

# Teaching Portfolio

Hector Bahamonde

June 5, 2020

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

## Teaching Statement

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

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

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

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

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

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

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

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

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

- Substantive Courses:
  - Introduction to Comparative Politics (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.

# POLC-2300 Introduction to Comparative Politics

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

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

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

**Location:** Stanley Thomas Hall 302.

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

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

## *Overview and Objectives*

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

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

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

## *Course Learning Objectives*

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

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

### *Classroom Etiquette*

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

### *Requirements and Evaluations*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Grading

This course will be grade according to the following scale: A:  $\geq 93$ , A-: 90-92, B+: 87-89, B: 83-86, B-: 80-82, C+: 77-79, C: 73-76, C-: 70-72, D+: 67-69, D: 63-66, D-: 60-62, and F:  $\leq 59$ .

## Disputing Grades

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

## Academic Integrity

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

## *Students with Disabilities*

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

## *Absence from Exams*

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

## *Office Hours*

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

## *Schedule*

### **Introduction**

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

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

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

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

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

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

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

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

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

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

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



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

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

- In-class video lecture. (1) [Institutions and Historical Experiments: 'Why Nations 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 Rueschemeyer and Theda Skocpol. New York: Cambridge University Press.  
[🌐: Europe].

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

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

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

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

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

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

### 3. Classical Approaches to Political Economy

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

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

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

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

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

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

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

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

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

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

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

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

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

##### March 14: An Important Debate

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

##### March 5: Modernization Theory

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

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

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

#### 5. Democracy: Conceptual Issues

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

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

##### February 16: Hybrid Regimes

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

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

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

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

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

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

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

### 6. Parties and Elections

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

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

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

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

### 7. Parties and Elections: Selected Topics

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

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

#### April 18: Comparative Political Behavior

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

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

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

## 8. Authoritarianism

### March 19: Surveying Authoritarian Regimes

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

### March 21: Authoritarian Survival

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

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

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

## 9. Social Revolutions

### Date XYZ: The Study of Revolutions

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

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

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

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

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

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

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

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

# Social Sciences and Epistemology - AP1007

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

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Download last version [here](#).

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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.](#)

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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

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Descarga la última versión [aquí](#).

## *Aspectos Logísticos*

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**Hora de cátedra:** Miércoles-Jueves; 16:15-17:45.  
**Lugar de cátedra:** A307.  
**Acceso a materiales del curso:** [uCampus](#).

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e: [gonzalo.barría@uoh.cl](mailto:gonzalo.barría@uoh.cl)  
**TA Bio:** Gonzalo Barría es Cientista Político (PUC) y Magíster en Ciencia Política (PUC).  
**Hora de ayudantía:** 10.15-11.45.  
**Lugar de ayudantía:** A307.

**Carrera:** Administración Pública.  
**Eje de Formación:** Línea Investigación.  
**Semestre/Año:** Cuarto Semestre/2019.  
**Pre-requisitos:** Ciencias Sociales, Ciencia Social Regional y Estadística I.  
**SCT:** 6.  
**Horas semanales:** Cátedra (3 horas), Ayudantía (1.5 horas).  
**Semanas:** 15.

## *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 la marihuana aumenta su consumo? ¿Qué candidato/a ganaría la elección presidencial si ésta fuera mañana?*

Las entidades públicas guían sus decisiones estratégicas en base información, 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 cientistas sociales, y en particular, los/las administradores/as públicos, 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 repartidos 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, 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*.

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*

Este curso de pregrado ofrece una introducción al manejo de datos económicos, políticos y sociales. El hilo conductor del curso seguirá una epistemología cuantitativa. En consecuencia, el curso aportará al/la estudiante, desde un punto de la filosofía de las ciencias, una continuación *práctica* a lo visto en el curso *Ciencias Sociales*. En ese sentido, este curso intenta ser un espacio intelectual para poner en ejercicio las habilidades analíticas y computacionales necesarias para analizar el mundo social/público. Es por esta razón que **los materiales de programación estarán disponibles con anterioridad**, para que puedas ir siguiéndolos en tu computador personal durante la clase. Si no tienes uno, júntate con un/a compañero/a.

