

## COMPARATIVE POLITICS OF SOUTH ASIA

Political Science, POLSC-AD 153

NYU Abu Dhabi, Fall 2014

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Credit Units: 4  
Time: 9:15-10:30am MW  
Location: C2 W005

### COURSE PREREQUISITES

None.

### COURSE DESCRIPTION

How were South Asia's states built, and how does state building continue today? What explains governments' varied projects to transform society across the region? Why are there vastly different patterns of development, growth, and conflict across this geographic region? Why do so many of the region's conflicts last so long, and under which conditions should we expect them to end? How do dynamic patterns of migration and identity shape opportunities for peace, conflict, and development within and across these states? These are some of the questions that this course addresses, with a primary focus on India and a secondary focus on Pakistan, Bangladesh, Sri Lanka, and Nepal.

### INTENDED LEARNING OUTCOMES

At the end of the course each student will be able to:

- *Distinguish* key themes in state building and policy making across South Asia.
- *Develop* the analytic capacity to consider these themes with specific reference to each country studied as well as in comparative perspective.
- *Identify* important points where state trajectories diverge in South Asia and explain why these divergences persist or change over time.
- *Demonstrate* the ability to apply abstract analytic theory in the context of one of the key themes by collecting and analyzing relevant data from two countries or multiple regions of a single relevant country.
- *Write* an original research paper that examines a debate broadly related to state building, political or economic development, social transformation, conflict, or migration.

### TEACHING METHODOLOGY

This course will be taught using a seminar format that emphasizes discussion, augmented with student presentations, group debate, and analytic blog postings and responses. On the first class of each week, we will discuss the readings. The first seminar each week will identify major areas of congruence and dissonance across theories and countries' experiences. Students are expected to participate

throughout class by raising questions where they find theories are difficult to define, explain, or match with concrete evidence from relevant countries. Students should also seek to identify ways in which theories and their application provide insight into other phenomena, and find ways to share their understanding with others in discussion. The second seminar of each week will emphasize student engagement, either via short presentations that critically engage course material or participation in vibrant debates. In debates, each student will be assigned a country from which to argue either for or against the validity of a major argument from the week's assigned readings. The debates will help foster critical thinking and rhetoric skills.

In addition to lecture and debate, students will also be required to contribute two forms of writing: first, 1-2 page reactions to the readings for *five* different weeks on the class website. These are designed to ensure that students grasp the central arguments of the readings. Second, students are required to write *three* blog postings on a public blog for the course on the topic of Kashmir's upcoming Legislative Assembly elections. For details, see the course outline and the following website: <http://www.elections.in/jammu-and-kashmir/>.

## **EXPECTATIONS/ REQUIREMENTS**

The requirements include one research paper, five short reading responses, three blog entries, three class presentations (2 related to the research project, and one related to the required readings), and participation in class. Students are expected to apply NYU Abu Dhabi's Code of Ethical Conduct when submitting any and all assignments. Details follow.

### **Code of Ethical Conduct**

All students are expected to comply with NYU Abu Dhabi's Code of Ethical Conduct. In particular, all students are expected to adhere to the highest professional and community ethical standards by ensuring that each piece of work they submit is reflective of their own understanding and critical reflection on relevant course readings, discussions, and debates. In addition, students are expected to maintain the highest standards of academic integrity. Activities such as plagiarism, misrepresentation of another's work as one's own, and falsification of data are expressly prohibited. All students are responsible for reviewing NYU Abu Dhabi's Code of Ethical Conduct on the intranet: <http://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/code-of-ethical-conduct.html>. When in doubt about the meaning of any part of the code, or the ethics of a specific action, please do not hesitate to contact Professor Rachel Brulé by email or in person. Additional resources for guidance include the Department of Politics head, Professor Abdul Noury; the Dean of Students, Professor David Tinagero; NYU Abu Dhabi's Office of Compliance; and any other Professors whom a student is comfortable approaching for advice. Developing and clarifying your personal code of ethics is an important dimension of your identity, credibility, and respect for the community in which you reside. Please give this issue the attention it deserves, and

know that NYU Abu Dhabi's community is extremely glad to share advice and support when you need it.

