

State Capacity: Causes and Consequences

Instructor Information

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Course Information

Abbreviation: GOVxxx

Unique Number: XXXX

Time: Mondays 2-5pm

Room: Building X

Website: Canvas

1. Course Description

This course aims to introduce students to state capacity: that is, the ability of a state to enact binding rules across its territory, regardless of whether the state is a democracy.¹ State capacity is perhaps the most crucial determinant in explaining modern day political and economic development. In starker terms, state capacity underpins why some states fail and others prosper.

There is not one unique recipe for countries to obtain high state capacity. Accordingly, the course explores both the various dimensions of state capacity as well as the factors that hinder its development. Bureaucratic structures, taxation, violence, property rights, regime types, foreign aid, corruption, clientelism (private transfers), and redistribution (public transfers) are among the relevant topics that we will cover in this course.

Since states take vastly different developmental trajectories, it is useful to move beyond theory and examine some specific examples of how states build and lose state capacity. In this spirit, the course provides students with examples from “developed” states (e.g. the United States and Italy); states that remain “developing” (e.g. Indonesia); and states that lie somewhere in the middle of the developed-developing divide (e.g. Brazil).

2. Course Requirements

2.1. Prerequisite Coursework

There are no formal prerequisites for taking this course, but note that it is an upper-division undergraduate seminar/lecture. Students with previous coursework in political science, economics, sociology, and/or statistics will likely find the course easier.

¹ This definition borrows from Mann (1984) and Fukuyama (2013). Both papers are required readings in this course.

2.2. Required Software

This course makes use of Top Hat Learning. It is a program that operates a free website and free mobile phone app for students. I will administer all quizzes and attendance checks through Top Hat, so please bring your computer or smartphone to every class.

2.3. Readings

This course will not require students to buy expensive books. All of the required readings are available on the course website, Canvas. For more information on the specific reading assignments for each week, refer to the Class Schedule and Readings section of this syllabus. Optional readings are not required for each class period, and reading them will not enable to students to receive extra credit. However, students will need to cite at least two optional readings in their final exams (see Exams section, below).

2.4. Attendance, Quizzes & Participation

All students must come to class prepared, having completed the readings before class. At the beginning of each class, I will use Top Hat to give everyone a two-question, multiple-choice quiz.

The quiz serves three purposes. First, the quiz will help keep track of attendance and serve as a commitment device for students to attend class. Even if students miss both questions on the quiz but are present for class, they will receive a full credit toward attendance for the respective class. Overall, attendance will account for 20% of students' final grades.

Second, since the quiz will only cover the most basic ideas from the required reading, the quiz will serve as a reward: you should receive 100% every time if you read. To give students some cushion for bad days or extenuating circumstances, I will drop your lowest 5 scores. I will make no other accommodations should you miss class for any reason or arrive late and miss the quiz. In total, your average quiz score will comprise 20% of your final grade.

Third, the quiz will help ensure students are ready to discuss the material and do not rely entirely on my lecture to learn the materials. The material is challenging, and passive learning will generally not suffice for students to perform well in the course. Since participation comprises 10% of the final grade, I will post a 1-10 cumulative score for the semester on Canvas for each student after each class. This way, the final participation grade will not come as a surprise to students at the end of the semester. As stipulated in the Policies section of this syllabus, I will make every possible effort to ensure that students feel comfortable participating.

2.5. Exams

The midterm exam, which comprises 20% of students' final grade, will test knowledge of the required readings in a multiple choice format. The final exam, which comprises 30% of students' final grade, will only have one question:

What is state capacity? After defining state capacity, please analyze the state capacity of at least three countries of your choice. When doing so, please make use of at least two optional readings; and six dimensions and hindrances to state capacity explored during the course. At least one country should be 'developed', another should be 'developing', and yet another country should fall somewhere between 'developed' and 'developing.' When citing work, which is necessary for this essay, please use parenthetical citations (e.g. Ross 2015).

Students will complete the exam during the final class period. However, it will be necessary to research and write-out answers in advance. You may also consult me with specific questions in advance during office hours, but I will not read drafts.

