

PO8045

State and Society in the Developing World

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******Please note this syllabus is a draft. Details may be subject to change******

Course description

What kind of institutions promote human flourishing? How can the character of domestic politics and institutions explain underdevelopment in the Global South? These are the fundamental questions that this course addresses. In the course we will take a historically informed approach to answering these questions over the *longue duree*. We will look first at how structural factors like geography and histories of colonialism and slavery have shaped long term institutional development. We will then examine in detail the nature of the state in most countries in the Global South, comparing them to states in the Global North. The relationship between democracy and development will be examined, including the reasons why clientelism and corruption are so pervasive. Finally we will address the issue of sequencing: how democratizing at different levels of state development leads to different development outcomes.

Learning outcomes

On successful completion of this module students should be able to:

- Understand the long-term legacies of colonialism and slavery
- Analyze the nature of states in the Global South
- Critically review the evidence on the relationship between democracy and development
- Understand the root causes of clientelism and corruption
- Debate the effect of aid on politics and institutions

Course structure

There will be 5 weekly seminars of 2 hours and is worth 5 ECTS credits. Attendance at these seminars is compulsory. Please contact me in advance by email if you cannot make a seminar.

Assessment

1. Participation (20%): Each week you will sign up to play one of three roles in the class, which your participation grade for that class will be based on.

- Media briefing (5%): in one of the five classes you will give the class a short briefing (no more than 5 minutes) on how the topic and readings under discussion that week is playing out currently in the news in the global south. You should think about how the academic literature and debate helps us understand what is

going on, or how it is not helpful. The briefing should include a very brief summary of the events you are analyzing.

- Peer-teaching and participation in discussion (15%): The class will involve both discussion in smaller groups, where you will explain the reading you have signed up for the week before to the group as well as general discussion addressed to the overarching topic that week. In thinking about how to explain your reading to the group you should reflect on the best teaching experiences you have had and the elements that you think are important to help others learn. You can use the board, multi-media or any other means of communication you think will be effective in helping others to learn. Don't be afraid to be creative!

2. Response papers (20%):

Students are expected to submit **four short response papers** (of 500-600 words). Each paper is worth 5% of the student's total mark. Papers should be submitted in weeks 2-5 of the module. Papers are **due at midnight on the day before the seminar**.

All response papers should be submitted via Turnitin.

A response paper should critically evaluate one or more of the readings. The best response papers usually make one strong point addressed to the key questions for that topic. Students can use their paper to identify a limitation in a reading, suggesting ways to address it. Alternatively, they can compare papers, suggest policy implications, or defend a paper.

3. Final Assignment (60%)

The final assignment has two parts.

Part One (55%):

Select one of the five topics we have looked at on the course. Choose one of the key questions on that topic and two case study countries in which to analyze this question. Justifying why you have chosen these two countries, use the comparison between them to analyze a) what light these cases shed on the question under discussion and how they relate to the general literature discussed on the course and b) how the similarities and differences between these cases provide insight into the question. Note: your analysis should be empirical and analytical rather than normative.

Part Two (5%):

Write a policy brief summarizing the key conclusions of your paper. What are the policy implications and what is the key message to policy makers? Think about how to briefly and succinctly summarize your argument without losing the nuance. In this part of the assignment you can consider the normative implications of your conclusions.

The assignment should be approximately 2,500 words in length (+/- 10%) excluding notes/bibliography. Exceeding the limit will result in deduction of marks.

Essays must be submitted via Turnitin. In order to submit papers via Turnitin. You must first enrol in the class using the following information: Class ID: 19733476, enrollment key: development

Academic Dishonesty and Citations

The university takes plagiarism very seriously. There are severe penalties associated with passing someone else's work off as one's own. This includes plagiarizing the work of others, using an essay writing service, or any similar activity. All written assignments will pass through an electronic plagiarism checker. Remember that careless note-taking can lead to this happening: remember to enclose direct quotations in quotation marks, and even when paraphrasing, ensure that a reference is provided. The university's policy regarding plagiarism can be found at: <http://www.tcd.ie/undergraduate-studies/general-regulations/plagiarism.php>.

