

# Teaching Portfolio

Hector Bahamonde

February 9, 2021

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February 9, 2021, 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.

At O'Higgins University I teach seminar courses in [comparative politics](#) and [comparative political economy](#), as well as the methods sequence in the Economics program (both [OLS](#) and [MLE-causal inference](#)). 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.

In the spring of 2018, while I was at **Tulane University**, I taught [Introduction to Comparative Politics](#). It was a really enjoyable experience, for me and my students (check my [teaching evaluations](#)). I designed the 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 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

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covered all necessary elements to perform well in the methods sequence. 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 teach. 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 graduate students with their transition to grad 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 (UG [syllabus](#) / G).
  - Political Regimes and Regime Change (UG/G).
  - Introduction to Political Economy (UG [syllabus](#))
  - Political Economy of Development (G [syllabus](#)).
  - Economic History and Political Economy (UG/G).
  - Introduction to Latin American Politics (UG [syllabus](#) / G [syllabus](#)).
- Methods courses:
  - Applied Quantitative Methods in Political Science (UG/G).
  - Research Design / Epistemology in Political Science (UG [syllabus](#) / G).
  - Introduction to Quantitative Methods in Political Science (UG/G).
  - Maximum Likelihood Estimation for Generalized Linear Models (G).
  - Experimental Methodology (UG/G).

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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.

# Ciencia Política I - APU3601

*"Man is a political animal. A man who lives alone is either a Beast or a God"*

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Aristotle, Politics

Universidad de O'Higgins  
Instituto de Ciencias Sociales  
Rancagua, Chile

**Última actualización:** September 16, 2020.  
**Descarga la última versión [aquí](#).**

## *Aspectos Logísticos*

**Profesor:** Héctor Bahamonde, PhD.  
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w:[www.hectorbahamonde.com](http://www.hectorbahamonde.com)  
Zoom ID: 951-326-1038.  
**Office Hours (Zoom):** Toma una hora [aquí](#).

**Hora de cátedra:** Martes (12-12.40) y jueves (8.30-9.10).  
**Lugar de cátedra:** Zoom (no hay clases presenciales este semestre).  
**Link Zoom Martes:** <https://us02web.zoom.us/j/82257959416>, o meeting ID 822-5795-9416.  
**Link Zoom Jueves:** <https://us02web.zoom.us/j/86950329412>, o meeting ID 869-5032-9412.  
**Acceso a materiales del curso:** [uCampus](#).

**Ayudante de cátedra (TA):** Gonzalo Barría.  
e:[gonzalo.barría@uoh.cl](mailto:gonzalo.barría@uoh.cl)  
Zoom ID: 988-891-7227.  
**TA Bio:** Cientista Político (PUC) y Magíster en Ciencia Política (PUC).  
**Hora de ayudantía:** **PENDIENTE**.  
**Lugar de ayudantía:** Zoom (no hay ayudantías presenciales este semestre).  
**Link Zoom ayudantía:** **PENDIENTE**, o meeting ID PENDIENTE.

**Carrera:** Administración Pública.  
**Eje de Formación:** Línea Ciencia Política.  
**Semestre/Año:** Quinto Semestre/2020.  
**Pre-requisitos:** Métodos de Investigación.  
**SCT:** 6.  
**Horas semanales:** Cátedra (30-40 minutos vía Zoom), Ayudantía (30-40 minutos vía Zoom).  
**Semanas:** 15.

### *Motivación: ¿Por qué tomar este curso?*

La democracia y el aparato público (el Estado) son sin duda los “artefactos sociales” más importantes del mundo moderno. *¿Cuáles son los orígenes de ambos? ¿Qué tipos de conflictos sociales generan o retardan el progreso de las sociedades? ¿Por qué algunos países tienen sistemas multipartidistas mientras que otros tienen sólo dos partidos políticos? ¿Por qué existen los partidos políticos? ¿Por qué algunos dictadores gobiernan toda la vida, mientras que otros son asesinados, durando sólo unos cuantos meses en el poder? ¿Hay alguna diferencia entre un primer ministro y un presidente? ¿Dónde se vive mejor, en una dictadura o en una democracia? ¿Por qué los países tienen los sistemas electorales que tienen?*

Todos estos, y otros temas, son los que estudia la ciencia política. En este semestre, más que ideas sueltas, aprenderemos los **debates** que mira esta disciplina. Por eso es que hemos seleccionado los textos y teorías casi siempre en un formato binario: para cada idea, casi siempre habrá o una crítica, o una idea contraria. Lo interesante: ambas casi siempre suenan coherentes. Será *tu* tarea tomar una posición, y “resolver” estos conflictos en los ensayos que deberás escribir durante este semestre.

Finalmente, un@ administrador@ públic@ no puede considerarse tal si es que no conoce, por ejemplo, el debate acerca del origen del estado moderno, o las consecuencias sociales y económicas de vivir en democracia (relativo a vivir en dictadura). Es por esto que este curso, espero, te cause gran interés.

*Bienvenid@!*

### *Ámbitos de Desempeño*

1. La gestión estratégico-operativa de organizaciones públicas (estatales y no estatales).
2. La gestión político-estratégica del entorno (regional/nacional).
3. La participación, colaboración e influencia en el proceso de políticas públicas.

### *Competencias y Sub-competencias a las que Contribuye el Curso*

1. Define, analiza e interpreta el fenómeno organizativo u otro relevante en el que se desenvuelve, utilizando enfoques interdisciplinarios para problematizarlo desde la especificidad de los asuntos públicos.
  - (a) Identifica y analiza relaciones, influencias y dinámicas de interacción entre su organización y su entorno, utilizando y conjugando modelos y aproximaciones teóricas, enmarcando este proceso, con miradas que incorporan criterios locales regionales y nacionales.
  - (b) Construye modelos orientados a interpretar fenómenos propios de lo público en el entorno local, regional y/o nacional, apoyándose en saberes científicos, reconociendo su rol como agente de transformación de la realidad.
  - (a) Identifica, diagnostica, analiza y define problemas públicos relevantes para su entorno local y/o regional desde una perspectiva interdisciplinaria, reconociendo variables que influyen en su naturaleza y resolución.
  - (b) Reconoce e interpreta la relación entre Estado, política, poder, gestión política y gestión pública, desde paradigmas y marcos teóricos apropiados, estableciendo patrones de correlación e influencia entre estos fenómenos.
  - (c) Identifica e interpreta las dinámicas asociadas al problema público utilizando herramientas de análisis situacional y prospectivo, apoyando su análisis en criterios éticos.

### *Propósito General del Curso*

Los problemas públicos han sido entendidos y definidos como resultado de los principales debates políticos y filosóficos a lo largo de la historia de Occidente. Este curso pondrá énfasis en que l@s estudiantes puedan reconocer aquellos aportes e ideas que mayor impacto han tenido en el debate politológico contemporáneo, con el objetivo que comprendan, analicen e interpreten las principales ideas que han estado presentes en el debate teórico político respecto a los significados subyacentes a la acción política y los apliquen en contextos propios de la gestión pública.

### *Objetivos Generales del Curso*

El gran objetivo de este curso, es poder cubrir los grandes temas de la ciencia política, especialmente, los que están relacionados a las ciencias administrativas y el mundo del Estado. Es por estos motivos que el curso está dividido en tres grandes unidades. Especial atención se ha puesto en abordar los debates más clásicos, pero al mismo tiempo, más actualizados de la disciplina.

1. Democracia.
2. Autoritarismo.
3. Estado.

### *Objetivos Específicos del Curso*

1. Mapear los debates más importantes de la ciencia política.
  2. Dar la oportunidad de abordar la disciplina desde un punto de vista crítico.
  3. Conocer las distintas perspectivas, muchas veces contradictorias, de nuestra disciplina.
- Se espera que l@s estudiantes hagan sus respectivas lecturas *antes* de cada clase para poder participar en el debate crítico que haremos en cada una de ellas.
  - Este curso tiene bastante lectura. Sin embargo, se ha prestado especial cuidado a que se cumplan todos los reglamentos relacionados al sistema de créditos universitarios. En ayudantía (y en clases) se abordarán distintas técnicas para leer eficientemente.

### *Resultados de Aprendizaje*

Al final del curso, los/las estudiantes deberán ser capaces de,

1. Mapear los debates más importantes de la ciencia política.
2. Abordar la disciplina desde un punto de vista crítico.
3. Conocer las distintas perspectivas, muchas veces contradictorias, de nuestra disciplina.

### *Competencias Transversales*

1. Utiliza y aplica un pensamiento holístico, crítico, lógico y creativo para comprender y explicar los fenómenos propios de su entorno.
2. Desarrolla su labor con apego al Estado de Derecho y la institucionalidad democrática, guiado por los principios de transparencia, imparcialidad, eficacia, eficiencia, probidad, responsabilidad.
3. Incorpora la tecnología y aplica técnicas y herramientas apropiadas para la comprensión, análisis y resolución de problemas públicos.

## Integridad Académica

En este curso **el plagio y la copia están absolutamente prohibidos**. Nuestra casa de estudios aun no cuenta con un protocolo de integridad académica. Mientras tanto, seguiremos las reglas de conducta de [Harvard University](#). Tod@s l@s estudiantes de este curso deberán familiarizarse con estas reglas y definiciones desde la primera clase. Aunque de manera no exhaustiva, el plagio se define como *hacer pasar por propias las ideas de otros*. De igual manera, la copia se define como *copiar las ideas de otros*.

En caso de detectarse situaciones de plagio o copia por parte de las/os estudiantes, se pondrá la nota mínima en la actividad en la que esa situación ocurrió. Además se informará a la/el jefa/e de carrera quién en conjunto con la Dirección de la Escuela decidirán las sanciones que se le aplicarán a la/el estudiante, en función de la gravedad de los hechos detectados.

- Aunque tú serás *absolutamente* responsable de cómo usar referencias bibliográficas apropiadamente, el TA y yo cubriremos con el curso un set de buenas prácticas que te ayudarán a no caer en un plagio por omisión. Mientras tanto, puedes [consultar](#) los siguientes consejos.

## Metodologías

Clases tipo seminario vía Zoom.

## Requisitos de Aprobación y Evaluaciones del Curso

### 1. Lecturas, Participación y Pop Quizzes: 15%.

El TA y yo asumiremos durante todo el semestre que has leído. Nosotros empleamos un método de clases interactivo, pero este método necesita de tu participación activa en clases.

Para asegurarnos de que estés haciendo las lecturas, habrán una serie de *pop quizzes* (“pruebas sorpresa”) tanto en cátedra como ayudantía. Estos controles serán cortos (5-10 minutos), y apuntan a medir si leyeron; o sabes, o no sabes. Estas pruebas se aplicarán completamente al azar, en cualquier momento de la clase, y sin previo aviso. En general, las preguntas serán acerca de un concepto clave, y cuya respuesta correcta será una línea (o dos, como máximo).

### 2. Midterm: 25%.

Al terminar la segunda unidad (“Democracia”), habrá un ensayo. De un set de tres preguntas, escogerás una, y tendrás una semana para desarrollar tu respuesta. Entregas atrasadas tendrán un 1 automáticamente, sin excepciones. Todos los textos, discusiones y ayudantías podrían ser consideradas. Las preguntas serán relacionales. Lo que guía la pregunta (y la respuesta) es un tema. No un texto en particular. Es individual. Llegado el momento, se discutirán los pormenores en clases y ayudantía. Preocúpate de usar referencias correctamente. Sólo podrás referenciar el material cubierto en este curso. Cuando comiences a prepararte, el ayudante y el profesor estarán disponibles para responder preguntas (e-mail y video-conferencia). La extensión deberá ser entre 8 y 10 páginas. Asegúrate de ocupar entre 3 y 5 citas (de entre dos y tres oraciones cada una).

### 3. Examen Final (obligatorio; no eximible): 30%.

Durante la última clase se entregará un temario de preguntas (de nuevo, enfocadas en temas más que textos particulares). Tendrás que escoger una, y desarrollarla en formato ensayo *in extenso*. El plazo de entrega es de dos semanas después de la última clase. Entra todo lo visto durante el semestre, y es individual. Deberás entregar el ensayo en uCampus. Entregas atrasadas tendrán un 1 automáticamente, sin excepciones. Preocúpate de usar referencias correctamente. Sólo podrás referenciar el material cubierto en este curso. El ayudante y el profesor estarán disponibles para responder preguntas (e-mail y video-conferencia). Esta ayuda estará antes y durante la prueba. La



extensión deberá ser entre 10 y 15 páginas. Asegúrate de ocupar entre 3 y 5 citas (de entre dos y tres oraciones cada una).

4. **Exposiciones individuales:** dos en total, 15% cada una, 30% en total.

Durante el semestre, tendrás que presentar en no más de 10-12 minutos (pero nunca en menos de 5-8 minutos), y al comienzo de la clase, uno de los textos que toca leer ese día. (Obviamente, ese día no podrás llegar atrasad@). Deberás estar preparad@ para responder preguntas del profesor y la audiencia. Deberás inscribir tus dos textos en uCampus. **Sólo hay una regla de asignación: el/la que llega primero/a, se queda con el texto. Sólo hay un/a expositor/a por texto; esto implica que pueden haber hasta un máximo de dos presentaciones por clase.** Las exposiciones comienzan con el texto de la segunda clase. No son necesarios los *slides* ("Power Point").

Enfócate en lo siguiente:

- (a) *¿Cuál es el argumento?* Por ejemplo, "De acuerdo al texto, X causa Y". **Esta porción de tu exposición es en lo que se debe ocupar más tiempo.** Los trabajos que leeremos son de la más alta calidad. En consecuencia, espera encontrar un argumento sumamente lógico. Deberás explicarlo "paso a paso". Sin embargo, ningún argumento es perfecto, y será nuestra tarea (partiendo con tu exposición) analizarlos críticamente.
- (b) *¿Cuál es la evidencia empírica?* (si es que hay).
- (c) *¿Qué es lo que más te convenció/gustó del texto?* Aquí lo "cosmético" *no* es lo importante. Siempre céntrate en el argumento.
- (d) *¿Qué es lo que menos te convenció/gustó del texto?* Aquí lo "cosmético" *no* es lo importante. Siempre céntrate en el argumento.
- (e) *¿Se te ocurre un ejemplo o aplicación de la teoría que leíste y presentaste?* Por ejemplo, ¿crees que la teoría funciona bien en Europa pero no en Latino América?
- (f) *¿Se te ocurre algún cruce/contraste con algún otro texto del curso?* Por ejemplo, ¿encuentras que el texto que presentaste se contradice/parece a otro de los textos (incluyendo el otro texto asignado para el día de tu presentación)?

📺 Este año será turbulento. Independiente de aquello, se considerará hacer la presentación por Zoom (la herramienta de video-conferencia que usa la UOH). Aplican las mismas condiciones.

En resumen:

|  | Porcentaje | Porcentaje Acumulado |
|--|------------|----------------------|
| Participación y <i>pop-quizzes</i> (cátedra y ayudantía) | 15%        | 15%                  |
| Midterm  | 25%        | 40%                  |
| Examen final   | 30%        | 80%                  |
| Exposición Individual #1                                 | 15%        | 90%                  |
| Exposición Individual #2                                 | 15%        | 100%                 |

### *Ayudantía*

Cada semana te reunirás con tu ayudante ("TA") vía Zoom. Ahí tendrás otra oportunidad para ejercitar y seguir profundizando otras temáticas pendientes. En esta oportunidad, también se revisarán aspectos más formales de las humanidades y las ciencias sociales.

## Calendario

### o. Introducción: ¿Qué es la ciencia política?

1. Grigsby, Ellen. 2011. *Analyzing Politics: An Introduction to Political Science*. Wadsworth Publishing. Ch. 2.

### 1. Democracia

2. **¿Qué es la Democracia? Consenso y "Westminster".**
  - i. Lijphart, Arend. 1999. *Patterns of Democracy*. Yale University Press: Ch. 1—4.
3. **¿Qué es la Democracia? Cuestiones conceptuales.**
  - i. Schmitter, Philippe and Terry Karl. 1991. "What Democracy Is...and Is Not." *Journal of Democracy*, 2(3): 75—88.
  - ii. Collier, David, and Steven Levitsky. 1997. "Democracy with Adjectives: Conceptual Innovation in Comparative Research." *World Politics*, 49(3): 430—451.
4. **¿Cómo se mide la Democracia? Binario versus continuo.**
  - i. Munck, Gerardo and Jay Verkuilen. 2002. "Conceptualizing and Measuring Democracy: Evaluating Alternative Indices." *Comparative Political Studies*, 35(1): 5—34.
  - ii. Collier, David and Adcock, Robert. 1999. "Democracy and Dichotomies: A Pragmatic Approach to Choices about Concepts." *Annual Review of Political Science*, 2(1): 537—565.
5. **¿Cómo Nacen las Democracias? Pre-requisitos sociales versus pre-requisitos económicos.**
  - i. Lipset, Seymour. 1959. "Some Social Requisites of Democracy: Economic Development and Political Legitimacy." *American Political Science Review*, 53(1): 69—105.
  - ii. Przeworski, Adam and Limongi, Fernando. 1997. "Modernization: Theories and Facts." *World Politics*, 49(1): 155—183.
6. **¿Cómo Nacen las Democracias? El rol de las élites económicas.**
  - i. Moore, Barrington. 1966. *Social Origins of Dictatorship and Democracy: Lord and Peasant in the Making of the Modern World*. Penguin Books. Ch. 7 ("The Democratic Route to Modern Society").
  - ii. Collier, Ruth. 1999. *Paths toward Democracy: The Working Class and Elites in Western Europe and South America*. Cambridge University Press. Ch. 1 ("Introduction: Elite Conquest or Working-Class Triumph").
7. **¿Cómo Nacen las Democracias? Democracia y redistribución económica (I).**
  - i. Boix, Carles. 2003. *Democracy and Redistribution*. Cambridge University Press. Ch. 1.
  - ii. Acemoglu, Daron and Robinson, James. 2009. *Economic Origins of Dictatorship and Democracy*. Cambridge University Press. Ch. 2.1—2.6.
8. **¿Cómo Nacen las Democracias? Democracia y redistribución económica (II).**
  - i. Haggard, Stephan and Kaufman, Robert. 2012. "Inequality and Regime Change: Democratic Transitions and the Stability of Democratic Rule." *American Political Science Review*, 106(03): 495—516.
  - ii. Ansell, Ben and Samuels, David. 2014. *Inequality and Democratization: An Elite-Competition Approach*. Cambridge University Press. Ch. 1—2.
9. **Partidos Políticos: formación y competencia ideológica.**
  - i. Aldrich, John. 1995. *Why Parties? The Origins and Transformation of Political Parties in America*. The University of Chicago Press. Ch. 1.

