

Political Economy of Health in Latin America
GE26CW – Sem. 1
Seminar Syllabus
Spring 2015

Instructor: Ruth Carlitz

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Office Hours: Mondays, 11:00AM-1:00PM in Bunche 3288 (or by appointment)

Office: Bunche 3284

Class Time/Location: Monday, 2:00-4:50PM, Bunche 3117

What explains divergent health outcomes across Latin America and the Caribbean (LAC) today? What can governments and non-state actors do to improve health in the region? This course will focus on how social scientists approach these questions, while also drawing on the perspectives of activists, journalists, and development practitioners. Among other factors, the course will examine the role of colonialism, foreign intervention, state policies, and popular movements.

Students will apply what they have learned to a particular LAC country of their choice, and will propose an intervention to address a particular problem. They will communicate their proposed interventions through a “business case” that sets out the need, justification and implementation of the proposed intervention. In addition, students will have the opportunity to express themselves through short opinion pieces (op-eds).

Assessment

Class Participation (10%): Given that this course is a seminar, all students are expected to participate actively. Class attendance is not sufficient to earn a high participation grade. Unexcused absences will count against your participation grade, as will tardiness (being more than 15 minutes late to class). As a means of encouraging participation and focus, this course has a strict **NO LAPTOPS POLICY**. You will be expected to take notes by hand and come to class prepared with printed copies of the readings and notes to facilitate discussion.

Discussion Leadership (20%): During our first course meeting, you will sign up to lead discussion of one of the course readings. Presentations entail briefly summarizing main points, offering critiques, and posing at least three discussion questions to the class. You may use Power Point slides, handouts, or any other creative strategies to facilitate discussion. Your presentations should be no longer than 10 minutes.

Reading Responses (10%): For the opinion piece assigned each week, you will write a response in the format of a letter to the editor, or a letter to the author of the piece. Letters should be about ½ page in length and should be posted to the course website. Students will be selected at random each week to share their responses with the class.

Op-Ed (20%): You will choose a health or development issue affecting a particular LAC country and write an opinion piece about it. The op-ed should be no more than 800 words long, and should have a clearly defined point of view, and portray the writer’s strong,

distinctive voice. You may find more tips and resources to get you started under the ‘Op-Eds’ tab of the course website.

- A rough draft of the op-ed will be due in class Week 4
- The final op-ed must be submitted by Week 9 but you can turn it in earlier if you prefer. You will not have to turn in a reading response the week you turn in your final op-ed. You are also encouraged to submit your op-ed for publication in the *Los Angeles Times* or another publication of your choosing.

Business Case (40%): Funding agencies increasingly require business cases as key components of project proposals as a means of ensuring “value for money.” Students will work together in groups of three to develop their business cases, and will present them to a panel of experts and their peers at the end of the quarter.

The business case must include the following elements:

1. Intervention summary (½ page)
2. A ‘Strategic Case’ (3-4 pages), that sets out the context and the need for the intervention, as well as the impact and outcome it is expected to achieve.
3. An ‘Appraisal Case’ (3-4 pages), which evaluates and compares alternative options for addressing the need for the intervention. The Appraisal Case should answer the following questions:
 - o Which options are likely to work in practice?
 - o Which of these options maximizes the impact of each dollar spent to improve health outcomes in the country?
4. A ‘Management Case’ (3-4 pages) that sets in place the arrangements necessary for the successful delivery of the intervention including procedures for monitoring and evaluation. This section should set out the details of how the intervention will be implemented including details of the relationships and division of roles and responsibilities between the funding agency, the partner government, other donors, program partners or implementing agents; and outline how program beneficiaries will be represented in the governance of the intervention.

Sample business cases and additional guidance is on the course website. Groups will be assigned during the first class meeting. Each group will then need to choose a proposed intervention and divide tasks among group members. You will have a number of milestones to achieve along the way, each of which counts toward the grade for the assignment:

Component of Assignment	Due Date	% of Grade
Workplan that identifies the problem and country of study, and describes how the group members intend to divide the work amongst themselves in order to meet all subsequent deadlines (1-2 pages).	Week 3	5%
Midterm progress report (individual assignment, 1-2 pages)	Week 6	5%
Conferences to discuss progress	Week 6	
Rough Draft for peer review	Week 8	20%
Conferences to discuss presentations	Week 9	
Final Presentations (~10 minutes, using slides or other multi-media)	Week 10	30%
Final Business Case (w/ at least 10 scholarly/gray references, APA style)	June 8, 5pm	40%

Schedule of Readings and Assignments

Week 1 (March 30): Introduction

Department for International Development. (2011, August). *How to note: Writing a business case.* (pp. 1-2 only, up to “Confirm the Scope.” Note that this reading is under the ‘Business Cases’ tab of the course website)

Ghobarah, H. A., Huth, P., & Russett, B. (2004). Comparative Public Health: The Political Economy of Human Misery and Well-Being. *International Studies Quarterly*, 48(1), 73-94.