3. Policies

3.1. Grading

To summarize the previous section, the grading follows this rubric:

- Attendance: 20%
- Quizzes: 20%
- Participation: 10%
- Midterm Exam: 20%
- Final Exam: 30%

I will also use the following grading scale:

- | | |
|------------------|---------------------|
| • 92.5-100 (A) | • 72.5-76.4 (C) |
| • 92.4-89.5 (A-) | • 69.5-72.4 (C-) |
| • 86.5-89.4 (B+) | • 66.5-69.4 (D+) |
| • 82.5-86.4 (B) | • 62.5-66.4 (D) |
| • 79.5-82.4 (B-) | • 59.5-62.4 (D-) |
| • 76.5-79.4 (C+) | • 59.4 or below (F) |

3.2. Grade Posting

I will post all grades to the class website, Canvas. I will also use the option where students may discern the average score of the class. This way, students will know where they stand by the end of semester.

3.3. Grade Appeals

If you would like to appeal your grade on any assignment, you must make the request to me in writing, over email, within 5 days of receiving your grade. In your grade appeal, you must specify the reason(s) why you think I misgraded the paper. Acceptable reasons include those pertaining to the concepts and material covered during the course. I will not consider requests for grade changes that are not germane to the course. For example, what receiving such a grade would do to your GPA, chances of getting into graduate school, and career prospects are not acceptable reasons for appealing a grade.

3.4. Use of Computers During Class

The research regarding whether it is better to handwrite or type class notes is unequivocally clear: it is much more effective to write out your notes. For these reasons, I will request that everyone write out your notes and not use your computer to type your notes. Since I do not want to force anyone to print out all of the readings, which would be very expensive, you may continue to use your computers after the TopHat quizzes to reference the readings. If students are consistently surfing the internet during class, as opposed to using their computers to reference the readings, I reserve the right to alter this policy and ban the use of computers after TopHat quizzes.

3.5. Absences

As described in the Course Requirements section of the syllabus (above), it will be very difficult to perform well in the course if you do not attend regularly. The only absences that I will consider legitimate include those pertaining to religious holidays, illness (with a doctor's note required), and extenuating circumstances due to an emergency.

3.6. Students Rights & Responsibilities

- You have a right to a learning environment that supports mental and physical wellness.
- You have a right to respect.
- You have a right to be assessed and graded fairly.
- You have a right to freedom of opinion and expression.
- You have a right to privacy and confidentiality.
- You have a right to meaningful and equal participation, to self-organize groups to improve your learning environment.
- You have a right to learn in an environment that is welcoming to all people. No student shall be isolated, excluded or diminished in any way.

With these rights come these responsibilities:

- You are responsible for taking care of yourself, managing your time, and communicating with the instructor if things start to feel out of control or overwhelming.
- You are responsible for acting in a way that is worthy of respect and always respectful of others.

3.7. Personal Pronoun and Name Preferences

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

3.8. Academic Integrity

Each student in the course is expected to abide by the University of Texas Honor Code: "As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity." Plagiarism is taken very seriously at UT. Therefore, if you use words or ideas that are not your own (or that you have used in previous class), you must cite your sources. Otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding UT's Academic Honesty and the University Honor Code which can be found at the following web address: http://deanofstudents.utexas.edu/sjs/acint_student.php

3.9. Drop Policy

If you want to drop a class after the 12th class day, you'll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, see: <http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop>

3.10. University Resources for Students

Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to

meet both your needs and the requirements of the course. There are also a range of resources on campus:

3.10.1. Services for Students with Disabilities

This class respects and welcomes students of all backgrounds, identities, and abilities. If there are circumstances that make our learning environment and activities difficult, if you have medical information that you need to share with me, or if you need specific arrangements in case the building needs to be evacuated, please let me know. I am committed to creating an effective learning environment for all students, but I can only do so if you discuss your needs with me as early as possible. I promise to maintain the confidentiality of these discussions. If appropriate, also contact Services for Students with Disabilities, 512-471-6259 (voice) or 1-866-329- 3986 (video phone). <http://ddce.utexas.edu/disability/about/>

3.10.2. Counseling and Mental Health Center

Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress.

All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful.

If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support: <http://www.cmhc.utexas.edu/individualcounseling.html>

3.10.3. The Sanger Learning Center

Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit <http://www.utexas.edu/ugs/slc> or call 512-471-3614 (JES A332).

Undergraduate Writing Center: <http://wuc.utexas.edu/>

Libraries: <http://www.lib.utexas.edu/>

ITS: <http://www.utexas.edu/its/>

Student Emergency Services: <http://deanofstudents.utexas.edu/emergency/>

3.10.4. Important Safety Information

If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns Advice Line): 512-232-5050. Your call can be anonymous. If something doesn't feel right – it probably isn't. Trust your instincts and share your concerns.

