

Mark Schneider, PhD

### **Teaching Statement**

My record of undergraduate education in the liberal arts college environment at Pitzer College and Swarthmore College demonstrates my commitment to undergraduate teaching and mentoring. My teaching interests include a range of courses focused on the institutions, politics, and policies of developing countries with a focus on democratic practice in these contexts. My courses (<http://markaschneider.com/teaching>) emphasize the development of critical thinking skills and engagement with social science theory and evidence to carefully diagnose and devise solutions for real-world problems as well as to understand how our own society and political system relates to those of other countries around the world. I believe this combination of attention to logical rigor, interrogation of evidence, and focus on how social science can help students understand and improve the world around them teaches students lessons and skills that stay with them well beyond college graduation. At the same time, faculty mentorship and deeply engaged students at these excellent teaching institutions have facilitated my development as a teacher. I have also greatly benefited from class observations and seminars on pedagogy organized by the inter-collegiate Claremont Colleges Center for Teaching and Learning. I am prepared to teach the following courses offered at Queens University: Introduction to Politics and Government; States, Diversity and Ethnic Conflict; International Politics; Political Behavior; Politics of India; Strategies of Political Research; and Public Opinion.

### **Teaching Philosophy**

I see social science education as uniquely suited to helping students navigate an often perplexing world. As I tell my students, political science is at its best when it can make sense of events that same difficult to explain from violent protests and civil wars to the persistent failure to eradicate poverty in rich countries, to the rise of populism across Europe. I believe that bringing intellectual rigor, healthy skepticism, broader perspective, and the ability to understand the behavior of people in very different contexts are valuable regardless of the careers they choose. To this end, I have four core objectives in my courses. First, my top priority is to encourage students to think critically and carefully about what they read and believe about the world. By learning to think carefully about the logic of the arguments we read, students learn to dissect, question, and challenge arguments made by established scholars with increasing confidence. Second, I encourage students to consider whether the evidence in support of these arguments is convincing. I do this by helping students come up with their own creative ways to test political science arguments and challenging them to decide whether the evidence presented in our readings can be interpreted as proof that these arguments are valid. I have seen this emphasis on logical rigor and critical evaluation of evidence lead to dramatic improvements in the quality of writing and discussion.

Third, I prioritize exposing students to new contexts and challenging their assumptions about how the world works, while giving them the background and analytic tools to make sense of surprising political outcomes in developing countries. For example, students are often surprised to learn that corruption is so entrenched in the Indian bureaucracy that it affects mundane interactions such as obtaining a drivers' license. However, by understanding India's relatively weak state institutions and the incentives of bureaucrats in this setting, they learn to appreciate why this is the case and what is necessary to change this situation. This focus on understanding contexts that are unfamiliar to students is valuable in a globalized world where the ability to predict the behavior of people in very different settings is crucial in many occupations. It is also valuable for understanding the current moment of political change in the U.S. and Europe. For example, in my course on elections, I emphasized the importance of differences in political and electoral institutions in explaining the varying success of populist parties across Europe in 2017. By encouraging students to compare and contrast the U.S. with

countries that were often seen as quite different (including India), this teaches students how they can learn from other cases in the world (as well as the limits of some comparisons).

Fourth, I emphasize the practical value of the insights of political science for coming up with feasible solutions to real world problems. This is the central focus of my course, “Challenges for Developing Democracies”, which alternates between using political science to come up with careful diagnoses of problems (e.g., corruption and ethnic violence), and developing avenues for change based on that diagnosis. I discuss successful efforts to address problems from corruption to ethnic violence each week to drive home the point that progress is possible and encourage interested students to get involved. In fact, one of my new assignments in this course requires students to find news that documents examples of progress on course topics (e.g., reducing corruption) and to understand why this counts as progress and how it was possible. Moreover, I developed a course on local politics that encouraged students to get involved with the world around them through visiting local organizations and meeting local office holders and activists from the Los Angeles area. By combining the study of academic debates on power and representation with direct engagement with local actors in politics, students were encouraged to use political science to affect the world around them—and learn how others have done so before them. Students in this course broadly told me that this was a transformative and empowering experience.

Finally, teaching courses on the politics of developing countries is conducive to engaging a diversity of views and a diverse student body. My courses attract students from countries around the world including Benin, Zimbabwe, Afghanistan, Pakistan, Kenya, Argentina, Germany, and the Philippines among many others. Whenever possible, I draw on my international and U.S. students’ experiences to highlight how course material connects to what students have observed themselves whether this concerns race relations or interactions with the state in their country. I also use debates, class discussions, and activities to challenge students’ perceptions of life in developing countries. The combination of classroom diversity and engagement with new ideas and realities makes my courses a place where students can explore the world as it is and learn from the varied experiences of their classmates in the process.

