

**Syllabus: Seminar on the Economic Situation of Latin America in the 21st Century:
'Challenges of Economic Development in Latin America (LA)'**

M.WiWi-VWL.0024

WS 2026/27

(as of October 1, 2026)

PRELIMINARY VERSION

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I. General Information

Course content

This seminar provides an overview of the economic situation of Latin America and some of the main challenges that have shaped the region's development trajectory. The region shares important historical experiences, including colonization, highly unequal distributions of economic and political power, and the formation of institutions that have often generated lasting economic and social disparities. At the same time, Latin American countries are highly heterogeneous in their levels of income, productive structures, institutional capacity, and integration into the global economy. Most Latin American countries have long surpassed low-income levels, yet the region has struggled to sustain the productivity growth and structural transformation required to converge towards high-income economies. Despite substantial progress in many dimensions of welfare over recent decades, Latin America remains characterized by high levels of inequality, weak productivity growth, widespread informality, uneven state capacity, and persistent gaps in educational attainment and human capital formation. These features make the region particularly relevant for studying both the historical roots of development and the contemporary constraints that shape economic transformation.

Against this background, the seminar focuses on a selected set of major development challenges in Latin America, combining long-run historical perspectives with contemporary debates in development economics. Particular attention is given to the historical roots of inequality and human capital formation; inequality, social mobility, productivity, and structural transformation; rural and agricultural development, land institutions, and environmental change; political institutions, state capacity, political selection, representation, and electoral participation; and migration and remittances. The course is necessarily selective rather than exhaustive: other important dimensions of Latin American development are not covered in depth here, and some are addressed more extensively in complementary seminars offered within the programme. Throughout the course, students will engage critically with theoretical and empirical research, compare competing explanations and findings, and assess how far evidence from particular countries and contexts can be generalised across the region.

Course goals

Students learn how to critically engage with theoretical and empirical research on economic development in Latin America, compare competing explanations and evidence across different contexts, synthesize academic

literature, develop a coherent analytical argument, and present their analysis in a seminar paper and in front of an academic audience.

Eligible participants

The seminar is open to Master's students in Development Economics, International Economics, Agricultural Economics, and related fields.

Prerequisites

There are no formal prerequisites. Knowledge of development economics and econometrics (e.g. Econometrics I) is recommended.

Credit points

6 ECTS points.

2. Course Organization

Registration and enrolment

The sign-up for this seminar is centralised. Students must register by **14 October** via this form: <https://survey.academiccloud.de/f/729246?lang=en>. Contested slots will be allocated via lottery, and students will be informed whether they received a seminar slot by **21 October**.

Students who receive a seminar slot should then register for the course on **Stud.IP**, where all course materials, announcements, and further organisational information will be provided.

Formal registration for the examination must be completed separately via **FlexNow** by **6 November 2026** at the latest.

Stud.IP and communication

Stud.IP will be used for course announcements, materials, submission of written work, and organizational information. Topic selection will also be organized through **Stud.IP**, as explained below.

General course-related questions should be posted in the **Stud.IP** discussion forum, so that questions and answers are visible to all participants. Direct messages via **Stud.IP** should be used for individual or confidential matters.

Topic selection

Topic selection will open on **26 October 2026 at 12:00** via the **Stud.IP discussion forum**. To select a topic, students should post the number and title of the corresponding topic (e.g. "Topic 4: Inequality and Social Mobility in Latin America") in the forum.

Topics are allocated on a **first-come, first-served basis**. Before selecting a topic, students should check the forum to see how many places are still available for that topic. Up to two students may work on the same topic, but each student must write an individual seminar paper and give an individual presentation.

The topics and their main debates will be discussed in more detail during the introductory meeting on **30 October 2026**. Students may revise their initial choice after this discussion, subject to availability. The final allocation of topics will be confirmed during the introductory meeting.

Course structure

The seminar consists of an introductory meeting, preliminary presentations, optional individual bilateral feedback meetings, the preparation of an individual seminar paper, and a final block seminar.

