

PLS 436/536: STATE CAPACITY AND STATE-BUILDING

Nazarbayev University

Spring 2024

BASIC INFORMATION

Professor: Karol Czuba

Classes: Wednesday, 3–5.50 pm, 9.105

Office hours: Wednesday, 1.30–2.30 pm, and Friday, 12–1 pm, 6.214; you can optionally book an appointment with me here: <https://karolczuba.youcanbook.me>

Contact: Moodle forum and messages

OUTLINE

The course examines state capacity; its relationship with phenomena such as economic development, public goods provision, clientelism, repression, political representation, and regime persistence and change; historical processes responsible for cross-country variation in state capacity; and contemporary efforts to build capable state apparatuses. Students in the course review the social science literature on the state and its formation and evolution—both classic works of scholarship and recent publications that advance the field—reflect on scholarly explanations of state capacity and its importance in class discussions, and develop their own perspectives through presentations and written assignments.

The course is divided into four parts. Part I introduces the concepts of political order, the state, and state capacity, addressing their empirical importance and definitional challenges. The strong associations between state capacity and a range of important phenomena are the subject of Part II, which also considers available empirical evidence of the causal nature of these relationships and of the direction of causation. Part III traces the historical formation and evolution of political order, non-state polities, and the state and examines the drivers of the rise of the ‘modern’ state as the dominant form of political organization and of the development of state capacity. Part IV investigates contemporary state-building efforts in low-capacity settings and the evidence of their efficacy.

OBJECTIVES AND LEARNING OUTCOMES

The course has multiple objectives, which correspond to the knowledge and skills that you should attain during the semester. By the end of the course, you should be able to:

1. Define concepts such as political order, polity, the state, and state capacity and explain their importance in the study of politics.
2. Identify key correlates of state capacity and discuss the nature of the relationships between these variables.

3. Understand explanations of the development of political order and different types of polities, recognize their assumptions, and evaluate their explanatory power, including in relation to specific countries.
4. Explain the efficacy—and unintended consequences—of state-building efforts.
5. Identify the causes of cross-country variation in state capacity.
6. Develop your own perspectives on state capacity, state-building, and related topics.
7. Productively contribute to your own and fellow students' learning through careful and critical engagement with course readings, lectures, and presentations and active participation in class discussions.
8. Conduct your own research, develop and substantiate arguments, and communicate your analysis and findings through both speaking and writing.

PEDAGOGICAL APPROACH

This is an upper-level course designed to help you continue developing your analytical skills as well as expose you to scholarship on state capacity and state-building. To this end, we will read a large amount of relevant scholarly literature, examine the connections between its different strands and individual contributions, reflect on the limitations of existing work, and endeavor to advance our understanding of the subject matter of the course through class discussions, lectures, presentations, and written assignments. I welcome your every question about any aspect of the course and this journey of scholarly discovery, but you will also need to work hard to benefit from and do well in the course.

Involvement in class activities is an integral and necessary component of learning in the course. Active learning fosters students' ability to think clearly, logically, critically, and creatively, an essential prerequisite for meaningful engagement with scholarly work. Because my students are active participants in their learning, I expect you to be prepared for, attend, and productively contribute to our classes.

Equally important to this learning process is the development of your ability to conduct your own research. I have designed the assignments in this course so that you will not only have to demonstrate your knowledge of the course material, but also collect additional empirical evidence, critically assess scholarly arguments, develop your own perspective, and—since academic work is a collaborative endeavor—present your analysis and findings in a coherent and articulate manner, in both writing and speaking, to me and to your fellow students.

SYLLABUS ADJUSTMENTS

I welcome your feedback and suggestions for changes to the course that you think would facilitate your learning. The COVID-19 pandemic and other exigencies can also disrupt my plans for the course. For these reasons, the syllabus is subject to change—at any time during the semester and at my discretion. I will endeavor to notify you of any syllabus adjustments as far in advance as possible.