### **Research Paper**

Students will write an original research paper that examines a debate broadly related to state building, political or economic development, social transformation, conflict, or migration. Students are free to choose the topic as long as their paper meets the following requirements. First, it should compare two South Asian countries or two localities within the same South Asian country (India, Pakistan, Bangladesh, Sri Lanka, or Nepal). Second, its substance should be based on data gathered and analyzed by the student. This data can be either historical or contemporary. Third, it should make clear why the question is analytically tractable, relevant for contemporary thinkers and policy analysts, and how it fills gaps in the literature presented in this course.

Grades will reflect the extent to which your paper meets the criteria mentioned above and, in doing so, achieves the following tasks: (1) central question is clear and appropriate; (2) introduction clearly, effectively, and concisely explains the problem to be solved by the research presented, the "state of the art" (existing explanations), why a puzzle, problem or question remains despite the "state of the art", and how you solve this puzzle/problem/question; (3) collect appropriate data to analyze your puzzle/problem/question; (4) conduct appropriate analysis; (5) clearly state and explain the relevance and limitations of your findings.

Excellent papers will achieve these tasks while providing nuanced, insightful analysis of substantively important questions with clear language and organization of presentation and analysis. The few papers that meet these high standards will receive grades in the A range. Reasonably well-developed papers will achieve these tasks while providing adequate analysis of relevant questions, with minimal gaps in clarity of language or organization of presentation and/or analysis. The papers that meet these standards will receive grades in the B range. Poorly developed papers will achieve these tasks with significant gaps in either the analysis of relevant questions, the selection of relevant questions, and/or the clarity of language or the paper's organization. These papers will receive grades in the C range. If papers are unable to meet the above criteria and achieve the tasks noted above will receive grades in the D to F range. Students are responsible for requesting feedback as they design their papers, gather data, conduct and write up analysis to ensure that they meet this course's demanding criteria for appropriate research papers.

**Research paper submission deadline: 15 December, by 5pm.**

### **Reading Response Papers**

Each student will post a 2-3 paragraph (about 1-2 pages) reaction to the readings for *five* different weeks on the class website. Each afternoon after the second class of the week, I will post a brief question or series of questions or topics relevant to the readings for the coming week. Your answers/reactions should be posted the evening before the next class meeting in which we will begin to discuss these

readings (by 8pm that evening). In each week that you write a posting, please print out a copy of this posting and bring it with you to class.

Please make sure your posting directly responds to the questions and topics raised for the week. You are also encouraged to refer to and respond to each other's postings within the substance of your posting.

Your postings can include an analysis of strengths or weaknesses of arguments made by the authors for the relevant week; questions with which you were left by the readings; and points of confusion that should be clarified. You should be able to summarize the main claim made by a given piece in one sentence; this is all that is necessary for a well-reasoned engagement with a given work. (A summary that extends beyond this length is irrelevant and counterproductive for this assignment.) You do not have to discuss all of the readings assigned for the week; you can discuss just one or two, or you can pick a broader range and compare them to each other (or to readings for earlier weeks). The specific topics or questions picked for each week will also help guide your responses.

You are welcome to choose any five weeks in which to write reaction papers, though spacing things out over the semester is usually the most effective strategy.

### **Presentation**

Each course from week two onward will allow 15-30 minutes for presentations by students about questions that are posed on the course website. These presentations should be 15 minutes each, and should be presented using slides. In general, weak presentations will be limited to summaries of the readings ("Guha says X, Sarkar says Y"). Strong presentations will accomplish the following objectives:

Describe any key conceptual issues that must be addressed by work on a given theme/big question (e.g. A presentation on economic development might begin by asking how we understand underdevelopment's root causes);

Explain the central arguments/debates in the literature on the question (e.g. A presentation on state building might address different theories of the state's historical origins);

Outline and give concrete examples of thorny methodological issues that challenge past and present authors in the field (e.g. a presentation on culture, institutions and political development may ask: how do we identify causal relationships?)

