

The Global Scholars Program
Summer Research Workshop
at

Columbia University Global Centers: Beijing and Santiago

**Pathways to Development:
East Asia and Latin America in Comparative Perspective**

Xiaobo Lü, Pablo M. Pinto and Xiaodan Zhang

Course number EAPS V3870

Description:

The purpose of this course is to introduce students to the links between politics and economic development. We will draw on the experiences of East Asia and Latin America in the 20th and 21st centuries. Fieldwork in China and Chile will also allow students to study and conduct in-depth research on the evolution of the political and economic systems in both countries. The interaction with local leaders in the public and private sector will provide additional insights into the issues associated with economic and political development. In particular, we will explore how development is a contentious process of negotiation, adjustment and empowerment among these players. We will analyze how changes at the domestic and global levels affect the choices made by governments and economic actors in a historical and comparative perspective. This workshop will utilize the expertise, resources, and cross-regional networks of the Columbia Global Centers in Beijing and Santiago for the selection of research sites and other logistical and administrative issues.

The themes covered in the course include the role of government in development; the effect of political institutions on investment, productivity and the supply of human capital; developmental strategies and economic reform; and the link between globalization and economic growth.

Collecting qualitative data is an important part of the class activities. Students will be introduced to briefing, observation, and interview (group and individual) research techniques used in anthropology, political science, and sociology. Visiting different research sites and talking to people in both formal and informal settings will give students opportunities to practice these methods under the guidance of the instructors. Students will be required to take field notes and hand in weekly journals. Grades will be assigned on the basis of class participation, satisfactory completion of reading assignments, journal writing, and a report at the end of the course.

At the conclusion of their trip, students are expected to write a report comparing their findings in Chile and China. This report will be the basis for a capstone seminar (to be submitted separately to the COI) in Fall 2013, in which students will further study relevant theories and concepts in the existing literature and develop their own research

project based on their experiences during the summer. Students will be expected to write a research paper or senior thesis as the ultimate product to meet the capstone seminar objectives.

Statement on Academic Integrity

Plagiarism, which is commonly understood as using another's words or ideas as one's own, will result in an 'F' and will be reported to the Dean of Student Affairs in charge of academic integrity.

Instructors

The Beijing segment will be taught by Xiaobo Lü, Professor of Political Science at Barnard College. Professor Lü teaches courses on Chinese politics, political economy, and comparative politics. His research interests include post-socialist transition, corruption and good governance, regulatory reforms, and government-business relations.

The Beijing segment will also be taught by Xiaodan Zhang, Adjunct Assistant Professor and Research Scholar at the Weatherhead East Asian Institute. Professor Zhang is an Associate Professor of Sociology at York College, CUNY. Her research focuses on changing labor relations under economic reform in China, the sociology of work and organization, and gender studies. A graduate student will assist Prof. Zhang with logistical, administrative, and linguistic tasks.

The Santiago segment will be taught by Pablo Pinto, Associate Professor in the Department of Political Science and a member of the Arnold A. Saltzman Institute of War and Peace Studies at Columbia University. He is also a research fellow of the Institute for Social and Economic Research and Policy, and serves on the advisory committee of Columbia's MA in Regional Studies of Latin America and the Caribbean, the Institute of Latin American Studies at Columbia and the Columbia Global Center in Santiago. Professor Pinto's areas of expertise are international and comparative political economy, with regional focus in Latin America and East Asia. He will be assisted in administrative, logistical, and linguistic tasks by a graduate student.

