

Política Comparada

Licenciatura en política y administración pública, 6to semestre
El Colegio de México
Primavera 2021

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Horario: martes y jueves, 11:00am a 1:00pm

Horas de oficina (virtuales): jueves 1:30-2:30pm

Para agendar una reunión, favor de anotarse en: <https://calendly.com/sancheztalanquer/horasdeoficina>

Presentación del curso

Este curso ofrece una visión panorámica de la Política Comparada como (sub)disciplina y como técnica analítica—o, más bien, como una forma de aproximarse a la política que echa mano de diversas estrategias metodológicas, con el fin de hacerla inteligible. El curso busca exponer al estudiante a la riqueza temática, conceptual, metodológica y empírica de la subdisciplina. Recurre tanto a estudios clásicos como recientes, abarca distintas regiones del mundo e incorpora trabajos anclados en distintas tradiciones metodológicas dentro de la ciencia política contemporánea.

Como en la ciencia social toda, no hay en la política comparada un solo paradigma dominante, ni leyes universalmente aceptadas aplicables a todo tiempo y lugar. Como consecuencia, la selección de temas y trabajos implica un cierto grado de arbitrariedad. No existe “una” política comparada por asimilar, sino una subdisciplina activa, que ha madurado con el tiempo pero está sujeta a la innovación y a los vaivenes de la política misma. Aun así, existe un conjunto de preguntas, conceptos, debates teóricos y regularidades o patrones empíricos (en su mayoría probabilísticos) que ayudan a hacer sentido de los fenómenos políticos sin recurrir a explicaciones *ad hoc*, únicas para cada caso, y que forman el núcleo sustantivo de la (sub)disciplina.

En su otro carácter, como técnica analítica o estrategia de aproximación, la política comparada carece también de un enfoque metodológico único, universalmente aceptado. La disciplina está cruzada por una multiplicidad de metodologías (experimentales, observacionales, cuantitativas, cualitativas) instrumentadas a distintas escalas (regional, nacional, subnacional, organizacional, individual) y niveles de análisis (macro, meso, micro). No obstante, a pesar de intensos debates metodológicos, existe una intención compartida de explicar el mundo político en forma objetiva, más que de interpretarlo en forma subjetiva. Ello implica un consenso sobre la importancia de aproximarse a la realidad empírica en forma sistemática y formular argumentos verificables o refutables, a partir de la observación, clasificación, teorización y formulación de hipótesis, medición y contrastación con evidencia. Es decir, el propósito no es sólo reflexionar o discutir críticamente asuntos de política, ni formular principios normativos (el deber ser), sino *explicar* el porqué de ciertos fenómenos observados —las *causas* de cierto efecto— y sus consecuencias —los *efectos* de ciertas causas.

Objetivos principales

Al finalizar el curso, el estudiante deberá:

- Ser capaz de pensar de manera comparada e histórica sobre variaciones temporales y espaciales en fenómenos políticos de interés.
- Conocer las principales teorías y conceptos empleados en el estudio comparativo del Estado, los regímenes políticos, los movimientos sociales y otros temas sustantivos cubiertos en el curso.
- Contar con herramientas teóricas y conceptuales para pensar de manera analítica sobre el origen y los efectos de variables o fenómenos de interés.
- Comprender las distintas metodologías utilizadas en la ciencia política contemporánea y ser capaz de analizar sus ventajas y desventajas.
- Desarrollar curiosidad científica sobre la variación existente en el orden político, el tipo y la estabilidad de los regímenes, la movilización social y otros temas sustantivos.
- Ser capaz de identificar fenómenos políticos relevantes y preguntarse sobre sus causas, trazar posibles explicaciones y diseñar estrategias sistemáticas para someter a prueba las explicaciones.