Offer criticisms and/or suggest avenues for future research.

The syllabus lists core readings for each topic. Students should consider these sources of inspiration, rather than a comprehensive set of materials for presentations. Students should post their presentations on the course website. They

should also create a complete bibliography of all the works they consulted for this project.

### **Blog Entries**

Three blog entries are required, all related to Kashmir's upcoming Legislative Assembly Elections. The substance of each blog entry is described in the course outline on the date each assignment is due (October 27, November 12, November 19). Each blog entry should be roughly 4-5 paragraphs (2-3 pages), and include a clear argument supported by precise references to recent news coverage, relevant course material, and the broader context of the region's contemporary history. Engagement with other students' prior postings is encouraged whenever relevant.

### **Participation**

Active and prepared participation in class is critical.

### **Grade breakdown**

Research paper:	50%
Response papers:	15%
Class Participation:	15%
Class Presentations:	10%
Blog entries:	10%

There will be no extensions on the essays or other assignments except when cases are truly exceptional and then only when prior arrangements have been made. Late assignments lose one letter grade per day they are late.

### **Required Texts**

Brass, Paul, Ed. (2010) *Routledge Handbook of South Asian Politics*. NY: Routledge.

Drèze, Jean and Amartya Sen (2010) *India: Development and Participation, 8<sup>th</sup> Ed.*, Chapters 3 & 4 ("India in Comparative Perspective"; "India and China"). Oxford: Oxford University Press.

Guha, Ramachandra (2007) *India After Gandhi: The History of the World's Largest Democracy*. NY: Harper Collins.

Lewis, David (2011) *Bangladesh: Politics, Economy and Civil Society*. Cambridge: Cambridge University Press.

Lieven, Anatol (2011) *Pakistan: A Hard Country*. London: Penguin Books.

In addition, students will be expected to read relevant journal articles and passages of books, which will be organized either via a course reader or website.

## COURSE OUTLINE

### PART I. SOUTH ASIA –GEOGRAPHY, RESEARCH & STATEBUILDING

Themes: We will discuss the historical geography of South Asia. This will help us begin asking the main questions of the course. It will also provide a concrete avenue into a critical analysis of the first two substantive themes: the process by which state boundaries have been established, contested, and reconstructed through a range of local, national, and transnational political institutions, and the importance of state strategies in explaining variation in long-term outcomes. An introduction to research methods will facilitate selection of research paper topics and methods.

#### WEEK 1: INTRODUCTION: OVERVIEW OF THE CLASS & REGION

##### Sept. 1

No assigned reading.

##### Sept. 3

De Souza, Peter, Suhas Palshikar and Yogendra Yadav (2008) “Surveying South Asia” *Journal of Democracy*, Vol.19 (1), January: 84-96 (Available online at: [http://muse.jhu.edu/journals/journal\\_of\\_democracy/v019/19.1desouza.pdf](http://muse.jhu.edu/journals/journal_of_democracy/v019/19.1desouza.pdf) ).

“Comparing Indian States with Countries”, *The Economist* (Available online at: <http://www.economist.com/content/indian-summary> ).

Barry, Ellen and Salman Masood (2014) “Skirmishes Put Feeling of Wartime on India-Pakistan Border” *New York Times*, 27 August, Asia Pacific section (Available online at: <http://www.nytimes.com/2014/08/28/world/asia/skirmishes-put-feeling-of-wartime-on-india-pakistan-border.html> ).

Masood, Salman (2014) “Leader Calls on Military to End Crisis in Pakistan” *New York Times*, 28 August, Asia Pacific section (Available online at: <http://www.nytimes.com/2014/08/29/world/asia/pakistani-army-steps-into-political-crisis.html?ref=world& r=0> ).

