

# Teaching Portfolio

Hector Bahamonde

June 5, 2020

## Contents

- 1 Teaching Statement
- 2 Syllabus: Comparative Politics (UGrad)
- 3 Syllabus: Latin American Politics (UGrad)
- 4 Syllabus: Introduction to Political Economy (UGrad)
- 5 Most Recent Teaching Evaluations

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June 5, 2020, download latest version [here](#)

## Teaching Statement

**Teaching Philosophy.** As an instructor, my goal has always been to sow the seed of curiosity, because it is the first stepping stone of learning. One of the major challenges of teaching comparative politics is that it is a stream of conflicting theories, approaches, and methodologies. My belief is that this might be overwhelming for students. Hence, my teaching philosophy is to serve as a *guide* in the process of discovering what comparative politics, democracy, development, and political economy are.

This fall I am teaching the [Research Design](#) course at **O'Higgins University**. After a good number of years teaching in the United States, I've decided to make use of my experience here at home. What I've discovered, is that no matter what the country is, the needs are the same: students need *proactive mentors* in their seek of knowledge.

Last spring, but at **Tulane University**, I taught [Introduction to Comparative Politics](#) in the spring of 2018. It was a really enjoyable experience, for me and my students (check my [teaching evaluations](#)). I designed this syllabus not only thinking about how to retain the interest of political science / global studies majors, but also about how to captivate and motivate prospective students. And while I put heavy weight on participation, my experience teaching at Rutgers has taught me how to create a classroom environment of intellectual curiosity and mutual respect. My number one rule is to approach all these big questions by presenting the material in such way that my students feel intrigued about it. I believe this to be the main ingredient to train individuals who can think critically and navigate the major debates in the field—not only from a theoretical perspective, but also from an applied point of view.

As a teaching assistant at **Rutgers University**, I was fortunate enough to teach in one of the most diverse schools in the country. As an engaging instructor, I took pedagogical advantage of this situation by bringing into the classroom many examples from different parts of the world. Teaching in such a diverse environment gave me extensive training in how to approach controversial issues, and also in how to present the material in an interesting way for *all* students, regardless of their different cultural and economic backgrounds. You can access my diversity statement [here](#).

I have not only taught at the undergraduate level, but I have also served as a **teaching assistant at the graduate level**. In the fall of 2015, I served as the TA of the *Introduction to Statistics* course taught by Professor Beth Leech. It was a great experience. For instance, I gave a talk on how to present statistical models in an appealing and intuitive way. I engaged my fellow graduate students in a way such that they could not only *see* how statistical results should look like, but also how to actually do it.

In the winter of 2015, I had the opportunity to **teach the Math Camp and Introduction to Computing** course that ran all day, for an entire week. The course was intended for first-year graduate students, and it covered all necessary elements to perform well in the methods sequence. In general, this is a complex subject

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matter to teach; it requires superb organizational and teaching skills. I decided then to adopt a *no child left behind* policy. This is very important to me, not only in this particular context, but in any class I have taught. Shy students with unanswered questions perceive no benefit if the instructor is *only* “engaging.” **I believe it is fundamental to create an atmosphere of constructive learning, and an environment of tolerance that fosters the notion that *we* (i.e, students and myself) are finding the possible answers *together*.** That is why I feel it is fundamental to reward all sorts of possible questions. It is by asking multiple questions that we can stimulate an environment that cradles learning and curiosity. Almost every lecture I have ever given adapts to the students’ questions, creating an environment of discussion and “nutritive” debate. **Rephrasing and re-framing students’ questions allows me to accomplish these goals while still sticking to the syllabus.**

An important aspect of belonging to an active academic community is the opportunity to **mentor** students, both graduate and undergraduate. For this reason, I always served as a graduate student mentor. In doing so, I had the opportunity to help incoming students with their transition into graduate school. At the undergraduate level, I always provided advice to interested undergraduate students wanting to pursue a career and/or a PhD/MA in Political Science. *As an undergraduate, I still remember how important mentoring for me was in my final decision to apply for graduate school.*

**Teaching Interests.** Going forward, I would like to teach courses in comparative politics, political economy of development, democracy, state formation, Latin American politics, and applied methods courses (statistical and experimental). However, I can be quite flexible and take care of the demands the department has. Please check my [research agenda](#) and see how my **teaching and research interests** match. Below I describe a potential list of courses:

- Substantive Courses:
  - Introduction to Comparative Politics ([syllabus](#)).
  - Political Regimes and Regime Change.
  - Introduction to Political Economy ([syllabus](#)).
  - Economic History and Political Economy.
  - Introduction to Latin American Politics ([syllabus](#)).
- Methods courses:
  - Applied Quantitative Methods in Political Science.
  - Research Design / Epistemology in Political Science.
  - Introduction to Quantitative Methods in Political Science.
  - Experimental Methodology.

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## Sample Student Evaluations and Teaching References.

Professor Dr. Ross Baker, Distinguished Professor - Rutgers University, has more details about my teaching skills. His letter can be accessed via the Interfolio system. Please [let me know](#) if you wish to read the letter. Also, you can always [send me an email](#) to receive the latest teaching evaluations. However, here I summarize some of my student's comments I have received during my three years of teaching assistant experience:

- *"The TA is very responsive when spoken to and is quick to answer questions via email. The TA's willingness to learn with us is also helpful in learning the material and allows us to have nice discussions in class."*
- *"My TA showed he knew his subject material because he was able to answer hard and complicated questions efficiently despite it being obvious that English was not his first language."*
- *"Hector showed me how to make connections with government terms. He made the big picture seem simpler for me."*
- *"Over the break, I came to the conclusion that I want to major in political science. American Government was the first course I ever took related to political science, and I loved it."*
- *"I am very grateful for your help and will definitely reach out to you to ask questions about Comparative Politics if that's what I eventually plan on doing. I feel like I'm very new to this whole field of study - mainly because I haven't been in the US for a very long time, and because of the way the government works so differently here than in Pakistan, where I'm from."*
- *"The teaching assistant really helped me to think about all the "why" aspects of the material. Like for example, "Why is this important?" or "Why does this relate to the material?"."*
- *"The best TA in teaching the course material. Each recitation session is well compact with main concepts crucial for understanding the course material."*
- *"As an international student who takes the course for requirement, the TA have greatly increase my interest in politics, increase my awareness of politics."*
- *"Hector Bahamonde was very engaging and I learned alot in recitation. I liked that he was always prepared with examples to relate what we learn in class to today's world. He has a very cool perspective on politics."*
- *"I think everything was perfect with the recitations."*
- *"Easily the best TA I have had at Rutgers. He engaged the class, and presented the material in an interesting and extremely organized manner. I was nervous about taking this class because it is not one of my specialties, but after the first recitation I realized that I would learn a lot and Hector really changed my attitude towards taking the class."*
- *"Hector encourages us to get involved during recitation. Normally I wouldn't raise my hand as often, but he makes it easy to participate in class."*

More information, [syllabi](#), my [research](#), [teaching](#) and [diversity](#) statements, as well as other [papers](#) are available on my website: [www.HectorBahamonde.com](http://www.HectorBahamonde.com). Thank you for considering my application. I look forward to hearing from you.