Políticas y logística del curso

- Las lecturas listadas para cada sesión son obligatorias. El alumno debe conectarse a la clase en línea habiendo leído y reflexionado sobre ellas. En la primera semana, discutiremos estrategias para leer de manera efectiva. Se alienta a los estudiantes a escribir sus propios resúmenes breves o *abstracts*, para entrenarse a sintetizar el contenido y puntos clave de las lecturas y facilitar el aprendizaje.
- Las lecturas recomendadas se ofrecen como referencia para los trabajos finales e investigaciones futuras, así como para que el estudiante tenga una visión general de libros y artículos relevantes en los temas en cuestión.
- La asistencia virtual es obligatoria. El estudiante puede perder su derecho a recibir una calificación por inasistencias. En caso de no poder conectarse a la clase por causa justificada, favor de comunicarse con el profesor.
- Utilizaremos Microsoft Teams como plataforma para la clase y para compartir las reflexiones escritas.
- Como profesor, tengo una preferencia fuerte por que las cámaras estén encendidas para la clase y agradezco los esfuerzos por hacerlo. La plataforma permite poner un fondo de pantalla. Si por causas de fuerza mayor, algún estudiante no puede tener su cámara encendida o prefiere no hacerlo, le pido me lo haga saber.
- El uso de celulares o chats durante la clase está estrictamente prohibido.
- Se alienta a los estudiantes a utilizar las horas de oficina para resolver dudas, preocupaciones e inquietudes personales relacionadas con el curso, en especial dadas las circunstancias extraordinarias de la pandemia.

Fechas importantes (salvo de presentaciones)

18 de febrero:	Examen 1
9 de marzo:	Examen 2
25 de marzo:	Examen 3
22 de abril:	Examen 4 y entrega de propuesta-resumen de trabajo final
4 de mayo:	Examen 5
21 de mayo:	Entrega de trabajo final

Evaluación

Controles de lectura y elaboración de examen: 20%

Presentaciones en clase: 20%

Reflexiones escritas en la plataforma del curso: 10%

Participación: 15%

Trabajo final: 35%

Controles de lectura y elaboración de examen (20%)

Los estudiantes diseñarán, en equipos de dos, un examen que cubra las lecturas de un periodo predefinido del curso. El examen deberá contener cinco preguntas de opción múltiple, verdadero y falso o formato similar y tratar de evaluar el nivel de comprensión de los argumentos o puntos centrales de las lecturas. Es decir, el examen debe centrarse en la lógica central de los textos, sus teorías o hipótesis fundamentales, aquello que debe ser recordado y comprendido. Está estrictamente prohibido comunicarse sobre las preguntas del examen fuera del equipo responsable.

El resto de los estudiantes responderá al examen. Al terminar, revisaremos colectivamente las respuestas ofrecidas y los encargados de elaborar el examen explicarán por qué consideraron esas preguntas relevantes, y por qué las distintas respuestas eran (in)correctas.

Presentaciones en clase (20%)

Los estudiantes formarán equipos de dos para presentar en clase. Cada equipo presentará dos veces en el semestre. Las presentaciones deben partir de las lecturas asignadas para ese día y tendrán una duración aproximada de 25 minutos y servirán para iniciar la clase. El objetivo de las presentaciones no es hacer un resumen de las lecturas, sino:

- explicar cuáles consideran las ideas o argumentos clave y por qué son o no convincentes;
- resaltar y opinar sobre controversias sugeridas en los textos, o posibles objeciones a los argumentos o estrategia metodológica;
- Señalar complementariedades, contradicciones, diferencias de enfoque, etcétera, entre las lecturas;
- plantear posibles nuevas preguntas que se desprenden de los textos.

En cualquier caso, las presentaciones deben concluir con una explicación sobre “qué aprendimos” de las lecturas en cuestión y por qué es importante.

Reflexiones en la plataforma del curso (10%)

Cada estudiante deberá escribir, una vez en el semestre, una entrada en el chat o plataforma común del curso que retome un evento (nacional o internacional), noticia, columna o reportaje en la prensa y analizarlo utilizando teorías y conceptos revisados en el curso. Cada estudiante puede elegir cuándo escribir una entrada, en función de su interés en los temas, su carga de trabajo y las noticias. La reflexión deberá tener una extensión aproximada de 800 palabras. El resto de los integrantes de la clase podrán reaccionar al análisis, hacer comentarios adicionales, etcétera—y se les motiva a hacerlo. Las intervenciones en respuesta a la reflexión de un(a) compañero(a) contarán para el componente de participación en la calificación (15%). En cualquier caso, es obligatorio leer las entradas de los demás.