Requirements

Full participation in all program activities, including readings, discussions, guest lectures, field visits, and workshops. Full participation in China is necessary in order to participate in the Chile section of the course. 50%

Weekly field journals: students hand in the summaries of their field notes and reflection every week. 10%

Weekly reading journals: students hand in their critique of the reading assignments every week. 10%

Presentations: Students are expected to do two presentations, one in China and one in Chile, on one of the themes in which they are mostly interested. 10%

Preparation of a report of summer research findings, including initial points of comparison between China and Chile, which will serve as the basis of a detailed research thesis produced during the Fall 2013 capstone seminar. 20%

Required registration in the capstone seminar at Columbia in Fall 2013. The seminar, tentatively titled “Development and Globalization: Lessons from East Asia and Latin America”, will be taught by Xiaodan Zhang, with guest speakers and field advisors from a range of disciplines. We will use the summer workshop materials, data, and field experience as a focal point and foundation from which to analyze broader issues into which we will interweave the research results and questions garnered in Beijing and Santiago. In this context the students will discuss their research, receive help in planning their papers, give oral presentations on their results, and submit their major research paper. (COI submission to follow)

Pre-departure orientation:

All students are required to complete three pre-departure orientation sessions that will cover methodological issues, logistics and safety, and student presentations. Students will also be required to prepare presentations prior to departure. Students are further required to participate in any pre-departure lectures as assigned by Professors Zhang, Pinto or Lü. Prior to the sessions, students are required to complete the online human subject training course “Course TC0087: Human Subjects Protection Training,” as part of their general training in fieldwork methods and research ethics.

Before departure, students are required to read the following:

Themes and background readings

Defining Development:

- Amartya Sen (1988) “The concept of Development.” Hollis Chenery and T.N. Srinivasan, editors, *The Handbook of Development Economics*, Vol 1. pp. 9-26.

Role of Government in Development

- Rodrik, Dani (2008). *One Economics, Many Recipes: Globalization, Institutions, and Economic Growth*. Princeton, NJ: Princeton University Press.
- Stiglitz, Joseph E., and Shahid Yusuf (2009). *Rethinking the East Asian Miracle*. Washington, DC: The World Bank.

Institutions and Development:

- North, Douglass and Barry Weingast (1989). “Constitutions and Commitment.” *Journal of Economic History*, 49(4), p. 803-832.
- Engerman, Stanley L. and Kenneth L. Sokoloff (2000). “History Lessons: Institutions, Factors Endowments, and Paths of Development in the New World.” *Journal of Economic Perspectives*, Vol. 14, No. 3. (Summer, 2000), pp. 217-232.
- Acemoglu, Daron, Simon Johnson and James Robinson (2001). "The Colonial Origins of Comparative Development: An Empirical Investigation" *American Economic Review*, Vol. 91, No. (5): 1369-1401.
- Przeworski, Adam, Michael Alvarez, Jose A. Cheibub, and Fernando Limongi (2000).

Democracy and Development: Political Institutions and Well-Being in the World, 1950–1990. Cambridge, Cambridge University Press.

- Rodrik, Dani, Arvind Subramanian, and Francesco Trebbi (2004). "Institutions Rule: The Primacy of Institutions over Geography and Integration in Economic Development." *Journal of Economic Growth* 9 (June 2004).
- Lant Pritchett (1997). "Divergence, Big Time." *Journal of Economic Perspectives*, Vol. 11, no. 3 (Summer, 1997): pp. 3-17
- Pinto, Pablo M. and Jeffrey F. Timmons (2005). "The Political Determinants of Economic Performance. Political Competition and the Sources of Growth." *Comparative Political Studies*, Vol. 45, No. 1: 26-50.

East Asia and Latin America in a comparative perspective:

East Asia

- World Bank (1993). "The East Asian Miracle: Economic Growth and Public Policy." New York, NY: Oxford University Press.
- Wade, Robert (1992). "East Asia's Economic Success: Conflicting Perspectives, Partial Insights, Shaky Evidence." *World Politics*, Vol. 44, No. 2, pp. 270-320.
- Haggard, Stefan (2004). "Institutions and Growth in East Asia." *Studies in Comparative International Development*, Vol. 38, No. 4, pp. 53-81.
- Krugman, Paul (1994). "The Myth of Asia's Miracle." *Foreign Affairs* 73, (Nov/Dec 1994): 62-78.
- Kohli, Atul (1994). "Where Do High Growth Political Economies Come From? The Japanese Lineage of Korea's Developmental State." *World Development*. Vol. 22, No. 9: pp. 1269-1293.

