

PSCI 4104 (A)
Theory and Practice of International Development
8:35 a.m. – 11:25 a.m. Friday

I General information

Instructor: Alex McDougall
On-line Office Hours: 8:00-10:00 am (M)
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II Course description

Over the past few decades, many developing economies have experience economic growth, increased stability, and more political freedoms. At the same time, other countries remain poor, violent, and unfree. This course asks: Why some countries have moved along a path of “political development” while others have not? Why haven’t more countries adopted the policies of the high performers and achieved similar peace and prosperity? Did foreign aid, democracy promotion, peacekeeping, and maybe even military intervention have positive, negative, or mixed effects on these outcomes?

This class is going to explore these questions. We’re going to examine some interesting potential explanations. We’re also going to take seriously explanations that are rooted in history. We’ll cover some theories of state formation, violence, democracy, and examine their implications for economic growth and other development outcomes. In addition, we will also talk about policies, and how order and development can be fostered. While not focused on program design or anything so specific, this course will give students some appreciation of the big ideas about why some paths lead to success or failure, as well as why the best plans so often go awry—ideas that surprisingly few development practitioners ever acquire.

We’ll cover ideas from a variety of disciplines as well, including comparative politics, political economy, international relations, sociology, and development economics. This class involves reading a lot of material, and building your conceptual and historical sense of development and politics. Reading = success, and more interesting class discussions.

III Course Format

This course is delivered as a face-to-face seminar. As a seminar, it is driven mostly by student participation with the instructor serving as a moderator and occasional lecturer.

IV Texts

There is no textbook or anything to purchase at the bookstore. All the course materials can be found on reserve or on Brightspace.

VI Evaluation at a glance

Item	Description	Due Date	Grade
Critical Review Paper X4	1750 word analytical paper summarizing and responding to the readings for a given week. Students can write on their presentation topic, as well, if they choose. The topic of the paper should correspond to the due date (see below).	See Below	60 (20*3 – lowest grade is dropped)
	Any topic between September 17 and October 1	October 1	
	Any topic between October 7 and October 22	October 22	
	Any topic between October 29 and November 19	November 19	
	Any topic between November 26 and December 10	December 10	
Seminar Presentation	Each student will deliver a 10-15 minute oral presentation on the required readings for a given week. Students will sign up to pick a presentation topic and a topic date on the first day of class.	Various	15
Participation and attendance	Students are expected to come to class prepared to discuss the readings. As a seminar, a portion of each class will consist of structured class discussion, and students are expected to make thoughtful contributions on a regular	Ongoing	25

	basis. The instructor will track the frequency and quality of student participation in assigning the final grade.		
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VII Evaluation in detail

Critical Reviews

What is a critical review?

A critical review is a short, analytical essay that seeks to evaluate, and make an argument about, a piece or set of academic literature.

What is the learning objective of a critical review?

Critical reviews are designed to help students develop several skills.

- The ability to sort through a large volume of writing, and pick out the central arguments, ideas, and themes. Critical reviews may involve significant amounts of reading. However, the final product itself is supposed to be short and concise.
- The ability to generate and defend a thesis statement. Students should advance their own argument about the reading. As such, there should be a thesis, and the essay should be designed around advancing the theses in a compelling, effective manner.
- The ability to write effectively and produce a professional-quality written product. A critical review is a writing assignment. As such, the student should work on communicating the central ideas of the literature, and the main points of the analysis succinctly, clearly, and professionally in writing.

Can critical reviews focus on critiquing one reading?

Critical reviews can either focus on analyzing one particular reading, or focus on an issue or theme that is common to all of the readings. Either way, however, it is important to make use of all the relevant readings associated with the topic.

Is it necessary to disagree with the reading(s)?

No. Critical reviews can take a sympathetic position towards a reading or idea. However, it is important to keep in mind that students should demonstrate independent analysis and the ability to make an argument. Sympathetic critiques might focus on anticipating and refuting potential objections to an idea, or on applying the idea to a situation or case.

How should the critical review be structured?

The review should begin with an introduction paragraph that outlines the objective of the essay and the key argument to be advanced. (see “the introductory paragraph” below for more information)

- the body of the essay may contain a brief summary of the literature.
- The body of the essay should focus on expanding on the thesis statement in a logical, organized manner.

- the essay should conclude with a brief summary paragraph, including any further thoughts

How should I approach a large volume of reading?

Fundamentally, the key question behind any critical review is: “Is the article convincing?” With that in mind, the literature for the review should be approached with several key questions in mind.

- What is the basic problem/question that the author addresses?
- What is the core argument?
- Logic of the argument?
- How can the argument be tested?
- What assumptions does the argument make?
- How well does the argument travel? Is it widely applicable?
- How can the argument be improved? Just because an argument is flawed does not mean that it should necessarily be discarded.