#### WEEKS 2-3: CONTEMPORARY HISTORY

##### Sept. 8

Brass, Paul (2013) “Introduction,” Chapter 1 in Paul Brass, Ed. *Routledge Handbook of South Asian Politics*, NY: Routledge.

Guha, Ramachandra (2007) *India After Gandhi: The History of the World's Largest Democracy*, Chapters 1-2 ("Freedom and Parricide"; "The Logic of Division"). NY: Harper Collins.

Lieven, Anatol (2011) *Pakistan: A Hard Country*, Chapters 1-2 ("Introduction"; "The Struggle for Muslim South Asia"). London: Penguin Books.

### **Sept. 10-15**

Drèze, Jean and Amartya Sen (2010) *India: Development and Participation*, 8<sup>th</sup> Ed., Chapters 3 & 4 ("India in Comparative Perspective"; "India and China"). Oxford: Oxford University Press.

### **Sept. 17**

Lewis, David (2011) *Bangladesh: Politics, Economy and Civil Society*, Chapter 4 ("State, Politics and Institutions"). Cambridge: Cambridge University Press.

## **WEEKS 4-5: RESEARCH DESIGN**

### **Sept. 22**

#### ***Research Models***

Jha, Saumitra (2014) "Unfinished Business': Historic Complementarities, Political Competition and Ethnic Violence in Gujarat", *Journal of Economic Behavior and Organization*, Vol. 104: 18-36.

Beaman, Lori, Esther Duflo, Rohini Pande and Petia Topalova (2012) "Female Leadership Raises Aspirations and Attainment for Girls: A Policy Experiment in India," *Science*, Vol. 335(6068): 582-586. (Available online at: <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3394179/pdf/nihms347595.pdf> ).

#### ***Recommended reading:***

Fair, C. Christine, Neil Malhotra and Jacob Shapiro (2013) "Democratic Values and Support for Militant Politics: Evidence from a National Survey of Pakistan," *Journal of Conflict Resolution*. (Available online at: <http://jcr.sagepub.com/content/early/2013/03/21/0022002713478564>).

### **Sept. 24**

#### ***Theory***

Dunning, Thad (2012) *Natural Experiments in the Social Sciences: A Design-Based Approach*, Chapters 1 & 7 ("Introduction"; "The Central Role of Qualitative Evidence"). Cambridge: Cambridge University Press.

Morgan, S. and C. Winship (2007) *Counterfactuals and Causal Inference*, Chapter 1 excerpts (pp. 3-8, 24-30). Cambridge: Cambridge University Press.

***Recommended reading:***

Dunning, Thad (2012) *Natural Experiments in the Social Sciences: A Design-Based Approach*, Chapters 2-4 (“Standard Natural Experiments”; “Regression Discontinuity Design”; “Instrumental Variables Designs”). Cambridge: Cambridge University Press.

**Sept. 28: CRITICAL ANALYSIS (CATCH-UP) SESSIONS**

**Session 1, Sri Lanka**

Wickramasinghe, Nira (2010) “Sri Lanka’s Independence: Shadows over a Colonial Graft”, Chapter 3 in Paul Brass, Ed. *Routledge Handbook of South Asian Politics*. NY: Routledge.

DeVotta, Neil (2013) “Politics and Governance in Post-independence Sri Lanka,” Chapter 8 in *Routledge Handbook of South Asian Politics*, Paul Brass, Ed. New York: Routledge.

**Session 2, Pakistan**

Lieven, Anatol (2011) *Pakistan: A Hard Country*, Chapter 6 (“Politics”). London: Penguin Books.

Burki, Shahid Javed (2013) “Pakistan’s politics and its economy,” Chapter 6 in *Routledge Handbook of South Asian Politics*, Paul Brass, Ed. New York: Routledge.

