



National Research University-Higher School of Economics
“Economy and the State”
040100.62, Sociology Bachelor Program

Government of the Russian Federation

**Federal State Autonomous Educational Institution for Higher Professional
Education**

National Research University-Higher School of Sociology

Faculty of Sociology

**Discipline Program
Economy and the State**

040100.62, Sociology Bachelor Program

Author(s) of the syllabus:

Benjamin E. Lind, Ph.D., Assistant Professor

blind@hse.ru

Moscow, 2013

This current syllabus cannot be used elsewhere in the university or at other universities without the expressed permission of the department or the author.



1. General Course Description

Rather than mutually exclusive institutions, the economy and the polity are interdependent realms of social life. The degree of their interdependence is not a matter of coincidence, but instead, it is a result of conscious decisions and actions. This course aims to instruct students on the topic of their intersection. It seeks to inform students when, how, and why these two institutional realms interact with each other. Likewise, it offers explanations as to when, how, and why these institutions avoid interaction. In particular, it will highlight conflicting, normative viewpoints when appropriate.

English will be the only language used in the course.

2. Goals and objectives of the discipline

Students enrolled in the course will develop a general knowledge on economic and political sociology through attention to specific topics. These topics include approaches taken by classical theorists, how states approach property and money, welfare states and public goods, the states' role as a mediator between business and labor interests, regulations to business practices and private firms, development, the global economy, and approaches to environmental issues.

3. Program Author/Course Instructor

Benjamin Lind received his Ph.D. in sociology from the University of California, Irvine. His dissertation focused on the growth and spread of strikes and lockouts in the United States during the late nineteenth century. The research emphasized how microlevel economic conflicts transform into macrolevel upheaval. His current research continues to develop theories and findings from his dissertation for general audiences. His general interests are on labor, social conflict, and networks.

4. Thematic plan for the academic discipline

№	Theme	Total Hours in		Seminar	Independent Work
		Theme	Lecture		
1	General Theory & Concepts	20.4	2	1.2 x 2	16
2	The State & Property	20.4	2	1.2 x 2	16
3	The State & Money	20.4	2	1.2 x 2	16
4	Welfare States & Public Goods	20.4	2	1.2 x 2	16
5	Labor	40.8	4	2.4 x 2	32
6	Firms	20.4	2	1.2 x 2	16
7	Development & Prosperity	20.4	2	1.2 x 2	16
8	Global Economy: Transactions & Territory	20.4	2	1.2 x 2	16
9	Environmental Policy	20.4	2	1.2 x 2	16
Total		204	20	24	160

5. Grading and Assessment

Grades for the course are assigned according to three sets of criteria: class room activities, a paper, and a final exam.



1. *Classroom activities* account for 33 percent of the final grade. The grade for class room activities will be divided equally into three parts, each worth 11 percent of the final grade. These three parts include attendance, participation, and a presentation of a reading in seminar. Attendance is required and will be taken during each class. Participation is a subjective assessment that includes responding to questions and asking insightful comments. Each student will also be required to present one of the additional readings during seminar. The presented readings will be assigned to the students. Presentations should a) *review* the assigned reading, giving special attention to the core theories and concepts addressed as well as theoretical support or relate, should the piece contain original empirical research; b) *evaluate* the strengths and weaknesses of its argument in terms of the soundness of theory, data, methodology, case selection, and/or generalizability; c) *relate* the reading to an earlier concept (or reading) in the course and/or a contemporary example; and d) *stimulate a dialog* among the class by posing questions, controversial viewpoints, and/or introducing debate.

2. The course also requires students complete a *paper assignment*. The paper will also count for 33 percent of the final grade. The goal of the paper assignment is to relate one contemporary, newsworthy issue to concepts from the course. The paper must be contentually (occurring during the present module) and address an intersection of economic and political activity in addition to the issue. In addition to describing the issue, the student must relate the matter to themes and concepts from the course, include additional academic citations not in this syllabus's bibliography, and the student must pick a side on the matter being debated according to principles learned from the course. Importantly, the paper must present some resolution with regard to theoretical debate. The paper should be between five and ten pages. A detailed outline will be provided in-class. Papers turned in one to two days after the deadline will receive a 10-20% penalty and papers turned in three days or more late will not be accepted. Plagiarism to any degree will result in a paper grade of zero and dean notification.

