

Teaching Portfolio

Hector Bahamonde

November 13, 2017

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September 19, 2017, 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, as a social science, it is a stream of conflicting theories, approaches, and methodologies. My belief is that this is overwhelming for students, hence my teaching philosophy is to serve as a *guide* in the process of discovering what comparative politics is.

In the spring semester of 2018, I am scheduled to teach the *Introduction to Comparative Politics* course at Tulane University, for which I have developed a broad, but interesting [syllabus](#). I designed it 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 collective 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 form 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, 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. The opportunity I had of teaching in diverse environments 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. I designed the [syllabus](#) so we could spend two days working on calculus, two days on matrix algebra, and one full day on computing. In general, this is a complex subject 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, Latin American politics, and applied methods courses. 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.

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. Thank you for considering my application. I look forward to hearing from you.

Introduction to Comparative Politics

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Last updated: September 13, 2017.

Download last version [here](#).

Not intended as a definitive version

Instructor: Héctor Bahamonde
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Location: Classroom.

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

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

Overview and Objectives

What does the state have so special that makes it so effective to organize us politically? 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. This [undergraduate-level course](#) is intended as an introduction to comparative politics. The papers and chapters will draw from what 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 quickly realize that comparative politics is quite a *flexible* subfield. Any country is of interest for us. Single-cases as well as regional approaches (i.e. 'Africa,' 'Latin America,' etc.) are acceptable. A number of methodologies and approaches are possible. Any time period and (almost any) topic are interesting for us: from the rise of 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 hope you continue taking more comparative politics courses. Most of all, I hope you see what a diverse world, practices (informal and formal) we have.

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.

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 readings 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 check with the [Goldman Center for Student Accessibility](#).

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. The State

- Tilly, Charles. 1985. 'War Making as Organized Crime.' In *Bringing the State Back In* edited by P. Evans, D. Rueschemeyer and T. Skocpol. New York: Cambridge University Press.
- Miguel Angel Centeno. Blood and Debt: War and Taxation in Nineteenth-Century Latin America. *American Journal of Sociology*, 102(6):1565-1605, 1997.

- Francis Fukuyama. Reflections on Chinese Governance. *Journal of Chinese Governance*, 1(3):379-391, 2016. doi: 10.1080/23812346.2016.1212522. URL: <https://www.tandfonline.com/doi/full/10.1080/23812346.2016.1212522>

2. Political Violence

- Fearon, James D., and David D. Laitin. 2003. Ethnicity, Insurgency, and Civil War. *American Political Science Review* 97 (1):75-90.
- Wilkinson, Steven I. 2004. *Votes and Violence: Electoral Competition and Ethnic Riots in India*. Cambridge: Cambridge University Press, Chapters 1 and 2.

3. Political Regimes: A typology

- 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.
- Steven Levitsky and Lucan Way. The Rise of Competitive Authoritarianism. *Journal of Democracy*, 13(2):51-65, 2002. doi: 10.1353/jod.2002.0026.
- Arend Lijphart. *Patterns of Democracy: Government Forms and Performance in Thirty-Six Countries*. Yale University Press, 2nd edition, 1999. Pages TBA.

4. Political Regimes: Why do we care?

- Daron Acemoglu, Suresh Naidu, Pascual Restrepo, and James Robinson. Democracy Does Cause Growth. Technical report, National Bureau of Economic Research, Cambridge, MA, URL: <http://www.nber.org/papers/w20004.pdf>.
- Michael Ross. Is Democracy Good for the Poor? *American Journal of Political Science*, 50(4):860-874, 2006. doi: 10.1111/j.1540-5907.2006.00220.x. URL: <http://doi.wiley.com/10.1111/j.1540-5907.2006.00220.x>.