**Session 3, Nepal & India**

Hachhethu, Krishna and David Gellner (2013) “Nepal: Trajectories of Democracy and Restructuring of the State,” Chapter 8 in *Routledge Handbook of South Asian Politics*, Paul Brass, Ed. New York: Routledge.

Yadav, Yogendra (1999) “Electoral Politics in the Time of Change: India’s Third Electoral System, 1989-1999,” *Economic and Political Weekly*, Vol. 34(34-5): 2393-2399.

Van Dyke, Virginia (2013) “State-level politics, coalitions, and rapid system change in India,” Chapter 5 in *Routledge Handbook of South Asian Politics*, Paul Brass, Ed. New York: Routledge.

**Sept. 29**

***Practice***

Presentation of research questions.



## WEEKS 5-8: STATES & DISSENT

### ***STATEBUILDING: PRINCIPLES***

#### **Oct. 1**

Rueschemeyer, Dietrich and Peter B. Evans (1985) "The State and Economic Transformation: Toward an Analysis of the Conditions Underlying Effective Intervention," Chapter 2 in P. Evans, D. Rueschemeyer and T. Skocpol. Eds. *Bringing the State Back In*. NY: Cambridge University Press.

Tilly, Charles (1985) "War Making as Organized Crime", Chapter 5 in P. Evans, D. Rueschemeyer and T. Skocpol. Eds. *Bringing the State Back In*. NY: Cambridge University Press.

#### ***Recommended reading:***

Ensminger, Jean (1996) "Collective Action: From Community to State", in *Making a Market: The Institutional Transformation of an African Society*. NY: Cambridge University Press.

## WEEK 6

### **Oct. 6-8**

**Fall recess: No class.**

## WEEK 7

### ***CONSTRUCTING & CONTESTING THE STATE***

#### **Oct. 13**

Scott, James (2009) *The Art of Not Being Governed*, Chapters 1, 2 & 6 ("Hills, Valleys, and States"; "State Space"; "State Evasion, State Prevention"). New Haven: Yale University Press.

#### ***Recommended reading:***

Brass, Paul and Marcus Franda (1973) *Radical Politics in South Asia*. Selections TBD. Cambridge, MA: The MIT Press.

Scott, James (2009) *The Art of Not Being Governed*, Chapter 5 ("Keeping the State at a Distance"). New Haven: Yale University Press.

#### **Oct. 15**

#### **All:**

Guha, Ranajit (1999) *Elementary Aspects of Peasant Insurgency in Colonial India*, Chapters 1 & 8 ("Introduction"; "Epilogue"). Durham: Duke University Press.

Saikia, Yasmin (2011) *Women, War, and the Making of Bangladesh*. Chapter 5 ("Women's War"). Durham: Duke University Press.

*Each student should choose an additional chapter from Guha (1999) on which to present briefly in class. The six options are "Negation", "Ambiguity", "Modality", "Solidarity", "Transmission" & "Territoriality".*

***Recommended reading:***

Saikia, Yasmin (2011) *Women, War, and the Making of Bangladesh*. Chapters 1 & 2 ("Told and Untold Stories of 1971"; "Creating the Histories of 1971")  
Durham: Duke University Press.

**Oct. 20**

**No class.**

**Oct. 22**

Lieven, Anatol (2011) *Pakistan: A Hard Country*, Chapters 11-12 ("The Pakistani Taleban"; "Defeating the Taleban?"). London: Penguin Books.

***Recommended reading:***

Baruah, Sanjib (2005) *Durable Disorder: Understanding the Politics of Northeast India*, Chapters 1-3, 6-8. Delhi: Oxford University Press.

Navlakha, Gautam (2012) *Days and Nights in the Heartland of Rebellion*, Chapters 12-18 ("How It All Began"- "War as a Metaphor for the Mobilization of the People"). Delhi: Penguin Books.

