

# INTRODUCTION TO SOUTH ASIAN POLITICS

POLI2407  
Fall 2026

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|---------------------|-------------------------------|
| <b>Instructor</b>   | Prof. Thibaud Marcesse        |
| <b>Office</b>       | McGuinn 502                   |
| <b>Contact</b>      | marcesse@bc.edu               |
| <b>Office Hours</b> | Wednesdays 10–11am and 1-2 pm |
| <b>Time</b>         | MW 4:30–5:45pm                |
| <b>Venue</b>        | Devlin 117                    |

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## Course Description

South Asia is not just home to the world's fastest growing economy (India), it is also a region that continues to face significant security and development challenges, with some of the longest running interstate conflicts (between India and Pakistan for instance), and severe poverty and inequality across countries such as India, Pakistan, Bangladesh or Sri Lanka. What accounts for the variation in security and development outcomes across and within these countries? Why are some of them better able to ensure peace, security and basic service delivery than others?

This course is designed to explore important issues in the politics of South Asia for students who have no prior knowledge of the region, its history and its many cultures. It puts fundamental questions of political science (how do political institutions and political identity form?) in historical perspective, exploring the foundations of modern South Asian states from the pre-colonial period through European colonialism, and ultimately independence and the consolidation of post-colonial states.

The course is organized in two distinct parts. Part one of the course considers historical legacies (such as colonialism) as they have contributed to shape modern South Asia. Part two discusses important themes of comparative politics in regional perspective (such as nationalism, state-building, democracy and authoritarianism, the political economy of development, parties and electoral cleavages, ethnicity, gender and civil conflict). This discussion will involve a comparison of the different countries in the region, beginning with India and Pakistan.

## Attendance and participation

Classes will consist of a combination of lecture, class discussion, small group discussion, and class debates. Please note that lectures will not simply review or summarize the readings. It is up to you to complete the readings in advance and to be prepared to relate them to the themes of the lecture. Come ready to talk! Copies of the slides that accompany lectures will be posted on the class Canvas site at the end of the week, after class. However, you should not expect the slides to cover the lecture in detail, and they will not dispense you from attending class.

Students are increasingly making use of emerging AI tools in the classroom and outside, such as those developed specifically for note-taking (Otter.ai, Coconote, etc.). Please note that per Massachusetts Law, recording lectures and class discussions without the consent of the participants involved is prohibited. Faculty have the right to prohibit such recordings except when they have been approved by the Disability Services Office for students with disability accommodations.

Class participation will account for 15% of your final grade. Students are expected to attend all classes. The class will have a substantial discussion component, including class-wide and small group discussion, in which

you are expected to actively participate. You are expected to have read all materials before class.

Because experience has taught me that students are unlikely to be fully attentive when laptops are allowed, I will enforce a strict *cell phone and laptop ban* and will make only exceptions when we discuss the readings in class and for students who require an accommodation.

More than one unexcused absence over the course of the semester will negatively affect your attendance and participation grade. If you have a legitimate reason why you cannot attend a class (for example, due to a health or family emergency, approved athletic events, or religious observances), you must notify me and receive prior approval for the absence.

### Office hours and communication

I will hold office hours on Wednesdays 10–11am and 1–2pm, *by appointment only*. You are invited to use the following link to make an appointment with me: <https://calendly.com/thibaud-marcesse/office-hours>. When you come for your appointment, please knock on my door and wait *outside* until you have been called. Do not interrupt an ongoing meeting.

I will strive to respond to your email requests within 24hrs, and emails sent over the weekend will receive a response by the following Monday 5pm, at the latest.

### Academic integrity

All students are expected to know and comply with the university's policies on academic integrity. It is imperative to acknowledge the work and ideas of others with proper citations. Plagiarism is a serious offense, and no forms of borrowing without acknowledgement are acceptable. It is your responsibility to familiarize yourself with the academic code. See: <https://www.bc.edu/bc-web/academics/sites/university-catalog/policies-procedures/academic-integrity.html>.

While generative AI can be a powerful tool for research, and academic work in general, **keep in mind that your work must be fully your own**. The Center for Teaching Excellence has produced guidelines on the use of AI tools, which you are welcome to consult and refer to. See: <https://cteresources.bc.edu/documentation/artificial-intelligence-in-teaching-and-learning>.