# POLC-2300 Introduction to Comparative Politics

Tulane University  
Center for Inter-American Policy & Research  
Richardson Building,  
Second Floor, Room M  
New Orleans, LA 70112

Last updated: April 27, 2018.  
Download last version [here](#).

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**Class meetings:** MWF 8:00-8:50.

**Location:** Stanley Thomas Hall 302.

**Office Hours:** Make an appointment [here](#).

**Class Website and Materials:** [Canvas](#).

## *Overview and Objectives*

This [undergraduate-level course](#) offers an introduction to core concepts and theories in comparative politics subfield. The course is divided into four parts: (1) An introduction to the subfield (substantively and methodologically); (2) the state, its origins and consequences; (3) democracy, dictatorship, regime change, electoral politics; (4) political development and colonialism.

During the semester, we will focus on a number of very interesting questions. *Why is the state so (in)effective? Why are some societies more violent than others? What can we learn by comparing different electoral systems? Is religion (or another form of 'culture') responsible for explaining democratic failures? Do diverse societies 'do better' than cohesive societies? What can we learn by 'comparing' countries, elections, events, economies or political leaders?* These and other questions are still subject of great debate in comparative politics. The papers and chapters will draw from what we call 'the core' that defines our subfield. Comparative politics is both a *substantive* as well as a *methodological* area of research. That is, we are not only interested in *what* is happening/has happened, but also in *how* we learn and define those things. You will quickly realize that 'concepts' are fundamental. For example, we are still debating what a 'democracy' is since we don't agree on what are the constitutive elements that define what a 'democracy' is. Well, we will spend some time talking about some cases and also discussing some important methodological issues. You will also quickly realize that comparative politics is a very *flexible* subfield. Any country is of interest for us. Single-cases as well as regional approaches (i.e. 'Africa,' 'Latin America,' etc.) are acceptable. To convince you of that, I've marked with a "📍" symbol the regions/countries where we're going to be "travelling" to. A number of methodologies, e.g. quantitative *and* qualitative approaches are possible. Any time period, and (almost any) topic, are interesting for us: from the rise of the Babylonian state, to the exit of the United Kingdom from the European Union. And such, we comparativists, borrow from sociology, economics, history, political theory, among others.

I hope this course catches your attention, in the expectation that you continue taking more comparative politics courses. Most of all, I hope you see what a diverse world, practices (informal and formal) we have. **Welcome!**

## *Course Learning Objectives*

Upon successful completion of this course, you will be able to:

- Acquire an understanding of the main comparative politics theories and topics.
- Use the comparative method and analysis in the political science literature.
- Consume 'critically' the comparative politics literature.

### *Classroom Etiquette*

- Please, do not eat during class. Beverages are fine.
- No computers, phones, or any other electronic devices may be used in lecture for any reason—no exceptions. Any such devices on your person must be off (e.g., not merely on silent) and put completely away. Those who do not respect this requirement will be asked to leave class.
- Attendance is mandatory (and part of your participation grade). If you missed a class, please get the notes from another student. I do not offer make up sessions for students who are absent.
- Please, follow the 'Email Etiquette' I have [posted](#) in my website.

### *Requirements and Evaluations*

#### 1. **Readings, Participation, Attendance and Pop quizzes:** 15 %.

I expect you to keep up with the readings over the course of the semester. I employ an interactive lecture style, and you will need to have done the readings in order to participate. There will be a number of pop quizzes during the semester, particularly during the first part of the semester. Quizzes will be short (3-5 minutes), completed at any point of the class, and designed to make sure everyone is keeping up with the readings and lecture. There will be no make-up quizzes. If you are absent (or late) from class that day, you will get a 0 on that quiz.

When reading the class materials, you should locate the main argument, strengths, weaknesses, and other issues that are of concern. As you read through the material, think about the following questions: *What is the cause and what is the effect? What makes the theory 'move,' is it individuals? institutions? (ir)rationality? Does/do the author/s have a strong research design/methodology to support the paper's argument?*

On average, students are expected to put in approximately 10-12 hours of work per week for a four-credit class, as per U.S. Department of Education guidelines. Since you will be spending 2.5 hours in the classroom, this means you should be working about 7.5-9.5 hours per week for this course **outside** of the classroom. If you find that you are spending more than 12 hours per week on the class, please see me to discuss strategies to read more efficiently.

#### 2. **One in-class midterm exam, May 11 (9 AM - noon, CST):** 25 %.

You must take the exam at the scheduled time. There will be no make-ups, unless you have a documented medical excuse. (Documented) Medical excuses are the only type of exceptions that will be accepted.

The exam will be a closed-book exam, covering material from the entire semester, **up to February 23**. The format of the exam will be discussed on February 23, when we will review the material for the test. Please note, exam questions will be drawn *both* from the readings *and* lectures.

### 3. A paper of 6-8 pages in length, April 11: 25%.

I take writing very seriously. I therefore strongly suggest that you begin your paper early, edit multiple drafts, and proofread carefully before turning it in. Grammar, diction, and style, all shape the effectiveness of your writing and, as a result, will affect your grade. Consult William Strunk, Jr., and E. B. White, *The Elements of Style*, for helpful hints regarding written expression. Joseph M. Williams and Gregory G. Colomb, *The Craft of Argument* (New York: Longman, 2003), provides an excellent overview of the art of effective persuasive writing.

[Topics and instructions](#), will be assigned by me on **March 5**.

On **March 5** we will discuss Barry Weingast's [Caltech Rules for Writing Papers: How to Structure your Paper and Write an Introduction](#), 2010. This short piece will provide important guidance in writing an effective and well-structured paper.

The paper is due in hard copy at the beginning of class, and no later than 8.15 am on **April 11**. This assignment covers material from the entire semester, up to **March 23**. Turning it in before the due date is OK, but *not* afterwards. **Late papers will not be accepted, and will be graded with a 0.** There will *not* be exceptions or extensions. No electronic copies of any kind will be accepted.

I encourage you to see me in my office hours *before* the due date. If you want, [send me](#) your draft via email, then [make an appointment](#). That way I will be able to give you feedback on your work before the due date. If you want to receive comments from me, please allow plenty of time for me to read your draft, and time to meet you. Consider also that your classmates will do the same. Consequently, plan accordingly.