Please use the Harvard style of citations with the authors name, year of publication and page reference in brackets in the text and the full quotation in the reference list at the end of the essay. Wikipedia, blogs, and other such online sources might be useful as a first step but they should not be relied upon when writing essays.

These readings are subject to change. Additional material may be added.

Week 1: Geography and History

Key questions: how have history and geography shaped patterns of development? How does history continue to matter?

Required readings

Scott, James. 2017. *Against the Grain*. A deep history of the earliest states. Introduction. Yale University Press

Nunn, Nathan, and Leonard Wantchekon. "The slave trade and the origins of mistrust in Africa." *American Economic Review* 101, no. 7 (2011): 3221-52.

Sokoloff, Kenneth L., and Stanley L. Engerman. "Institutions, factor endowments, and paths of development in the new world." *Journal of Economic perspectives* 14, no. 3 (2000): 217-232.

Broms, Rasmus. "Colonial revenue extraction and modern day government quality in the British Empire." *World Development* 90 (2017): 269-280.

Week 2: The State

Key questions: how are states built? how do processes of state formation vary between the Global North and South? How does this explain varying levels of development?

Required readings

Herbst, Jeffrey. "War and the State in Africa." *International Security* 14, no. 4 (1990): 117-139.

Tilly, Charles. "War making and state making as organized crime." *Violence: A reader* (1985): 35-60.

Moore, Mick. "Revenues, state formation, and the quality of governance in developing countries." *International Political Science Review* 25, no. 3 (2004): 297-319.

Bates, Robert H. *When things fell apart*. Cambridge University Press, 2015.

Week 3: Democracy and Autocracy

Key question: Does democracy lead to development? Is democracy incompatible with rapid growth? Is Chinese autocracy a viable development strategy for developing countries?

Required readings

Lake, David A., and Matthew A. Baum. "The invisible hand of democracy: political control and the provision of public services." *Comparative political studies* 34, no. 6 (2001): 587-621.

Ross, Michael. 2006. 'Is democracy good for the poor?' *American Journal of Political Science*, 50(4), 860-874.

Leftwich, Adrian. "Democracy and development: Is there institutional incompatibility?." *Democratisation* 12, no. 5 (2005): 686-703.

Zhao, Suisheng. "The China Model: can it replace the Western model of modernization?." *Journal of contemporary China* 19, no. 65 (2010): 419-436.

Week 4: Clientelism and Corruption

Key questions: How do we explain the puzzle that corruption increases in young democracies?

Required readings

Bäck, Hanna, and Axel Hadenius. "Democracy and state capacity: exploring a J-shaped relationship." *Governance* 21, no. 1 (2008): 1-24.

Kitschelt, Herbert, and Steven I. Wilkinson, eds. *Patrons, clients and policies: Patterns of democratic accountability and political competition*. Cambridge University Press, 2007. Chapter 1

Charron Nicholas and Victor Lapuente. 2010. "Does Democracy Produce Quality of Government?" *European Journal of Political Research* 49(4): 443-470.

Arriola, Leonardo R. "Patronage and political stability in Africa." *Comparative Political Studies* 42, no. 10 (2009): 1339-1362.

Week 5: Aid and the State

Questions: does aid harm or help long term institution-building in developing countries?

Bräutigam, Deborah A., and Stephen Knack. "Foreign aid, institutions, and governance in sub-Saharan Africa." *Economic development and cultural change* 52, no. 2 (2004): 255-285.

D'arcy, Michelle. "Non-state actors and universal services in Tanzania and Lesotho: state-building by Alliance." *The Journal of Modern African Studies* 51, no. 2 (2013): 219-247.

Duffield, Mark. "Aid and complicity: the case of war-displaced Southerners in the Northern Sudan." *The Journal of Modern African Studies* 40, no. 1 (2002): 83-104.

Kelsall, Tim. "Going with the grain in African development?." *Development Policy Review* 29 (2011): s223-s251.