3. The *final exam* counts for 34 percent of the final grade. The final exam will be written, cumulative, and test for reading comprehension and attentiveness in class. The most important subject matter for students to prepare for is outlined above in the descriptions of the thematic sessions. While the format of the exam will be mixed, it will include short answer and essay portions. The exam will assess a student's knowledge of basic definitions through short answers, familiarity with theoretical models by way of short-form essays, and applied reasoning skills in a long-form essay that presents a social dilemma in need of a theoretically informed answer. The instructor will hold an open-ended review session one week prior to the exam.

Reexamination policy. Following HSE protocol, students who fail the course are entitled to retake a final exam. This reexamination option will count only toward the student's final exam grade (34% of the course). Students' reexamination grade will not substitute for poor grades earned prior to the final exam (i.e., classroom activities and the paper assignments).

6. Discipline Contents

Below details the reading for each thematic unit. The required readings are to be completed before each class. Students are responsible for understanding all reading material assigned from Bandelj and Sowers (2010). To aid reading comprehension the instructor recommends the students identify both the questions posed by the authors as well as the answers the authors provide. *These questions and answers will be raised during both seminar and the final exam.* The required, complimentary articles and chapters may be abridged at the instructor's discretion following an in-class announcement. Excluding those students who present on them, the additional readings are optional for the class at-large.

Theme 1. General Theory and Concepts

The class begins with a general introduction to both the course as well as basic concepts and general theory on the intersection of the economy and the state. From both the reading and lecture, students should understand the definitions of economy (in general, and also both informal and illegal), the state (as defined by Weber), economy-state dualism, state-economy embeddedness, interventionist state, the types of state interventionism (public goods, stabilization, social rights, protectionist, and socialist), monetary policy, and fictitious commodities. Students should also be familiar with concepts such as developing and transitional states, welfare states, and supranational institutions. The discussion should consider the strengths and weaknesses of the general theorists, as well as examples to demonstrate the concepts introduced in the reading.

Required Reading:

Bandelj and Sowers (2010), Chapter 1 (25 pgs); Block and Evans (2005) (21 pgs)

Additional Reading:

Granovetter (1985); Marx and Engels; Weber

Theme 2. The State and Property

A state's control over property characterizes its macroeconomic agenda. States have the prerogative to define the boundaries of private property and collective ownership. Discussion points should address the process by which states define these boundaries and whose interests they represent. Students should be prepared to discuss the five dimensions of how property varies, the greater consequences of property, and how property rights change by providing illustrative examples. Further, students need to understand the concepts of market exchange, redistribution, capitalism, the invisible hand, competition, redistribution, private property, the varieties of capitalism and socialist economies, along with general trends in income inequality.

Required Reading:

Bandelj and Sowers (2010), Chapter 2 (29 pgs); Carruthers and Ariovich (2004) (23 pgs)

Additional Reading:

Agrawal and Ostrom (2001) (29 pgs); Campbell and Lindberg (1990) (13 pgs); Lind and Stepan-Norris (2011) (45 pgs); Lanset and Marks (2001); Stark (1996) (34 pgs); Suhomilova (2007) (23 pgs); Walder (1992) (15 pgs)



Theme 3. The State and Money

This thematic unit addresses how states regulate money. Special attention should be dedicated to concepts like authority and legitimacy, especially with respect to the sources of and challenges to moral authority, as well as the institutionalization of creditworthiness. Students should be able to define monetary and fiscal policy, and also financialization. Further, an understanding of the theories on state-centered neo-charlism (SC-NC) and circuit-centered micro-sociology (CC-MS), as well as their synthesis, are required.

Required Reading:

Bandelj and Sowers (2010), Chapter 3 (27 pgs); Polillo (2011) (27 pgs)

Additional:

Beckert (2010) (don't know); Bell (2000) (17 pgs); Bell (2001) (15 pgs); Campbell (1993) (22 pgs); Ferguson (2008) (book); Helleiner (2003) (book); Kiser and Sacks (2011) (20 pgs); Morgan and Prasad (2009) (44 pgs)

Theme 4. Welfare States and Public Goods

The topic of this thematic unit focuses upon the public goods states provide. It highlights the contingent nature regarding how these policies come into existence. Discussion should adopt a comparative framework on these processes. Students should understand the following concepts: decommodification, welfare state, the three kinds of welfare regimes, explanations for welfare state developments, as well as the consequences and challenges to the welfare state. Further, students must understand the institutions and policy legacies on and stakeholder mobilization theory. Students will be expected to apply these concepts and theories to both hypothetical and historical examples comparatively.