The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security (512-471-5767, <http://www.utexas.edu/safety/>):

- Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Link to information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency

4. Class Schedule & Readings

Week 1: The Role of the State

Concepts for the week: monopoly of violence; public goods provision; state autonomy; state as an arena

Discussion questions:

- 1) What is the state?
- 2) What is the monopoly of violence?
- 3) What are some examples of public goods?

Required Reading(s):

- Smith, Adam. 1776. *An Inquiry into the Nature and Causes of the Wealth of Nations*. pp. 533-534 and 630-631.

- Weber, Max. 1978. *Economy and Society: An Outline of Interpretive Sociology* Berkeley: University of California Press. pp 54-56.

Further Reading (Not Required):

- Skocpol, Theda. 1986. "Bringing the State Back In: Strategies of Analysis in Current Research." In *Bringing the State Back In* ed. Peter Evans, Dietrich Rueschmeyer, and Theda Skocpol. Cambridge: Cambridge University Press. pp 3-37.
- Hobbes, Thomas. 1651. *Leviathan*.
- Machiavelli, Niccolo. 1515. *The Prince*.

Week 2: Power, Structures & Geography

Concepts for the week: infrastructural power; despotic power; autonomy

Discussion questions:

- 1) How would you define each of the concepts of the week?
- 2) What are structures?
- 3) What is the difference between infrastructural and despotic power?
- 4) Why do you think geography complicates state capacity?

Required Reading:

- Mann, Michael. 1984. "The Autonomous Power of the State: Its Origins, Mechanisms and Results." *Archives européennes de sociologie* 25(1984): 185-213.
- Norris, Pippa. 2012. *Making Democratic Governance Work: How Regimes Shape Prosperity, Welfare, and Peace*. New York: Cambridge University Press. [only page 5 required; rest of Chapter 1 recommended]

Further Reading (Not Required):

- Soifer, Hillel, and von Hau, Matthias. 2008. "Unpacking the Strength of the State: The Utility of State Infrastructural Power." *Studies in Comparative International Development* 43: 219-230.
- Soifer, Hillel. 2013. "State Infrastructural Power: Approaches to Conceptualization and Measurement." *Studies in Comparative International Development* 43(3-4): 231-251.
- Gaventa, John. 1980. *Power and Powerless: Quiescence and Rebellion in an Appalachian Valley* Chicago: University of Illinois Press.
- Diamond, Jared. 1999. *Guns, Germs, and Steel: The Fate of Human Societies*. New York: W.W. Norton & Company

- Fearon, James, and David Laitin. 2003. "Ethnicity, Insurgency, and Civil War." *American Political Science Review* 97(01): 75-90.
- Sachs, Jeffrey. 2008. "Institutions Matter, But Not for Everything: The Role of Geography and Resource Endowments in Development Shouldn't Be Underestimated." In *The Development Economics Reader* ed. Secondi, Giorgio. London: Routledge.

Week 3: European Origins, Institutions & Property Rights

Concepts for the week: colonization; extractive states; inclusive states; expropriation; mercantilism

Discussion questions:

- 1) How would you define each of the concepts of the week?
- 2) What is the difference between the two Nogales in *Why Nations Fail*?
- 3) Why did Venice become a museum in *Why Nations Fail*?
- 4) What instrument do Acemoglu, Johnson & Robinson use to measure institutions?

Required Reading:

- Acemoglu, Daron, and James Robinson. *Why Nations Fail: The Origins of Power, Prosperity, and Poverty*. New York: Crown Business. [pages 7-9 (Nogales), and pages 152-156 (why Venice became a museum)]
- Acemoglu, Daron, Simon Johnson, and James Robinson. 2001. "The Colonial Origins of Comparative Development: An Empirical Investigation." *American Economic Review* 91(5): 1369-1401

Further Reading (Not Required)

- Hariri, Jacob Gerner. 2012. "The Autocratic Legacy of Early Statehood." *American Political Science Review* 106(3): 471-494.
- Easterly, William, and Ross Levine. 2016. "European Origins of Economic Development." *Journal of Economic Growth* 21(2): 225-257.

Week 4: Economic, Social & Military Origins of Political Order

Concepts for the week: economic growth; inequality; innovation; endogeneity

Discussion questions:

- 1) How would you define each of the concepts of the week?
- 2) According to Boix, which came first: economic growth or political order? Why?
- 3) What does Boix think of the insitutionalist account of Acemoglu & Robinson? Why?

- 4) Can humans survive without economic growth and inequality? Why or why not?
- 5) Does Boix have a positive or negative viewpoint toward war?