During the introductory meeting, the course structure, requirements, topics, and main debates will be discussed, and the final allocation of topics will be confirmed. The preliminary presentations provide

students with an opportunity to receive feedback from the instructor and other participants before developing their seminar papers further. Students are also offered an optional individual bilateral meeting with the instructor, which is highly encouraged, to discuss the development of the paper and receive more targeted feedback. The course concludes with a two-day final seminar in which students present their completed work, discuss the paper of another participant, and take part in the general discussion. The course language is English.

Important dates and deadlines

Date	Activity
14 October 2026	Deadline for centralized seminar sign-up
21 October 2026	Students informed about seminar allocation
26 October 2026, 12:00	Topic selection opens on Stud.IP
30 October 2026, 13:00–17:00	Introductory meeting and final allocation of topics
6 November 2026	FlexNow registration deadline
23 November 2026, 23:59	Submission deadline for preliminary paper outline
26 November 2026, 13:00–16:30	Preliminary presentations – Day 1
27 November 2026, 13:00–16:00	Preliminary presentations – Day 2
10 December 2026, 13:00–16:30	Optional bilateral feedback meetings – Day 1
11 December 2026, 13:00–16:00	Optional bilateral feedback meetings – Day 2
21 January 2027	Peer discussant assignments announced on Stud.IP
22 January 2027, 23:59	Submission deadline for seminar paper
28 January 2027, 13:00–17:30	Final seminar – Day 1
29 January 2027, 13:00–17:00	Final seminar – Day 2

3. Assessment and Course Requirements

Grading and participation requirements

The final grade consists of the **seminar paper (70%)** and the **final presentation and participation in discussions (30%)**. The latter includes the student's own presentation, the discussion of another student's paper, and active participation in the seminar discussions. The preliminary presentation is formative and does not contribute to the final grade.

Attendance and active participation in the introductory meeting, preliminary presentation sessions, and final seminar sessions are mandatory. Students must also submit all required written work by the stated deadlines.

Preliminary paper outline

Before the preliminary presentation, each student must submit a **preliminary paper outline** of approximately 1.5 pages (excluding references) by **23 November 2026, 23:59** via Stud.IP. The outline should define a clear and sufficiently focused research question, delimit the scope of the paper appropriately, explain the motivation for the question, present the proposed structure and main line of argument, and identify the key literature that will form the basis of the seminar paper. Please use 12-point font, 1.5 line spacing, and 2.5 cm margins. The outline should be submitted in PDF format.

Preliminary presentation and feedback

Each student will give a **10-minute preliminary presentation** based on the preliminary paper outline. Presentations should be prepared in **PowerPoint or PDF format** and use a printer-friendly layout with a white background. The presentation should clearly state the research question and scope of the paper,

explain the motivation, present the proposed structure and main line of argument, and identify the key literature on which the paper will build.

Each presentation will be followed by approximately **10 minutes of feedback and discussion**. Students are expected to engage actively with the presentations of their peers and contribute constructively to the discussion.

Seminar paper

Each student is required to write an **individual seminar paper in English** based on the assigned topic. The seminar paper should formulate a clear and sufficiently focused research question, critically engage with the relevant academic literature, compare competing explanations and empirical findings, and develop a coherent analytical argument.

The literature listed in this syllabus is intended as a starting point. Students are expected to refine the scope of their paper appropriately and may complement the suggested readings with additional relevant academic literature identified through their own literature search. The scope may be narrowed, for example, by geography, period, institution, mechanism, or type of evidence.

The paper should go beyond a descriptive summary of individual studies. Instead, students should synthesize the literature, assess similarities and differences in arguments and findings, discuss the strength and limitations of the available evidence where relevant, and draw their own conclusions in relation to the research question.

Original empirical analysis is not required. Students may complement the literature review with their own empirical analysis where appropriate, but this should support rather than replace the analytical discussion of the literature.

The seminar paper should not exceed **15 pages**, excluding the cover page, reference list, and appendix. Please use 12-point font, 1.5 line spacing, and 2.5 cm margins. The paper must be submitted in **PDF format via Stud.IP** by **22 January 2027, 23:59**.