CLASS ORGANIZATION

Our classes, which will take place in person every Wednesday, will comprise short lectures—given by me and graduate students enrolled in the course—presentations, and discussions intended to help you to make sense of the course material. Participation in these discussions is mandatory, as is attendance of all classes. I will measure your engagement by administering quizzes on the content of readings and lectures in some classes. Your class involvement grade will reflect your performance on those quizzes as well as your active participation in class discussions.

I hope that this organization of classes will help all of you to engage with the content covered in the course. I am also always available to discuss specific challenges that you may encounter at any point during the semester.

ASSESSMENT

OVERVIEW

Undergraduate grading scheme

Research project proposal	10%
Research project paper:	
Initial draft	25%
Final draft	30%
Presentation	20%
Class involvement	15%

Graduate grading scheme

Research project proposal	5%
Research project paper:	
Initial draft	25%
Final draft	30%
Lecture	20%
Class discussion leadership	5%
Class involvement	15%

Research project submission deadlines

Proposal	February 21
Paper:	
Initial draft	March 27
Final draft	April 24

ASSESSMENT DETAILS

Research project

The research project is the main assignment in the course. Its primary purpose is to help you to develop your research skills, gain hands-on experience of conducting your own research, and, in the process, consolidate your knowledge and understanding of the subject matter of the course. The project has three components: a research proposal and two drafts—initial and final—of the research paper.

Research project proposal

The purpose of the research proposal is to assist you in selecting a topic, locating sources, and organizing your ideas as well as to provide you with feedback about your work that you can use as you prepare your research paper. Each proposal should be 500 to 1,000 words long. It should: a) identify your selected question and/or topic; b) state your thesis; c) outline the key arguments that you intend to advance in support of that thesis; d) specify your research design; and e) explain what scholarly and nonacademic sources you will draw on in your research paper. You should attach a proposed bibliography to your proposal.

Research project paper

In the research paper you will build on the work you did while preparing the research proposal and advance a cogent argument that demonstrates your knowledge of the existing scholarship on your chosen topic as well as ability to use empirical evidence found in secondary sources to develop your own explanation. The research paper must be on the same topic as the research proposal.

Research papers written by undergraduate students should be 3,000 words long and follow the standard structure of a university essay. They should draw upon at least 25–30 *academic* sources; you may also use nonacademic sources.

Graduate students will write 6,000-word-long research papers in the style of journal articles. They should draw upon at least 30–35 *academic* sources; you may also use nonacademic sources.

Assessment of the paper will be in two parts.

First, you will prepare and submit to me an initial draft of your research paper.

Second, you will revise the paper based on feedback that you will receive from me. The second grade for the paper will reflect the improvement that you have made to the assignment as well as the quality of your research and presentation and the cogency of your argument.

Presentation (undergraduate students only)

Together with one or two fellow students in the course, you will give one ten-minute-long presentation addressing the topic that we consider in a particular week.

Lecture (graduate students only)

You will give one lecture that will introduce the topic covered in a particular week, discuss the readings and other relevant scholarship, and serve as a springboard for class discussion. The lecture should be between fifteen and thirty minutes long.

Class discussion leadership (graduate students only)

You will moderate the discussion during one of our classes. I anticipate that most graduate students will choose to moderate the discussion that follows—and addresses the topic of—their lecture.

Class involvement

The class involvement grade will reflect the productive contributions that you make to our class discussions. During the discussions you will need to demonstrate that you have read and reflected on the readings, paid attention to the content introduced in lectures and presentations, and carefully listened to your fellow students' contributions as well as ask questions and offer your own answers and analysis on class topics. I will announce some of the questions that we will address during classes on Moodle.

Needless to say, you must show up to be a part of the shared intellectual work of the course. I expect you to attend every scheduled class meeting. See the Policies section of the syllabus for exceptions.

In some classes I will administer quizzes to ask a few questions about the content of course readings or other relevant course content. These are low-stakes exercises intended to ensure and measure your engagement with course material. The quizzes will not be announced in advance and they cannot be made up if you miss a seminar or are not online at the start of the scheduled class time, no matter the reason.

Particularly helpful Moodle forum posts may also count towards your class involvement grade.

