

UNIVERSITY OF FLORIDA
CENTER FOR LATIN AMERICAN STUDIES
LATIN AMERICAN BUSINESS ENVIRONMENT
LAS 6295 Sec 5676
Fall 2017

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This course examines the contemporary political economy of Latin America from a business perspective. It focuses the domestic policies and global developments that affect the region.

The course is designed mainly to serve the career needs and contribute to the professional training of graduate students in business. It is a requirement for MALAS students with a Business Environment specialization, and for the MBA and MSF concentrations in Latin American Business. At least one course in economics is a prerequisite. Previous coursework in Latin American studies and experience in the region is useful but not a requirement.

Structure of the course: The course will be built upon lectures, readings, and cases. Classes will usually feature either a lecture by the instructor; team presentations on the cases assigned to the class, or both.

Course materials:

The text for this course is:

Beatriz Armendáriz and Felipe Larraín B., *The Economics of Contemporary Latin America* (MIT Press, 2017) ; ISBN 9780262533157.

The text will be supplemented by articles available in a course packet from Target Copy, and by readings placed on the course e-learning site.

Cases: There will be four cases for the course, all available in the course packet:

- 1) *Argentina and the Vulture Funds*, Thunderbird School of Global management (2015).
- 2) *Banco Ciudad (A): Who is the Owner? and (B) Transformation at Work*, HBS (2012).
- 3) *Blood Bananas: Chiquita in Colombia*, Thunderbird School of Global Management case (2010).
- 4) *Club Atlético Boca Juniors*. HBS case (2011).

Students new to the case method are encouraged to read Robert F. Bruner, *Note to the student: How to study and discuss cases*, University of Virginia Darden School Foundation (2001), available in the course packet.

After the first few lectures each class will feature a case presentation, discussion, and quiz. The class will form itself into teams of 3-5 students, and each team will make a presentation on the assigned case. Each member of the team will get the team grade for the case. Students other than those presenting the case will take a quiz on the case before the case presentation, and should be prepared to discuss the case in class.

The first case, on *Argentina and the Vulture Funds*, will have a different format from the others. It will consist of a trial, with one team serving as the plaintiffs and the other as the defendants. Your instructor will be the judge, whose only role is to preserve order. The rest of the class will be the jury. Those not in one of the teams participating in the trial will take a quiz just before the trial. The issue in the case is how much, as a matter of public policy, the plaintiffs should be compensated by Argentina on their holdings of defaulted Argentine sovereign bonds.

Grading: Grades will be determined by case presentations and quizzes on the cases (10%), problem sets (5%) contributions to class discussions (5%), a mid-term (35%) and a final exam (45%).

The final exam is on Wednesday, December 13, 4:05P-6:00P, HGS140.

Requirements for class attendance, make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Briefly, arrangements can be made to make up assignments and exams missed because of illnesses, family emergencies, job interviews, or case competitions. Make-up exams for the mid-term and the final, however, will be offered to students on a single date only.

Laptop policy:

Laptop computers may be open during class, but must be closed during exams and quizzes. Students overly absorbed in their laptops during class are likely to find it difficult to do well on the class participation segment of the grade.

Office Hours: 3:00 to 4:00PM on Wednesdays in my office, STZ 308. I am in my office most days and can arrange to meet by appointment. I also respond to all e-mails, usually within 24 hours.

Students with disabilities will be accommodated. University policy is that such students must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. <http://www.dso.ufl.edu/drc/>

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summaries of these evaluations are available a <https://evaluations.ufl.edu/results/>.

Course Outline

Part I: The economic, geographic, and institutional and context

I. Overview and historical background

Armendáriz and Larraín, Chapter 1.

II. Export-led growth, then import substitution.

Armendáriz and Larraín, Chapters 2-3.

José Antonio Ocampo, "Raúl Prebisch and the Development Agenda and the Dawn of the 21st Century," *CEPAL Review*, 75 (December 2001).

III. Debt crisis and the lost decade

Armendáriz and Larraín, Chapter 4.

IV. Turning back to the market

Arminio Fraga, "Latin America since the 1990s: Rising from the Sickbed?" *Journal of Economic Perspectives* (Spring 2004).

Case 1: *Argentina and the Vulture Funds*, Thunderbird School of Global management (2015).

V. Populism.

Armendáriz and Larraín, Chapter 6.

Mark Jones, "Peronism's Remarkable Comebacks," *Americas Quarterly*, Vol 10, No. 2 (2016).

Part II: The business and investment climate

VI. State-owned enterprises and privatization.

State Capitalism and State-Owned Enterprise Reform, Harvard Business School, 9-712-028 (March 19, 2013).

John Nellis, "Privatization in Latin America," Center for Global Development, Working Paper 31 (August 2003). To be distributed in class.

Case 2: *Banco Ciudad (A): Who is the Owner? and (B) Transformation at Work*, HBS (2012).

VII. Corporate governance and corruption

Stijn Claessens, "Corporate Governance and Development," *World Bank Research Observer* (Spring 2006), 91-122.

Andrei Shleifer and Robert Vishny, "Corruption," *Quarterly Journal of Economics* (August 1993), 599-617.

David Biller and Michael Smith, "Rio Promised to Clean Up Guanabara Bay before the Olympics," *Bloomberg/Business Week*, July 28, 2016.

Case 3: *Blood Bananas: Chiquita in Colombia*, Thunderbird School of Global Management (2010).

VIII. Culture, institutions, and doing business

Mary Hallward-Driemeier and Land Pritchett, "How Business is Done in the Developing World: Deals vs. Rules," *Journal of Economic Perspectives*, Vol 29, No 3 (Summer 2015).

Tarun Khanna, Krishna Palepu, and Jayant Sinha, "Strategies that Fit Emerging Markets," *Harvard Business Review* (June 2005).

Gary M. Wederspahn, "Cross-Cultural Communication between Latin America and U.S. Managers" <http://www.grovetwell.com/pub-Latin+US-mgrs.html>

Case 4: *Club Atlético Boca Juniors*. HBS (2011).

IX. Poverty, inequality, and the informal economy

Armendáriz and Larraín, Chapters 5 and 11.

Robert Capps, "Why black market entrepreneurs matter to the world economy," *Wired*, December 16, 2011.

Jeremy Clift, "Hearing the dogs bark," Interview with Hernando De Soto, *Finance and Development* (December 2003).

Michael Keen, "Why we need to rethink the informal economy," *World Economic Forum* (June 2015). <https://www.weforum.org/agenda/2015/06/why-we-need-to-rethink-the-informal-economy/>

Marty Anderson: Innovation on the Edge of Electricity
<http://www.youtube.com/watch?v=JN5Lk9DE4V4>

X. Cuba: Moving toward a market economy

Julia E. Sweig and Michael Bustamante, "Cuba after Communism," *Foreign Affairs* (July/August 2013).

Carmelo Mesa-Lago, "Institutional Changes of Cuba's Economic Social Reforms," Brookings Institution (2014).