### 4. One cumulative in-class final exam, May 11 (9 AM - noon, CST): 35 %.

The cumulative final exam will be a closed-book exam covering material from the entire semester. The format of the exam will be discussed by the end of the semester. Exam questions will be drawn both from the readings and lectures. The final exam is set by the registrar. Hence, both place and time are TBA. There will not be exceptions. We will also schedule an in-class review session for **April 27**.

## Grading

This course will be grade according to the following scale: A:  $\geq 93$ , 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, and F:  $\leq 59$ .

## Disputing Grades

I am happy to go over any exam or paper with you. Request for re-grading, though, must be done in writing. Please refer to my [re-grading policy](#).

## Academic Integrity

In accordance with Tulane University policy on Academic Integrity, you are expected to fully comply with the school's [policies](#).

## *Students with Disabilities*

Students with disabilities who require accommodation should check with the [Goldman Center for Student Accessibility](#).

## *Absence from Exams*

There will be no make-up exams unless you have a *documented medical* emergency. If at all possible, I need to be notified before the exam of your inability to take it. Absence from an exam because of travel plans will not be excused. Make travel plans accordingly.

## *Office Hours*

I have an open-doors policy, feel free to stop by my office at any time. However, you might want to minimize the risks that I am not there, or can't meet you that day. I advise you then to [schedule time with me](#) using my automatic scheduler. I think fixed office hours do not work because ... well, they are *fixed*. I prefer flexibility. Hence, you can see me any day/time that's available during the week. Do not send me a reminder as I will receive an alert: If the time spot is available, I am happy to see you there.

## *Schedule*

### **Introduction**

#### **January 17: Introductions**

- Overview of syllabus, course requirements, and introduction to the course

#### **1. Comparative Politics as a Methodology, and Substantive Subfield**

#### **January 19: Scratching the Surface**

- Arend Lijphart. [Comparative Politics and the Comparative Method](#). American Political Science Review, 65(3): 682-693.
- Gerardo Munck and Richard Snyder. [Debating the Direction of Comparative Politics: An Analysis of Leading Journals](#). Comparative Political Studies, 40(1): 5-31, 2007.
- James Mahoney. [Debating the State of Comparative Politics: Views From Qualitative Research](#). Comparative Political Studies, 40(1): 32-38, 2007.

#### **Date XYZ: Quantitative v. Qualitative Research (1)**

- Gary King, Robert Keohane and Sidney Verba. [Designing Social Inquiry: Scientific Inference in Qualitative Research](#), Princeton University Press, 1994. Ch. 3.
- James Mahoney. [After KKV: The New Methodology of Qualitative Research](#). World Politics 62(1): 120-147.

#### **Date XYZ: Quantitative v. Qualitative Research (2)**

- James Mahoney. [A Tale of Two Cultures: Contrasting Quantitative and Qualitative Research](#). Political Analysis, 14(3): 227-249, 2012.
- Barbara Geddes. [How the Cases You Choose Affect the Answers You Get: Selection Bias in Comparative Politics](#). Political Analysis, 2(1): 131-150, 1990.

#### **January 24: The Study of Critical Junctures and Path-Dependency**

- Giovanni Capoccia and Daniel Kelemen. [The Study of Critical Junctures Theory, Narrative, and Counterfactuals in Historical Institutionalism](#). World Politics, 59(April): 341-369, 2007.



- Paul David. [Clio and the Economics of QWERTY](#). The American Economic Review, 75(2): 332-337.
- James Mahoney. [Path-Dependent Explanations of Regime Change: Central America in Comparative Perspective](#). Studies in Comparative International Development, 36(1): 111-141, 2001.

#### January 26: Gaining Perspective: Why and How Do We Compare?

- In-class video lecture. (1) [Institutions and Historical Experiments: 'Why Nations Fails,' by James Robinson](#). (2) [Genes and 'Natural' Experiments: 'The Genetics of Politics,' by Rose McDermott](#) [no readings assigned].

### 2. The State

#### January 29: The Origins of the Modern State: Theory and Empirics

- Mancur Olson. [Dictatorship, Democracy, and Development](#). The American Political Science Review, 87(3): 567-576, 1993.
- Tilly, Charles. 1985. [War Making as Organized Crime](#). In *Bringing the State Back In* edited by Peter Evans, Dieter Rueschemeyer and Theda Skocpol. New York: Cambridge University Press.  
[🌐: Europe].

#### January 31: State-Building Beyond Europe

- Miguel Angel Centeno. [Blood and Debt: War and Taxation in Nineteenth-Century Latin America](#). American Journal of Sociology, 102(6): 1565-1605, 1997.  
[🌐: Latin America].
- Francis Fukuyama. [Reflections on Chinese Governance](#). Journal of Chinese Governance, 1(3): 379-391, 2016.  
[🌐: China].

#### February 2: Gaining Perspective: What Do Political Theorists Have to Say?

- Short lecture about Hobbes and Locke by the professor [no readings assigned].

#### February 5: The Infrastructural Power of the State

- Michael Mann. [The Autonomous Power of the State: Its Origins, Mechanisms and Results](#). European Journal of Sociology, 25(2): 109-136, 1984.
- Dan Slater. [Can Leviathan be Democratic? Competitive Elections, Robust Mass Politics, and State Infrastructural Power](#). Studies in Comparative International Development, 43(3-4): 252-272, 2008.  
[🌐: Southeast Asia].

### 3. Classical Approaches to Political Economy

#### Date XYZ: Liberalism, the Birth of Capitalism, and the Industrial Revolution

- Max Weber. [The Protestant Ethic and the Spirit of Capitalism](#). Chs. 2, 3, and 5.
- Adam Smith. [An Inquiry into the Nature and Causes of the Wealth of Nations](#). Books I, II, III.
- Eric Hobsbawm. *Industry and Empire: An Economic History of Britain since 1750*, Weidenfield and Nicolson, 1968. Pp. 1-60.

#### Date XYZ: Marx and the Critique of Capitalism

- Karl Marx and Friedrich Engels. [The Communist Manifesto](#).
- Karl Marx. [The Capital](#). Part 8.
- Karl Polanyi. [The Great Transformation](#). Part Two, Section I ("Satanic Mill").

#### Date XYZ: The Institutional Economics Approach to the State

- Douglass North. *Structure and Change in Economic History*, W. W. Norton & Company, 1982. Part I.
- David Stasavage. *States of Credit: Size, Power, and the Development of European Politics*, Princeton University Press, 2011. Ch. 1, 2, 3.

#### 4. Democratization: Different Determinants and Explanations

##### March 7: Social Origins of Democracy

- Barrington Moore, Jr., *Social Origins of Dictatorship and Democracy*, Beacon, 1964. Preface, Chs. 1 and 7.  
[🇬🇧: England].

