

**University of Toronto**  
**Department of Political Science**

**POL201Y1**  
**Politics of Development: Issues and Controversies**

**Summer 2017 syllabus**

**Instructor**

Karol Czuba

Office hours: Tuesday and Thursday, 12.30 pm-1.30 pm, in SS 3058.

**Teaching assistants**

Noaman Ali (tutorials and grading) and Kevin Edmonds (grading)

Office hours: TBA.

**Lecture**

Tuesday and Thursday, 10 am-12 pm, in SS 2127.

For the full schedule, please see the ‘Lecture schedule and readings’ section below.

**Course outline**

The course introduces students to the politics of international development in countries of the Global South in the period since World War II. It considers the big questions in international development:

- Why are some parts of the world so poor, repressive, and violent while others are rich, democratic, and peaceful?
- Why have some experienced economic growth while others have seen their economies stagnate or decline?
- What efforts to effect or stimulate economic and political development have been undertaken, and to what extent have they been successful?

The course is divided into four sections. The *first* part covers the basic concepts and conditions relevant to the content of the course: development (and political development), poverty, and inequality. The *second* part of the course discusses scholarly explanations of the divergent development trajectories followed by different countries and regions of the world. Scholars have attributed this divergence to factors such as the internal logic of progress (modernization and neoliberalism), geography, and history (dependency/underdevelopment theories and institutionalism). We will analyze and critique these explanations and, in the following part of the course, examine political development processes in more detail. Thus, the *third* section considers the emergence of political order and the role that both states and societies play in development. In particular, it covers state-making, the impacts of strong state capacity and state failure, the interactions between states and societies, and the ways in which these interactions

affect development, including through regime change (democratization), formation of politically salient identities and cleavages, and conflict. The fourth part of the course investigates possible solutions to socially suboptimal development trajectories—aid, development and humanitarian interventions, efforts to foster democracy and socially beneficial institutions, trade, and migration—and the efficacy of these solutions.

## **Format**

### Lectures

We will meet for two two-hour lectures per week. Attendance is mandatory.

### Tutorials

Students will meet with their TA for one-hour tutorials held once a week. Tutorials are an important part of this course. Students are expected to attend every tutorial and to participate in tutorial discussions. Tutorials provide a forum in which students can discuss the lectures and readings in greater depth. They are also designed to help you complete your term essays and to prepare for examinations. Participation will be evaluated by the TA who conducts your tutorial. Student grades will be calculated based on record of attendance *and* the quality and quantity of participation in tutorial. This assessment will reflect each student's preparation for class, her attentiveness to and involvement in tutorial discussions, and the degree to which her involvement reflects a careful and perceptive understanding of the issues under discussion. Students are expected to account for all absences. If you do not attend tutorials, you will receive a grade of zero for this component of the course.

### Library information session

In addition, to help you to prepare for writing the research proposal and research essay, we will hold a library information session. Attendance will be mandatory and reflected in the 'attendance and participation' component of the course grade. The library session will take place from 2 pm to 3.30 pm on the 8th June in Room 4033 (Electronic Classroom) at the Robarts Library.

## **Contact information**

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

I (i.e. the instructor) will hold office hours twice a week. You are very welcome to stop by my office during the office hours and discuss the course with me. I have scheduled the office hours so that every student in the course, regardless of the tutorial in which she is enrolled, can attend them. You can also reach me at [karol.czuba@mail.utoronto.ca](mailto:karol.czuba@mail.utoronto.ca).

TAs will also hold regular office hours. Their email addresses are: [noaman.ali@utoronto.ca](mailto:noaman.ali@utoronto.ca) and [kevin.edmonds@utoronto.ca](mailto:kevin.edmonds@utoronto.ca). Questions about readings should be addressed to Noaman; questions about the assignments should be addressed to Kevin.

## Grading scheme

Term test	20%
Research proposal	10%
Research essay	30%
Final exam	30%
Attendance and participation	10%

## Test/exam dates and assignment submission deadlines:

Term test: 13<sup>th</sup> June

Research proposal: 22<sup>nd</sup> June

Research essay: 27<sup>th</sup> July

Final exam: TBA (during the examination period in August)

## Research proposal and essay topics

Your research proposal and research essay must answer one of the following questions:

1. *Why did successful developmental states emerge in East Asia, but not in Africa or Latin America?*

Answer with reference to either Africa or Latin America (but not both).