Required Reading:

Bandelj and Sowers (2010), Chapter 4 (pgs 84-101); Quadagno (2004) (19 pgs)

Additional:

Amenta (1993) (13 pgs); Amenta (2000) (book); Esping-Andersen (1990) (book); Esping-Andersen (2006) (14 pgs); Hicks and Misra (1993) (42 pgs); Hicks and Misra (1993) (20 pgs); Pampel and Williamson (1987) (32 pgs); Skocpol (1995) (book)

Theme 5. The Intersection of Labor and Polity

This thematic unit assesses the relationship between the state and employment. This addresses general principles on labor market regulation and participation. It also dedicates time to challenges to both the state and economy through unions and the labor movement. It considers repression to the labor movement on behalf of corporate and governmental alliances.

In addition to policy regulating the labor market, discussion should highlight the contentious issue of employee rights. It is important for students to understand the role of unions vis-a-vis the labor market and government. Further, they should be able to describe the types of unions along with their respective skill, structure, work organization, respective labor market, employment, union security, and political action. Students also should be able to explain Lee's argument on the consequences of union-centered and union-linked mobilization along with how unions affect government. Additionally, attention should be devoted to how the two world wars affected labor as well as the fixes that transformed global capital production and the post-war reactions to strong labor movements. Lastly, students should be able to define labor performed by prisoners, immigrants, and informally.

Required Reading:

Bandelj and Sowers (2010), Chapter 4 (pgs 101-109); Lee (2007) (24 pgs); Powell (2011); Silver (2003), Chapter 4 (43 pgs); Streeck (2005) (29 pgs)

Additional:

Burawoy (1976) (37 pgs); Clawson and Clawson (1999) (24 pgs); Dixon (2010) (17 pgs); Griffin, Wallace, and Rubin (1986) (20 pgs); McCammon (1990) (23 pgs); Rodrik (2000) (book); Stepan-Norris and Zelnitz (1989) or corresponding chapter in book (2003) (29 pgs)

Theme 6. Firms

This thematic unit centers upon general principles on how the state regulates business and industry, as well as the relationships between firms. Students should be able to contrast the sociological approach to studying firms with that of economists and other disciplines. From the text, students should be familiar with definitions of transaction costs, corporations, neo-institutionalism, market fundamentalism, corporate governance, antitrust legislation, and interlocking directorates.

Additionally, students should know Fligstein's definitions for institutions, markets, governance structures, as well as his conceptions of control and rules of exchange. Further, students should be able to elaborate on the two forms of potential market instability, identify the two forms of pressure on states and the consequences as these pressures become interdependent, and describe the three phases of market formation.

Required Reading:

Bandelj and Sowers (2010), Chapter 5 (26 pgs); Fligstein (1996) (17 pgs)

Additional:

Clawson and Neustadt (1989) (24 pgs); Gereffi and Christian (2009) (18 pgs); Ingram, Yue, and Rao (2010) (39 pgs); Levi-Faur (2005) (20 pgs); Mizuchi (1989) (23 pgs); Mizuchi (1996) (27 pgs)

Theme 7. Development and Prosperity



This thematic unit provides an introduction to national well-being and macro-level development. This introduction will include both contemporary and historic cases of state development for greater generalization. As with the thematic unit on Welfare States, the discussion for this thematic unit should highlight the historical contingency of macro-level processes.

Students should be able to compare, contrast, and evaluate the various approaches and debates regarding national development. This includes modernization theory, dependency theory, the world-systems perspective, the neoclassical economic approach, the comparative institutionalist approach, and also the late industrialization perspective. Students should also be able to define terms such as developmental, regulatory, and predatory states, as well as provide an accurate conceptualization of embedded-autonomy.

Further, students should understand the Weberian state hypothesis and its affect on national development. Students should be able to identify the two Weberian points on bureaucratic structures that Evans and Rauch emphasize, as well as describe the advantages these points should they have on development.

Required Reading:

Bandelj and Sowers (2010), Chapter 6 (26 pgs); Evans and Rauch (1999) (17 pgs)

Additional:

Elgertstein and Sweet (2002) (37 pgs); Hillman and Aven (2011) (54 pgs); Tilly (1990) Chapter 5 (33 pgs); Wallerstein (1983) (11 pgs)

Theme 8. The Global Economy: Transactions and Territory

The thematic unit here relates to trade and interaction between nation-states. The thematic unit will adopt both relational theories and methods to address international economic exchange. For discussion, students should critically assess, perhaps normative, the benefits and costs of specific types of exchanges. Students must possess a sound understanding of how states have regulated trade historically, as well as how contemporary trade organizations may have supplanted the role of the state. Students are relational factors that determine its flow. Definitions to know include mercantilism, neoliberalism, multinational corporations, and the Washington consensus.