Final presentation and peer discussion

Each student will give a **20-minute presentation** of the seminar paper. The presentation should clearly communicate the research question, scope of the paper, main arguments, relevant evidence, and conclusions. Presentations should be prepared in PowerPoint or PDF format using a printer-friendly layout.

Each presentation will be followed by a **5-minute discussion by an assigned peer discussant** and approximately **5 minutes of open discussion**. The peer discussion should critically reflect on the paper and presentation, highlight strengths or unclear points, and raise questions for further discussion. No slides are required for the peer discussion. Each student will be assigned one seminar paper to discuss during the final seminar. Discussant assignments will be announced via **Stud.IP on 21 January 2027**.

Seminar papers will be made available on Stud.IP after the submission deadline. Each student is expected to read the paper assigned to them for discussion and to familiarize themselves with the other papers sufficiently to participate actively in the general discussion.

Academic integrity, plagiarism and AI use

Students are expected to produce their seminar papers independently and to appropriately acknowledge all ideas, arguments, evidence, and text taken from other sources. References should follow a consistent citation style throughout the paper. APA is recommended, although other established styles such as Chicago or MLA may also be used.

AI-based tools may be used for language editing, proofreading, and improving readability, but only after the student has developed and written the substantive content of the paper independently. AI tools should not be used to replace the student's own literature review, analytical reasoning, or conclusions.

Students are responsible for checking the accuracy of all references, citations, factual claims, and other content included in the paper.

4. Topics

Block I: Historical roots of development
Topic 1: Historical Origins of Inequality in Latin America
Topic 2: Human Capital Formation and Persistence in Latin America
Topic 3: Historical Land and Labour Institutions and Long-Run Local Development
Block II: Inequality and economic transformation
Topic 4: Inequality and Social Mobility in Latin America
Topic 5: Productivity, Structural Transformation, and Informality in Latin America
Block III: Rural, agricultural, and environmental development
Topic 6: Rural Transformation, Markets, and Development in Latin America
Topic 7: Land Tenure, Land Markets, and Agricultural Development in Latin America
Topic 8: Climate Change, Deforestation, and Development in Latin America
Block IV: Political economy of development
Topic 9: Political Economy, State Capacity, and Public Goods in Latin America
Topic 10: Political Selection and Representation in Latin America
Topic 11: Political Participation, Voting Behaviour, and Electoral Accountability in Latin America
Block V: Migration and Remittances
Topic 12: Migration Decisions, Networks, and Development in Latin America.
Topic 13: Remittances and Development in Latin America

5. Selected Literature by Topic

BLOCK I: HISTORICAL ROOTS OF CONTEMPORARY DEVELOPMENT

Topic 1: Historical Origins of Inequality in Latin America.

- i. Nunn, N. (2020). The historical roots of economic development. *Science*, 367(6485), eaaz9986. <https://doi.org/10.1126/science.aaz9986>
- ii. Eslava, F., & Valencia Caicedo, F. (2025). Origins of latin american inequality. *Oxford Open Economics*, 4(Supplement_1), i595-i614. <https://doi.org/10.1093/ooec/odae042>
- iii. Sokoloff, K. L., & Engerman, S. L. (2000). Institutions, factor endowments, and paths of development in the New World. *Journal of Economic Perspectives*, 14(3), 217–232. <https://doi.org/10.1257/jep.14.3.217>
- iv. Acemoglu, D., Johnson, S., & Robinson, J. A. (2002). Reversal of fortune: Geography and institutions in the making of the modern world income distribution. *The Quarterly Journal of Economics*, 117(4), 1231–1294. <https://doi.org/10.1162/003355302320935025>
- v. Frankema, E. (2010). The colonial roots of land inequality: Geography, factor endowments, or institutions? *The Economic History Review*, 63(2), 418–451. <https://www.jstor.org/stable/27771619>

- vi. Coatsworth, J. H. (2008). Inequality, institutions and economic growth in Latin America. *Journal of Latin American Studies*, 40(3), 545–569. <https://doi.org/10.1017/S0022216X08004689>
- vii. Maloney, W. F., & Valencia Caicedo, F. (2016). The persistence of (subnational) fortune. *The Economic Journal*, 126(598), 2363–2401. <https://doi.org/10.1111/ecoj.12276>

Topic 2: Human Capital Formation and Persistence in Latin America.