##### March 9: Gaining Perspective: “Why the Industrial Revolution Happened Here”:

- [Documentary](#) in class [no readings assigned].  
[🇬🇧: England].

##### March 12: Economic Origins of Democracy

- Daron Acemoglu and James Robinson. *Economic Origins of Dictatorship and Democracy*, Cambridge, 2013. Chp. 1 and 2.

##### March 14: An Important Debate

- Carles Boix. *Democracy and Redistribution*, Cambridge, 2003. Introduction and Ch. 3 (‘Historical Evidence’).
- Stephan Haggard and Robert Kaufman. [Inequality and Regime Change: Democratic Transitions and the Stability of Democratic Rule](#). *American Political Science Review*, 106(3): 495-516, 2012.

##### March 5: Modernization Theory

- Seymour Martin Lipset. [Some Social Requisites of Democracy: Economic Development and Political Legitimacy](#). *The American Political Science Review*, 53(1): 69-105, 1959.
- Adam Przeworski and Fernando Limongi. [Modernization: Theories and Facts](#). *World Politics*, 49(2): 155-183, 1997.

##### March 16: Gaining Perspective: Movie ‘NO’

- In-class movie about the Chilean transition to democracy [no readings assigned].  
[🇨🇱: Chile].

#### 5. Democracy: Conceptual Issues

##### February 7: Pre-Modern and Contemporaneous Comparative Exercises

- Aristotle. [The Politics](#). Book III (1-8), Book IV (1-12), Book V (1-4).
- Arend Lijphart. [Patterns of Democracy: Government Forms and Performance in Thirty-Six Countries](#). Yale University Press, 2nd edition, 2012. Chapters 1-3.

##### February 16: Hybrid Regimes

- Steven Levitsky and Lucan Way. [The Rise of Competitive Authoritarianism](#). *Journal of Democracy*, 13(2): 51-65, 2002.
- Gaining Perspective: In-class movie about Mexico’s PRI. ‘Herod’s Law’ (Mexico, 1999) [no readings assigned].  
[🇲🇽: Mexico].

##### February 21: Defining Democracy, and the Importance of Concepts: A Methodological Addendum

- Giovanni Sartori. [Concept Misformation in Comparative Politics](#). The American Political Science Review, 64(4): 1033-1053, 1970.
- David Collier and Steven Levitsky. [Democracy with Adjectives: Conceptual Innovation in Comparative Politics](#). World Politics, 49(April): 430-451, 1997.
- Gerardo Munck and Jay Verkuilen. [Conceptualizing and Measuring Democracy: Evaluating Alternative Indices](#). Comparative Political Studies, 35(1): 5-34, 2002.

#### February 26: Why do we care?

- Daron Acemoglu and James Robinson. *Why Nations Fail: The Origins of Power, Prosperity, and Poverty*, 2012. Ch. 3.

#### February 28: Does Democracy Make a Difference?

- Adam Przeworski and Fernando Limongi. [Political Regimes and Economic Growth](#). Journal of Economic Perspectives, 7(3): 51-69, 1993.
- Michael Ross. [Is Democracy Good for the Poor?](#) American Journal of Political Science, 50(4): 860-874, 2006.

### 6. Parties and Elections

#### April 11: Origins and Consequences of Electoral Systems

- Carles Boix. [Setting the Rules of the Game: The Choice of Electoral Systems in Advanced Democracies](#). The American Political Science Review, 93(3): 609-624, 1999. ISSN 1556-5068.
- Arend Lijphart. [The Political Consequences of Electoral Laws, 1945-85](#). The American Political Science Review, 84(2): 481-496, 1990.

#### April 13: Gaining Perspective: U.S. Elections In Historical Perspective

- In-class video lecture "[Democracy's Failure to Perform](#)," by Francis Fukuyama (28:51 onwards).  
[🌐: [United States](#)].

### 7. Parties and Elections: Selected Topics

#### April 16: Clientelism and Vote-Buying

- Herbert Kitschelt. [Linkages between Citizens and Politicians in Democratic Polities](#). Comparative Political Studies, 33(6-7): 845-879, sep 2000. ISSN 0010-4140.
- Javier Auyero. [The Logic of Clientelism in Argentina: An Ethnographic Account](#). Latin American Research Review, 35(3): 55-81, 2000.  
[🌐: [Argentina](#)].

#### April 18: Comparative Political Behavior

- Richard Lau, Parina Patel, Dalia Fahmy, and Robert Kaufman. [Correct Voting Across Thirty-Three Democracies: A Preliminary Analysis](#). British Journal of Political Science, 44(02): 239-259, 2013.
- Ryan Carlin, Gregory Love and Elizabeth Zechmeister. [Trust Shaken: Earthquake Damage, State Capacity, and Interpersonal Trust in Comparative Perspective](#). Comparative Politics, 46(4), 419-437, 2014.

#### April 20: Gaining Perspective: Street Politics, Bribery, and Political Violence in New Jersey

- In-class documentary 'Street Fight' about the 2002 mayoral race in Newark, New Jersey [no readings assigned].  
[🌐: [United States](#)].

## 8. Authoritarianism

### March 19: Surveying Authoritarian Regimes

- Stephen Haber. [Authoritarian Government](#). In *The Oxford Handbook of Political Economy*, Oxford, 2009.
- Barbara Geddes. [What Do We Know About Democratization After Twenty Years?](#) *Annual Review of Political Science*, 2:115-144, 1999.

### March 21: Authoritarian Survival

- Bruce Bueno de Mesquita and Alastair Smith. *Dictator's Handbook, Why Bad Behavior Is Almost Always Good Politics*. Public Affairs, 2012. Ch. 3 "Staying in Power."
  - Also, learn about the "[selectorate theory](#)."
- Beatriz Magaloni. [Credible Power-Sharing and the Longevity of Authoritarian Rule](#). *Comparative Political Studies*, 41(4-5): 715-741, 2008.

### March 23: Gaining Perspective: Documentary 'How To Stage a Coup'

- In-class documentary about the most iconic coups in history [no readings assigned].

## 9. Social Revolutions

### Date XYZ: The Study of Revolutions

- Theda Skocpol. *States and Social Revolutions: A Comparative Analysis of France, Russia, and China*, Cambridge University Press, 1979. Pp: 3-43.
- James Mahoney. [Nominal, Ordinal, Narrative Appraisal in Macrocausal Analysis](#). *American Journal of Sociology* 4(104): 1154-1196, 1999.

### Date XYZ: The Study of Revolutions in Europe

- *States and Social Revolutions: A Comparative Analysis of France, Russia, and China*, Cambridge University Press, 1979. Pp: 47-67 and 112-128.  
[🌐: [France, Russia, and China](#)].
- Eric Hobsbawm. [The Age of Revolution, 1789-1848](#), New American Library, 1962. Ch. 3.  
[🌐: [France](#)].

