

**INTD397: State and Development (INTD397)**  
Winter 2021

*Wednesdays & Fridays; 8:35pm-10:55pm (EST)*

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## I. COURSE DESCRIPTION

In this course we will look at the role of the state in promoting social and economic development. More specifically, the course is concerned with why some states have been more capable and more supportive of development than others. We will consider four distinct stages: overly strong faith in state-led development in the 1950s and 1960s, followed by a period of increasing criticism and eventually of 'rolling back' the state in the 1980s and 1990s in the context of the Washington Consensus and the emergence of the good governance agenda in the 1990s. In this course, we will also critically analyze contrasting experiences with the role of the state in development around the world. When discussing state-led development, for instance, we will consider East Asia on the one hand and sub-Saharan Africa on the other. We will try to unpack the underlying reasons for the success of state intervention in some cases and its failure in others. A combination of political and social factors acting within a given structure of political and economic opportunities will be considered.

By the end of the course, students should be able to:

- Explain the main approaches to the role of the state in development.
- Provide a review of the debate about developmental states: what they are and how they have emerged in the developing world.
- Discuss the similarities and differences between supporting the formation of developmental states and the good governance agenda.
- Evaluate the impact of globalization and neoliberalism on and the challenges they pose to state-led development.
- Explain why attempts at state-led development have succeeded in some countries and regions and failed in others, with a focus on Africa, East Asia, and Latin America.

## II. REQUIRED READINGS

All of the required texts are available and be posted on *MyCourses*.

## III. COURSE ASSESSMENT

The final grade in this course will be based on the following parts:

Assessment Components	Percentage
Midterm Exam (take-home) <i>From February 17 at 8:35am (EST) to February 19 at 10:55am (EST).</i>	25%
Short Essay <i>Due on March 26 by 11:59pm (EST)</i>	35%
Final Take-home Exam <i>TBA (during the final exam period)</i>	40%

**1) Midterm Exam (25%):** There will be one take-home midterm exam. Students will be asked to answer one out of two short essay questions. The midterm will focus on the material covered from the beginning of the course up to the midterm. I will post the exam questions on *MyCourses* >> *INTD397* >> *Midterm Exam* on Wednesday February 17, at 8:35am (EST) and students must upload their answers (in PDF format; file name: *last name, first name*) by Friday, February 19 at 10:55am(EST).

It is students' responsibility to check their Internet connection and other technical issues before submission. **NO EXCUSES** for late submission will be accepted. Email submissions are **NOT** accepted.

### Note:

Make-up exam policy for midterm: Students cannot make it up unless they have a legitimate reason recognized by McGill as excusable, such as illness. Students who miss the midterm because of health reasons must submit sufficient and valid documentation (e.g. doctor's note) vouching for the absence. The make-up exam might follow a different format than the main exam.

**2) Short Essay (35%):** You are required to write a short essay either individually OR in groups of maximum 3 students. The essay is due on March 26 by 11:59pm (EST) and must be submitted via *MyCourses*. You are expected to develop an analytical discussion on the particular topic assigned, mentioning the readings for that topic, lectures, videos, discussions, and outside sources. Essay topics and instructions will be posted on *MyCourses* three weeks before the due date. This is a maximum 5-page essay excluding bibliography (Times New Roman font, double-spaced, 12- font size, 2.54cm margins on all sides). The page limit for essays written in groups (2 or max 3 students) will be max 6 pages excluding bibliography. Essays going beyond the page limit will be truncated. More information will be posted on *MyCourses*.

**Note:**

Late assignments will be marked down one letter grade one letter grade per day late as of then (for example: A → A-).

Extension policy for essay: Students will not be granted an extension unless they have a legitimate reason recognized by McGill as excusable (such as illness) and provide valid documentation.

**3) Final Take-home Exam (40%):** The final exam is in short essay format, and cumulative covering the material studied from the beginning to the end of the course. This examination will be held during the final exam period. Information on the final exam schedule will be posted on McGill examination website.

