

1. **Horario atención a estudiantes, correos electrónicos y nombres de los profesores complementarios**

Clase magistral

Profesor: Leopoldo Fergusson (lfergusson@uniandes.edu.co)

Horario de clase: Martes de 9:00am - 10.50am

Salón: C-309

Horario de Atención: Martes y Jueves, 11am a 12.20pm. Oficina W-812

Para reservar una cita conmigo, siga las instrucciones de la sección “Atención a Estudiantes”, en:
<http://economia.uniandes.edu.co/fergusson>

Profesor Asistente

Profesor: Lina Marcela Ramírez (lm.ramirez12@uniandes.edu.co)

Horario de atención: Viernes 8-9am, Oficina W-705

2. **Introducción y descripción general del curso**

La economía y la política están estrechamente relacionadas en la realidad, y así deben ser analizadas. En este curso estudiamos cómo las instituciones y procesos políticos influyen en la economía (y vice versa). Nos concentramos en aplicaciones empíricas, aunque estén motivadas por los avances teóricos de la (nueva) economía política.

Ponemos el énfasis tanto en los temas sustantivos tratados por las lecturas cubiertas, como en las estrategias de investigación científica que adoptan. Así, ustedes aprenderán diversas consecuencias de las instituciones políticas en el desempeño económico. Pero, además de eso, mi ambición es que salgan del curso con la capacidad de evaluar críticamente la validez de las estrategias de investigación de un estudio en economía política (y en otras ciencias sociales en general).

Tengo además la ambición de que participen y discutan activamente en clase. Por eso, también supondré que antes de cada sesión han leído las lecturas asignadas, para sacar mejor provecho de la clase.

Estudiaremos qué elecciones hacen los autores (la pregunta que eligen contestar, los datos que usan, el método que aplican, la forma como lo ejecutan, la manera en que escriben y presentan los resultados) y cuáles son sus méritos o limitaciones. El objetivo es usar ejemplos ilustrativos para entender a fondo cómo funciona el proceso de investigación en todas sus etapas, al tiempo que aprendemos sobre temas interesantes. Evidentemente, sin embargo, esta aproximación hace imposible que el curso sea uno en el que se cubran a fondo los diferentes temas que tocamos. Para estudiantes interesados, en el programa hay muchas lecturas listadas adicionales en cada tema. Y en clase, con frecuencia, se mencionarán ejemplos de otros trabajos de temas similares.

Los métodos utilizados por los artículos se presentaran en la clase conforme van apareciendo los métodos en la lista de lecturas.

Un tema que será dejado de lado en este curso será el de la *economía política del desarrollo*. Esto, porque típicamente durante la Escuela Internacional de Verano, estos tópicos son discutidos en el curso “Desarrollo de América Latina en el Largo Plazo” del Profesor James Robinson y secuaces.

Desde el punto de vista metodológico, un tema que será dejado de lado será la “estimación estructural” de modelos económicos. Esta es un área activa de investigación, complementaria a las aproximaciones de “forma reducida” que caracterizan la mayoría de aplicaciones en este curso y que (por ahora) desborda los alcances del curso.

3. Objetivos de la materia

El curso tiene dos objetivos complementarios.

Primero, familiarizarlos con el tipo de preguntas y respuestas que ofrece la economía política, apoyándonos en algunos ejemplos de investigaciones recientes sobre la relación entre economía y política, en un amplio conjunto de tópicos.

Segundo, enseñarles a entender y evaluar críticamente el proceso de investigación empírica cuantitativa en las ciencias sociales, en particular en el campo de la economía política.

Este segundo objetivo tiene varias partes. Implica entender y conocer los alcances y limitaciones de las diferentes estrategias empíricas que con mucha astucia deben diseñar los investigadores en esta rama de la economía para resolver los enormes problemas de endogeneidad que enfrentan. Así, las aplicaciones empíricas estudiadas variarán no sólo en temas sino en metodología, incluyendo desde experimentos naturales, hasta el uso de encuestas especialmente diseñadas y los experimentos en laboratorio y de “campo”. La idea es que al final del curso ustedes tengan buenas respuestas para, entre otras, el siguiente tipo de preguntas sobre un trabajo de investigación: ¿Es la pregunta realmente relevante? ¿La metodología sirve para contestar la pregunta? ¿Son los resultados convincentes? ¿Las conclusiones se derivan de los resultados?