Required Reading:

- Boix, Carles. 2015. *Political Order and Inequality: Their Foundations and Their Consequences for Human Welfare*. New York: Cambridge University Press. Chapter 1.

Further Reading (Not Required):

- Gershenkon, Alexander. 1962. *Economic Backwardness in Political Perspective*. New York: Frederick A. Praeger.
- Moore, Barrington. 1966. *Social Origins of Dictatorship and Democracy*. Boston: Beacon Press.
- Tilly, Charles. 1990. *Coercion, Capital, and European States, AD 990-1990*. Cambridge, Massachusetts: Basil Blackwell.
- Robinson, James. 2002. "States and Power in Africa: A Review Essay." *Journal of Economic Literature* 40(2): 510-519.
- Acemoglu, Daron, and James Robinson. 2006. *Economic Origins of Dictatorship and Democracy*. Cambridge: Cambridge University Press. Chapter 2.

Week 5: Political Origins of Political Order

Concepts for the week: political decay; modernization

Discussion questions:

- 1) How would you define each concept of the week?
- 2) What is Huntington's definition of institutions?
- 3) What is Huntington's view of political parties?
- 4) What is Huntington's view of single-individual rule?
- 5) According to Huntington, how do we build institutions?
- 6) What is the difference between political development and modernization?

Required Reading:

- Huntington, Samuel. 1965. "Political Development and Political Decay." *World Politics* 17(3): 386-430

Further Reading (Not Required):

- Fukuyama, Francis. 2011. *The Origins of Political Order: Prehuman Times to the French Revolution*. New York: Farrar, Straus, and Giroux.

- Fukuyama, Fukuyama. 2014. *Political Order and Political Decay: From the Industrial Revolution to the Globalization of Development*. New York: Farrar, Straus, and Giroux.

Week 6: Different Paths, Rents & Violence

Concepts for the week: rents; limited access social orders; open-access social orders.

Discussion questions:

- 1) How would you define the concepts of the week?
- 2) Where does violence fit in in terms of institution-building?
- 3) What is the role of rents in limited access orders?
- 4) What is the role of elites in institution-building?
- 5) Explain transitions between limited and open access social orders.

Required Reading:

- North, Douglass, John Joseph Wallis, and Barry Weingast. 2006. "A Conceptual Framework for Interpreting Recorded Human History." *NBER Working Paper*
 - Note that this NBER Working Paper is a summary of: Douglass, John Joseph Wallis, and Barry Weingast. 2009. *Violence and Social Orders: A Conceptual Framework for Interpreting Recorded Human History*. New York: Cambridge University Press.

Further Reading (Not Required):

- North, Douglass, John Joseph Wallis, Steven Webb, and Barry Weingast. ed. 2013. *In the Shadow of Violence: Politics, Economics, and the Problems of Development*. New York: Cambridge University Press.
- Gryzmala-Busse, Anna. 2008. "Beyond Clientelism: Incumbent State Capture and State Formation." *Comparative Political Studies* 41(4/5): 638-673.
- Hellman, Joel, Geraint Jones, and Daniel Kaufmann. 2003. "Seize the State, Seize the Day: State Capture and Influence in Transition Economies." *Journal of Comparative Economics* 31(3): 751-773.

Week 7: Midterm Exam

- There is no assigned reading for this week. Your only homework is to prepare for your midterm exam. Please refer to the Exams section of this syllabus for more information on the midterm exam.

Week 8: Governance

Concepts for the week: capacity-autonomy trade-off; governance indicators

Discussion questions:

- 1) What is Fukuyama's definition of governance?
- 2) How would you summarize this article in one paragraph?
- 3) How does Fukuyama define autonomy?
- 4) What is the principle-agent problem?

Required Reading:

- Fukuyama, Francis. 2013. "What is Governance?" *Governance* 26(3): 347-368.

Further Reading (Not Required):

- Fukuyama, Francis. 2004. *State-Building: Governance and World Order in the 21st Century* Ithaca, NY: Cornell University Press.
- Fukuyama, Francis. 2016. "Governance: What Do We Know, and How Do We Know it?" *Annual Review of Political Science* 19(1): 89-105.
- World Bank. 2017. "Governance and the Law" *World Development Report*. Washington, DC: World Bank.

Week 9: Bureaucracy & State-Society Relations

Concepts for the week: impartiality; meritocracy; embedded autonomy

Discussion questions:

- 1) How would you define each of the concepts of the week?
- 2) What are the 2 aspects of embedded autonomy?
- 3) Are you convinced by the concept of embedded autonomy?
- 4) What are the characteristics of a good bureaucracy?