You must incorporate into your argument analysis of at least to two of the theories/explanations of development discussed in the second part of the course.

You may choose to focus on specific countries (no fewer than three) within the three regions (instead of whole regions); you must justify your case selection.

2. *Strong states led by consolidated authoritarian governments are more likely to effect development than other regime types.*

Discuss with reference to at least three countries and at least two of the theories/explanations of development discussed in the second part of the course. You must justify your case selection and address alternative explanations of their developmental success (or lack thereof).

3. *Strong societies are conducive to development.*

Discuss with reference to at least three countries and at least two of the theories/explanations of development discussed in the second part of the course.

You must justify your case selection and address alternative explanations of their developmental success (or lack thereof).

4. *Can institutions that result in socially beneficial development outcomes be built in short periods of time?*

Answer with reference to at least two countries that have experienced efforts to develop new "good" institutions and at least one country that has not; your must justify your case selection.

Incorporate into your argument analysis of at least to two of the theories/explanations of development discussed in the second part of the course.

5. Two-part question:

- a) *Is trade or migration more beneficial for the inhabitants of developing countries? Choose one option (justifying your selection) and answer the following question:*
- b) *What trade/migration regime would result in most socially efficient development*

*outcomes?*

Discuss with reference to at least three countries (you must justify your case selection) and at least two of the theories/explanations of development discussed in the second part of the course.

## **Assignment preparation guidelines**

### Term test and final exam

The test and exam will include a mix of short answer and essay questions and will test your familiarity with the material covered in the lectures and readings, as well as your ability to analyze what you have learned.

### Research proposal

The purpose of the research proposal is to provide you with feedback about your work that you can use as you prepare your research essay. The proposal is also intended to assist you in selecting your essay question, locating sources, and organizing your ideas. Research proposals should be between 3-5 double-spaced pages (not including the bibliography and, if you choose to have one, the cover page). Proposals should: a) identify your selected question; b) outline what other scholars who have studied the topic have argued and what evidence they have provided to support their arguments; c) identify the limitations of the existing research on the subject and explain how your research will fill an existing gap in the literature; d) consider how they relate to the theories/explanations of development that we have covered in the course; e) outline your basic argument; and f) explain what kinds of data you will collect to support your argument. You should also attach a one-page proposed bibliography to your proposal. You must cite your sources. If you use another author's words, you must enclose them in quotes and cite the source. If you use another author's ideas directly or indirectly, you must also cite the source. Please use the Chicago style.

### Research essay

The research essay must be on the same topic as the research proposal. The essay should be between 10-12 double-spaced pages (excluding the bibliography and the cover page). Make sure that you clearly state your argument in the introduction, determine its scope, define the key concepts, support your assertions with evidence (citing any contrary views or evidence as relevant), and conclude by summarizing your findings and outlining any questions or avenues that may require future research. Research essay of this length should draw upon at least 10-12 *academic* sources. Please incorporate a minimum of two sources from the course syllabus in your essay. You must cite your sources. If you use another author's words, you must enclose them in quotes and cite the source. If you use another author's ideas directly or indirectly, you must also cite the source. Please use the Chicago style.

## **Evaluation criteria for the assignments**

### Adequacy of research

Your findings should be derived from thorough research. Your work should be free of factual errors or unsupported and/or undocumented assertions. You should link your findings to those of other scholars and draw meaningful conclusions based on your evidence.

### Cogency of the argument

Your written work should have a clear focus and an argument that is logically constructed and internally coherent. Your analysis should display understanding of the topic and originality of thought.

### Organization and style

Your work should be completely free of grammatical, spelling, and typographical errors. The organization of the paper should assist the reader by providing a readily understandable presentation of background information, research findings, analysis, and conclusions.