China

- Dillon, Michael (2009). *Contemporary China – An Introduction*. Routledge.
- Guthrie, Doug (2011). *China and Globalization* (2nd Edition). Routledge.
- Heimer, Maria and Stig Thøgersen (ed.) (2006). *Doing Fieldwork in China*. University of Hawaii Press.
- Documentaries: *China in the Red, Up the Yangtze, China from Inside, The People's Republic of Capitalism*

Latin America

- Krueger, Ann O. (1990). "Government Failures in Development." *Journal of Economic Perspectives* 4, 1990: 9-25
- Cardoso, Eliana and Ann Helwege (1993). *Latin America's Economy: Diversity, Trends, and Conflicts*. Cambridge, MA. MIT Press.
- Edwards, Sebastian (1995). *Crisis and Reform in Latin America*. Oxford: Oxford University Press.
- Rodrik, Dani (2006). "Goodbye Washington Consensus. Hello Washington Confusion? A Review of the World Bank's Economic Growth in the 1990s: Learning from a Decade of Reform." *Journal of Economic Literature*, Vol. 34, No. 4 (December 2006), pp. 973-987.

Methodology:

- Scott, G and Roberta Garner (2012). *Doing Qualitative Research: Designs, Methods,*

and Techniques. (Selected Chapters) Pearson.

Part I: Beijing Schedule (*schedule subject to change*)

Week 1 - The Central and Local Governments

Themes: A development pattern discussed in existing scholarship is China's rapid growth led by an authoritarian party-state. This model seems to have survived continual political and economic challenges since the dawn of market reforms and defeated the western predictions of its demise. In this class, we will study the party-state as a key player and examine its relations with capitalists, professional managers, and urban and rural labor. We will not only pay attention to the institution building led by the central government but also to the active role local governments are playing in the economic arena.

M Orientation

Activities:

- Introduction to China and its development since 1980s – a scholar from Peking University, Tsinghua University or the Chinese Academy of Social Science
- Meet local students
- Discuss field methods

Rationale:

- To give students an overall introduction to Chinese political and economic issues since the opening up and reform policies initiated by Deng Xiaoping.

Contact hours: 3 (1 hour orientation, 2 hour lecture)

Readings:

- Guthrie, Doug (2011). "Globalization and the Radical Change in China" and "Changing Social Institutions" in China and Globalization.

T Government I – Central Government

Activities:

- Visit the Department of Development and Research at the State Committee of Development and Reform

Rationale:

- National policy is set by the central government in China but it is the provincial, municipal, and district governments that implement these policies on a local level. In this first week, students will meet with officials in the central, provincial, and district governments to better understand the power relationship between the different levels of Chinese government. We will meet with the State Committee of Development and Reform to discuss its administrative role and control over the Chinese economy as a macroeconomic management agency under the Chinese State Council.

Contact hours: 1.667 (1 hour briefing and discussion, *0.667 site visit to Central Government)

Readings:

- Baum, Richard and Alexei Shevchenko (1999). "The 'State of the State'" in *The Paradox of China's Post-Mao Reforms* edited by Merle Goldman and Roderick MacFarquhar. Harvard University Press.

- Rueschemeyer, Dietrich and Peter B. Evans (1985) “The State and Economic Transformation: Toward an Analysis of the Conditions Underlying Effective Intervention” in *Bring the State Back In* edited by Peter B Evans, Dietrich Rueschemeyer and Theda Skocpol. Cambridge University Press.

W Government II – Local Government

Activities:

- Visit the Trade and Investment Office at Daxing District Government

Rationale:

- Local level governments carry out policy set by the central government but are also stakeholders in local businesses and urban planning projects. Students will explore the policymaking, business, and urban planning roles local governments assume and the conflict of interest this presents when governing.

Contact hours: 1.667 (1 hour briefing and discussion, *0.667 site visit to local Trade and Investment Office)

Readings:

- Oi, Jean (1996). “The Role of the Local State in China’s Transitional Economy” in *China’s Transitional Economy* edited by Andrew Walder. Oxford University Press.