Challenges for Developing Democracies provides a clear illustration of my approach in practice. In Challenges for Developing Democracies, my goal is to teach students to think about concepts and evidence in the context of discussing real world problems. After laying out the institutional backdrop of the course, we alternate between problems, which we diagnose, and solutions that follow from these theory-driven diagnoses. I have several techniques that I employ to achieve these goals. First, to maximize participation I frequently have students discuss key concepts with their classmates before we have a group discussion. This allows me to observe how students are thinking about key issues and increases the chance that a large share of students will participate in the full-class discussion. Second, I ask students to come up with a strategy to measure a particular concept (e.g., corruption) in each class. I find this to be a creative exercise and excellent metric on whether they have a clear understanding of the arguments and concepts we discuss. Third, each student in my courses gives a case study presentation that requires them to use a political science theory to understand a real-world question, such as whether programs to increase transparency reduce corruption in Brazil. Along with class discussions, take-home essays, and response papers, I find that students often become more rigorous thinkers and keener observers of the world around them by the end of my courses as a result of its pedagogical focus.

In summary, I believe my approach to teaching, attention to pedagogy, focus on student engagement inside and outside the classroom, and attention to help students make sense of a changing world uniquely prepares me for this position.

### Class Evaluations Summary Sheet

This document includes a summary of class evaluations for original courses from Pitzer College and Swarthmore College. I also include selected comments as Pitzer evaluations were qualitative (open response) questionnaires.

#### 1. Visiting Assistant Professor Swarthmore College Spring Term 2015 through Spring Term 2016

I present a summary of teaching evaluations at Swarthmore College here. Unlike Columbia, each question is on a 5-point scale. Also, Swarthmore evaluations changed in 2016. Items more specific the instructor were dropped and the focus moved to assessments of learning in the class. I present median scores for questions on evaluations for all courses I taught at Swarthmore in the table below. The two question dropped in 2016—overall satisfaction and whether the instructor was knowledgeable—had median scores of 4 and 5 respectively.

#### Class Evaluation Items Included in All Years at Swarthmore (Median Responses)

Class	Year	Advanced Understanding of Theories and Methods in Political Science	Contributed to my critical thinking skills	Encouraged Participation and Discussion	Well-Organized Class Structure	N
Challenges for Developing Democracies	2016	4	3	4	4	7
Politics of Poverty Alleviation	2016	4.5	5	5	5	7
Ethnic Politics	2016	4	4	4	4	8
Challenges for Developing Democracies	2015	4	4	4	4	7
South Asian Politics	2015	4	4	3	4	9
Overall (All Classes)	ALL	4	4	4	4	38
2016 (Pooled)	2016	4	4	4	4	22
2015 (Pooled)	2015	4	4	4	4	16

## Swarthmore Student Comments

“I wanted to thank you for a great semester. Very rarely have I taken a class whose content is directly relatable to my personal life. Challenges of Developing Democracies was not only relatable, it was fully applicable, and has already had a significant impact on my connection with the poor of Haiti. Your class has inspired me to further deepen my understanding of the challenges faced by developing countries outside of the classroom, and I can't thank you enough for that. I'll be continuing the theme of democracy next fall with "Democratic Theory and Practice," and can only hope that it is as informative and relevant as our class last semester” (Challenges for Developing Democracies, 2015).

I really learned a lot from this class. A lot of my experience with political science has been about taking things I know and putting theory behind it, but this was really an area I knew much less than I thought I knew. Thanks you, this really changed how I think about some of these problems” (Politics of Poverty Alleviation, 2016).

The professor made a particular effort to improve or reading and analyzing skills. Specifically, my understanding of political science texts and my ability to make a political science argument has improved... I now am better equipped to read and discuss the fundamental mechanisms of governance” (Challenges for Developing Democracies 2016).

### 2. Pitzer College, Visiting Professor of Political Studies (Fall 2016-Present)

I synthesize evaluations at Pitzer here. Pitzer uses qualitative free response evaluations primarily and so I summarize and provide excerpts of these comments across a range of classes in the first year.

#### Introductory Courses

I taught Introduction to Comparative Politics and Introduction to Public/Development Policy at Pitzer and will teach these again this academic year. I provide details on the first course since evaluation forms were more comparable to the other courses described above.

I use three questions for an overall sense of evaluations. On the question: Was the class well-organized, 14/15 students reported Yes. On a question on teaching effectiveness, 2/3 reported that the instructor was effective or very effective in their qualitative responses. Five expressed a preference for less lecture or less discussion in their qualitative responses. On the question of whether students would take another course with the professor (myself), 11 of 15 said they would do so and 4 completed a second course with me the following semester. I provide qualitative comments from this course evaluation below:

### Student Comments (Introduction to Comparative Politics)

*Was the course intellectually challenging?* “Yes, because it makes you see politics in a more analytic way” (*Introduction to Comparative Politics*, Fall 2016).

*Was the evaluation of student performance fair and helpful?*: “Extremely. Feedback and help were valuable and offered freely” (*Introduction to Comparative Politics*, Fall 2016).