Required Reading:

- Evans, Peter. ed. 1995. *Embedded Autonomy: States and Industrial Transformation*. Princeton, New Jersey: Princeton University Press. Chapter 1.
- Evans, Peter, and James Rauch. "Bureaucracy and Growth: A Cross-National Analysis of the Effects of "Weberian" State Structures on Economic Growth." *American Sociological Review* 64(5): 748-765.

Further Reading (Not Required):

- Pepinsky, Thomas, Jan Pierskalla and Audrey Sachs. 2017. "Bureaucracy and Service Delivery" *Annual Review of Political Science* 20: 249-268.
- Weber, Max. 1978. *Economy and Society: An Outline of Interpretive Sociology* Berkeley: University of California Press. pp 218-254.
- Rauch, James, and Peter Evans. 2000. "Bureaucratic Structure and Bureaucratic Performance in Less Developed Countries." *Journal of Public Economics* 75(1): 49-71.
- Rothstein, Bo. 2011. *The Quality of Government: Corruption, Social Trust, and Inequality in International Perspective* Chicago: University of Chicago Press.
- Gingerich, Daniel. 2013. *Political Institutions and Party-Directed Corruption in South America: Stealing for the Team*. New York: Cambridge University Press.
- Rasul, Imran, and Daniel Rogger. 2015. "The Impact of Ethnic Diversity in Bureaucracies." *American Economic Review: Papers & Proceedings*. 105(5): 457-461.
- Bai, Ying, and Ruixue Jia. 2016. "Elite Recruitment and Political Stability: The Impact of the Abolition of China's Civil Service Exam." *Econometrica* 84(2): 677-733.
- Bersch, Katherine, Sergio Praça, and Matthew Taylor. 2017. "State Capacity, Bureaucratic Politicization, and Corruption in the Brazilian State." *Governance* 30(1): 105-124.

Week 10: Foreign Aid, Taxation & Natural Resource Rents

Concepts for the week: Washington Consensus; windfalls; representation.

- 1) How would you define each of the concepts of the week?
- 2) Why is taxation important for representation?
- 3) Do you think aid is oil? Why or why not?
- 4) Does natural resource income lead to economic growth?
- 5) Does natural resource income lead to political development?

Required Reading:

- Rodrik, Dani. 2006. "Goodbye Washington Consensus, Hello Washington Confusion? A Review of the World Bank's Economic Growth in the 1990s: Learning from a Decade of Reform." *Journal of Economic Literature* XLIV(December 2006): 973-987.
- Paler, Laura. 2013. "Keeping the Public Purse: An Experiment in Windfalls, Taxes, and the Incentives to Restrain Government." *American Political Science Review* 107(04): 706-725.

- Bermeo, Sarah. 2016. "Aid is Not Oil: Donor Preferences, Heterogeneous Aid, and the Aid-Democratization Relationship." *International Organization* 70(1): 1-32. [introduction and conclusion required; rest of article optional but recommended.]

Further Reading (Not Required):

- Kiser, Edgar, and Steven Karceki. 2017. "Political Economy of Taxation." *Annual Review of Political Science*. 20: 75-92.
- Gadenne, Lucie. 2017. "Tax Me, but Spend Wisely: Sources of Public Finance and Government Accountability." *American Economic Journal: Applied Economics* 9(1): 274-314.
- Ross, Michael. "What Have We Learned about the Resource Curse?" *Annual Review of Political Science* 18(1): 239-259.

Week 11: Corruption & Regime Types

Concepts for the week: roving bandits; stationary bandits; bribery; fraud; collusion; obstruction; coercion; kickbacks

Discussion questions:

- 1) How would you define each of the concepts of the week?
- 2) Would you prefer a leader who is a roving or stationary bandit?

Required Reading:

- Olson, Mancur. 1993. "Dictatorship, Democracy, and Development." *American Political Science Review* 87(3): 567-576.
- World Bank. 2016. "Guidelines on Preventing and Combating Fraud and Corruption in Projects Financed by IBRD Loans and IDA Credits and Grants (revised as of July 1, 2016)." Washington, DC: World Bank. [focus on page 3]
- Fisman, Raymond, and Miriam Golden. 2017. *Corruption: What Everyone Needs to Know*. New York: Oxford University Press. Conclusion.