5. Political Regimes: Different Determinants and Explanations

- Seymour Martin Lipset. Some Social Requisites of Democracy: Economic Development and Political Legitimacy. *The American Political Science Review*, 53(1):69-105, 1959.
- Daron Acemoglu and James Robinson. Why Did The West Extend The Franchise? Democracy, Inequality, and Growth in Historical Perspective. *The Quarterly Journal of Economics*, 115(4):1167-1199, 2000. doi: 10.1162/003355300555042.
- Adam Przeworski and Fernando Limongi. Modernization: Theories and Facts. *World Politics*, 49(2):155-183, 1997.
- Guillermo O'Donnell. *Modernization and Bureaucratic-Authoritarianism: Studies in South American Politics*. Univ of California Intl, 1973. Pages TBA.
- Joseph Wright, Erica Frantz, Barbara Geddes. Oil and Autocratic Regime Survival. (2013):1-20, sep 2013. <http://www.journals.cambridge.org/abstractS0007123413000252>. *British Journal of Political Science*, doi: 10.1017/S0007123413000252.

6. Parties and Elections

- Seymour Martin Lipset and Stein Rokkan. *Party Systems and Voter Alignments: Cross-National Perspectives*. Free Press, 1967. Pages TBA.

- 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. doi: 10.2139/ssrn.159213. URL: <http://www.ssrn.com/abstract=159213>.
- Arend Lijphart. The Political Consequences of Electoral Laws, 1945-85. *The American Political Science Review*, 84(2):481-496, 1990.

7. Parties and Elections: Some issues

- Herbert Kitschelt. Linkages between Citizens and Politicians in Democratic Polities. *Comparative Political Studies*, 33(6-7):845-879, sep 2000. ISSN 0010-4140. doi: 10.1177/001041400003300607. URL: <http://cps.sagepub.com/cgi/doi/10.1177/001041400003300607>.
- Javier Auyero. The Logic of Clientelism in Argentina: An Ethnographic Account. *Latin American Research Review*, 35(3):55-81, 2000. URL: <http://www.jstor.org/stable/2692042>.
- Ezequiel Gonzalez-Ocantos, Chad Kiewiet de Jonge, and David Nickerson. The Conditionality of Vote-Buying Norms: Experimental Evidence from Latin America. *American Journal of Political Science*, 58(1):197-211, 2014. doi: 10.1111/ajps.12047. URL: <http://doi.wiley.com/10.1111/ajps.12047>.
- Brian Min and Miriam Golden. Electoral Cycles in Electricity Losses in India. *Energy Policy*, 65:619-625, 2014. doi: 10.1016/j.enpol.2013.09.060. URL: <http://linkinghub.elsevier.com/retrieve/pii/S0301421513009841>.
- 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. doi: 10.1017/S0007123412000610. URL: <http://www.journals.cambridge.org/abstractS0007123412000610>.

8. Democracy and Autocracy: Transition and Survival

- Daron Acemoglu and James Robinson. A Theory of Political Transitions. *American Economic Review*, 91(4):938-963, 2001. doi: 10.1257/Aer.91.4.938.
- Carles Boix and Susan Stokes. Endogenous Democratization. *World Politics*, 55 (4):517-549, 2003.
- Ben Ansell and David Samuels. Inequality and Democratization: A Contractarian Approach. *Comparative Political Studies*, 43(12):1543-1574, 2010. doi: 10.1177/0010414010376915. URL: <http://cps.sagepub.com/cgi/doi/10.1177/0010414010376915>.
- Stephan Haggard and Robert Kaufman. Inequality and Regime Change: Democratic Transitions and the Stability of Democratic Rule. *American Political Science Review*, 106(03):495-516, 2012. doi: 10.1017/S0003055412000287. URL: <http://www.journals.cambridge.org/abstractS0003055412000287>.
- Milan Svolik. Authoritarian Reversals and Democratic Consolidation. *American Political Science Review*, 102(2):153-168, 2008. doi: 10.1017/S0003055408080143. URL: <http://www.journals.cambridge.org/abstractS0003055408080143>.
- Beatriz Magaloni. Credible Power-Sharing and the Longevity of Authoritarian Rule. *Comparative Political Studies*, 41(4-5):715-741, 2008. doi: 10.1177/0010414007313124. URL: <http://cps.sagepub.com/cgi/content/abstract/41/4-5/715>.