Participación (15%)

El intercambio en clase es un componente importante del curso. La participación se evaluará no sólo conforme a criterios de frecuencia, sino de calidad de las intervenciones (i.e., que reflejen haber leído y pensado sobre el material). Las dudas cuentan como participación significativa. Los comentarios en la plataforma del curso, en respuesta a las reflexiones del punto anterior, cuentan para la participación. La plataforma o chat es también un espacio para hacer comentarios libres sobre las lecturas o temas del curso, a la luz de los acontecimientos, lecturas previas, etcétera. La actividad informada en la plataforma cuenta como participación y puede generar puntos adicionales a la calificación final.

Trabajo final (35%)

El trabajo final es individual y deberá tener una extensión aproximada de 10 cuartillas a doble espacio. El trabajo debe ser entregado por correo electrónico el 21 de mayo. El tema es de libre elección del estudiante, pero deberá estar dentro del ámbito del curso y ser consultado previamente con el profesor. El ensayo debe cumplir los siguientes requisitos:

- (a) Formular una pregunta sobre las causas o los efectos de un fenómeno o variable, justificando la importancia de entenderlo.
- (b) Describir variación en ese fenómeno: entre unidades (instituciones, organizaciones, países, regiones, etcétera), en el tiempo al interior de una unidad, o ambas.
- (c) Formular un argumento propio sobre las raíces o efectos de la variación descrita, apoyándose en la literatura y recurriendo al enfoque comparado.

El trabajo requiere revisión de literatura adicional a las lecturas obligatorias del curso. Al final de cada sección, se ofrece una lista de lecturas recomendadas (no limitativa). Los estudiantes deben entregar por correo electrónico un resumen o *abstract* de aproximadamente 200 palabras el 22 de abril.

Integridad académica

Los principios éticos y de integridad académica establecidos en los lineamientos de El Colegio de México serán estrictamente aplicados. El plagio y cualquier tipo de fraude académico se perseguirán conforme al Reglamento General.

I. Introducción

1. Presentación del curso (martes 12 de enero)

- Schmitter, Philippe C., and Marc Blecher. 2021. *Politics as a Science: A Prolegomenon*. New York: Routledge. 1-30, 47-69.

Libro completo disponible aquí: [Politics as a Science | Taylor & Francis Group](#)

2. ¿Ciencia de la política? (jueves 14 de enero)

- Schmitter, Philippe C., and Marc Blecher. 2021. *Politics as a Science: A Prolegomenon*. New York: Routledge. 79-113, 119-126.

II. Variedades metodológicas

1. El método comparado (martes 19 de enero)

- Anderson, Benedict. 2016. "Frameworks of Comparison." *London Review of Books* 38(2): 15–18.
- Lijphart, Arend. 1971. "Comparative Politics and the Comparative Method." *The American Political Science Review* 65(3): 682–93.

2. Casos y comparaciones (jueves 21 de enero)

- Tarrow, Sidney. 2010. "The Strategy of Paired Comparison: Toward a Theory of Practice." *Comparative Political Studies* 43(2): 230–59.
- Seawright, Jason, and John Gerring. 2008. "Case Selection Techniques in Case Study Research: A Menu of Qualitative and Quantitative Options." *Political Research Quarterly* 61(2): 294–308.

3. Metodologías cualitativas (martes 26 de enero)

- Mahoney, James. 2007. "Qualitative Methodology and Comparative Politics." *Comparative Political Studies* 40(2): 122–44.
- Simmons, Erica S., and Nicholas Rush Smith. 2015. "The Case for Comparative Ethnography." *Qualitative & Multi-Method Research* 13(2): 13–18.

4. Experimentación y métodos cuantitativos de inferencia causal (jueves 28 de enero)

- Keele, Luke. 2015. "The Statistics of Causal Inference: A View from Political Methodology." *Political Analysis* 23(3): 313–35.