Th Government III – Town & Village Enterprises

Activities:

- Visit the Department of Town and Village Enterprises at Langfang District in Hebei Province

Rationale:

- Students will examine the evolution and functions that Town and Village Enterprises play in China’s economic development and the relationship between government and citizens in a rural setting.

Contact hours: 4 (3 hour briefing and discussion, *1 hour Visit to Department of Town and Village Enterprises)

Readings:

- Li, Yongqiang (2010). “An Overview of Township and Village Enterprises in China during 1949-2009,” presented at the 2nd International Conference on Corporate Governance.
- Taube, Markus (2002). “Stability in Instability: China’s TVEs and the Evolution of Property Rights.” *ASIEN* 84: 59-66.

F Student Discussions

Activities:

- Meet Peking University students

Rationale:

- Group discussion on China's economic and political development to introduce our students to local perspectives and narratives through interactions with their peers.

Contact hours: 2 (2 hour discussion)

Readings:

- Bian, Yanjie and John R. Logan (1996). "Market Transition and the Persistent Power: The Changing Stratification System in Urban China." *American Sociological Review* 61: 739-58.
- Steinfeld, Edward (1998). "Reassessing Chinese Patterns of Economic Development" in *Forging Reform in China*. Cambridge University Press.

Week 2 - The Business Sector

Themes: Economic modernity is often the goal and measurement of national development. China in the twenty-first century has witnessed a dual development: the robust rebirth of large state-owned enterprises in some key industrial fields and the rapid increase of private entrepreneurship. We will examine what has led to this structural reconfiguration, how actors in each sector operate within the institutional contexts, and what their strategic responses are to the pressures from above and below.

M Business Sector - Overview

Activities:

- Guest lecture from the Chinese Association of Entrepreneurs

Rationale:

- Students will investigate relationships between the state, entrepreneurs, and managerial professionals and explore how private businesses and entrepreneurship have flourished or been restricted under an authoritarian political regime.

Contact hours: 4 (3 hour discussion and 1 hour lecture)

Readings:

- Tsai, Kellee S (2007). "The Myth of China's Democratic Capitalism" and "Private Entrepreneurs' Identities, Interests, and Values" in *Capitalism without Democracy: The Private Sector in Contemporary China*. Cornell University Press.
- Wright, Teresa (2010). "Private Entrepreneurs" in *Accepting Authoritarianism*. Stanford University Press.

T Business I – State-Owned Enterprises

Activities:

- Visit two enterprises in Beijing Yizhuang New Industrial District

Rationale:

- Students will research the different legal standings and managerial and operational structures of Chinese state-owned enterprises versus multinational corporations.

Contact hours: 3 (2 hour briefing and discussion, *1 hour tour of two companies in Yihuang Enterprises)

Readings:

- Steinfeld, Edward (1998). “Property Rights, Privatization, and the State-Owned Firm Property Rights”, “Shougang: the Rise and Fall of an Industrial Giant” and “Extending the Argument: Budget Constraints and Patterns of Growth in China” in *Forging Reform in China*.

W Business II – Markets

Activities:

- Visit Da Hongmen Garment Market

Rationale:

- By a visit to this market, students will examine firsthand the impact of macroeconomic policies on small businesses run by migrant entrepreneurs. We will revisit migrant worker issues in week 3.

Contact hours: 3 (2 hour lecture and *1 hour visit to Da Hongmen Market)

Readings:

- Zhang, Li (2001). “The Demolition of Zhejiangcun” and “Displacement and Revitalization” in *Strangers in the City: Reconfigurations of Space, Power, and Social Networks within China’s Floating Population*. Stanford University Press.

Th Business III - Sino-Chile Cooperation

Activities:

- Visit The Chile-China Business Council (CCBC) in Beijing

Rationale:

- To expand student's perspectives on global economic trends, we will discuss the growing economic influence of China in Latin America with the Beijing office of the premier organization dedicated to promoting business, investment and trade between China and Chile.