- i. Frankema, E. (2009). The expansion of mass education in twentieth century Latin America: A global comparative perspective. *Revista de Historia Económica / Journal of Iberian and Latin American Economic History*, 27(3), 359–396. <https://doi.org/10.1017/S0212610900000811>
- ii. Mariscal, E., & Sokoloff, K. L. (2000). Schooling, Suffrage, and the Persistence of Inequality in the Americas, 1800–1945. *Political institutions and economic growth in Latin America: Essays in policy, history, and political economy*, (458), 159–217.
- iii. Lindert, P. H. (2010). The unequal lag in Latin American schooling since 1900: follow the money. *Revista de Historia Económica-Journal of Iberian and Latin American Economic History*, 28(2), 375–405. <https://doi.org/10.1017/S0212610910000066>
- iv. Manzel, K., Baten, J., & Stolz, Y. (2012). Convergence and divergence of numeracy: the development of age heaping in Latin America from the seventeenth to the twentieth century. *The Economic History Review*, 65(3), 932–960. <https://doi.org/10.1111/j.1468-0289.2011.00605.x>
- v. Musacchio, A., Fritscher, A. M., & Viarengo, M. (2014). Colonial institutions, trade shocks, and the diffusion of elementary education in Brazil, 1889–1930. *The Journal of Economic History*, 74(3), 730–766. <https://doi.org/10.1017/S0022050714000588>
- vi. Rocha, R., Ferraz, C., & Soares, R. R. (2017). Human Capital Persistence and Development. *American Economic Journal: Applied Economics*, 9(4), 105–136. <https://doi.org/10.1257/app.20150532>
- vii. Valencia Caicedo, F. (2019). The Mission: Human Capital Transmission, Economic Persistence, and Culture in South America. *Quarterly Journal of Economics*, 134(1), 507–556. <https://doi.org/10.1093/qje/qjy024>
- viii. Espinoza, M., & Paredes, H. (2026). The Unpromised Land: Elites and Human Capital Development in 20th-Century Peru. Working Paper.

Topic 3: Historical Land and Labour Institutions and Long-Run Local Development

- i. Dell, M. (2010). The persistent effects of Peru's mining mita. *Econometrica*, 78(6), 1863–1903. <https://doi.org/10.3982/ECTA8121>
- ii. Bruhn, M., & Gallego, F. A. (2012). Good, bad, and ugly colonial activities: Do they matter for economic development? *The Review of Economics and Statistics*, 94(2), 433–461. https://doi.org/10.1162/REST_a_00218
- iii. Faguet, J.-P., Matajira, C., & Sánchez, F. (2026). Encomienda, the colonial state and long-run development in Colombia. *The Economic Journal*, 136(678), 2163–2190. <https://doi.org/10.1093/ej/ueaf108>
- iv. Acemoglu, D., García-Jimeno, C., & Robinson, J. A. (2012). Finding Eldorado: Slavery and long-run development in Colombia. *Journal of Comparative Economics*, 40(4), 534–564.
- v. Abad, L., & Maurer, N. (2025). The long shadow of history? The impact of colonial labor institutions on economic development in Peru. *Journal of Economic Growth*, 30(4), 521–565. <https://doi.org/10.1007/s10887-024-09249-9>

- vi. Albertus, M., Espinoza, M., & Fort, R. (2020). Land reform and human capital development: Evidence from Peru. *Journal of Development Economics*, 147, 102540.
<https://doi.org/10.1016/j.jdeveco.2020.102540>
- vii. Arias, L. M., & Flores-Peregrina, D. (2024). Colonial agricultural estates and rural development in twentieth-century Mexico. *Economic History of Developing Regions*, 39(2), 105-144.
<https://doi.org/10.1080/20780389.2023.2260953>
- viii. Montero, E. (2022). Cooperative property rights and development: Evidence from land reform in El Salvador. *Journal of Political Economy*, 130(1), 48-93. <https://doi.org/10.1086/717042>

