PS145A MAKING DEMOCRACY WORK: LESSONS FROM INDIA

Course Information

Course Instructor

Dr. Pradeep Chhibber

Graduate Student Instructor (GSI)

TBA

While Dr. Chhibber will interact with the whole class and will oversee all activities and grading, as well as being available to resolve any issues that may arise, your GSI will be your immediate contact and direct instructor for this course.

Help & Support

Click on the Support link, in the "START HERE: Course Information and Support" folder on the Modules page for details on getting help. You may want to print this page for quick reference. For tech help, you can contact the 24/7 Help Desk.

Office Hours

Dr. Pradeep Chhibber: Appointments on request
GSI: TBA on Skype

Course Mail

Make sure to check the Course Mail for messages from the instructor/GSI. You can access course mail both on the course home page, as well as from the Communicate tab. All course interaction happens within Course Mail. Although you may forward course messages to your own personal email address, you can only reply to messages from within Course Mail.

Course Schedule

Please click on the Course Schedule link under the Modules tab page for an overview of due dates and projects. Use the Calendar, available from the Calendar tab page, to create your own class schedule and manage your coursework and assignments.

Course Credits

Four (4) semester credits

Course Description
Much has been written and said about the link between democracy and development, religious and ethnic fragmentation. When India gained independence from British Rule in 1947, observers noted that the likelihood of the new country remaining democratic was limited. Yet, India proved such observers wrong and remained one of the world’s most thriving democracies for over 60 years, and, in doing so offered a puzzle for many political scientists.

How did a country with hundreds of social, economic, ethnic and linguistic cleavages manage to remain democratic, when other countries with lesser amounts of such diversity were collapsing? How did a country with the world’s largest poor population and slow rates of development consolidate a democracy? How did India with a history of social discrimination against former untouchables (now called dalits) and women implement corrective mechanisms to improve the conditions of marginalized groups and give them political representation and voice.

Of course, none of this history has been perfect. However, with every political tension that arose, the Indian state also responded in different ways. Sometimes it repressed its people; sometimes it created new mechanisms and institutions to channel dissent. But the 'system' endured for six and a half decades.

In this course you will engage in a deep, historical institutional analysis about the conditions that have allowed the Indian state to remain democratic. To explain Indian democracy we will look at various institutional mechanisms, elite bargaining, and the deployment of force, accommodation of regional leaders and their political aspirations, economic development and the constant reconfiguration of caste, party and religious alliances.

Course Objectives

Upon successful completion of this course, you will be able to

- describe and explain how institutions are set up to govern deeply diverse societies;
- analyze the transformation of caste and assess the impact of democratic institutions on caste;
- explore the interaction between democratic institutions and India's varied religious interests;
- analyze the role of tribes in insurgencies and armed conflicts;
- analyze the impact of centralization of power in the separatist and secessionist movements; and
- recognize political parties and evaluate how party politics and elections create and impact India's democratic institutions.

Textbook and Materials

- Video lectures and PowerPoint slides in each module
- Readings are provided in each module (PDF files)
- Additional videos and other materials as provided by the instructor.

Learning Activities
You are expected to fully participate in all the course activities described here.

**VERY IMPORTANT:** You won't be able to access your course material until you read and make Your Pledge to Academic Integrity. Go to the Modules page and click on the START HERE link. Click on the first link to learn about what constitutes cheating, plagiarism, and false information. If you think you already know, think again! You'll be surprised by what you find out. As a UC Berkeley student, you are expected to abide by these rules.

**Readings**

Each module includes assigned readings relevant to each topic covered in that module. You will find links to PDFs on the Learning Activities page for each module.

**Multimedia Lectures**

Each module includes multiple video lectures/conversations by Dr. Chhibber and other experts in the various topics of the course, as well as PowerPoint slides, which you can open either as PDFs or as presentations. You will also be able to download MP3 files of the video lectures.

In order to make the most of the material, start by doing the readings, then watch the video lectures and interviews and use the slides as highlights. Take notes as needed while viewing the lectures, and write down any questions that these conversations raise for you. You can use the Questions & Answers forum in the course or the Course Blog (see below) to post your questions and discuss them with your classmates.

**Quizzes**

Every module includes a quiz that must be completed and submitted within 48 hours of the completion of the module. Refer to the Course Schedule for all due dates and assignments. You may take the quiz only once and have a set period of time to complete each quiz. (See each quiz for details.)

Late submission and inability to complete a quiz will lead to one-third of a grade being docked and/or the quiz score and grade being dropped from the final grade assessment.

**Class Project**

The class will be divided into groups of students. Each group will be given a research topic linked to the course. Each group will assign responsibilities to individual members and decide how to write a well-researched, online entry on the topic that has been assigned.