*Is there anything you wish to add?*: “He is a great professor and taught me a lot” (*Introduction to Comparative Politics*, Fall 2017).

*How did this class compare with other courses you’ve taken at Pitzer?*: “The professor knows about political problems from all over the world, and uses examples from all over the world to make connections” (*Introduction to Comparative Politics*, Fall 2016).

### Seminars

My three seminars in the spring term had the same questionnaire with one quantifiable metric: did this class satisfy your expectations. All students in ethnic politics and Voters, Parties, and Elections said that it met or exceeded their expectations. All but one student who was more interested in U.S. politics said that Challenges for developing democracies met or exceeded their expectations. I provide comments from evaluations of these courses below.

### Student Comments

“[This course] exceeded my expectations. I loved this course... I really liked how we explored America and compared it to other countries” (*Voters, Parties, and Elections*, Spring 2017).

*Has this course stimulated you to explore other interests?*: Yes, definitely. It [course material] translates very well to a lot of my other political science courses and there were a lot of broader lessons to learn (*Ethnic Politics*, Spring 2017).

*What was the best thing about this course?*: “The Professor’s sarcasm and humor.”

*What was the worst thing about this course?*: “The Professor’s sarcasm and humor (just kidding)” (*Ethnic Politics*, Spring 2017).

*Was the course intellectually challenging?*: Yes, very much and also captivating. It was thrilling to learn about [the material] (*Challenges for Developing Democracies*, Fall 2017).

*Was the instructor genuinely concerned about progress in the class?*: “I feel he went out of his way to engage everyone in class and make sure they were all engaging with the class” (*Challenges for Developing Democracies*, Fall 2017).

*Is there anything you wish to add?:* The course did a good job teaching what it meant to teach, even if that occasionally meant the level of participation and academic rigor was higher than the average course. The rigor is why I joined the class” (Challenges for Developing Democracies, Fall 2017).

Just wanted to say in retrospect that your classes were probably the reason I wound up deciding to major in political science, of all things. Thank you for that, and for all of the time you put into them. From an analytical standpoint, they were among the best I've ever taken here at Pitzer (Local Democracy, Spring 2018).

I truly have enjoyed your two classes and learned more than I ever thought was possible or taking place in politics, which has been extremely interesting although at times a little overwhelming. Additionally, interviewing the council members was really an eye opening experience that has changed how I view those in office and will interact with them (Local Democracy, Spring 2018).

*Could lectures be improved?:* Class lectures were excellent. Professor Schneider has a great understanding of the subject and can relate real-world examples from India to your backyard (Local Democracy, 2018).

*Did this course fulfill your expectations?:* Absolutely. It's probably the best course I have taken; almost certainly the most applicable politics course I have taken (Local Democracy, 2018).

**POLS 35: Introduction to Development Policy**

Tuesdays and Thursdays, 11AM-12:15PM

P105 West Hall

Prof. Mark Schneider

[Mark\\_Schneider@pitzer.edu](mailto:Mark_Schneider@pitzer.edu)

Office: 211 Bernard Hall

Office Hours: Tuesday, Thursday: 4-5:30pm

A central question for our time, and perhaps any time, concerns how the governments and societies of poor countries can grow their economies, reduce poverty and protect the most vulnerable from the worst forms of poverty, and deliver healthcare and education to their people in contexts where institutions are often weak. In this course, we examine variation across countries on these central areas of policy. First, we consider explanations for global inequality. Why are some countries much poorer than others and to what extent can better policies—or better politics— address large development gap between the global south and north? Second, what are the best ways to fight poverty and to what extent is it wise to invest in redistributive policies such as welfare programs rather than simply focusing on economic growth? Third, we will explore variation in the performance of two policy areas that are central development: education and health. By understanding these central questions, students will understand not only how to understand and assess important areas of development policies, but how the broader context in which these policies are attempted is likely to impact the severity of the problems they address and the potential for success of various policies.

**Goals/Objectives of the Course (intended outcomes):**

1. Students will come to understand major debates underlying development policy.
2. Students will engage in effective written expression.
3. Students will learn about a wide range of methods for reducing poverty and how to evaluate their performance.
4. Students will learn to analyze complex political phenomena through careful engagement with theory and evidence

**Classroom Etiquette**

To make sure that we have a hospitable learning environment, I ask students to follow three simple rules:

- 1) Turn your cell phones off when you enter our class room.
- 2) Close your laptops unless you are in paired discussion and need to reference a reading.
- 3) Respect your fellow classmates. Debate is welcome but disagree respectfully by engaging in ideas rather than personal attacks.
- 4) Coffee/beverages are fine, but food is not permitted in class.

\*\*\*As goes without saying, it will not be possible to pass this course if I find any evidence of plagiarism/cheating of any kind for any assignment. At minimum, this will result in a zero for that assignment and will be referred to the Dean without exceptions. If you do the work, and think a lot about the material, you'll be fine.