### Accommodation and disability services

If you are a student with a documented disability seeking reasonable accommodations in this course, please contact Kathy Duggan, (617) 552-8093, [dugankka@bc.edu](mailto:dugankka@bc.edu), at the Connors Family Learning Center regarding learning disabilities and ADHD, or Paulette Durrett, (617) 552-3470, [paulette.durrett@bc.edu](mailto:paulette.durrett@bc.edu), in the Disability Services Office regarding all other types of disability, including temporary disabilities. Advance notice and appropriate documentation are required for accommodations.

## Course requirements

### 1. Discussion questions

Each week prior to class, some of you will be asked to send me by email two questions on the readings. These questions should try to put the readings in perspective, but can also be about ideas, concepts developed in the readings that you did not fully grasp and would like to discuss with the rest of the class. Please make sure to address all the readings in some way. As we will generally discuss the readings each week on Wednesday, the deadline for sending the questions is **Tuesday 6pm EST**. The questions you submit will serve as a basis for our class discussion, so you should take the assignment seriously. You can miss one reading response without negatively affecting your grade. These are graded as incomplete, complete, and outstanding (no credit, check, check plus).

### 2. Class debate

Every other week, around six students will be invited to prepare a debate (open to the rest of the class). While some of the selected students will be supporting a motion, another group will refute it (or support another motion), with the rest of the class acting as referee. Students who have been selected to support or refute a motion will be asked to submit by 6pm the day before the debate a one-page group position memo, along with an individual prep note (half a page max). While the one-page group position memo should summarize the different points the group wishes to advance, the individual pre note will instead focus on the strongest argument on the other side. All submissions will have to be posted to Canvas and no submission will mean no speaking role. Each group will be expected to do some research to prepare the debate, beginning with the readings referenced in the syllabus.

The approximately 25 minute-debate will have four parts: 1/ opening statements (no more than 3 minutes for each group), 2/ review of the evidence (8 minutes total, with 2 minutes for each group and 2 additional minutes for rebuttal), 3/ cross examination (3 minutes for each team, 6 minutes in total) and 4/ verdict from the class.

### 3. Midterm exam

There will be two (2) short midterm exams on October 19th (right after Fall break) and November 23rd (just before Thanksgiving break) involving a mix of short answers and essays and covering the topics discussed thus far in the semester. Both exams will be 75 mn long. Details on the exam format will be provided in advance.

### 4. Final exam

A two-hour final exam, with a similar structure to the midterms, will be held at the end of the semester, per the BC official exam schedule. You must take the exam in person the day it is scheduled. No exception will be made.

## Grading policy

Three components will determine your grade: Exams (Midterms and Final), Class Debate and Class Participation (including Discussion Board Posts). The relative weights are as follows:

|                           |     |
|---------------------------|-----|
| Final Exam .....          | 40% |
| Midterm Exams .....       | 30% |
| Class debate .....        | 15% |
| Class participation ..... | 15% |

## Grade scale

|               |                    |
|---------------|--------------------|
| A+/A/A- ..... | 96-100/93-95/90-92 |
| B+/B/B- ..... | 86-90/83-85/80-82  |
| C+/C/C- ..... | 76-80/73-75/70-72  |
| D+/D/D- ..... | 66-70/63-65/60-62  |

## Assignment due dates

|                       |               |
|-----------------------|---------------|
| Midterm Exam #1 ..... | October 21st  |
| Midterm Exam #2 ..... | November 23rd |

## Course Schedule

Any unexpected changes to the schedule will be announced in-class (with at least one week's notice). This is no assigned text for this course. The readings listed below will all be made available on Canvas. Do let me know if you have any trouble accessing the readings online.

News sources and websites: besides the major international news outlets, such as *The New York Times*, *The Washington Post*, *The Guardian* which cover the region quite extensively, students are encouraged to check out South Asian news websites like *The Hindu*, *Mint*, *The Hindustan Times* and *The Telegraph* (for India), *Dawn* (for Pakistan), *The Kathmandu Post* (Nepal) and *The Daily Star* (Bangladesh). In recent years, a number of new outlets have appeared online (i.e. without a print edition), such as Scroll.in and The Wire, all independent and of a high quality. Additionally, students can check out magazines such as *Frontline*, *The Caravan* and *Economic and Political Weekly*, all excellent publications.