5. Metodologías en práctica. Ilustraciones (martes 2 de febrero).

- Erikson, Robert S., and Laura Stoker. 2011. "Caught in the Draft: The Effects of Vietnam Draft Lottery Status on Political Attitudes." *The American Political Science Review* 105(2): 221–37.
- Slater, Dan, and Daniel Ziblatt. 2013. "The Enduring Indispensability of the Controlled Comparison." *Comparative Political Studies* 46(10): 1301–27.

Lecturas recomendadas

- Grzymala-Busse, Anna. 2011. "Time Will Tell? Temporality and the Analysis of Causal Mechanisms and Processes." *Comparative Political Studies* 44(9): 1267–97.
- Collier, David, and James E. Mahon. 1993. "Conceptual 'Stretching' Revisited: Adapting Categories in Comparative Analysis." *The American Political Science Review* 87(4): 845–55.
- Geddes, Barbara. 1990. "How the Cases You Choose Affect the Answers You Get: Selection Bias in Comparative Politics." *Political Analysis* 2: 131–50.
- Gerring, John. 2007. *Case Study Research: Principles and Practices*. New York: Cambridge University Press. 17–36.
- Gerring, John. 2004. "What Is a Case Study and What Is It Good For?" *The American Political Science Review* 98(2): 341–54.
- Goertz, Gary, and James Mahoney. 2012. *A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences*. Princeton, N.J.: Princeton University Press.
- Healy, Kieran. 2017. "Fuck Nuance." *Sociological Theory* 35(2): 118–27.
- Kocher, Matthew A., and Nuno P. Monteiro. 2016. "Lines of Demarcation: Causation, Design-Based Inference, and Historical Research." *Perspectives on Politics* 14(4): 952–75.
- Lieberman, Evan S. 2005. "Nested Analysis as a Mixed-Method Strategy for Comparative Research." *American Political Science Review* 99(3): 435–52.
- Mahoney, James, and Kathleen Thelen. 2015. *Advances in Comparative-Historical Analysis*. New York: Cambridge University Press.
- Morgan, Stephen L., and Christopher Winship. 2015. *Counterfactuals and Causal Inference: Methods and Principles for Social Research*. New York: Cambridge University Press. 3–34, 77–84.
- Przeworski, Adam, and Henry Teune. 1970. *The Logic of Comparative Social Inquiry*. New York: John Wiley & Sons. 3–46.
- Rogowski, Ronald. 2016. "The Rise of Experimentation in Political Science." In *Emerging Trends in the Social and Behavioral Sciences*, eds. Robert Scott and Stephen Kosslyn. John Wiley & Sons, 1–11.
- Samii, Cyrus. 2016. "Causal Empiricism in Quantitative Research." *The Journal of Politics* 78(3): 941–55.
- Sartori, Giovanni. 1970. "Concept Misformation in Comparative Politics." *The American Political Science Review* 64(4): 1033–53.
- Simmons, Erica S., and Nicholas Rush Smith. 2019. "The Case for Comparative Ethnography." *Comparative Politics* 51(3): 341–59.
- Skarbek, David. 2020. "Qualitative Research Methods for Institutional Analysis." *Journal of Institutional Economics* 16(4): 409–22.
- Snyder, Richard. 2001. "Scaling down: The Subnational Comparative Method." *Studies in Comparative International Development* 36(1): 93–110.
- Wedeen, Lisa. 2002. "Conceptualizing Culture: Possibilities for Political Science." *The American Political Science Review* 96(4): 713–28.
- Wedeen, Lisa. 2010. "Reflections on Ethnographic Work in Political Science." *Annual Review of Political Science* 13(1): 255–72.

III. Estado y estatalidad

1. La institución del Estado (jueves 4 de febrero)

- Olson, Mancur. 1993. "Dictatorship, Democracy, and Development." *American Political Science Review* 87(3): 567–76.
- Tilly, Charles. 1985. "War Making and State Making as Organized Crime." In *Bringing the State Back In*, eds. Peter B. Evans, Dietrich Rueschemeyer, and Theda Skocpol. New York: Cambridge University Press, 169–91.