Required Reading:

Bandelj (2002) (33 pgs); Bandelj and Sowers (2010), Chapter 7 (27 pgs)

Additional:

(36 pgs) Bandelj (2003) (17 pgs); Dreiling and Darves (2011) (49 pgs); Mahutga (2006)

Theme 9. Environmental Policy

This thematic unit approaches environmental policy as a case study on the interaction between businesses and the states. On the one hand, environmental quality represents a public good of interest to the general polity. On the other hand, environmental regulations are often portrayed as barriers to business. A very important discussion should be taken into account, how regulations emerge, and the challenges for and against regulations. This includes familiarization with the syntheses, models, on the societal-environmental debate. Attention should be devoted to both the environmental strategies firms use with regard to civil society and the political sphere as well as community response to such strategies. At a theoretical level, students must be able to understand and contrast the Treadmill of Production theory with the Ecological Modernization approach.

Also, consider the case of deforestation; according to Jorgenson and Burns, what causes it? Which aspects of population dynamics and economic development lead to this outcome? How does these findings speak to the debate between the Treadmill of Production and the Ecological Modernization approach?

Required Reading:

Jorgenson and Burns (2007) (22 pgs); Schnaiberg (2005) (23 pgs)

Additional:

Frank, Hironaka, and Schofer (2000) (20 pgs); Jorgenson (2006) (27 pgs); Rootes (2004) (32 pgs)

7. Bibliography

The primary textbook used for the course will be Bandelj and Sowers (2010). The additional readings will serve as supplements and either elaborate material covered in the textbook or address additional topics when appropriate. To spare time, page numbers within the articles will be specified within class.

It does not matter to the instructor which edition or translation you read.

Amenta, Edwin. 1993. "The State of the Art in Welfare State Research on Social Spending Efforts in Capitalist Democracies Since 1960." *American Journal of Sociology* 99.3:150-69.

Amenta, Edwin. 2000. *Bold Relief*. Princeton University Press.

Argrawal, Arun and Elinor Ostrom. 2001. "Collective Action, Property Rights, and Decentralization in Resource Use in India and Nepal." *Politics and Society* 29.4:485-514.

Bandelj, Nina. 2002. "Embedded Economies: Social Relations as Determinants of Foreign Direct Investment in Central and Eastern Europe." *Social Forces* 81.2:411-44.

Bandelj, Nina. 2003. "Particularizing the Global: Reception of Foreign Direct Investment in Slovenia." *Current Sociology* 51.3-4:575-92.

Bandelj, Nina and Elizabeth Sowers. 2010. *Economy and State: A Sociological Perspective*. Cambridge, UK: Polity Press.

Beckert, Jens. 2010. "Are We Still Modern?: Inheritance Law and the Broken Promise of the Enlightenment." Max Planck Institute for the Study of Societies. Working paper 10/7.

Bell, Stephanie. 2000. "Do Taxes and Bonds Finance Government Spending?" *Journal of Economic Issues* 34:603-620.