## 10. Development and Colonialism: Competing Paths to Modernization and Economic Growth

### April 23: Competing Causes of Development (1)

- John Gallup, Jeffrey Sachs, and Andrew Mellinger. [Geography and Economic Development](#). *International Regional Science Review*, 22(2): 179-232.
- Daron Acemoglu, Simon Johnson, and James Robinson. [Reversal Fortune: Geography and Institutions in the Making of the Modern World Income Distribution](#). *The Quarterly Journal of Economics*, 117(4): 1231-1294, 2002.

### April 25: Competing Causes of Development (2)

- Kenneth Sokoloff and Stanley Engerman. [History Lessons: Institutions, Factor Endowments, and Paths of Development in the New World](#). *Journal of Economic Perspectives*, 14(3): 217-232, 2000.
- Matthew Lange, James Mahoney, and Matthias vom Hau. [Colonialism and Development: A Comparative Analysis of Spanish and British Colonies](#). *American Journal of Sociology*, 111(5): 1412-1462, 2006.

# Latin American Politics

Rutgers University, New Brunswick  
Political Science Department  
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New Brunswick, NJ 08901

**Last updated:** January 12, 2017.  
**Download last version** [here](#).

**Not intended as a definitive version**

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w: [www.hectorbahamonde.com](http://www.hectorbahamonde.com)

**Location:** Classroom.

**Office Hours:** Make an appointment [here](#).

**Class Website and Materials:** click [here](#).

## *Overview and Objectives*

This **undergraduate-level course** is intended as an introduction to Latin American politics from a comparative politics view. The papers and chapters will draw from what call ‘the core’ that defines this important area of research.

## *Course Learning Objectives*

Upon successful completion of this course, you will be able to:

- Acquire an understanding of the main democratization and development theories in Latin America.
- Use the comparative method and analysis in the political science literature.
- Consume ‘critically’ the Latin American politics literature.

## *Requirements*

In this course we will cover the key concepts and theoretical debates in a very large sub-field in political science. Students will be expected to complete the required readings each week, attend the lectures, participate in class discussions and take careful notes. When reading the class materials, you should locate the main argument, strengths, weaknesses, and other issues that are of concern. As you read through the material, think about the following questions: *What is the cause and what is the effect? What makes the theory ‘move,’ is it individuals? institutions? (ir)rationality? Does/do the author/s have a strong research design/methodology to support the paper’s argument?*

## *Evaluation*

- **Two midterm papers:** 25 %.
- **Final exam paper:** 25 %.
- **Participation:** 25 %.

## *Academic Integrity*

In accordance with Rutgers University policy on Academic Integrity, you are expected to fully comply with the school’s policies. Please see this [link](#).

## *Students with Disabilities*

Students with disabilities who require accommodation should review the following statement from the Office of Disability Services [link](#).

## *Absence from Exams*

Only a note from your college dean stipulating a medical or family emergency will be acceptable as an excuse for missing an exam. If at all possible, I need to be notified before the exam of your inability to take it. Absence from an exam because of travel plans will not be excused.

## *Office Hours*

I have an open-doors policy, feel free to stop by my office at any time. However, you might want to minimize the risks that I am not there. I advice you then to schedule time with me using my automatic scheduler. I think fixed office hours do not work because ... well, they are fixed. I prefer flexibility. Hence, you can see me any day/time that's available during the week. Do not send me a reminder as I will receive an alert: If the time spot is available, I am happy to see you there. Please follow this [link](#).

## *Cell Phones*

Make sure your cell phones are turned OFF before entering class.

## *Schedule*

### **1. History of Latin America**

- Collier, R.B., and Collier, D., *Shaping the Political Arena*. Princeton: Princeton University Press, 1991, 3-20, 27-55, 59-68, 93-106, 161-172, 196-201, 271-272, 314-315, 353-367, 403-406, 438- 439, 469, 498-513, 571-573, 639, 692-693, 745-774.
- Rueschemeyer, D., Stephens, E.H., and Stephens, J.D., *Capitalist Development and Democracy*. Chicago: University of Chicago Press, 1992, 155-225.

### **2. State-Building and Development**

- Sokoloff, K. L. and S. L. Engerman. "Institutions, Factor Endowments, and Paths of Development in the New World." *Journal of Economic Perspectives* 14, No. 3 (2000): 217-232.
- Mahoney, J. *Colonialism and Postcolonial Development: Spanish America in Comparative Perspective* (Cambridge University Press, 2010), Chapter 1.
- Centeno, M., *Blood and Debt: War and the Nation-State in Latin America* (Penn State University Press, 2002), 1-26, 33-47, 261-280.
- Soifer, H. *State Building in Latin America* (Cambridge University Press, 2015), chapter 2.
- Kurtz, M., *Latin American State-Building in Comparative Perspective: Social Foundations of Institutional Order*. New York: Cambridge University Press, 2013, Chapters 1-2 (pp. 1-65).

### **3. Development Strategies I**

- Bulmer-Thomas, V., *The Economic History of Latin America since Independence*, 3rd edition (Cambridge University Press, 2014), 296-318, 330-345, 383-390, 413-422
- Prebisch, R., "International Trade and Payments in an Era of Coexistence: Commercial Policy in the Underdeveloped Countries," *The American Economic Review* 49 no. 2 (May 1959): 251- 273.

- Hirschman, A.O., "The Political Economy of Import-Substituting Industrialization in Latin America," *The Quarterly Journal of Economics* 82 no. 1 (February 1968): 1-32.
- Bahamonde, H. "Structural Transformations and State Institutions in Latin America, 1900-2010." 2016.
- Roxborough, I., "Inflation and Social Pacts in Brazil and Mexico," *Journal of Latin American Studies* 24 (October 1992): 639-664.

#### 4. Development Strategies II

- Haggard, S., and Kaufman, R.R., *The Political Economy of Democratic Transitions*. Princeton University Press, 1995, pp. 3-20, 151-218, 227.
- Geddes, B., "The Politics of Economic Liberalization," *Latin American Research Review* 30 no. 2 (1995): 195-214.
- Schamis, H. "Distributional Coalitions and the Politics of Economic Reform in Latin America." *World Politics* 51, No. 2 (1999): 236-268.
- Flores-Macias, G. "Statist vs. Pro-Market: Explaining Leftist Governments' Economic Policies in Latin America." *Comparative Politics* 42, No. 4 (July 2010): 413-433.