### PART I: HISTORICAL LEGACIES

#### Week 1 & 2 (08/31 and 09/09): Introduction to the course

*Note: No class on September 2nd (due to conference attendance) and September 7th (Labor Day)*

##### Required readings:

- Eaton, R. M. (2019). Eighteenth century transitions. In *India in the Persianate Age* (pp. 340-377). Allen Lane.
- Asif, M. A. (2020). The places of Hindustan. In *The loss of Hindustan*, (pp. 103-142). Harvard University Press.

##### Recommended readings:

- Richards, J. (1993). Autocratic centralism. In *The Mughal Empire* (pp. 58-78). Cambridge University Press.
- Richards, J. (1993). The new empire. In *The Mughal Empire* (pp. 29-57). Cambridge University Press.
- Moore, B. (1967). *Social origins of dictatorship and democracy. Lord and peasant in the making of the modern world* (p. 314-330). Beacon Press.
- Roy, T. (2012). Chapters 3 and 4 in *India in the world economy: From antiquity to the present* (pp. 50-122). Cambridge University Press.
- Asher, C. B. and Talbot, C. (2005). Challenging central authority, 1650-1750. In *India before Europe* (pp. 225-255). Cambridge University Press.

#### Week 3 (09/14-09/16): The Making of Modern South Asia (1): the British *Raj*

##### Required readings:

- Metcalf, T. (1995). Introduction: Britain and India in the eighteenth century. In *Ideologies of the Raj* (pp. 1-27). Cambridge University Press.
- Bayly, C. A. (1998). Rebellion and reconstruction. In *Indian society and the making of British Empire* (pp. 169-199). Cambridge University Press.

##### Recommended readings:

- Dalrymple, W. (2020). *The anarchy: The relentless rise of the East India Company*. Bloomsbury.
- Asher, C. B. and Talbot, C. (2005). Changing socio-economic formations, 1650-1750. In *India before Europe* (pp. 256-286). Cambridge University Press.
- Parthasarathi, P. (2011). *Why Europe grew rich and Asia did not: Global economic divergence 1600-1850* (pp. 21-50). Cambridge University Press.
- Bayly, C. A. (1998). Indian capital and the emergence of colonial society and the consolidation and failure of the East India company's state, 1818-1857. In *Indian society and the making of British Empire*, (pp. 106-135). Cambridge University Press.

- Stokes, E. (1978). The first century of British colonial rule: social revolution or social stagnation? Agrarian society and the Pax Britannica in northern India in the early nineteenth century. In *The peasant and the Raj*, (pp. 19-45 and 63-89). Cambridge University Press.
- Moore, B. (1967). *Social origins of dictatorship and democracy. Lord and peasant in the making of the modern world*, (p. 341-384). Beacon Press.
- Roy, T. (2012). Chapter 7 in *India and the world economy: From antiquity to the present*, (pp. 181-209). Cambridge University Press.

#### **Week 4 (09/21-09/23): The Making of Modern South Asia (2): Decolonization(s)**

##### **Required readings:**

- Tudor, M. (2013). Freedom at midnight and divergent democracies (1947-1958). In *The promise of power. The origins of democracy in India and autocracy in Pakistan* (pp. 153-204). Cambridge University Press.
- Tirthankar, R. (2012). Chapter 8 in *India and the world economy: From antiquity to the present*, (pp. 210-223). Cambridge University Press.

##### **Recommended readings:**

- Khan, Y. (2007). Untangling two nations. In *The great partition. The making of India and Pakistan*, (104-127). Yale University Press.
- Tudor, M. (2013). Explaining democracy's origins. *Comparative Politics*, 45(3): 253-272.
- Fazila-Yacoobi Zaminda, V. (2010). Refugees, boundaries, citizens. In *The long partition and the making of modern South Asia* (pp. 79-119). Columbia University Press.
- Khan, Y. (2007). The collapse of trust and from breakdown to breakdown. In *The great partition. The making of India and Pakistan* (pp. 63-80, 81-103). Yale University Press.
- Moore, B. (1967). *Social origins of dictatorship and democracy. Lord and peasant in the making of the modern world* (p. 385-410). Beacon Press.

