

**Inequality and Poverty in Latin America**  
**ECON 4600-01/ECON 4600-02/ECON 6600-01**  
**Undergraduate and Graduate Course**  
**Spring 2021**  
**Time: TUESDAY 6:25pm-8:50pm CST**  
**Location: Online**

<https://tulane.zoom.us/j/99339674618?pwd=YXUwSUxrNTZvdzljL3FyMW9VdmQrQT09>

**Instructor**

Nora Lustig  
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*Office Hours:* W 1-2pm

<https://tulane.zoom.us/j/92296834775?pwd=L09EbEhpM0FYMW1idmJVRmFSTWNaZz09>

Or by appointment. To request an appointment please send an email to the above address.

**Teaching Assistant and Tutorials:** Valentina Martinez Pabon [vmartinezpabon@tulane.edu](mailto:vmartinezpabon@tulane.edu)

**Course Description**

Latin America is the region with the highest levels of income inequality and where inequality has been most persistent. Through comparative and in-depth country studies students will analyze the dynamics of income inequality and poverty in specific countries from the region focusing on the role of markets and the state, and the ideology of political regimes. The course includes a review of quantitative methods to measure inequality and poverty and the theories and methods to analyze their determinants, including the political dimensions. Students will also learn to assess government efforts to reduce inequality and poverty through taxes and transfers using fiscal incidence analysis. This semester, the course will focus on the potential impact of COVID-19 and the policies implemented to mitigate them.

*Pre-requisites:* The course is open to juniors and seniors on the Dean's List and to graduate students from any field with a cumulative GPA of 3.80 or above and a recommendation from their program's director of graduate studies. Introductory Macro and Microeconomics with a grade of B+ or higher is required. Spanish is not required but students who read Spanish will find it helpful.

**Objective and Learning Outcomes**

This course will combine lectures, labs, and student presentations in a seminar format with guided discussions based on readings and country studies. Students are expected to actively participate in class and interact with the instructor and each other. Careful and critical reading of the materials is a key component of this course.

The purpose of this course is threefold: a. to develop a broad understanding of the dynamics of inequality and poverty in Latin America and how market forces and government policies affect those dynamics; b. to acquire skills to critically assess the consistency of data on inequality, poverty and social policy from a wide range of sources; c. to understand the basics of fiscal incidence analysis. By the end of the course, students should have learned: 1. existing methods to measure inequality and poverty, their properties and limitations; 2. the facts on inequality and poverty in Latin America; 3. how to find and assess the quality and consistency of data on inequality, poverty and social policies; 4. existing theories and methods to analyze the causes and consequences of inequality and poverty and apply them to the countries covered in the course; 5. the basics of tax and benefit incidence analysis and other public policies designed to address inequality and poverty; 6. how the ideology of

political regimes may affect the dynamics of inequality and poverty; and, 7. the potential impact of COVID-19 and the policies implemented to mitigate them.

### **Program Outcomes**

This course contributes to the program outcomes of the BA and BS degrees in Economics and other disciplines by allowing students to develop and demonstrate competency in specialized fields (income distribution and poverty). It also contributes to the program outcomes of the MA in Economics and LAS and of the latter's doctoral degree by allowing students to develop and demonstrate competency in specialized fields (income distribution and poverty) and also gain knowledge on specific geographic areas (Latin America).

### **NOTICE: STUDENTS TAKING ECON 4600-02/WRITING INTENSIVE, PLEASE GO TO THE BOTTOM OF THIS SYLLABUS**

### **Organization**

The course will be conducted as a seminar and there will be several in-class workshops and tutorials. Students are expected to actively participate in class and interact with the instructor and each other. Careful and critical reading of the materials is a key component of this course.

### **Readings**

Most of the reading materials can be downloaded or will be posted in a shared Dropbox folder. Other readings are available through the library (stacks or online). Bibliographical references by country will be available in the shared Dropbox folder.

### **Technology**

Students will need to search for data during class so please bring a laptop set up to use Tulane's network. You will need a Dropbox account to access all the class materials. To open a Dropbox account, you can go to [www.dropbox.com](http://www.dropbox.com) and open a free account.