## **Assignment submission policy**

### Assignment submission

You will be required to submit your research proposal and research essay in hard copy at the start of the lecture on the day when the assignment is due. You will also be required to submit the research essay online on Turnitin.com (<http://www.turnitin.com/>). Your research essay will not be graded until you have submitted both copies.

You are strongly advised to keep rough and draft work *and* hard 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 on ACORN.

### Turnitin.com statement

Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

### Late submission policy

A late submission penalty of 2% per weekday (Monday to Friday) will be applied to any assignments submitted after the submission deadline. The date of submission of the hard copy (i.e., not the Turnitin.com copy) will be used to calculate the late penalty. Late papers must be submitted to the Department of Political Science main office on the 3<sup>rd</sup> floor of Sidney Smith Hall during business hours. You must ensure that the paper is dated and stamped. You should never attempt to submit your paper by leaving it under my office door or sending it by email.

### Extensions

Only valid and documented reasons (such as severe illness or the death of a close relative) will be accepted for late submission of assignments or for requesting to write a make-up test. You should submit research proposal or essay extension requests to your TA. Please contact me (i.e. the instructor) to request to write a make-up test.

Please note that while valid documentation may result in the reduction of a late penalty, it does not guarantee that the penalty will be entirely eliminated. Computer problems (such as crashes, viruses, corrupted disks, etc.) will not be accepted as grounds for extensions. Make sure you back up your work in reliable media often and avoid leaving work to the last minute to prevent problems.

### Grade appeals

If you wish to appeal your grade for any assignment, you should approach your TA within two weeks after that assignment was returned to you. The TA may decide to keep the grade that you originally received, lower it, or raise it. If you are not satisfied with the TA's decision, you can 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 also keep the grade that you were assigned by your TA, lower it, or increase it.

### **Academic integrity**

Academic integrity is fundamental to learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the UofT degree that you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves. Familiarize yourself with the University of Toronto's Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>). It is the rule book for academic behaviour at the U of T, and you are expected to know the rules. Potential offences include, but are not limited to:

- In papers and assignments:
  - Using someone else's ideas or words without appropriate acknowledgement.
  - Copying material word-for-word from a source (including lecture and study group notes) and not placing the words within quotation marks.
  - Submitting your own work in more than one course without the permission of the instructor.
  - Making up sources or facts.
  - Including references to sources that you did not use.
  - Obtaining or providing unauthorized assistance on any assignment including:
    - Working in groups on assignments that are supposed to be individual work;
    - Having someone rewrite or add material to your work while "editing".
    - Lending your work to a classmate who submits it as his/her own without your permission.
- On tests and exams:
  - Using or possessing any unauthorized aid, including a cell phone.
  - Looking at someone else's answers

- Letting someone else look at your answers.
- Misrepresenting your identity.
- Submitting an altered test for re-grading.
- Misrepresentation:
  - Falsifying or altering any documentation required by the University, including doctor's notes.
  - Falsifying institutional documents or grades.

The University of Toronto treats cases of academic misconduct very seriously. All suspected cases of academic dishonesty will be investigated following the procedures outlined in the Code. The consequences for academic misconduct can be severe, including a failure in the course and a notation on your transcript.

You are strongly encouraged to explore the numerous resources available on the UofT writing website at [www.utoronto.ca/writing](http://www.utoronto.ca/writing).

### **Additional information**

#### Blackboard

POL201 uses Blackboard for its course website. This website plays a central role in the functioning of the course, and you are therefore strongly advised to visit it frequently. Important administrative and other announcements will be posted on it regularly, and it will feature links to documents and readings required for the course.

To access the POL201 website, or any other Blackboard-based course website, go to the UofT portal login page at <http://portal.utoronto.ca> and log in using your UTORid and password. Once you have logged in to the portal using your UTORid and password, look for the 'My Courses' module, where you will find the link to the POL201 course website along with the link to all your other Blackboard-based courses.

#### Academic writing advice

More than 60 Advice files on all aspects of academic writing are available from [www.writing.utoronto.ca/advice](http://www.writing.utoronto.ca/advice). Students benefit from your recommendation of specific material relevant to your course and assignments. Printable PDF versions are listed at [www.writing.utoronto.ca/about-this-site/pdf-links](http://www.writing.utoronto.ca/about-this-site/pdf-links). Please read carefully "How Not to Plagiarize" and other advice on documentation format and methods of integrating sources. These pages are all listed at [www.writing.utoronto.ca/advice/using-sources](http://www.writing.utoronto.ca/advice/using-sources).