## **COURSE REQUIREMENTS**

Your final grade will be based on the following components:

### **(1) Lecture and Discussion Section Attendance and Participation (15%)**

You are expected to attend all lectures and to read the required readings in advance of each class session. To do well in this course, you must attend and actively participate in class. You must also fully participate in all class activities including Q & A sessions following guest lectures. You will not be penalized for 1 absence but will lose points after that. Every student should be prepared to speak each week.

### **(2) Participation and Preparation for Class Debates (5%)**

We have one class debate on social support and foreign aid. You will join teams assigned to different sides of the debate.

### **(3) Follow the News in a Development Policy Area (5%)**

For this assignment, you will follow the news on a policy area that interests you (e.g., foreign aid, welfare policy, healthcare, education, etc.) in one country over the course of the term. Based on your reading of the news and high quality blogs (5 articles or more from credible sources), I'll ask you to determine a central challenge in your selected country for this specific policy area and your assessment as to whether a particular policy that is in place (or recent innovations to that policy) address the problem you identify in a short 2-page response paper. I'll ask you to post your memo and respond to one post by another student.

Here are a few links that may point you to news on development topics:

<http://chrisblattman.com/>

<http://www.poverty-action.org/blog>

[http://rodrik.typepad.com/dani\\_rodriks\\_weblog/](http://rodrik.typepad.com/dani_rodriks_weblog/)

<http://aidontheedge.info/>

<http://www.architecturefordevelopment.com/>

<http://www.globaldashboard.org/>

<http://blogs.dfid.gov.uk/groups/developmentdebates/>

<http://blogs.worldbank.org/developmenttalk/>

<http://www.economist.com/blogs/baobab>

<http://www.economist.com/blogs/banyan>

<http://blogs.cgdev.org/globaldevelopment/>

[https://www.washingtonpost.com/news/monkey-cage/?utm\\_term=.31abddd862c7](https://www.washingtonpost.com/news/monkey-cage/?utm_term=.31abddd862c7)

#### **(4) Case Study Partner Presentations (15%)**

Students will complete a two-person presentation that applies a particular class session theme to a real-world case in one country on the day that we discuss that topic in class. The purpose of the presentation is to use a political science argument to understand policy issues in a specific case (current or from the past) that interest you. You will pick an argument and explore whether that argument explains your specific case through a careful application of the argument to evidence from your case.

The presentation should last 10-12 minutes. I will ask you to propose a country and a ranking of preferences for three class session by email by class session 6. You will be required to prepare a one-page memo which we will discuss in a formal meeting (requirements outlined in the assignment handout) no less than one week before the date of your presentation.

#### **(5) Take-Home Midterm Exam (25%)**

Students will be required to write a take-home midterm consisting of a short answer section and longer essay (7-8 pages) section.

#### **(6) Take-Home Final: Policy Memo (35%)**

The final exam (8-10 pages) will be a take-home essay that asks you to draw on course material. You will be asked to address one of two essay prompts. Final exam essay prompts will be handed out by the final week of class and due during the exam period at 12pm on Thursday, May 10 in hard copy (deliver to my office in 211 Bernard Hall) and electronic copy on sakai.

#### **Required Books**

Available at the bookstore and on course reserve:

Banerjee, A. and Esther Duflo. 2012. *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*. Public Affairs. <See the website here: <http://www.pooreconomics.com>>

Collier, Paul. 2008. *The Bottom Billion: Why the Poorest Countries are Failing and What can be Done About It*. Oxford University Press.

Krishna, Anirudh. 2011. *One Illness Away: Why people become poor and how they escape poverty*. Oxford University Press.

#### **Session 1: Course Introduction (1/16)**

“SPENT” < <http://playspent.org>> [GAME; PLAY BEFORE CLASS]

*Recommended:* Pritchett, Lant. 1997. "Divergence, Big Time." *The Journal of Economic Perspectives*, 11(3) 3-17.

### **Session 2: The Scope of the Challenge of Poverty Alleviation (1/18)**

Krishna, Anirudh. 2017. *The Broken Ladder*. Cambridge Press, Chapter 2 (pp 27-43).

Neuwirth, Robert. 2006. *Shadow Cities: A Billion Squatters: A new urban world*, Chapter 2 (Nairobi, Kenya).

### **Session 3: What is Development? (1/23)**

Sen, Amartya. *Development as Freedom*, Chapters 1-2.

Banerjee and Duflo. *Poor Economics*. Chapter 2.

### **Session 4: How Do We Measure Development? (1/25)**

Laderchi, Catherina, Ruhi Saith, and Frances Stewart. 2003. "Does it Matter That We Do Not Agree on the Definition of Poverty? A comparison of four approaches." *Oxford Development Studies*, 31(3) 243-274.

Krishna, Anirudh. *One Illness Away*. Chapter 3: "The Rising-Falling Tide."