### **Evaluation and Grading**

#### **Preparing an Inequality and Poverty Assessment for a country and In-class presentations: 40 %**

The class will be divided in teams and there will be two types of presentations:

1. Advances on sections of the Assessment. Presentation of Section 2: 10%
2. A final presentation in April. 30%

The **Inequality and Poverty Assessment** for in-class presentation, spreadsheet, powerpoint slides, and final paper (the paper applies to students taking the course for graduate-level or writing intensive credit only) should include the following sections:

*Section 1: Introduction.*

*Section 2: Evolution and main determinants of inequality and poverty in selected country.* Collect information on inequality and poverty from the following three sources for "your" country for as far back as you can: CEPAL, SEDLAC, World Bank's POVCAL, Wid.world, and other sources. Using the existing information and readings describe what happened to inequality and poverty in your country. In particular, please address the following questions: Are there discrepancies in levels or trends among the three sources? If there are, what could be the causes? Which source did you decide to use and why? Based on the source that you chose, what is the evolution of inequality and poverty? Are results sensitive to the use of alternative inequality and poverty measures? Based on your bibliographical research, which factors explain the observed trends in inequality and poverty?

*Section 3: Social Protection and Anti-poverty Programs* Describe the main characteristics of the social protection system and transfer programs.

*Section 4: Assessing fiscal policy's impact on poverty and inequality.* Using the Commitment to Equity framework as guidance, assess the extent to which government fiscal policies (taxes and transfers) in your country bring about a significant reduction in poverty and inequality. How progressive are taxes and transfers? How equitable is the access to public education and health? What are the main social programs and their characteristics? How significant is their contribution to reducing inequality and poverty?

*Section 5: Conclusions.*

*References.*

NOTE: Please make sure to put your name and date in the top right-hand corner on first page of every document. Powerpoint slides and papers should include a section with bibliographical references. Tables and figures should have proper titles and include sources (including the page numbers of the source when applicable) and add as many explanatory notes as needed.

The grade for the in-class presentations shall be the same for all members of the team. Students will be excused from presenting only for valid medical or family emergencies. Students must produce signed evidence by the proper authority verifying the reason why they missed the deadline. Without such evidence, the grade will be an F.

Midterm exam March 16: 30%

The midterm will include questions on the material and readings covered until then. Midterm exams can be rescheduled only for valid medical or family emergencies. Students must produce signed evidence by the proper authority verifying the reason why they missed the exam. Without such evidence, the grade will be an F.

Final Assignment: 30 %

Each team must submit the revised and final version of powerpoint slides to instructor by **Tu May 11 at 5pm (CST)**. Please submit electronically with a copy to the TA. If a team does not submit the final version of the slides by the due date, the grade for this assignment will be reduced at a rate of 25 percent per day. Students will be excused only for valid medical or family emergencies. Students must produce signed evidence by the proper authority verifying the reason why they missed the deadline. Without such evidence, the grade will be an F.

For students taking the course at the graduate level:

In addition to the above, students taking the course for graduate-level credit must submit a final paper written individually. The paper must follow the structure described above for the Assignment and should be 8-10 pages long (font size 12 and double space) including tables, figures and references. Please make sure to put your name and date in the top right-hand corner on first page. Papers should include a section with bibliographical references. Tables and figures should have proper titles and include sources (including the page numbers of the source when applicable) and add as many explanatory notes as needed. The paper is due by Tu May 11 at 5pm (CST). Please submit electronically with a copy to the TA. If a student does not deliver the paper by the due date, the grade for this assignment will be reduced at a rate of 25 percent per day. Students will be excused only for valid medical or family emergencies. Students must produce signed evidence by the proper authority verifying the reason why they missed the deadline. Without such evidence, the grade will be an F.