#### Writing centres

All undergraduate students taking summer courses in the Faculty of Arts and Science are eligible to use any of the five college writing centres that remain open in the summer: Innis College, New College, University College, Victoria College, and Woodsworth College writing centres. Students may book up to two appointments per week. For information about writing centre appointments in the summer session, you may visit <http://writing.utoronto.ca/news>. To learn more about how writing centres work, you may visit <http://www.writing.utoronto.ca/writing-centres/learning>.

## English Language Learning

Information about the English Language Learning program (ELL) is available at <http://www.artsci.utoronto.ca/current/advising/ell>.

### **Lecture schedule and readings**

Readings marked with an asterisk (\*) are required. All other readings are recommended; you are not obliged to read them, but may want to consult them as you prepare to write the research proposal and research essay. The readings are available online through Blackboard. You can find them under the 'Readings' tab on the course website on Blackboard. 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.

### ***Part I. Introduction and key concepts***

#### 16<sup>th</sup> May: Poverty, illbeing, and inequality

\*Roser, Max and Esteban Ortiz-Ospina. 2017. "Global Extreme Poverty." Oxford: Our World in Data. Parts 1-4. <https://ourworldindata.org/extreme-poverty/>.

\*Roser, Max. 2017. "Global Economic Inequality." Oxford: Our World in Data. <https://ourworldindata.org/global-economic-inequality/>.

Milanović, Branko. 2016. *Global Inequality: A New Approach for the Age of Globalization*. Cambridge, MA: Harvard University Press.

#### 18<sup>th</sup> May: Development

\*Sen, Amartya. 2000. "Preface" and "Introduction: Development as Freedom." In *Development as Freedom*. New York: Alfred A. Knoff. xi-xiv and 3-12.

\*Fukuyama, Francis. 2014. "Chapter 1: What is Political Development?" In *Political Order and Political Decay*. New York: Farrar, Straus, and Giroux.

Chambers, Robert. 1997. "Editorial: Responsible Well-being—A Personal Agenda for Development." *World Development* 25 (11): 1743-1754.

### ***Part II. Explaining development***

#### 23<sup>rd</sup> May: Modernization and neoliberalism

\*Rostow, W.W. 1990. "The Five Stages of Growth: A Summary." In *The Stages of Economic Growth*. Cambridge: Cambridge University Press. 4-16.

\*Williamson, John. 1990. "What Washington Means by Policy Reform." In *Latin American Adjustment: How Much Has Happened?*, edited by John Williamson. Washington, DC, United States: Institute for International Economics.

\*Harvey, David. 2005. "Introduction." In *A Brief History of Neoliberalism*. Oxford and New York: Oxford University Press. 1-4.

Huntington, Samuel. 1968. *Political Order in Changing Societies*. New Haven: Yale University.

Huntington, Samuel. 1971. "The Change to Change: Modernization, Development, and Politics." *Comparative Politics* 3 (3).

Eklblad, David. 2011. *The Great American Mission: Modernization and the Construction of an American World Order*. Princeton: Princeton University Press.



### 25<sup>th</sup> May: Geography

- \*Diamond, Jared. 1997. "Prologue: Yali's Question" and "Chapter 3: Farmer Power." In *Guns, Germs, and Steel*. New York: W.W. Norton & Co. 1-18 and 63-70.
- \*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.
- Gallup, John L., Jeffrey D. Sachs, and Andrew D. Mellinger. 1999. "Geography and Economic Development." *International Regional Science Review* 22 (2): 179–232.
- Sokoloff, Kenneth, and Stanley Engerman. 2000. "History Lessons: Institutions, Factor Endowments, and Paths of Development in the New World." *Journal of Economic Perspectives* 14 (3): 217-32.
- Easterly, William, and Ross Levine. 2003. "Tropics, Germs, and Crops: How Endowments Influence Economic Development." *Journal of Monetary Economics* 50 (1): 3-39.