ADDITIONAL INFORMATION

Writing standard

Development of the ability to express your ideas and knowledge in writing is a key component of your university education. Your grade is dependent on you turning in assignments that clearly convey your analysis and findings using standard language, format, citation style, etc. I encourage you to work with the Writing Center to improve your writing. I will use my discretion in requiring students to use the Writing Center if assignments are consistently poorly written.

Research support

University librarians are available to help you locate appropriate scholarly sources, learn to use reference management software, and perform other foundational research tasks. You can schedule an appointment with a librarian here: <https://nu-kz.libcal.com/appointments/>. Alternatively, you can reach out directly to April Manabat, the subject librarian for Political Science; her email address is april.manabat@nu.edu.kz.

Assignment formatting

All assignments should be double-spaced with one-inch margins in Times New Roman 12-point font. All citations should follow the American Political Science Association Style Manual (<https://connect.apsanet.org/stylemanual/>).

Assignment submission

You will submit all assignments on Moodle. Every assignment should be submitted by 11.59 pm on the day that assignment is due.

I strongly advise you to keep rough and draft work *and* final copies of all of your assignments. You should keep all assignments until the marked assignments have been returned to you and the grades have been posted.

Late submission

I will apply a late submission penalty of 1% of the assignment grade per weekday (Monday to Friday) to the components of the research project submitted after the submission deadline.

I will not accept late submission of the term test and the final exam.

Assignment return

I will grade and return all assignments submitted on time no later than two weeks after submission.

Grade appeals

If you wish to appeal your grade for any assignment, you should approach me no earlier than 72 hours and no later than two weeks after that assignment was returned to you. To appeal the grade, please submit a 150–200-word written explanation of why you wish to have the grade reviewed to me. I will decide whether or not to review the grade based on the strength of your argument. If I decide to review the grade, I may keep the grade that you originally received, reduce it, or increase it.

Grading scale

A	95-100%
A-	90-94%
B+	85-89%
B	80-84%
B-	75-79%
C+	70-74%
C	65-69%
C-	60-64%
D	55-59%
D-	50-54%
F	0-49 %

POLICIES**Contact**

I strongly encourage you to raise questions not answered by the syllabus during classes and office hours.

You are very welcome to stop by my office during office hours anytime you wish to speak with me. These office hours are open to all students. If you prefer to speak with me privately, please make a booking on my youcanbook.me page.

I am also happy to answer short questions via the course forum on Moodle or Moodle messages. If your question is of general interest, you should post it in the forum, which I hope will become a useful source of information for students in the course. Questions that require more than one short response should be addressed during classes or office hours. I will respond to forum posts and messages within one full working day. I have every confidence that you know better than to message your professors to ask questions answered in the syllabus. To streamline electronic communications in the course, you should only use Moodle to contact me. If you email me, I may miss your message; I will also only respond to your questions via Moodle messages.

Attendance

I expect you to participate in every scheduled class meeting and I will take attendance.

You may have up to three emergency absences before your grade is negatively affected. These absences may be used for any reason. The three emergency absence dates are “no questions asked”; that is, you do not need to communicate with me the reasons for your absence.

Except for documented medical emergencies, each additional absence will result in a reduction of your overall class involvement grade by 25%. I will also reduce your class involvement grade if you habitually arrive late or leave early.

It is your responsibility to obtain notes on the material covered in classes that you miss from your fellow students.

Academic misconduct

The Student Code of Conduct and Disciplinary Procedures outlines the policies and procedures that address academic misconduct. You are responsible for complying with those regulations—as well as those described in the syllabus.

All assignments you submit in the course must be your original work. You may use any source or tool while preparing to write your assignments but except for correctly attributed direct quotations the assignments must be entirely written by you. You must identify the sources of any ideas that are not your own.