Contact hours: 1 (1 hour briefing and discussion)

Readings:

- Armony, Ariel C and Julia Strauss (2012) “From Going Out (zou chuqu) to Arriving in (desembarco): Constructing a New Field of Inquiry in China-Latin America Interactions.” *China Quarterly* 209: 1-17.
- Paz, Gonzalo Sebastian (2012). “China, United States and Hegemonic Challenge in Latin America: An Overview and Some Lessons from Previous Instances of Hegemonic Challenge in the Region.” *China Quarterly* 209: 18-34.

F Business IV – Private Entrepreneurs

Activities:

- Visit homes of two business men

- Qian Xiaohua
- Pan Shiyi

Rationale:

- Students will discuss their findings and thoughts on China's business sector with these businessmen and women and investigate factors that contribute to the success of private entrepreneurship in China.

Contact hours: 2 (1 hour lecture and *1 hour visit of two business men)

Week 3 - Urban and Rural Labor

Themes: The role of the rural and urban worker in China's rapid development has always been one of controversy in literature. When labor issues are put in the context of an authoritarian regime, workers are often portrayed as victims subject to exploitation. In the neoliberal view, on the other hand, they are viewed as beneficiaries of economic growth. We will inquire into workers' current economic and political positions as well as their collective agency in influencing capitalist development in the Chinese context. We will meet different groups of workers in terms of location, occupation, age and gender.

M Urban and Rural Labor

Activities:

- Invited speakers from All China Federation of Trade Unions (ACFTU)

Rationale:

- With more frequent strikes and stronger demands from China's workers, labor issues are a major concern for the Chinese Communist Party and its desire to maintain social stability. Students will discuss these issues and how they affect China's political climate and overall economic development with officers from the state-controlled labor union.

Contact hours: 5 (2 hour lecture, 3 hour briefings by All-China Federation of Trade Unions)

Readings:

- Wright, Teresa (2010). "Rank-and-File State Sector Workers" and "Rank-and-File Private Workers" in *Accepting Authoritarianism: State-Society Relations in China*.
- Chen, Feng (2003). "Between the State and Labour: The Conflict of Chinese Trade Unions' Double Identity in Market Reform." *The China Quarterly*: 1006-28.

T Labor I – Job Market

Activities:

- Visit Beijing General Labor Union Occupation Service Center

Rationale:

- Students will explore national labor policies and how these policies affect worker's daily lives. In meeting with officials from the service center, student will observe the benefits and inadequacies of services provided to workers by a municipal government.

Contact hours: 3 (2 hour briefing, *1 hour visit to Beijing General Labor and Union Occupation Center)

Readings:

- Yan, Hairong (2008). "Searching for the Proper Baomu" in *New Masters, New Servants*. Duke University Press.
- Documentaries: *Mardi Gras: Made in China* (Carnavalesque Film 2008) and *Last Train Home* (EyeSteelFilm 2009)

W Labor II – Migrant Workers

Activities:

- Visit Daxing Chenhua School for the Children of Migrant Workers

Rationale:

- Millions of Chinese migrate to Chinese cities every year. Our students will learn about the role these workers play in China's economy and investigate the social issues these workers and their children face in relocating from a rural to an urban environment.

Contact hours: 3 (2 hour guest lecture from Children of Migrant Workers and 1 hour lecture on Ant Tribes)

Readings:

- Li, L., Liu, M., and Kevin, J. O (2012). "Petitioning Beijing: The High Tide of 2003-2006." *The China Quarterly* 210: 313-34.
- Wong, Linda (2011). "Chinese Migrant Workers: Rights Attainment Deficits, Rights Consciousness and Personal Strategies." *The China Quarterly* 208: 870-92.

Th Labor III – Employment challenges for recent graduates

Activities:

- Visit a slum occupied by recent college graduates who live under the poverty line

Rationale:

- Many Chinese young adults from rural areas move to large Chinese cities to receive college degrees. Upon graduating, many of them encounter employment challenges and end up with menial low paying jobs. The newly coined term "Ant Tribe" is used to describe this group of low income college graduates who settle for a poverty-level existence in Chinese cities. By touring an "Ant Tribe" inhabited district of the city, our students will investigate the social effects of national labor and educational policies on these recent college graduates.