- ii. Downs, Anthony. 1957. *An Economic Theory of Democracy*. Harper and Row. Ch. 2—3.
- 10. **Cientelismo: ¿una falla democrática?**
  - i. Kitschelt, Herbert. 2000. "Linkages between Citizens and Politicians in Democratic Politics." *Comparative Political Studies*, 33(6-7): 845—879.
  - ii. Auyero, Javier. 2000. "The Logic of Clientelism in Argentina: An Ethnographic Account." *Latin American Research Review*, 35(3): 55—81.
- 11. **Sistemas Electorales: orígenes y consecuencias.**
  - i. Lijphart, Arend. 1990. "The Political Consequences of Electoral Laws." *The American Political Science Review*, 84(2): 481—496.
  - ii. Boix, Carles. 1999. "Setting the Rules of the Game: The Choice of Electoral Systems in Advanced Democracies." *The American Political Science Review*, 93(3): 609—624.
- ☞ **El caso Chileno (papers sugeridos):**
  - A. Navia, Patricio. 2005. "La transformación de votos en escaños: leyes electorales en Chile, 1833-2004." *Política y Gobierno*, 12(2): 233—276.
  - B. Pastor, Daniel. 2004. "Origins of the Chilean Binominal Election System." *Revista de Ciencia Política*, 24(1): 38—57.
  - C. El actual sistema electoral Chileno [[Link Servel](#)].
- 12. **Parlamentarismo y Presidencialismo: ventajas y desventajas de cada uno.**
  - i. Linz, Juan. 1994. *Presidential or Parliamentary Democracy: Does it Make a Difference?* In "The Failure of Presidential Democracy: The Case of Latin America," Juan Linz and Arturo Valenzuela (Eds.), pp. 1—18. Johns Hopkins University Press.
  - ii. Mainwaring, Scott and Shugart, Matthew. 1997. "Juan Linz, Presidentialism, and Democracy: A Critical Appraisal." *Comparative Politics*, 29(4): 449—471.
- ? **¿Cómo Mueren las Democracias?**
  - i. O'Donnell, Guillermo. 1973. "Modernization and Bureaucratic-Authoritarianism: Studies in South American Politics". Univ of California Intl. pp?
  - ii. Steven Levitsky and Daniel Ziblatt. 2018. "Cómo Mueren las Democracias". Ariel. pp?

## 👉 **Midterm para la casa. Entra todo lo visto hasta el momento.**

### 2. Régimenes No Democráticos

- 13. **¿Qué es el Totalitarismo?**
  - i. Linz, Juan. 2000. *Totalitarian and Authoritarian Regimes*. Lynne Rienner Publishers. Ch. 2.
- 14. **¿Qué es el Autoritarismo?**
  - i. Linz, Juan. 2000. *Totalitarian and Authoritarian Regimes*. Lynne Rienner Publishers. Ch. 4.
- 15. **Régimenes no-democráticos "mixtos": Los Régimenes Personalistas y "Tradicionales".**
  - i. Linz, Juan. 2000. *Totalitarian and Authoritarian Regimes*. Lynne Rienner Publishers. Ch. 3.
- 16. **Supervivencia de los Líderes No Democráticos.**
  - i. Gandhi, Jennifer and Przeworski, Adam. 2007. "Authoritarian Institutions and the Survival of Autocrats." *Comparative Political Studies*, 40(11): 1279—1301.

- ii. Magaloni, Beatriz. 2008. "Credible Power-Sharing and the Longevity of Authoritarian Rule." *Comparative Political Studies*, 41(4-5): 715—741.
- 17. **Elecciones en Contextos No Democráticos: "Autoritarismos Competitivos".**
  - i. Levitsky, Steven and Way, Lucan. 2002. "Elections Without Democracy: The Rise of Competitive Authoritarianism." *Journal of Democracy*, 13(2): 51—65.
- 18. **Pero ¿es importante el tipo de régimen?**
  - i. Przeworski, Adam and Limongi, Fernando. 1993. "Political Regimes and Economic Growth." *Journal of Economic Perspectives*, 7(3): 51—69.
  - ii. Ross, Michael. 2006. "Is Democracy Good for the Poor?" *American Journal of Political Science*, 50(4): 860—874.
- 19. **¿Es Posible la Redistribución Económica en Dictadura?**
  - i. Albertus, Michael. 2015. *Autocracy and Redistribution. The Politics of Land Reform*. Cambridge University Press. Ch. 3.

### 3. Estado

- 20. **Formación del estado: El estado europeo a la luz de la teoría económica y sociológica.**
  - i. Olson, Mancur. 1993. "Dictatorship, Democracy, and Development." *The American Political Science Review*, 87(3): 567—576.
  - ii. Tilly, Charles. 1985. *War Making as Organized Crime*. In "Bringing the State Back In," Peter Evans, Dieter Rueschemeyer and Theda Skocpol (eds.). New York: Cambridge University Press, pp. 169—187.
- 21. **Formación del estado: El estado europeo a la luz de la teoría de la sociología del derecho.**
  - i. Strayer, Joseph. 1973. *On the Medieval Origins of the Modern State*. Princeton University Press. Ch. 1.
- 22. **Formación del estado: Latinoamérica y Sudeste Asiático.**
  - i. Centeno, Miguel Angel. 1997. "Blood and Debt: War and Taxation in Nineteenth-Century Latin America." *American Journal of Sociology*, 102(6): 1565—1605.
  - ii. Slater, Dan. 2008. "Can Leviathan be Democratic? Competitive Elections, Robust Mass Politics, and State Infrastructural Power." *Studies in Comparative International Development*, 43(3-4): 252—272.
- 23. **Orígenes coloniales de la economía política del estado Latinoamericano.**
  - i. Matthew Lange, James Mahoney and Matthias vom Hau. 2006. "Colonialism and Development: A Comparative Analysis of Spanish and British Colonies." *American Journal of Sociology*, 111(5): 1412—1462.
  - ii. Haber, Stephen. 1991. "Industrial Concentration and the Capital Markets: A Comparative Study of Brazil, Mexico, and the United States, 1830-1930." *The Journal of Economic History*, 51(3): 559—580.
- 24. **¿Son los Booms Económicos Positivos para la Formación del Estado?: África y Latinoamérica.**
  - i. Saylor, Ryan. 2014. *State Building in Boom Times: Commodities and Coalitions in Latin America and Africa*. Oxford University Press. Ch. 1—p. 39.
  - ii. Ross, Michael. 2012. *The Oil Curse: How Petroleum Wealth Shapes the Development of Nations*. Princeton University Press. Ch. 3—p. 93.

 **Entrega del temario para el ensayo final (para la casa). Entra todo lo visto hasta el momento. Entrega en dos semanas más en uCampus.**

## References

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- Albertus, Michael. 2015. *Autocracy and Redistribution: The Politics of Land Reform*. Cambridge University Press.
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- Centeno, Miguel Angel. 1997. "Blood and Debt: War and Taxation in Nineteenth-Century Latin America." *American Journal of Sociology* 102 (6): 1565–1605.
- Collier, David, and Robert Adcock. 1999. "Democracy and Dichotomies: A Pragmatic Approach to Choices about Concepts." *Annual Review of Political Science* 2 (1): 537–565.
- Collier, David, and Steven Levitsky. 1997. "Democracy with Adjectives: Conceptual Innovation in Comparative Politics." *World Politics* 49 (April): 430–451.
- Collier, Ruth. 1999. *Paths toward Democracy: The Working Class and Elites in Western Europe and South America*. Cambridge University Press.
- Downs, Anthony. 1957. *An Economic Theory of Democracy*. Addison-Wesley.
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- Haber, Stephen. 1991. "Industrial Concentration and the Capital Markets: A Comparative Study of Brazil, Mexico, and the United States, 1830–1930." *The Journal of Economic History* 51 (03): 559–580.
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- Kitschelt, Herbert. 2000. "Linkages between Citizens and Politicians in Democratic Polities." *Comparative Political Studies* 33 (6-7): 845–879.
- Lange, Matthew, James Mahoney, and Matthias vom Hau. 2006. "Colonialism and Development: A Comparative Analysis of Spanish and British Colonies." *American Journal of Sociology* 111 (5): 1412–1462.
- Levitsky, Steven, and Lucan Way. 2002. "The Rise of Competitive Authoritarianism." *Journal of Democracy* 13 (2): 51–65.
- Levitsky, Steven, and Daniel Ziblatt. 2018. *How Democracies Die*. Crown.
- Lijphart, Arend. 1990. "The Political Consequences of Electoral Laws, 1945–85." *The American Political Science Review* 84 (2): 481–496.
- . 2012. *Patterns of Democracy: Government Forms and Performance in Thirty-Six Countries*. Second edi. 369. New Haven and London: Yale University Press.

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- . 2000. *Totalitarian and Authoritarian Regimes*. 343. London: Lynne Rienner Publishers.
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- O'Donnell, Guillermo. 1973. *Modernization and Bureaucratic-Authoritarianism: Studies in South American Politics*. Univ of California Intl.
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- Schmitter, Philippe, and Terry Karl. 1991. "What Democracy Is ... and Is Not." *Journal of Democracy* 2 (3): 67–73.
- Slater, Dan. 2008. "Can Leviathan be Democratic? Competitive Elections, Robust Mass Politics, and State Infrastructural Power." *Studies in Comparative International Development* 43 (3-4): 252–272.
- Strayer, Joseph. 2005. *On the Medieval Origins of the Modern State*. Princeton University Press.
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# Ciencia Política II - APU3602

*"We have no examples of stateless societies"*

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Mann (1984, 195)

Universidad de O'Higgins  
Instituto de Ciencias Sociales  
Rancagua, Chile

Última actualización: December 15, 2020.  
Descarga la última versión [aquí](#).

## *Aspectos Logísticos*

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w: [www.HectorBahamonde.com](http://www.HectorBahamonde.com)  
Zoom ID: 951-326-1038.  
**Office Hours (Zoom):** Toma una hora [aquí](#).

**Hora de cátedra:** Lunes 14:30—16:00. Miércoles 14:30—16:00.  
**Lugar de cátedra:** Zoom (no hay clases presenciales este semestre).

**Acceso a materiales del curso:** [aquí](#).

**Ayudante de cátedra (TA):** Gonzalo Barría (Mg.).  
e: [gonzalo.barría@uoh.cl](mailto:gonzalo.barría@uoh.cl)  
Zoom ID: 988-891-7227.  
**TA Bio:** Gonzalo Barría es Cientista Político (PUC) y Magíster en Ciencia Política (PUC).  
**Hora de ayudantía:** *On-demand*.  
**Lugar de ayudantía:** Zoom (no hay ayudantías presenciales este semestre).

**Carrera:** Administración Pública.  
**Semestre/Año:** Sexto Semestre/2020.  
**SCT:** 6.  
**Horas semanales:** Cátedra (45-60 minutos vía Zoom), Ayudantía (30-40 minutos vía Zoom).

## *Motivación: ¿Por qué tomar este curso?*

Desde los inicios de la modernidad, ha existido una sinergia multi-dimensional entre el estado y la economía capitalista. *¿Cómo nacen los estados? ¿Se puede vivir fuera de un estado?* Vivir en un estado tiene muchos beneficios. Sin embargo, el desarrollo capitalista se caracteriza por la producción de desigualdad. *¿Qué han hecho o podrían hacer los estados para combatir la desigualdad? ¿Por qué los estados cuyos regímenes son democráticos permanecen desigualizantes?*

Todos estos, y otros temas, son los que estudia la ciencia política. En este semestre, más que ideas sueltas,

aprenderemos los **debates** que mira esta disciplina. Por eso es que hemos seleccionado los textos y teorías casi siempre en un formato binario: para cada idea, casi siempre habrá o una crítica, o una idea contraria. Lo interesante: ambas casi siempre suenan coherentes. Será *tu* tarea tomar una posición, y “resolver” estos conflictos en los ensayos que deberás escribir durante este semestre.

Finalmente, un@ administrador@ públic@ no puede considerarse tal si es que no conoce, por ejemplo, el debate acerca del origen del estado moderno, o las consecuencias sociales y económicas de vivir en democracia (relativo a vivir en dictadura). Es por esto que este curso, espero, te cause gran interés.

*Bienvenid@!*

### *Ámbitos de Desempeño*

1. La gestión estratégico-operativa de organizaciones públicas (estatales y no estatales).
2. La gestión político-estratégica del entorno (regional/nacional).
3. La participación, colaboración e influencia en el proceso de políticas públicas.

### *Competencias y Sub-competencias a las que Contribuye el Curso*

Define, analiza e interpreta el fenómeno organizativo u otro relevante en el que se desenvuelve, utilizando enfoques interdisciplinarios para problematizarlo desde la especificidad de los asuntos públicos.

- (a) Identifica y analiza relaciones, influencias y dinámicas de interacción entre su organización y su entorno, utilizando y conjugando modelos y aproximaciones teóricas, enmarcando este proceso, con miradas que incorporan criterios locales regionales y nacionales.
  - (b) Construye modelos orientados a interpretar fenómenos propios de lo público en el entorno local, regional y/o nacional, apoyándose en saberes científicos, reconociendo su rol como agente de transformación de la realidad.
- 
- (a) Identifica, diagnostica, analiza y define problemas públicos relevantes para su entorno local y/o regional desde una perspectiva interdisciplinaria, reconociendo variables que influyen en su naturaleza y resolución.
  - (b) Reconoce e interpreta la relación entre Estado, política, poder, gestión política y gestión pública, desde paradigmas y marcos teóricos apropiados, estableciendo patrones de correlación e influencia entre estos fenómenos.
  - (c) Identifica e interpreta las dinámicas asociadas al problema público utilizando herramientas de análisis situacional y prospectivo, apoyando su análisis en criterios éticos.

### *Propósito General del Curso*

Los problemas públicos han sido entendidos y definidos como resultado de los principales debates políticos y filosóficos a lo largo de la historia de Occidente. Este curso pondrá énfasis en que l@s estudiantes puedan reconocer aquellos aportes e ideas que mayor impacto han tenido en el debate politológico contemporáneo, con el objetivo que comprendan, analicen e interpreten las principales ideas que han estado presentes en el debate teórico político respecto a los significados subyacentes a la acción política y los apliquen en contextos propios de la gestión pública.



### *Objetivos Generales del Curso*

El gran objetivo de este curso, es poder cubrir los grandes temas de la ciencia política, especialmente, los que están relacionados a las ciencias administrativas y el mundo del Estado. Es por estos motivos que el curso está dividido en tres grandes unidades. Especial atención se ha puesto en abordar los debates más clásicos, pero al mismo tiempo, más actualizados de la disciplina.

Este semestre, abordaremos tres unidades. En particular:

1. Formación y Capacidad del Estado: Guerra, Élite, Impuestos, Riqueza y Justicia.
2. Desarrollo Capitalista y La Economía Política de la Formación del Estado.
3. Desigualdad Económica: ¿Qué Han Hecho o Podrían Hacer los Estados?

### *Resultados de Aprendizaje*

Al final del curso, los/las estudiantes deberán ser capaces de,

1. Desarrollar una posición crítica sobre los principales debates politológicos relativos a democracia y estado del análisis de la literatura para que argumenten fundamentadamente su posición.
2. Estructurar una posición fundamentada a través de la realización de un ensayo basada en la revisión de la literatura.
3. Comunicar oralmente ideas complejas arraigadas en la literatura a través de la realización de debates.

### *Competencias Transversales*

1. Utiliza y aplica un pensamiento holístico, crítico, lógico y creativo para comprender y explicar los fenómenos propios de su entorno.
2. Desarrolla su labor con apego al Estado de Derecho y la institucionalidad democrática, guiado por los principios de transparencia, imparcialidad, eficacia, eficiencia, probidad, responsabilidad.
3. Incorpora la tecnología y aplica técnicas y herramientas apropiadas para la comprensión, análisis y resolución de problemas públicos.

### *Integridad Académica*

- El plagio y la copia serán sancionadas con un 1. En caso de duda pregunta a tu profesor/ayudante. Procura citar todo lo que no sea de tu propiedad intelectual.
- No se aceptan trabajos atrasados. Si tienes problemas de conectividad, planifica tus envíos con anticipación. Sólo se revisará lo que esté subido a uCampus (aunque esté incompleto). Si no hay nada, tendrás un 1.
- Ni el ayudante ni el profesor están obligados a responder preguntas (a) después de las 5 pm durante días de semana, (b) durante fines de semana, (c) festivos.

🚫 No existirán excepciones. Planifica tu trabajo responsablemente.

### *Metodologías*

Clases tipo seminario vía Zoom.

## Requisitos de Aprobación y Evaluaciones del Curso

### 1. Lecturas y Participación: 15%.

El TA y yo asumiremos durante todo el semestre que has leído. Nosotros empleamos un método de clases interactivo, pero este método necesita de tu participación activa en clases.

Si no puedes asistir a la clase sincrónica, existirán opciones para dejar entradas en la sección *Foro* de uCampus.

### 2. Midterm: 25%.

De un set de tres preguntas, escogerás una, y tendrás una semana para desarrollar tu respuesta. Entregas atrasadas tendrán un 1 automáticamente, sin excepciones. Todos los textos, discusiones y ayudantías podrían ser consideradas. Las preguntas serán relacionales. Lo que guía la pregunta (y la respuesta) es un tema. No un texto en particular. Es individual. Llegado el momento, se descuentarán los pormenores en clases y ayudantía. Preocúpate de usar referencias correctamente. Sólo podrás referenciar el material cubierto en este curso. Cuando comiences a prepararte, el ayudante y el profesor estarán disponibles para responder preguntas (e-mail y video-conferencia).

### 3. Ensayo Final (obligatorio; no eximible): 30%.

Durante la última clase se entregará un temario de preguntas (de nuevo, enfocadas en temas más que textos particulares). Tendrás que escoger una, y desarrollarla en formato ensayo *in extenso*. Es individual. Deberás entregar el ensayo en uCampus. Entregas atrasadas tendrán un 1 automáticamente, sin excepciones. Preocúpate de usar referencias correctamente. Sólo podrás referenciar el material cubierto en este curso. El ayudante y el profesor estarán disponibles para responder preguntas (e-mail y video-conferencia). Esta ayuda estará antes y durante la prueba.

### 4. Exposiciones individuales: dos en total, 15% cada una, 30% en total.

Durante el semestre, tendrás que presentar en no mas de 10-12 minutos (pero nunca en menos de 5-8 minutos), y al comienzo de la clase, uno de los textos que toca leer ese día. (Obviamente, ese día no podrás llegar atrasad@). Deberás estar preparad@ para responder preguntas del profesor y la audiencia. Deberás inscribir tus dos textos en uCampus. **Sólo hay una regla de asignación: el/la que llega primero/a, se queda con el texto. Sólo hay un/a expositor/a por texto; esto implica que pueden haber hasta un máximo de dos presentaciones por clase.** Las exposiciones comienzan con el texto de la segunda clase. No son necesarios los *slides* ("Power Point").

Enfócate en lo siguiente:

- (a) *¿Cuál es el argumento?* Por ejemplo, "De acuerdo al texto, X causa Y". **Esta porción de tu exposición es en lo que se debe ocupar más tiempo.** Los trabajos que leeremos son de la más alta calidad. En consecuencia, espera encontrar un argumento sumamente lógico. Deberás explicarlo "paso a paso". Sin embargo, ningún argumento es perfecto, y será nuestra tarea (partiendo con tu exposición) analizarlos críticamente.
- (b) *¿Cuál es la evidencia empírica?* (si es que hay).
- (c) *¿Qué es lo que más te convenció/gustó del texto?* Aquí lo "cosmético" *no* es lo importante. Siempre céntrate en el argumento.
- (d) *¿Qué es lo que menos te convenció/gustó del texto?* Aquí lo "cosmético" *no* es lo importante. Siempre céntrate en el argumento.
- (e) *¿Se te ocurre un ejemplo o aplicación de la teoría que leíste y presentaste?* Por ejemplo, ¿crees que la teoría funciona bien en Europa pero no en Latino América?