9. Development and Colonialism

- John Gallup, Jeffrey Sachs, and Andrew Mellinger. Geography and Economic Development. Technical report, National Bureau of Economic Research, Cambridge, MA, 1998. URL: <http://www.nber.org/papers/w6849.pdf>.

- 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.
- 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. doi: 10.1257/jep.14.3.217. URL: <http://pubs.aeaweb.org/doi/abs/10.1257/jep.14.3.217>.
- Daron Acemoglu, Simon Johnson, and James Robinson. The Colonial Origins of Comparative Development: An Empirical Investigation. *American Economic Review*, 91(5):1369-1401, 2001. doi: 10.1257/aer.91.5.1369. URL: <http://pubs.aeaweb.org/doi/abs/10.1257/aer.91.5.1369>.
- 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. doi: 10.1086/499510. URL: <http://www.journals.uchicago.edu/doi/10.1086/499510>.

10. Ideas v. Structure v. Psychology

- Ana De La O and Jonathan Rodden. Does Religion Distract the Poor?: Income and Issue Voting Around the World. *Comparative Political Studies*, 41(4-5):437-476, 2008. doi: 10.1177/0010414007313114. URL: <http://cps.sagepub.com/cgi/doi/10.1177/0010414007313114>.
- David Laitin. National Revivals and Violence. *European Journal of Sociology*, 36(01):3, 1995. doi: 10.1017/S0003975600007098. URL: <http://www.journals.cambridge.org/abstractS0003975600007098>.
- David Stasavage. Representation and Consent: Why They Arose in Europe and Not Elsewhere. *Annual Review of Political Science*, 19(1):145-162, 2016. doi: 10.1146/annurev-polisci-043014-105648. URL: <http://www.annualreviews.org/doi/abs/10.1146/annurev-polisci-043014-105648><http://www.annualreviews.org/doi/10.1146/annurev-polisci-043014-105648>.
- Gian Vittorio, Claudio Barbaranelli, and Philip Zimbardo. Profiles Personality and Political Parties. *Political Psychology*, 20(1):175-197, 1999.

11. Comparative Politics as a Methodology/Subfield

- James Mahoney. Debating the State of Comparative Politics: Views From Qualitative Research. *Comparative Political Studies*, 40(1):32-38, 2007. doi: 10.1177/0010414006294816. URL: <http://cps.sagepub.com/cgi/doi/10.1177/0010414006294816>.
- Gerardo Munck and Richard Snyder. Debating the Direction of Comparative Politics: An Analysis of Leading Journals. *Comparative Political Studies*, 40(1):5-31, 2007.
- Gerardo Munck and Jay Verkuilen. Conceptualizing and Measuring Democracy: Evaluating Alternative Indices. *Comparative Political Studies*, 35(1):5-34, 2002.
- Barbara Geddes. How the Cases You Choose Affect the Answers You Get: Selection Bias in Comparative Politics. *Political Analysis*, 2(1):131-150, 1990.
- Giovanni Capoccia and Daniel Kelemen. The Study of Critical Junctures Theory, Narrative, and Counterfactuals in Historical Institutionalism. *World Politics*, 59(April):341-369, 2007.

Latin American Politics

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

Not intended as a definitive version

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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?*

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

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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.

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

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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 readings 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

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.

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.
- Voigtlader, 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.

Rutgers University Student Instructional Rating

(Online Survey - Sakai)

Bahamonde Spring 2017, 01:790:104:01 — American Government (index #05767) Enrollment= 27, Responses= 11 Part A: University- wide Questions:	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)

Bahamonde Spring 2017, 01:790:104:11 — American Government (index #06451) Enrollment= 14, Responses= 6 Part A: University- wide Questions:	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)

Bahamonde Spring 2017, 01:790:104:12 — American Government (index #05773) Enrollment= 17, Responses= 8 Part A: University- wide Questions:	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.”