Contact hours: 3.33 (2 hour lecture, *1.667 hour walking tour of New Tanjialing)

Readings:

- New York Times. "What is a College Degree Worth in China?". *New York Times*. December 2, 2010.
<http://www.nytimes.com/roomfordebate/2010/12/02/what-is-a-college-degree-worth-in-china>

- Madariaga, Julen (2010). “Ant Tribe: Sociology with Chinese Characteristics.” <http://chinayouren-free.com/2010/03/22/3305>

F Student Discussions

Activities:

- Second dialogue with Chinese students
- Summary of the three-week experience in Beijing

Rationale:

- Through discussions with their peers from Peking University, students will learn about Chinese perspectives on labor issues and reflect on the overall three-week experience in Beijing.

Contact hours: 3 (3 hour discussion)

Saturday, Depart to Santiago Chile

Part II: Santiago Schedule (*schedule subject to change*)

Week 4 - Political, Social and Economic History of Chile

Themes: Chile’s history offers a clear example of the evolution of political institutions in the unstable polities of Latin America. The breakdown of the three-party system in the early 1970s led to the tumultuous days of the autocratic rule by General Pinochet. Pinochet’s ruthless rule over the country paved the way for a series of economic transformations whose legacies have been at the center of policymaking once the transition to democracy and democratic consolidation took hold. The Chilean experimentation with structural adjustment is vilified and praised in the country and around the world. During the first week we will explore the lessons from the Chilean experience, as well as its similarities and differences with the countries in the region and with the East Asian record.

M Orientation

Activities:

- Tour of Santiago
- Presentation by Chilean scholar

Rationale:

- Lecture from a Chilean expert to introduce the political, social, and economic history of Chile. Students will compare and question how the different histories of Chile and China have led each country down different paths of development.

Contact hours: 2 (1 hour orientation, *1 hour tour of Santiago)

Readings: History of Chile I

- Collier, S. and W. F. Sater (1996). *A History of Chile. 1808-1994*. Cambridge, Cambridge University Press.

T Background

Activities:

- Visit a news outlet (newspaper, TV or radio station)
- Talk by journalist

Rationale:

- Students will meet journalists to discuss the transformation of the media industry in Chile since Pinochet, as well as the role of media and issues of governance in Chile's current democratic society.

Contact hours: 4 (3 hour lecture, *1 hour tour of news media outlet)

Readings: History of Chile II

- Angell, A. (1993). "Chile Since 1958." In L. Bethell, editor, *Chile Since Independence*. Cambridge, Cambridge University Press.

W Politics I – Political Regime

Activities:

- Visit Centro de Estudios Públicos (CEP) (Center for Public Studies, a Chilean think-tank)

Rationale:

- The mission of CEP is to "engage in cultivating, analyzing, and disseminating the values and principles on which a free and democratic order is based. The center is a forum to discuss the issues and problems that affect Chilean people." Our students will discuss with CEP experts issues ranging from political and economic development to concepts and values that support a free social order in Chile.

Contact hours: 2 hours (*1 hour tour of Centro de Estudios Publicos, 1 hour lecture on political regime)

Readings: Democratic Breakdown and Pinochet

- Valenzuela, A. (1978). *The Breakdown of Democratic Regimes: Chile*. Baltimore, John Hopkins University Press.

Th Politics II – Electoral Institutions and Democratic Rule

Activities:

- Visit Congress

Rationale:

- Students will visit the legislative branch of the Chilean government and meet with members of both the Chamber of Deputies and the Senate. Here they will explore how national policies are enacted in a democratic government and compare their findings to research on nondemocratic China.

Contact hours: 3 hours (2 hour briefings by members of Congress and staff, *1 hour tour of Congress)

Readings: The Chilean Political System

- Angell, A. (2003). "Party Change in Chile in Comparative Perspective."