**WEEK 8**

***STATE INSTITUTIONS***

**Oct. 27**

Heller, Patrick (2000) "Degrees of Democracy: Some Comparative Lessons from India," *World Politics*, Vol. 52(4): 484-519. (Available online via NYU Bobcat)

Blair, Harry (2013) "Overinstitutionalization, Contestation and Democratic Degradation in Bangladesh", Chapter 7 in *Routledge Handbook of South Asian Politics*, Paul Brass, Ed. New York: Routledge.

***Recommended reading:***

Chhibber, Pradeep and Amit Ahuja (2012) "Why the Poor Vote in India: If I Don't Vote, I am Dead to the State," *Studies in Comparative International Development*, Vol. 47(4): 389-411 (Available online at:  
[http://www.polsci.ucsb.edu/faculty/ahuja/aa/Research\\_files/Ahuja%20and%20Ch](http://www.polsci.ucsb.edu/faculty/ahuja/aa/Research_files/Ahuja%20and%20Ch)

[hibber%20-%20Why%20the%20Poor%20Vote%20in%20India%3ASCID%20\(2012\).pdf](#) )

Chandra, Kanchan (2004) "Elections as Auctions", *Seminar*, Vol. 539. Available at: <http://www.india-seminar.com/2004/539/539%20kanchan%20chandra.htm>

**Assignment:** 1<sup>st</sup> blog entry on news coverage about the organization of Kashmir's upcoming elections. *Please cite the news articles to which you refer using the Chicago Manual of Style format.*

**Mandatory response:** What is the central and federal state's current level of organization with respect to Kashmir's election? What is the significance of this year's vote for Kashmiris? Finally, what are the challenges for state institutions to effectively conduct these upcoming elections? Please link your discussion of institutional challenges to Heller and Blair's studies of institutional effectiveness.

## **PART II. SOCIAL, POLITICAL & ECONOMIC TRANSFORMATION**

Themes: What explains states' interest in projects of social, political, and economic transformation? What are state projects' impacts on welfare, justice, and democratic processes? When and why can we expect such projects to succeed or fail?

### **WEEKS 8-9**

#### ***LAW, SOCIETY & POLITICS***

##### **Oct. 29: Justice**

Guha, Ramachandra (2007) *India After Gandhi: The History of the World's Largest Democracy*, Chapter 11 ("The Law and the Prophets"). NY: Harper Collins.

Lieven, Anatol (2011) *Pakistan: A Hard Country*, Chapter 3 ("Justice"). London: Penguin Books.

**Assignment:** By 9pm on the 26<sup>th</sup> Oct. submit current affairs piece on the selective implementation of justice in India. Please include one paragraph summary and one paragraph on the questions raised.

##### ***Recommended reading:***

Kashyap, Subhash C. (2008) *Our Political System*, Chapter 6 ("The Judicial System"). New Dehli: National Book Trust.

##### **Nov. 3: Security**

Drèze, Jean and Amartya Sen (2010) *India: Development and Participation, 8<sup>th</sup> Ed.*, Chapter 8 ("Security and Democracy in a Nuclear India"). Oxford: Oxford University Press.

Lieven, Anatol (2011) *Pakistan: A Hard Country*, Chapter 5 (“Military”). London: Penguin Books.

Perkovich, George (1993) “A Nuclear Third Way in South Asia,” *Foreign Policy*, Vol. 91 (Summer): 85-104.

***Recommended reading:***

Hersh, Seymour (1993) “On the Nuclear Edge,” *The New Yorker*. March 29. Available online at: <http://www.newyorker.com/magazine/1993/03/29/on-the-nuclear-edge>.

**WEEKS 9-10**

***DEVELOPMENT THEORIES***

**Nov. 5**

Engerman, S. K. Sokoloff (2002) “Factor Endowments, Inequality and Paths of Development among New World Economies,” *Economia*, Vol. 3(1): 41-88.