- (f) ¿Se te ocurre algún cruce/contraste con algún otro texto del curso? Por ejemplo, ¿encuentras que el texto que presentaste se contradice/parece a otro de los textos (incluyendo el otro texto asignado para el día de tu presentación)?

En resumen:

|   | Porcentaje | Porcentaje Acumulado |
|---|------------|----------------------|
| Participación (cátedra, foro uCampus y ayudantía) | 15%        | 15%                  |
| Midterm   | 25%        | 40%                  |
| Ensayo final                                      | 30%        | 70%                  |
| Exposición Individual #1                          | 15%        | 85%                  |
| Exposición Individual #2                          | 15%        | 100%                 |

### *Ayudantía*

Las ayudantías se harán *on-demand*. Ahí tendrás otra oportunidad para ejercitar y seguir profundizando otras temáticas pendientes. En esta oportunidad, también se revisarán aspectos más formales de las humanidades y las ciencias sociales.

### *Calendario*

#### i. Introducción

##### 1. **Introducciones, programa, expectativas.**

- No hay lecturas.

#### ii. Formación y Capacidad del Estado: Guerra, Élite, Impuestos, Riqueza y Justicia

##### 2. **Formación del estado: Teorías económicas y sociológicas.**

- Mancur Olson. 1993. *"Dictatorship, Democracy, and Development."* *The American Political Science Review*, 87(3): 567—576.
- Charles Tilly. 1985. *War Making as Organized Crime*. In "Bringing the State Back In," Peter Evans, Dieter Rueschmeyer and Theda Skocpol (eds.). Cambridge University Press. Pp.: 169—187.

##### 3. **Formación del estado: Sociología del derecho.**

- Joseph Strayer. 1970. *On the Medieval Origins of the Modern State*. Princeton University Press. Ch. 1.

##### 4. **Formación del Estado: Latinoamérica y Sudeste Asiático.**

- Miguel Ángel Centeno. 1997. *"Blood and Debt: War and Taxation in Nineteenth-Century Latin America."* *American Journal of Sociology*, 102(6): 1565—1605.
- Dan Slater. 2008. *"Can Leviathan be Democratic? Competitive Elections, Robust Mass Politics, and State Infrastructural Power."* *Studies in Comparative International Development*, 43(3-4): 252—272.

##### 5. **Origen Institucional del Estado en Las Américas: "Factor Endowments" y Property Rights.**

- Kenneth Sokoloff y Stanley Engerman. 2000. *"Institutions, Factor Endowments, and Paths of Development in the New World"*. *Journal of Economic Perspectives*, 14(3): 217—232.
- Daron Acemoglu, Simon Johnson y James Robinson. 2002. *"Reversal Fortune: Geography and Institutions in the Making of the Modern World Income Distribution"*. *The Quarterly Journal of Economics*, 117(4): 1231—1294.

## 6. El Impacto de las Instituciones Coloniales en el Desarrollo Político-Económico.

- Stephen Haber. 1991. "Industrial Concentration and the Capital Markets: A Comparative Study of Brazil, Mexico, and the United States, 1830–1930". *The Journal of Economic History*, 51(3): 559–580.
- James Mahoney. 2010. *Colonialism and Postcolonial Development: Spanish America in Comparative Perspective*. Cambridge University Press. Ch. 1.

### ☞ El caso Chileno (paper sugerido):

- (a) Paul Reinsch. 1909. "Parliamentary Government in Chile." *American Political Science Review*, 3(4): 507–538.

## 7. Independencia e Instituciones Post-Coloniales de "State-building".

- Marcus Kurtz. 2013. *Latin American State-Building in Comparative Perspective: Social Foundations of Institutional Order*. Cambridge University Press. Ch. 2.
- Hillel Soifer. 2015. *State Building in Latin America*. Cambridge University Press. Ch. 2.

## 8. Capacidad Estatal: El poder "infraestructural" del estado.

- Michael Mann. 2008. "Infrastructural Power Revisited." *Studies in Comparative International Development*, 43(3-4): 355–365.
- Florian Hollenbach, Erik Wibbels and Michael Ward. 2013. "State Building and the Geography of Governance: Evidence From Satellites." *Working Paper*.

## 9. La Política de la Capacidad Estatal.

- Daniel Brinks, Steven Levitsky and María Victoria Murillo. 2020. "The Political Origins of Institutional Weakness," en Daniel Brinks, Steven Levitsky and María Victoria Murillo, Eds. *The Politics of Institutional Weakness in Latin America*. Cambridge University Press, Ch. 1.
- Matthew Amengual and Eduardo Dargent. 2020. "The Social Determinants of Enforcement: Integrating Politics with Limited State Capacity," en Daniel Brinks, Steven Levitsky and María Victoria Murillo, Eds. *The Politics of Institutional Weakness in Latin America*. Cambridge University Press, Ch. 7.

## 10. ¿Podría no existir el Estado? Dificultades Geográficas y Disidencia en el Sudeste Asiático y África.

- Jeffrey Herbst. 2015. *States and Power in Africa: Comparative Lessons in Authority and Control*. Princeton University Press. Ch. 5 ("National Design and the Broadcasting of Power").
- James Scott. 2010. *The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia*. Yale University Press. Ch. 1.

### ☞ Material audiovisual sugerido:

- (a) "The Art of Not Being Governed: Hill Peoples and Valley Kingdoms in Mainland Southeast Asia." Charla de James Scott acerca de su libro (click en *interactive transcript* para leer el texto mientras ves/escuchas la charla). Él es cientista político y antropólogo de la Universidad de Yale.
- (b) "Free State of Jones." Es una película sobre la Guerra civil de EEUU inspirada en la verdadera historia de desertores confederados contra la esclavitud. La película muestra cómo los desertores arman un "estado" en los pantanos de Misisipi—incluso escribiendo una constitución. **Disponible en Netflix.**

☞ Ensayo midterm. Entra todo lo visto y discutido hasta el momento.

## iii. Desarrollo Capitalista y La Economía Política de la Formación del Estado

### 11. Orígenes del Capitalismo: Libre Mercado, Instituciones Políticas y Revolución Industrial.

- Douglass North. 1990. *Institutions, Institutional Change and Economic Performance*. Cambridge University Press. "Part 1: Institutions": 3—69.
- Cheryl Schonhardt-Bailey. 2006. *From the Corn Laws to Free Trade: Interests, Ideas, and Institutions in Historical Perspective*. The MIT Press. Ch. 1
- 12. **Property Rights y Revolución Industrial: ¿Fué por los Incentivos Individuales?**
  - Gregory Clark. 2007. *A Farewell to Alms: A Brief Economic History of the World*. Princeton University Press. Ch.: 12.
- 13. **Representación Política y Élités Económicas: El Préstamo.**
  - David Stasavage. 2011. *States of Credit: Size, Power, and the Development of European Polities*. Princeton University Press. Ch.: 1 ("Introduction").
- 14. **¿Son los Booms Económicos Positivos para la Formación del Estado?: África y Latinoamérica.**
  - Ryan Saylor. 2014. *State Building in Boom Times: Commodities and Coalitions in Latin America and Africa*. Oxford University Press. Ch. 1—p. 39.
  - Michael Ross. 2012. *The Oil Curse: How Petroleum Wealth Shapes the Development of Nations*. Princeton University Press. Ch. 3—p. 93.
- iv. **Desigualdad Económica: ¿Qué Han Hecho o Podrían Hacer los Estados?**
  - 15. **Mecanismos Desigualizantes del Capitalismo e Instituciones Coloniales.**
    - Elisa Mariscal and Kenneth L. Sokoloff. 2000. "Schooling, Suffrage, and the Persistence of Inequality in the Americas, 1800-1945", en Stephen Harber, Ed. *Political Institutions and Economic Growth in Latin America*.
    - Thomas Piketty. 2014. "Capital in the Twenty-First Century". Fondo de Cultura Económica. Ch.: "Introducción".
  - 16. **Tipos de Estados de Bienestar.**
    - Gosta Esping-Andersen. 1990. "The Three Worlds of Welfare Capitalism". Polity Press. Ch.: 1 y 2.
  - 17. **Impuestos, Desigualdad y Variedades de Democracia: El Rol del Estado.**
    - Kenneth Scheve and David Stasavage. 2015. "Taxing the Rich: A History of Fiscal Fairness in the United States and Europe". Princeton University Press. Ch. 1.
    - Alberto Alesina, Edward Glaeser y Bruce Sacerdote. 2001. "Why Doesn't the United States Have a European-Style Welfare State?" Brookings Papers on Economic Activity #1933: 1—66.
  - 18. **Reformas Políticas de Bienestar en Latino América, Asia y Europa del Este: Restricciones Fiscales y Regímenes Políticos.**
    - Stephan Haggard y Robert Kaufman. 2008. "Development, Democracy, and Welfare States". Princeton University Press. Ch. 2 y 5.
  - 19. **Transición Democrática y Liberalización Económica en Latino América.**
    - Hector Schamis. 1999. "Distributional Coalitions and the Politics of Economic Reform in Latin America". *World Politics* 51(2): 236—268.
    - Gustavo Flores-Macías. 2010. "Statist vs. Pro-Market: Explaining Leftist Governments' Economic Policies in Latin America". *Comparative Politics* 42(4): 413—433.
  - 20. **Desigualdad en Latino América.**
    - Juan Ariel Bogliaccini. 2013. "Trade Liberalization, Deindustrialization, and Inequality". *Latin American Research Review* 48(2): 79—105.

- Jana Morgan and Nathan Kelly. 2013. [“Market Inequality and Redistribution in Latin America and the Caribbean”](#). *The Journal of Politics* 75(3): 672—685.

21. **Condiciones de Redistribución en Autocracias y Democracias.**

- Michael Albertus. 2015. [“Autocracy and Redistribution: The Politics of Land Reform](#). Cambridge University Press. Ch. 1.
- Michael Dorsch and Paul Maarek. 2019. [“Democratization and the Conditional Dynamics of Income Distribution”](#). *American Political Science Review* 113(2): 385—404.

📌 Ensayo Final. Entra todo lo visto y discutido hasta el momento, hasta la ultima evaluación.

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- Albertus, Michael. 2015. *Autocracy and Redistribution: The Politics of Land Reform*. Cambridge University Press.
- Alesina, Alberto, Edward Glaeser, and Bruce Sacerdote. 2001. "Why Doesn't the US Have a European-style Welfare State?"
- Bogliaccini, Juan Ariel. 2013. "Trade Liberalization, Deindustrialization, and Inequality: Evidence from Middle-Income Latin American Countries." *Latin American Research Review* 48 (2): 79–105.
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- Centeno, Miguel Angel. 1997. "Blood and Debt: War and Taxation in Nineteenth-Century Latin America." *American Journal of Sociology* 102 (6): 1565–1605.
- Clark, Gregory, and Gillian Hamilton. 2007. "Economic Status and Reproductive Success in New France."
- Dorsch, Michael, and Paul Maarek. 2019. "Democratization and the Conditional Dynamics of Income Distribution." *American Political Science Review* 113 (2): 385–404.
- Esping-Andersen, Gosta. 1990. *The Three Worlds of Welfare Capitalism*. Polity Press.
- Flores-Macías, Gustavo. 2010. "Statist vs. Pro-Market: Explaining Leftist Governments' Economic Policies in Latin America." *Comparative Politics* 42 (4): 413–433.
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- Haggard, Stephan, and Robert Kaufman. 2008. *Development, Democracy and Welfare States: Latin America, East Asia and Eastern Europe*, vol. 30. 1. Princeton University Press.
- Herbst, Jeffrey. 2015. *States and Power in Africa: Comparative Lessons in Authority and Control*. 312. Princeton University Press.
- Hollenbach, Florian, Erik Wibbels, and Michael Ward. 2013. "State Building and the Geography of Governance: Evidence From Satellites."
- Kurtz, Marcus. 2013. *Latin American State Building in Comparative Perspective: Social Foundations of Institutional Order*. Cambridge University Press.
- Mahoney, James. 2010. *Colonialism and Postcolonial Development: Spanish America in Comparative Perspective*. Cambridge University Press.
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- Morgan, Jana, and Nathan Kelly. 2013. "Market Inequality and Redistribution in Latin America and the Caribbean." *The Journal of Politics* 75 (3): 672–685.

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- Olson, Mancur. 1993. "Dictatorship, Democracy, and Development." *The American Political Science Review* 87 (3): 567.
- Piketty, Thomas. 2015. *El Capital en el Siglo XXI*. Fondo de Cultura Económica.
- Reinsch, Paul. 1909. "Parliamentary Government in Chile." *American Political Science Review* 3 (4): 507–538.
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- Schamis, Hector. 1999. "Distributional coalitions and the politics of economic reform in Latin America." *World Politics* 51 (2): 236–268.
- Scheve, Kenneth, and David Stasavage. 2016. *Taxing the Rich: A History of Fiscal Fairness in the United States and Europe*, 1–266. Princeton University Press.
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# Métodos de Investigación - AP2107

*Statistics: "science dealing with data about the condition of a state or community"*

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Gottfried Aschenwall, 1770

Universidad de O'Higgins  
Instituto de Ciencias Sociales  
Rancagua, Chile

**Última actualización:** November 19, 2020.  
**Descarga la última versión** [aquí](#).

## *Aspectos Logísticos*

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w: [www.HectorBahamonde.com](http://www.HectorBahamonde.com)  
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**Office Hours (Zoom):** Toma una hora [aquí](#).

**Hora de cátedra:** Martes 12:00—13:30, Jueves 12:00—13:30  
**Lugar de cátedra:** Zoom (no hay clases presenciales este semestre).

**Acceso a materiales del curso:** [aquí](#).

**Ayudante de cátedra (TA):** Gonzalo Barría (Mg.).  
e: [gonzalo.barría@uoh.cl](mailto:gonzalo.barría@uoh.cl)  
Zoom ID: 988-891-7227.  
**TA Bio:** Gonzalo Barría es Cientista Político (PUC) y Magíster en Ciencia Política (PUC).  
**Hora de ayudantía:** *On-demand*.  
**Lugar de ayudantía:** Zoom (no hay ayudantías presenciales este semestre).

**Carrera:** Administración Pública.  
**Semestre/Año:** Sexto Semestre/2020.  
**SCT:** 6.  
**Horas semanales:** Cátedra (45-60 minutos vía Zoom), Ayudantía (45-60 minutos vía Zoom).

## *Motivación: ¿Por qué tomar este curso?*

*¿Qué efecto tiene la educación sobre los ingresos? ¿Cómo podemos evaluar los efectos de una reforma educacional?  
¿La legalización de las drogas aumenta su consumo? ¿Qué candidato/a ganaría la elección presidencial si ésta fuera mañana?*

Las entidades públicas guían sus decisiones estratégicas en base a información cuantificable, i.e. datos.

Esto ha tomado incluso más importancia en la actualidad, donde ha habido una digitalización de los datos sociales. Es fundamental que los científicos sociales en general sepan cómo usar estos datos. Aún más, el quehacer social en general, está constantemente produciendo datos. Cada vez que usas *Twitter*, pides un *Uber*, envías un e-mail, votas, respondes una encuesta, estás produciendo datos sociales. Piensa en lo siguiente: si bien es cierto que hace unos diez años atrás *faltaban* datos, hoy en día los datos *sobran*. El desafío actual consiste en saber cómo analizarlos correctamente, y así ayudar a los tomadores de decisiones. Esto es importante. Mañana tu podrías ser un/a analista en una de las decenas de Departamentos de Estudios repartidas en la administración del Estado. **Este curso te prepara para ese mundo** (incluyendo el mundo de la consultoría).

Aunque lo que aprenderemos es altamente numérico y matemático, no te confundas. Estos métodos no son infalibles, y no nos contarán “la verdad” (si es que algo así existiera). Aún necesitas ser muy crítico(a). Como verás, **la estadística inferencial (que es el objeto de este curso) es un arte, no una ciencia**. Los números nos sugerirán ciertas ideas, pero aun así nuestro trabajo será *interpretar* estos resultados. No seas obediente. Se crítico/a y auto-crítico/a. Sospecha de tus propios resultados y el de los demás. Mal que mal, estaremos haciendo **inferencias** (no *certezas*) estadísticas. Como veremos, el fantasma de este semestre se llamará *incertidumbre*.

Este curso considera un énfasis especial en la *causalidad*. La *inferencia causal* ha llegado para quedarse en las ciencias sociales. ¿Bajo qué condiciones podemos decir que X *causa* Y? Más que una cuestión matemática, la causalidad toca en muchos aspectos la filosofía de las ciencias. Este semestre aprenderemos qué relación tiene la experimentación con la causalidad, cómo podemos hacer experimentos en ciencias sociales, y cómo podemos emular un experimento (usando ciertos métodos estadísticos) cuando no podemos ni debemos hacer uno.

Honestamente, espero que este curso cautive tu atención, y simiente tu curiosidad intelectual, sobre todo, mostrándote que nuestro objeto de estudio (la sociedad) es apasionante.

*Bienvenid@s!*

### *Propósito Formativo*

El objetivo de este curso es introducir al/la alumno/a a los métodos econométricos básicos para el análisis de datos. El curso avanza progresivamente en distintos tópicos en regresión lineal y métodos no lineales. La principal característica es la introducción a modelos de regresión lineal para que en cursos más avanzados puedas estudiar otro tipo de estimaciones.

### *Objetivos Generales del Curso*

El gran objetivo de este curso, es poder generar en la/el estudiante la capacidad de razonamiento crítico, desde un punto de vista empírico.

El lenguaje que aprenderemos este semestre será R, el lenguaje de programación más usado en las ciencias sociales. Esto tiene varias ventajas. R es gratis y corre en todas las plataformas disponibles. Segundo, es un lenguaje orientado a “objetos”. Esto significa—tercero—que fuerza al/la estudiante a realmente pensar en el proceso matemático/estadístico detrás del análisis que se está haciendo. Al contrario de otros *softwares* estadísticos como SPSS y Stata, donde el/la usuario(a) simplemente aprieta botones sin saber lo que ocurre realmente, R necesita que le digamos exactamente qué hacer. Y eso es lo que aprenderemos este semestre. Cuarto, si sabes R, te será absolutamente fácil aprender Stata (o SPSS).

Este curso está dividido en cuatro grandes unidades.

1. Funciones básicas en R.
2. Estadística descriptiva en R.
3. Introducción a modelos lineales en R.
4. Inferencia causal en R.

### *Instalación de R*

Primero, instala R desde el [sitio Web](#) oficial. Click en “CRAN” (extremo superior izquierdo). Selecciona cualquier *mirror*. Por ejemplo, bájalo desde el *o-Cloud*. Después, baja la interfaz más utilizada, llamada R-Studio. Para esto, anda al [sitio Web](#) oficial, después *Download R-Studio, FREE*, selecciona la versión que sea compatible con tu sistema operativo (Windows, Mac, Ubuntu).

### *Objetivos Específicos del Curso*

1. Lograr establecer una pregunta política/social y un método de identificación que permita verificar la hipótesis de forma causal.
  2. Poder *testear* hipótesis y tener las herramientas para analizar políticas de forma crítica.
  3. Entender las limitaciones de los trabajos empíricos y los *trade offs* existentes al establecer supuestos.
- 📖 Se espera que los estudiantes hagan sus respectivas lecturas *antes* de cada clase para poder participar en el debate crítico que haremos en cada una de ellas. También se espera que los/las estudiantes hagan los ejercicios prácticos clase a clase.