El curso busca que las/los estudiantes comprendan los enfoques, conceptos y procesos fundamentales que da cuenta no sólo la sociología, si no que también la economía, la ciencia política, y la historia, para explicar el contexto en el cual se desarrollan los asuntos públicos.

En resumen, el propósito formativo de este curso es que el (la) estudiante se introduzca en la epistemología de la resolución de los problemas públicos, a partir del aporte de la investigación en los asuntos públicos, considerando la doctrina, los fundamentos y métodos del conocimiento en este ámbito. Junto con esto se busca que el (la) estudiante comprenda y aplique las perspectivas, propuestas y modelos investigativos desarrollados desde las ciencias sociales para estudiar los problemas públicos, considerando diferentes visiones disciplinarias y estrategias de abordaje, con énfasis en las propuestas de vanguardia que aporta el desarrollo del conocimiento en esta materia.

### *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. [toma una hora](#), 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 tres grandes unidades. Cada unidad tiene sus diferentes evaluaciones.

1. Funciones básicas en R.
2. Estadística descriptiva en R.
3. Introducción a modelos lineales 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).

☛ Si tu *laptop* no puede cargar R, nuestros laboratorios de computación UOH disponen del *software*. No tener el software (o un computador para cargarlo) no serán excusa para no presentar tus trabajos. Si debes ocupar el laboratorio, planea tu trabajo de manera eficiente. Por cada trabajo que no entregues, tendrás un 1.

### *Objetivos Específicos del Curso*

- Manejar el lenguaje de programación estadística más usado en todas las ciencias sociales.
  - Integrar distintos enfoques respecto a un problema público común.
  - Analizar críticamente textos y métodos estadísticos.
  - Tener una opinión fundada respecto a la eficiencia de problemas comunes en políticas públicas.
  - Consumir literatura más especializada en tus sucesivos semestres.
  - Construir un trabajo final aplicando los métodos abordados este semestre.
- ☛ 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.

### *Competencias Transversales*

- Utiliza y aplica un pensamiento holístico, crítico, lógico y creativo para comprender y explicar los fenómenos propios de su entorno.
- Incorpora la tecnología y aplica técnicas y herramientas apropiadas para la comprensión, análisis y resolución de problemas públicos.
- Integra conocimiento de vanguardia desarrollando competencias lingüísticas orientadas a interpretar y comprender la realidad de los asuntos públicos.

## Política sobre Trabajo Cooperativo

Este es un curso práctico. Espero que pases muchas horas en el laboratorio. **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.

## Etiquette: Cátedra y Ayudantía

- No llegues tarde. La sala de clases se cierra después de los primeros 15 minutos. Esta regla es importante, y no tendrá excepciones.
- No te retires antes. Esta regla es importante, y no tendrá excepciones.
- No comas en clases. Bebestibles, tales como café y té están OK.
- **Sí se pueden ocupar laptops.** No se pueden ocupar celulares ni *tablets*, ni otros aparatos digitales. No habrán excepciones. Los celulares deberán estar apagados, no en silencio. Aquellos estudiantes que no respeten esta regla, serán invitados a salir de la sala.
- La asistencia es obligatoria (y parte de tu nota de participación). Si faltaste a una clase, consíguelte los apuntes con un compañero/a. Yo no ofrezco clases particulares de mi clase. Sin embargo, si tienes preguntas específicas, **toma una hora** conmigo.
- ☛ Si vives en un lugar donde hay mala conectividad de Internet, planea tu trabajo de manera eficiente. Por ejemplo, no esperes hasta ultimo minuto para enviar tus trabajos via uCampus. **Trabajos que queden fuera de plazo, tendran un 1 automáticamente.**

## Evaluaciones

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

☛ **La asistencia a cada una de las clases y a cada una de las ayudantías es obligatoria.**

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. *Asistencia no sólo significa que vayas a clase; también debes participar.* Esto significa que aunque hayas ido a todas las clases, es *imposible* que tengas la nota máxima en asistencia si es que no has participado en clases y ayudantía. Es por esto que la nota es de asistencia y participación.