How will the critical review be marked?

- Quality of Argument (45%) – Good research question – Compelling thesis, backed by evidence – Argument presented in clear, logical manner
- Reading comprehension (45%) – demonstrates understand of key argument, implications. Tip: be fair – present the argument you’re critiquing in a way that the author would recognize. You won’t lose marks for disagreeing (indeed, it is important to criticize flawed arguments!) but you will for misrepresenting the argument that you’re evaluating.
- Style and writing quality (10%)

Seminar Presentation

Students will deliver a presentation on course readings and lead subsequent discussion.

Presentations will:

- provide background and context on the topic that the reading is addressing;
- summarize the reading, including the thesis, main arguments and (if applicable) methodology, cases or data used;
- explain the contribution of the reading to the topic (i.e. what is the main takeaway);
- critically analyze the reading by assessing factors such as, whether reading convincing, the assumptions it makes, the quality of the evidence presented, whether apply well in other settings. In your criticism, stick to the content of the reading and avoid commenting on stylistic or writing quality issues.
- provide questions for class discussion. Note, these questions may be asked at any stage of the presentation, including the end. o
- Presentations should also:
 - Not exceed 15 minutes in duration (although discussion may last longer)
 - include visual aid such as powerpoint or prezi slides
 - a written version for the instructor (which can be rough)
 - Some amount of outside research is expected to supplement your discussion

VIII Course schedule

**** are required readings. The others (without asterisks are optional but may be referred to in the discussion)**

September 10: Introduction

- **Pages 23-65 of Fukuyama, Francis. 2014. "Political order and political decay: From the industrial revolution to the globalization of democracy." Farrar, Straus and Giroux.
- **Sen, Amartya 1988. "The Concept of Development," Handbook of Development Economics, Volume 1, Edited by H. Chenery and T.N. Srinivasan, Elsevier Science Publishers.
- **Dev Patel, Justin Sandefur and Arvind Subramanian, Everything You Know about Cross-Country Convergence Is (Now) Wrong (Blog Post):
<https://www.cgdev.org/blog/everything-you-know-about-cross-country-convergence-now-wrong?>
- Chapter 3 of Ake, Claude. 2000. "The Feasibility of Democracy in Africa." Council for the Development of Social Science Research in Africa.
- Chapter 1 of Andrews, Matt, Lant Pritchett, and Michael Woolcock. Building state capability: Evidence, analysis, action. Oxford University Press, 2017.
- Bates, Robert H. (1981) Markets and States in Tropical Africa, Berkeley: University of California Press.

September 17: institutions, geography and deep history

- **1, 3, 4, 8, 9 of Acemoglu, Daron, and James A. Robinson. *Why nations fail: The origins of power, prosperity, and poverty*. Currency, 2012.
- ** Part III of Jared Diamond, *Guns, Germs, and Steel*
- **Nunn, Nathan, and Leonard Wantchekon. "The slave trade and the origins of mistrust in Africa." *American Economic Review* 101.7 (2011): 3221-52.
- North, Douglass C. *Limited access orders in the developing world: A new approach to the problems of development*. Vol. 4359. World Bank Publications, 2007.
- Alesina, Alberto, Paola Giuliano, and Nathan Nunn. "On the origins of gender roles: Women and the plough." *The quarterly journal of economics* 128.2 (2013): 469-530.
- Putterman, Louis, and David N. Weil. "Post-1500 population flows and the long-run determinants of economic growth and inequality." *The Quarterly journal of economics* 125.4 (2010): 1627-1682.
- Comin, Diego, William Easterly, and Erick Gong. "Was the wealth of nations determined in 1000 BC?." *American Economic Journal: Macroeconomics* 2.3 (2010): 65-97.
- Michalopoulos, Stelios, and Elias Papaioannou. *The Long Economic and Political Shadow of History Volume I. A Global View*. Centre for Economic Policy Research, 2017.

September 24: State Capacity and Development

- **Chapter 1, 5, 9 of Herbst, Jeffrey. *States and power in Africa*. Princeton University Press, 2014.

- **Sanchez de la Sierra, Raul. "On the origins of the state: Stationary bandits and taxation in eastern congo." *Journal of Political Economy* 128.1 (2020). (skip the econometrics though)
- **Chapter 1 (please read up to at least The challenges of the de facto state): Dipali Mukhopadhyay. 2014. "Warlords, strongman governors, and the state in Afghanistan." Cambridge University Press.
- **Kraus (2020) [Balancing Purse and Peace: Tax Collection, Public Goods and Protests](#)
- The Economist (2020). [African Governments are Trying to Collect more Tax](#)
- Reeves, Audrey. "Gender, global governance, and the limits of expertise on women: A feminist critique of postconflict statebuilding1." *The Globality of Governmentality*. Routledge, 2021. 144-164.
- Cingolani, Luciana. "The State of State Capacity: a review of concepts, evidence and measures." (2013).
- Johnson, Noel D., and Mark Koyama. "States and economic growth: Cingolani, Luciana. "The State of State Capacity: a review of concepts, evidence and measures." (2013).Capacity and constraints." *Explorations in Economic History* 64 (2017): 1-20.