**Nov. 10**

Banerjee, Abhijit V. and Esther Duflo (2012) *Poor Economics: A Radical Rethinking of the way to Fight Global Poverty*, Chapters 7, 9 & 10 (“The Men from Kabul and the Ennuchs of India”; “Reluctant Entrepreneurs”; “Policies, Politics”). NY: Public Affairs.

***Recommended reading:***

Birdsall, Nancy, Dani Rodrik and Arvind Subramanian (2005) “How to Help Poor Countries,” *Foreign Affairs*, Vol. 85(4): 136-152.

Banerjee, Abhijit V. and Esther Duflo (2012) *Poor Economics: A Radical Rethinking of the way to Fight Global Poverty*, Chapters 6 & 8 (“Barefoot Hedge-Fund Managers”; “Saving Brick by Brick”). NY: Public Affairs.

**WEEKS 10-11**

***DEVELOPMENT PRACTICES***

**Nov. 12**

Drèze, Jean and Amartya Sen (2010) *India: Development and Participation, 8<sup>th</sup> Ed.*, Chapter 5 (“Basic Education as a Political Issue”). Oxford: Oxford University Press.

Guha, Ramachandra (2007) *India After Gandhi: The History of the World’s Largest Democracy*, Chapter 29 (“Riches”). NY: Harper Collins.

Lewis, David (2011) *Bangladesh: Politics, Economy and Civil Society*, Chapter 6 (“Economic Development and Transformation”). Cambridge: Cambridge University Press.

**Recommended Reading:**

Drèze, Jean (2004) “Bangladesh shows the way”, *The Hindu*, 17 Sept. 2004.

Accessible at: <http://www.hindu.com/2004/09/17/stories/2004091701431000.htm>

Drèze, Jean and Amartya Sen (2010) *India: Development and Participation*, 8<sup>th</sup> Ed., Chapters 6 & 7 (“Population, Health and the Environment”; “Gender Inequality and Women’s Agency”). Oxford: Oxford University Press.

**Nov. 17**

**Assignment:** 2<sup>nd</sup> blog entry – development and electoral competition in Kashmir.

**Movie (segment):** Peepli Live (2010), written and directed by Anusha Rizvi, produced by Aamir Khan Productions.

**Debate:** Is increased electoral competition positive or negative for Kashmir?

**WEEKS 11-12**

**CONFLICT, POLITICAL CONTESTATION & IDENTITY**

**Nov. 19**

Chandra, Kanchan (2000) “The Transformation of Ethnic Politics in India: The Decline of Congress and the Rise of the Bahujan Samaj Party in Hoshiarpur”, *Journal of Asian Studies*, Vol. 59 (1): 26-61.

Wilkinson, Steven (2004) *Votes and Violence: Electoral Competition and Ethnic Riots in India*, Chapters 1 & 3 (“Electoral Incentives for Ethnic Violence”; “State Capacity Explanations for Hindu-Muslim Violence”). Cambridge: Cambridge University Press.

**Recommended reading:**

Brass, Paul (2003) *The Production of Hindu-Muslim Violence in Contemporary India*, Chapters 1,16 (“Explaining Communal Violence”; “The Persistence of Hindu-Muslim Violence”). Oxford: Oxford University Press.

**Nov. 24**

Tambiah, S.J. (1986) *Sri Lanka: Ethnic Fratricide and the Dismantling of Democracy*, Chapters 1 & 2 (“Backdrop”; “The Riots of 1983 and their Origins”). Chicago: University of Chicago Press.

Saikia, Yasmin (2011) *Women, War, and the Making of Bangladesh: Remembering 1971*. Postscript (“Lessons of Violence”). London: Duke University Press.

**Recommended reading:**

Thiranagama, Sharika (2011) *In My Mother's House: Civil War in Sri Lanka*, Introduction and Chapters 1, 5 ("Growing Up at War"; "The Generation of Militancy"). Philadelphia: University of Pennsylvania Press.