*Recommended:* Schuktz, Kai. "In Bhutan, Happiness Index as Gauge for Social Ills." NYT. Available at: [https://www.nytimes.com/2017/01/17/world/asia/bhutan-gross-national-happiness-indicator-.html?\\_r=0](https://www.nytimes.com/2017/01/17/world/asia/bhutan-gross-national-happiness-indicator-.html?_r=0)

## **PART I: THE DEEP ROOTS OF POVERTY**

### **Session 5: Bad Geography: Under-Development in sub-Saharan Africa (1/31)**

Collier, Paul. 2008. *The Bottom Billion: Why the Poorest Countries are Failing and What Can be Done About it*. Oxford University Press, Chapter 3.

Sachs, Jeffrey D., Andrew D. Mellinger, and John L. Gallup. 2001. "The Geography of Poverty and Wealth." *Scientific American*, 284 (3) 70-75.

### **Session 6: Colonial Legacies (2/1)**

Kenneth L. Sokoloff and Stanley L. Engerman. 2000. "History Lessons: Institutions, Factor Endowments, and Paths of Development in the New World." *Journal of Economic Perspectives*, 14(3): 217–232.

Daron Acemoglu and James A. Robinson. 2012. "Reversing Development," in *Why Nations Fail: The Origins of Power, Prosperity, and Poverty*, chapter 9. New York:

Crown Publishers.

*Recommended:* Nunn, Nathan. 2008. "The Long-term Effects of Africa's Slave Trades," *The Quarterly Journal of Economics*, 123 (1) [Sections 1, 2, & 8].

### **Session 7: The Importance of Institutions (2/6)**

*Acemoglu and Robinson, Why Nations Fail, Chapters 3 and 9.*

*Recommended:* Acemoglu, Daren. and J. Robinson. 2008. "The Role of Institutions in Growth and Development." Commission on Growth and Development.

### **Session 8: State Capacity and Development (2/8)**

Evans, Peter. 1989. "Predatory, Developmental, and Other Apparatuses: A comparative political economy perspective on the third world state." *Sociological Forum*, 44 (4) 561-587.

**Vaishnav, Milan, Pratap Bhanu Mehta, and Devesh Kapur. 2017. "Weak Public Institutions Behind India's Low State Capacity."**

<http://carnegieendowment.org/2017/05/15/weak-public-institutions-behind-india-s-low-state-capacity-pub-69971>

Osno, Evan. 2009. "Green Giant: Beijing's Crash Program for Clean Energy." *New Yorker*. <available at: <http://www.newyorker.com/magazine/2009/12/21/green-giant>>.

*Recommended:* Dadzie, Richard. 2013. "Economic Development and the Developmental State: Assessing the development experiences of Ghana and Malaysia since independence." *Journal of Developing Societies* 29 (2) 123-154.

### **Session 9: Policy Response: The Big Push and the Millennium Villages Project (2/13)**

Sachs, Jeffrey D. 2005. *The End of Poverty: Economic Possibilities for Our Time* (New York: Penguin) [Chapter 13: "Investments Needed to End Poverty"].

Sachs, J.D. (2012) From Millennium Development Goals to Sustainable Development Goals. *The Lancet*, Volume 379, Issue 9832, Pages 2206 - 2211, 9 June 2012. [6 pages.](http://www.thelancet.com/journals/lancet/article/PIIS0140-6736(12)60685-0/fulltext)  
[http://www.thelancet.com/journals/lancet/article/PIIS0140-6736\(12\)60685-0/fulltext](http://www.thelancet.com/journals/lancet/article/PIIS0140-6736(12)60685-0/fulltext)

Carothers, Thomas 2000. "Aiding Democracy Abroad." Washington DC: Carnegie Endowment for International Peace. Introduction.

### **Session 10: Does Democracy Promote Development (2/15)**

Ross, Michael. 2006. "Is Democracy Good for the Poor?" *American Journal of Political Science*, 50(4) 860-874 [SKIM FOR THE MAIN IDEA AND MAIN EMPIRICAL CONCLUSIONS]

Keefer, Philip, and Stuti Khemani. "Why Do the Poor Receive Poor Services?" *Economic and Political Weekly* (2004): 935-943.

*Recommended:* Auerbach, Adam Michael. 2016. "Clients and Communities." *World Politics*, 68(1) 111-148.

### **Session 11: Is Growth Enough to Reduce Poverty? (2/20)**

Drèze, Jean and Amartya Sen. 2012. "Putting Growth in its Place." *YOJANA*, 35-40.

Bhagwati, Jagdish. and Arvind Panagariya, Arvind. 2013. *Why Growth Matters*. Intro and Chapter 3.

*Recommended:* Bardhan, Pranab. *Awakening Giants, Feet of Clay: Assessing the Economic Rise of China and India*. Princeton University Press Chapter 7 ("Poverty and Inequality: How Is the Growth Shared?").