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. Si faltaste, tendrás un 1 en ese control. En general, las preguntas serán acerca de un concepto clave, y cuya respuesta correcta será una línea (o dos, como máximo). También puede ser que la pregunta requiera algunas líneas de programación.

### 2. Ejercicios Prácticos por unidad: 5% cada uno, 25% en total.

- (a) Funciones básicas en R: #1, #2. Total= 10%.
- (b) Estadística descriptiva en R: #3. Total= 5%.
- (c) Introducción a modelos lineales en R: #4, #5. Total= 10%.

Tienes que dar estas pruebas en la fecha establecida. No habrán pruebas recuperativas. La única excusa valida será de carácter médica. Las preguntas saldrán de las lecturas, las clases y las ayudantías.

- ☞ **Sí puedes ocupar apuntes escritos (en cuaderno o en otros *scripts* de R). No puedes usar Internet, ni consultar con otros compañeros.**
- ☞ 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 #).

3. **Tareas para la casa, una por unidad:** 10% cada uno, 30% en total.

- (a) Funciones básicas en R: 10%.
- (b) Estadística descriptiva en R: 10%.
- (c) Introducción a modelos lineales en R: 10%.

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* es el domingo de esa misma semana. 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 (20%) y una presentación final (10%):** 30% en total.

En este curso, la actividad final es un trabajo grupal (20%). Usando una base de datos, 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, excepto por un grupo que será de 3.**

**El paper (*script*) se entrega en uCampus el 18 de noviembre.** 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, 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 el **20 y 21 de noviembre.**

En resumen:

### *Ayudantía*

Cada semana te reunirás con tu ayudante ("TA"). 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.

	Porcentaje	Porcentaje Acumulado
Participación, asistencia, <i>pop-quizzes</i> (cátedra y ayudantía)	15%	15%
Evaluación práctica en clases: #1	5%	20%
Evaluación práctica en clases: #2	5%	25%
Evaluación práctica en clases: #3	5%	30%
Evaluación práctica en clases: #4	5%	35%
Evaluación práctica en clases: #5	5%	40%
Tarea práctica para la casa: #1	10%	50%
Tarea práctica para la casa: #2	10%	60%
Tarea práctica para la casa: #3	10%	70%
Trabajo final grupal	20%	90%
Presentación grupal	10%	100%

## Calendario

### 1. Funciones básicas en R

- **7 de agosto (clase #1):**
  - Introducciones: programa de curso, requerimientos, expectativas, etc.
  - *Qué es R?* Instalación de R y RStudio.
  - **Lecturas:**
    - ◊ Jeffrey Wooldridge, 2010. *Introducción a la Econometría. Un Enfoque Moderno*. Cengage Learning: Cap. 1.
    - ◊ Urdinez y Cruz, 2019. *AnalizaR Datos Políticos*: Cap. 2.
- **8 de agosto (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 y Cruz, 2019. *AnalizaR Datos Políticos*: Cap. 5.
- **14 de agosto (clase #3):**
  - **Evaluación práctica en clases: #1. Suspendida por paro. Se entregara el script con preguntas el 13 de agosto. Deadline: 14 agosto, 11 PM (uCampus).**
- **15 de agosto (clase #4): Feriado. Se recuperá la próxima clase.**
  - Cargando bases de datos (II): transformaciones, creación de nuevas variables.
  - Manipulando bases de datos: generación de matrices y *dataframes*, merge, append. Logs.
- **21 de agosto (clase #5): Paro. Se recupera la siguiente clase.**
  - Visualización de datos (I): *bar plots*, *scatter plots*, histogramas, *time series plots*.
  - **Lecturas:**
    - ◊ Urdinez y Cruz, 2019. *AnalizaR Datos Políticos*: Cap. 4.
- **22 de agosto (clase #6):**
  - Visualización de datos (II): *plots* más complejos (por categorías), mapas.
  - **Lecturas:**

◇ Urdinez y Cruz, 2019. *AnalizaR Datos Políticos*: Cap. 15.