Harassment

You deserve a learning experience free from discrimination, harassment, and violence. I am committed to fostering a safe learning environment for all of you. Along with many other faculty, I am concerned about the high incidence of harassment, much of it gender-based, experienced by our students. If you wish to report such behavior, you are welcome to contact any of the following faculty:

- School of Sciences and Humanities: Michael Bechtel, Reed Coil, Karol Czuba, James Hutchinson, Ardak Kashkynbayev, Hoyoun Koh, Vladimir Krstic, Gabriel McGuire, Jessica Neafie, Ted Parent, Chun-Young Park, Dinara Pisareva, Andrey Semenov, Brian Smith
- School of Medicine: Raushan Alibekova
- School of Engineering and Digital Sciences: Elizabeth Arkhangelsky
- Graduate School of Public Policy: Zhanibek Arynov
- Center for Preparatory Studies: Dariga Akhmetova, Marc Formichella, Anne Stander, Eric Wentz

Copyright and data protections

The materials that I create for the course and share with you are my intellectual property and are to be used solely for your learning in the course. The materials may not be reproduced or shared with others outside the course without my written permission.

Online copies of student assignments and other student data will only be stored on university servers or using services (such as Google Drive and Moodle) governed by NU's data protection policies.

Should it prove necessary to hold some seminars online, I will ask for your permission to record our discussions for the benefit of students unable to participate in those seminars. Because seminar recordings unavoidably contain identifying information about students, they may under no circumstances be copied or shared. I will delete all seminar recordings following the completion of the course.

Students may not record classes or any other course materials that contain personally identifying information.

SCHEDULE AND READINGS

All readings are available online through Moodle or links in the syllabus. There is no textbook assigned in this course.

Please pay attention to specified page numbers; in many cases only a section of a particular reading is required.

All readings listed in the syllabus are required.

I may amend the schedule and readings to align them better with the learning needs of students in the course. For this reason, the schedule is tentative and subject to change as we move through the course material this semester.

PART I. THE MANY NAMES OF THE LEVIATHAN

Week 1: The state, state power, and state capacity

Møller, Jørgen. 2017. "State Formation, Regime Change, and Economic Development." In *State Formation, Regime Change, and Economic Development*. London and New York: Routledge, 11–15.

Mann, Michael. 1984. "The Autonomous Power of the State: Its Origins, Mechanisms and Results." *European Journal of Sociology* 25(2): 187–192.

Soifer, Hillel. 2008. "State Infrastructural Power: Approaches to Conceptualization and Measurement." *Studies in Comparative International Development* 43(3–4): 231–51. (skim pp. 235–44)

Hanson, Jonathan K., and Rachel Sigman. 2021. "Leviathan's Latent Dimensions: Measuring State Capacity for Comparative Political Research." *The Journal of Politics* 83(4): 1495–1501.

Berwick, Elissa, and Fotini Christia. 2018. "State Capacity Redux: Integrating Classical and Experimental Contributions to an Enduring Debate." *Annual Review of Political Science* 21(4): 1–21.

Williams, Martin J. 2021. "Beyond State Capacity: Bureaucratic Performance, Policy Implementation and Reform." *Journal of Institutional Economics* 17(2): 339–57. (skim pp. 3–13)

Wang, Yuhua. 2021. "State-in-Society 2.0: Toward Fourth-Generation Theories of the State." *Comparative Politics*. 54(1): 175–180.

PART II. THE LEVIATHAN'S POWERS

Week 2: Information and control

- Scott, James C. 1998. "Introduction" and "Conclusion." In *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*. New Haven: Yale University Press, 1–8 and 342–357.
- Lee, Melissa M., and Nan Zhang. 2017. "Legibility and the Informational Foundations of State Capacity." *Journal of Politics* 79(1): 118–122 and 126–131. (skim pp. 126–129)
- Brambor, Thomas, Agustín Goenaga, Johannes Lindvall, and Jan Teorell. 2020. "The Lay of the Land: Information Capacity and the Modern State." *Comparative Political Studies* 53(2): 175–213. (skim pp. 189–206)
- Cingolani, Luciana. 2023. "Infrastructural State Capacity in the Digital Age: What Drives the Performance of COVID-19 Tracing Apps?" *Governance* 26(1): 275–285 and 191–193.
- Hassan, Mai, Daniel Mattingly, and Elizabeth R. Nugent. 2022. "Political Control." *Annual Review of Political Science* 25(1): 155–74.