*In-Class Debate: Growth vs Social Support*

### **Session 12: Gender and Development (2/22)**

Duflo, Esther. "Women Empowerment and Economic Development." *Journal of Economic Literature* 50.4 (2012): 1051-1079.

Jayachandran, Seema. "The roots of gender inequality in developing countries." *economics* 7.1 (2015): 63-88.

### **Session 13: Micro-Finance (2/27)**

Banerjee and Duflo. *Poor Economics*, Chapters 7 and 9.

**Rhyné, Elizabeth. "Microfinance in Bangladesh: It's Not What You Thought." *Huffington Post*.**

[https://www.huffingtonpost.com/elisabeth-rhyné/microfinance-in-bangladesh\\_b\\_1266759.html](https://www.huffingtonpost.com/elisabeth-rhyné/microfinance-in-bangladesh_b_1266759.html)

Watch in Class: *Banking on the Poor*

Midterm Handed Out in Class

FOREIGN AID AND POLICY DEBATES

### **Session 14: Does Foreign Aid Work I? (3/1)**

Steven Radelet. 2006. "A Primer on Foreign Aid," Center for Global Development Working Paper No. 92, July, Washington, D.C.

Collier, Paul. 2007. *The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It* (New York: Oxford University Press) [Chapter 7: "Aid to the Recue?"]

*Recommended:* Deaton, Angus. 2016. *The Great Escape*, Chapter 7.

Watch at Home: Interview with Sachs and Duflo:  
<https://www.youtube.com/watch?v=8eJRRCBiTOs>

### **Session 15: Does Foreign Aid Work II: In-Class Debate (3/6)**

Banerjee and Duflo. *Poor Economics*, Chapter 1.

William Easterly. 2006. *The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good*. New York: Penguin Press, chapters. 1 ("Planners Versus Searchers")

Birdsall Nancy, Dani Rodrik and Arvind Subramanian. 2005. "How to Help Poor Countries."  
*Foreign Affairs* 84 (4): 136-152.

*Recommended:*

Watch at Home: *Poverty Inc.*

Alesina, Alberto, and David Dollar. 2000. "Who Gives Foreign Aid to Whom and Why?." *Journal of Economic Growth*, 5 (1) 33-63.

Djankov et al. 2008. "The Curse of Aid." *Journal of Economic Growth* 13: 169-194

Moss, Todd, Gunilla Pettersson, and Nicolas Van de Walle. 2006. "An aid-institutions paradox? A review essay on aid dependency and state building in sub-Saharan Africa." *Center for Global Development working paper* 74.

Mosse, David. "Is good policy unimplementable? Reflections on the ethnography of aid policy and practice." *Development and change* 35.4 (2004): 639-671.

Moore, M. 1998. "Death without Taxes: Democracy, State Capacity, and Aid Dependence in the Fourth World." In *The Democratic Developmental State: Politics and Institutional Design*. Oxford: Oxford University Press.

## SOCIAL SAFETY NETS AND ANTI-POVERTY PROGRAMS

### **Session 16: Why Do Some Countries Have Welfare States (and not Others)? (3/8)**

Sandbrook et al. *Welfare State in the Global Periphery*. Chapter 3 (Kerala) OR 6 (Chile) and 7 (Origins).

*Recommended:* Alesina, Alberto, and Edward Glaeser. 2004. *Fighting Poverty in the US and Europe: A World of Difference*. New York: Oxford University Press: Chapter 6.

Midterm Due at the Start of Class

\*\*Spring Break: NO CLASS 3/13 or 315\*

**Session 17: Welfare Programs I: The Challenge of Identifying the Poor (3/20)**

Dreze, Jean and Reetika Khera. 2010. The BPL Census and a Possible Alternative. *Economic and Political Weekly*, 45(9), 54-63.

Brady, David. *Rich Democracies, Poor People*. Chapter 2 (“Rethinking the Measurement of Poverty”).

Sakai Forum: Design Your Own Poverty Line

**Session 18: Welfare Programs II: The Challenge of Reaching the Poor (3/22)**

Diaz-Cayeros, Alberto, Federico Estévez, and Beatriz Magaloni. 2016. *The Political Logic of Poverty Relief: Electoral strategies and social policy in Mexico*. Cambridge University Press, Chapter 1.

Schneider, Mark. 2015. “[Do Local Leaders Prioritize the Poor?](#)” *Hindu Business Line*.

**Session 19: Welfare Implementation in Weak States: Non-State Actors (3/27)**

Melanie Cammett and Lauren McLean (eds) *The Politics of Non-State Social Welfare*, Chapters 5 (Kenya) and 7 (Lebanon).

*Recommended:*

Najam, A. 2000. "The Four C's of Government Third Sector-Government Relations." *Nonprofit Management and Leadership* 10 (4) 375-96.

Smith, Steven Rathgeb, and Michael Lipsky. 2009. *Nonprofits for Hire: The welfare state in the age of contracting*. Harvard University Press.