- Bell, Stephanie. 2001. "The Role of the State and the Hierarchy of Money." *Cambridge Journal of Economics* 25:149-64.
- Block, Fredrick and Peter Evans. 2005. "The State and the Economy," p. 505-26 in Neil J. Smelser and Richard Swedberg's (eds.) *The Handbook of Economic Sociology*. Princeton University Press.
- Burawoy, Michael. 1976. "The Functions and Reproduction of Migrant Labor: Comparative Material from Southern Africa and the United States," *American Journal of Sociology* 82:5.
- Campbell, John L. 1993. "The State and Fiscal Sociology." *Annual Review of Sociology* 19:163-85.
- Campbell, John L. and Leon N. Lindberg. 1990. "Property Rights and the Organization of Economic Activity by the State." *American Sociological Review* 55:3:634-47.
- Carruthers, Bruce G. and Laura Ariovich. 2004. "The Sociology of Property Rights." *Annual Review of Sociology* 30:23-46.
- Clawson, Dan and Mary Ann Clawson. 1999. "What Has Happened to the U.S. Labor Movement? Union Decline and Renewal." *Annual Review of Sociology* 25:95-119.
- Clawson, Dan and Alan Neustadt. 1989. "Interlocks, PACs, and Corporate Conservatism." *American Journal of Sociology* 94:4:749-73.
- Dreiling, Michael and Derek Daryes. 2011. "Corporate Unity in American Trade Policy: A Network Analysis of Corporate-Dyad Political Action." *American Journal of Sociology* 116:5:1514-63.
- Dixon, Marc. 2010. "Union Threat, Countermovement Organization, and Labor Policy in the States, 1944-1960." *Social Problems* 57:2:157-174.
- Esping-Andersen, Gøsta. 1990. *The Three Worlds of Welfare Capitalism*. Princeton University Press.
- Esping-Andersen, Gøsta. 2006. "Three Worlds of Welfare Capitalism," p.160-74 in Chris Pierson and Francis Castles's (eds.) *The Welfare State Reader*. Polity Press.
- Evans, Peter and James E. Rauch. 1999. "Bureaucracy and Growth: A Cross-National Analysis of the Effects of Weberian State Structures on Economic Growth." *American Sociological Review* 64:5:748-65.
- Ferguson, Niall. 2008. *The Ascent of Money*. New York: Penguin Group.
- Eligstein, Neil. 1996. "Markets as Politics: A Political-Cultural Approach to Market Institutions." *American Sociological Review* 61:4:656-73.
- Eligstein, Neil and Alec Stone Sweet. 2002. "Constructing Politics and Markets: An Institutional Account of European Integration." *American Journal of Sociology* 107:5:1206-43.
- Frank, David John, Ann Hironaka, and Ewan Schofer. 2000. "The Nation-State and the Natural Environment over the Twentieth Century." *American Sociological Review* 65:1:96-116.
- Gereffi, Gary and Michelle M. Christian. 2009. "The Impacts of Wal-Mart: The Rise and Consequences of the World's Dominant Retailer." *Annual Review of Sociology* 35:573-91.
- Granovetter, Mark. 1985. "Economic Action and Social Structure: The Problem of Embeddedness." *American Journal of Sociology*. 91:3:481-510.
- Griffin, Larry J., Michael E. Wallace and Beth A. Rubin. 1986. "Capitalist Resistance to the Organization of Labor Before the New Deal: Why? How? Success?" *American Sociological Review* 51:2:147-67.
- Hillmann, Henning and Brandy L. Aven. 2011. "Fragmented Networks and Entrepreneurship in Late Imperial Russia." *American Journal of Sociology* 117:2:484-538.
- Hicks, Alexander and Ioya Misra. 1993. "Political Resources and the Growth of Welfare in Affluent Capitalist Democracies, 1960-1982." *American Journal of Sociology* 99:3:668-710.
- Hicks, Alexander, Ioya Misra, and Tang Nah Ng. 1995. "The Programmatic Emergence of the Social Security State." *American Sociological Review* 60:3:529-49.
- Helleiner, Eric. 2003. *The Making of National Money: Territorial Currencies in Historical Perspective*. Ithaca, NY: Cornell University Press.
- Ingram, Paul, Lori Qingyuan Yue, and Hayagreeva Rao. 2010. "Trouble in Store: Probes, Protests, and Store Openings by Wal-Mart, 1998-2007." *American Journal of Sociology* 116:1:53-92.
- Jorgenson, Andrew K. 2006. "Unequal Ecological Exchange and Environmental Degradation: A Theoretical Proposition and Cross-National Study of Deforestation, 1990-2000." *Rural Sociology* 71:4:685-712.
- Jorgenson, Andrew K. and Thomas J. Burns. 2007. "Effects of Rural and Urban Population Dynamics and National Development on Deforestation in Less-Developed Countries, 1990-2000." *Sociological Inquiry* 77:3:460-82.
- Kiser, Edgar and Audrey Sacks. 2011. "African Patrimonialism in Historical Perspective: Assessing Decentralized and Privatized Tax Administration." *Annals of the American Academy of Political and Social Science* 636:129-149.
- Lee, Cheol-Sung. 2007. "Labor Unions and Good Governance: A Cross-National, Comparative Analysis." *American Sociological Review* 72:4:585-609.
- Levi-Faur, David. 2005. "The Global Diffusion of Regulatory Capitalism." *Annals of the American Academy of Political and Social Science* 598:1:12-32.
- Lerner, Abba P. 1947. "Money as a Creature of the State." *American Economic Review* 37:312-17.
- Lind, Benjamin and Judith Stepan-Norris. 2011. "The Relationality of Movements: Movement and Countermovement Resources, Infrastructure, and Leadership in the Los Angeles Tenants Rights Mobilization, 1976-1979." *American Journal of Sociology* 116:5:1564-1609.
- Lipset, Seymour Mart and Gary Marks. 2001. *It Didn't Happen Here: Why Socialism Failed in the United States*. W. W. Norton and Company.