Week 3: Economic development and goods provision

- Dincecco, Mark. 2017. *State Capacity and Economic Development: Present and Past*. Cambridge: Cambridge University Press, 1–17, 34–35, and 66–67.
- Dell, Melissa, Nathan Lane, and Pablo Querubin. 2018. "The Historical State, Local Collective Action, and Economic Development in Vietnam." *Econometrica* 86(6): 2083–88 and 2115–16.
- Bustikova, Lenka, and Cristina Corduneanu-Huci. 2017. "Patronage, Trust, and State Capacity." *World Politics* 69(2): 277–85 and 315–17.
- Wimmer, Andreas. 2016. "Is Diversity Detrimental? Ethnic Fractionalization, Public Goods Provision, and the Historical Legacies of Stateness." *Comparative Political Studies* 49(11): 1407–15 and 1437–40.
- Jindra, Christoph, and Ana Vaz. 2019. "Good Governance and Multidimensional Poverty: A Comparative Analysis of 71 Countries." *Governance* 32(4): 657–60 and 666–72.
- Lee, Melissa M., Gregor Walter-Drop, and John Wiesel. 2014. "Taking the State (Back) out? Statehood and the Delivery of Collective Goods." *Governance* 27(4): 635–37 and 649–50.

Week 4: Political representation and political regimes

- D'Arcy, Michelle, and Marina Nistotskaya. 2017. "State First, Then Democracy: Using Cadastral Records to Explain Governmental Performance in Public Goods Provision." *Governance* 30(2): 193–97 and 206–07.
- van Ham, Carolien, and Brigitte Seim. 2018. "Strong States, Weak Elections? How State Capacity in Authoritarian Regimes Conditions the Democratizing Power of Elections." *International Political Science Review* 39(1): 49–54 and 59–61.
- Slater, Dan. 2008. "Can Leviathan Be Democratic? Competitive Elections, Robust Mass Politics, and State Infrastructural Power." *Studies in Comparative International Development* 43(3–4): 252–72. (skim pp. 260–70).

PART III. THE LEVIATHAN'S ORIGINS

Week 5: Political order, state formation, and state-building

- Olson, Mancur. 1993. "Dictatorship, Democracy, and Development." *American Political Science Review* 87 (3): 567–76.
- Sánchez de la Sierra, Raúl. 2020. "On the Origins of the State: Stationary Bandits and Taxation in Eastern Congo." *Journal of Political Economy* 128(1): 1–13.
- Fukuyama, Francis. 2011. "Part I: Before the State" In *Political Order and Political Decay*. New York: Farrar, Straus, and Giroux, 1–94.
- Scott, James C. 2018. "Introduction: A Narrative in Tatters: What I Didn't Know" In *Against the Grain: A Deep History of the Earliest States*. New Haven: Yale University Press, 18–46.
- Allen, Robert C., Mattia C. Bertazzini, and Leander Heldring. 2023. "The Economic Origins of Government." *American Economic Review* 113 (10): 2507–16 and 2540–41.
- Mazzuca, Sebastián. 2021. "Introduction." In *Latecomer State Formation: Political Geography and Capacity Failure in Latin America*. New Haven: Yale University Press, 1–20.

Week 6: Political geography

- Scott, James C. 2009. "Preface" and "Conclusion." *The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia*. New Haven: Yale University Press, ix–xiii and 324–38.
- Scott, James C. 2021. "Further Reflections on *Seeing Like a State*." *Polity* 53(3): 507–14.
- Herbst, Jeffrey. 2000. "Chapter 1: The Challenge of State-building in Africa." In *States and Power in Africa: Comparative Lessons in Authority and Control*. Princeton: Princeton University Press, 11–31.
- Boone, Catherine. 2003. "Introduction" and "Mapping Political Topography in Africa." In *Political Topographies of the African State: Territorial Authority and Institutional Choice*. Cambridge, UK: Cambridge University Press, 1–10 and 11–42.
- Boone, Catherine. 2012. "Territorial Politics and the Reach of the State: Unevenness by Design." *Revista de Ciencia Política* 32(3): 623–41.
- Soifer Hillel David. 2015. "Introduction: The Origins of State Capacity in Latin America." In *State Building in Latin America*. New York NY: Cambridge University Press, 1–23.
- Foa, Roberto Stefan, and Anna Nemirovskaya. 2016. "How State Capacity Varies within Frontier States: A Multicountry Subnational Analysis." *Governance* 29(3): 411–19 and 429.

