### POLS 280: Politics of Development and Foreign Aid

Classes 19 and 20:

The patterns of domination—state, society, and development

#### Recap

- Political development as state-making and the process of acquiring state capacity:
  - Longue durée state-making processes  $\rightarrow$  high state capacity (Denmark)
  - Uniquely favorable political conditions → high state capacity (developmental states)
  - Other conditions → low state capacity
- Developmental consequences of state capacity:
  - High: developmental success vs. 'seeing like a state' and anti-politics machine
  - Low: neopatrimonialism, corruption, exclusion, etc.

#### Recap

- Importance of state-society relations:
  - State autonomy and top-down imposition of state power
  - Political regimes:
    - Democracy vs. authoritarianism
  - Neopatrimonialism and patronage networks

#### Questions

- Why did state autonomy contribute to developmental success in South Korea (according to Kohli), but not Tanzania or other neopatrimonial settings?
- Why do some authoritarian regimes preside over phenomenal developmental successes, while others are responsible for massive developmental failures?
- What is it about neopatrimonialism that explains the developmental failure of neopatrimonial countries?

#### Plan for this week

- Civil society
- Consolidation: state, society, and development

#### Civil society

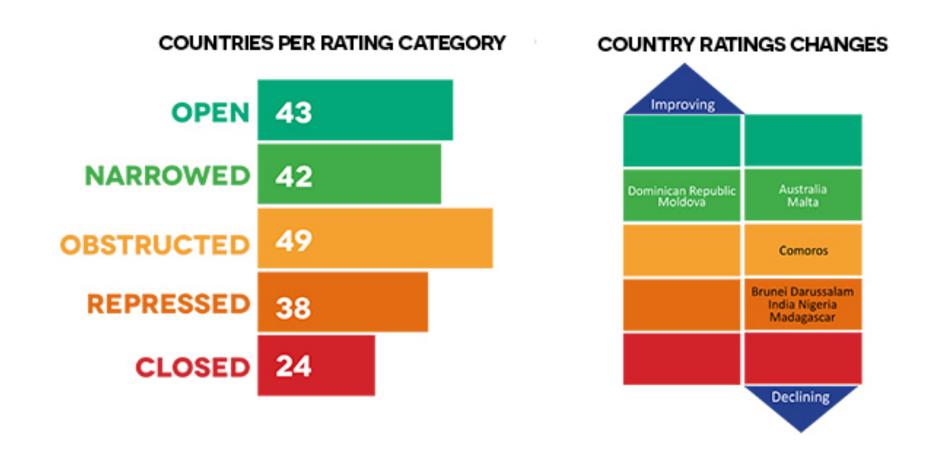
- Non-governmental and other organizations that manifest societal interests and will of citizens
- Individuals and organizations in society that are outside of and independent of the government

### Threats to civil society according to Perera and Basu

#### TOP 10 GLOBAL VIOLATIONS TO CIVIC FREEDOMS



# Threats to civil society according to Perera and Basu

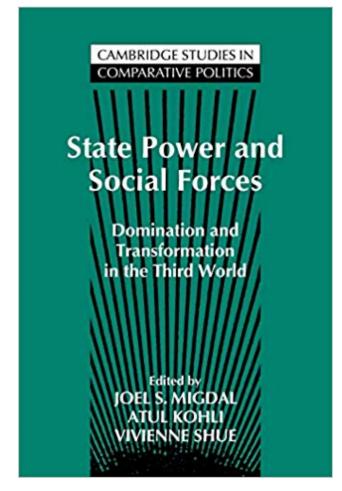


# Threats to civil society according to Perera and Basu

- Implications:
  - State-society relations vary
  - State-society relations matter

# Political development and (civil) society according to Migdal, Kohli, and Shue

- "[B]y treating the state as an organic entity and giving it an ontological status, such scholars have obscured state formation and the dynamics of the struggle for domination in **societies**."
  - 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.



### State and society according to Migdal, Kohli, and Shue

- State as an arena of political contestation between competing political agents and social forces
- Struggles for domination between different social forces  $\rightarrow$
- Patterns of domination:
  - Integrated
  - Dispersed ('triangle of accommodation')
    - 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.

# What are the developmental effects of these patterns of domination?

### Developmental effects of the patterns of domination

- Integrated → state autonomy →
  - High state capacity → development (or, in some cases, unsuccessful 'seeing like a state' schemes) + repression
  - (Neo)patrimonialism → low state capacity → low level of development + repression
- Dispersed →
  - 'Triangle of accommodation' → low state capacity → low level of development + (in some cases) decentralization of predation (i.e. emergence of roving bandits)
  - 'Consensually strong state equilibrium' (Acemoglu 2005)
- Disclaimer: stylized / ideal types

# State capacity, patterns of domination, and development

	Integrated (autonomous)	Dispersed
High state capacity	Development + repression	Development + accountability / responsiveness ('consensually strong state equilibrium')
Low state capacity	No development + repression	No development + decentralization of predation

### What are some examples of the four types of countries?

#### Takeaways

- Patterns of domination as a way to make sense of state-society relations and their developmental effects +
- State capacity =
- Simple two-by-two that displays the most important findings in the course