October 1: conflict, violence, and development

- **Berman, Nicolas, et al. "This mine is mine! How minerals fuel conflicts in Africa." *American Economic Review* 107.6 (2017): 1564-1610.
- **Martin-Shields, Charles P., and Wolfgang Stojetz. "Food security and conflict: Empirical challenges and future opportunities for research and policy making on food security and conflict." *World Development* 119 (2019): 150-164.
- **Kalyvas, Stathis N. *The logic of violence in civil war*. Cambridge University Press, 2006.
- Ch, Rafael, et al. "Endogenous taxation in ongoing internal conflict: The case of Colombia." *American Political Science Review* 112.4 (2018): 996-1015.
- Barkha, B. (2020). *The Political Economy of Conflict and Violence against Women: Cases from the South*: edited by Kumudini Samuel, Claire Slatter, and Vagisha Gunasekara for DAWN, London, Zed Books, 2019,
- Pearlman, Wendy. "Emotions and the Microfoundations of the Arab Uprisings." [Perspectives on Politics](#) 11.2 (2013): 387-409

October 8: Poverty and aid Debates

- **Sachs, Jeffrey D. "Lessons from the Millennium Villages Project: a personal perspective." [The Lancet Global Health](#) 6.5 (2018): e472-e474.
- **Part I - Easterly, William. *The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done*. 2006.
- **Chapter 1, 2 of Banerjee, Abhijit V., Abhijit Banerjee, and Esther Duflo. *Poor economics: A radical rethinking of the way to fight global poverty*. Public Affairs, 2011.
- ** Intro and Chapter 1 of Benería, Lourdes, Günseli Berik, and Maria S. Floro. *Gender, development, and globalization: Economics as if all people mattered*. Routledge, 2015.

October 15: Poverty research and RTCs

- **Chapter 3, 6, 10 of Banerjee, Abhijit V., Abhijit Banerjee, and Esther Duflo. *Poor economics: A radical rethinking of the way to fight global poverty*. Public Affairs, 2011.
- **Pritchett, Lant, and Justin Sandefur. "Context matters for size: why external validity claims and development practice do not mix." *Journal of Globalization and Development* 4.2 (2014): 161-197.
- ***"Bill Gates wants to give the poor chickens. What they need is cash", by Christopher Blattman. Vox. March 14, 2017.
- ***"Getting Kinky with Chickens," by Lant Pritchett. Center for Global Development. March 28, 2017.
- 'Commentary: Deworming externalities and schooling impacts in Kenya: a comment on Aiken et al. (2015) and Davey et al. (2015)', by Joan Hamory Hicks, Michael Kremer, and Edward Miguel. *International Journal of Epidemiology*, 2015.

October 22 – Education and development

- **Intro, 1, 2 of Hanushek, Eric A., and Ludger Woessmann. *The knowledge capital of nations: Education and the economics of growth*. MIT press, 2015.
- **Intro, 1, 2 of Pritchett, Lant. *The rebirth of education: Schooling ain't learning*. CGD Books, 2013.
- **Chapter 4 of Banerjee, Abhijit V., Abhijit Banerjee, and Esther Duflo. *Poor economics: A radical rethinking of the way to fight global poverty*. Public Affairs, 2011.
- Weber, Eugen. *Peasants into Frenchmen: the modernization of rural France, 1870-1914*. Stanford University Press, 1976.
- deBoer, Fredrik. *The Cult of Smart: How Our Broken Education System Perpetuates Social Injustice*. All Points Books, 2020.

November 5 – Law and development

- ****["Business Regulation and Poverty,"](#)** by Simeon Djankov, Dorina Georgieva, and Rita Ramalho. LSE.ac.uk, Discussion Paper No. 766, Sep. 2016. And, the World Bank's *Doing Business 2020* report. <https://www.doingbusiness.org/en/doingbusiness>
- ****La Porta, Rafael, Florencio Lopez-de-Silanes, and Andrei Shleifer.** "The economic consequences of legal origins." *Journal of economic literature* 46.2 (2008): 285-332.
- **Davis, Kevin E., and Michael J. Trebilcock.** "The relationship between law and development: optimists versus skeptics." *The American Journal of Comparative Law* 56.4 (2008): 895-946.
- ****Chapter 7,8,9 of Banerjee, Abhijit V., Abhijit Banerjee, and Esther Duflo.** *Poor economics: A radical rethinking of the way to fight global poverty*. Public Affairs, 2011.
- ****Deere, Carmen Diana, Abena Oduro, Hema Swaminathan and Cheryl Doss.** 2013. "Property Rights and the Gender Distribution of Wealth in Ecuador, Ghana and India." *Journal of Economic Inequality*