BLOCK II: INEQUALITY AND ECONOMIC TRANSFORMATION

Topic 4: Inequality and Social Mobility in Latin America

- i. Lustig, N., Lopez-Calva, L. F., & Ortiz-Juarez, E. (2013). Declining inequality in Latin America in the 2000s: The cases of Argentina, Brazil, and Mexico. *World Development*, 44, 129-141.
<https://doi.org/10.1016/j.worlddev.2012.09.013>
- ii. Lustig, N., Martinez-Pabon, V., & Pessino, C. (2025). Fiscal policy, income redistribution, and poverty reduction in Latin America. *Oxford Open Economics*, 4(Supplement_1), i426-i446.
<https://doi.org/10.1093/ooec/odae034>
- iii. Fernández, M., & Messina, J. (2018). Skill premium, labor supply, and changes in the structure of wages in Latin America. *Journal of Development Economics*, 135, 555-573.
<https://doi.org/10.1016/j.jdeveco.2018.08.012>
- iv. Daude, C., & Robano, V. (2015). On intergenerational (im) mobility in Latin America. *Latin American Economic Review*, 24(1), 9. <https://doi.org/10.1007/s40503-015-0030-x>
- v. Ciaschi, M., Marchionni, M., & Neidhöfer, G. (2026). Intergenerational mobility in Latin America: the multiple facets of social status and the role of mothers. *Journal of Population Economics*, 39(1), 1.
<https://doi.org/10.1007/s00148-025-01131-1>
- vi. Goñi, E., López, J. H., & Servén, L. (2011). Fiscal redistribution and income inequality in Latin America. *World Development*, 39(9), 1558-1569. <https://doi.org/10.1016/j.worlddev.2011.04.025>
- vii. Celhay, P., & Gallegos, S. (2025). Schooling mobility across three generations in six Latin American countries: P. Celhay, S. Gallegos. *Journal of Population Economics*, 38(1), 23.
<https://doi.org/10.1007/s00148-025-01066-7>

Topic 5: Productivity, Structural Transformation, and Informality in Latin America

- i. McMillan, M., Rodrik, D., & Verduzco-Gallo, Í. (2014). Globalization, structural change, and productivity growth, with an update on Africa. *World Development*, 63, 11-32.
<https://doi.org/10.1016/j.worlddev.2013.10.012>
- ii. Rodrik, D. (2016). Premature deindustrialization. *Journal of Economic Growth*, 21(1), 1-33.
<https://doi.org/10.1007/s10887-015-9122-3>
- iii. Ferreira, P. C., & da Silva, L. F. (2015). Structural transformation and productivity in Latin America. *The B.E. Journal of Macroeconomics*, 15(2), 603-630. <https://doi.org/10.1515/bejm-2014-0020>
- iv. Busso, M., Madrigal, L., & Pagés, C. (2013). Productivity and resource misallocation in Latin America. *The B.E. Journal of Macroeconomics*, 13(1), 903-932. <https://doi.org/10.1515/bejm-2012-0087>
- v. La Porta, R., & Shleifer, A. (2014). Informality and development. *Journal of Economic Perspectives*, 28(3), 109-126. <https://doi.org/10.1257/jep.28.3.109>

- vi. Ulyssea, G. (2018). Firms, informality, and development: Theory and evidence from Brazil. *American Economic Review*, 108(8), 2015-2047. <https://doi.org/10.1257/aer.20141745>
- vii. Alvarez, J. A., & Ruane, C. (2024). Informality and aggregate productivity: The case of Mexico. *European Economic Review*, 167, 104791. <https://doi.org/10.1016/j.euroecorev.2024.104791>
- viii. Eslava, M., Haltiwanger, J., Kugler, A., & Kugler, M. (2004). The effects of structural reforms on productivity and profitability enhancing reallocation: evidence from Colombia. *Journal of Development Economics*, 75(2), 333-371. <https://doi.org/10.1016/j.jdevco.2004.06.002>