According to Senate regulations, instructors are not permitted to make special arrangements for final exams. Please consult the Calendar, section 4.7.2.1, General University Information and Regulations at [www.mcgill.ca](http://www.mcgill.ca).

**Note:**

There will be no “extra credit” assignments available in this course.

**4) Discussion Sessions:** Throughout the semester, there will be several discussion and Q&A sessions on Zoom held during regular class time. While attendance will NOT be taken, attendance is highly recommended. Please note that these sessions are NOT recorded.

**IV. SPECIAL ACCOMODATIONS**

Please ask the OSD to notify me immediately if you require any kind of special accommodations for the course. If you are registered with the OSD office and/or have a chronic condition that requires special accommodation, check to make sure that the necessary documentation is sent to me at the beginning of the semester. Please feel free to make an office hours appointment if you would like to discuss any necessary accommodations. Also, as per the OSD regulations, time-based accommodations only apply to exams that are less than 48 hours in duration.

**V. RE-GRADING POLICY**

To request a re-grade, students must submit a written document, not exceeding a double-spaced page (12 font size, Time New Romans, 2.5cm of margin on all sides), and no later than 7 working days after your exam/assignments have been returned to the class. In this document, students must explain why they think they deserve a better grade. Any grade complaint that references how hard you worked/studied or how well you assumed you had performed on the exam will be rejected immediately. Please note that I reserve the right to keep your grade the same or lower it. Please also note that I always do the second reading of exams/essays with much more scrutiny. Therefore, it would be fair to expect the grades to go down or stay the same upon a second grading.

**VI. LECTURES**

Lectures in this course will take place virtually and on Zoom (the link to connect will be available on *MyCourses* >> *INTD397* >> *Zoom*). The lectures will be recorded and posted on *MyCourses* >> *INTD397*>>*Lecture Recording* shortly after each lecture. The lecture recordings are **NOT** downloadable. However, lecture slides will be available for download.

It is entirely students' responsibility to follow the lectures and class material every week. Now that the lecture recordings are accessible online, it is easy to fall behind and let things pile up. Do not let that happen!

**Important Note:**

Students may not share recordings of the lectures and the instructor will only share class recordings for the purpose of course delivery and development. Any other sharing is in violation of the law and applicable University policies, and may be subject to penalties and disciplinary actions.

Any sharing and discussion of exams in this course is in violation of the law and applicable University policies, and may be subject to penalties.

Instructor-generated course materials (e.g. PowerPoint slides, recordings, handouts, notes, summaries, exam questions, etc.) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.

## VII. GETTING IN TOUCH!

### 1. Office Hours

The TA and I will be holding several office hours on Zoom throughout the semester to respond to students' questions and concerns. Students are required to register ahead of time and reserve a spot by at least 24 hours before the office hours begin. The link to the Zoom Office Hours as well as the meeting IDs and passwords will be shared in advance of each office hour on the Announcement section of *MyCourses* >> *INTD397*. Please check the Announcement section regularly for more info on office hours.

### 2. Email:

Please note that **ALL** content-related matters and questions must be discussed during virtual office hours, discussion and Q&A sessions and **NOT** via email. I will not be able to respond to content-related questions via email, especially if your questions require a long answer (longer than a couple of sentences). Hence, email communication must be strictly limited to administrative issues that students would like to discuss with me. Please allow for at least 2 business days to hear back from me before re-sending your emails. I am offline every week as of Friday 4pm (EST) throughout the weekend. Therefore, if you send me an email on a Friday, you should expect a response from me within two business days the following week.

## VIII. LANGUAGE POLICY

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded. This does not apply to courses in which acquiring proficiency in a language is one of the objectives.

Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue).

## IX. SPECIAL NOTE

Extraordinary Circumstances: In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.

Academic Integrity: McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures" (see [McGill's guide to academic honesty](#) for more information).