4. Organización del curso

El contenido del curso, con las lecturas respectivas, se encuentra detallado semana por semana en la [lista de lecturas](#).

Se deben tener en cuenta las siguientes fechas importantes:

Marzo 15: Fecha límite de entrega del 30 %*

Marzo 22: Fecha límite de retiro de materias.

Abril 15 - 19: Semana de trabajo individual.

Mayo 11: Último día de clases.

Mayo 13-29: Semanas de exámenes finales

Junio 6: Fecha límite entrega notas definitivas

* Para el 15 de marzo, ustedes tendrán las notas correspondientes a aproximadamente la mitad de las comprobaciones totales, realizadas hasta la fecha, correspondientes al 12.5 % para estudiantes de maestría y 17.5 % para estudiantes de pregrado. Además, una nota de participación preliminar (que pesa 15 % para maestría y 20 % para pregrado). Si para la fecha usted ya ha presentado referee report, tendrá definido además un 30 % para maestría y 45 % para pregrado. Note que esto significa que si usted (i) es de maestría y (ii) no ha presentado referee report antes del 11 de marzo, no tendrá el 30 % de su nota, sino una cantidad ligeramente menor, de cerca del 27.5 %. *Importante:* Si usted es de maestría y quiere asegurarse de tener el 30 % antes del 11 de marzo, debe solicitar la presentación de un referee report antes de esa fecha.

5. Metodología

No hay libro de texto, en cada sesión se discutirán una serie de lecturas asignadas obligatorias que *deben leerse antes de clase*. En la clase se busca fomentar la participación activa de los estudiantes.

El curso está abierto a estudiantes de Maestría y de Pregrado.

6. Competencias

Aprender a identificar preguntas relevantes de investigación en economía política, conociendo además algunos de los grandes temas de debate en los tópicos estudiados.

Aprender los alcances y limitaciones de las posibles estrategias empíricas que pueden plantearse para contestar dichas preguntas.

Desarrollar la capacidad de formular una pregunta válida de investigación junto con una estrategia para contestarla.

Leer críticamente un artículo de investigación, identificando sus fortalezas y debilidades tanto de forma como de fondo.

Desarrollar habilidades de expresión escrita y oral.

Trabajar en grupo.

7. Criterios de evaluación

Los porcentajes de cada evaluación aparecen en el siguiente cuadro.

Cuadro 1: Actividades y porcentajes de cada evaluación

Actividad	Maestría	Pregrado
Participación en clase.	15 %	20 %
Comprobaciones de lectura.	25 %	35 %
Informe escrito del referee report.	20 %	30 %
Presentación del referee report.	10 %	15 %
Proyecto de investigación. Primera entrega.*	5 %	0 %
Proyecto de investigación. Evaluación primera entrega de un compañero.*	5 %	0 %
Proyecto de investigación. Entrega final.	20 %	0 %

Notas: Los estudiantes de pregrado que quieran presentar propuesta de investigación pueden hacerlo y enfrentan los porcentajes de evaluación de los estudiantes de Maestría.

* La primera entrega será calificada por un compañero, siguiendo unos criterios ([matriz de calificación](#)) previamente especificados. Los estudiantes tendrán una semana para hacer esta evaluación.

Las actividades de clase que serán evaluadas son las siguientes:

- Participación en clase.
- Comprobaciones de lectura.
- Un *referee report* de un *paper* asignado aleatoriamente. El *referee report* se presenta en grupos de tres estudiantes, y debe ser expuesto por uno de los estudiantes, elegido al azar, en no más de 15 minutos de clase. La primera semana de clases se asignarán fechas para presentación de referee reports y se explicará qué se espera del referee report. Por lo tanto, los grupos para trabajar en el referee report deben definirse también la primera semana de clases.
- **Para estudiantes de Maestría: Abril 9 (primera entrega) y Mayo 7 (segunda entrega):** Presentación de un proyecto de investigación (motivación, literatura relacionada, fuentes de datos, estrategia empírica). NO se trata de culminar un proyecto de investigación, sólo de plantearlo coherente y claramente.