Week 2 (April 6): Colonial Origins of Health and Development Outcomes

Department for International Development. (2011, August). *How to note: Writing a business case.* (pp. 7-19; 26-30)

Greene, J., Basilio, M.T., Kim, H., Farmer, P. (2013). Colonial medicine and its legacies. In Farmer, P., Kleinman, A., Kim, J., & Basilio, M. (Eds.), *Reimagining global health: an introduction* (pp. 33-73) Univ of California Press.

Sokoloff K. L. & Engerman, S.L. (2000). “History Lessons: Institutions, Factors Endowments, and Paths of Development in the New World,” *Journal of Economic Perspectives* 14:3, 217-232

Opinion

Sulzberger, C. L. (1961, Dec. 25). Latin America Suffers From Its Colonial Days. *The Los Angeles Times*.

Week 3 (April 13): Theories of Underdevelopment and Dependency

Business case group timelines due.

Frank, A.G. (1966). “The Development of Underdevelopment,” *Monthly Review* (September), 17-31.

Navarro, V. (1974). The underdevelopment of health or the health of underdevelopment: an analysis of the distribution of human health resources in Latin America. *International Journal of Health Services*, 4(1), 5-27.

Opinion

Friedman, T. (2006, June 21). Latin America’s Choice. *The New York Times*.

Week 4 (April 20): State Responses to Underdevelopment

Rough drafts of op-eds due; in-class peer-review exercise.

Baer, W. (1972). Import Substitution and Industrialization in Latin America: Experiences and Interpretations. *Latin American Research Review*, 7(1), 95-122.

Waterbury, J. (1999). "The Long Gestation and Brief Triumph of Import Substituting Industrialization," *World Development* 27(2), 323-341.

Opinion

Industrialization [Editorial]. (1945, March 3). *The Washington Post*.

Week 5 (April 27): Structural Adjustment Programs (SAP)

Easterly, W. (2013). One day in Bogotá. In *The tyranny of experts* (pp. 105-122). Basic Books.

Pfeiffer, J., & Chapman, R. (2010). Anthropological perspectives on structural adjustment and public health. *Annual review of anthropology*, 39, 149-165.

Hellman, J. (1997). Structural Adjustment in Mexico and the Dog that Didn't Bark. Center for Research on Latin America and the Caribbean Working Paper Series. York University: North York, Ontario, Canada.

Opinion

Eisenhower, D. (2000, April 22). People before profits: IMF can't be transformed. *People's Weekly World*.

Week 6 (May 4): Political Manipulation of Poverty Relief

Midterm progress reports due. Students meet with me to discuss progress.

Diaz-Cayeros, A., Magaloni, B., & Estévez, F. (2012). Aiding the poor; Clientelism and the Political Manipulation of Poverty Relief. In *Strategies of vote buying: Poverty, democracy, and social transfers in Mexico*. (pp. 39-72, 124-161). Unpublished book manuscript.

Zucco, C. (2013). When Payouts Pay Off: Conditional Cash Transfers and Voting Behavior in Brazil 2002–10. *American Journal of Political Science*, 57(4), 810-822.

Opinion

Fakir, S. (2011, May 5). Brazil's social grants system and its relevance for South Africa. *The South African Civil Society Information Service*.

Week 7 (May 11): Free Trade, Fair Trade

Blyde, J., Estevadeordal, A., & Moreira, M.M. (2012). Global and regional integration in Latin America and the Caribbean, 1990-2010. In Santiso, J. & Dayton-Johnson, J. (Eds.) *The Oxford Handbook of Latin American Political Economy*. (pp. 191-208). New York: Oxford.

Hira, A. & Ferrie, J. (2006). Fair trade: Three key challenges for reaching the mainstream. *Journal of Business Ethics* 63: 107-118.

Opinion

Friedman, T. (2010, May 1). Narcos, No's and Nafta. *The New York Times*.

Rainoff, G. (2010, May 17). Free trade fuels drug trade. [Letter to the editor.] *The New York Times*. (Response to Friedman)

Week 8 (May 18): Global Forces (Foreign Aid, Remittances, etc.)

Rough draft of business case due; in-class peer-review exercise.

Adida, C.L. and Girod, D.M. (2010). Do migrants improve their hometowns? Remittances and access to public services in Mexico, 1995-2000. *Comparative Political Studies* 1-25.

Deaton, A. (2013). How to help those left behind. In *The Great Escape: Health, Wealth, and the Origins of Inequality*. (pp. 267-324). Princeton, NJ: Princeton University Press.

Shiffman, Jeremy. (2009). A social explanation for the rise and fall of global health issues. *Bulletin of the World Health Organization*, 87(8), 608-613.

Opinion

The case for aid to Central America [editorial]. (2015, Feb. 9). *The New York Times*.

Week 9 (May 25): Revise Business Cases and Prepare Presentations

Final deadline for op-ed.

No class this week given Memorial Day holiday. Groups will schedule meetings with me for conferences to get feedback on their rough drafts and to plan their final presentations.

Week 10 (June 1): Final Presentations

Final business case due.

Presentations in formal mini-conference format to class and panel of experts.