##### **Debate #1: Can Partition be blamed exclusively on colonialism?**

## **PART II: COMPARATIVE POLITICS OF SOUTH ASIA**

#### **Week 5 (09/28-09/30): State and Nation in South Asia**

##### **Required readings:**

- Naseemullah, A. 2014. Shades of sovereignty. *Studies in Comparative International Development*, 49 (4): 501-522.
- Bose, S. (2003). *Kashmir: Roots of Conflict, Paths to Peace* (pp. 14-43). Harvard University Press.

##### **Recommended readings:**

- Guha, R. (2007). Chapters 11 and 22 in *India after Gandhi: the History of the world's largest democracy*, (pp. 223-238 and 489-517). Ecco.
- Paul, T.V. (2006). Why has the India-Pakistan rivalry been so enduring? Power asymmetry and an intractable conflict. *Security Studies*, 15(4): 600-630.
- Mitra, S. K. (2001). War and peace in South Asia: A revisionist view of India-Pakistan relations. *Contemporary South Asia*, 10(3): 361-379.
- Ganguly, S. (2008). Nuclear stability in South Asia. *International Security*, 33(2): 45-70.
- Blarel, N. & Ebert, H. (2015). Explaining the evolution of contestation in South Asia. *International Politics*, 52(2): 223-238.
- Ganguly, S. & Pardesi, M. S. (2009). Explaining sixty years of India's foreign policy. *India Review*, 8(1): 4-19.
- Wojczewski, T. (2014). The persistency of the India-Pakistan conflict: Chances and obstacles of the bilateral composite dialogue. *Journal of Asian security and international affairs*, 1(3): 319-345.

- Basrur, R. M. (2012). India-Pakistan relations: Between war and peace. In S. Ganguly (Ed.), *India's foreign policy: Retrospect and prospect* (pp. 11-31). Oxford University Press.

### **Debate #2: Is Pakistan a “failed state”?**

## **Week 6 (10/05-10/07): Religion and Politics in South Asia**

### **Required readings:**

- Bhargava, R. (2024). Indian secularism at crossroads: An interpretation. In S. Ganguly, E. Sridharan (Eds.) *Oxford Handbook of Indian Politics*. Oxford University Press.
- Jaffrelot, C. (2015). From Jinnah's secularism to Zia's Islamisation policy. In *The Pakistan paradox* (pp. 439-479). Hurst and Co.

### **Recommended readings:**

- Devji, F. (2013). A people without history. In *Muslim Zion* (pp. 89-122). Harvard University Press.
- Lieven, A. (2011). The struggle for Muslim South Asia. In *Pakistan: A hard country* (pp. 41-80). Allen Lane.
- Blom Hansen, T. (1999). *The saffron wave*. Princeton University Press.
- Mohsin, A., & Guhathakurta, M. (2007). Chapter 1: The Struggle for Democracy in Bangladesh. In Z. Hasan (Ed.), *Democracy in Muslim societies: The Asian experience* (pp. 46-74). Sage Publications India.
- Qureshi, S. (2013). Restoration of democracy in Pakistan: A critical analysis of political culture and political legacy. In V. Kukreja & M. P. Singh (Eds.), *Democracy, development and discontent in South Asia* (pp. 76-103). Sage Publications India.
- Jalal, A. (1985). *The sole spokesman*. Cambridge University Press.
- Farrell, T. & Giustozzi, A. (2013). The Taliban at war: Inside the Helmand insurgency, 2004-2012. *International Affairs*, 89(4): 845-871.
- Roy, O. (1990). *Islam and resistance in Afghanistan*. Cambridge University Press.
- Rashid, A. (2001). *Taliban*. IB Tauris.

## **Week 7 (10/13-10/14): Democracy and Authoritarianism in South Asia**

*Note: No class Monday, October 12th (Fall Break). Instead, our Monday class will meet instead on October 13th (substitution schedule)*

### **Required readings:**

- Corbridge, S. (2013). Has India's democracy been a success? In S. Corbridge, J. Harris & J. Craig *India today: Economy, politics and Society* (pp. ). Polity Press.
- Jaffrelot, C. (2015). Impossible democracy or impossible democrats? In C. Jaffrelot (Ed.) *The Pakistan paradox* (pp. 211-269). Hurst and Co.
- Kukreja, V. (2013). *Democracy and authoritarianism in Bangladesh*. In V. Kukreja & M.P. Singh (Eds.), *Democracy, development and discontent in South Asia* (pp. 105-141). Sage Publications India.