### *Integridad Académica*

- El plagio y la copia serán sancionadas con un 1. En caso de duda pregunta a tu profesor/ayudante. Procura citar todo lo que no sea de tu propiedad intelectual.
  - No se aceptan trabajos atrasados. Si tienes problemas de conectividad, planifica tus envíos con anticipación. Sólo se revisará lo que esté subido a uCampus (aunque esté incompleto). Si no hay nada, tendrás un 1.
  - Ni el ayudante ni el profesor están obligados a responder preguntas (a) después de las 5 pm durante días de semana, (b) durante fines de semana, (c) festivos.
- 📖 No existirán excepciones. Planifica tu trabajo responsablemente.

### *Política sobre Trabajo Cooperativo*

**Yo recomiendo el trabajo cooperativo.** Es saludable que consultes con tus compañeros/as de curso, y que traten, en la medida de lo posible, de encontrar las soluciones en conjunto. Sin embargo, salvo por el examen final y la presentación final (más sobre esto abajo), todos los trabajos (y sus evaluaciones) serán individuales.

### *Ayudantía*

Las ayudantías se harán por *Zoom*. Y se harán a pedido de los ayudantes. Pero en general, espera tener al menos dos ayudantías al mes. En ellas se verán aspectos relacionados al curso.

## Evaluaciones

### 1. Lecturas y Participación : 10%.

El TA y yo asumiremos durante todo el semestre que has leído. Nosotros empleamos un método de clases interactivo, pero este método necesita de tu participación activa en clases.

Si no puedes asistir a la clase sincrónica, existirán opciones para dejar entradas en la sección *Foro* de uCampus.

### 2. *Problem Sets*: 10% cada uno, 40% en total.

Estos *problem sets* son ejercicios prácticos. Nosotros te entregaremos un *script* de R junto a una base de datos. Tú tendrás que resolver las preguntas dentro de R y devolvernos ese *script*. El ayudante y el profesor estarán disponibles para resolver preguntas vía email o Zoom.

◇ Aunque no es necesario, sí puedes ocupar recursos externos, como Internet.

◇ Es importante que estas líneas corran bien: el usuario (yo) tiene que ser capaz de ver cómo R ejecuta cada línea, sin estancarse.

◇ Es importante que vayas guiando al usuario (yo) sobre tu raciocinio. Asegúrate de comentar (usando el símbolo #).

### 3. Un trabajo final obligatorio/no-eximible (30%) y una presentación final (20%, vía Zoom): 50% en total.

En este curso, la actividad final es un trabajo final (30%) que tiene formato de trabajo grupal. Usando una base de datos que nosotros te daremos, tú y tu grupo deberán responder una serie de preguntas. El producto final (i.e. lo que debes entregar) consiste en un *script* de R. La nota es grupal (i.e. todo el grupo recibirá la misma nota). **Los grupos serán de 2 personas.** La formación del grupo es endógena.

El paper (*script*) se puede entregar antes, pero una vez cerrado el plazo, no se recibirán trabajos. Los *scripts* que se entreguen tarde o vía *email* tendrán un 1 (sin opción a reclamo). **No hay excepciones.**

En un formato muy parecido a una conferencia académica (virtual, no presencial), tendrás (junto a tu grupo) que presentar los principales hallazgos (20%). Todos/as presentan. Cada presentación debe durar no menos de 15 minutos, pero nunca más de 20 minutos. Las presentaciones se realizarán virtualmente (i.e. vía Zoom) el último día de clases. Tendrás que ocupar *slides* ("Power Point"). Para tales efectos, tendrás que compartir pantalla desde tu casa, y hacer tu presentación de esa manera.

Les recomiendo "verme" (vía Zoom) en [mis office hours](#) antes del plazo de entrega. Si quieres, [envíame un email](#) con tu borrador, y yo te devolveré comentarios. Vélo como una pre-corrección. Esto es voluntario. También puedes contactar al/la TA. **No se procesarán preguntas durante fines de semana, y/o festivos.**

En resumen:

|   | Porcentaje | Porcentaje Acumulado |
|---|------------|----------------------|
| Participación (cátedra, foro uCampus y ayudantía) | 10%        | 10%                  |
| <i>Problem Set #1</i>                             | 10%        | 20%                  |
| <i>Problem Set #2</i>                             | 10%        | 30%                  |
| <i>Problem Set #3</i>                             | 10%        | 40%                  |
| <i>Problem Set #4</i>                             | 10%        | 50%                  |
| Trabajo final grupal                              | 30%        | 80%                  |
| Presentación grupal                               | 20%        | 100%                 |

### Textos Mínimos

- Guido Imbens and Donald Rubin (1998). *Causal Inference for Statistics, Social, and Biomedical Sciences*.
- Joshua Angrist and Jorn-Steffen Pischke (2009). *Mostly Harmless Econometrics: An Empiricist's Companion*.
- Jeffrey Wooldridge (2010). *Introducción a la Econometría. Un Enfoque Moderno*.
- Urdinez y Cruz (2019). *AnalizaR Datos Políticos*.
- Krishnan Namboodiri (1984). *Matrix Algebra, an Introduction*.

### Textos Recomendados

- Paul Rosenbaum (2010). *Design of Observational Studies*.
- James Monogan (2015). *Political Analysis Using R*.

■ También se considerarán algunos *papers*. Estos estarán señalados en las fechas indicadas y en la sección de Bibliografía.

### Calendario

#### 1. Funciones básicas en R

##### • Clase #1

- Introducciones: programa de curso, requerimientos, expectativas, etc.
- *Qué es R?* Instalación de R y RStudio.
- *Qué es Stata?*
- **Lecturas:**
  - ◊ Wooldridge (2010): Cap. 1.
  - ◊ Urdinez and Cruz (2019): Cap. 2.

##### • Clase #2

- Funciones básicas: promedio, `help()`, operadores, tipos de objetos (*character*, *arrays*, fechas, listas, *dataframes*).
- Cargando bases de datos (I): formatos, etiquetas, tipos de variables, descripción básica.
- **Lecturas:**
  - ◊ Urdinez and Cruz (2019): Cap. 5.

- **Clase #3**
  - Cargando bases de datos (II): transformaciones, creación de nuevas variables.
  - Manipulando bases de datos: generación de matrices y *dataframes*, *merge*, *append*. Logs.
- **Clase #4**
  - Visualización de datos (I): *bar plots* (variable categórica/continua, categórica/categórica), *scatter plots*, histogramas, *time series plots*.
  - **Lecturas:**
    - ◊ Urdinez and Cruz (2019): Cap. 4.
- **Clase #5**
  - Visualización de datos (II): *plots* más complejos (por categorías), mapas.
  - **Lecturas:**
    - ◊ Urdinez and Cruz (2019): Cap. 15.

## 2. Estadística descriptiva en R

- **Clase #6**
  - Estadística descriptiva (I): Teoría de probabilidades: distribuciones, varianza.
- **Clase #7**
  - Estadística descriptiva (II): binomial, normal, otras; simulación.

📅 Entrega temario del *Problem set* #1. Una semana de plazo.

## 3. Introducción a modelos lineales en R

- **Clase #8**
  - Introducción a modelos lineales: *Qué es OLS?*
  - **Lecturas:**
    - ◊ Wooldridge (2010): 2.1—2.2.
- **Clase #9**
  - La mecánica detrás del OLS (II): matrices en R.
  - **Lecturas:**
    - ◊ Namboodiri (1984): Caps. 1 y 2.
- **Clase #10**
  - Coeficientes.
  - **Lecturas:**
    - ◊ Wooldridge (2010): Caps. 3.1—3.2.
- **Clase #11**
  - Error, residual y  $\epsilon_i$ .
- **Clase #12**
  - Intervalos de confianza, error estándar y *variance-covariance matrix*.
  - **Lecturas:**
    - ◊ Wooldridge (2010): Cap. 4.3.

- **Clase #13**

- Test de hipótesis (*t test*), errores Tipo I y II, significación estadística (*p-values*).
- **Lecturas:**
  - ◊ Wooldridge (2010): Cap. 4.2.

- **Clase #14**

- Términos de interacción. Motivación. Estimación. Interpretación.
- **Lecturas:**
  - ◊ Wooldridge (2010): Cap. 7.4.
  - ◊ Thomas Brambor, William Clark and Matt Golder (2006). *Understanding Interaction Models: Improving Empirical Analyses*. Political Analysis, 14(1): 63—82.

📅 Entrega temario del *Problem set* #2. Una semana de plazo.

- **Clase #15**

- Propiedades numéricas del OLS, Gauss-Markov, sesgo de variable omitida.
- **Lecturas:**
  - ◊ Wooldridge (2010): pp. 89—94, 102—104.

- **Clase #16**

- *Goodness of fit*, “coeficiente de determinación” ( $r^2$ ), predicción.
- **Lecturas:**
  - ◊ Wooldridge (2010): pp. 40—41, Cap. 6.3.
  - ◊ Gary King (1986). *How Not to Lie With Statistics: Avoiding Common Mistakes in Quantitative Political Science*. American Journal of Political Science, 30(3): 666—687.

- **Clase #17**

- Problemas y *post-estimation*: multicolinealidad perfecta, heteroskedasticidad, no linealidad, *outliers*, no normalidad de residuos, auto-correlación.
- **Lecturas:**
  - ◊ Wooldridge (2010): Caps. 8 y 9.5.

📅 Entrega temario del *Problem set* #3. Una semana de plazo.

#### 4. Inferencia causal en R

- **Clase #18**

- Inferencia Causal: El *Problema Fundamental* en Inferencia Causal, el Supuesto de la “Ignorabilidad” y el “*Potential Outcomes Framework*”.
- **Lecturas:**
  - ◊ Imbens and Rubin (2015): Ch. 1.

- **Clase #19**

- Variables instrumentales y *two-stage least squares*.
- **Lecturas:**
  - ◊ Angrist and Pischke (2009): 4.1—4.2.

📅 Entrega temario del *Problem set* #4. Una semana de plazo.

- **Clase #20**

- Regression discontinuity designs: *Sharp Designs*.
- **Lecturas:**
  - ◊ Angrist and Pischke (2009): 6—6.1.

- **Clase #21**

- Regression discontinuity designs: *Fuzzy Designs*.
- **Lecturas:**
  - ◊ Angrist and Pischke (2009): 6.2.

- **Clase #22**

- Incorporando el elemento *tiempo*: fixed effects, differences-in-differences.
- **Lecturas:**
  - ◊ Angrist and Pischke (2009): Ch. 5.

📌 Entrega temario del trabajo final.

- **Última Clase**

- Presentaciones Grupales. Formato “conferencia online”.



## References

- Angrist, Joshua, and Jorn-Steffen Pischke. 2009. *Mostly Harmless Econometrics: An Empiricist's Companion*. 392. Princeton University Press.
- Brambor, Thomas, William Clark, and Matt Golder. 2006. "Understanding Interaction Models: Improving Empirical Analyses." *Political Analysis* 14 (01): 63–82.
- Imbens, Guido, and Donald Rubin. 2015. *Causal Inference for Statistics, Social, and Biomedical Sciences*. Cambridge University Press.
- King, Gary. 1986. "How Not to Lie with Statistics: Avoiding Common Mistakes in Quantitative Political Science." *American Journal of Political Science* 30 (3): 666–687.
- Monogan, James. 2015. *Political Analysis Using R*. Springer.
- Namboodiri, Krishnan. 1984. *Matrix Algebra: An Introduction*, 1–99. Sage.
- Rosenbaum, Paul. 2010. *Design of Observational Studies*. Springer Series in Statistics. Springer New York.
- Urdinez, Francisco, and Andrés Cruz. 2019. *AnalizaR Datos Políticos*. Edited by Francisco Urdinez and Andrés Cruz. <https://arcruzo.github.io/libroadp/>.
- Wooldridge, Jeffrey. 2010. *Introducción a la Econometría. Un Enfoque Moderno*. 4th. Cengage Learning.

# Métodos Cuantitativos II - ICE3202

*"There is therefore an absolute measure of probability [...] There is no such absolute measure of likelihood"*

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Sir Ronald Fisher, 1922

Universidad de O'Higgins  
Instituto de Ciencias Sociales  
Rancagua, Chile

**Última actualización:** December 9, 2020.  
**Descarga la última versión** [aquí](#).

## *Aspectos Logísticos*

**Profesor:** Héctor Bahamonde, PhD.  
e: [hector.bahamonde@uoh.cl](mailto:hector.bahamonde@uoh.cl)  
w: [www.HectorBahamonde.com](http://www.HectorBahamonde.com)  
Zoom ID: 951-326-1038.  
**Office Hours (Zoom):** Toma una hora [aquí](#).

**Hora de cátedra:** Martes: 10:15—11:45; Jueves: 14:30—16:00 hrs.  
**Lugar de cátedra:** Zoom (no hay clases presenciales este semestre).

**Acceso a materiales del curso:** [uCampus](#).

**Ayudante de cátedra (TA):** Gonzalo Barría (Mg.).  
e: [gonzalo.barría@uoh.cl](mailto:gonzalo.barría@uoh.cl)  
Zoom ID: 988-891-7227.  
**TA Bio:** Gonzalo Barría es Cientista Político (PUC) y Magíster en Ciencia Política (PUC).  
**Hora de ayudantía:** *On-demand*.  
**Lugar de ayudantía:** Zoom (no hay ayudantías presenciales este semestre).

**Carrera:** Ingeniería Comercial.  
**Eje de Formación:** Métodos Cuantitativos.  
**Semestre/Año:** Sexto Semestre/2020.  
**Pre-requisitos:** Metodos Cuanti I.  
**SCT:** 6.  
**Horas semanales:** Cátedra (45-60 minutos vía Zoom), Ayudantía (45-60 minutos vía Zoom).  
**Semanas:** 12.

## *Motivación: ¿Por qué tomar este curso?*

Muchas de las preguntas que nos hacemos como científicos sociales tienen que ver con variables “especiales”. Los métodos lineales como el OLS suponen variables continuas (por ej., GDP, ingresos, desigual-

dad). Sin embargo, existen otras variables igualmente interesantes como participación electoral (si la persona votó o no). Esta variable, por ejemplo, es binaria. Existen otras que son categóricas. Imagínate estás estudiando el tipo de transporte usado para llegar a tu lugar de trabajo: bus, auto, taxi. Cómo puedes estimar un modelo cuya variable dependiente no tiene un orden? Es imposible ordenar las categorías “bus”, “auto” y “taxi” en una escala. En estos y otros casos es necesario usar otro método de estimación diferente al que habíamos visto antes. Este semestre aprenderemos como estimar modelos generalizados GLMs (*generalized linear models*) vía MLE (*maximum likelihood estimation*).

Si la tarea de antes (OLS) era **minimizar** los errores cuadrados, la tarea de este semestre será **maximizar** el *likelihood*.

Qué diferencias existen entre la “probabilidad” y el “*likelihood*”? Qué diferencias matemáticas existen entre OLS y MLE? Cómo seleccionar el modelo adecuado para cada tipo de variable?

Este semestre, además, prestaremos especial atención a inferencia causal.

*Bienvenid@s al mundo de los modelos generalizados y estimados vía maximum likelihood estimation!*

### *Propósito Formativo*

El objetivo de este curso es profundizar los conocimientos introducidos por Métodos Cuantitativos I, particularmente, inferencia causal. Este curso proporciona los fundamentos teóricos y prácticos de la econometría tradicional. El principal objetivo es profundizar los conceptos y construir un conocimiento sólido sobre los fundamentos inducidos por cursos anteriores. Además, el enfoque es entregar otro tipo de estimaciones que permitan solucionar los problemas estadísticos prácticos.

Se espera que el alumno logre:

1. Logre establecer una pregunta económica y un método de identificación que permita verificar la hipótesis de forma causal.
2. Poder *testear* hipótesis y tengan las herramientas para analizar políticas de forma crítica.
3. Entender las limitaciones de los trabajos empíricos y los *trade offs* existentes al establecer supuestos.
4. Manejar distintas bases de datos con un propósito de investigación.
5. Pleno manejo en algún software estadístico.

### *Software*

En este curso usaremos principalmente R. Sin embargo, y debido a que Stata sigue siendo uno de los programas usados en la disciplina, también lo abordaremos.

- Instalación de R: Primero, instala R desde el [sitio Web](#) oficial. Click en “CRAN” (extremo superior izquierdo). Selecciona cualquier *mirror*. Por ejemplo, bájalo desde el *o-Cloud*. Después, baja la interfaz más utilizada, llamada R-Studio. Para esto, anda al [sitio Web](#) oficial, después *Download R-Studio, FREE*, selecciona la versión que sea compatible con tu sistema operativo (Windows, Mac, Ubuntu). Es importante saber si tu máquina es de 32 bits o 64 bits. Escoge el tipo de versión de R según esto.
- Instalación de Stata: la Escuela de Ciencias Sociales proveerá un servidor donde podrás conectarte desde tu casa a la versión online de Stata. Más noticias: TBA.

## Integridad Académica

- El plagio y la copia serán sancionadas con un 1. En caso de duda pregunta a tu profesor/ayudante. Procura citar todo lo que no sea de tu propiedad intelectual.
  - No se aceptan trabajos atrasados. Si tienes problemas de conectividad, planifica tus envíos con anticipación. Sólo se revisará lo que esté subido a uCampus (aunque esté incompleto). Si no hay nada, tendrás un 1.
  - Ni el ayudante ni el profesor están obligados a responder preguntas (a) después de las 5 pm durante días de semana, (b) durante fines de semana, (c) festivos.
- 📌 No existirán excepciones. Planifica tu trabajo responsablemente.

## Política sobre Trabajo Cooperativo

**Yo recomiendo el trabajo cooperativo.** Es saludable que consultes con tus compañeros/as de curso, y que traten, en la medida de lo posible, de encontrar las soluciones en conjunto. Sin embargo, salvo por el trabajo final y la presentación final (más sobre esto abajo), todos los trabajos (y sus evaluaciones) serán individuales.

## Evaluaciones

### 1. Participación (cátedra, foro uCampus y ayudantía): 5%.

Es fundamental que participes en clases, envíes preguntas por escrito y/o te juntes con el profesor/ayudante vía Zoom.

- 📌 Se espera que los estudiantes hagan sus respectivas lecturas *antes* de cada clase para poder participar en el debate crítico que haremos en cada una de ellas.

### 2. Control de lectura: 15%.

Como verás en el programa, la primera sección es filosófica y conceptual. En el control de lectura se medirá cuán bien pudiste comprender los conceptos. Si tienes dudas, no dudes en contactar al ayudante/profesor.

### 3. Problem Sets: 15% cada uno, 50% en total.

En estos ejercicios deberás resolver un problema práctico. Según lo estipula el programa, recibirás una base de datos, y una serie de preguntas de carácter aplicado. El producto (i.e. lo que tienes que entregar), será un *script* de R. Un *script* es un texto que contiene líneas de programación (de R), que al ser ejecutadas, me llevarán a tu respuesta. El plazo para entregar el *script* de una semana una vez recibidas las instrucciones. Se entrega vía uCampus.

- **Aunque no es necesario, sí puedes ocupar recursos externos, como Internet.**
- Es importante que estas líneas corran bien: el usuario (yo) tiene que ser capaz de ver como R ejecuta cada línea, sin “estancarse”.
- Es importante que vayas guiando al usuario (yo) sobre tu raciocinio. Asegúrate de comentar (usando el símbolo #).