BLOCK III. RURAL, AGRICULTURAL, AND ENVIRONMENTAL DEVELOPMENT

Topic 6: Rural Transformation, Markets, and Development in Latin America

- i. De Janvry, A., & Sadoulet, E. (2000). Rural poverty in Latin America: Determinants and exit paths. *Food policy*, 25(4), 389-409. [https://doi.org/10.1016/S0306-9192\(00\)00023-3](https://doi.org/10.1016/S0306-9192(00)00023-3)
- ii. Escobal, J., Favareto, A., Aguirre, F., & Ponce, C. (2015). Linkage to dynamic markets and rural territorial development in Latin America. *World Development*, 73, 44-55. <https://doi.org/10.1016/j.worlddev.2014.09.017>
- iii. Gáfaró, M., & Pellegrina, H. S. (2022). Trade, farmers' heterogeneity, and agricultural productivity: Evidence from Colombia. *Journal of International Economics*, 137, 103598. <https://doi.org/10.1016/j.jinteco.2022.103598>
- iv. Reardon, T. (2015). The hidden middle: the quiet revolution in the midstream of agrifood value chains in developing countries. *Oxford Review of Economic Policy*, 31(1), 45-63. <https://doi.org/10.1093/oxrep/grv011>
- v. Reardon, T., Timmer, C. P., Barrett, C. B., & Berdegue, J. (2003). The rise of supermarkets in Africa, Asia, and Latin America. *American journal of agricultural economics*, 85(5), 1140-1146. <https://doi.org/10.1111/j.0092-5853.2003.00520.x>
- vi. Key, N., & Runsten, D. (1999). Contract Farming, Smallholders, and Rural Development in Latin America: The Organization of Agroprocessing Firms and the Scale of Outgrower Production. *World Development*, 27(2), 381-401. [https://doi.org/10.1016/S0305-750X\(98\)00144-2](https://doi.org/10.1016/S0305-750X(98)00144-2)
- vii. Michelson, H., Reardon, T., & Perez, F. (2012). Small Farmers and Big Retail: Trade-offs of Supplying Supermarkets in Nicaragua. *World Development*, 40(2), 342-354. <https://doi.org/10.1016/j.worlddev.2011.07.013>
- viii. Hernández, R., Reardon, T., & Berdegue, J. (2007). Supermarkets, wholesalers, and tomato growers in Guatemala. *Agricultural Economics*, 36(3), 281-290. <https://doi.org/10.1111/j.1574-0862.2007.00206.x>

Topic 7: Land Tenure, Land Markets, and Agricultural Development in Latin America

- i. Binswanger, H. P., Deininger, K., & Feder, G. (1995). Power, distortions, revolt and reform in agricultural land relations. In J. Behrman & T. N. Srinivasan (Eds.), *Handbook of Development Economics*, Vol. 3B (pp. 2659-2772). Elsevier. [https://doi.org/10.1016/S1573-4471\(95\)30019-8](https://doi.org/10.1016/S1573-4471(95)30019-8)
- ii. Carter, M. R., & Olinto, P. (2003). Getting Institutions "Right" for Whom? Credit Constraints and the Impact of Property Rights on the Quantity and Composition of Investment. *American Journal of Agricultural Economics*, 85(1), 173-186. <https://doi.org/10.1111/1467-8276.00111>
- iii. Deininger, K., & Chamorro, J. S. (2004). Investment and equity effects of land regularisation: the case of Nicaragua. *Agricultural Economics*, 30(2), 101-116. <https://doi.org/10.1111/j.1574-0862.2004.tb00180.x>