GRADE SCALE: A (93-100) | A- (90-92) | B+ (87-89) | B (83-86) | B- (80-82) | C+ (77-79) | C (73-76) | C- (70-72) | D+ (67-69) | D (63-66) | D- (60-62) | F (below 60)

### **Attendance, punctuality and active participation in class are required**

Students are allowed to miss only one class without excuse. If more than one class is missed (fully or partially), students will be excused only for valid medical or family emergencies. Students must produce signed evidence by the proper authority verifying the reason why they missed or were late to a class. Without the signed evidence, 5 percent will be subtracted from final grade for each missed class. If a student misses 4 classes or more, the student will receive an incomplete for the course.

Students are expected to be punctual and stay for the duration of the entire class. If a student must be late to a class or leave early, please request the instructor's permission in writing.

Students must turn cell phones off during class. Social media or internet should not be consulted during class except as required by the course. The use of cell phones, social media, or internet for unauthorized purposes will result in a deduction of 5 percent from the final grade for each violation.

There will be a 10-minute break during each session. With the exception of the break, students are expected to remain in the room during the entire class unless exceptional circumstances require them to be excused.

### **Schedule and Readings**

#### **January 19 – Concepts, Measurement, Trends, Historical Roots and Determinants**

##### *Concepts and Measurement*

- Haughton, Jonathan and Shahidur R. Khandker. 2009. Handbook on Poverty and Inequality, World Bank; chapters 1-6.  
<http://documents.worldbank.org/curated/en/488081468157174849/Handbook-on-poverty-and-inequality>
- Foster, James and Nora Lustig. 2019. "Choosing an Inequality Index," *Human Development Report 2019*, Spotlight 3.2, p. 156.

##### *Trends and Determinants*

- Lustig, Nora. 2020. [Inequality and Social Policy in Latin America](#). CEQ Working Paper 94, CEQ Institute, Tulane University, March.

##### *Ethnic Discrimination*

- Cunningham, Wendy, and Joyce Jacobsen. 2004. "Group-Based Inequalities: The Roles of Race, Ethnicity, and Gender." In *Inequality in Latin America and the Caribbean. Breaking with History?*, coordinated by David De Ferranti, Guillermo Perry, Francisco H. G. Ferreira, and Michael Walton. Washington, D.C: World Bank. Chapter 3.  
[http://www-wds.worldbank.org/servlet/WDSContentServer/WDSP/IB/2004/06/22/000160016\\_20040622141728/Rendered/PDF/28989.pdf](http://www-wds.worldbank.org/servlet/WDSContentServer/WDSP/IB/2004/06/22/000160016_20040622141728/Rendered/PDF/28989.pdf).
- Marquez, Gustavo, Alberto Chong, Suzanne Duryea, Jacqueline Mazza, and Hugo Nopo, coordinators. 2007. *Outsiders? The Changing Patterns of Exclusion in Latin America and the Caribbean*. Washington, D.C: IADB.  
<http://idbdocs.iadb.org/wsdocs/getdocument.aspx?docnum=1154386>
- Nopo, Hugo. 2012. *New Century, Old Disparities: Gender and Ethnic Wage Gaps in Latin America*, Inter-American Development Bank. (available on IADB's website)

##### *Inequality and Poverty in Latin America in Comparative Perspective*

- Ferreira, F. H. G. 2016. "Measuring Global Poverty. Past, Present and Future," Powerpoint Presentation, 7<sup>th</sup> Bolivian Conference on Development Economics La Paz, December 9.
- World Bank (2016), *Poverty and Shared Prosperity 2016: Taking on Inequality*,

Washington, DC: World Bank, <https://openknowledge.worldbank.org/handle/10986/25078>

- OECD. 2010. Tackling inequalities in Brazil, China, India and South Africa: The role of labour market and social policies. OECD Publishing, doi: 10.1787/9789264088368-en.