Según los artículos 62 y 63 del [Reglamento general de estudiantes de pregrado](#), el estudiante tendrá cuatro días hábiles después de la entrega de la evaluación calificada para presentar un reclamo. El profesor responderá al reclamo en los cinco días hábiles siguientes. Si el estudiante considera que la respuesta no concuerda con los criterios de evaluación podrá solicitar un segundo calificador al Consejo de la Facultad en los cuatro días hábiles posteriores a la recepción de la decisión del profesor.

Nota importante: los estudiantes deben seguir celosamente las reglas para citar trabajos de otros, tanto en los referee reports como en las propuestas de investigación. Violaciones en este sentido, así como el plagio en comprobaciones de lectura, se consideran faltas graves que no deben tener cabida en el ambiente académico.

Fraude: comprométanse con su aprendizaje. Les dejo esta reflexión escrita por Marc Hofstetter:

Podría comenzar con el símil del estudiante de medicina que una vez graduado y en medio de una cirugía, nota que su paciente se complica y recuerda que esa complicación la ha debido estudiar en su carrera, pero que en aquella ocasión en que el profesor le había pedido hacerlo, había cometido un fraude y nunca aprendió cómo lidiarla. Podría seguir con la descripción de sus pasos a la salida de la cirugía, apesadumbrados, dubitativos, camino a encontrarse con la viuda del paciente.

O habría podido comenzar con el símil de la estudiante de ingeniería civil que tampoco aprovechó su paso por la carrera para aprender y echó mano de trampas y copialinas para conseguir su título. Podría describir una cena de la ingeniera con sus amigos de universidad celebrando un nuevo contrato de su exitosa empresa, interrumpido por la noticia de que el puente que estaban a punto de inaugurar ha colapsado matando a varios obreros. Podría seguir con la descripción de sus pasos a la salida de la reunión interrumpida, apesadumbrados, dubitativos, camino a su casa, con la certeza de que el puente y las vidas se desplomaron por su mal diseño.

También habría podido comenzar por el símil del economista que en su época de estudiante se consagró como el rey del atajo en sus clases, del todo vale. La estrategia la llevó a su vida profesional, donde escaló hasta llegar a cargos ministeriales. Hoy, desde la prisión, recuerda con horror el sistema de pensiones que con sus decisiones quebró, dejando sin ingresos a millones de adultos mayores. Podría seguir con la descripción de sus pasos entre el patio y la celda, apesadumbrados, dubitativos, recordando los atajos que tomó desde muy temprano en su vida.

Pero no voy a comenzar por esas descripciones. No voy a ahondar en los pensamientos que esconden los pasos apesadumbrados de unos y otros. No voy a hacer juicios de valor sobre sus acciones. Quiero simplemente hacerle unas preguntas: ¿Con qué objetivo se inscribió a la Universidad? ¿Tiene intención de usarla para aprender y explorar sus intereses? ¿O interpreta esos años como un atajo a un título? Y si hay atisbos de atajo en su respuesta ¿cree que cada atajo es solo un evento circunstancial sin consecuencias hacia adelante? ¿No cree que los atajos están marcando los caminos que habrá de seguir en su vida? ¿Se ha dado cuenta de que los atajos hacen que se pierda de lo mejor de la vida, los caminos que se hacen al andar? ¿No se ha dado cuenta que esas licencias, esas “pequeñas” corrupciones que le parecen ahora aceptables se van a convertir en los ladrillos sobre las cuales descansarán otras quizás más grandes? ¿Ha pensado qué dice sobre un estudiante y sobre su calidad humana, sobre la percepción que de este tienen sus amigos, familiares, parejas, futuros empleadores y subalternos, mensajes como los que hay abajo, u otros comportamientos deshonestos? ¿No le parece un irrespeto con sus profesores magistrales, complementarios y monitores hacerlos leer, evaluar, corregir y pensar sobre documentos que Ud entregó como suyos pero que no hizo?