L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site [www.mcgill.ca/students/srr/honest/](http://www.mcgill.ca/students/srr/honest/)).

Copyright: All slides, video recordings, lecture notes, etc. remain the instructor's intellectual property. As such, you may use these only for your own learning (and research, with proper referencing/citation) ends. You are not permitted to disseminate or share these materials; doing so may violate the instructor's intellectual property rights and could be cause for disciplinary action.

## X. COURSE OUTLINE

Date	Main Themes	Required Readings	Notes
<b>Week 1</b> Jan 8	Introduction to Course	No Readings	
<b>Week 2</b> Jan 13 & 15	The Role of the State in Development	States and Development, Matthew Lange and Dietrich Rueschemeyer  State Effectiveness, Economic Growth, and the Age of States, Areendam Chanda and Louis Putterman	
<b>Week 3</b> Jan 20 & 22	Developmental State:  Theory and Practice	The adaptive developmental state in East Asia, Wong J.  Human development, state transformation and the politics of the developmental state. Peter Evans	

<p><b>Week 4</b> Jan 27 &amp; 29</p>	<p>Developmental State: Regional Perspectives</p>	<p>Development State Evolving: Japan's Graduation from a Middle Income Country, Tetsuji Okazaki  State and Society in Asian Capitalism, David Hundt</p>	<p><b>Discussion Session on Jan 22</b></p>
<p><b>Week 5</b> Feb 3 &amp; 5</p>	<p>Globalization and liberalization:  The Impact on States in Developing Countries</p>	<p>Globalization, liberalization, and prospects for the state. Putzel, J.  Capital-market liberalization, globalization, and the IMF. Stiglitz, J. E.</p>	
<p><b>Week 6</b> Feb 10 &amp; 12</p>	<p>Globalization and Liberalization:  Regional Perspectives</p>	<p>Latin America in the global economy: Macroeconomic policy, social welfare, and political democracy, Robert R. Kaufman  Pragmatic neo-liberalism and just development in Africa, Dickson Eyoh and Richard Sandbrook  Grow Now, Pay Later: State and Indebted Industrialization in Modern Brazil, Atul Kohli</p>	<p><b>Review and Q&amp;A Session on Feb 12</b></p>
<p><b>Week 7</b> Feb 17 &amp; 19</p>	<p><b>Midterm Exam</b></p>	<p><i>No Class!</i></p>	
<p><b>Week 8</b> Feb 24 &amp; 26</p>	<p>Globalization and liberalization:  States and the Challenges of Poverty and Inequality</p>	<p>Globalization and inequality. Global inequality: Patterns and explanations, Milanovic, B.  Poverty, Inequality, and Democracy: Growth without Prosperity in Africa. Peter Lewis</p>	
<p><b>Week 9</b> Mar 10 &amp; 12</p>	<p>Democracy and Development</p>	<p>Democracy and development: Trends and prospects, Atul Kohli  Economic Development and Political Regimes, Adam Przeworski et al.</p>	<p><b>Discussion Session on Mar 12</b></p>

<b>Week 10</b> Mar 17 & 19	Democracy and Development:  Regional Perspectives	Democracy, growth, and poverty in India, Atul Kohli and Rani D. Mullen  Reemerging Developmental State in Democratized Indonesia, Yuri Sato	<b>Q&amp;A Session on Mar 19</b>
<b>Week 11</b> Mar 24 & 26	<b>Short Essay due on Mar 26</b>	<i>No Class!</i>	
<b>Week 12</b> Mar 31	Good Governance and Development	The seductiveness of good governance, Rita Abrahamsen  Beyond good governance: An agenda for developmental governance, Mushtaq H. Khan	
<b>Week 13</b> Apr 7 & 9	States and Development:  What Insights Did We Gain?	<b>Readings: to be added!</b>	<b>Discussion Session on Apr 9</b>
<b>Week 14</b> Apr 14 & 16	<b>Review</b>	<i>No Readings!</i>	