Revista de Ciencia Política 23(2): 88-108.

- Zucco, C. (2007). "Where's the Bias? A Reassessment of the Chilean Electoral System." *Electoral Studies* 26 (2): 303–314.

F Politics III – Policy-making

Activities:

- Visit Ministry of Mining

Rationale:

- Chile is the world's largest copper producer, and China is the world's largest copper consumer and importer. By 2015, the two countries have set a target of doubling their bilateral trade. Our students will explore the important role this ministry plays in the Sino-Chilean relationship and how its policies affect Chile's economic development.

Contact hours: 3 hours (2 hour briefings by members of Congress and *1 hour tour)

Readings: The Politics of Policy

- Aninat, Cristóbal, John Londregan, Patricio Navia, and Joaquin Vial (2006). "Political Institutions, Policymaking Processes and Policy Outcomes in Chile" Inter-American Development Bank, Research Division, *Working Paper No. 3222*. Washington, IADB.
- Navia, Patricio (2010). Living in Actually Existing Democracies. Democracy to the Extent Possible in Chile. *Latin American Research Review*, Volume 45, Special Issue: pp. 298-318.

Week 5 - Chile's Economic and Social Policy – Innovations, Legacies and Challenges

Themes: Chile has experimented with different economic management strategies over the year. Following the experience of its neighboring countries in the postwar era Chile embraced import substitution industrialization; and just like its neighbors the results were mixed. The Unidad Popular government led by Salvador Allende attempted a major transformation of the Chilean economic system. Allende denounced the inequities created by capitalist practices and embarked in what was dubbed as a democratic path to socialism, or socialism the Chilean way. The experiment was crushed by the military coup of 1973 that brought Pinochet to power. Chile's economy underwent a radical transformation under Pinochet, starting an era of structural adjustment that was followed by many countries in the region. Despite its links to the contentious years of brutal military rule the reforms introduced in the 1970s and 1980s are deeply ingrained and have not been challenged by the successive democratically elected governments in the 1990s.

M Economic Policy

Activities:

- Visit a financial institution/trading company
- Talk by former Ministry of Finance

Rationale:

- In a lecture by a former Ministry of Finance, students will examine the transformation of Chile's economy over the years and the benefits of various economic management strategies implemented by the ministry.

Contact hours: 2 (2 hour lecture)

Readings: Economic Policy

- French-Davis, R. (2002). *Economic Reforms in Chile. From Dictatorship to Democracy*. Ann Arbor, University of Michigan Press.
- Stein, Ernesto, Mariano Tommasi, Koldo Echebarría, Eduardo Lora, and Eduardo Payne (2006). *The Politics of Policies: Economic and Social Progress in Latin America*. Washington, D.C.: Inter-American Development Bank.

T Economic Actors I – Labor

Activities:

- Visit union headquarters

Rationale:

- Students will discuss labor issues such as mining safety, child labor, and child trafficking as they relate to Chile's economic development. They will also contrast labor issues and the role of unions in Chile to their research on these issues in China.

Contact hours: 2 (1 hour briefing and discussion and *1 hour tour of Union HQ)

Readings: The Labor Movement

- Aninat, Cristóbal, José Miguel Benavente, Ignacio Briones, Nicolás Eyzaguirre, Patricio Navia, Jocelyn Olivar (2010). "The political economy of productivity. The case of Chile." Inter-American Development Bank, Research Division, Working Paper No. 4662. Washington: IADB.
- Winn, Peter, editor (2004). *Victims of the Chilean Miracle: Workers and Neoliberalism in the Pinochet Era, 1973– 2002*. Durham, NC: Duke University Press.

W Economic Actors II – Domestic and Foreign Businesses

Activities

- Visit a service/manufacturing firm

Rationale:

- Students will meet with Chilean and multinational corporations to understand Chile's business environment and investigate how a democratic government assists or restricts this environment.