### 4. Un trabajo final obligatorio/no-eximible (15%) y una presentación final (15%, vía Zoom): 35% en total.

En este curso, la actividad final es un trabajo final (15%) que tiene formato de trabajo grupal. Usando una base de datos que nosotros te daremos, tú y tu grupo deberán responder una serie de

preguntas. El producto final (i.e. lo que debes entregar) consiste en un *script* de R. La nota es grupal (i.e. todo el grupo recibirá la misma nota). **Los grupos serán de 2 personas.** La formación del grupo es endógena.

El paper (*script*) se puede entregar antes, pero una vez cerrado el plazo, no se recibirán trabajos. Los *scripts* que se entreguen tarde o vía *email* tendrán un 1 (sin opción a reclamo). **No hay excepciones.**

En un formato muy parecido a una conferencia académica (virtual, no presencial), tendrás (junto a tu grupo) que presentar los principales hallazgos (10%). Todos/as presentan. Cada presentación debe durar no menos de 15 minutos, pero nunca más de 20 minutos. Las presentaciones se realizarán virtualmente (i.e. vía Zoom) el último día de clases. Tendrás que ocupar *slides* ("Power Point"). Para tales efectos, tendrás que compartir pantalla desde tu casa, y hacer tu presentación de esa manera.

Les recomiendo "verme" (vía Zoom) en [mis office hours](#) antes del plazo de entrega. Si quieres, [envíame un email](#) con tu borrador, y yo te devolveré comentarios. Vélo como una pre-corrección. Esto es voluntario. También puedes contactar al/la TA. **No se procesarán preguntas durante fines de semana, y/o festivos.**

En resumen:

|                                     | Porcentaje | Porcentaje Acumulado |
|-------------------------------------|------------|----------------------|
| Participación (cátedra y ayudantía) | 5%         | 5%                   |
| Problem Set #1                      | 10%        | 15%                  |
| Problem Set #2                      | 10%        | 25%                  |
| Problem Set #3                      | 15%        | 40%                  |
| Problem Set #4                      | 15%        | 55%                  |
| Control de lectura                  | 15%        | 70%                  |
| Trabajo final grupal                | 15%        | 85%                  |
| Presentación grupal                 | 15%        | 100%                 |

### Ayudantía

Las ayudantías se harán por Zoom. Y se harán a pedido de los ayudantes. Pero en general, espera tener al menos dos ayudantías al mes.

### Textos Mínimos

- Michael Ward and John Ahlquist (2001). [Maximum Likelihood for Social Science: Strategies for Analysis](#).
- Gary King (1998). [Unifying Political Methodology: The Likelihood Theory of Statistical Inference](#).
- Scott Long (1998). [Regression Models for Categorical and Limited Dependent Variables](#).
- Guido Imbens and Donald Rubin (2015). [Causal Inference for Statistics, Social, and Biomedical Sciences](#).
- Joshua Angrist and Jorn-Steffen Pischke (2009). [Mostly Harmless Econometrics: An Empiricist's Companion](#).

## Textos Recomendados

- Scott Long and Jeremmy Freese (2001). *Regression Models for Categorical Dependent Variables using Stata*.
- Paul Rosenbaum (2010). *Design of Observational Studies*.
- William Greene (2011). *Econometric Analysis*.

☞ También se considerarán algunos *papers*. Estos estarán señalados en las fechas indicadas y en la sección de Bibliografía.

## Calendario

### i. Introducción

#### 1. Introducciones y Motivación: Por qué necesitamos MLE e Inferencia Causal?

- Introducciones: programa de curso, requerimientos y expectativas. Motivación.
- *Qué es R?* Instalación de R y RStudio.
- *Qué es Stata?*
- *Por qué necesitamos MLE e Inferencia Causal?*
- No hay lecturas.

### ii. Inferencia Causal

#### 2. Inferencia Causal: El Problema Fundamental en Inferencia Causal, el Supuesto de la “Ignorabilidad” y el “Potential Outcomes Framework”.

- **Lecturas:**
  - ◊ Imbens and Rubin (2015): Ch. 1.

#### 3. Variables instrumentales y *two-stage least squares*.

- **Lecturas:**
  - ◊ Angrist and Pischke (2009): 4.1—4.2.

#### 4. Regression discontinuity designs: *Sharp Designs*.

- **Lecturas:**
  - ◊ Angrist and Pischke (2009): 6—6.1.
  - ◊ David Lee and Thomas Lemieux (2010). *Regression Discontinuity Designs in Economics*. Journal of Economic Literature, 48(2): 281—355. Sect.: 1—3.3.

#### 5. Regression discontinuity designs: *Fuzzy Designs*.

- **Lecturas:**
  - ◊ Angrist and Pischke (2009): 6.2.
  - ◊ Jinyong Hahn, Petra Todd and Wilbert Klaauw (2001). *Identification and Estimation of Treatment Effects with a Regression-Discontinuity Design*. Econometrica, 69(1): 201—209.
  - ◊ David Lee and Thomas Lemieux (2010). *Regression Discontinuity Designs in Economics*. Journal of Economic Literature, 48(2): 281—355. Sect.: 3.4—7.1.
  - ◊ Guido Imbens and Karthik Kalyanaraman (2012). *Optimal Bandwidth Choice for the Regression Discontinuity Estimator*. The Review of Economic Studies, 79(3): 933—959.

- ◇ Erik Meyersson (2014). *Islamic Rule and the Empowerment of the Poor and Pious*. *Econometrica*, 82(1): 229—269.

## 6. Incorporando el elemento tiempo: *fixed effects* y *differences-in-differences*.

### ◦ Lecturas:

- ◇ Kosuke Imai and In Song Kim (2019). *When Should We Use Unit Fixed Effects Regression Models for Causal Inference with Longitudinal Data?* *American Journal of Political Science*, 62(2): 467—490.
- ◇ David Card and Alan Krueger (1994). *Minimum Wages and Employment: A Case Study of the Fast-Food Industry in New Jersey and Pennsylvania*. *The American Economic Review*, 84(4): 772—793.
- ◇ Angrist and Pischke (2009): Ch. 5.

- Entrega temario del *Problem set* #1. Una semana de plazo. Prepárate para responder preguntas tipo ensayo breve también.

## iii. Introducción a MLE: Probabilidad y Likelihood

### 7. Probabilidad y Likelihood.

- Diferencias filosóficas y matemáticas.
- Lecturas:
  - ◇ Ward and Ahlquist (2018): Ch. 1.
  - ◇ King (1998): Ch. 2.

### 8. Probabilidad e Incertidumbre.

- El enfoque de la probabilidad. Distribuciones.
- Lecturas:
  - ◇ King (1998): Ch. 3.

### 9. Likelihood e Inferencia.

- El enfoque del *likelihood*. OLS vía MLE?
- Lecturas:
  - ◇ King (1998): Ch. 4.1—4.3.
  - ◇ Ward and Ahlquist (2018): Ch. 4.

### 10. Propiedades Estadísticas y Numéricas del Likelihood.

- Finite sample problems. Precisión estadística: *Wald test*, *Likelihood Ratio*, *Lagrange Multiplier* (teórico).
- Lecturas:
  - ◇ Ward and Ahlquist (2018): Ch. 2.1—2.2.
  - ◇ King (1998): Ch. 4.4—4.6.
  - ◇ Long (1997): Ch. 2.6.

- Control de lectura. Entrada todo lo visto hasta este momento hasta el último control/*problem set*.

## iv. Maximum Likelihood Estimation para Outcomes Binarios: Los Modelos Logit y Probit

### 11. Derivación.

- Derivando el *likelihood* del modelo logit y del modelo probit. Llegadas lineal y no-lineal. Función “link”.

- **Lecturas:**

- ◊ Long (1997): Ch. 3.1—3.6.
- ◊ Ward and Ahlquist (2018): Ch. 3.1—3.4.1

## 12. Hypothesis testing.

- *Wald test, Likelihood Ratio, Lagrange Multiplier* (práctico).
- **Lecturas:**
  - ◊ Ward and Ahlquist (2018): Ch. 5—5.1.2; 5.1.4—5.2.
  - ◊ Long (1997): Ch. 4.1.—4.1.5.

## 13. Inferencia e Interpretación.

- Intervalos de confianza, *odds ratios*, *partial changes en y*, *predicted probabilities* (métodos gráficos y tablas).
- **Lecturas:**
  - ◊ Long (1997): Ch. 3.7—3.9
  - ◊ Ward and Ahlquist (2018): Ch. 6.

## 14. Diagnósticos.

- Análisis de residuos (Cook's  $D_i$ , Pearson's  $r_i$ , DFBETA y DFFIT) y *goodness of fit* (pseudo- $R^2$  e *information criteria* BIC & AIC).
- **Lecturas:**
  - ◊ Ward and Ahlquist (2018): Ch. 5—5.1.2; 5.1.4—5.2.
  - ◊ Long (1997): Ch. 4.2—4.4.
  - ◊ Gary King. 1986. "How Not to Lie with Statistics: Avoiding Common Mistakes in Quantitative Political Science." *American Journal of Political Science* 30 (3): 666–687.

📅 Entrega temario del *Problem set* #2. Una semana de plazo.

## v. Maximum Likelihood Estimation (MLE) para Modelos Generalizados (GLMs)

### 15. Outcomes Ordenados: Ordered Logit/Probit.

- Derivación. Estimación. Interpretación.
- **Lecturas:**
  - ◊ Ward and Ahlquist (2018): Ch. 7.
  - ◊ Long (1997): Ch. 5.
  - ◊ Ward and Ahlquist (2018): Ch. 8.

### 16. Outcomes Desordenados o "Nominales": Multi-Nomial Logit/Probit.

- Derivación. Estimación. Interpretación.
- **Lecturas:**
  - ◊ Long (1997): Ch. 6.
  - ◊ Ward and Ahlquist (2018): Ch. 9—9.3.2.

📅 Entrega temario del *Problem set* #3. Una semana de plazo.

### 17. Outcomes de Cuentas: Modelos Poisson y Negative-Binomial.

- Derivación. Estimación. Interpretación.
- **Lecturas:**



- ◇ Long (1997): Ch. 8—8.3.4.
- ◇ Ward and Ahlquist (2018): Ch. 10.

#### vi. Extensiones

##### 18. **Outcomes Poco Frecuentes: Zero-Inflated (Poisson y Negative-Binomial) y Rare Event Logistic.**

- Derivación. Estimación. Interpretación.
- **Lecturas:**
  - ◇ Long (1997): Ch. 8.5—8.6.
  - ◇ Gary King, Michael Tomz, and Jason Wittenberg. 2000. "Making the Most of Statistical Analyses: Improving Interpretation and Presentation." *American Journal of Political Science* 44 (2): 341–355.
  - ◇ Gary King and Langche Zeng. 2001. "Logistic Regression in Rare Events Data." *Political Analysis* 9 (2): 137–163.

📌 Entrega temario del *Problem set* #4. Una semana de plazo.

##### 19. **Outcomes Censurados/Truncados: Tobit Models.**

- Derivación. Estimación. Interpretación.
- **Lecturas:**
  - ◇ Long (1997): Ch. 7.

##### 20. **MLE y Causal Inference: Matching, Covariate Balance, y el Propensity Score.**

- Derivación. Estimación. Interpretación.
- **Lecturas:**
  - ◇ Daniel Ho et al. 2007. "Matching as Nonparametric Preprocessing for Reducing Model Dependence in Parametric Causal Inference." *Political Analysis* 15 (3): 199–236.
  - ◇ Imbens and Rubin (2015): Ch. 13, 14 y 15.
  - ◇ Urdinez and Cruz (2019): Ch. 10.7.6.

📌 Entrega del temario y asignación de bases de datos para el Trabajo Final. Dos semanas de plazo.

#### vii. Sesiones Guiadas de Trabajo y Presentaciones Finales

##### 21. **Sesión Guiada de Trabajo #1**

- Oportunidad para trabajar en grupo bajo la supervisión del profesor/ayudante. Llevar dudas.

##### 22. **Sesión Guiada de Trabajo #2**

- Oportunidad para trabajar en grupo bajo la supervisión del profesor/ayudante. Llevar dudas.

##### 23. **Sesión Guiada de Trabajo #3**

- Oportunidad para trabajar en grupo bajo la supervisión del profesor/ayudante. Llevar dudas.

##### 24. **Presentaciones Finales**

- 📌 Entrega de script en uCampus y presentación en formato conferencia "online". Todos presentan. Grupos de entre 2 y 3 personas (máximo).

## References

- Angrist, Joshua, and Jorn-Steffen Pischke. 2009. *Mostly Harmless Econometrics: An Empiricist's Companion*. 392. Princeton University Press.
- Card, David, and Alan Krueger. 1994. "Minimum Wages and Employment: A Case Study of the Fast-Food Industry in New Jersey and Pennsylvania." *The American Economic Review* 84 (4): 772–793.
- Greene, William. 2011. *Econometric Analysis*. 7th. Prentice Hall.
- Hahn, Jinyong, Petra Todd, and Wilbert Klaauw. 2001. "Identification and Estimation of Treatment Effects with a Regression-Discontinuity Design." *Econometrica* 69 (1): 201–209.
- Ho, Daniel, Kosuke Imai, Gary King, and Elizabeth Stuart. 2007. "Matching as Nonparametric Preprocessing for Reducing Model Dependence in Parametric Causal Inference." *Political Analysis* 15 (3): 199–236.
- Imai, Kosuke, and In Song Kim. 2019. "When Should We Use Unit Fixed Effects Regression Models for Causal Inference with Longitudinal Data?" *American Journal of Political Science* 63 (2): 467–490.
- Imbens, Guido, and Karthik Kalyanaraman. 2012. "Optimal Bandwidth Choice for the Regression Discontinuity Estimator." *The Review of Economic Studies* 79 (3): 933–959.
- Imbens, Guido, and Donald Rubin. 2015. *Causal Inference for Statistics, Social, and Biomedical Sciences*. Cambridge University Press.
- King, Gary. 1986. "How Not to Lie with Statistics: Avoiding Common Mistakes in Quantitative Political Science." *American Journal of Political Science* 30 (3): 666–687.
- . 1998. *Unifying Political Methodology: The Likelihood Theory of Statistical Inference*, 1–274. Ann Arbor, MI: University of Michigan Press.
- King, Gary, Michael Tomz, and Jason Wittenberg. 2000. "Making the Most of Statistical Analyses: Improving Interpretation and Presentation." *American Journal of Political Science* 44 (2): 341–355.
- King, Gary, and Langche Zeng. 2001. "Logistic Regression in Rare Events Data." *Political Analysis* 9 (2): 137–163.
- Lee, David, and Thomas Lemieux. 2010. "Regression Discontinuity Designs in Economics." *Journal of Economic Literature* 48 (2): 281–355.
- Long, John, and Jeremmy Freese. 2001. *Regression Models for Categorical Dependent Variables using Stata*. College Station, Texas: STATA Press.
- Long, Scott. 1997. *Regression Models for Categorical and Limited Dependent Variables*. 297. Sage.
- Meyersson, Erik. 2014. "Islamic Rule and the Empowerment of the Poor and Pious." *Econometrica* 82 (1): 229–269.
- Rosenbaum, Paul. 2010. *Design of Observational Studies*. Springer Series in Statistics. Springer New York.
- Urdinez, Francisco, and Andrés Cruz. 2019. *AnalizaR Datos Políticos*. Edited by Francisco Urdinez and Andrés Cruz. <https://arcruzo.github.io/libroadp/>.
- Ward, Michael, and John Ahlquist. 2018. *Maximum Likelihood for Social Science: Strategies for Analysis*.

# Social Sciences and Epistemology - AP1007

Universidad de O'Higgins  
Instituto de Ciencias Sociales  
Rancagua, Chile

Last updated: November 22, 2018.  
Download last version [here](#).

**Professor:** Hector Bahamonde, PhD.  
e: [hector.bahamonde@uoh.cl](mailto:hector.bahamonde@uoh.cl)  
w: [www.hectorbahamonde.com](http://www.hectorbahamonde.com)  
**Office Hours:** Make an appointment [here](#).

**Class meetings:** M: 10:15-11:45 AM; W: 12:00-13:30 PM.  
**Class Location:** C306.  
**Class Website and Materials:** [uCampus](#).

**Teaching Assistant (TA):** Gonzalo Barria.  
e: [ghbarria@uc.cl](mailto:ghbarria@uc.cl)

**TA Bio:** Gonzalo Barria obtained his BA in Political Science from Catolica University, and now is pursuing his Master degree degree at the same Institution.

**Recitation meetings:** Every Friday: 12:00-13:30.  
**Recitation Location:** M02.

## *Overview and Objectives*

This [undergraduate-level course](#) offers an introduction to core philosophical and practical issues associated with the development of research designs in the social sciences. The course explores different techniques, uses, strengths, as well as limitations of a number of methodological approaches. It will also emphasize contemporary debates in the subfield. Upon completion of the course, students will have an enhanced ability to analyze scholarly work, and develop their own basic research designs. The course begins with a focus on the philosophy of science, theory construction, theory testing, and causal inference. This epistemological foundation will provide students with the tools necessary to grapple with issues involved with designing research projects in the social sciences. The course will then shift to a focus on several case-study methodologies. The final segment of the seminar examines field research techniques, and data collection.

I hope this course catches your attention, in the expectation that you continue interested in these issues. Most of all, I hope you see what a diverse set of tools we, social scientists, have. **Welcome!**

## *Course Learning Objectives*

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

- Acquire an understanding of core concepts in epistemology in the social sciences.
- Recognize different epistemological approaches in the social sciences literature.
- Apply a critical, creative, and holistic thinking, in the understanding of social phenomena.

- Incorporate technologies, and apply techniques suited to understand, analyze, and solve issues of public nature.
- Integrate cutting-edge knowledge, while building a professional and scientific language.

### *Classroom Etiquette*

- Don't be late. The classroom's door will be locked after 15 minutes the class has began.
- 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 the 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](#) on my website.

### *Requirements and Evaluations*

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

The TA and myself expect you to keep up with the readings over the course of the semester. We employ an interactive lecture style, and you will need to have done the readings before class in order to participate. *Full attendance does not imply full credit.* To get full credit, besides attendance, you will also need to *actively* participate in my class, and in recitation.

Students are expected to put in 180 hours of work during the semester for a 6-credit class. That represents 10 hours per week, in a semester of 18 weeks. These are *Universidad de O'Higgins's* guidelines. Since you will be spending 3 hours in the classroom, this means you should be working about 7 hours per week for this course **outside** of the classroom. Since recitation lasts for 1.5 hours, that means that you should be **reading** 5.5 hours per week. If you find that you are spending more than that, please see me in my office hours to discuss strategies to read more efficiently.

#### 2. **One in-class midterm exam, October 3:** 25%.

There is a midterm exam that covers the first half of the semester (everything, until Oct. 1). 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. Please note, exam questions will be drawn from the readings *and* lectures *and* recitation.

#### 3. **A research design of 10-12 pages in length, November 23:** 15%.

In this exercise, you and your group (**5 people in total**) should produce a **research design** paper that focuses on an specific topic in the social sciences. Bare in mind that you *do not* actually have to *implement* the entire design. I will meet with every group individually, to clarify initial questions, and calibrate which specific methods you should implement (and why), and which methods you should not implement. *You and your group are in charge of this meeting* (i.e. I won't call you). [Meet me](#) as soon as you can: the earlier the better.

