF INEQUALITY IN SELECT LATIN AMERICAN COUNTRIES

M 11/15 Student Presentations: Part II

Students will present preliminary results of their final projects using PowerPoint.

W 11/17 Student Presentations: Part III

Students will present preliminary results of their final projects using PowerPoint.

***** NOVEMBER 22-26 THANKSGIVING BREAK *****

WEEK 14: INEQUALITY AND THE FUTURE OF LATIN AMERICA

M 11/29 The Outlook: Is Latin America Making Progress in the Fight against Inequality?

** Luis F. López-Calva and Nora Lustig, "Explaining the Decline in Inequality in Latin America: Technological Change, Educational Upgrading, and Democracy," in López-Calva and Lustig, eds., *Declining Inequality in Latin America: A Decade of Progress?* New York: United Nations Development Program, 2010.

W 12/1 Peer Review of Full Drafts of Research Papers

***** Final Project (Research Paper) Due on WEDNESDAY, December 8 @ 5pm *****

BEWARE of PLAGIARISM !!

PLAGIARISM means representing the writings or ideas of another person as your own. It is always unethical, frequently illegal, and raises serious doubts about the personal integrity of the offender.

PLAGIARISM includes:

- a) **Copying** or **paraphrasing** information from a book, article, website, or other source without acknowledging the source of the quote or original idea. (Minor alterations to the copied or paraphrased text will not resolve the problem; it is still plagiarism.)
- b) Letting **someone else** write even part of your paper for you

Avoid PLAGIARISM by:

- a) Using quotation marks ***every time*** you use words from a source.
- b) Providing citations after quotes and paraphrased ideas.

PENALTY for PLAGIARISM: A plagiarized assignment will automatically receive 0 points. The student will also forfeit any extra credit opportunity (including the attendance bonus) for the entire course. I reserve the right to impose further penalties (e.g. an automatic 'F' for the course) and/or report cases of plagiarism to the college.

USE the WRITING CENTER !!

If you encounter difficulties writing papers, take your draft to the CENTER FOR WRITING AND RHETORIC (Suite 310 of the J. D. Williams Library). The staff will also be able to address any concerns about plagiarism.