### **Recommended readings:**

- Corbridge, S. & Harriss, J. (2000). The light of Asia and 'sovereign, democratic, federal, socialist, secular': The invention of modern India. In *Reinventing India: Liberalization, Hindu nationalism and popular democracy* (pp. 3-42). Polity Press.
- Guha, R. (2007). Chapter 12 in *India after Gandhi: the History of the World's Largest Democracy* (pp. 239-257). Ecco.
- Kohli, A. & Singh, P. (2013). Introduction: Politics in India. In A. Kohli & P. Singh (Eds.), *Routledge handbook on Indian politics* (pp. 1-8). Routledge.
- Khilnani, S. (1997). Introduction. *The idea of India* (pp. 1-13). Farrar, Strauss and Giroux.

- Shani, O. (2018). *How India became democratic*. Penguin books.
- Witsoe, J. (2013). *Democracy against development*. The University of Chicago Press.
- Jalal, A. (1990). *The state of martial rule in Pakistan*. Cambridge University Press.

***Debate #3: Does Indian democracy disprove modernization theory?***

**Week 8 (10/19-10/21): Mid-semester review**

*Note: Review session on October 19th and in class midterm exam on October 21st*

**Week 9 (10/26-10/28): Poverty and Development in South Asia**

**Required readings:**

- Corbridge, S. & Harriss, J. (2013). When and why did India take off? In *India today*, (pp. 23-46). Polity Press.
- Dreze, J. & Sen, A. (2013). *An uncertain glory: India and its contradictions* (pp. 1-16, 47-72 and 173-195). Princeton University Press.
- Burki, S. J. and Naseemullah, A. (2016). Pakistan's economy: Domestic dissent and foreign reliance. In C. Jaffrelot (Ed.) *Pakistan at the crossroads: Domestic dynamics and external pressures*. Columbia University Press.

**Recommended readings:**

- Corbridge, S., Harriss, J., & Jeffrey, C. (2013). How did a 'weak state' promote audacious reform? And has India's democracy been a success? In *India today: Economy, politics and society* (pp. 121-139 and 140-158). Polity Press.
- Roy, T. (2012). Chapter 9 in *India in the world economy: From antiquity to the present*, (pp. 224-238). Cambridge University Press.
- Kohli, A. (2004). India's fragmented-multiclass state and protected industrialisation. In *State-directed development: Political power and industrialization in the global periphery* (pp. 257-290). Cambridge University Press.
- Rudolph, S. H., and Rudolph, L. I. (1987). *In the pursuit of Lakshmi* (pp. 211-219 and pp. 220-246). The University of Chicago Press.
- Herring, R. J. (1999). Embedded particularism: India's failed developmental state. In M. Woo-Cummings (Ed.) *The developmental state* (pp. 306-334). Cornell University Press.
- Herring, R. J. (1983). *Land to the Tiller: the political economy of agrarian reform in South Asia*. Yale University Press.
- Naseemullah, A. (2017). *Development after statism: Industrial firms and the political economy of South Asia*, (pp. 27-63). Cambridge University Press.
- Sinha, A. (2019). A theory of reform consolidation in India: From crisis-induced reforms to strategic internationalization. *India Review*, 18(1): 54-87.
- Bhagwati, J. & Panagarya, A. (2013). *Why growth matters: How economic growth in India reduced poverty and the lessons for other developing countries* (pp. 27-55). Public Affairs.
- Harriss, J. (2012). Politics and redistribution in India. In A. Kohli and P. Singh (Eds.), *Routledge handbook of Indian politics* (pp. 211-222). Routledge.
- Heller, P. (2000). Degrees of democracy: Some comparative lessons from India. *World Politics*, 52(4): 484-519.
- Kohli, A. (2012). *Poverty amid plenty*. Cambridge University Press.
- Singh, P. (2015). Subnationalism and social development: A comparative analysis of Indian states. *World Politics*, 67(3): 506-562.
- Jenkins, R. (1999). *Democratic politics and economic reform in India*, (p. 1-11). Cambridge University Press.