Week 7: Colonization and imperialism

- Acemoglu, Daron, James A. Robinson, and Simon Johnson. 2002. "Reversal of Fortune: Geography and Institutions in the Making of Modern Income Distribution." *Quarterly Journal of Economics* 117 (4): 1231–37 and 1278–79.
- Acemoglu, Daron, Simon Johnson, and James A. Robinson. 2001. "The Colonial Origins of Comparative Development: An Empirical Investigation." *American Economic Review* 91 (5): 1369–77 and 1395–96.
- Naseemullah, Adnan, and Paul Staniland. 2016. "Indirect Rule and Varieties of Governance." *Governance* 29(1): 1–5.
- Kohli, Atul. 1994. "Where Do High Growth Political Economies Come from? The Japanese Lineage of Korea's 'Developmental State.'" *World Development* 22 (9): 1269–1271 and 1285–1288.

Kohli, Atul. 2004. "Introduction: States and Industrialization in the Global Periphery." In *State-Directed Development: Political Power and Industrialization in the Global Periphery*. Cambridge: Cambridge University Press, 1–25.

Kohli, Atul. 2020. "Introduction." In *Imperialism and the Developing World: How Britain and the United States Shaped the Global Periphery*. Oxford: Oxford University Press, 1–18.

Week 8: War

Hintze, Otto. 1975 (1906). "Military Organization and the Organization of the State." In *The Historical Essays of Otto Hintze*, edited by Felix Gilbert. New York: Oxford University Press, 178–215.

Tilly, Charles. 1985. "War Making and State Making as Organized Crime." In *Bringing the State Back In*, edited by Peter B. Evans, Dietrich Rueschemeyer, and Theda Skocpol. New York, New York: Cambridge University Press, 169–91.

Brewer, John. 1989. "Introduction." In *The Sinews of Power: War, Money and the English State, 1688-1783*. London: Unwin Hyman, x–xvii.

Thies, Cameron G. 2004. "State Building, Interstate and Intrastate Rivalry: A Study of Post-Colonial Developing Country Extractive Efforts, 1975-2000." *International Studies Quarterly* 48(1): 53–61 and 68–69.

Centeno, Miguel Angel. 1997. "Blood and Debt: War and Taxation in Nineteenth-Century Latin America." *American Journal of Sociology* 102(6): 1565–1605. (skim pp. 1570–95)

Week 9: International system

Dincecco, Mark, and Yuhua Wang. 2018. "Violent Conflict and Political Development Over the Long Run: China versus Europe." *Annual Review of Political Science* 21(17): 1–13.

Hui, Victoria T. 2004. "Toward a Dynamic Theory of International Politics: Insights From Comparing the Ancient Chinese and Early Modern European Systems." *International Organization*, 58(1): 175–205.

Huang, Chin-Hao, and David C. Kang. 2022. "State Formation in Korea and Japan, 400–800 CE: Emulation and Learning, Not Bellicist Competition." *International Organization* 76(1): 1–8 and 27–28.

Paik, Christopher, and Jessica Vechbanyongratana. 2019. "Path to Centralization and Development: Evidence from Siam." *World Politics* 71(2): 289–302 and 321–322. (skim pp. 294–302)

Lee, Melissa M. 2020. "Introduction: International Dimensions of State Weakness." In *Crippling Leviathan: How Foreign Subversion Weakens the State*. Ithaca: Cornell University Press, 1–16.