November 12 – Emerging Markets

- **"Occupational Choice in Early Industrializing Societies: Experimental Evidence on the Income and Health Effects of Industrial and Entrepreneurial Work," by Christopher Blattman and Stefan Dercon. September 2016.
- Devesh Kapur. Why does the Indian State both Fail and Succeed? *Journal of Economic Perspectives—Volume 34, Number 1—Winter 2020—Pages 31–54*
- Taborrak and Rajagopalan. "Premature imitation and India's flailing state" in, *The Independent Review*, v. 24, n. 2, Fall 2019

November 19 – Migration and immigration

- De Haas, Hein. "Migration and development: A theoretical perspective." *International migration review* 44.1 (2010): 227-264.
- Caplan, Bryan. *Open borders: the science and ethics of immigration*. First Second, 2019.
- Fleury, Anjali. "Understanding women and migration: A literature review." *Washington, DC* (2016): 55.

November 26 – intervention and democratization

- Martin, Courtney. 2016. "The Reductive Seduction of Other People's Problems," The Development Set, Medium.com, January 11.
- **Introduction and conclusion to Autesserre, Severine. 2014. "Peaceland: Conflict Resolution and the Everyday Politics of International Intervention." Cambridge University Press
- Woodberry, Robert D. "The missionary roots of liberal democracy." *American political science review* 106.2 (2012): 244-274.
- Acemoglu, Daron, et al. "Democracy does cause growth." *Journal of political economy* 127.1 (2019): 47-100.
- **Easterly, William. 2015. "Benevolent Autocrats." In *Tyranny of Experts*

December 3 – Governance Reforms and cities

- **Romer, Paul. *Technologies, rules, and progress: The case for charter cities*. No. id: 2471. 2010.
- **Rajagopalan, Shruti, and Alexander Tabarrok. "Lessons from Gurgaon, India's private city." *Cities and Private Planning*. Edward Elgar Publishing, 2014.
- **Parnell, Susan, and Jennifer Robinson. "(Re) theorizing cities from the Global South: Looking beyond neoliberalism." *Urban Geography* 33.4 (2012): 593-617.
- Lu, Qian. "The Contractual Nature of the City." *Man and the Economy* 3.1 (2016): 129-145.

December 10 – Alternative Orders, and what can we learn about gangs and crime

- **Scott, James C. *The art of not being governed*. Yale University Press, 2009.

- **Arjona, Ana. *Rebelocracy*. Cambridge University Press, 2016.
- **Skarbek, David. "Governance and prison gangs." *American Political Science Review* 105.4 (2011): 702-716.
- **Leeson, Peter T., and Claudia R. Williamson. "Anarchy and development: An application of the theory of second best." *The Law and Development Review* 2.1 (2009): 77-96.
- Leeds, Elizabeth. "Cocaine and parallel politics in the Brazilian urban periphery: Constraints on local-level democratization." *Latin American research review* 31.3 (1996): 47-83.

Appendix

Covid-19 Information

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) and [mandatory self-screening](#) prior to coming to campus daily.

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory [symptom reporting tool](#). For purposes of contact tracing, attendance will be recorded in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the [COVID-19 website](#).

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

For the most recent information about Carleton's COVID-19 response and required measures, please see the [University's COVID-19 webpage](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the [Student Rights and Responsibilities Policy](#). Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy accommodation: Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf.

Religious accommodation: Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf.

Accommodations for students with disabilities: If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, reach out to your instructor as soon as possible to ensure accommodation arrangements are made. For more information, please visit carleton.ca/pmc.

Accommodation for student activities: Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who engage in student activities at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>.

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline.

Sexual Violence Policy

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated. Survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain

information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support.

Plagiarism

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

More information on the University’s Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>.

Intellectual property

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Submission and Return of Term Work

Papers must be submitted directly to the instructor according to the instructions in the course outline. During the COVID-19 pandemic, the departmental office will not accept assignments submitted in hard copy.

Grading

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Carleton E-mail Accounts

All email communication to students from the Department of Political Science will be via official Carleton University e-mail accounts and/or Brightspace. As important course and university information is distributed this way, it is the student's responsibility to monitor their Carleton University email accounts and Brightspace.

Carleton Political Science Society

The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. By hosting social events, including Model Parliament, debates, professional development sessions and more, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through our networking opportunities, academic engagement initiatives and numerous events which aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook <https://www.facebook.com/CarletonPoliticalScienceSociety/>.

Official Course Outline

The course outline posted to the Political Science website is the official course outline.