**Debate #4: Does democracy empower the Poor in South Asia?****Week 10 (11/02-11/04): Political Parties, Voters and Elections across South Asia****Required readings:**

- Chhiber, P. K. & Verma, R. (2018). Chapter 10 in *Ideology and Identity. The Changing Party Systems of India* (pp. 234-255). Oxford University Press.
- Thachil, T. (2011). Embedded mobilization: Nonstate service provision as electoral strategy in India. *World Politics*, 63(3): 434-469.
- Khan Mohmand, S. (2019). Chapter 6 in *Crafty oligarchs, savvy voters: Democracy under inequality in rural Pakistan* (pp. 190-216). Cambridge University Press.

**Recommended readings:**

- Jha, P. (2017). *How the BJP wins. Inside India's greatest election machine*. Juggernaut, 2017.
- Tillin, L. (2015). Regional resilience and national party system change: India's 2014 general elections in context. *Contemporary South Asia*, 23(2): 181-197.
- Mufti, M., Shafqat, S., & Siddiqui, N. (Eds.) (2020). *Pakistan's political parties: Surviving between dictatorship and democracy*. Georgetown University Press.

**Debate #5: Are political dynasties good for democracy across South Asia?****Week 11 (11/09-11/11): Ethnicity and Political Identity in South Asia****Required readings:**

- Gorringer, H. (2013). Dalit politics: Untouchability, identity and assertion. In A. Kohli and P. Singh (Eds.) *Routledge handbook on Indian politics* (pp. 119-129). Routledge.
- Shani, O. (2007). *Communalism, Caste and Hindu Nationalism. The Violence in Gujarat*, (p. 135-155). Cambridge University Press.

**Recommended readings:**

- Varshney, A. (2001). Ethnic conflict and civil society. *World Politics*, 53(3): 362-98.
- Varshney, A. (2002). *Ethnic conflict and civic life*. Yale University Press.
- Chandra, K. (2004). *Why ethnic parties succeed: Patronage and ethnic head counts in India*. Cambridge University Press.
- Jaffrelot, C. (2003). *India's Silent Revolution*. Columbia University Press.
- Chauchard, S. (2017). *Why representation matters. The meaning of ethnic quotas in rural India*. Cambridge University Press.
- Jensenius, F. R. (2017). *Social justice through inclusion. The consequences of electoral quotas in India*. Oxford University Press.
- Mendelsohn, O. & Viczinay, M. (1998). *The untouchables: Subordination, poverty, and the state in modern India*. Cambridge University Press.
- Guru, G. (2011). *Humiliation*. Oxford University Press.
- Ahuja, A. (2020). *Mobilizing the marginalized: Ethnic parties without ethnic movements*. Oxford University Press.
- Nilsen, A. G. (2019). *Adivasis and the state: Subalternity and citizenship in India's Bhil heartland*. Cambridge University Press.
- Huber, J. & Suryanarayan, P. (2016). Ethnic inequality and the ethnification of political parties: Evidence from India. *World Politics*, 68(1): 149-88.

**Debate #6: Has affirmative action worked in India?****Week 12 (11/16-11/18): The Politics of Gender and Sexuality in South Asia****Required assignment:**

- Sadiq, Saim, (Director) (2022). *Joyland* [Film]. All Caps, Khoosat Films, Diversity Hire Ltd., One Two Twenty Entertainment, Blood Moon Creative, NNB Digital Media, Film Manufacturers Inc., Astrakan AB, Noruz Films, Vidhi Films.