#### 5. Democratic Instability and Authoritarianism

- O'Donnell, G., *Modernization and Bureaucratic-Authoritarianism*. Institute of International Studies, University of California-Berkeley, 1973, pp. 53-114.
- Schamis, H.E., "Reconceptualizing Latin American Authoritarianism in the 1970s: From Bureaucratic Authoritarianism to Neoconservatism," *Comparative Politics* 23 no. 2 (January 1991), pp. 201-216.
- Magaloni, B., *Voting for Autocracy: Hegemonic Party Survival and its Demise in Mexico* (New York: Cambridge University Press), pp. 1-28, 44-81.
- Dunning, T., *Crude Democracy: Natural Resource Wealth and Political Regimes* (New York: Cambridge University Press), pp. 1-25 and 152-209.

#### 6. Contemporary Democracy, New Challenges

- Haggard, S., and Kaufman, R., "The Political Economy of Democratic Transitions." *Comparative Politics* 29, No.3 (April 1997): 285-303.
- Mainwaring, S. and A. Perez-Linan. 2014. *Democracies and Dictatorships in Latin America: Emergence, Survival*. New York: Cambridge University Press, chapters 1, 2, and 4.
- O'Donnell, G., "Delegative Democracy," *Journal of Democracy* 5 no. 1 (1994), pp. 55-69.
- Levitsky, S. and J. Loxton, "Populism and Competitive Authoritarianism in the Andes." *Democratization* 20, No. 1 (2013): 107-136.

#### 7. Party Politics in Latin America I

- Dix, R.H., "Cleavage Structures and Party Systems in Latin America," *Comparative Politics* 22, No. 1 (October 1989): 23-37.
- Roberts, K. and Wibbels, E., "Party Systems and Electoral Volatility in Latin America: A Test of Economic, Institutional, and Structural Explanations." *American Political Science Review* 93, No. 3 (September 1999), pp. 575-590.
- Lupu, N. "Brand Dilution and the Breakdown of Political Parties in Latin America." *World Politics* 66, No. 4 (October 2014): 561-602.

- Roberts, K. "Market Reform, Programmatic (De) alignment, and Party System Stability in Latin America," *Comparative Political Studies* 46, No. 11 (2013): 1422-52.
- Handlin, S. "Social Protection and the Politicization of Class Cleavages during Latin America's Left Turn," *Comparative Political Studies* 46, No. 12: 1582-1609.

#### 8. Party Politics in Latin America II

- Schaffer, J., and Baker, A., "Clientelism as Persuasion-Buying: Evidence from Latin America," *Comparative Political Studies* 48:9 (2015): 1093-1126.
- Bahamonde, H. "Aiming Right at You: Group vs. Individual Clientelistic Targeting in Brazil." 2017.
- Hidalgo, F. D., and Nichter, S., "Voter Buying: Shaping the Electorate through Clientelism," *American Journal of Political Science* 60, no. 2 (April 2016): 436-455.
- Holland, A. C., and Palmer-Rubin, B., "Beyond the Machine: Clientelist Brokers and Interest Organizations in Latin America," *Comparative Political Studies* 48:9 (2015): 1186-1223.
- Weitz-Shapiro, R., "What Wins Voters: Why Some Politicians Opt Out of Clientelism," *American Journal of Political Science* 56:3 (July 2012): 568-583.



# Introduction to Political Economy

Rutgers University, New Brunswick  
Political Science Department  
Hickman Hall  
New Brunswick, NJ 08901

**Last updated:** January 5, 2017.  
**Download last version** [here](#).

**Instructor:** Héctor Bahamonde  
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w: [www.hectorbahamonde.com](http://www.hectorbahamonde.com)  
**Location:** Classroom.  
**Office Hours:** Make an appointment [here](#).  
**Class Website and Materials:** click [here](#).

## *Overview and Objectives*

This [undergraduate-level course](#) is intended as an introduction to political economy, specially, the politics of institutions and long-run development. The papers will draw from political economy, development economics, economic history, fiscal sociology, institutional economics and some times, applied econometrics. However, we will focus on the theoretical discussion rather than the econometrics behind it.

## *Course Learning Objectives*

Upon successful completion of this course, you will be able to:

- Acquire an understanding of the main CPE theories and topics.
- Use the comparative method and analysis in the political science literature.
- Consume critically the CPE/Development literature.

## *Requirements*

In this course we will cover the key concepts and theoretical debates in a large sub-field in comparative politics. Students will be expected to complete the required readings each week, attend the lectures, participate in class discussions and take careful notes. When reading the class materials, you should locate the main argument, strengths, weaknesses, and other issues that are of concern. If there are certain questions or points that you think we should specifically examine in class, mark them down and raise them in our class discussions.

## *Evaluation*

- **Two midterm exams:** 25 %.
- **Final exam:** 25 %.
- **Participation:** 25 %.

## *Academic Integrity*

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## *Students with Disabilities*

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## *Absence from Exams*

Only a note from your college dean stipulating a medical or family emergency will be acceptable as an excuse for missing an exam. If at all possible, I need to be notified before the exam of your inability to take it. Absence from an exam because of travel plans will not be excused.

## *Cell Phones*

Make sure your cell phones are turned OFF before entering class.

## *Schedule*

### **1. Perspectives on Development**

- Sachs, J. (2005). *The End of Poverty*. Chapter 3: "Why Some Countries Fail to Thrive." Penguin.
- Easterly, W. (2006). *The White Man's Burden*. Chapter 1: "Planners versus Searchers." Penguin.
- Banerjee, A. and E. Duflo. (2011). *Poor Economics*. Chapter 3: "Low-Hanging Fruit for Better (Global) Health." Public Affairs.

### **2. Importance of Politics: Example from Africa**

- Bates, R. (2008). *When Things Fell Apart*. Chapter 2: "From Fable to Fact." Cambridge.

### **3. Origins of Democracy**

- Acemoglu, D. and J. Robinson (2006). *Economic Origins of Dictatorship and Democracy*. Chapters 1 and 2: "Paths of Political Development" and "Our Argument." Cambridge.
- Boix, C. (2003). *Democracy and Redistribution*. Chapter 3: "Historical Evidence." Cambridge.
- Ansell, B. and D. Samuels (2014). *Inequality and Democratization*. Chapters 1 and 2: "Introduction" and "Inequality, Development, and Distribution." Cambridge.
- Dasgupta, A. and D. Ziblatt (2015). "How Did Britain Democratize? Views from the Sovereign Bond Market." *Journal of Economic History*, 75: 1-29. (Skip Section "Results")

### **4. Origins of States**

- Boix, C. (2015). *Political Order and Inequality*. Chapter 2: "Political Order." Cambridge.
- Bates, R. (2010). *Prosperity and Violence*. Chapter 3: "The Formation of States." Norton.
- Drelichman, M. and H.J. Voth (2014). *Lending to the Borrower from Hell*. Chapter 8: "Tax, Empire, and the Logic of Spanish Decline." Princeton.
- Dincecco, M. (2015). "The Rise of Effective States in Europe." *Journal of Economic History*, 75: 901-18.