Tambiah, S.J. (1986) *Sri Lanka: Ethnic Fratricide and the Dismantling of Democracy*, Chapter 5 ("From British Raj to Independence: A sketch of the antecedents"). Chicago: University of Chicago Press.

**Assignment:** 3<sup>rd</sup> blog entry on Kashmir's upcoming elections: comparison with other conflicts and peace processes. Include critical analysis of material raised in prior entries by other students.

**WEEKS 12-13**

**MIGRATION**

**Nov. 26**

Rosenzweig, Mark R. & Oded Stark (1989) "Consumption Smoothing, Migration, and Marriage: Evidence from Rural India", *Journal of Political Economy*, Vol. 97(4): 905-26.

Sriskandarajah, Dhananjayan (2003) "The Migration-Development Nexus: Sri Lanka Case Study", *International Migration*, Vol. 40(5): 283-307.

**Further reading:**

Abramitzky, Ran & Leah Platt Boustan & Katherine Eriksson (2012) "Have the Poor Always Been Less Likely to Migrate? Evidence From Inheritance Practices During the Age of Mass Migration," *NBER Working Papers 18298*, National Bureau of Economic Research.

**Dec. 1**

Agarwala, Rina (2013) *Informal Labor, Formal Politics, and Dignified Discontent in India*, Chapters 1 & 2 ("Introduction"; "Struggling with Informality"). Cambridge: Cambridge University Press.

Lewis, David (2011) *Bangladesh: Politics, Economy and Civil Society*, Chapter 7 (pages 179-188) Cambridge: Cambridge University Press.

**Recommended reading:**

Agarwala, Rina (2013) *Informal Labor, Formal Politics, and Dignified Discontent in India*, Conclusion ("Conclusion: Dignifying Discontent"). Cambridge: Cambridge University Press.

## WEEK 13

### *PEACE*

**Dec. 3**

Pinker, Steven (2007) "The surprising decline in violence", *TED*:  
[https://www.ted.com/talks/steven\\_pinker\\_on\\_the\\_myth\\_of\\_violence](https://www.ted.com/talks/steven_pinker_on_the_myth_of_violence)

Goodhand, Jonathan (2010) "Stabilising a victor's peace? Humanitarian action and reconstruction in eastern Sri Lanka", *Disasters - Special Issue: States of fragility: stabilisation and its implications for humanitarian action*, Vol. 34(s3): S342–S367.

Murshed, Syed Mansoob and Dawood Mamoon (2010) "Not loving thy neighbour as thyself: Trade, democracy and military expenditure explanations underlying India—Pakistan rivalry", *Journal of Peace Research*, Vol. 47(4): 463-476.

Guha, Ramachandra (2007) *India After Gandhi: The History of the World's Largest Democracy*, Epilogue ("Why India Survives"). NY: Harper Collins.

#### ***Recommended reading:***

Thirananagama, Sharika (2011) *In My Mother's House: Civil War in Sri Lanka*, Chapter 6 ("Conclusions from Tamil Colombo"). Philadelphia: University of Pennsylvania Press.

Bhavnani, Rikhil and Saumitra Jha (2014) "Gandhi's Gift: Lessons for Peaceful Reform from India's Struggle for Democracy", *Economics of Peace and Security Journal*, Vol. 9(1): 80-92.

## WEEK 14

### *RESEARCH*

**Dec. 8-10**

#### **RESEARCH PRESENTATIONS**

No required reading.

**FINAL PAPER DUE at 5pm on Monday, December 15<sup>th</sup>**

## ***Recommended Theory Readings:***

### **State Formation:**

North, Douglass C. and Barry Weingast (1989) "Constitutions and Credible Commitment: The Evolution of Institutions Governing Public Choice in Seventeenth Century England," *Journal of Economic History*, Vol. 49: 803-832.

Weber, Max (1946) "Bureaucracy", pp. 196-266 in *From Max Weber: Essays in Sociology*, Gerth and Mills, Ed. Oxford: Oxford University Press.

### **State Transformation:**

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