### **Session 20: Innovations in Anti-Poverty Programs: Technology and Social Audits (3/29)**

Muralidharan, Karthik “Lessons from Andhra Pradesh: Building State Capacities for Welfare.” *Mint* (3/12/2014).

<available at:

<http://www.livemint.com/Opinion/ZhNI5vVuZMTcz6Rv0npMjN/Lessons-from-Andhra-Pradesh-building-state-capacities-for-w.html>>

Aiyar, Yamini, Soumya Kapoor Mehta, and Salimah Samji. “A Guide to Conducting Social Audits: Learning from the Experience of Andhra Pradesh.” India Accountability Initiative Report.

*Recommended:* Chambers, Robert. 1994. “The Origins and Practice of Participatory Rural Appraisal.” *World Development*, 22 (7) 953-969

### **Session 21: Conditional and Unconditional Cash Transfers (4/3)**

Lomelí, Enrique Valencia. 2008. “Conditional Cash Transfers as Social Policy in Latin America: An Assessment of their Contributions and Limitations.” *Annual Review of Sociology*, 475-93.

Christopher Blattman and Paul Niehaus. 2014. “Show Them the Money: Why Giving Cash Helps Alleviate Poverty,” *Foreign Affairs*, 93.3 (May/June).

*Recommended:*

Sugiyama, Natasha Borges and Wendy Hunter. 2013. Whither Clientelism? Good Governance and Brazil's Bolsa Familia Program. *Comparative Politics*, 46(1), 43-62.

Schubert, Bernd and Rachel Slater. 2006. “Social Cash Transfers in Low-Income African Countries: Conditional or Unconditional?” *Development Policy Review*, 24(5) 571-578.

## PART 3: PUBLIC GOODS

### **Session 22: Education in Developing Countries (4/5)**

Dundar, Halil, Tara Bételle, Michelle Riboud, and Anil Deolalikar. 2009. *Student Learning in South Asia*. World Bank. Chapter 2 (“What and How Much are Students Learning?”)

**Chaudhury, Nazmul; Hammer, Jeffrey; Kremer, Michael; Muralidharan, Karthik; Rogers, F. Halsey. 2006. “Missing in Action: Teacher and Health Worker Absence in Developing Countries.” *Journal of Economic Perspectives*, 20(1) 91-116.**

### **Session 23: Improving Education (4/10)**

Banerjee and Duflo, *Poor Economics*, Chapter 4.

Green et al. "The Role of the State in Skill Formation: Evidence from the Republic of Korea, Singapore and Taiwan." *Oxford Review of Political Economy*, 15(1): 82-96.

**Session 24: The National Rural Employment Guarantee Act: The Role of Bottom-Up Accountability (4/12)**

*Guest Lecture: Aditya Dasgupta (UC Merced)*

**Dasgupta, Aditya. 2014. "Quiet Revolution: The Political Logic of India's Anti-Poverty Programs." *India in Transition*.**

Sukhtankar, Sandip. 2016. "India's National Rural Employment Guarantee Scheme: What Do We Really Know about the World's Largest Workfare Program?" *India Policy Forum*.

**Session 25: Healthcare in Developing Countries (4/17)**

Banerjee and Duflo, *Poor Economics*, Chapter 3.

**Session 26: Improving Healthcare (4/19)**

Björkman, Martina, and Jakob Svensson. 2009. "Power to the People: Evidence from a Randomized Field Experiment on Community-Based Monitoring in Uganda." *The Quarterly Journal of Economics*, 124 (2) 735-769.

Tendler, Judith and Sara Freedheim. 1994. "Trust in a Rent-Seeking World: Health and Government Transformed in Northeast Brazil." *World Development*, 22(12) 1771-1791.

**Session 27: Community Driven Development (4/24)**

Heller, Patrick. 2012. "Democracy, Participatory Politics and Development: Some comparative lessons from Brazil, India and South Africa." *Polity*, 44 (4) 643-665.

Masuri and Rao. 2004. "Community-Based and Driven Development - A critical review." *The World Bank Research Observer* 19:1.

Wampler and Touchton. 2014. "Brazil Let Its Citizens Make Decisions About City Budgets. Here's what happened." *The Monkey Cage, the Washington Post*. Available at: [https://www.washingtonpost.com/news/monkey-cage/wp/2014/01/22/brazil-let-its-citizens-make-decisions-about-city-budgets-heres-what-happened/?utm\\_term=.6d41e4d39417](https://www.washingtonpost.com/news/monkey-cage/wp/2014/01/22/brazil-let-its-citizens-make-decisions-about-city-budgets-heres-what-happened/?utm_term=.6d41e4d39417)

**Session 28: Putting Development in Perspective: The Way Forward (4/26)**

Krishna, Anirudh. *One Illness Away*. Chapter 7 (“A Two-Pronged Strategy: Protection & Opportunity”).

Banerjee and Duflo, *Poor Economics*, Chapter 10.

**Session 29: Course Conclusion (5/1)**

### Reading Skills:

As you manage the reading for this and other courses, you are likely to find, if you have not already, that there is no correlation between effort and outcome. It is entirely possible to spend several hours reading something without “getting it.” And it is equally possible to spend less than a half-hour reading something else and getting to the heart of the argument. You will have to devise for yourselves ways to read efficiently. These are some devices that may help:

1. Figure out what the heart of an argument is before you read deeply: skim, read the abstracts, the jacket blurbs, often short reviews published elsewhere. When you know where the center of gravity is, you read more efficiently.
2. Read actively: do not simply soak up the reading for what the author wants to tell you, but approach it with questions, and try to answer them for yourself as you make your way through.
3. Use other peoples’ skills: you do not have to do all the work yourself. It is not “cheating” if you talk through the argument with someone else before or after you delve in, or look at reviews for explication, or form reading groups where you can discuss the argument with each other.
4. Write in order to read. The response papers for this class and the (non-graded) worksheet attached should help.
5. Use diagrams if necessary: often, the structure of an argument can be most clearly expressed if you “draw” it, using arrows and lines, than by trying to understand it in words.
6. Organize your notes in a way that makes retention and information retrieval possible: you could use index cards, annotated bibliographies, database programs like Filemaker Pro etc. These rules may be obvious to some and not to others. Basically, do whatever works for you. But be self-conscious about the reading process as a skill that has to be learned and not necessarily as an ability that either comes naturally or does not.

## Reading Worksheet

*For each book, chapter, or article assigned in this course, you should fill out the following (non-graded) worksheet. Many of these points can be addressed in a sentence or two (e.g. Questions 1 and 2; in some cases, answers will not need even to be full sentences (e.g., Question); and in some cases, the answers may overlap. These worksheets should be retained: they will be useful for future reference.*

1. State the central question that the reading addresses.
2. State the central argument(s) defended in the paper in response to this question.
3. What type of reasoning or evidence is used to support these arguments? If it is an analytical paper, what is the logic that undergirds the argument? If an empirical paper, what type of data is employed? Are there other data sources that you think might be more appropriate?
4. Do you find the claims of the reading convincing? What do you see as the main gaps that need to be filled?
5. Why (if at all) is the reading interesting?
6. Do you agree with the main claims? What are your hesitations? (This may simply involve restatement of previous points.)
7. Identify one or two implicit premises or background assumptions in the paper that you think are especially controversial or objectionable.
8. Considering your answers to the previous questions, write an abstract for the article of no more than 100 words. (Feel free to repeat formulations given in response to earlier questions.)
9. When you have done this for individual readings, take some time to think about the various readings you have been assigned in relation to each other. See if you can write or imagine a summary table for all the readings taken together which compares and contrasts them.

**POST 117: Politics of India**  
**Pitzer College**

Prof. Mark Schneider  
 mark\_schneider@pitzer.edu  
 Office Hours: Tuesdays, Thursdays 4-5:30PM

Perhaps nowhere in the world is the survival of democracy more surprising than in India, a poor, ethnically diverse, post-colonial society where one in six people in the world live. Indian democracy is often discussed as an anomaly that defies the conventional wisdom in political science. It was founded following the violent partition of Pakistan in a continent-sized country with massive illiteracy, poverty, economic inequality, and social divisions from language to caste to religion. India's success in consolidating its democracy, however, can be contrasted with its less impressive record on governance, institutional quality, and inequalities along the lines of gender, caste, religion, and class. In this class, we discuss India's society, examine its democratic and state institutions, and assess the how these institutions have responded to the challenges of social conflict, inequality, and governance that have been present throughout its history.

The course addresses three broad questions and the debates that surround them. First, what is the level of capacity of India's state institutions and why does this matter for governance? Second, why did India's electoral democracy survive despite ethnic diversity and extreme levels of ethnic and economic inequality, and how should we assess the quality of India's democracy at present? We will examine the quality of Indian elections and democratic institutions (from the national down to the local level) and the extent to which they are responsive to voters. Third, how has India performed in addressing central challenges including massive urbanization, growth in a context of poverty and weak institutions, and caste and communal violence?

The course has three main goals. First, to strengthen your skills in analyzing complex political issues using the tools of social science. Through discussion and writing, you will grapple with the many puzzles Indian democracy and governance pose. Second, the course aims to help you develop extensive knowledge of Indian politics and the interplay between social divisions, inequality and state and social institutions. We do this through short lectures, discussions of readings, and in-class debates on some of the central challenges facing Indian democracy and society. Third, the course will help students engage in comparative analysis by examining variation across Indian states and by comparison between India and Pakistan.

**REQUIREMENTS:**

**Attendance and Participation (20%):** Students are expected to attend all lectures and prepared to discuss the assigned readings. Attendance will be taken and participation will be assessed. