



## PROGRAMA PUENTE

### OVERVIEW OF ARGENTINE ECONOMY

#### **Class Meeting Information**

16 Weeks long  
3 hours per week

---

#### **Instructor biography :**

Associate professor Public Services Economics. Facultad de Ciencias Económicas. Universidad Nacional de Cuyo. Since 1994.

Associate professor Public Finances. Facultad de Ciencias Económicas. Universidad Nacional de Cuyo. Since 1998.

Associate Professor Corporate Finance. Universidad de Mendoza. Since 2004.

Vice-presidente of Institute of Energy at Universidad Nacional de Cuyo

Member of the Academic Committee of Master in Energy in Facultad de Ingeniería . Universidad Nacional de Cuyo.

Professor Public Finance. Universidad Congreso

Consultant in Energy and Environmental Economics

---

#### **Course Description**

A brief history will be provided to meet economic, political and social issues of Argentina since its inception as a nation, as well as the evolution of the political and economic ideas.

As a criterion for the successive exposure issues will be discussed in greater depth the closer in time the content will be developed.

Is considered to contextualize each stage or each topic regarding Argentina - region – world.

Two approaches to the development of the course will be used: the first from a macroeconomic perspective: fiscal policy (resources, spending, deficit-surplus), monetary policy, exchange rate policy, inflation, unemployment, recession, foreign accounts Nation relationship Provinces, etc.;

and the second from a microeconomic perspective: major sectoral issues as the industry, agriculture, energy, public services, etc.

#### **Prerequisites — Classes or Knowledge Required for this Course**

No prerequisites are required for this course.

#### **Course Sequencing**

No course sequencing is needed.

## PROGRAMA PUENTE

### Course Objectives

*At the end of this course, students will be able to:*

- Learning objective no. 1. To know the history of Argentine Economy (description, historic and current data)
- Learning objective no. 2. Understanding the causes of its current state

### Course Text or Online Resources

**RUSSELL R.** (compilador), "Argentina 1910-2010, balance del siglo", Taurus, Alfaguara, Buenos Aires, 2011.

**FERRUCCI, R.**, Política económica argentina contemporánea, Ediciones Macchi, Buenos Aires, 1991 (tercera edición).

**ARRIAZU, R.**, Lecciones de la crisis argentina. Bases programáticas para un esquema de desarrollo sustentable. Editorial El Ateneo, Buenos Aires, Argentina, (2003).

**GERCHUNOFF, P y LLACH, L**, El ciclo de la ilusión y el desencanto, Ariel Sociedad Económica, Bs. As., 1998. (Segunda Edición), 2010

**ROJAS, Mauricio**, Breve Historia Económica de la Argentina. 2014

### Evaluation and Grading

#### *Evaluation of Student Performance*

Class Attendance	10%
Participation	10%
Final Exam	80%
<hr/>	
	<b>100%</b>

### Grading Scale

A	=	90%	-	100%
B	=	80%	-	89%
C	=	70%	-	79%
D	=	60%	-	69%
F	=	59%	or less	

## PROGRAMA PUENTE

### Code of Conduct

All participants in the course are bound by Congreso University Code of Conduct, found at <http://www.ucongreso.org/institucional/la-universidad/bienvenida>

### Netiquette

When we have a need for communication that is private, whether personal, interpersonal, or professional, we will use individual email or telephone. Our primary means of communication is written. The written language has many advantages: more opportunity for reasoned thought, more ability to go in-depth, and more time to think through an issue before posting a comment. However, written communication also has certain disadvantages, such a lack of the face-to-face signaling that occurs through body language, intonation, pausing, facial expressions, and gestures. As a result, please be aware of the possibility of miscommunication and compose your comments in a positive, supportive, and constructive manner.

### Academic Honesty Policy

The University is an institution of learning, research, and scholarship predicated on the existence of an environment of honesty and integrity. As members of the academic community, faculty, students, and administrative officials share responsibility for maintaining this environment. It is essential that all members of the academic community subscribe to the ideal of academic honesty and integrity and accept individual responsibility for their work. Academic dishonesty is unacceptable and will not be tolerated at the Universidad de Congreso. Cheating, forgery, dishonest conduct, plagiarism, and collusion in dishonest activities erode the University's educational, research, and social roles.

If students who knowingly or intentionally conduct or help another student perform dishonest conduct, acts of cheating, or plagiarism will be subject to disciplinary action at the discretion of Universidad de Congreso.

### Course Outline

#### **Orientation Week** (First Week of Course)

##### ***Orientation Week Objectives:***

- Navigate around the course site
- Post self-introduction message to a discussion forum
- Describe the contents of the course syllabus

#### **Lesson 1 – *The Economy in Times of Colony***

- ***Lesson Learning Objectives:***
  - To learn about economic, political and social issues in times of Colony
- ***Method(s) of Instruction:***
  - Traditional oral class
  - Power Point presentation
  - *Discussion fórum*

#### **Lesson 2 – *From Independence to the Sanction of National Constitution***

- ***Lesson Learning Objectives:***
  - To learn about economic, political and social issues in times from Independence to the sanction of National Constitution
- ***Method(s) of Instruction:***

## PROGRAMA PUENTE

- Traditional oral class
- Power Point presentation
- *Discussion fórum*

### Lesson 3 – *The Period Called “La generación del 80” and “The great Expansion” (1880-1930).*

- **Lesson Learning Objectives:**
  - To learn about economic, political and social issues in times from 1880 to 1930
- **Method(s) of Instruction:**
  - Traditional oral class
  - Power Point presentation
  - *Discussion fórum*

### Lesson 4 – *The Two World Wars and the Great Depression*

- **Lesson Learning Objectives:**
  - To learn about economic, political and social issues in times of Great Depression and the two World Wars
- **Method(s) of Instruction:**
  - Traditional oral class
  - Power Point presentation
  - *Discussion fórum*

### Lesson 5 – *The first term of Domingo Peron*

- **Lesson Learning Objectives:**
  - To learn about economic, political and social issues in times of first term of Domingo Perón
- **Method(s) of Instruction:**
  - Traditional oral class
  - Power Point presentation
  - *Discussion fórum*

### Lesson 6 – *The Political Economy of the Period Called “Revolución Libertadora” (1956-1958)*

- **Lesson Learning Objectives:**
  - To learn about economic, political and social issues in times of the called “Revolución Libertadora”
- **Method(s) of Instruction:**
  - Traditional oral class
  - Power Point presentation
  - *Discussion fórum*

### Lesson 7 – *The “Theory of Dependence” and the pro-development scheme of Frondizi (1958-1963).*

- **Lesson Learning Objectives:**
  - To learn about economic, political and social issues in times of president Frondizi
- **Method(s) of Instruction:**
  - Traditional oral class
  - Power Point presentation
  - *Discussion fórum*

## PROGRAMA PUENTE

**Lesson 8** – The Illia Administration (1964-1966). The “stop and go” cycle

- **Lesson Learning Objectives:**
  - To learn about economic, political and social issues in times of president Illia
- **Method(s) of Instruction:**
  - Traditional oral class
  - Power Point presentation
  - *Discussion fórum*

**Lesson 9** – The Onganía Administration (1966-1972). Efficientism and industrial policies

- **Lesson Learning Objectives:**
  - To learn about economic, political and social issues in times of Onganía Administration
- **Method(s) of Instruction:**
  - Traditional oral class
  - Power Point presentation
  - *Discussion fórum*

**Lesson 10** – The second term of peronist administration (1973-1976).

- **Lesson Learning Objectives:**
  - To learn about economic, political and social issues in times of second peronist administration
- **Method(s) of Instruction:**
  - Traditional oral class
  - Power Point presentation
  - *Discussion fórum*

**Lesson 11** – The so called “Proceso de Reorganización Nacional” (1976-1983). Economic reforms. Privatizations and economic openness.

- **Lesson Learning Objectives:**
  - To learn about economic, political and social issues in times of so called “Proceso de Reorganización Nacional”
- **Method(s) of Instruction:**
  - Traditional oral class
  - Power Point presentation
  - *Discussion fórum*

**Lesson 12** – The return to democracy (1983-1989). Crisis of latinoamerican debt. “Austral” plan. Hiperinflation and crisis.

- **Lesson Learning Objectives:**
  - To learn about economic, political and social issues in times of return to democracy
- **Method(s) of Instruction:**
  - Traditional oral class
  - Power Point presentation
  - *Discussion fórum*

## PROGRAMA PUENTE

Lesson 13 – The Menem Administration. Convertibility of peso, stabilization and growth. External economic crisis (1989-1999). Economic stagnation from 1998.

- **Lesson Learning Objectives:**
  - To learn about economic, political and social issues in times of Menem Administration
- **Method(s) of Instruction:**
  - Traditional oral class
  - Power Point presentation
  - *Discussion fórum*

Lesson 14 – De la Rúa Administration. The fiscal solvency problem (2000-2001). Institutional and political crisis. The economic crisis: devaluation and debt default.

- **Lesson Learning Objectives:**
  - To learn about economic, political and social issues in times of De la Rúa Administration
- **Method(s) of Instruction:**
  - Traditional oral class
  - Power Point presentation
  - *Discussion fórum*

Lesson 15 –The Duhalde Administration transition. The Kirchner Administration (2003-2007). The Cristina Fernández Administration. First term (2007-2011): inflation, growth and social conflicts. The impact of international crisis. Second term (2011 to present times). Exchange crisis, stagnation with inflation.

- **Lesson Learning Objectives:**
  - To learn about economic, political and social issues at the present time
- **Method(s) of Instruction:**
  - Traditional oral class
  - Power Point presentation
  - *Discussion fórum*