### 30<sup>th</sup> May: Historical legacies 1—Colonialism

- \*Mamdani, Mahmood. 1996. "Chapter 1: Introduction—Thinking through Africa's Impasse." In *Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism*. Princeton: Princeton University Press. 3-8 and 16-27.
- \*Acemoglu, Daron, Simon Johnson, and James A. Robinson. 2001. "The Colonial Origins of Comparative Development: An Empirical Investigation." *American Economic Review* 91 (5): 1369-1370 and 1395-1396.
- Jackson, Robert. 1991. *Quasi-States: Sovereignty, International Relations and the Third World*. Cambridge: Cambridge University Press.
- Nunn, Nathan. 2008. "The Long-Term Effects of Africa's Slave Trades." *Quarterly Journal of Economics*, 123(1): 139–76.
- Nunn, Nathan, and Leonard Wantchekon. 2011. "The Slave Trade and the Origins of Mistrust in Africa." *American Economic Review* 101 (7): 3221–52.
- Huillery, Elise. 2014. "The Black Man's Burden: The Cost of Colonization of French West Africa." *The Journal of Economic History* 74 (1): 1-38.

### 1<sup>st</sup> June: Historical legacies 2—Dependency/underdevelopment

- \*Gunder Frank, Andre. 1966. "The Development of Underdevelopment." *Monthly Review*, 18 (4): 17-31.
- Prebisch, Raúl. 1950. *The Economic Development of Latin America and Its Principal Problems*. New York: United Nations.
- Paul Baran. 1957. *Political Economy of Growth*. New York: Monthly Review Press.
- Dos Santos, Theotonio. 1971. "The Structure of Dependence." In K.T. Fann and Donald C. Hodges, eds., *Readings in U.S. Imperialism*. Boston: Porter Sargent.
- Wallerstein, Immanuel. 1974. "The Rise and Future Demise of the World Capitalist System: Concepts for Comparative Analysis." *Comparative Studies in Society and History* 16 (4): 387–415.

### 6<sup>th</sup> June: Historical legacies 3—Institutions and institutionalism

- \*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):1231-1237 and 1278-1279.

- \*Rodrik, Dani, Arvind Subramanian, and Francesco Trebbi. 2004. "Institutions Rule: The Primacy of Institutions Over Geography and Integration in Economic Development." *Journal of Economic Growth* 9 (2): 131-136.
- North, Douglass. 1990. *Institutions, Institutional Change and Economic Performance*. Cambridge: Cambridge University Press.
- Knight, Jack. 1992. *Institutions and Social Conflict*. Cambridge: Cambridge University Press.
- Greif, Avner. 1998. "Self-enforcing political systems and economic growth: Late Medieval Genoa." In Bates, Robert H., Avner Greif, Margaret Levi, Jean-Laurent Rosenthal, Barry R. Weingast (eds.). *Analytic narratives*. Princeton: Princeton University Press. 25-64.
- Evans, Peter. 2004. "Development as Institutional Change: The Pitfalls of Monocropping and the Potentials of Deliberation." *Studies in Comparative International Development* 38 (4): 30-52.
- Robinson, James A, Daron Acemoglu, and Simon Johnson. 2005. "Institutions as a Fundamental Cause of Long-Run Growth." *Handbook of Economic Growth* 1A: 386-472.
- Dell, Melissa. 2010. "The Persistent Effects of Peru's Mining *Mita*." *Econometrica* 78 (6): 1863-1903.

#### 8<sup>th</sup> June: Post-development

- \*Escobar, Arturo. 1995. "Chapter 2: The Problematization of Poverty." In *Encountering Development: The Making and Unmaking of the Third World*. Princeton: Princeton University Press. 21-31.
- \*Kiely, Ray. 1999. "The Last Refuge of the Noble Savage? A Critical Assessment of Post-Development Theory." *The European Journal of Development Research* 11 (June): 30-55.
- Said, Edward. 2003 (1979). *Orientalism*. New York: Vintage.
- Rahnema, Majid. 1991. *Global Poverty: A Pauperizing Myth*. Montreal: Intercultural Institute of Montreal.
- Lehmann, David. 1997. "An Opportunity Lost: Escobar's Deconstruction of Development." *The Journal of Development Studies* 33 (4): 568-78.
- Schuurman, Frans J. 2009. "Critical Development Theory: Moving out of the Twilight Zone." *Third World Quarterly* 30 (5): 831-48.
- Munck, Ronaldo. 2010. "Critical Development Theory: Results and Prospects." *Migración Y Desarrollo* 14: 33-53.

