

Development Studies in Peru
Professor Alberto Chong
Credits: variable (3 to 6)
ECON XXX

Pre-requisites: None. Open to undergraduate and graduate students (eighteen or older)

Objective:

The proposed study abroad course is mainly focused on presenting students with a perspective of development in action from a broad perspective, including governance, public policy, economics, culture and social institutions with focus on Peru. It intends to expose students to the realities of a developing country, so that they can clearly contrast the socio-economic differences between a developing country and the United States. “Developing country” would not just be an abstract concept, but students would be able to comprehend what it really means by having firsthand experiences and a tangible contact with issues pertaining to culture, institutions, history, economics, and social development in such a way that a key aim is to focus on the key determinants of development.

It is expected that the students will attend three-hour lectures during the mornings, Mondays through Thursdays. Friday mornings will be used for structured socialization with fellow students at the partner university in Peru, who will conduct networking sessions and related cultural activities with the students. All the lectures will be given in English. Friday activities will mostly be in English –translators will be available.

Four afternoons per week will be dedicated to educational visits. The scheduled visits include, public institutions, private formal and informal firms, and non-government organizations, including meetings with my field team currently doing research in the country. Two afternoons will be employed to visit Lima.

Evenings and weekends will be spent with host families, under strict rules and procedures. The host university in Peru has a vast network of welcoming families with previous experience in hosting foreign students, as briefly described below.

Educational Approach

Pedagogically, the field course proposed will feature regular lectures, which will be taught by the program director and guest professors from our counterpart school and who will emphasize on the realities of developing countries in general and Peru, in particular. The lectures will consist of regular presentations, including extensive multimedia components and will favor ‘hands-on’ participation as it is expected that students will be able to prepare an essay on a development topic related to their experience abroad.

Each (morning) lecture will be linked to a specific (afternoon) visit on the field. For example, the professor may give a morning lecture on why labor regulations may have a negative impact on the size of the informal sector using a standard microeconomic approach; in the afternoon we would have a meeting with an officer of the Ministry of Labor (ideally, the Minister), who would also talk about this same issue, but from a more “real life”, practical perspective. It is expected

that there will be cultural visits (to pre-Inca ruins around the city, for example) in order to give a full experience to the students.

In addition, the course includes a trip to Cuzco, to visit this Inca city as well as a tour to the ruins of Machu Picchu. This trip will include tour guides and translation. The program director will accompany students in this trip.

Course Content

Arrival, ground transportation to host family,

Lecture 1 –General Instructions

Pre-departure meeting.

Mandatory:

“The Peru Reader: History, Culture, Politics” Orin Starn, Carlos Ivan Degregori, and Robin Kirk, eds., Duke University Press, 2003. Chapter 1.

Lecture 2 – Course Introduction

Welcome meeting, introduction, and instructions. University tour, host families gathering.

Lecture 3 – History of Peru

History and culture of Peru and visit to the National History Museum

Mandatory:

“The Peru Reader: History, Culture, Politics” Orin Starn, Carlos Ivan Degregori, and Robin Kirk, eds., Duke University Press, 2003. Chapter 2 and 3.

Lecture 4 – What defines a developing country?

What is development and what defines Peru as underdeveloped. Visit to the NGO GRADE, a top think tank in Peru.

Suggested:

United Nations, World Economic Situation and Prospects, 2012: http://www.un.org/en/development/desa/policy/wesp/wesp_current/2012country_class.pdf

Lecture 5 – Social situation in Peru

Description of basic social (education and health) policies in the country. Visit to the Ministry of Social Development (meeting with Vice-Minister).

Mandatory:

“The Peru Reader: History, Culture, Politics” Orin Starn, Carlos Ivan Degregori, and Robin Kirk, eds., Duke University Press, 2003. Chapter 2 and 3.

Lecture 6 – Minorities, class and race in Peru, Visit: Afro Peruvian Dance Class

Suggested:

Slavery in Peru, Tamara Walker, Oxford University Press:

<http://www.oxfordbibliographies.com/view/document/obo-9780199766581/obo->

9780199766581-0154.xml

Lecture 7 – The informal Economy

Definition of informality, causes and consequences. Visit to informal microenterprises

Suggested:

“The Other Path” Hernando de Soto, Basic Books, 2002, Chapter 2 and 3.

Lecture 8 – Economic Performance

Historical view of the economic performance of Peru. Visit to the Central Bank of Peru (meeting with President)

Suggested:

United Nations, 2014: http://www.un.org/en/development/desa/policy/organigramme/note_docs/2014-BN25.pdf

Lecture 9 – The Formal Economy.

Presentation of the situation of the industrial sector in Peru, as opposed to the informal sector, in order to highlight contrasts.

Suggested:

“The Other Path” Hernando de Soto, Basic Books, 2002, Chapter.

Lecture 10 – Education

Afternoon: Visit to the Ministry of Education (meeting with Minister)

Suggested:

Toward High Quality Education in Peru: Standards, Accountability, and Capacity Building, World Bank, 2007: <http://siteresources.worldbank.org/INTINDIA/4371432-1194542322423/21542208/TowardhighqualityeducationinPeru.pdf>

Lecture 11- Shantytowns and new engines of growth

Morning Lecture: Peruvian cooking class. Visit to shantytown where cooking has become a central growth engine.

Suggested:

Kiple, Kenneth F. (1999), Cambridge World History of Food, 1, Cambridge University Press, p. 188

Lecture 12 – Lecture 14

Trip to Cuzco, visit to Museums, ruins, Inca Trail area, Machu Picchu.

Suggested:

“Last Day of the Incas” Kim McQuarrie, Simon and Schuster, 2008

Lecture 15

Wrap up, conclusions.

Suggested:

“The Peru Reader: History, Culture, Politics” Orin Starn, Carlos Ivan Degregori, and Robin Kirk, eds., Duke University Press, 2003. Chapter 10.

Return to Atlanta

Grading:

Given that this is a course abroad, the largest share of the grade will be assigned to a term paper, which will be based on the teaching and visits that will be done in the country. The expected weight of this paper will be 50 percent. There will be a series of quizzes that will also correspond to the lectures and visits, which will have a weight of 20 percent. In addition, active participation in class and visits will have a weight of 30 percent.

Grading will differ between undergraduate and graduate students. Graduate students are expected to write an analytical paper on specific topics related to the visit.