- **28 de agosto (clase #7). CLASE SUSPENDIDA POR ACTIVIDADES ESTUDIANTILES:**
  - ✉ Evaluación práctica #2. Por APSA, se hará desde la casa.
  - ★ Entrega del temario para la tarea práctica para la casa: #1. Deadline: 1 de septiembre, 12 PM, uCampus.

## 2. Estadística descriptiva en R

- **29 de agosto (clase #8). CLASE SUSPENDIDA POR ACTIVIDADES ESTUDIANTILES:**
  - Estadística descriptiva (I): Teoría de probabilidades: distribuciones, varianza. Clase re-programada para la clase # 9.
- **4 de septiembre (clase #9):**
  - Estadística descriptiva (II): binomial, normal, otras; simulación.
- **5 de septiembre (clase #10):**
  - ✉ Evaluación práctica en clases: #3.
  - ★ Entrega del temario para la tarea práctica para la casa: #2. Deadline: 8 de septiembre, 12 PM, uCampus.

## 3. Introducción a modelos lineales en R

- **11 de septiembre (clase #11):**
  - Introducción a modelos lineales: *Que es OLS?*
  - **Lecturas:**
    - ◇ Jeffrey Wooldridge, 2010. *Introducción a la Econometría. Un Enfoque Moderno*. Cengage Learning: 2.1 y 2.2.
- **12 de septiembre (clase #12):**
  - La mecánica detrás del OLS (I): matrices “a mano”.
  - **Lecturas:**
    - ◇ Krishnan Namboodiri, 1984. *Matrix Algebra, an Introduction*. Sage: Caps. 1 y 2.
- **25 de septiembre (clase #13):**
  - La mecánica detrás del OLS (II): matrices en R.
- **26 de septiembre (clase #14):**
  - Coeficientes.
  - **Lecturas:**
    - ◇ Jeffrey Wooldridge, 2010. *Introducción a la Econometría. Un Enfoque Moderno*. Cengage Learning: Caps. 3.1 y 3.2.
- **2 de octubre (clase #15):**
  - ✉ Evaluación práctica en clases: #4.
- **3 de octubre (clase #16):**
  - Intervalos de confianza.
  - **Lecturas:**



- ◊ Jeffrey Wooldridge, 2010. *Introducción a la Econometría. Un Enfoque Moderno*. Cengage Learning: Cap. 4.3.
- **9 de octubre (clase #17):**
  - Test de hipótesis (*t test*), errores Tipo I y II, significación estadística (*p-values*).
  - **Lecturas:**
    - ◊ Jeffrey Wooldridge, 2010. *Introducción a la Econometría. Un Enfoque Moderno*. Cengage Learning: Cap. 4.2.
- **10 de octubre (clase #18):**
  - Propiedades numéricas del OLS, Gauss-Markov, sesgo de variable omitida.
  - **Lecturas:**
    - ◊ Jeffrey Wooldridge, 2010. *Introducción a la Econometría. Un Enfoque Moderno*. Cengage Learning: pp. 89-94, 102-104.
- **16 de octubre (clase #19):**
  - *Goodness of fit*, “coeficiente de determinación” ( $r^2$ ), predicción.
  - **Lecturas:**
    - ◊ Jeffrey Wooldridge, 2010. *Introducción a la Econometría. Un Enfoque Moderno*. Cengage Learning: 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): 666-687.
- **17 de octubre (clase #20):**
  - 📌 **Evaluación práctica en clases: #5.** Se entrega el lunes 21 de octubre a las 11.59 PM en la sección “Tareas” de uCampus.
- **23 de octubre (clase #21):**
  - Problemas y *post-estimation*: multicolinealidad perfecta, heteroskedasticidad, no linealidad, *outliers*, no normalidad de residuos, auto-correlación.
  - **Lecturas:**
    - ◊ Jeffrey Wooldridge, 2010. *Introducción a la Econometría. Un Enfoque Moderno*. Cengage Learning: Caps. 8 y 9.5.
- **24 de octubre (clase #22):**
  - Presentación de resultados: tablas, gráficos. Variables independientes categoricas.
  - **Lecturas:**
    - ◊ Jeffrey Wooldridge, 2010. *Introducción a la Econometría. Un Enfoque Moderno*. Cengage Learning: Cap. 4.6.
  - ★ **Entrega del temario para la tarea práctica para la casa: #2.** Deadline: 27 de octubre, 12 PM, uCampus.
- **30 de octubre (clase #23):**
  - Asignación aleatoria de bases de datos, y entrega de preguntas. Conformación de grupos de trabajo.
  - **Laboratorio #1:** Trabajo en grupo, y resolución de preguntas.
- **31 de octubre (feriado evangélico).**