#### 13<sup>th</sup> June: Term test

### ***Part III. Political development***

#### 15<sup>th</sup> June: Anarchy and the emergence of political order

- \*Olson, Mancur. 1993. "Dictatorship, Democracy, and Development." *American Political Science Review* 87 (3): 567-76.
- \*Fukuyama, Francis. 2011. "Chapter 29: Political Development and Political Decay." In *The Origins of Political Order*. New York: Farrar, Straus, and Giroux.

20<sup>th</sup> June: State-making and state capacity

- \*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, United States: Cambridge University Press. 169–91.
- \*Acemoglu, Daron. 2005. "Politics and Economics in Weak and Strong States." *Journal of Monetary Economics* 52 (7): 1199–1205 and 1223–1224.
- Tilly, Charles. 1990. *Coercion, Capital, and European States, AD 990–1990*. Cambridge, Mass.: Basil Blackwell.
- Centeno, Miguel A. 1997. "Blood and Debt: War and Taxation in Nineteenth-Century Latin America." *American Journal of Sociology* 102 (6): 1565–1605.
- Sørensen, Georg. 2001. "War and State-Making Why Doesn't It Work in the Third World?" *Security Dialogue* 32 (3): 341–54.
- Leander, Anna. 2004. "Wars and the Un-Making of States: Taking Tilly Seriously in the Contemporary World." In *Copenhagen Peace Research: Conceptual Innovations and Contemporary Security Analysis*, edited by Stefano Guzzini and Dietrich Jung. London, United Kingdom: Routledge.
- Thies, Cameron G. 2008. "The Political Economy of State Building in Sub-Saharan Africa." *The Journal of Politics* 69 (03): 716–31.
- Bräutigam, Deborah A. 2008. "Introduction: Taxation and State-Building in Developing Countries." In *Taxation and State-Building in Developing Countries: Capacity and Consent*, edited by Deborah Brautigam, Odd-Helge Fjeldstad, and Mick Moore, 1–33. Cambridge, England, United Kingdom: Cambridge University Press.
- Moore, Mick. 2008. "Between Coercion and Contract: Competing Narratives on Taxation and Governance." In *Taxation and State-Building in Developing Countries: Capacity and Consent*, ed. by Deborah Brautigam, Odd-Helge Fjeldstad, and Mick Moore.
- Bates, Robert. 2010. *Prosperity and Violence: The Political Economy of Development*, 2<sup>nd</sup> Ed. New York: W. W. Norton.

22<sup>nd</sup> June: Developmental states

(research proposal submission deadline)

- \*Evans, Peter. 1995. Chapter 1: States and Industrial Transformation." In *Embedded Autonomy: States and Industrial Transformation*. Princeton: Princeton University Press. 1-18.
- \*Kohli, Atul. 2004. "Introduction: States and Industrialization in the Global Periphery." In *State-Directed Industrialization: Political Power and Industrialization in the Global Periphery*. Cambridge: Cambridge University Press. 1-24.
- Wade, Robert. 1990. *Governing the Market*, Princeton, N.J.: Princeton University Press.
- Amsden, Alice H. 1991. "Diffusion of Development: The Late-Industrializing Model and Greater East Asia." *The American Economic Review* 81 (2): 282–86.
- Page, John M. 1994. "The East Asian Miracle: An Introduction." *World Development* 22 (94): 615–25.
- Mkandawire, T. 2001. "Thinking about Developmental States in Africa." *Cambridge Journal of Economics* 25 (3): 289–314.
- Doner, RF, BK 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.