Los invito a firmar sus trabajos de esta clase con el siguiente encabezado:

Este trabajo lo escribí y desarrollé yo mismo/a, de manera honesta, y ciñéndome a las instrucciones dadas por los profesores del curso. Con mi firma certifico con MI PALABRA DE HONOR que eso es así:

Cláusula de ajustes razonables:

Si usted lo considera importante, siéntase en libertad de informar a su profesor/a lo antes posible si tiene alguna condición o discapacidad visible o invisible y requiere de algún tipo de apoyo o ajuste para estar en igualdad de condiciones con los y las demás estudiantes, de manera que se puedan tomar las medidas necesarias con anticipación. En caso en que decida informar a su profesor/a, por favor, justifique su solicitud con un certificado médico o constancia de su situación. También lo invitamos a buscar asesoría y apoyo en la Dirección de su programa, en la Decanatura de Estudiantes (<http://centrodeconsejeria.uniandes.edu.co> Bloque Nf, ext.2330, horario de atención L-V 8:00a.m. a 5:00 p. m.) o en el Programa de Acción por la Igualdad y la Inclusión Social (PAIIS) de la Facultad de Derecho (paiis@uniandes.edu.co). Se entiende por ajustes razonables todas “las modificaciones y adaptaciones necesarias y adecuadas que no impongan una carga desproporcionada o indebida, cuando se requieran en un caso particular, para garantizar a las personas con discapacidad el goce o ejercicio, en igualdad de condiciones con las demás, de todos los derechos humanos y libertades fundamentales”. Convención sobre los Derechos de las personas con discapacidad, art.2

8. Sistema de aproximación de notas definitiva

Se aproximará la nota definitiva al múltiplo de 0.1 más cercano.

9. Bibliografía

La bibliografía puede consultarse en la [lista de lecturas](#).

Aplicaciones Empíricas en Economía Política

Lista de lecturas

Temario del curso con lecturas obligatorias (* en rojo) y complementarias (●):

A continuación el temario del curso organizado por sesiones. A partir de la segunda sesión es indispensable la lectura de los artículos previo a cada sesión. **Lea con detenimiento** para identificar las lecturas obligatorias de cada sesión.

Me reservo el derecho de modificar algunas de las lecturas obligatorias acá listadas. Cualquier cambio será notificado con una semana de anticipación. Pueden consultar mi página web para tener siempre la versión más actualizada de esta lista de lecturas.

La lista de lecturas se divide en dos partes. En la primera parte, se resumen los temas y lecturas asignadas semana a semana. En la segunda, hay una lista más completa, y más o menos accidental (con esto quiero decir que la inclusión de lecturas en cada tema obedece a un proceso más o menos desorganizado en el tiempo y no debe tomarse como una curaduría rigurosa del tema en cuestión) que es útil tanto para los que quieren profundizar como para los que estarán pensando en su propuesta de investigación.

Listado por sesiones

1. Sesiones # 1-2: Introducción a las Reglas de Juego y al Problema de Inferencia Causal

a) El problema de inferencia causal

- * Esther Duflo. Empirical methods - handout. 2013. URL http://web.mit.edu/14.771/www/emp_handout.pdf
- * Paul W. Holland. Statistics and causal inference. *Journal of the American Statistical Association*, 81(396):pp. 945–960, 1986. ISSN 01621459. URL <http://www.jstor.org/stable/2289064>
- A. Deaton. Instruments, randomization, and learning about development. *Journal of Economic Literature*, 49:424–455, June 2010. URL <http://www.nber.org/papers/w14690>

b) Sobre los posibles abusos del “identification taliban”

- A. Deaton. Instruments, randomization, and learning about development. *Journal of Economic Literature*, 49:424–455, June 2010. URL <http://www.nber.org/papers/w14690>
- Daron Acemoglu. Theory, general equilibrium and political economy in development economics. (April), 2010. URL <http://www.nber.org/papers/w15944>
- Una lectura más ligera: Fergusson, El “Talibán de la Identificación” en la Ciencias Sociales, La Silla Vacía

c) Sugerencias para escribir (y hablar) mejor, y sugerencias para el referee report

- * John H. Cochrane. Writing tips for ph. d. students. *Unpublished manuscript, Chicago Booth*, 2005. URL http://faculty.chicagobooth.edu/john.cochrane/research/papers/phd_paper_writing.pdf
- Hernán Vallejo. Bases para la elaboración de un artículo publicable como tesis en economía. Documentos Cede 002057, Universidad De Los Andes-Cede, July 2003
- Jonathan B. Berk, Campbell R. Harvey, and David Hirshleifer. How to write an effective referee report and improve the scientific review process. *Journal of Economic Perspectives*, 31(1):231–44, February 2017. doi: 10.1257/jep.31.1.231. URL <http://www.aeaweb.org/articles?id=10.1257/jep.31.1.231>
- Tips4Economists de Masa Kudamatsu, incluyendo este y otros temas: <https://sites.google.com/site/mkudamatsu/tips4economists>

2. Sesiones # 3-4: Elecciones, clientelismo y compra de votos

Métodos: experimentos aleatorios y experimentos de lista.