Please consult with me in advance what your thematic options are. Do *not* write your paper without first double-checking with me if the topic is appropriate. For those matters, please [make an appointment](#) with me. Importantly, the paper should use at least *three* different methods discussed in the course.

- ☞ While the project should be about a social phenomena, and using the approaches taught in this course, [you should work on aspects that touch upon our regional](#) (i.e. *Región de O'Higgins*) context, challenges, advantages, needs, or what not.

I take writing very seriously. I therefore strongly suggest that you begin your paper early, edit multiple drafts, and proofread it 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.

**The paper is due in hard copy within the first 15 minutes of class on November 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 1.** There will *not* be exceptions nor 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. You may also contact our TA. If you want to receive comments from us, please allow plenty of time for us to read your draft, and time to meet you. Consider also that your classmates will do the same. Consequently, plan accordingly.

- ☞ Finally, the TA and myself have provided [a document](#) that should clearly guide you in what the requirements are for the final report.

#### 4. **One in-class mock-conference, December 3-5: 20%.**

As you will learn in this course, social science is a collective enterprise. That is, we are expected to *actively* engage with other scientists, and members of society alike. “Actively” means that we have to convince everyone that our theories/methods matter. Therefore, **you and your group** are expected to present your *improved* design (i.e. incorporating our feedback) in front of your fellow classmates. The conference will be organized in different panels. The president of the conference will organize the panel thematically. I am the president. The format will follow the same rules any professional conference has. See below the details.

(a) **Roles:** You will have the next roles:

- **Speaker:** gives a professional presentation. *Everyone in the group presents.*
- **Participant:** as a member of the audience, provides mindful comments/constructive criticism of the papers.

(b) **Dress code:** business casual.

(c) **Presentation:** professional. You should avoid excessive coloration, and at all cost, animations, and unprofessionally-looking fonts and sizes, use of ClipArt, etc.

**All these items will be graded.** As you see, I have high expectations about this conference. In the future, you will be giving an actual presentation, either at a conference, or businesses meeting in front of members of the private and/or public sector. Hence, it's important for you to learn the rules

of these things early in the process. We will discuss all the necessary details at the right time in the semester.

#### 5. **Final Exam, December 7:** 25%.

There is a final exam that covers the second half of the semester. The exam is not cumulative. Expect the same format/difficulty of the midterm exam.

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. Please note, exam questions will be drawn from the readings *and* lectures *and* recitation.

### *Recitation*

In this class there will be a *mandatory* weekly recitation. This means that the TA not only will take attendance, but also, structure weekly sessions designed to clarify further questions, or doubts you might have. Both your attendance *and* active participation *will* be graded. Failure to attend, and/or failure to engage with the discussion, will impact negatively your **participation grade**. *In other words, full attendance does not imply full credit.*

This is how it works. Every Friday (12:00-13:30), you will meet Gonzalo Barria. The TA will address the same readings. We believe that students benefit more when exposed to the same idea more than once. You may call this “osmosis,” or the process by which ideas are assimilated by repetition. Importantly, the TA might (or not) have a different lecturing style. Students should also benefit from instructors who take a different angle at the subject matter.

If needed, the TA could spend up to one extra hour right after recitation, for example, in the library, solving additional questions. However, make sure you [contact](#) Gonzalo Barria 24 hours before recitation. Without this request, s/he is not obliged to stay at all. Bare in mind: it’s a *request*. The TA is free to decline your request.

The TA will be available by email,<sup>1</sup> and in-person only.<sup>2</sup> Communication with the TA will be acceptable for academic reasons only. The TA will not share his/her cellphone number, nor engage in social media activities with the students.

### *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*

Our university does not have (at the moment) an Office of Academic Integrity. Consequently, I will follow Tulane University’s policy on Academic Integrity. In my class, you are expected to fully comply with that school’s [policies](#).

### *Students with Disabilities*

In my class, **ALL** are welcomed. Students with disabilities who require accommodation should check with the [Dirección de Asuntos Estudiantiles \(DAE\)](#).

1. Please use your institutional email accounts only, i.e. @uoh.c1.

2. No meetings outside of the University’s property are allowed.

## 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

### 1. Introductions, and Analytical Frameworks

#### Aug 6: Introductions

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

#### Aug 8: Bridging Divides? Unified Methodologies?

- Rudra Sil. [The Division of Labor in Social Science Research: Unified Methodology or "Organic Solidarity"?](#) *Polity* 32(4): 499-531, 2000.
- Henry Brady. [Introduction to Symposium: Two Paths to a Science of Politics.](#) *Perspectives on Politics* 2(2): 295-300, 2004.
- Sidney Tarrow, "Bridging the Qualitative-Quantitative Divide," in Henry Brady and David Collier (eds.) *Rethinking Social Inquiry: Diverse Tools, Shared Standards*. Rowman & Littlefield Publishers, 2004.

### 2. Philosophy of Science: How to Build Knowledge

#### Aug 13: Basic Elements of Research Design

- Gary King, Robert Keohane, Sidney Verba. [Designing Social Inquiry: Scientific Inference in Qualitative Research](#), pp. 3-49. Princeton University Press, 1994.
- Gerardo Munck, ["Tools for Qualitative Research,"](#) in Henry Brady and David Collier (eds.) *Rethinking Social Inquiry: Diverse Tools, Shared Standards*. Rowman & Littlefield Publishers, 2004.
- Gary King, Robert Keohane, and Sidney Verba, "The Importance of Research Design," in Henry Brady and David Collier (eds.) *Rethinking Social Inquiry: Diverse Tools, Shared Standards*. Rowman & Littlefield Publishers, 2004.

**Wednesday August 15, National Holiday: No class.**

#### Aug 20: Logical Positivism

- Rudolph Carnap, "The Value of Laws: Explanation and Prediction," in [An Introduction to the Philosophy of Science: Philosophical Foundations of Physics](#), pp. 3-18. Basic Books, 1966.

- Arthur Stinchcombe, "The Logic of Scientific Inference," in *Constructing Social Theories*, pp. 15-43. Harcourt Brace, 1968.
- Ronald Giere. *The Cognitive Structure of Scientific Theories*. *Philosophy of Science* 61(2): 276-296, 1994.

#### Aug 22: Falsification

- Karl Popper. "Falsifiability," in *The Logic of Scientific Discovery*, pp. 57-73. Routledge, 2005.
- Imre Lakatos, "Falsification and the Methodology of Scientific Research Programmes," in *The Methodology of Scientific Research Programmes*, pp. 8-101. Cambridge University Press, 1970.

### 3. The Philosophy of Social Science

#### Aug 27: Naturalism

- Carl Hempel. *The Function of General Laws in History*. *Journal of Philosophy*, 39(2): 35-48, 1942.
- Harold Kinkaid. *Defending Laws in the Social Sciences*. *Philosophy of the Social Sciences*, 20(1): 56-83, 1990.

#### Aug 29: Anti-Naturalism

- Alberto Hirschman. *The Search for Paradigms as a Hindrance to Understanding*. *World Politics*, 22(3): 329-343, 1970.
- Raymond Martin. *The Essential Difference between History and Science*. *History and Theory*, 36(1): 1-14, 1997.

#### Sept 3: Common Ground

- Paul Churchland. *Folk Psychology and the Explanation of Human Behavior*. *Philosophical Perspectives*, 3: 225-241, 1989.
- Fritz Machlup. *Are the Social Sciences Really Inferior?* *Southern Economic Journal*, 27(3): 173-184, 1961.

### 4. Description and Interpretation in Social Science

#### Sept 5: Description as a Scientific Enterprise

- John Gerring. *Mere Description*. *British Journal of Political Science*, 42(4): 721-746, 2012.

#### Sept 10: Description as an Unscientific Approach

- Gary King, Robert Keohane, Sidney Verba. *Designing Social Inquiry: Scientific Inference in Qualitative Research*, 75-114. Princeton University Press, 1994.

#### Sept 12: Interpretation

- Clifford Geertz. "Thick Description: Toward an Interpretive Theory of Culture," in *Interpretation of Cultures: Selected Essays by Clifford Geertz*, pp. 3-32. Basic Books, 1973.
- Charles Taylor. *Interpretation and the Sciences of Man*. *The Review of Metaphysics*, 25(1): 3-51, 1971.



**National Holiday. No class. No recitation. See you back on Sept 24.**

## 5. Explanation, Causality, Mechanisms

### Sept 24: Causality in the Social World

- Peter Abell. [A Case for Cases Comparative Narratives in Sociological Explanation](#). *Sociological Methods and Research* 30(1): 57-80, 2001.
- Robert Lieberman. [Ideas, Institutions, and Political Order: Explaining Political Change](#). *American Political Science Review*, 96(4): 697-712, 2002.
- Margaret Marini and Burton Singer. [Causality in the Social Sciences](#). *Sociological Methodology*, 18(1): 347-409, 1988.

### Sept 26: Counterfactual Analysis

- James Fearon. [Counterfactuals and Hypothesis Testing in Political Science](#). *World Politics*, 43(2): 169-195, 1991.

## 6. Concept Formation and the Criterial Framework

### Oct. 1: Concept Formation

- Giovanni Sartori. [Concept Misformation in Comparative Politics](#). *The American Political Science Review*, 64(4): 1033-1053, 1970.
- Robert Adcock and David Collier. [Measurement Validity: A Shared Standard for Qualitative and Quantitative Research](#). *The American Political Science Review*, 95(3): 529-546, 2001.
- Gary Goertz. "Social Science Concepts: A User's Guide," pp. 1-101. Princeton University Press, 2005.

**Midterm: October 3.**

↑ For the midterm, keep calm, and study everything that's above. ↑

Everything until Oct. 1 might be asked.

☺ You can do this ☺

↓ **Everything below will be considered in the final** ↓

↓ **For your research design, pick *three* of the following methods** ↓

## 7. Case Study Designs (1)

### Oct 8: Defining Case Studies and Single Case Designs

- Alexander George and Andrew Bennett, "Part 1," in ["Case Studies and Theory Development in the Social Sciences,"](#) pp. 3-36. MIT Press, 2004.
- John Gerring. [What Is a Case Study and What Is It Good for?](#) *American Political Science Review*, 98(2): 341-354, 2004.

### Oct 10: Causal Inference, Mill's Method and Process-Tracing

- Tomás Bril-Mascarenhas, Antoine Maillet, Pierre-Louis Mayaux. [Process Tracing: Induction, Deduction, and Causal Inference](#). *Revista de Ciencia Política*, 37(3): 659-684, 2017.
- Alexander George and Andrew Bennett, "Comparative Methods: Controlled Comparison and Within Case Analysis," in "*Case Studies and Theory Development in the Social Sciences*," pp. 151-181. MIT Press, 2004.
- Alexander George and Andrew Bennett, "Process-Tracing and Historical Explanation," in Alexander George and Andrew Bennett "*Case Studies and Theory Development in the Social Sciences*," pp. 205-233. MIT Press, 2004.

**Monday Oct 15: National Holiday: No class.**

## 8. Case Study Designs (2)

### Oct 17: Structured, Focused Comparisons

- Alexander George and Andrew Bennett, "The Method of Structured, Focused Comparison," in Alexander George and Andrew Bennett "*Case Studies and Theory Development in the Social Sciences*," pp. 67-73. MIT Press, 2004.

### Oct 22: Comparative Case Study Designs

- David Collier. [The Comparative Method](#). *American Political Science Association Meeting*, Washington D.C., 1993.
- Stanley Lieberson. [Small N's and Big Conclusions: An Examination of the Reasoning in Comparative Studies Based on a Small Number of Cases](#). *Social Forces*, 70(2): 307-320, 1991.
- Douglas Dion. [Evidence and Inference in the Comparative Case Study](#). *Comparative Politics*, 30(2): 127-145, 1998.

## 9. Case Study Designs (3)

### Oct 24: Case Selection, and Selection Bias

- Gary King, Robert Keohane, Sidney Verba. [Designing Social Inquiry: Scientific Inference in Qualitative Research](#), pp. 128-149. Princeton University Press, 1994.
- Barbara Geddes. [How the Cases You Choose Affect the Answers You Get: Selection Bias in Comparative Politics](#). *Political Analysis*, 2(1): 131-150, 1990.
- David Collier and James Mahoney. [Insights and Pitfalls: Selection Bias in Qualitative Research](#). *World Politics*, 49(1): 56-91, 1996.

### Oct 29: Overcoming Selection Bias

- Ian Lustick. [History, Historiography, and Political Science: Multiple Historical Records and the Problem of Selection Bias](#). *The American Political Science Review*, 90(3): 605-618, 1996.
- Behan McCullagh. [Bias in Historical Description, Interpretation, and Explanation](#). *History and Theory*, 39(1): 39-66, 2000.

## 10. Historical Analyses

### Oct 31: Macro-Historical Analysis and Comparison

- Theda Skocpol and Margaret Somers. [The Uses of Comparative History in Macrosocial Inquiry](#). *Comparative Studies in Society and History*, 22(2): 174-197, 1980.
- James Mahoney and Dietrich Rueschemeyer. [“Comparative-Historical Analysis: Achievements and Agendas,”](#) in James Mahoney and Dietrich Rueschemeyer *Comparative Historical Analysis in the Social Sciences*, pp. 3-14. Cambridge University Press, 2003.
- James Mahoney and Dietrich Rueschemeyer. [“Big, Slow Moving, and Invisible: Macro-Social Processes in the Study of Comparative Politics,”](#) in James Mahoney and Dietrich Rueschemeyer *Comparative Historical Analysis in the Social Sciences*, pp. 177-208. Cambridge University Press, 2003.

### Friday 2: No recitation.

#### Nov 5: Path Dependence

- James Mahoney. [Path Dependence in Historical Sociology](#). *Theory and Society*, 29(4): 507–548, 2000.
- Paul Pierson. [Increasing Returns, Path Dependence, and the Study of Politics](#). *American Political Science Review*, 94(2): 251-267, 2000.

#### Nov 7: Thinking about Temporality

- Paul Pierson. [Not Just What, but When: Timing and Sequence in Political Processes](#). *Studies in American Political Development*, 14(1), 72–92.
- Tim Buthe. [Taking Temporality Seriously: Modeling History and the Use of Narratives as Evidence](#). *American Political Science Review*, 93(3):481-493, 2002.

### 11. Field Research Techniques

#### Nov 12: The Ethics of Working with Human Subjects

- Laura Woliver. [Ethical Dilemmas in Personal Interviewing](#). *PS: Political Science & Politics*, 35(4): 677-678, 2002.
- David Calvey. [The Art and Politics of Covert Research: Doing ‘Situated Ethics’ in the Field](#). *Sociology*, 42(5): 905-918, 2008.

#### Nov 14: Conducting Elite Interviews

- Beth Leech. [Interview Methods in Political Science](#). *PS: Political Science & Politics*, 35(4): 663-664, 2002.
- Beth Leech. [Asking Questions: Techniques for Semi-structured Interviews](#). *PS: Political Science & Politics*, 35(4): 663-664, 2002.
- Kenneth Goldstein. [Getting in the Door: Sampling and Completing Elite Interviews](#). *PS: Political Science & Politics*, 35(4): 669-672, 2002.
- Joel Aberbach and Bert Rockman. [Conducting and Coding Elite Interviews](#). *PS: Political Science & Politics*, 35(4): 673-676, 2002.
- Jeffrey Berry. [Validity and Reliability Issues in Elite Interviewing](#). *PS: Political Science & Politics*, 35(4): 679-682, 2002.
- Shannon Rivera, Polina Kozyreva and Edvard Sarvoskii. [Interviewing Political Elites: Lessons from Russia](#). *PS: Political Science & Politics*, 35(4): 683-688, 2002.

**Nov 19: Focus Groups**

- David Morgan. [Focus Groups](#). *Annual Review of Sociology*, 22(1): 129-152, 1996.

**Nov 21: Ethnography**

- Clifford Geertz. [Deep Play: Notes on the Balinese Cockfight](#). *Daedalus*, 101(1): 1-37, 1972.
- Richard Fenno. [Observation, Context, and Sequence in the Study of Politics](#). *American Political Science Review*, 80(1): 3-15, 1986.

**Research Design Due:** [November 23.](#)

**Nov 26: Archival Methods**

- Louis Gottschalk. "What are History and Historical Sources," in *Understanding History: A Primer of Historical Method*, Random House Inc, 1969.
- Louis Gottschalk. "Where Does Historical Information Come From?," in *Understanding History: A Primer of Historical Method*, Random House Inc, 1969.

**Nov 28: Content and Discourse Analysis Procedures**

- ["Symposium: Discourse and Content Analysis,"](#) in Brendan Gough and Steve Robertson (eds.), *Designing and Conducting Gender, Sex, & Health Research*, pp. 15-27, 2004.
- Harold Kassarian. [Content Analysis in Consumer Research](#). *Journal of Consumer Research*, 4(1): 8-18, 1977.

**Final Presentations/"Conference":** [December 3-5.](#)

**Final Exam:** [December 7.](#)

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# POLC-2300 Introduction to Comparative Politics

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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 Fail,' 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 Rueschmeyer 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.



# Social Sciences and Epistemology - AP1007

Universidad de O'Higgins  
Instituto de Ciencias Sociales  
Rancagua, Chile

Last updated: November 22, 2018.  
Download last version [here](#).

**Professor:** Hector Bahamonde, PhD.  
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w: [www.hectorbahamonde.com](http://www.hectorbahamonde.com)  
**Office Hours:** Make an appointment [here](#).

**Class meetings:** M: 10:15-11:45 AM; W: 12:00-13:30 PM.  
**Class Location:** C306.  
**Class Website and Materials:** [uCampus](#).

**Teaching Assistant (TA):** Gonzalo Barria.  
e: [ghbarria@uc.cl](mailto:ghbarria@uc.cl)

**TA Bio:** Gonzalo Barria obtained his BA in Political Science from Catolica University, and now is pursuing his Master degree at the same Institution.

**Recitation meetings:** Every Friday: 12:00-13:30.  
**Recitation Location:** M02.

## *Overview and Objectives*

This [undergraduate-level course](#) offers an introduction to core philosophical and practical issues associated with the development of research designs in the social sciences. The course explores different techniques, uses, strengths, as well as limitations of a number of methodological approaches. It will also emphasize contemporary debates in the subfield. Upon completion of the course, students will have an enhanced ability to analyze scholarly work, and develop their own basic research designs. The course begins with a focus on the philosophy of science, theory construction, theory testing, and causal inference. This epistemological foundation will provide students with the tools necessary to grapple with issues involved with designing research projects in the social sciences. The course will then shift to a focus on several case-study methodologies. The final segment of the seminar examines field research techniques, and data collection.

I hope this course catches your attention, in the expectation that you continue interested in these issues. Most of all, I hope you see what a diverse set of tools we, social scientists, have. **Welcome!**

## *Course Learning Objectives*

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

- Acquire an understanding of core concepts in epistemology in the social sciences.
- Recognize different epistemological approaches in the social sciences literature.
- Apply a critical, creative, and holistic thinking, in the understanding of social phenomena.



- Incorporate technologies, and apply techniques suited to understand, analyze, and solve issues of public nature.
- Integrate cutting-edge knowledge, while building a professional and scientific language.

### *Classroom Etiquette*

- Don't be late. The classroom's door will be locked after 15 minutes the class has began.
- 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 the 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](#) on my website.

### *Requirements and Evaluations*

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

The TA and myself expect you to keep up with the readings over the course of the semester. We employ an interactive lecture style, and you will need to have done the readings before class in order to participate. *Full attendance does not imply full credit.* To get full credit, besides attendance, you will also need to *actively* participate in my class, and in recitation.

Students are expected to put in 180 hours of work during the semester for a 6-credit class. That represents 10 hours per week, in a semester of 18 weeks. These are *Universidad de O'Higgins's* guidelines. Since you will be spending 3 hours in the classroom, this means you should be working about 7 hours per week for this course **outside** of the classroom. Since recitation lasts for 1.5 hours, that means that you should be **reading** 5.5 hours per week. If you find that you are spending more than that, please see me in my office hours to discuss strategies to read more efficiently.

#### 2. **One in-class midterm exam, October 3:** 25%.

There is a midterm exam that covers the first half of the semester (everything, until Oct. 1). 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. Please note, exam questions will be drawn from the readings *and* lectures *and* recitation.

#### 3. **A research design of 10-12 pages in length, November 23:** 15%.

In this exercise, you and your group (**5 people in total**) should produce a **research design** paper that focuses on an specific topic in the social sciences. Bare in mind that you *do not* actually have to *implement* the entire design. I will meet with every group individually, to clarify initial questions, and calibrate which specific methods you should implement (and why), and which methods you should not implement. *You and your group are in charge of this meeting* (i.e. I won't call you). [Meet me](#) as soon as you can: the earlier the better.

Please consult with me in advance what your thematic options are. Do *not* write your paper without first double-checking with me if the topic is appropriate. For those matters, please [make an appointment](#) with me. Importantly, the paper should use at least *three* different methods discussed in the course.

- ☞ While the project should be about a social phenomena, and using the approaches taught in this course, [you should work on aspects that touch upon our regional](#) (i.e. *Región de O'Higgins*) context, challenges, advantages, needs, or what not.

I take writing very seriously. I therefore strongly suggest that you begin your paper early, edit multiple drafts, and proofread it 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.

**The paper is due in hard copy within the first 15 minutes of class on November 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 1.** There will *not* be exceptions nor 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. You may also contact our TA. If you want to receive comments from us, please allow plenty of time for us to read your draft, and time to meet you. Consider also that your classmates will do the same. Consequently, plan accordingly.

- ☞ Finally, the TA and myself have provided [a document](#) that should clearly guide you in what the requirements are for the final report.

#### 4. **One in-class mock-conference, December 3-5: 20%.**

As you will learn in this course, social science is a collective enterprise. That is, we are expected to *actively* engage with other scientists, and members of society alike. “Actively” means that we have to convince everyone that our theories/methods matter. Therefore, **you and your group** are expected to present your *improved* design (i.e. incorporating our feedback) in front of your fellow classmates. The conference will be organized in different panels. The president of the conference will organize the panel thematically. I am the president. The format will follow the same rules any professional conference has. See below the details.

(a) **Roles:** You will have the next roles:

- **Speaker:** gives a professional presentation. *Everyone in the group presents.*
- **Participant:** as a member of the audience, provides mindful comments/constructive criticism of the papers.

(b) **Dress code:** business casual.

(c) **Presentation:** professional. You should avoid excessive coloration, and at all cost, animations, and unprofessionally-looking fonts and sizes, use of ClipArt, etc.

**All these items will be graded.** As you see, I have high expectations about this conference. In the future, you will be giving an actual presentation, either at a conference, or businesses meeting in front of members of the private and/or public sector. Hence, it's important for you to learn the rules

of these things early in the process. We will discuss all the necessary details at the right time in the semester.

#### 5. **Final Exam, December 7:** 25%.

There is a final exam that covers the second half of the semester. The exam is not cumulative. Expect the same format/difficulty of the midterm exam.

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. Please note, exam questions will be drawn from the readings *and* lectures *and* recitation.

### *Recitation*

In this class there will be a *mandatory* weekly recitation. This means that the TA not only will take attendance, but also, structure weekly sessions designed to clarify further questions, or doubts you might have. Both your attendance *and* active participation *will* be graded. Failure to attend, and/or failure to engage with the discussion, will impact negatively your **participation grade**. *In other words, full attendance does not imply full credit.*

This is how it works. Every Friday (12:00-13:30), you will meet Gonzalo Barria. The TA will address the same readings. We believe that students benefit more when exposed to the same idea more than once. You may call this “osmosis,” or the process by which ideas are assimilated by repetition. Importantly, the TA might (or not) have a different lecturing style. Students should also benefit from instructors who take a different angle at the subject matter.

If needed, the TA could spend up to one extra hour right after recitation, for example, in the library, solving additional questions. However, make sure you [contact](#) Gonzalo Barria 24 hours before recitation. Without this request, s/he is not obliged to stay at all. Bare in mind: it’s a *request*. The TA is free to decline your request.

The TA will be available by email,<sup>1</sup> and in-person only.<sup>2</sup> Communication with the TA will be acceptable for academic reasons only. The TA will not share his/her cellphone number, nor engage in social media activities with the students.

### *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*

Our university does not have (at the moment) an Office of Academic Integrity. Consequently, I will follow Tulane University’s policy on Academic Integrity. In my class, you are expected to fully comply with that school’s [policies](#).

### *Students with Disabilities*

In my class, **ALL** are welcomed. Students with disabilities who require accommodation should check with the [Dirección de Asuntos Estudiantiles \(DAE\)](#).

1. Please use your institutional email accounts only, i.e. @uoh.c1.

2. No meetings outside of the University’s property are allowed.

## 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

### 1. Introductions, and Analytical Frameworks

#### Aug 6: Introductions

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

#### Aug 8: Bridging Divides? Unified Methodologies?

- Rudra Sil. [The Division of Labor in Social Science Research: Unified Methodology or "Organic Solidarity"?](#) *Polity* 32(4): 499-531, 2000.
- Henry Brady. [Introduction to Symposium: Two Paths to a Science of Politics.](#) *Perspectives on Politics* 2(2): 295-300, 2004.
- Sidney Tarrow, "Bridging the Qualitative-Quantitative Divide," in Henry Brady and David Collier (eds.) *Rethinking Social Inquiry: Diverse Tools, Shared Standards*. Rowman & Littlefield Publishers, 2004.

### 2. Philosophy of Science: How to Build Knowledge

#### Aug 13: Basic Elements of Research Design

- Gary King, Robert Keohane, Sidney Verba. [Designing Social Inquiry: Scientific Inference in Qualitative Research](#), pp. 3-49. Princeton University Press, 1994.
- Gerardo Munck, ["Tools for Qualitative Research,"](#) in Henry Brady and David Collier (eds.) *Rethinking Social Inquiry: Diverse Tools, Shared Standards*. Rowman & Littlefield Publishers, 2004.
- Gary King, Robert Keohane, and Sidney Verba, "The Importance of Research Design," in Henry Brady and David Collier (eds.) *Rethinking Social Inquiry: Diverse Tools, Shared Standards*. Rowman & Littlefield Publishers, 2004.

**Wednesday August 15, National Holiday: No class.**

#### Aug 20: Logical Positivism

- Rudolph Carnap, "The Value of Laws: Explanation and Prediction," in [An Introduction to the Philosophy of Science: Philosophical Foundations of Physics](#), pp. 3-18. Basic Books, 1966.

- Arthur Stinchcombe, "The Logic of Scientific Inference," in *Constructing Social Theories*, pp. 15-43. Harcourt Brace, 1968.
- Ronald Giere. *The Cognitive Structure of Scientific Theories*. *Philosophy of Science* 61(2): 276-296, 1994.

#### **Aug 22: Falsification**

- Karl Popper. "Falsifiability," in *The Logic of Scientific Discovery*, pp. 57-73. Routledge, 2005.
- Imre Lakatos, "Falsification and the Methodology of Scientific Research Programmes," in *The Methodology of Scientific Research Programmes*, pp. 8-101. Cambridge University Press, 1970.

### **3. The Philosophy of Social Science**

#### **Aug 27: Naturalism**

- Carl Hempel. *The Function of General Laws in History*. *Journal of Philosophy*, 39(2): 35-48, 1942.
- Harold Kinkaid. *Defending Laws in the Social Sciences*. *Philosophy of the Social Sciences*, 20(1): 56-83, 1990.

#### **Aug 29: Anti-Naturalism**

- Alberto Hirschman. *The Search for Paradigms as a Hindrance to Understanding*. *World Politics*, 22(3): 329-343, 1970.
- Raymond Martin. *The Essential Difference between History and Science*. *History and Theory*, 36(1): 1-14, 1997.

#### **Sept 3: Common Ground**

- Paul Churchland. *Folk Psychology and the Explanation of Human Behavior*. *Philosophical Perspectives*, 3: 225-241, 1989.
- Fritz Machlup. *Are the Social Sciences Really Inferior?* *Southern Economic Journal*, 27(3): 173-184, 1961.

### **4. Description and Interpretation in Social Science**

#### **Sept 5: Description as a Scientific Enterprise**

- John Gerring. *Mere Description*. *British Journal of Political Science*, 42(4): 721-746, 2012.

#### **Sept 10: Description as an Unscientific Approach**

- Gary King, Robert Keohane, Sidney Verba. *Designing Social Inquiry: Scientific Inference in Qualitative Research*, 75-114. Princeton University Press, 1994.

#### **Sept 12: Interpretation**

- Clifford Geertz. "Thick Description: Toward an Interpretive Theory of Culture," in *Interpretation of Cultures: Selected Essays by Clifford Geertz*, pp. 3-32. Basic Books, 1973.
- Charles Taylor. *Interpretation and the Sciences of Man*. *The Review of Metaphysics*, 25(1): 3-51, 1971.

**National Holiday. No class. No recitation. See you back on Sept 24.**

## 5. Explanation, Causality, Mechanisms

### Sept 24: Causality in the Social World

- Peter Abell. [A Case for Cases Comparative Narratives in Sociological Explanation](#). *Sociological Methods and Research* 30(1): 57-80, 2001.
- Robert Lieberman. [Ideas, Institutions, and Political Order: Explaining Political Change](#). *American Political Science Review*, 96(4): 697-712, 2002.
- Margaret Marini and Burton Singer. [Causality in the Social Sciences](#). *Sociological Methodology*, 18(1): 347-409, 1988.

### Sept 26: Counterfactual Analysis

- James Fearon. [Counterfactuals and Hypothesis Testing in Political Science](#). *World Politics*, 43(2): 169-195, 1991.

## 6. Concept Formation and the Criterial Framework

### Oct. 1: Concept Formation

- Giovanni Sartori. [Concept Misformation in Comparative Politics](#). *The American Political Science Review*, 64(4): 1033-1053, 1970.
- Robert Adcock and David Collier. [Measurement Validity: A Shared Standard for Qualitative and Quantitative Research](#). *The American Political Science Review*, 95(3): 529-546, 2001.
- Gary Goertz. "Social Science Concepts: A User's Guide," pp. 1-101. Princeton University Press, 2005.

**Midterm: October 3.**

↑ For the midterm, keep calm, and study everything that's above. ↑

Everything until Oct. 1 might be asked.

☺ You can do this ☺

↓ **Everything below will be considered in the final** ↓

↓ **For your research design, pick *three* of the following methods** ↓

## 7. Case Study Designs (1)

### Oct 8: Defining Case Studies and Single Case Designs

- Alexander George and Andrew Bennett, "Part 1," in ["Case Studies and Theory Development in the Social Sciences,"](#) pp. 3-36. MIT Press, 2004.
- John Gerring. [What Is a Case Study and What Is It Good for?](#) *American Political Science Review*, 98(2): 341-354, 2004.

### Oct 10: Causal Inference, Mill's Method and Process-Tracing

- Tomás Bril-Mascarenhas, Antoine Maillet, Pierre-Louis Mayaux. [Process Tracing: Induction, Deduction, and Causal Inference](#). *Revista de Ciencia Política*, 37(3): 659-684, 2017.
- Alexander George and Andrew Bennett, "Comparative Methods: Controlled Comparison and Within Case Analysis," in "*Case Studies and Theory Development in the Social Sciences*," pp. 151-181. MIT Press, 2004.
- Alexander George and Andrew Bennett, "Process-Tracing and Historical Explanation," in Alexander George and Andrew Bennett "*Case Studies and Theory Development in the Social Sciences*," pp. 205-233. MIT Press, 2004.

**Monday Oct 15: National Holiday: No class.**

## 8. Case Study Designs (2)

### Oct 17: Structured, Focused Comparisons

- Alexander George and Andrew Bennett, "The Method of Structured, Focused Comparison," in Alexander George and Andrew Bennett "*Case Studies and Theory Development in the Social Sciences*," pp. 67-73. MIT Press, 2004.

### Oct 22: Comparative Case Study Designs

- David Collier. [The Comparative Method](#). *American Political Science Association Meeting*, Washington D.C., 1993.
- Stanley Lieberson. [Small N's and Big Conclusions: An Examination of the Reasoning in Comparative Studies Based on a Small Number of Cases](#). *Social Forces*, 70(2): 307-320, 1991.
- Douglas Dion. [Evidence and Inference in the Comparative Case Study](#). *Comparative Politics*, 30(2): 127-145, 1998.

## 9. Case Study Designs (3)

### Oct 24: Case Selection, and Selection Bias

- Gary King, Robert Keohane, Sidney Verba. [Designing Social Inquiry: Scientific Inference in Qualitative Research](#), pp. 128-149. Princeton University Press, 1994.
- Barbara Geddes. [How the Cases You Choose Affect the Answers You Get: Selection Bias in Comparative Politics](#). *Political Analysis*, 2(1): 131-150, 1990.
- David Collier and James Mahoney. [Insights and Pitfalls: Selection Bias in Qualitative Research](#). *World Politics*, 49(1): 56-91, 1996.

### Oct 29: Overcoming Selection Bias

- Ian Lustick. [History, Historiography, and Political Science: Multiple Historical Records and the Problem of Selection Bias](#). *The American Political Science Review*, 90(3): 605-618, 1996.
- Behan McCullagh. [Bias in Historical Description, Interpretation, and Explanation](#). *History and Theory*, 39(1): 39-66, 2000.

## 10. Historical Analyses

### Oct 31: Macro-Historical Analysis and Comparison



- Theda Skocpol and Margaret Somers. [The Uses of Comparative History in Macrosocial Inquiry](#). *Comparative Studies in Society and History*, 22(2): 174-197, 1980.
- James Mahoney and Dietrich Rueschemeyer. [“Comparative-Historical Analysis: Achievements and Agendas,”](#) in James Mahoney and Dietrich Rueschemeyer *Comparative Historical Analysis in the Social Sciences*, pp. 3-14. Cambridge University Press, 2003.
- James Mahoney and Dietrich Rueschemeyer. [“Big, Slow Moving, and Invisible: Macro-Social Processes in the Study of Comparative Politics,”](#) in James Mahoney and Dietrich Rueschemeyer *Comparative Historical Analysis in the Social Sciences*, pp. 177-208. Cambridge University Press, 2003.

### Friday 2: No recitation.

#### Nov 5: Path Dependence

- James Mahoney. [Path Dependence in Historical Sociology](#). *Theory and Society*, 29(4): 507–548, 2000.
- Paul Pierson. [Increasing Returns, Path Dependence, and the Study of Politics](#). *American Political Science Review*, 94(2): 251-267, 2000.

#### Nov 7: Thinking about Temporality

- Paul Pierson. [Not Just What, but When: Timing and Sequence in Political Processes](#). *Studies in American Political Development*, 14(1), 72–92.
- Tim Buthe. [Taking Temporality Seriously: Modeling History and the Use of Narratives as Evidence](#). *American Political Science Review*, 93(3):481-493, 2002.

### 11. Field Research Techniques

#### Nov 12: The Ethics of Working with Human Subjects

- Laura Woliver. [Ethical Dilemmas in Personal Interviewing](#). *PS: Political Science & Politics*, 35(4): 677-678, 2002.
- David Calvey. [The Art and Politics of Covert Research: Doing ‘Situated Ethics’ in the Field](#). *Sociology*, 42(5): 905-918, 2008.

#### Nov 14: Conducting Elite Interviews

- Beth Leech. [Interview Methods in Political Science](#). *PS: Political Science & Politics*, 35(4): 663-664, 2002.
- Beth Leech. [Asking Questions: Techniques for Semi-structured Interviews](#). *PS: Political Science & Politics*, 35(4): 663-664, 2002.
- Kenneth Goldstein. [Getting in the Door: Sampling and Completing Elite Interviews](#). *PS: Political Science & Politics*, 35(4): 669-672, 2002.
- Joel Aberbach and Bert Rockman. [Conducting and Coding Elite Interviews](#). *PS: Political Science & Politics*, 35(4): 673-676, 2002.
- Jeffrey Berry. [Validity and Reliability Issues in Elite Interviewing](#). *PS: Political Science & Politics*, 35(4): 679-682, 2002.
- Shannon Rivera, Polina Kozyreva and Edvard Sarvoskii. [Interviewing Political Elites: Lessons from Russia](#). *PS: Political Science & Politics*, 35(4): 683-688, 2002.



**Nov 19: Focus Groups**

- David Morgan. [Focus Groups](#). *Annual Review of Sociology*, 22(1): 129-152, 1996.

**Nov 21: Ethnography**

- Clifford Geertz. [Deep Play: Notes on the Balinese Cockfight](#). *Daedalus*, 101(1): 1-37, 1972.
- Richard Fenno. [Observation, Context, and Sequence in the Study of Politics](#). *American Political Science Review*, 80(1): 3-15, 1986.

**Research Design Due:** [November 23.](#)

**Nov 26: Archival Methods**

- Louis Gottschalk. "What are History and Historical Sources," in *Understanding History: A Primer of Historical Method*, Random House Inc, 1969.
- Louis Gottschalk. "Where Does Historical Information Come From?," in *Understanding History: A Primer of Historical Method*, Random House Inc, 1969.

**Nov 28: Content and Discourse Analysis Procedures**

- ["Symposium: Discourse and Content Analysis,"](#) in Brendan Gough and Steve Robertson (eds.), *Designing and Conducting Gender, Sex, & Health Research*, pp. 15-27, 2004.
- Harold Kassarian. [Content Analysis in Consumer Research](#). *Journal of Consumer Research*, 4(1): 8-18, 1977.

**Final Presentations/"Conference":** [December 3-5.](#)

**Final Exam:** [December 7.](#)

## References

- Abell, Peter. 2009. "A Case for Cases, Comparative Narratives in Sociological Explanation." *Sociological Methods & Research* 38 (1): 38–70.
- Aberbach, Joel, and Bert Rockman. 2002. "Conducting and Coding Elite Interviews." *Political Science & Politics* 35 (04): 673–676.
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- Berry, Jeffrey. 2002. "Validity and Reliability Issues In Elite Interviewing." *Political Science & Politics* 35 (04): 679–682.
- Booth, Wayne, Gregory Colomb, and Joseph Williams. 2003. *The Craft of Research*. 2nd ed. Chicago and London: The University of Chicago Press.
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- Brady, Henry, and David Collier, eds. 2004. *Rethinking Social Inquiry: Diverse Tools, Shared Standards*. Rowman & Littlefield Publishers.
- Bril-Mascarenhas, Tomas, Antoine Maillet, and Pierre-Louis Mayaux. 2017. "Process Tracing: Induction, Deduction, and Causal Inference." *Revista de Ciencia Política* 37 (3): 659–684.
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- Churchland, Paul. 1989. "Folk Psychology and the Explanation of Human Behavior." *Philosophical Perspectives* 3 (May): 225–241.
- Collier, David. 1993. "The Comparative Method." In *American Political Science Association Meeting*, 105–119.
- Collier, David, and James Mahoney. 1996. "Insights and Pitfalls: Selection Bias in Qualitative Research." *World Politics* 49 (01): 56–91.
- Fearon, James. 1991. "Counterfactuals and Hypothesis Testing in Political Science." *World Politics* 43 (02): 169–195.
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- Geddes, Barbara. 1990. "How the Cases You Choose Affect the Answers You Get: Selection Bias in Comparative Politics." *Political Analysis* 2 (1): 131–150.
- Geertz, Clifford. 1972. "Deep Play: Notes on the Balinese Cockfight." *Daedalus* 101 (1): 1–37.
- . 1973. *Interpretation of Cultures: Selected Essays by Clifford Geertz*. New York: Basic Books, Inc.
- George, Alexander, and Andrew Bennett. 2005. *Case Studies and Theory Development in the Social Sciences*. The MIT Press.
- Gerring, John. 2004. "What Is a Case Study and What Is It Good for?" *American Political Science Review* 98 (2): 341–354.

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- Giere, Ronald. 1994. "The Cognitive Structure of Scientific Theories." *Philosophy of Science* 61 (2): 276–296.
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- Gough, Brendan, and Steve Robertson. 2004. "Symposium: Discourse and Content Analysis." In *Designing and Conducting Gender, Sex, & Health Research*, 2:161–174. 1. 2455 Teller Road, Thousand Oaks California 91320 United States: SAGE Publications, Inc.
- Hempel, Carl. 1942. "The Function of General Laws in History." *The Journal of Philosophy* 39 (2): 35.
- Hirschman, Albert. 1970. "The Search for Paradigms as a Hindrance to Understanding." *World Politics* 22 (03): 329–343.
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- Lakatos, Imre. 1967. "Falsification and the Methodology of Scientific Research Programmes." In *Criticism and the Growth of Knowledge*, edited by Imre Lakatos and Alan Musgrave, 1:91–196. Cambridge: Cambridge University Press.
- Leech, Beth. 2002a. "Asking Questions: Techniques for Semistructured Interviews." *Political Science & Politics* 35 (04): 665–668.
- . 2002b. "Interview Methods in Political Science." *Political Science & Politics* 35 (04): 663–664.
- Lieberman, Robert. 2002. "Ideas, Institutions, and Political Order: Explaining Political Change." *American Political Science Review* 96 (04): 697–712.
- Lieberson, Stanley. 1991. "Small N's and Big Conclusions: An Examination of the Reasoning in Comparative Studies Based on a Small Number of Cases." *Social Forces* 70 (2): 307–320.
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- Marini, Margaret, and Burton Singer. 1988. "Causality in the Social Sciences." *Sociological Methodology* 18 (1): 347.
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- Stinchcombe, Arthur. 1968. "The Logic of Scientific Inference." Chap. 2 in *Constructing Social Theories*, 15–56. New York: Harcourt Brace.
- Strunk, William, and E. B. White. 1999. *The Elements of Style*. 4th ed. Pearson.
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# Latin American Politics

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

**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?*

## *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.



# Latin American Politics

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

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

**Not intended as a definitive version**

**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 **graduate-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.
- Produce original research relevant to the subfield.

## *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 seminar, participate in class discussions and take careful notes. You will also be required to serve as a discussant a number TBA of times. Basically, your job will be to comment on your colleagues' reaction papers with specific references to the material. Two papers at the middle and end of the road will also be required. Based on what I see from our weekly discussion, I will provide the topics. Suggestions are welcomed.

## *Evaluation*

- **Weakly reaction papers** - do not write a reaction paper when you serve as a discussant: 40 %.
- **Two research papers:** 40 %.
- **Participation:** 20 %.

## *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](#).

## *Policy on Audits*

You can audit my course. However, I expect you to participate and complete all requirements.

## *Students with Disabilities*

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

## *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 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. 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.
- Coatsworth, J. "Inequality, Institutions, and Economic Growth in Latin America." *Journal of Latin American Studies* 40, No. 3 (2008): 545-569.
- Dell, M. "The Persistent Effects of Peru's Mining Mita." *Econometrica* 78 (6) (2010): 1863-1903.
- Mahoney, J. *Colonialism and Postcolonial Development: Spanish America in Comparative Perspective* (Cambridge University Press, 2010), Chapters 1 and 8.
- 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), chapters 1, 2, and 7.
- 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.
- Baer, W., "Import Substitution and Industrialization in Latin America: Experiences and Interpretations," *Latin American Research Review* 7 no. 1 (Spring 1972): 95-111.
- Dornbusch, R., and Edwards, S., "Macroeconomic Populism," *Journal of Development Economics* 32 (1990): 247-275.
- Bahamonde, H. "Structural Transformations and State Institutions in Latin America, 1900-2010." 2016.
- Blejer, M.I., and Cheasty, A., "High Inflation, Heterodox Stabilization, and Fiscal Policy," *World Development* 16 no. 8 (August 1988): 867-879.
- Pastor, M., "Bolivia: Hyperinflation, Stabilization, and Beyond," *Journal of Development Studies* 27 no. 2 (January 1991): 211-233.
- 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.
- Campello, D. *The Politics of Market Discipline in Latin America* (New York: Cambridge University Press, 2015), pp. 1-22.
- Flores-Macias, G. "Statist vs. Pro-Market: Explaining Leftist Governments' Economic Policies in Latin America." *Comparative Politics* 42, No. 4 (July 2010): 413-433.
- Weyland, K., "The Rise of Latin America's Two Lefts: Insights from Rentier State Theory," *Comparative Politics* 41:2 (January 2009): 145-164.
- Haggard, S., and Kaufman, R.R., *Development, Democracy and Welfare States: Latin America East Asia, and Eastern Europe* (Princeton University Press, 2008), pp. 1-17; 27-51; 59-65; 71-78; 181-220; 262-304.
- De la O, A. *Crafting Policies to End Poverty in Latin America: The Quiet Transformation*. (New York: Cambridge University Press, 2015). pp. 1-23; skim pp. 24-43 and 57-70.

### 5. Democratic Instability and Authoritarianism

- Lipset, S.M., *Political Man*. Garden City, NY: Anchor Books, 1963, pp. 27-62.
- O'Donnell, G., *Modernization and Bureaucratic-Authoritarianism*. Institute of International Studies, University of California-Berkeley, 1973, pp. 53-114.

- Collier, D., "The Bureaucratic-Authoritarian Model: Synthesis and Priorities for Future Research," in David Collier, ed. *The New Authoritarianism in Latin America*. Princeton: Princeton University Press, 1979, pp. 362-395.
- 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.
- Greene, K., *Why Dominant Parties Lose: Mexico's Democratization in Comparative Perspective* (New York: Cambridge University Press), pp. 33-64, 71-115.
- Dunning, T., *Crude Democracy: Natural Resource Wealth and Political Regimes* (New York: Cambridge University Press), pp. 1-25 and 152-209.
- Albertus, M. *Autocracy and Redistribution: The Politics of Land Reform* (New York: Cambridge University Press, 2015), pp. 1-103.

## 6. Contemporary Democracy, New Challenges

- O'Donnell, G., and Schmitter, P.C., *Transitions from Authoritarian Rule: Tentative Conclusions about Uncertain Democracies*. Baltimore: The Johns Hopkins Press, 1986, pp. 3-72.
- Hagopian, F., "'Democracy by Undemocratic Means'? Elites, Political Pacts, and Regime Transition in Brazil," *Comparative Political Studies* 23 no. 2 (July 1990), pp. 147-166.
- 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.
- Stepan, A., *Rethinking Military Politics*. Princeton: Princeton University Press, 1988, pp. 68-127.
- Hunter, W., *Eroding Military Influence in Brazil: Politicians Against Soldiers* (Chapel Hill: University of North Carolina Press, 1997), pp. 5-25 and 139-173.
- 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.
- Mazzuca, S. "The Rise of Rentier Populism," *Journal of Democracy* 24, No. 2 (April 2013): 108-122.

## 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.
- Mainwaring, S. and Scully, T., "Introduction: Party Systems in Latin America." In Mainwaring and Scully, eds., *Building Democratic Institutions: Party Systems in Latin America*. Stanford University Press, 1995.
- 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.

- Hagopian, F., Gervasoni, C., and Moraes, J.A., "From Patronage to Program: The Emergence of Party-Oriented Legislators in Brazil," *Comparative Political Studies* 42, No. 3 (March 2009), pp. 360-391.
- 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

- Stokes, S., Dunning, T., Nazareno, M., and Brusco, V., *Brokers, Voters, and Clientelism: The Puzzle of Distributive Politics* (Cambridge University Press, 2013), 3-14, 18-21, 31-32, 54-55, 65-68, 72, 96-129.
- 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.
- Larreguy, H., Marshall, J., and Querubin. "Parties, Brokers, and Voter Mobilization: How Turnout Buying Depends upon the Party's Capacity to Monitor Brokers," *American Political Science Review* 110:1 (February 2016): 160-179.
- 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.
- Borges-Sugiyama, N., and Hunter, W., "Whither Clientelism? Good Governance and Brazil's Bolsa Familia Program," *Comparative Politics* 46:1 (October 2013): 43-62.

# 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*

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.
- 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.



# The Political Economy of Development

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

**Last updated:** October 3, 2016.  
**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 [graduate-level course](#) is intended as an introduction to the political economy 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.

## *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.
- Produce CPE/Development papers.

## *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. The course will assume knowledge of 1st year econometrics, and how to run regressions.

## *Evaluation*

- **Four three-pages papers answering one of the week's discussion questions:** 15 %.
- **Presentation:** 15 %.
- **15-page final paper proposal:** 25 %.

## Students with Disabilities

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

## Schedule

### 1. Institutions, Growth, and the First Economic Revolution

- Lucas, Robert. 2000. "Some Macroeconomics for the 21st Century," *Journal of Economic Perspectives* 14 (Winter): 159-168.
- Douglass North. 1990. *Institutions, Institutional Change and Economic Performance*. Cambridge: Cambridge University Press. Pages 1-69.
- Clark, Gregory. 2007. *A Farewell to Alms: A Brief Economic History of the World*. Princeton University Press. Chapters 2-5.
- Boix, Carles. 2015. *Political Order and Inequality*. Cambridge University Press. Pages 61-65, 85-87, 92-127.

### 2. The Modern Breakthrough

- North, Douglass C. And Barry R. Weingast, 1989. "Constitutions and Commitment: The Evolution of Institutional Governing Public Choice in Seventeenth-Century England," *The Journal of Economic History* 49, (December): 803-832.
- David Stasavage. 2002. "Credible Commitment in Early Modern Europe: North and Weingast Revisited," *Journal of Law, Economics and Organization* 18(1): 155-186.
- Daron Acemoglu, Simon Johnson, and James A. Robinson. 2001. "The Colonial Origins of Comparative Development: An Empirical Investigation," *American Economic Review* 91 (December): 1369-1401.
- E. Glaeser, R. La Porta, and F. Lopez-de-Silanes and A. Shleifer. 2004. "Do Institutions Cause Growth?" *Journal of Economic Growth*, September, 2004. Pages 271-303.
- Clark, Gregory. 2007. *A Farewell to Alms: A Brief Economic History of the World*. Princeton University Press. Chapters 10-13. (B)
- Mokyr, Joel. 2009. "The Origins of British Technological Leadership." In J. Mokyr, *The Enlightened Economy: An Economic History of Britain, 1700-1850*. Yale University Press. Chapter 6. Pages 99-123.

### 3. China vs. Europe

- Jones, Eric. 2003. *The European Miracle*. Cambridge. Third edition. Introduction to second edition, chapters 1-6, and afterword to third edition.
- Rosenthal, Jean-Laurent, and Roy Bin Wong. 2011. *Before and Beyond Divergence*. Harvard University Press.

### 4. Lagging Behind

- Elisa Mariscal and Kenneth L. Sokoloff. 2000. "Schooling, Suffrage, and the Persistence of Inequality in the Americas, 1800-1945," in Stephen Harber, ed. *Political Institutions and Economic Growth in Latin America*.
- *Essays in Policy, History, and Political Economy*. Stanford: Hoover Institution Press. Chapter 5, pp. 159-217.

- Acemoglu, Daron and James A. Robinson. 2000. "Political Losers as a Barrier to Economic Development," *American Economic Review* 90 (May): 126-130.
- Clark, Gregory. 2007. *A Farewell to Alms: A Brief Economic History of the World*. Princeton University Press. Chapters 15-17.
- Robert H. Bates. 1984. *Markets and States in Tropical Africa*. University of California Press.
- Michael Ross. 2012. *The Oil Curse: How Petroleum Wealth Shapes the Development of Nations*. Princeton University Press. Chapter 6.

## 5. Catching-Up

- Gerschenkron, Alexander. 1962. *Economic Backwardness in Historical Perspective, a Book of Essays*. Cambridge, Belknap Press of Harvard University Press. Pages 5-30 ("Economic Backwardness in Historical Perspective") and 353-364 ("The Approach to European Industrialization: A Postscript").
- Landes, David S. *The Unbound Prometheus*. New York: Cambridge University Press. Chapters 4 and 5.
- Chandler, Alfred D. 1990. *Scale and Scope*. Harvard University Press. Pages 14-36, 47-49, 235-237, 393-395, 593-605.
- Robert Wade. 1992. "East Asia's Economic Success: Conflicting Perspectives, Partial Insights, Shaky Evidence," *World Politics* 44: 270-320.
- Paul Krugman, "The Myth of Asia's Miracle," *Foreign Affairs*, November/December 1994:63-79.

## 6. Ideas, Beliefs and Development

- Max Weber. 2001. *The Protestant Ethic and the Spirit of Capitalism*. Routledge, London.
- Robert B. Putnam. 1993. *Making Democracy Work*. Princeton University Press. Chapters 1, 3-6.
- Henrich, J., R. Boyd, S. Bowles, H. Gintis, C. Camerer, R. McElreath, E. Fehr, M. Gurven, K. Hill, A. Barr, J. Ensminger, D. Tracer, F. Marlow, J. Patton, M. Alvard, F. Gil-White and N. Henrich. 2005. "Economic Man in Cross-Cultural Perspective: Ethnography and Experiments from 15 Small-Scale Societies," *Behavioral and Brain Sciences* 28: 795-855.
- Fehr, Ernst, Karla Hoff and Mayuresh Kshetramade. 2008. "Spite and Development," *American Economic Review* 98 (2): 494-499.

## 7. Democratic Capitalism

- Piketty, Thomas. 2014. *Capital in the Twenty-First Century*. Harvard/Belknap. Chapters 1, 3-10.
- David N. Weil. 2015. "Capital and Wealth in the 21st Century." *National Bureau of Economic Research* WP no. 20919.

## 8. Keynesian Settlement? (1)

- Adam Przeworski and Michael Wallerstein. 1986. "Democratic Capitalism at the Crossroads," in A. Przeworski. *Capitalism and Social Democracy*. Cambridge: Cambridge University Press. Pages 205-217.
- Peter Hall, ed. 1989. *The Political Power of Economic Ideas: Keynesianism across Nations*. Princeton University Press. Chapters 1, 3-4, 5, 9-10, 12, 14.
- Alberto Alesina et al. 1997. *Political Cycles and the Macroeconomy*. Cambridge, Mass: The MIT Press. Pages 1-110.

## 9. Keynesian Settlement? (2)

- Alberto Alesina et al. 1997. *Political Cycles and the Macroeconomy*. Cambridge, Mass: The MIT Press. Pages 141-209.
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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><br>Spring 2017,<br>01:790:104:01 —<br>American<br>Government (index<br>#05767)<br>Enrollment= 27,<br>Responses= 11<br><br><b>Part A: University-<br/>           wide Questions:</b> | Student Responses       |   |   |   |                      |                | Weighted Means |        |       |      |
|--|-------------------------|---|---|---|----------------------|----------------|----------------|--------|-------|------|
|  | Strong<br>Disagree<br>1 |   |   |   | Strong<br>Agree<br>5 | No<br>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.”

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**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.”

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**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.”

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**Other comments or suggestions::**

“N/A”

“N/A”

“N/A”

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# Rutgers University Student Instructional Rating

(Online Survey - Sakai)

| <b>Bahamonde</b><br>Spring 2017,<br>01:790:104:11 —<br>American<br>Government (index<br>#06451)<br>Enrollment= 14,<br>Responses= 6<br><br><b>Part A: University-<br/> wide Questions:</b> | Student Responses       |   |   |   |                      |                | Weighted Means |        |       |      |
|---|-------------------------|---|---|---|----------------------|----------------|----------------|--------|-------|------|
|   | Strong<br>Disagree<br>1 |   |   |   | Strong<br>Agree<br>5 | No<br>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. ”

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**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. ”

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**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.”

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**Other comments or suggestions::**

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

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# Rutgers University Student Instructional Rating

(Online Survey - Sakai)

| <b>Bahamonde</b><br>Spring 2017,<br>01:790:104:12 —<br>American<br>Government (index<br>#05773)<br>Enrollment= 17,<br>Responses= 8<br><br><b>Part A: University-<br/> wide Questions:</b> | Student Responses       |   |   |   |                      |                | Weighted Means |        |       |      |
|---|-------------------------|---|---|---|----------------------|----------------|----------------|--------|-------|------|
|   | Strong<br>Disagree<br>1 |   |   |   | Strong<br>Agree<br>5 | No<br>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”

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**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”

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**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”

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**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.”

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February 9, 2021, download latest version [here](#)

## Diversity Statement

I was lucky enough to attend Rutgers for grad school, one of the most diverse universities in the United States. Serving as a teaching assistant, specially in large classrooms, gave me the opportunity to experience diversity on a daily basis.

I not only support diversity, but also enjoy being in diverse environments. Diversity makes individuals more tolerant, flexible and educated. Diversity also “forces” us (educators), in a good way, to develop teaching philosophies that are flexible, considerate and interesting for diverse student bodies.

There are many types of diversity: economic, cultural, sexual, political, and more. We, as social scientists, should know that all these types are part of our daily life. Everything we do, will most likely be related to economic inequality, racial politics, or gender representation. Everything we say is subject to debate and tension. These disputes should be treated even more carefully if our audience is diverse. It is not about not making political jokes, for example. It is more about answering the following questions: *How can I make today's lecture interesting enough, so my students engage not only with me but with all their classmates? How should I present this contentious issue related to race, for example, in a way that at the end of class, my students know that there is still much more to be done?* In my experience, the answers have less to do with teaching “the facts.” They have to do with knowing how to expose students to complex issues. *Should the rich be taxed to help the poor? Was the atomic bomb a reasonable decision? Are all democratic outcomes “good”? (Hitler was democratically elected) Should rich states help poor states?* (economists say “yes,” political scientists say “no”), etc. All these topics can be answered from so many angles. Moreover, *students will answer these questions based on their own economic, cultural, sexual and political backgrounds.* At the end of the day, I know that I did my job well if I know that my students felt *curious* about these issues, even at the cost of leaving the classroom in an atmosphere of “uncertainty.”

All and all, as faculty, I think diversity always plays in our favor. In every sense, it makes lecturing more interesting. It also plays in favor of our students. Diversity exposes them to different perspectives. Even more importantly, diversity forms better citizens better able to engage in a diverse world. That is why I think we should always “take advantage” of diversity.

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.

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