For instance, if a group gets the research topic ‘religion and politics’, members of the group will decide a framework for writing an online entry/essay on the topic. Sub-topics will be decided and assigned to individual members. Say, one person can work on Hinduism and the Indian constitution, another on Personal Laws and so on.

The group has to then craft a Wikipedia style entry on our course blog on ‘religion and politics’. The entry can have pictures, multimedia, discussion, facts and figures, graphs and accurate details and descriptions (much like a Wikipedia entry). Each student will write their
name as a byline for their contribution to the overall entry.

This project is one way of facilitating group interaction for an online course. We will assess your performance based on level of involvement, contribution quality and writing skills.

**Discussions**

Each week we will discuss a selection of current news stories linked to the topics we're exploring that week in the Discussion forum in each module. You are expected to,

1. Read the news stories
2. Link them to the course material and discussions
3. Post a comment on the discussion thread on the blog.

**Final Exam**

This course includes a 3-hour, in-person final exam. (See Course Schedule for details.) The exam format will reflect that of the quizzes and will include both essay and multiple choice questions. You must pass the final exam with a score of at least 60% to pass the course.

If you will not be on campus for the final, it might be possible to take a proctored final off campus; contact Tracie Littlejohn at summer_online_support@berkeley.edu (not the professor) to make arrangements. Proctor applications are due by July 26, 2013.

If you cannot attend this session, you must make arrangements to take a proctored version of the exam at least four weeks before the final exam date.

**Questions & Answers**

The Questions is & Answers forum is our place for informal discussion, a place to create new topic threads and share common issues or experiences, class-related or not. Please use that forum to post questions about the course material, answers to help other students, and general FAQs so that all students in the course may benefit from the exchange.

**Grading**

Your course grade will be calculated as follows:

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<tbody>
<tr>
<td>Discussion Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes (6)</td>
<td>30%</td>
</tr>
<tr>
<td>Class Project</td>
<td>20%</td>
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You must receive a score of at least 60% in the final exam to pass the course. All of your assignments will be graded on a 100-point scale according to the following criteria.

The rubric below gives you an idea of levels of competence. In addition, your Class Project will be evaluated according to specific criteria as detailed in the guidelines.

**Grading Rubric**

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<th>Poor</th>
<th>Needs Improvement</th>
<th>Meets Expectations</th>
<th>Exceptional</th>
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<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Poor writing style with little or no specific details, no evidence of having studied the material, and/or off topic.</td>
<td>Adequately written; some points elaborated but with minimal use of concepts from the material.</td>
<td>Well written, most points elaborated with clear and detailed information that supports thoughts and ideas and uses concepts from the material.</td>
<td>Well written, fully elaborates points. Clear and detailed information supports thoughts and ideas and shows full acquisition of concepts from the material.</td>
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<td><strong>Organization and Mechanics</strong></td>
<td>Little or no structure present. Grammatical errors interfere with comprehension.</td>
<td>Organization present but awkward. Some grammatical errors present.</td>
<td>Good organization with few statements out of place. Minor grammatical errors.</td>
<td>Clearly organized and remains focused. Few or no grammatical errors.</td>
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<tr>
<td><strong>Participation</strong></td>
<td>Minimal posts in number or length. Posts show little or</td>
<td>Posts address the topic but consist mostly of a rote</td>
<td>Posts address the topic with reflection. Many</td>
<td>Posts show a genuine interest in contributing</td>
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</table>
Your grades for assignments are recorded in the course gradebook, and you can see them by clicking on the **Report** tab. Your final grade, however, will not appear online. **Your final letter grade will be mailed to you by the registrar's office.** Final grades are assigned according to the following percentages.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
<th>D</th>
<th>D-</th>
<th>F</th>
</tr>
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<tbody>
<tr>
<td>Percentage</td>
<td>100-94</td>
<td>93-90</td>
<td>89-86</td>
<td>85-83</td>
<td>82-80</td>
<td>79-76</td>
<td>75-73</td>
<td>72-70</td>
<td>69-66</td>
<td>65-63</td>
<td>62-60</td>
<td>&lt; 60</td>
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**Policies**

**Late Work**

One-third of a grade will be docked for every day an assignment is late. All due dates and times are given in Pacific Daylight Time (PDT).

**Students with Disabilities**

Any students requiring course accommodations due to a physical, emotional, or learning disability must contact the Disabled Students' Program (DSP), [http://dsp.berkeley.edu/services.html](http://dsp.berkeley.edu/services.html), at the beginning of the course with their request. The DSP will review all requests on an individual basis. The student must also inform the Professor and the GSI about having made such a request.

**End of Course Evaluation**

Before your course End Date, please take a few minutes to participate in our End of Course Evaluation to share your opinions about this course. The evaluation does not request any personal information, and your responses will remain strictly confidential. To access the evaluation, please follow the link near the bottom of the Modules tab page. You may only take the evaluation once.

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