* Kosuke Imai and Graeme Blair. Statistical analysis of list experiments. *Political Analysis*, 20, 2012. URL <http://imai.princeton.edu/research/files/listP.pdf>

Nota: Este trabajo expone una metodología que presentaremos en clase, y no es sujeto de referee report.

*Gustavo J Bobonis, Paul Gertler, Marco Gonzalez-Navarro, and Simeon Nichter. Vulnerability and clientelism. Technical report, National Bureau of Economic Research, 2017. URL <https://www.nber.org/papers/w23589>

*Leopoldo Fergusson, Carlos Molina, and Juan Felipe Riaño. I Sell My Vote, and So What? Incidence, Social Bias, and Correlates of Clientelism in Colombia. *Economia Journal*, 0(Fall 2018):181–218, November 2018. URL <https://ideas.repec.org/a/col/000425/016957.html>

*Ezequiel Gonzalez Ocantos, Chad Kiewiet De Jonge, and David W Nickerson. The conditionality of vote-buying norms: Experimental evidence from Latin America. *American Journal of Political Science*, 58(1):197–211, 2014

*Alan Gerber, Mitchell Hoffman, John Morgan, and Collin Raymond. One in a million: Field experiments on perceived closeness of the election and voter turnout. Working Paper 23071, National Bureau of Economic Research, January 2017. URL <http://www.nber.org/papers/w23071>

• Daniel Corstange. Vote buying under competition and monopsony: Evidence from a list experiment in Lebanon. *Presentation at the Annual Meeting of the American Political Science Association*, 2010. URL <https://pdfs.semanticscholar.org/9a28/2d2d416faab1e5e30fda8d84dd4e310d92b6.pdf>

• Ezequiel Gonzalez-Ocantos, Chad Kiewiet de Jonge, Carlos Meléndez, Javier Osorio, and David W. Nickerson. Vote buying and social desirability bias: Experimental Evidence from Nicaragua. *American Journal of Political Science*, 56(1):202–217, January 2012. URL https://www.researchgate.net/profile/Ezequiel_Gonzalez_Ocantos/publication/262049007_Vote_Buying_and_Social_Desirability_Bias_Experimental_Evidence_from_Nicaragua/links/0f317536842793875a000000.pdf

• Kosuke Imai, Bethany Park, and Kenneth F. Greene. Using the predicted responses from list experiments as explanatory variables in regression models. *Political Analysis*, 2014. doi: 10.1093/pan/mpu017. URL <http://pan.oxfordjournals.org/content/early/2014/11/11/pan.mpu017.abstract>

• Ali Çarkoglu and S. Erdem Aytaç. Who gets targeted for vote-buying? Evidence from an augmented list experiment in Turkey. *European Political Science Review*, 7:547–566, 11 2015. ISSN 1755-7747. doi: 10.1017/S1755773914000320. URL http://journals.cambridge.org/article_S1755773914000320

• Daniel Corstange. Vote trafficking in Lebanon. *International Journal of Middle East Studies*, 44(3): 483–505, 2012. ISSN 00207438, 14716380. URL <http://www.jstor.org/stable/23280469>

• Frederico Finan and Laura Schechter. Vote-Buying and Reciprocity. *Econometrica*, 80(2):863–881, 2012. ISSN 1468-0262. URL <http://www.nber.org/papers/w17411>

• Thomas Fujiwara and Leonard Wantchekon. Can Informed Public Deliberation Overcome Clientelism? Experimental Evidence from Benin. *American Economic Journal: Applied Economics*, 5(4): 241–55, October 2013. URL <https://ideas.repec.org/a/aea/aejapp/v5y2013i4p241-55.html>