- **6 de noviembre (clase #24):**
  - **Laboratorio #2:** Trabajo en grupo, y resolución de preguntas.
- **7 de noviembre (clase #25):**
  - **Laboratorio #3:** Trabajo en grupo, y resolución de preguntas.
- **13 de noviembre (clase #26):**
  - **Laboratorio #4:** Trabajo en grupo, y resolución de preguntas.
- **14 de noviembre (clase #27):**
  - **Laboratorio #5:** Trabajo en grupo, y resolución de preguntas.
- **18 de noviembre:**
  - **Entrega del trabajo final (script) vía uCampus.**
- **20 de noviembre (clase #28):**
  - Presentaciones finales (I).
- **21 de noviembre (clase #29):**
  - Presentaciones finales (II).

## References

Namboodiri, Krishnan. 1984. *Matrix Algebra: An Introduction*, 1–99. Sage.

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.

# Social Sciences and Epistemology - AP1007

Universidad de O'Higgins  
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**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.](#)

## References

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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**

**Instructor:** Héctor Bahamonde  
e: [hector.bahamonde@rutgers.edu](mailto:hector.bahamonde@rutgers.edu)  
w: [www.hectorbahamonde.com](http://www.hectorbahamonde.com)

**Location:** Classroom.

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

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

## *Overview and Objectives*

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

## *Course Learning Objectives*

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

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

## *Requirements*

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

## *Evaluation*

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

## *Academic Integrity*

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

## *Students with Disabilities*

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

## *Absence from Exams*

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

## *Office Hours*

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

## *Cell Phones*

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

## *Schedule*

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

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

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

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

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

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

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

#### 4. Development Strategies II

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

#### 5. Democratic Instability and Authoritarianism

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

#### 6. Contemporary Democracy, New Challenges

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

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

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

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

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

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

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**Last updated:** January 12, 2017.  
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**Not intended as a definitive version**

**Instructor:** Héctor Bahamonde  
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**Location:** Classroom.

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

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

## *Overview and Objectives*

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.

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- 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).

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- 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.

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- 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  
e: [hector.bahamonde@rutgers.edu](mailto:hector.bahamonde@rutgers.edu)  
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 readings the class materials, you should locate the main argument, strengths, weaknesses, and other issues that are of concern. If there are certain questions or points that you think we should specifically examine in class, mark them down and raise them in our class discussions.

## *Evaluation*

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

## *Academic Integrity*

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

## *Cell Phones*

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

## *Schedule*

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

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

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

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

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

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

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

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

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

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

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

## 6. Why There May Be No State

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

## 7. Does Democracy Foster Growth?

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

## 8. What Can Governments Do?

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

## 9. Inequality

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

## 10. Culture

- Tabellini, G. (2008). "Institutions and Culture." *Journal of the European Economic Association*, 6: 255-294.
- Giuliano, P. (2015). "The Role of Women in Society from Preindustrial to Modern Times." *CESifo Economic Studies*, 61: 33-52.
- Voigtlader, N. and Voth, H.J. (2015). "Nazi Indoctrination and Anti-Semitic Beliefs in Germany." *Proceedings of the National Academy of Sciences*, 112: 7931-7936.
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# The Political Economy of Development

Rutgers University, New Brunswick  
Political Science Department  
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**Download last version** [here](#).