#### *Historical Roots*

- Sokoloff, Kenneth, and Joyce Robinson. 2004. "Historical Roots of Inequality in Latin America". In *Inequality in Latin America and the Caribbean. Breaking with History?* coordinated by David De Ferranti, Guillermo Perry, Francisco H. G. Ferreira, and Michael Walton. Chapter 4. Washington, D. C: World Bank.  
[http://www-wds.worldbank.org/servlet/WDSContentServer/WDSP/IB/2004/06/22/000160016\\_20040622141728/Rendered/PDF/28989.pdf](http://www-wds.worldbank.org/servlet/WDSContentServer/WDSP/IB/2004/06/22/000160016_20040622141728/Rendered/PDF/28989.pdf)
- Frankema, Ewout. 2009. "The Colonial Origins of Inequality: Exploring the Causes and Consequences of Land Distribution," in Klasen, Stephan and Felicitas Nowak Lehmann *Poverty, Inequality, and Policy in Latin America*, MIT Press. (not available online)
- Prados de la Escosura, Leonardo. 2005. "Growth, Inequality and Poverty in Latin America: Historical Evidence, Controlled Conjectures," Working Paper 05-41, Economic History and Institutions Series, Universidad Carlos III de Madrid, Spain, June.
- Williamson, Jeffrey G. 2015. "Latin American Inequality: Colonial Origins, Commodity Booms or a Missed Twentieth-Century Leveling?." *Journal of Human Development and Capabilities*, Vol. 16, No. 3, 324-341.

#### *Further Readings*

- Lustig, Nora and Leonardo Gasparini. 2011. "The Rise and Fall of Income Inequality in Latin America," Chapter 28 in Jose Antonio Ocampo and Jaime Ros, eds., *Oxford Handbook of Latin American Economics*, Oxford University Press, August.
- Gasparini, Leonardo, Guillermo Cruces and Leopoldo Tornarolli. 2011. "Recent Trends in Income Inequality in Latin America." *Economia. The Journal of the Latin American and Caribbean Economic Association*. Spring: 147-201.
- Cornia, Giovanni Andrea. 2012. "Inequality Trends and their Determinants Latin America over 1990-2010." UNU-WIDER Working Paper 2012/09.
- Lustig, Nora. 2013. "Latin America's Inequality Success Story" *Current History*, February, pp. 64-69.
- Cornia, Giovanni Andrea. 2015. "Income inequality in Latin America." UNU-WIDER Working Paper 2015/020.
- Lustig, Nora, Luis F. Lopez-Calva and Eduardo Ortiz-Juarez. 2016. "Deconstructing the Decline in Inequality in Latin America," "Deconstructing the Decline in Inequality in Latin America." Basu, Kaushik and Joseph Stiglitz. *Inequality and Growth: Patterns and Policy: Volume II: Regions and Regularities*. Chapter 7.
- Messina, Julian and Joana Silva. 2018. *Wage Inequality in Latin America*. World Bank Group.
- Rodriguez, Carlos et al. (2016) "Understanding the Dynamics of Labor Income Inequality in Latin America," Policy Research Working Paper 7795, World Bank.
- Acosta, Pablo, Guillermo Cruces, Sebastian Galiani and Leonardo Gasparini. 2019. "Educational upgrading and returns to skills in Latin America: evidence from a supply-demand framework." *Latin American Economic Review*. (2019)28:18. <https://doi.org/10.1186/s40503-019-0080-6>
- Birdsall, Nancy, Nora Lustig and Christian Meyer. 2014. "The Strugglers: The New Poor in Latin America?," *World Development*, August 2014, Volume 60, pp132-146.

## February 2 – Measurement Challenges: Comparability Issues, the Missing Bottom, and the Missing Rich

- Szekely, Miguel et al. 2004. “Do We Know How Much Poverty There Is?” *Oxford Development Studies* 32, no. 4: 523-558.
- Ferreira, F. H. G., N. Lustig and D. Teles (2015), “Appraising Cross-National Income Inequality Databases: An Introduction,” *Journal of Economic Inequality* 13 (4), pp. 497-526.
- Bourguignon, F. (2015), “Appraising Income Inequality Databases in Latin America,” in Ferreira, F. H. G. and N. Lustig, *Appraising Cross-National Income Inequality Databases*, special issue, *Journal of Economic Inequality* 13 (4), pp. 557-578.
- Lustig, Nora. 2019. “The ‘Missing Rich’ in Household Surveys: Causes and Correction Approaches.” CEQ Working Paper 75, CEQ Institute, Tulane University, November 2019. <http://repec.tulane.edu/RePEc/ceq/ceq75.pdf>