• Chappell Lawson and Kenneth F. Greene. Making clientelism work: How norms of reciprocity increase voter compliance. *Comparative Politics*, 47(1):61–85, 2014-10-01T00:00:00. doi: doi:10.5129/001041514813623173. URL <http://www.ingentaconnect.com/content/cuny/cp/2014/00000047/00000001/art00005>

• Michael Callen and James D. Long. Institutional corruption and election fraud: Evidence from a field experiment in Afghanistan. *American Economic Review*, 105(1):354–81, 2015. doi: 10.1257/aer.20120427. URL <http://www.aeaweb.org/articles.php?doi=10.1257/aer.20120427>

- F. Daniel Hidalgo and Simeon Nichter. Voter buying: Shaping the electorate through clientelism. *American Journal of Political Science*, pages n/a–n/a, 2015. ISSN 1540-5907. doi: 10.1111/ajps.12214. URL <http://dx.doi.org/10.1111/ajps.12214>
- Horacio Larreguy. Monitoring Political Brokers: Evidence from Clientelistic Networks in Mexico. 2012(November), 2012. URL <http://economics.mit.edu/files/8456>
- J.I. Domínguez, K.F. Greene, C.H. Lawson, and A. Moreno. *Mexico's Evolving Democracy: A Comparative Study of the 2012 Elections*. Johns Hopkins University Press, 2014. ISBN 9781421415543. URL <https://books.google.com.co/books?id=hczxBQAAQBAJ>

3. Sesión # 5: Constituciones, democracia, y formas de la democracia

Métodos: variables instrumentales y diferencias en diferencias.

* Daron Acemoglu. Constitutions, Politics, and Economics: A Review Essay on Persson and Tabellini's The Economic Effects of Constitutions. *Journal of Economic Literature*, 43(4):1025–1048, December 2005. URL <http://economics.mit.edu/files/4468>

Nota: Este trabajo es una útil discusión sobre el problema de identificación en economía política, y no es sujeto de referee report.

* Masayuki Kudamatsu. Has democratization reduced infant mortality in Sub-Saharan Africa? Evidence from micro data. *Journal of the European Economic Association*, 2006. URL <https://www.econstor.eu/bitstream/10419/92566/1/537563822.pdf>

• Daron Acemoglu, Simon Johnson, James A Robinson, and Pierre Yared. Income and democracy. *American Economic Review*, 98(3):808–42, 2008

4. Sesión # 6: Estado, democracia, y violencia

Métodos: regresión discontinua.

* David S. Lee and Thomas Lemieux. Regression discontinuity designs in economics. *Journal of Economic Literature*, 48(2):281–355, June 2010. URL <http://ideas.repec.org/a/aea/jecclit/v48y2010i2p281-355.html>

Nota: Este trabajo expone la metodología de regresión discontinua, y no es sujeto de referee report.

* Leopoldo Fergusson, Pablo Querubín, Nelson A. Ruiz, and Juan F. Vargas. The Real Winner's Curse. Documentos Cede 015279, Universidad de los Andes-Cede, January 2017. URL <https://ideas.repec.org/p/col/000089/015279.html>

* Thomas Fujiwara et al. A regression discontinuity test of strategic voting and duverger's law. *Quarterly Journal of Political Science*, 6(3–4):197–233, 2011. URL http://www.princeton.edu/~fujiwara/papers/duverger_site.pdf

* Hector Galindo Silva. Political Openness and Armed Conflict: Evidence from Local Councils in Colombia. Technical Report 016721, Universidad Javeriana - Bogotá, September 2018. URL <https://ideas.repec.org/p/col/000416/016721.html>

• Guido Imbens and Thomas Lemieux. Regression discontinuity designs: A guide to practice. Working Paper 337, National Bureau of Economic Research, April 2007. URL <http://www.nber.org/papers/t0337>

• Andrew Gelman and Guido Imbens. Why High-order Polynomials Should not be Used in Regression Discontinuity Designs. Working Paper 20405, National Bureau of Economic Research, August 2014. URL <http://www.nber.org/papers/w20405>

• Justin McCrary. Manipulation of the running variable in the regression discontinuity design: A density test. *Journal of Econometrics*, 142(2):698–714, February 2008. URL <https://ideas.repec.org/a/eee/econom/v142y2008i2p698-714.html>