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**Location:** Classroom.  
**Office Hours:** Make an appointment [here](#).  
**Class Website and Materials:** click [here](#).

## *Overview and Objectives*

This [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.
- Alberto Alesina and Lawrence Summers. 1993. "Central Bank Independence and Macroeconomic Performance," *Journal of Money, Credit and Banking* 25: 151-162.
- R.M. Alvarez, G. Garrett and P. Lange. 1991. "Government Partisanship, Labor Organization and Macroeconomic Performance, 1967-1984," *American Political Science Review* 85: 539-556.
- Kenneth Scheve and David Stasavage. 2009. "Institutions, Partisanship, and Inequality in the Long Run," *World Politics*, 61 (April): 215-253.
- Baccaro, Lucio, and Jonas Pontusson. 2015. "Rethinking Comparative Political Economy: Growth Models and Distributive Dynamics."

## 10. Welfare States

- Kenneth Scheve and David Stasavage. 2015. *Taxing the Rich: Fairness and Fiscal Sacrifice Over Two Centuries*. Book manuscript. Chapters TBA.
- Peter Lindert. 2004. *Growing Public. Social Spending and Economic Growth Since the Eighteenth Century*. New York: Cambridge University Press. Chapters 10-11.
- Fochesato, Mattia, and Samuel Bowles. 2014. "Nordic Exceptionalism? Social Democratic Egalitarianism in World-Historic Perspective." *Journal of Public Economics*.
- Adam Przeworski et al. 2000. *Democracy and Development*. Cambridge University Press. Chapter 5.

## 11. Democratic Capitalism Revisited

- Adam Przeworski and Michael Wallerstein. 1986. "Material Interests, Class Compromise, and the State," in A. Przeworski. *Capitalism and Social Democracy*. Cambridge: Cambridge University Press. Pages 171-203.
- Claudia Goldin, Lawrence F Katz. 2007. "The race between education and technology: the evolution of US educational wage differentials, 1890 to 2005." *NBER WP no. 12984*.
- Autor, D. 2010. "The polarization of job opportunities in the US labor market: Implications for employment and earnings." *Center for American Progress and The Hamilton Project*.
- Boix, Carles. 2015. "Democratic Capitalism at the Crossroads?" Book manuscript.

## 12. Open Political Economies

- Przeworski, Adam and Covadonga Meseguer. 2006. "Globalization and Democracy." In Pranab Bardhan, Samuel Bowles and Michael Wallerstein, eds. 2006. *Globalization and Egalitarian Redistribution*. Princeton University and Russell Sage Foundation. Chapter 7.
- Boix, Carles. 2006. "Between Protectionism and Compensation: The Political Economy of Trade." In Pranab Bardhan, Samuel Bowles and Michael Wallerstein, eds. *Globalization and Egalitarian Redistribution*. Princeton University and Russell Sage Foundation.
- Odd Aukrust. "Inflation in the Open Economy: A Norwegian Model," in L. Krause and W. Salant, eds., *Worldwide Inflation*. Washington, D.C.: Brookings. Pages 109-126.
- Wibbels, E. and Ahlquist, J. S. (2011), "Development, Trade, and Social Insurance". *International Studies Quarterly*, 55: 125-149.
- Jeffrey G. Williamson. 1998. "Globalization and the labor market: using history to inform policy." In Philippe Aghion and Jeffrey G. Williamson. *Growth, Inequality and Globalization*. New York: Cambridge University Press. Pages 105-200.





HECTOR BAHAMONDE

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

Custom Report   Percentile Rank   Individual Evaluations

There were: 7 possible respondents.

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

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

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

# Rutgers University Student Instructional Rating

(Online Survey - Sakai)

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

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

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

“Lecture classes and recitation.”

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

“N/A”

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

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

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

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

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

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

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

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

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

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

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

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



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

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

“The power points helped a lot for the exam ”

“The subject matter”

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

“Interested in the subject matter”

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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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## 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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