2. Estatalidad y formas de aproximación al Estado moderno (martes 9 de febrero)

- Soifer, Hillel. 2008. "State Infrastructural Power: Approaches to Conceptualization and Measurement." *Studies in Comparative International Development* 43(3–4): 231–51.
- Scott, James C., John Tehranian, and Jeremy Mathias. 2002. "The Production of Legal Identities Proper to States: The Case of the Permanent Family Surname." *Comparative Studies in Society and History* 44(1): 4–44.

3. Guerras, revoluciones y construcción de Estado (jueves 11 de febrero)

- Skocpol, Theda. 1979. *States and Social Revolutions: A Comparative Analysis of France, Russia, and China*. New York: Cambridge University Press. 24-42.
- Centeno, Miguel. 1997. "Blood and Debt: War and Taxation in Nineteenth-Century Latin America." *American Journal of Sociology* 102(6): 1565–1605.

Lecturas recomendadas

- Abramson, Scott F. 2017. "The Economic Origins of the Territorial State." *International Organization* 71(1): 97–130.
- Bates, Robert H. 2015. *When Things Fell Apart: State Failure in Late-Century Africa*.
- Bensel, Richard Franklin. 1990. *Yankee Leviathan: The Origins of Central State Authority in America, 1859-1877*. New York: Cambridge University Press.
- Berwick, Elissa, and Fotini Christia. 2018. "State Capacity Redux: Integrating Classical and Experimental Contributions to an Enduring Debate." *Annual Review of Political Science* 21(1): 71–91.
- Boix, Carles. 2015. *Political Order and Inequality: Their Foundations and Their Consequences for Human Welfare*. New York: Cambridge University Press.
- Boone, Catherine. 2003. *Political Topographies of the African State: Territorial Authority and Institutional Choice*. New York: Cambridge University Press.
- Boone, Catherine. 2014. *Property and Political Order in Africa: Land Rights and the Structure of Politics*. New York: Cambridge University Press.
- Börzel, Tanja A., and Thomas Risse. 2010. "Governance without a State: Can It Work?" *Regulation & Governance* 4(2): 113–34.

- Brambor, Thomas et al. 2020. "The Lay of the Land: Information Capacity and the Modern State." *Comparative Political Studies* 53(2): 175–213.
- Centeno, Miguel et al., eds. 2017. *States in the Developing World*. Cambridge: Cambridge University Press.
- Centeno, Miguel. 2002. *Blood and Debt: War and the Nation-State in Latin America*. University Park: Pennsylvania State University Press.
- Centeno, Miguel, and Agustín Ferraro, eds. 2013. *State and Nation Making in Latin America and Spain: Republics of the Possible*. New York: Cambridge University Press.
- Didac Queralt and Isabela Mares. 2015. "The Non-Democratic Origins of Income Taxation." *Comparative Political Studies* 48(14): 1974–2009.
- Dincecco, Mark. 2015. "The Rise of Effective States in Europe." *The Journal of Economic History* 75(03): 901–18.
- Evans, Peter, Dietrich Rueschemeyer, and Theda Skocpol, eds. 1985. *Bringing the State Back In*. New York: Cambridge University Press.
- Evans, Peter. 1997. "The Eclipse of the State? Reflections on Stateness in an Era of Globalization." *World Politics* 50(1): 62–87.
- Fukuyama, Francis. 2004. "The Imperative of State-Building." *Journal of Democracy* 15(2): 17–31.
- Fukuyama, Francis. 2013. "What Is Governance?" *Governance* 26(3): 347–68.
- Gorski, Philip S. 1993. "The Protestant Ethic Revisited: Disciplinary Revolution and State Formation in Holland and Prussia." *American Journal of Sociology* 99(2): 265–316.
- Grzymala-Busse, Anna, and Pauline Jones Luong. 2002. "Reconceptualizing the State: Lessons from Post-Communism." *Politics & Society* 30(4): 529–54.
- Hall, John A., ed. 1994. *The State: Critical Concepts*. New York: Routledge.
- Herbst, Jeffrey. 1990. "War and the State in Africa." *International Security* 14(4): 117–39.
- Herbst, Jeffrey. 2000. *States and Power in Africa: Comparative Lessons in Authority and Control*. Princeton: Princeton University Press.
- King, Desmond, and Robert C. Lieberman. 2009. "Ironies of State Building: A Comparative Perspective on the American State." *World Politics* 61(3): 547–88.
- Krasner, Stephen D. 1984. "Approaches to the State: Alternative Conceptions and Historical Dynamics." *Comparative Politics* 16(2): 223–46.
- Lee, Melissa, and Nan Zhang. 2017. "Legibility and the Informational Foundations of State Capacity." *The Journal of Politics* 79(1): 118–32.
- Loveman, Mara. 2005. "The Modern State and the Primitive Accumulation of Symbolic Power." *American Journal of Sociology* 110(6): 1651–83.
- Mann, Michael. 2012. *The Sources of Social Power, Vol. 2*. New York: Cambridge University Press.
- Migdal, Joel. 1988. *Strong Societies and Weak States: State-Society Relations and State Capabilities in the Third World*. Princeton, N.J.: Princeton University Press.
- Queralt, Didac. 2019. "War, International Finance, and Fiscal Capacity in the Long Run." *International Organization* 73(4): 713–53.
- Sánchez de la Sierra, Raúl. "On the Origin of the State: Stationary Bandits and Taxation in Eastern Congo." *Journal of Political Economy* 128(1): 32–74.
- Scheve, Kenneth, and David Stasavage. 2010. "The Conscription of Wealth: Mass Warfare and the Demand for Progressive Taxation." *International Organization* 64(4): 529–61.

