

PS145A Making Democracy Work: Lessons from India

Course Information

Course Instructor

Dr. Pradeep Chhibber

Graduate Student Instructor (GSI)

Susan Ostermann

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, "READ THIS", 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. Once you've read the agreement, click "AGREE TO THIS". Once you've clicked "OK", you gain access to the course.

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 during the 24 hour period listed on the course calendar. Typically this will be the last day of the module or shortly afterward, but please refer to the Course Calendar 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.

Op-Ed Response Project

We will provide you with a number of op-eds written by academics that respond to one another. After reading the entire dialogue, your assignment will be to write an additional op-ed in which you respond to the arguments made by the other authors and develop your own ideas on the topic. This assignment will be due on July 23rd by midnight PST. You will receive your grade on this project, as well as comments, in time to allow you to prepare for the final exam.

Discussions

During the first portion of each module you will be responsible for submitting a question that occurs to you as you go through the materials. We will read all submitted questions and select the five best (most thoughtful and interesting) questions from among them. We will then post these questions on the course website and you will be responsible for trying to answer one of them for most modules. (See schedule below for details.) You will be graded on the quality of your contribution, both in terms of your question and your response to the posted questions. In terms of the 20% of your grade that stems from discussion, half will be assigned based upon the quality of the questions you ask and the remaining half will be based upon our assessment of the responses you provide to the posted questions.

Questions and Answers Forum

Please use this forum to post questions about the course material, assignments, the learning management system or online homework. The instructor/GSIs will monitor this forum, but you should also feel free to post answers to help other students. This helps to create a general FAQ so that all students in the course may benefit from the exchange.

Student Lounge

The Student Lounge is your place for informal discussion among students, a place to create new topic threads and share common issues or experiences, class-related or not. This forum is not monitored by the instructors.

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 your Program Coordinator at summer_online_support@berkeley.edu (not the professor) to make arrangements. Proctor applications are due by July 15, 2014.

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 & 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:

Discussion Participation	20%
Quizzes (6)	30%
Class Project	20%
Final Exam	30%

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

	Poor	Needs Improvement	Meets Expectations	Exceptional
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Content	Poor writing style with little or no specific details, no evidence of having studied the material, and/or off topic.	Adequately written; some points elaborated but with minimal use of concepts from the material.	Well written, most points elaborated with clear and detailed information that supports thoughts and ideas and uses concepts from the material.	Well written, fully elaborates points. Clear and detailed information supports thoughts and ideas and shows full acquisition of concepts from the material.
Organization and Mechanics	Little or no structure present. Grammatical errors interfere with comprehension.	Organization present but awkward. Some grammatical errors present.	Good organization with few statements out of place. Minor grammatical errors.	Clearly organized and remains focused. Few or no grammatical errors.
Participation	Minimal posts in number or length. Posts show little or no reflection on the topics or previous posts.	Posts address the topic but consist mostly of a rote repetition of the study materials. Little or no reflection on previous posts.	Posts address the topic with reflection. Many responses build on previous posts.	Posts show a genuine interest in contributing to the overall life of the forum.

Your grades for assignments are recorded in the course gradebook, and you can see them online. 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.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
Percentage	100-94	93-90	89-86	85-83	82-80	79-76	75-73	72-70	69-66	65-63	62-60	< 60

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>, 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.

Collaboration and Independence

Reviewing lecture and reading materials and studying for exams can be enjoyable and enriching things to do with fellow students. This is recommended. However, unless otherwise instructed, homework assignments are to be completed independently and materials submitted as homework should be the result of one's own independent work.

Cheating

A good lifetime strategy is always to act in such a way that no one would ever imagine that you would even consider cheating. Anyone caught cheating on a quiz or exam in this course will receive a failing grade in the course and will also be reported to the University Center for Student Conduct. In order to guarantee that you are not suspected of cheating, please keep your eyes on your own materials and do not converse with others during the quizzes and exams.

Plagiarism

To copy text or ideas from another source without appropriate reference is plagiarism and will result in a failing grade for your assignment and usually further disciplinary action. For additional information on plagiarism and how to avoid it, see, for example:

<http://www.lib.berkeley.edu/instruct/guides/citations.html#Plagiarism>

<http://gsi.berkeley.edu/teachingguide/misconduct/prevent-plag.html>

Academic Integrity and Ethics

Cheating on exams and plagiarism are two common examples of dishonest, unethical behavior. Honesty and integrity are of great importance in all facets of life. They help to build a sense of self-confidence, and are key to building trust within relationships, whether personal or professional. There is no tolerance for dishonesty in the academic world, for it undermines what we are dedicated to doing - furthering knowledge for the benefit of humanity.

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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