### Further Readings:

#### *Combining Surveys and Administrative Data*

- Alvaredo, Facundo and Thomas Piketty. 2010. “The Dynamics of Income Concentration in Developed and Developing Countries: A View from the Top.” In Lopez-Calva, Luis F. and Nora Lustig (eds.) *Declining Inequality in Latin America: a Decade of Progress?* Brookings Institution Press and UNDP.
- Alvaredo, F. and J. Londoño-Velez. 2013. “High Incomes and Personal Taxation in a Developing Economy: Colombia 1993-2010,” CEQ Working Paper 12, Center for Inter-American Policy and Research and Department of Economics, Tulane University and Inter-American Dialogue, March. [http://www.commitmentoequity.org/publications\\_files/CEQWPNo12%20HighTaxationDevEconColombia1993-2010\\_19March2013.pdf](http://www.commitmentoequity.org/publications_files/CEQWPNo12%20HighTaxationDevEconColombia1993-2010_19March2013.pdf)
- Flores, Ignacio 2019. “On the Empirical Measurement of Inequality,” Ph.D. dissertation, Université Paris I - Pantheon-Sorbonne, Sciences Economiques, Paris, France.
- Morgan, Marc. 2018. “Essays on Income Distribution. Methodological, Historical and Institutional Perspectives,” Ph.D. dissertation, Ecole Doctorale n°465, Ecole des Hautes Études en Sciences Sociales, Paris, France.

**First Presentation:** Section 2 of Assessment for: Argentina, Bolivia, Brazil, and Chile. 10 minutes each team.

## February 9 – Lab: Estimating Poverty and Inequality Measures

February 16 – Mardi Gras; no class

## February 23 – Inequality, Institutions, and Political Regime

### Marital and Inheritance Regimes and Gender Inequality

Guest Lecture: Prof. Carmen Diana Deere

- Deere, C. D., Oduro, A. D., Swaminathan, H., & Doss, C. (2013). Property rights and the gender distribution of wealth in Ecuador, Ghana and India. *The Journal of Economic Inequality*, 11(2), 249-265.
- Deere, C. D., & León, M. (2005). Liberalism and married women’s property rights in nineteenth-century Latin America. *Hispanic American Historical Review*, 85(4), 627-678.

### Political Regime and Inequality

- Feierherd, German, Patricio Larroulet, Wei Long, and Nora Lustig. Forthcoming. “The Pink Tide and Inequality in Latin America.” CEQ Working Paper 103, Commitment to Equity Institute, Tulane University.
- Reyes, German and Leonardo Gasparini. 2017. Perceptions of Distributive Justice in Latin America during a Period of Falling Inequality. Policy Research Working Paper; No. 8072. World Bank, Washington, DC. © World Bank. <https://openknowledge.worldbank.org/handle/10986/26844>.
- Birdsall, Nancy, Nora Lustig and Darryl McLeod. 2012. “Declining Inequality in Latin America: Some Economics, Some Politics,” Chapter in Peter Kingstone and Deborah Yashar, eds., *Routledge Handbook of Latin American Politics*.
- Pribble, Jennifer, Evelyne Huber, and John D. Stephens. 2009. "Politics, Policies, and Poverty in Latin America." *Comparative Politics* 41, no. 4 (July 2009): 387-407.
- Cornia, Giovanni Andrea. 2010. Income Distribution under Latin America’s New Left Regimes, *Journal of Human Development and Capabilities*, 11:1, 85-114, DOI: [10.1080/19452820903481483](https://doi.org/10.1080/19452820903481483)
- Roberts, Kenneth, 2012. "The Politics of Inequality and Redistribution in Latin America's Post-Adjustment Era," WIDER Working Paper Series 008, World Institute for Development Economic Research (UNU-WIDER).
- Holland, Alisha and Schneider, Ben. 2017. “Easy and Hard Redistribution: The Political Economy of Welfare States in Latin America.” *Perspectives on Politics*, 15 (4), 988-1006.

## March 2 – Taxation, Social Protection and Cash Transfers

### Invited guests: Covid in Argentina, Ramiro Albrieu, CEDES

- Cornia, Giovanni Andrea, Juan Carlos Gomez-Sabaini and Bruno Martorano. 2011. “A New Fiscal Pact, Tax Policy Changes and Income Inequality Latin America During the Last Decade.” UNU-WIDER Working Paper 2011/70.
- Martinez-Vazquez, Jorge and Violeta Vulovic. 2011. “Tax Structure in Latin America: Its Impact on the Real Economy and Compliance.” International Studies Program Working Paper 11-22, October.
- Fiszbein, Ariel and Norbert Schady with Francisco H.G. Ferreira, Margaret Grosh, Nial Kelleher, Pedro Olinto, and Emmanuel Skoufias. 2009. Conditional Cash Transfers. Reducing Present And Future Poverty, World Bank, Chapter 1.
- Ferreira, Francisco and David Robalino. 2010. “Social Protection in Latin America. Achievements and Limitations.” Policy Research Working Paper 5305. World Bank, Washington, DC, May.
- Barrientos, Armando. 2011. “On the Distributional Implications of Social Protection Reforms in Latin America,” Working Paper No. 2011/69, UNU-WIDER, Helsinki.
- Lindert, Kathy, Emmanuel Skoufias and Joseph Shapiro (2006). “Redistributing Income to the Poor and the Rich: Public Transfers in Latin America and the Caribbean,” Discussion Paper 0605. World Bank.
- Uthoff, Andras. 2018. “Do Competitive Markets of Individual Savings Accounts and Health Insurance Work as Part of the Welfare State?” Chapter 12 in Jose Antonio Ocampo and Joseph Stiglitz, editors. *Welfare and Inequality*, Columbia University Press, New York.

**First Presentation:** Section 2 of Assessment for: Colombia, Ecuador, El Salvador, and Guatemala. 10 minutes each team.

## March 9 – Incidence of Taxes and Transfers in Latin America

- Lustig, Nora. 2019. “Measuring the Distributional Impact of Taxation and Public Spending: The Practice of Fiscal Incidence Analysis.” CEQ Working Paper 24, CEQ

- Institute, Tulane University, October 2019.
- Lustig, Nora. 2019. Measuring Fiscal Redistribution: Concepts and Definitions, *Inequalities in Human Development in the 21st Century, Human Development Report 2019*, Spotlight 3.3, p. 160.
  - Lustig, Nora (editor). 2018. *Commitment to Equity Handbook. Estimating the Impact of Fiscal Policy on Inequality and Poverty*. Brookings Institution Press and CEQ Institute. Introduction and Chapters 1 and 10.
  - Higgins, Sean, Nora Lustig, Whitney Ruble, and Tim Smeeding. 2016. “Comparing the Incidence of Taxes and Social Spending in Brazil and the United States.” *Review of Income and Wealth*, 62, S22-46, 2016.
  - For Spanish readers: Lustig, Nora. 2017. “El impacto del sistema tributario y el gasto social en la distribución del ingreso y la pobreza en América Latina.” *El Trimestre Económico. Number 335*, July-September 2017
  - Lustig, Nora. 2017. “Fiscal Redistribution and Ethno-racial Inequality in Bolivia, Brazil and Guatemala,” *Latin American Research Review. Special Issue: Enduring and/or New Forms of Inequality in a Globalizing World*, Philip Oxhorn and José R. Jouve-Martin, editors, 2017, 52(2): X.
  - Cabrera, Maynor, Nora Lustig, and Estuardo Moran. 2015. “Fiscal Policy, Inequality and the Ethnic Divide in Guatemala.” *World Development*, Vol. 76, pp. 263–279, 2015.