4<sup>th</sup> July: Failures of the state 1—“seeing like a state”

- \*Ferguson, James. 1994. “Preface.” *The Anti-Politics Machine: “Development”, Depoliticization and Bureaucratic Power in Lesotho*. Minneapolis: University of Minnesota Press. xiii- xvi.
- \*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.
- Scott, James C. 2009. *The art of not being governed: an anarchist history of upland Southeast Asia*. New Haven, CT: Yale University Press.

6<sup>th</sup> July: Failures of the state 2—neopatrimonialism and corruption

- \*Van de Walle, Nicolas. 2001. “Chapter 3: Decision Making in Postcolonial Africa.” In *African Economies and the Politics of Permanent Crisis, 1979-1999*. Cambridge: Cambridge University Press. 113-151.
- \*Olken, Benjamin A. and Rohini Pande. 2012. “Corruption in Developing Countries.” *Annual Review of Economics* 4 (1): 479–509.

11<sup>th</sup> July: State and society

- \*Migdal, Joel S. “The state in society: an approach to struggles for domination”. In Migdal, Joel S., Atul Kohli, Vivienne Shue. 1994. *State Power and Social Forces: Domination and Transformation in the Third World*. New York: Cambridge University Press: 7-34.
- \*Levi, Margaret. 1996. “Social and unsocial capital: A review essay of Robert Putnam's *Making Democracy Work*.” *Politics & Society*, 24 (1): 45–55.
- Migdal, Joel S., Atul Kohli, Vivienne Shue. 1994. *State Power and Social Forces: Domination and Transformation in the Third World*. New York: Cambridge University Press.
- Putnam, Robert. 1993. *Making Democracy Work*. Princeton: Princeton University Press.
- Fukuyama, Francis. 1995. *Trust: The Social Virtues and the Creation of Prosperity*. London: Hamish Hamilton.

13<sup>th</sup> July: Regime change, democracy, and democratization

- \*Sen, Amartya. 1999. “Democracy as a Universal Value.” *Journal of Democracy* 10 (3): 3-17.
- \*Clark, William Roberts, Matt Golder, and Sona N. Golder. 2017. “An Exit, Voice and Loyalty Model of Politics.” *British Journal of Political Science*.
- Hirschman, Albert O. 1970. *Exit, Voice and Loyalty*. Cambridge: Harvard University Press.
- Lipset, Seymour Martin. 1959. “Some Social Requisites of Democracy: Economic Development and Political Legitimacy.” *The American Political Science Review* 53 (1): 69–105.
- Przeworski, Adam, and Fernando Limongi. 1993. “Political Regimes and Economic Growth.” *Journal of Economic Perspectives* 7 (3): 51-69.
- Boix, Carles, and Susan C. Stokes. 2003. “Endogenous Democratization.” *World Politics* 55 (4): 517–49.
- Boix, Carles. 2011. “Democracy, Development, and the International System.” *American Political Science Review* 105 (4): 809–816 and 827.
- Kelsall, Tim. 2014. *Authoritarianism, Democracy and Development*. Birmingham: Development Leadership Program, University of Birmingham.

### 18<sup>th</sup> July: Identities and cleavages

- \*Posner, Daniel N. 2005. "Introduction: Institutions and Ethnic Politics." In *Institutions and Ethnic Politics in Africa*. New York, New York, United States: Cambridge University Press. 1-19.
- \*Miguel, Edward. 2004. "Tribe or Nation?: Nation Building and Public Goods in Kenya versus Tanzania." *World Politics* 56 (3): 327-339, 343-348, and 360-362.
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### 20<sup>th</sup> July: Conflict

- \*Kalyvas, Stathis N. 2003. "The Ontology of 'political Violence': Action and Identity in Civil Wars." *Perspectives on Politics* 1 (3): 475–94.
- \*Collier, Paul, Anke Hoefler, and Dominic Rohner. 2009. "Beyond Greed and Grievance: Feasibility and Civil War." *Oxford Economic Papers* 61 (1): 1-27.
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- Elbadawi, Ibrahim and Nicholas Sambanis. 2000. "Why are there so many Civil Wars in Africa." *Journal of African Economies* 9 (3): 244-269.
- Bates, Robert H. 2008. "Introduction." In *When Things Fell Apart: State Failure in Late-Century Africa*. Cambridge: Cambridge University Press. 3-14.
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### ***Part IV: What is to be done?***

### 25<sup>th</sup> July: International responses to conflict and human rights violations

- \*Stewart, Rory, and Gerald Knaus. 2011. "Introduction." In *Can Intervention Work?* New York: W.W. Norton & Company.
- Fortna, Virginia Page. 2008. *Does Peacekeeping Work?: Shaping Belligerents' Choices after Civil War*. Princeton: Princeton University Press.