### **5. Warfare, State Formation, and Colonialism**

- Hoffman, P. (2015). *Why Did Europe Conquer the World?* Chapter 2: "How the Tournament in Early Modern Europe Made Conquest Possible." Princeton.

- E. Akyeampong, R. Bates, N. Nunn, and J. Robinson, eds. (2014). *Africa's Development in Historical Perspective*. Chapter 14: "The Imperial Peace." Cambridge.

## 6. Why There May Be No State

- Herbst, J. (2000). *States and Power in Africa*. Chapter 5: "National Design and the Broadcasting of Power." Princeton.
- Scott, J. (2009). *The Art of Not Being Governed*. Chapter 1: "Hills, Valleys, and States." Yale.

## 7. Does Democracy Foster Growth?

- Acemoglu, D. and J. Robinson (2012). *Why Nations Fail*. Chapter 3: "The Making of Prosperity and Poverty." Profile.
- Rosenthal, J.L. (1992). *Fruits of Revolution*. Chapter 3: "Institutions and Economic Growth." Cambridge.
- E. Helpman, ed. (2009). *Institutions and Economic Performance*. Chapter 11: "Making Autocracy Work," Besley, T. and M. Kudamatsu. Harvard.

## 8. What Can Governments Do?

- Lindert, P. (2004). *Growing Public*. Chapter 5: "The Rise of Mass Public Schooling Before 1914." Cambridge.
- Goldin, C. and K. Katz (2010). *The Race between Education and Technology*. Chapter 1: "The Human Capital Century." Belknap.
- Harding, R. and D. Stasavage (2014). "What Democracy Does (and Doesn't Do) for Basic Services: School Fees, School Inputs, and African Elections." *Journal of Politics*, 76: 229-45.

## 9. Inequality

- Piketty, T. (2014). *Capital in the Twenty-First Century*. "Introduction". Harvard.
- Alesina, A., E. Glaeser, and B. Sacerdote (2001). "Why Doesn't the United States Have a European-Style Welfare State?" *Brookings Papers on Economic Activity* 2: 187-277.
- Scheve, K. and D. Stasavage (2012). "Democracy, War, and Wealth: Lessons from Two Centuries of Inheritance Taxation." *American Political Science Review* 106: 81-102.
- Williamson, J. (2015). "Latin American Inequality: Colonial Origins, Commodity Booms, or a Missed 20th Century Leveling?" *National Bureau of Economic Research, Working Paper* 20915.

## 10. Culture

- Tabellini, G. (2008). "Institutions and Culture." *Journal of the European Economic Association*, 6: 255-294.
- Giuliano, P. (2015). "The Role of Women in Society from Preindustrial to Modern Times." *CESifo Economic Studies*, 61: 33-52.
- Voigtlander, N. and Voth, H.J. (2015). "Nazi Indoctrination and Anti-Semitic Beliefs in Germany." *Proceedings of the National Academy of Sciences*, 112: 7931-7936.
- Gladwell, M. (2011). *Outliers*. Chapter 8: "Rice Paddies and Math Tests." Back Bay.



HECTOR BAHAMONDE

# HECTOR BAHAMONDE Teaching POLC 2300 UG Comparative Politics Lecture sec: 06 2018 Spring

Custom Report   Percentile Rank   Individual Evaluations

There were: 7 possible respondents.

[Export](#) [Choose Columns](#) [Choose Questions](#)

	Question Text	↑	...	...	...	...	...	...	...	A	B	C	D	F
1	◇ Good understa...	4	5...	5	0	4.6	4.5	4.5		100% (4)	0% (0)	0% (0)	0% (0)	0% (0)
2	◇ Instructor fair i...	4	5...	5	0	4.6	4.6	4.6		100% (4)	0% (0)	0% (0)	0% (0)	0% (0)
3	◇ Topics organize...	4	5...	5	0	4.6	4.6	4.5		100% (4)	0% (0)	0% (0)	0% (0)	0% (0)
4	◇ Instructor avail...	4	5...	5	0	4.7	4.7	4.7		100% (4)	0% (0)	0% (0)	0% (0)	0% (0)
5	◇ Instructor treat ...	4	5...	5	0	4.8	4.8	4.8		100% (4)	0% (0)	0% (0)	0% (0)	0% (0)
6	◇ Course improv...	4	5...	4.8	0.5	4.4	4.4	4.3		75% (3)	25% (1)	0% (0)	0% (0)	0% (0)
7	◇ Overall course	4	5...	5	0	4.5	4.5	4.5		100% (4)	0% (0)	0% (0)	0% (0)	0% (0)
8	◇ Overall instructor	4	5...	5	0	4.6	4.5	4.6		100% (4)	0% (0)	0% (0)	0% (0)	0% (0)

	Question Text	↑	...	...	...	...	...	...	...	12+	9-12	6-9	3-6	0-3
9	◇ Hours per week...	4	5...							0% (0)	25% (1)	25% (1)	50% (2)	0% (0)

# Rutgers University Student Instructional Rating

(Online Survey - Sakai)

<b>Bahamonde</b> Spring 2017, 01:790:104:01 — American Government (index #05767) Enrollment= 27, Responses= 11  <b>Part A: University-            wide Questions:</b>	Student Responses						Weighted Means			
	Strong Disagree 1				Strong Agree 5	No response	Section	Course	Level	Dept
1. The instructor was prepared for class and presented the material in an organized manner.	0	0	0	3	8	0	4.73	4.70	4.62	4.56
2. The instructor responded effectively to student comments and questions.	0	0	0	1	10	0	4.91	4.76	4.57	4.55
3. The instructor generated interest in the course material.	0	0	0	3	8	0	4.73	4.65	4.44	4.44
4. The instructor had a positive attitude toward assisting all students in understanding course material.	0	0	0	1	10	0	4.91	4.75	4.61	4.63
5. The instructor assigned grades fairly.	0	0	1	1	9	0	4.73	4.61	4.46	4.46
6. The instructional methods encouraged student learning.	0	0	0	1	10	0	4.91	4.55	4.31	4.31
7. I learned a great deal in this course.	0	0	0	3	8	0	4.73	4.60	4.30	4.34
8. I had a strong prior interest in the subject matter and wanted to take this course.	1	0	0	2	8	0	4.45	4.02	4.05	4.11

	Poor				Excellent					
9. I rate the teaching effectiveness of the instructor as:	0	0	1	1	9	0	4.73	4.57	4.36	4.35
10. I rate the overall quality of the course as:	0	0	1	2	8	0	4.64	4.49	4.30	4.30

**What do you like best about this course?:**

“Lecture classes and recitation.”