#### Midterm review

**First Presentation:** Section 2 of Assessment for: Mexico, Paraguay, Peru, and Uruguay. 10 minutes each team.

#### March 16 - Midterm

**March 23 - Invited guest: COVID-19 and Health, Prof. Felicia Knaul, University of Miami  
Lab: Policy Simulations of Fiscal Incidence Analysis: Valentina Martinez**

**March 30 – The Impact of COVID-19 on Inequality and Poverty**

**Invited guest: Covid in Mexico, Prof. Graciela Teruel, Universidad Iberoamericana**

**Lecture: Prof. Nora Lustig**

- Lustig, Nora, Valentina Martinez Pabon, Federico Sanz and Stephen D. Younger. 2020. “The Impact of Covid-19 Lockdowns and Expanded Social Assistance on Inequality, Poverty and Mobility in Argentina, Brazil, Colombia and Mexico.” CEQ Working Paper 92, Commitment to Equity Institute, Tulane University, August.  
<http://repec.tulane.edu/RePEc/ceq/ceq92.pdf>
- Neidhöfer, Guido, Nora Lustig, and Mariano Tommasi. 2020. “Intergenerational Transmission of Lockdown Consequences: Prognosis of the Longer-run Persistence of COVID-19 in Latin America.” CEQ Working Paper 99, Commitment to Equity Institute, Tulane University, December.  
<http://repec.tulane.edu/RePEc/ceq/ceq99.pdf>
- Sumner, A., C. Hoy, and E. Ortiz-Juarez (2020). Precarity and the pandemic: COVID-19 and poverty incidence, intensity, and severity in developing countries. WIDER Working Paper 2020/77.  
<https://www.wider.unu.edu/sites/default/files/Publications/Working-paper/PDF/wp2020-77.pdf>.

**April 6 – Lab: Simulating the Impact of COVID-19 on Inequality and Poverty**



**Invited guest: Covid in Bolivia, Veronica Paz-Arauco, Oxfam**

**Lab: Valentina Martinez**

**April 13 – Inequality and Poverty Assessments: Final Presentations**

Argentina, Bolivia, Brazil, and Chile. 25 minutes each.

**April 20 – Inequality and Poverty Assessments: Final Presentations**

**Invited guest: Covid in Chile, Prof. Guillermo Larrain, Universidad de Chile**

**Presentations:** Colombia, Ecuador, El Salvador, and Guatemala. 25 minutes each.

**April 27 – Inequality and Poverty Assessments: Final Presentations**

Mexico, Paraguay, Peru, and Uruguay. 25 minutes each.

## Data Sources and Additional Resources

### COVID-19

Institute for Health Metrics and Evaluation (IHME): <http://www.healthdata.org/covid>

Johns Hopkins Coronavirus Resource Center: <https://coronavirus.jhu.edu/map.html>

Projections: <https://covid19.healthdata.org/global?view=total-deaths&tab=trend>

Policy briefs: <http://www.healthdata.org/covid/updates>

Social Protection and Jobs Responses to COVID-19: <https://www.ugogentilini.net/?p=1070>

### Databases

*Students are encouraged to make additional suggestions to this list*

CEPALSTAT (UN Economic Commission for Latin America and the Caribbean), [http://estadisticas.cepal.org/cepalstat/WEB\\_CEPALSTAT/Portada.asp](http://estadisticas.cepal.org/cepalstat/WEB_CEPALSTAT/Portada.asp)

CEQ Standard Indicators (Commitment to Equity Institute, Tulane University), <http://www.commitmenttoequity.org/indicators.php>

IDD (Income Distribution Database/OECD), <http://www.oecd.org/social/income-distribution-database.htm>

LIS/LWS (Luxembourg Income Study), <http://www.lisdatacenter.org/our-data/lws-database/>

Pew Research Center (Pew Research Global Attitudes Project), <http://www.pewglobal.org>

PovcalNet (World Development Indicators, World Bank), <http://iresearch.worldbank.org/PovcalNet/povOnDemand.aspx>

SEDLAC (Socio-Economic Database for Latin America and the Caribbean/CEDLAS at Universidad Nacional de La Plata and World Bank), <http://sedlac.econo.unlp.edu.ar/>

