Course Description

The objective of this course is to introduce students to Indian political economy organized around the interrelated themes of democracy and development. These themes are not only relevant to India, but all countries. By focusing on the specific case of India, this course seeks to address some of the major debates surrounding the design and functioning of representative democracy and the controversies surrounding issues related to development. In this connection the student is introduced to the work of some of the most accomplished and influential scholars writing on the Indian polity, economy and society.

We begin the course by framing the central issues relevant to the study of India and then move on to view these issues from a historical perspective. By the third week students are introduced to the political institutions underpinning Indian democracy and by week four and five confront some of the dilemmas of Indian democracy like the perceived institutional “decay”, participation, representation, inequality, and the question of Indian identity. Weeks six and seven is devoted to the political economy of autonomy and secession focusing especially on Kashmir and Punjab, and state society relations.

During the last three weeks the focus is on India’s efforts to further economic development and improve the economic condition of its people. Here we focus on the making and implementation of India’s economic policy addressing such issues as equity vs. development, state vs. market.

It is expected that students wishing to enroll in the course have completed ASI 2

Required readings: (Available for purchase at the University Bookstore).


**Recommended:**


Mark Tully, *India in Slow Motion*, (Penguin/Viking, 2002) Fun reading to get a background on India from a British perspective.


**Course Requirements:**

1. In class mid-term exam (30%)

2. Research paper of no more than 10 pages (excluding notes, tables and bibliographies (40%)

3. Class participation (20%): Regular participation of ALL students enrolled in the course is **REQUIRED**. All students MUST complete all the readings before coming to class.

4. Student reaction papers (10%)

   Each student will be required to make an oral presentation as part of TWO reaction papers (5% each) to be handed in on the day of the presentation. Late papers will remain unread, and certainly not count towards your grade. **There are no exceptions to this policy.**

   For each presentation, the student must summarize the central themes of the required readings, and raise questions for the class to consider for discussion.

   The purpose of the reaction papers is to **critically** evaluate/analyze the readings. They should not be summaries of the readings. Casually reading the assigned articles is not likely to help your grade. You should therefore begin reading well before each class meeting, taking notes and posing questions as you read. For example, when you finish a reading you should be able to answer the following questions:

   1. What are the central issues/questions addressed in the readings? How convincing/unconvincing were the arguments/evidence provided in support of or against the issues/questions?

   2. What are the underlying assumptions? How plausible/implausible are they?

   3. Your reaction, comments, criticism backed by your reasons.
In addition to writing weekly reaction papers, students will also be responsible for leading the discussion of specific readings throughout the course of the semester. As a discussion leader, students should first present a brief summary (no more than 5 minutes) of the readings and then spend about 10 minutes on the critique. In most cases, the discussion leader will not have more than 15 minutes in the total for his/her presentation. After the presentation, the class (myself included) will have the opportunity to ask questions of the presenter and to discuss the reading in more detail. I will serve as both moderator and participant in our weekly class discussions. While I don’t anticipate the need, should there be a lack of participation amongst other students and/or should the quality of these discussions be sub par due to students’ failing to do the readings before coming to class, I reserve the right to give in-class surprise tests on the reading materials.

COURSE OUTLINE

Introduction (August 23-30 1½ week)

Readings:

Required:


Jean Dreze and Amartya Sen, India: Development and Participation

Rajni Kothari, “The Democratic Experiment” in Chatterjee ed., pp. 23-36 (on reserve)

Video: Background

Recommended:


Historical Background (Sept. 1, 8)

6, Sept. Labor Day Holiday

Readings:

Required:

Hardgrave and Kochanek, India, Ch. 2

Sumit Sarkar, “Indian Democracy: The Historical Inheritance,” in Atul Kohli ed. The Success of India’s Democracy, pp. 23-46

*Recommended:*


**The Political Framework (Sept. 13, 15)**

*Required:*

Hardgrave and Kochanek, *India*, pp. 60-153


*Recommended:*


Sunil Khilnani, pp. 150-208

Sudipta Kaviraj, “Democracy and Social Inequality,” in Francine Frankel et. Al. eds., *Transforming India*, pp. 193-225

*Recommended:*


**Election and Political Behavior (Sept. 27, 29)**

*Required:*

Hardgrave and Kochanek, *India*, pp. 327-366


Yogendra Yadav, “Understanding the Second Democratic Upsurge: Trends of Bahujan participation in electoral politics in the 1990s” in Frankel et. Al. eds., *Transforming India*, pp. 120-145

*Recommended:*


**Ethnic Tensions and National Integration (Oct. 4, 6)**

*Required:*

Hardgrave and Kochanek, *India*, pp. 152-174


*Recommended:*


**Interest Group Politics (Oct. 11, 13)**

Hardgrave and Kochanek, *India*, pp. 175-233


**Required:**


**Recommended:**


***** Midterm Exam Oct. 25th (in class) *****

Civil Society (Oct. 27, Nov. 1)

Required Reading:


Mary Katzenstein, Smitu Kothari and Uday Mehta, “Social Movement Politics in India: Institutions, Interests, and Identities,” in Atul Kohli ed., The Success of India’s Democracy, pp. 242-269


Strategies of Economic Development: State vs. Market (Nov. 3, 8)

Sunil Khilnani, The Idea of India, pp. 61-106


Political Economy of Reforms and Policy Performance (Nov. 15, 17)

Video: Emerging Powers

Hardgrave and Kochanek, India, pp. 367-407


Student Presentations of Research (Nov. 22 – Dec 1)