- iv. Boucher, S. R., Barham, B. L., & Carter, M. R. (2005). The impact of “market-friendly” reforms on credit and land markets in Honduras and Nicaragua. *World Development*, 33(1), 107–128. <https://doi.org/10.1016/j.worlddev.2004.09.004>
- v. Macours, K., de Janvry, A., & Sadoulet, E. (2010). Insecurity of property rights and social matching in the tenancy market. *European Economic Review*, 54(7), 880–899. <https://doi.org/10.1016/j.euroecorev.2010.02.002>
- vi. de Janvry, A., Emerick, K., Gonzalez-Navarro, M., & Sadoulet, E. (2015). Delinking Land Rights from Land Use: Certification and Migration in Mexico. *American Economic Review*, 105(10), 3125–3149. <https://doi.org/10.1257/aer.20130853>
- vii. Field, A. J., Field, E., & Torero, M. (2006). Property rights and crop choice in rural Peru, 1994–2004. *MTID Discussion Paper No. 100*, IFPRI. <https://doi.org/10.22004/ag.econ.58569>
- viii. Helfand, S. M., Sielawa, V. H., & Singhanian, D. (2019). A matter of time: An impact evaluation of the Brazilian National Land Credit Program. *Journal of Development Economics*, 141, 102361. <https://doi.org/10.1016/j.jdevco.2019.06.004>

Topic 8: Climate Change, Deforestation, and Development in Latin America

- i. Aragón, F. M., Oteiza, F., & Rud, J. P. (2021). Climate change and agriculture: Subsistence farmers’ response to extreme heat. *American Economic Journal: Economic Policy*, 13(1), 1-35. <https://doi.org/10.1257/pol.20190316>
- ii. Harvey, C. A., Saborio-Rodríguez, M., Martínez-Rodríguez, M. R., Viguera, B., Chain-Guadarrama, A., Vignola, R., & Alpizar, F. (2018). Climate change impacts and adaptation among smallholder farmers in Central America. *Agriculture & Food Security*, 7(1), 57. <https://doi.org/10.1186/s40066-018-0209-x>
- iii. Hargrave, J., & Kis-Katos, K. (2013). Economic causes of deforestation in the Brazilian Amazon: a panel data analysis for the 2000s. *Environmental and Resource Economics*, 54(4), 471-494. <https://doi.org/10.1007/s10640-012-9610-2>
- iv. Gollin, D., & Wolfersberger, J. (2025). Agricultural trade and deforestation: the role of new roads. *The Economic Journal*, ueaf125. <https://doi.org/10.1093/ej/ueaf125>
- v. Alix-García, J. M., Sims, K. R., & Yañez-Pagans, P. (2015). Only one tree from each seed? Environmental effectiveness and poverty alleviation in Mexico’s payments for ecosystem services program. *American Economic Journal: Economic Policy*, 7(4), 1-40. <https://doi.org/10.1257/pol.20130139>
- vi. Assunção, J., Gandour, C., Rocha, R., & Rocha, R. (2020). The effect of rural credit on deforestation: evidence from the Brazilian Amazon. *The Economic Journal*, 130(626), 290-330. <https://doi.org/10.1093/ej/uez060>
- vii. de Barros, P. H. B., & Chimeli, A. B. (2026). The impacts of palm oil expansion on deforestation and economic activity in the eastern Amazon. *Ecological Economics*, 239, 108739. <https://doi.org/10.1016/j.ecolecon.2025.108739>
- viii. Haddad, E. A., Araújo, I. F., Feltran-Barbieri, R., Perobelli, F. S., Rocha, A., Sass, K. S., & Nobre, C. A. (2024). Economic drivers of deforestation in the Brazilian Legal Amazon. *Nature Sustainability*, 7(9), 1141-1148. <https://doi.org/10.1038/s41893-024-01387-7>

BLOCK IV. POLITICAL ECONOMY OF DEVELOPMENT

Topic 9: Political Economy, State Capacity, and Public Goods in Latin America

- i. Besley, T., & Persson, T. (2009). The origins of state capacity: Property rights, taxation, and politics. *American economic review*, 99(4), 1218-1244. <https://doi.org/10.1257/aer.99.4.1218>

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