Course overview: Comparative politics seeks to explain variation in socio-economic and political outcomes across the world. In this course, we will seek to understand how India’s experiences comport with, and inform, major theories of comparative politics that explain the outcomes (also known as dependent variables) of regime type, economic development and conflict. We will spend four weeks on each of these outcomes. In the first of these weeks, we will review extant explanations for variation in the outcome, considering why political scientists argue that some countries are democracies, while others are dictatorships; why some countries are poor, while others are rich; and why some countries experience high levels of violence, while others are peaceful. In the next class, we will consider whether and why India comports with standard theories that explain the outcome considered. We will also discuss how standard theories might be revised in light of the Indian case. In the third class, we will map subnational variation—across regions, and over time—in the outcome being considered, and try to explain it. In the fourth class, we will assess reforms being considered by the Indian state to further democratic and economic development, and to reduce conflict. Students will learn about India’s politics in a structured manner, and will gain an appreciation of the power and limitations of the political science method.

Expectations: This class is a seminar. Class attendance is compulsory, and informed class participation is essential. Students are expected to have read all assigned materials closely. Reading responses, described below, are intended to help you think through the readings.

Assignments and grading: The class grade will be based on the following components—

- Seminar attendance and participation, for 25% of the class grade. For each class, those absent will receive an F, those present and not participating will receive a C, those present and who spoke when prompted or minimally will receive a B, and those present who actively participated will receive an A.
- Two-page reading responses, due alternate weeks, for 25% of the class grade. Summarize each of the week’s readings in separate paragraphs. Synthesize them briefly, and conclude with questions for discussion. Responses should be posted on the class website at Learn@UW by 8 PM the Sunday before class.
- Two seven- to ten-page papers, for 25% of the class grade each. The first of these papers is due at the start of class 8; the second is due by 5 PM 5/11, which is one week after our last class. Assignments for both papers will be handed out in class, two weeks before they are due.

All assignments must be on standard 8.5x11” paper, with 1” margins all around and in 12 point Times New Roman. Page limits must be strictly adhered to.

Contacting me: Feel free to speak with me before or after class, come to my office hours, or send me an email.
Books: There is no required textbook for this class. Readings are listed in the class plan below. The following book is recommended by way of background: Guha, Ramachandra. 2007. India after Gandhi: The History of the World's Largest Democracy. New York: Ecco.

Disabilities: Students needing special accommodations to enable full participation in this course should contact me during the first week of class. All information will remain confidential. You may, in addition to contacting me, contact the McBurney Disability Resource Center (www.mcburney.wisc.edu) at 1305 Linden Drive and 608.263.2741 regarding questions about campus policies and services.

A detailed class plan—subject to revision—follows.

Class 1 (1/26): Introduction.

Dependent variable 1: Regime type

Class 2 (2/2): We start by defining what a regime is and the values this variable can take. We then consider the major explanations for regime type across the world.


Class 3 (2/9): We consider the degree to which India’s regime type may be explained by the theories discussed previously. How might we revise standard theories of democracy in light of India’s experience?


Class 4 (2/16): We will map, and try to explain, subnational variance in democracy in India, over time and space.


Class 5 (2/23): We consider India's pioneering and long experience with electoral quotas, and the question of whether—and in what form—electoral quotas for women should be extended to the national and state legislatures.


**Dependent variable 2: Economic development**

Class 6 (3/2): We define economic development, and examine its proximate and deep causes.


Class 7 (3/9): We consider why India is and remains an underdeveloped country.


Class 8 (3/16): India’s poverty masks subnational variation in development outcomes. What is the observed subnational variation, and what explains it?


Class 9 (3/23): Corruption and the land shortages are thought to impede growth in India. How can these problems be addressed?


Dependent variable 3: Violence

Class 10 (4/6): Countries vary in the degree to which they experience violence within their borders. What accounts for such variation?


Class 11 (4/13): We characterize the state of human security in India, and try to understand the degree to which conflict in India is consistent with our theoretical expectations.


Class 12 (4/20): India’s relative peace masks substantial subnational variation. What is this variation, and what explains it?


Class 13 (4/27): We consider two reforms that have been proposed to improve human security in India: a communal violence bill and police reforms. What are the theoretical assumptions that such reform measures make? Are they likely to be successful?


Class 14 (5/4): Class themes; incomplete research agendas.