Contact hours: 3 (*1 hour visit service/manufacturing firms, 2 hour briefing to manufacturing associates)

Readings: Economic Integration and Productivity Gains

- Moran, Theodore (1974). *Multinational corporations and the politics of dependence: copper in Chile*. Princeton, Princeton University Press.

- Aninat, Cristóbal, José Miguel Benavente, Ignacio Briones, Nicolás Eyzaguirre, Patricio Navia, Jocelyn Olivar (2010). “The political economy of productivity. The case of Chile.” Inter-American Development Bank, Research Division, Working Paper No. 4662. Washington: IADB.
- Drake, Paul (1988). *The Money Doctor in the Andes: U.S. Advisors, Investors, and Economic Reform in Latin America from World War I to the Great Depression*. Durham, Duke University Press Books.

Th Social Movements and Social Actors – The Pinochet Years

Activities:

- Talk by student leader

Rationale:

- Lecture by a Chilean student on social movements and actors during the Pinochet years. Students will explore what has changed since Pinochet's rule and contrast it to the situation in China, which is still under authoritarian rule.

Contact hours: 2 (2 hour lecture)

Readings:

- Borzutzky, S. and L. H. Oppenheim, Eds. (2006). *After Pinochet. The Chilean Road to Democracy and the Market*. Gainesville, University Press of Florida.

F Social Movements and Social Actors under Bachelet

Activities:

- Visit Universidad Diego Portales

Rationale:

- Group discussion with Chilean peers to understand their perspectives on social movements and actors under Bachelet.

Contact hours: 2 (2 hour lecture and discussion)

Readings:

- Borzutzky, S. and G. B. Weeks, Eds. (2010). *The Bachelet Government: Conflict and Consensus in Post-Pinochet Chile*. Gainesville, The University Press of Florida.

Week 6 - China and Chile in Comparative Perspective

Themes: During this week students will revisit the themes explored in China and Santiago. It will offer students an opportunity to compare and contrast the evolution of political, economic and social systems in both countries, and to assess how the lessons learned in the classroom and in the field relate to broader themes usually attributed to the East Asian and Latin American paths to development.

M Social Development

Activities:

- Invited speaker Professor Peter Winn, a Latin American labor historian at Tufts University

(Note: Professor Winn will be in Chile in July 2013 and has agreed to discuss social development in Chile with us.)

Rationale:

- Lecture on Latin American labor history and social developments in Chile will allow students to discuss and synthesize their research from the previous site visits. Students will compare the Chilean experience to the Chinese experience (see weeks 1 and 3).

Contact hours: 1 (1 hour lecture)

T Education Policy

Activities:

- Professor Gregory Elacqua, Director of the Institute of Public Policy at the School of Economics at the Universidad Diego Portales, Santiago, Chile

Rationale:

- In a lecture on Chilean education policy, school choice, public opinion, and urban policy, students will study the relationship between national labor and educational policies and question their positive and negative effects on Chilean society. Students will compare the Chilean experience to the Chinese experience (see week 3).

Contact hours: 1 (1 hour lecture)

W Sino-Chile Cooperation

Activities:

- Visit The Chile-China Business Council (CCBC) in Santiago

Rationale:

- By meeting with both the Santiago and Beijing offices of this organization (see week 2), students will gain a better insight of the deepening business, investment, and trade relations these two countries are building. Students will explore the benefits and concerns stronger Sino-Chilean relations bring to the people of these two countries.

Contact hours: 1 (1 hour briefing and discussion)

Th Closed session

Activities:

- Students will discuss overall observations, journal entries, and prepare prospectuses for their research themes in the Fall Seminar.

Contact hours: 1 hour (1 hour lecture)

F Group Presentations

Activities:

- A day of student presentations on the overall six-week experience in China and Chile to local participants and faculty.

Contact hours: 5 hours (4 student discussion and presentations and 1 hour discussion of readings)

Total contact hours: 76.664

14 hours per 1 credit unit

Total credits: 5.47

*Note that site visits which are directly related to the syllabus were counted as 3:1 contact hours.

(Contact hours exclude travel time and other cultural visits.)