WID.world (The World Wealth and Income Database), <http://wid.world/>

### Other data sources:

- EARTHDATA Poverty Mapping Project: <https://cmr.earthdata.nasa.gov/search/concepts/C179001946-SEDAC.html>
- ILO Social Security Inquiry <http://www.ilo.org/sesame/IFPSES.SSDBMenu>
- OECD SOCIAL EXPENDITURES COMPENDIUM <http://www.oecd.org/social/expenditure.htm>
- Public Expenditure Review “homepage” includes information on process, substance, as well as scrolling down you will find a table with all the reviews per region. <http://go.worldbank.org/2NYPVF0QT0>

- UNDP (United Nations Development Program)/ Human Development Reports <http://hdr.undp.org/en/>
- UNDP/ Millennium Development Goals Monitor <http://www.mdgmonitor.org/>
- Social Spending by Country (CEPAL) [http://dds.cepal.org/gasto/indicadores/ficha/?indicador\\_id=1](http://dds.cepal.org/gasto/indicadores/ficha/?indicador_id=1)

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### Code of Conduct

Tulane University recognizes the inherent dignity of all individuals and promotes respect for all people. As such, Tulane is committed to providing an environment free of all forms of discrimination including sexual and gender-based discrimination, harassment, and violence like sexual assault, intimate partner violence, and stalking. If you (or someone you know) has experienced or is experiencing these types of behaviors, know that you are not alone. Resources and support are available: you can learn more at [titleix.tulane.edu](http://titleix.tulane.edu). Any and all of your communications on these matters will be treated as either “Confidential” or “Private” as explained in the chart below. Please know that if you choose to confide in me I am mandated by the university to report to the Title IX Coordinator, as Tulane and I want to be sure you are connected with all the support the university can offer. You do not need to respond to outreach from the university if you do not want. You can also make a report yourself, including an anonymous report, through the form at [tulane.edu/concerns](http://tulane.edu/concerns).

<i>Except in extreme circumstances, involving imminent danger to one's self or others, nothing will be shared without your explicit permission.</i>	<i>Conversations are kept as confidential as possible, but information is shared with key staff members so the University can offer resources and accommodations and take action if necessary for safety reasons.</i>
Counseling & Psychological Services (CAPS)   (504) 314-2277 or The Line (24/7)   (504) 264-6074	Case Management & Victim Support Services   (504) 314-2160 <a href="mailto:orsrss@tulane.edu">orsrss@tulane.edu</a>
Student Health Center   (504) 865-5255	Tulane University Police (TUPD)   Uptown - (504) 865-5911. Downtown – (504) 988-5531
Sexual Aggression Peer Hotline and Education (SAPHE)   (504) 654-9543	Title IX Coordinator   (504) 314-2160 or <a href="mailto:msmith76@tulane.edu">msmith76@tulane.edu</a>

### Academic honesty

All students must be familiar with and abide by Tulane's Code of Academic Conduct, which is available online at <http://tulane.edu/college/code.cfm>

Note in particular: "Unless explicitly allowed by the instructor, electronic devices (such as cell phones, notebooks, calculators, etc.) are not allowed to be out of backpacks or purses during quizzes and exams. These electronic devices must be packed away and turned off. Any student who is caught with one of these devices out will have his/her test taken and will be charged with the Honor Code violation of cheating."

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### ECON 4680-02 - Writing Intensive

<https://liberalarts.tulane.edu/academics/undergraduate-studies/writing-intensive-requirement>

- Sole authorship by an individual student.
- A paper of at least 3500 words (15 pages) and a maximum of 5000 words (20 pages) of expository, analytical writing. Maximum page count includes graphs, tables, appendixes and references.
- First draft due by **March 30, 2021**.
- Final version due by **May 11 (5pm), 2021** (final exam schedule).
- The S/U option may not be used to satisfy the writing requirement.
  
- Learning Outcomes – Courses that fulfill these requirements will require the student to demonstrate their proficiency in writing through the following objectives:
  - Demonstrates an understanding of context, audience, and purpose that is responsive to the assigned task(s).
  - Uses appropriate content to clearly convey the writer's understanding of the subject.
  - Demonstrates competence in the appropriate citation systems for their academic disciplines or genres.