- Mahutga, Matthew C. 2006. "The Persistence of Structural Inequality?: A Network Analysis of International Trade, 1965-2000." *Social Forces* 84.4:1863-89.
- Marx, Karl and Friedrich Engels. "Manifesto of the Communist Party." (Any edition)
- McCammon, Holly J. 1990. "Legal Limits on Labor Militancy: U. S. Labor Law and the Right to Strike since the New Deal." *Social Problems* 37.2:206-29.
- Mizruchi, Mark S. 1989. "Similarity of Political Behavior Among Large American Corporations." *American Journal of Sociology* 95.2:401-24.
- Mizruchi, Mark S. 1996. "What Do Interlocks Do? An Analysis, Critique, and Assessment of Research on Interlocking Directorates." *Annual Review of Sociology* 22:271-98.
- Morgan, Kimberly J. and Monica Prasad. 2009. "The Origins of Tax Systems: A French-American Comparison." *American Journal of Sociology* 114.5:1350-94.
- Pampel, Fred C. and John B. Williamson. 1987. "Welfare Spending in Advanced Industrial Democracies, 1950-1980." *American Journal of Sociology* 93.6:1424-56.
- Polillo, Simone. 2011. "Money, Moral Authority, and the Politics of Creditworthiness." *American Sociological Review* 76.3:437-64.
- Powell, Eric. 2011. *The Goon*. Vol 3, No 37. Milwaukie, Oregon: Dark Horse.
- Quadagno, Jill. 2004. "Why the United States Has No National Health Insurance: Stakeholder Mobilization against the Welfare State, 1945-1996." *Journal of Health and Social Behavior* 45:25-44.
- Rodriguez, Robyn Magalit. 2010. *Migrants for Export: How the Philippine State Brokers Labor to the World*. University of Minnesota Press.
- Rootes, Chris. 2004. "Environmental Movements," p. 608-40 in David A. Snow, Sarah A. Soule, and Hanspeter Kriesi's (eds.) *The Blackwell Companion to Social Movements*. Malden, MA: Blackwell Publishing.
- Schnaiberg, Allan. 2005. "The Environment and the Economy," p. 703-26 in Neil J. Smelser and Richard Swedberg's (eds.) *The Handbook of Economic Sociology, Second Edition*. Princeton, NJ: Princeton University Press.
- Silver, Beverly J. 2003. *Forces of Labor: Workers' Movements and Globalization Since 1870*. Cambridge University Press. Cambridge
- Skocpol, Theda. 1995. *Protecting Soldiers and Mothers: The Political Origins of Social Policy in United States*. Belknap Press.
- Stark, David. 1996. "Recombinant Property in East European Capitalism." *American Journal of Sociology* 101.4:993-1027.
- Stepan-Norris, Judith and Maurice Zeitlin. 1989. "Who Gets the Bird?" or, How the Communists Won Power and Trust in America's Unions: The Relative Autonomy of Intra-class Political Struggles." *American Sociological Review* 54.4:503-523.
- Streeck, Wolfgang. 2005. "The Sociology of Labor Markets and Trade Unions," p. 254-83 in Neil J. Smelser and Richard Swedberg's (eds.) *The Handbook of Economic Sociology*. Princeton University Press.
- Suhomlinova, Olga. 2007. "Property rules: State fragmentation, industry heterogeneity and property rights in the Russian oil industry, 1992-2006." *Human Relations* 60.10:1443-66.
- Tilly, Charles. 1990. *Coercion, Capital, and European States, AD 990-1990*. Cambridge, MA: Basil Blackwell.
- Walder, Andrew G. 1992. "Property Rights and Stratification in Socialist Redistributive Economies." *American Sociological Review* 57.4:524-39.
- Wallerstein, Immanuel. "Three Paths of National Development in Sixteenth-Century Europe," p. 37-48 in Immanuel Wallerstein's (ed.) *The Capitalist World-Economy: Essays by Immanuel Wallerstein*. London: Cambridge University Press.
- Weber, Max. "Bureaucracy" (Any edition)
- Weber, Max. "Politics as a Vocation" (Any edition)