- Scott, James C. 2009. *The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia*. New Haven: Yale University Press.
- Scott, James. 1998. *Seeing like a State: How Certain Schemes to Improve the Human Condition Have Failed*. New Haven: Yale University Press.
- Slater, Dan, and Sofia Fenner. 2011. "State Power and Staying Power: Infrastructural Mechanisms and Authoritarian Durability." *Journal of International Affairs* 65(1): 15–30.
- Soifer, Hillel. 2015. *State Building in Latin America*. New York: Cambridge University Press.
- Thomson, Janice E. 1996. *Mercenaries, Pirates, and Sovereigns: State-Building and Extraterritorial Violence in Early Modern Europe*. Princeton: Princeton University Press.
- Tilly, Charles. 1992. *Coercion, Capital, and European States, AD 990-1992*. Oxford: Blackwell.
- Whitehead, Laurence. 1994. "State Organization in Latin America since 1930." In *The Cambridge History of Latin America*, ed. Leslie Bethell. New York: Cambridge University Press.

IV. Violencia, protección y vigilantismo

1. Guerra civil (martes 16 de febrero)

- Kalyvas, Stathis. 2006. *The Logic of Violence in Civil War*. New York: Cambridge University Press. 1–31, 111–145.

2. Contextos violentos (jueves 18 de febrero). **Examen 1.**

- Smith, Nicholas Rush. 2019. *Contradictions of Democracy: Vigilantism and Rights in Post-Apartheid South Africa*. New York: Oxford University Press. 1–37.
- Braun, Robert. 2016. "Religious Minorities and Resistance to Genocide: The Collective Rescue of Jews in the Netherlands during the Holocaust." *American Political Science Review* 110(1): 127–47.

Lecturas recomendadas

- Arjona, Ana. 2016. *Rebelocracy: Social Order in the Colombian Civil War*. New York: Cambridge University Press.
- Bandiera, Oriana. 2003. "Land Reform, the Market for Protection, and the Origins of the Sicilian Mafia: Theory and Evidence." *The Journal of Law, Economics, and Organization* 19(1): 218–44.
- Berman, Eli, Jacob N. Shapiro, and Joseph H. Felter. 2011. "Can Hearts and Minds Be Bought? The Economics of Counterinsurgency in Iraq." *Journal of Political Economy* 119(4): 766–819.
- Dorff, Cassy, and Jessica Maves Braithwaite. 2018. "Fear of Nonviolent Organizing in Mexico's Criminal Conflict." *Journal of Global Security Studies* 3(3): 271–84.
- Dorff, Cassy. 2017. "Violence, Kinship Networks, and Political Resilience: Evidence from Mexico." *Journal of Peace Research* 54(4): 558–73.
- Dube, Oeindrila, and Juan F. Vargas. 2013. "Commodity Price Shocks and Civil Conflict: Evidence from Colombia." *The Review of Economic Studies* 80(4): 1384–1421.
- Fearon, James D. 1995. "Rationalist Explanations for War." *International Organization* 49(3): 379–414.