### 27<sup>th</sup> July: Aid and the development industry

#### (research essay submission deadline)

- \*Easterly, William. 2007. "The Ideology of Development." *Foreign Policy* July/August: 31-35.
- Arndt, Channing, Sam Jones, and Finn Tarp. 2016. "What Is the Aggregate Economic Rate of Return to Foreign Aid?" *World Bank Economic Review* 30 (3): 446–74.
- Mwenda, Andrew. "Africa and the Curse of Foreign Aid." Video:  
<https://www.youtube.com/watch?v=gEI7PDrVc9M/>.

### 1<sup>st</sup> August: Structural adjustment

- \*Stewart, F. 1991. "The Many Faces of Adjustment." *World Development* 19(12): 1847-1864.  
Van de Walle, Nicolas. 2001. *African Economies and the Politics of Permanent Crisis, 1979-1999*. Cambridge: Cambridge University Press.

### 3<sup>rd</sup> August: Fostering institutions and democracy

- \*Andrews, Matt. 2008. "The Good Governance Agenda: Beyond Indicators without Theory." *Oxford Development Studies* 36 (4): 379-407.  
\*Grindle, Merilee S. 2004. "Good enough governance: poverty reduction and reform in developing countries." *Governance* 17(4): 525-548.  
Grindle, Merilee S. 2007. "Good Enough Governance Revisited." *Development Policy Review* 29 (September): 199-221.  
Andrews, Matt, Lant Pritchett, and Michael Woolcock. 2017. *Building State Capability. Evidence, Analysis, Action*. Corby: Oxford University Press.

### 8th August: Trade and globalization

- \*Wade, Robert. 2003. "What Strategies are Viable for LDCs Today?" *Review of International Political Economy*: 621-44.  
Dani Rodrik. 2011. *The Globalization Paradox: Democracy and the Future of the World Economy*. New York: W. W. Norton and Company.  
David, H., Dorn, D., & Hanson, G. H. 2013. "The China Syndrome: Local Labor Market Effects of Import Competition in the US." *The American Economic Review*, 103(6): 2121-2168.

### 10<sup>th</sup> August: Migration (and review)

- \*Milanovic, Branko. 2015. "Global Inequality of Opportunity: How Much of Our Income Is Determined by Where We Live?" *Review of Economics and Statistics*, 97(2), 452-460.  
\*Clemens, Michael A. 2011. "Economics and Emigration: Trillion-dollar Bills on the Sidewalk?" *The Journal of Economic Perspectives* 25 (3): 83-106.  
Pritchett, Lant. 2017. "Why Are Geniuses Destroying Jobs in Uganda?" Washington, D.C.: Center For Global Development.  
<https://www.cgdev.org/blog/why-are-geniuses-destroying-jobs-uganda/>.

### **Tutorial schedule**

- 18<sup>th</sup> May: Poverty, illbeing, inequality, and development  
25<sup>th</sup> May: Modernization, neoliberalism, and geography  
8<sup>th</sup> June: Colonialism, dependency/underdevelopment, institutions and institutionalism, and post-development  
22<sup>nd</sup> June: Political order, state-making, state capacity, and developmental states ([research proposal submission deadline](#))  
13<sup>th</sup> July: Failures of the state, society and state-society relations, and regime change  
20<sup>th</sup> July: Identities and conflict  
27<sup>th</sup> July: Development assistance and international responses to conflict and human rights violations ([research essay submission deadline](#))  
10<sup>th</sup> August: Structural adjustment, the good governance agenda, trade and globalization, migration, and review