Further Reading (Not Required):

- Fisman, Raymond, and Edward Miguel. 2008. *Economic Gangsters: Corruption, Violence, and the Poverty of Nations*. Princeton, New Jersey: Princeton University Press.
- Søreide, Tina. 2014. *Drivers of Corruption: A Brief Review* Washington, DC: World Bank.
- Rose-Ackerman, Susan, and Bonnie Palifka. 2016. *Corruption and Government*. Second Edition. New York: Cambridge University Press.

Week 12: Redistribution & Social Capital

Concepts for the week: welfare state; conditional cash transfers (CCTs)

Discussion questions:

- 1) Why does state capacity have an effect on redistribution?
- 2) What is Bolsa Familia?
- 3) What is a conditional cash transfer (CCT)?
- 4) Do CCT programs have an effect on state capacity? Why or why not?

Required Reading:

- Soifer, Hillel. 2013. "State Power and the Economic Origins of Democracy." *Studies in Comparative International Development* 48: 1-22.
- Hunter, Wendy, and Natasha Borges Sugiyama. 2014. "Transforming Subjects into Citizens: Insights from Brazil's Bolsa Família." *Perspectives on Politics*. 12(4): 829-845

Further Reading (Not Required):

- Esping-Andersen, Gøsta. 1990. *The Three Worlds of Welfare Capitalism*. Princeton, New Jersey: Princeton University Press. Chapter 1.
- Polanyi, Karl. 1945. *The Great Transformation: The Political and Economic Origins of Our Time*. Boston: Beacon Press.
- Putnam, Robert. 1994. *Making Democracy Work: Civic Traditions in Modern Italy*. Princeton, New Jersey: Princeton University Press.
- Boix, Carles. 2003. *Democracy and Redistribution*. New York: Cambridge University Press.
- Acemoglu, Daron, and James Robinson. 2006. *Economic Origins of Dictatorship and Democracy*. Cambridge: Cambridge University Press.
- Alesina, Alberto, and Paola Giuliano. 2011. "Preferences for Redistribution." *Handbook of Social Economics*.

Week 13: (Non)programmatic Accountability & Clientelism

Concepts for the week: spatial voting; distributive politics; pork-barrel spending; partisan bias; turnout

Discussion questions:

- 1) What is programmatic politics?
- 2) What is clientelism?

- 3) What is partisan bias?
- 4) What is pork-barrel spending?
- 5) What is distributive politics?
- 6) What is the relation of this week's readings to state capacity?

Required Reading:

- Stokes, Susan, Thad Dunning, Valeria Brusco, and Marcelo Nazareno. 2013. *Brokers, Voters, and Clientelism: The Puzzle of Distributive Politics*. New York: Cambridge University Press. Chapter 1.

Further Reading (Not Required):

- Keefer, Philip, and Stuti Khemani. 2005. "Democracy, Public Expenditures, and the Poor: Understanding Political Incentives for Providing Public Services." *World Bank Economic Review* 20(1): 1-27.
- Kitschelt, Herbert, and Steven Wilkinson. ed. 2007. *Patrons, Clients, and Policies: Patterns of Democratic Accountability and Political Competition*. New York: Cambridge University Press.

Week 14: Recap

This week has the most reading in the course, because these two chapters will help you review for the final exam.

Required Reading:

- Besley, Timothy, and Torsten Persson. 2011. *Pillars of Prosperity: The Political Economy of Development Clusters*. Princeton, New Jersey: Princeton University Press. Chapter 1.
- Centeno, Miguel, Atul Kohli, and Deborah Yashar. 2017. "Unpacking States in the Developing World: Capacity, Performance, and Politics." In *States in the Developing World*. ed. Centeno, Miguel, Atul Kohli, and Deborah Yashar. New York: Cambridge University Press. Chapter 1.

Further Reading (Not Required):

- Andrews, Matt, Lant Pritchett, and Michael Woolcock. 2017. *Building State Capabilities: Evidence, Analysis, Action*. Oxford: Oxford University Press.
- Bates, Robert. 2017. *The Development Dilemma: Security, Prosperity, and a Return to History*. Princeton, New Jersey: Princeton University Press.
- Norris, Pippa. 2012. *Making Democratic Governance Work: How Regimes Shape Prosperity, Welfare, and Peace*. New York: Cambridge University Press.

- Berwich, Elissa, and Fotini Christia. 2018. “State Capacity Redux: Integrating Classical and Experimental Contributions to an Enduring Debate” *Annual Review of Political Science*.

Week 15: Final Exam

- There is no required reading for this week. Your only homework is to study for your final exam. Please refer to Exams section of the syllabus for more information on the final exam.