- Fearon, James, and David Laitin. 2003. "Ethnicity, Insurgency, and Civil War." *American Political Science Review* 97(1): 75–90.
- Finkel, Evgeny. 2015. "The Phoenix Effect of State Repression: Jewish Resistance during the Holocaust." *American Political Science Review* 109(2): 339–53.
- Finkel, Evgeny. 2017. *Ordinary Jews: Choice and Survival during the Holocaust*. Princeton: Princeton University Press.
- Gambetta, Diego. 1993. *The Sicilian Mafia: The Business of Private Protection*. Cambridge: Harvard University Press.
- Humphreys, Macartan, and Jeremy M. Weinstein. 2008. "Who Fights? The Determinants of Participation in Civil War." *American Journal of Political Science* 52(2): 436–55.
- Kalyvas, Stathis N. 2003. "The Ontology of 'Political Violence': Action and Identity in Civil Wars." *Perspectives on Politics* 1(3): 475–94.
- Kaplan, Oliver Ross. 2017. *Resisting War: How Communities Protect Themselves*. New York: Cambridge University Press.
- Lessing, Benjamin. 2018. *Making Peace in Drug Wars: Crackdowns and Cartels in Latin America*. New York: Cambridge University Press.
- Moncada, Eduardo. 2019. "Resisting Protection: Rackets, Resistance, and State Building." *Comparative Politics* 51(3): 321–39.
- Obert, Jonathan. 2018. *The Six-Shooter State: The Dual Face of Public and Private Violence in American Politics*. New York: Cambridge University Press.
- Skarbek, David. 2020. *The Puzzle of Prison Order: Why Life behind Bars Varies around the World*. New York: Oxford University Press.
- Varese, Federico. 2013. *Mafias on the Move: How Organized Crime Conquers New Territories*. Princeton: Princeton University Press.
- Wood, Elisabeth Jean. 2003. *Insurgent Collective Action and Civil War in El Salvador*. New York: Cambridge University Press.
- Yashar, Deborah J. 2018. *Homicidal Ecologies: Illicit Economies and Complicit States in Latin America*. New York: Cambridge University Press.

V. Regímenes políticos: Orígenes, estabilidad y cambios de régimen

1. Conceptos: democracia versus no democracia (martes 23 de febrero)

- Schmitter, Philippe, and Terry Karl. 1991. "What Democracy Is...and Is Not." *Journal of Democracy* 2: 75–88.
- Przeworski, Adam. 1999. "Minimalist Conception of Democracy: A Defense." In *Democracy's Value*, eds. Ian Shapiro and Casiano Hacker-Cordon. Cambridge: Cambridge University Press. 23–50.

2. Surgimiento de la democracia (jueves 25 de febrero)

- Ziblatt, Daniel. 2006. "How Did Europe Democratize?" *World Politics* 58(2): 311–38.
- Ansell, Ben, and David Samuels. 2014. *Inequality and Democratization: An Elite-Competition Approach*. New York: Cambridge University Press. 1–35.

3. Estabilidad democrática (martes 2 de marzo)

- Linz, Juan J., and Alfred C. Stepan. 1978. *The Breakdown of Democratic Regimes*. Baltimore: Johns Hopkins University Press. 1-14, 27-49.
- Slater, Dan, Benjamin Smith, and Gautam Nair. 2014. "Economic Origins of Democratic Breakdown? The Redistributive Model and the Postcolonial State." *Perspectives on Politics* 12(2): 353-74.

4. Autocracia (jueves 4 de marzo)

- Svobik, Milan W. 2012. *The Politics of Authoritarian Rule*. Cambridge: Cambridge University Press. 1-45.

5. Autocracia II (martes 9 de marzo). **Examen 2.**

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