“I loved how the professor stimulated political discussions and participation. He was very interested and excited about the topic which encouraged others.”

“N/A”

“The course was interesting and learned a lot. The best part was that a lot of the course material can be applied to real life dilemmas in the political world today.”

“This is the recitation, previously answered so N/A”

“Hector Bahamonde was very engaging and I learned alot in recitation. I liked that he was always prepared with examples to relate what we learn in class to today's world. He has a very cool perspective on politics.”

“The recitations were very helpful in understanding material that was not covered in the lecture portion.”

---

**If you were teaching this course, what would you do differently?:**

“I would not do anything differently.”

“N/A”

“I don't think I would do anything else differently.”

“N/A”

“I would organize the material based off the books rather than mixed into each other.”

---

**In what ways, if any, has this course or the instructor encouraged your intellectual growth and progress?:**

“He stimulated my political awareness and participation.”

“N/A”

“The TA asked a lot of questions which made it easier to understand the concepts taught in class.”

“Informative student discussions in class”

“I have a better understanding of American government that encourages me to look more into current events and think about the actions that are happening in our country.”

---

**Other comments or suggestions::**

“N/A”

“N/A”

“N/A”

---

# Rutgers University Student Instructional Rating

(Online Survey - Sakai)

<b>Bahamonde</b> Spring 2017, 01:790:104:11 — American Government (index #06451) Enrollment= 14, Responses= 6  <b>Part A: University-  wide Questions:</b>	Student Responses						Weighted Means			
	Strong Disagree 1				Strong Agree 5	No response	Section	Course	Level	Dept
1. The instructor was prepared for class and presented the material in an organized manner.	0	0	0	0	6	0	5.00	4.70	4.62	4.56
2. The instructor responded effectively to student comments and questions.	0	0	0	0	6	0	5.00	4.76	4.57	4.55
3. The instructor generated interest in the course material.	0	0	0	1	5	0	4.83	4.65	4.44	4.44
4. The instructor had a positive attitude toward assisting all students in understanding course material.	0	0	0	0	6	0	5.00	4.75	4.61	4.63
5. The instructor assigned grades fairly.	0	0	0	1	5	0	4.83	4.61	4.46	4.46
6. The instructional methods encouraged student learning.	0	0	0	1	5	0	4.83	4.55	4.31	4.31
7. I learned a great deal in this course.	0	0	0	0	5	1	5.00	4.60	4.30	4.34
8. I had a strong prior interest in the subject matter and wanted to take this course.	0	1	0	1	4	0	4.33	4.02	4.05	4.11



	Poor				Excellent					
9. I rate the teaching effectiveness of the instructor as:	0	0	0	0	6	0	5.00	4.57	4.36	4.35
10. I rate the overall quality of the course as:	0	0	0	1	4	1	4.80	4.49	4.30	4.30

**What do you like best about this course?:**

“I found the powerpoints from recitation immensely helpful!! They were very detailed and organized and I studied directly from them for both the midterm and the final. ”

“I like the fact that we discuss a lot of real world situations. ”

“The TA was really nice and his slides were very helpful for the exams.”

“The recitations really helped me to understand the subjects thoroughly. I got to chance to learn the important details, and also discuss what I think about them. ”

---

**If you were teaching this course, what would you do differently?:**

“I wouldn't do anything differently. ”

“Nothing.”

“Nothing, his teaching style was great.”

“I think everything was perfect with the recitations. ”

---

**In what ways, if any, has this course or the instructor encouraged your intellectual growth and progress?:**

“Hector encourages us to get involved during recitation. Normally I wouldn't raise my hand as often, but he makes it easy to participate in class. ”

“Through the use of class discussions. ”

“I have learned more.”

“I got better with discussing the important American government facts and what we morally can do in the political processes as citizens.”

---

**Other comments or suggestions::**

“Hector is a really great TA, I learned a lot from him. ”

---

# Rutgers University Student Instructional Rating

(Online Survey - Sakai)

<b>Bahamonde</b> Spring 2017, 01:790:104:12 — American Government (index #05773) Enrollment= 17, Responses= 8  <b>Part A: University-  wide Questions:</b>	Student Responses						Weighted Means			
	Strong Disagree 1				Strong Agree 5	No response	Section	Course	Level	Dept
1. The instructor was prepared for class and presented the material in an organized manner.	0	0	1	0	7	0	4.75	4.70	4.62	4.56
2. The instructor responded effectively to student comments and questions.	0	0	0	1	7	0	4.88	4.76	4.57	4.55
3. The instructor generated interest in the course material.	0	0	0	1	7	0	4.88	4.65	4.44	4.44
4. The instructor had a positive attitude toward assisting all students in understanding course material.	0	0	0	1	7	0	4.88	4.75	4.61	4.63
5. The instructor assigned grades fairly.	0	0	0	1	7	0	4.88	4.61	4.46	4.46
6. The instructional methods encouraged student learning.	0	0	0	1	7	0	4.88	4.55	4.31	4.31
7. I learned a great deal in this course.	0	0	1	1	6	0	4.63	4.60	4.30	4.34
8. I had a strong prior interest in the subject matter and wanted to take this course.	0	2	2	1	3	0	3.63	4.02	4.05	4.11

	Poor				Excellent					
9. I rate the teaching effectiveness of the instructor as:	0	0	0	1	7	0	4.88	4.57	4.36	4.35
10. I rate the overall quality of the course as:	0	0	0	3	5	0	4.63	4.49	4.30	4.30

**What do you like best about this course?:**

“The power points helped a lot for the exam ”

“The subject matter”

“Easy to understand, straight to the point yet plenty of lengthy examples.”

“Interested in the subject matter”

---

**If you were teaching this course, what would you do differently?:**

“ask more questions come to class early ”

“nothing”

“Well, he has a busy life outside of this class.....”

“Nothing, it was good”

---

**In what ways, if any, has this course or the instructor encouraged your intellectual growth and progress?:**

“not much but he was helpful in attaining the best grade possible in the course”

“helped me look at the subject in a more introspective manner”

“Although the instructor does not have a background in this particular topic, he was great at emphasizing the crucial points that need to be realized, especially by young people. As political science backgrounds, we know basic concepts, but there was plenty of discussion and inquiries in this recitation.”

“Encouraged me to ask more questions”

---

**Other comments or suggestions::**

“Easily the best TA I have had at Rutgers. He engaged the class, and presented the material in an interesting and extremely organized manner. I was nervous about taking this class because it is not one of my specialties, but after the first recitation I realized that I would learn a lot and Hector really changed my attitude towards taking the class.”

“Instructor was great, really helped fortify everything professor spoke about in lecture. ”

“Hector was very approachable”

“Mr. Bahamonde was very helpful when I was having difficulties in class.”

---