- Sebastian Calonico, Matias D. Cattaneo, and Rocio Titiunik. Robust nonparametric confidence intervals for regression-discontinuity designs. *Econometrica*, 82(6):2295–2326, 2014. ISSN 1468-0262. doi: 10.3982/ECTA11757. URL <http://dx.doi.org/10.3982/ECTA11757>

5. Sesión # 7: Inmigración, Comercio Internacional y Política

- * Arnaud Chevalier, Benjamin Elsner, Andreas Lichter, and Nico Pestel. Immigrant voters, taxation and the size of the welfare state. 2018. URL <https://www.iza.org/publications/dp/11725/immigrant-voters-taxation-and-the-size-of-the-welfare-state>
- * Michael Chletsos and Stelios Roupakias. Immigration and far-right voting: Evidence from Greece. MPRA Paper 88545, University Library of Munich, Germany, August 2018. URL <https://ideas.repec.org/p/pramprapa/88545.html>
- * Aina Gallego, Thomas Kurer, and Nikolas Schöll. Not so disruptive after all: How workplace digitalization affects political preferences. Economics Working Papers 1623, Department of Economics and Business, Universitat Pompeu Fabra, November 2018a. URL <https://ideas.repec.org/p/upf/upfgen/1623.html>
- Stephanie J Rickard. Incumbents beware: The impact of offshoring on elections. 2018
- Cevat G Aksoy, Sergei Guriev, and Daniel S Treisman. Globalization, government popularity, and the great skill divide. Working Paper 25062, National Bureau of Economic Research, September 2018. URL <http://www.nber.org/papers/w25062>
- Simone Moriconi, Giovanni Peri, and Riccardo Turati. Skill of the Immigrants and Vote of the Natives: Immigration and Nationalism in European Elections 2007-2016. Technical report, National Bureau of Economic Research, 2018. URL <https://www.nber.org/papers/w25077>

6. Sesión # 8: Racismo, nacionalismo, violencia étnica

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* Alex Armand, Alexander Coutts, Pedro C Vicente, and Ines Vilela. Does Information Break the Political Resource Curse? Experimental Evidence from Mozambique. Technical report, Working Paper, 2018. URL <http://www.pedrovicente.org/cursemoz.pdf>

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* Andreas Madestam, Daniel Shoag, Stan Veuger, and David Yanagizawa-Drott. Do Political Protests Matter? Evidence from the Tea Party Movement. *The Quarterly Journal of Economics*, 2013. doi: 10.1093/qje/qjt021. URL <http://qje.oxfordjournals.org/content/early/2013/08/11/qje.qjt021.abstract>

* Leopoldo Fergusson and Carlos A. Molina. Social media and collective action: A cross-country approach. *Unpublished Manuscript*. URL <https://www.dropbox.com/s/7qe99bqym2adjx9/SocialMedia.pdf?dl=0>

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11. Sesión # 13: Economía política del desarrollo y la política regional

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* Luis R. Martínez. Sources of revenue and government performance: Evidence from Colombia. 2017. URL <https://goo.gl/2RktBe>

- Vivian Hoffmann, Pamela Jakiela, Michael Kremer, and Ryan Sheely. There is no place like home: Theory and evidence on decentralization and politician preferences. URL <http://economics.mit.edu/files/12767>
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12. Sesión # 14: Economía política de los medios

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*Matthew A Gentzkow and Jesse M Shapiro. What drives media slant? Evidence from US daily newspapers. *Econometrica*, 78(1):35–71, 2010b. URL <http://ideas.repec.org/a/ecm/emetrp/v78y2010i1p35-71.html>

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13. Sesión # 15: Tema por definir

Lista accidental de lecturas de referencia por temas

1. Otras lecturas sobre los métodos que le gustan al “identification taliban”

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2. Sobre otras estrategias y métodos de investigación en economía política

- Adam. J. Berinsky, Gregory. A. Huber, and Gabriel S. Lenz. Evaluating Online Labor Markets for Experimental Research: Amazon.com’s Mechanical Turk. *Political Analysis*, 20(3):351–368, March 2012. URL <http://goo.gl/bIciQ>
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e) **Instituciones presupuestales**

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b) **Sesgos de los votantes y porqué votan como votan los votantes (Sesión # 9-10)**

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