**Recommended readings:**

- Chattopadhyay, R. & Duffo, E. (2004). Women as policy makers: Evidence from a randomized policy experiment in India. *Econometrica*, 72(5): 1409-443.
- Brule, R. (2020). *Women, power and property: The paradox of gender equity laws in South Asia*. Cambridge University Press.
- Forbes, G. (1996). *Women in modern India*. Cambridge University Press.
- Kumar, S., & Gupta, P. (2015). Changing patterns of women's turnout in Indian elections," *Studies in Indian Politics*, 3(1): 7-18.
- Agarwal, B. (1994). *A field of one's own: Gender and land rights in South Asia*. Cambridge University Press.
- Sen, A. (2001). Many faces of gender inequality. *Frontline*, 18 (22): October 27-November 9.
- Basu, A. (1992). Feminism inverted: The real women and gendered imagery of Hindu nationalism. *Bulletin for Concerned Asian Scholars*, 25 (4): 25-36.
- Bedi, T. (2016). *The dashing ladies of the Shiv Sena: Political matronage in urbanizing India*. SUNY Press.
- Bhalotra, S., Brule, R. & Roy, S. (2018). Women's inheritance rights reform and the preference for sons in India. *Journal of Development Economics*, 146: 102-275.
- Kumar, R. (1995). From Chipko to Sati: The contemporary Indian women's movement. In A. Basu (Ed.) *The challenge of local feminisms* (pp. 58-86). Westview Press.
- Ray, R. (1999). *Fields of protest: Women's movements in India*. University of Minnesota Press.
- Spary, C. (2019). *Gender, development, and the state in India*. Routledge.
- Banerjee, S. (2005). *Make me a man! Masculinity, hinduism, and nationalism in India*. SUNY Press.
- Craig, J. (2007). *Degrees without freedom? Education, masculinities, and unemployment in North India*. Stanford University Press.
- Fernandes, L. (2014). *Routledge handbook of gender in South Asia*. Routledge.
- Menon, N. (2000). Elusive woman: Feminism and the women's reservation bill. *Economic and Political Weekly*: 3835-3844.
- Rao, V. (2012). Dowries. In K. Basu (Ed.) *Oxford companion to economics in India*. Oxford University Press.
- Snell-Rood, C. (2015). *No one will let her live: Women's struggle for well-being in a Delhi slum*. University of California Press.
- Shah, S. (2014). *Street corner secrets: Sex, work, and migration in the city of Mumbai*. Duke University Press.
- Saria, V. (2021). *Hijras, lovers, brothers: Surviving sex and poverty in rural India*. Fordham University Press.
- Phadke, S, Khan, S. & Ranade, S. (2011). *Why loiter? Women and risk on Mumbai streets*. Penguin Books.
- Narrain, A. & Bhan, G. (2005). Introduction. *Because I have a voice: Queer politics in India* (pp. 1-17). Yoda Press.
- Vanita, R. (Ed.). (2002). *Queering India: Same-sex love and eroticism in Indian culture and society*. Routledge.

- Vanita, R. & Kidwai, S. (Eds). (2008). *Same-sex love in India: A literary history*. Penguin Books.

### Week 13 (11/23): Thanksgiving break

*Note: In class midterm exam on November 23rd. Thanksgiving recess begins November 25th at 12pm*

### Week 14 (11/30-12/02): Protests and Social movements in South Asia

#### Required readings:

- Adnan, S. (2017). Land grabs and primitive accumulation in deltaic Bangladesh: Interactions between neoliberal globalization, state interventions, power relations and peasant resistance. *The Journal of Peasant Studies*, 40(1): 87-128.
- Teitelbaum, E. (2010). Mobilizing restraint: Economic reform and the politics of industrial protest in South Asia. *World Politics*, 62(4): 676-713.

#### Recommended readings:

- Levien, M. (2011). Special economic zones and accumulation by dispossession in India. *Journal of Agrarian Change*, 11(4): 454-483.
- Heller, P. (1999). *The labor of development: Workers and the transformation of capitalism in Kerala, India*. Cornell University Press.
- Katzenstein, M. F. (2005). *Social movements in India: poverty, power and politics*. Roman and Littlefield.
- Sivaramakrishnan, K. (2011). Environment, law and democracy in India. *Journal of Asian Studies*, 70(4): 905-928.
- Sud, N. (2014). Governing India's land. *World Development*, 60: 43-56.

*Debate #7: Do suggest social movements across the region suggest democracy has failed?*

### Week 15 (12/07-12/09): Civil War and Political Violence in South Asia

#### Required readings:

- Staniland, P. (2014). Explaining Tamil militancy in Sri Lanka. In *Networks of Rebellion. Explaining insurgent cohesion and collapse* (pp. 141-180). Cambridge University Press.
- Kennedy, J. (2015). The socioeconomic determinants of natural resource conflicts: Minerals and Maoist insurgency in India. *Society and Natural Resources*, 15(2): 149-164.

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***Debate #8: Do ethnic grievances exclusively explain civil war across South Asia?***

**Final in person exam per Boston College official exam schedule.**