De Simone, Sara. 2018. "Playing the 'Fragile State' Card: The SPLM and State Extraversion in South Sudan." *Journal of Modern African Studies* 56(3): 395–400 and 414–417.

Week 10: Economic conditions

Queralt, Dídac. 2022. "Introduction." In *Pawned States: State Building in the Era of International Finance*. Princeton: Princeton University Press, 1–28.

Cermeño, Alexandra L., Kerstin Enflo, and Johannes Lindvall. 2022. "Railroads and Reform: How Trains Strengthened the Nation State." *British Journal of Political Science* 52: 715–20 and 733–34.

Week 11: Taxation and representation

- Hintze, Otto. 1975 (1931). "The Preconditions of Representative Government in the Context of World History." In *The Historical Essays of Otto Hintze*, edited by Felix Gilbert. New York: Oxford University Press, 302–353.
- Levi, Margaret. 1988. "Introduction" and "Conclusion." In *Of Rule and Revenue*. Berkeley: University of California Press, 1–9 and 175–184.
- Ertman, Thomas. 1997. "Introduction" and "Conclusion." In *Birth of the Leviathan. Building States and Regimes in Medieval and Early Modern Europe*. Cambridge: Cambridge University Press, 1–33 and 317–24.
- Boucoyannis, Deborah. 2015. "No Taxation of Elites, No Representation: State Capacity and the Origins of Representation." *Politics and Society* 43(3): 303–10 and 319–20.
- Gjerløw, Haakon, Carl Henrik Knutsen, Tore Wig, and Matthew Charles Wilson. 2022. "Introduction." In *One Road to Riches?: How State Building and Democratization Affect Economic Development*. Cambridge: Cambridge University Press, 1–5.
- Ma, Debin, and Jared Rubin. 2019. "The Paradox of Power: Principal-Agent Problems and Administrative Capacity in Imperial China (and Other Absolutist Regimes)." *Journal of Comparative Economics* 47(2): 1–3 and 16.
- Garfias, Francisco. 2019. "Elite Coalitions, Limited Government, and Fiscal Capacity Development: Evidence from Bourbon Mexico." *Journal of Politics* 81(1): 1–2.

Week 12: Contention and coalitions

- Spruyt, Hendrik. 1994. "Introduction." *The Sovereign State and Its Competitors: An Analysis of Systems Change*. Princeton: Princeton University Press, 3–7.
- Doner, Richard F., Bryan K. Ritchie, and Dan Slater. 2005. "Systemic Vulnerability and the Origins of Developmental States: Northeast and Southeast Asia in Comparative Perspective." *International Organization* 59: 327–61.
- Slater, Dan. 2010. "To Extract and To Organize." In *Ordering Power: Contentious Politics and Authoritarian Leviathans in Southeast Asia*. Cambridge: Cambridge University Press, 3–32.
- Schenoni, Luis L. 2021. "Bringing War Back In: Victory and State Formation in Latin America." *American Journal of Political Science* 65(2): 1–5.
- Garfias, Francisco. 2018. "Elite Competition and State Capacity Development: Theory and Evidence from Post-Revolutionary Mexico." *American Political Science Review* 112(2): 339–41.

PART IV: BUILDING THE LEVIATHAN

Week 13: Contemporary efforts to build state capacity

- Grindle, Melanie S. 2017. "Good Governance, R.I.P.: A Critique and an Alternative." *Governance*, 30 (1), 17–22.
- Andrews, Matt, Lant Pritchett, and Michael Woolcock. 2017. "Introduction: The 'Long Voyage of Discovery'" and "The Challenge of Building (Real) State Capability for Implementation." In *Building State Capability: Evidence, Analysis, Action*. Oxford: Oxford University Press, 1–5 and 121–37.

Ang, Yuen Yuen. 2017. "Do Weberian Bureaucracies Lead to Markets or Vice Versa? A Coevolutionary Approach to Development." In *States in the Developing World*, eds. Miguel A. Centeno, Atul Kohli, and Deborah J. Yashar. Cambridge: Cambridge University Press, 280–306.

Week 14: Review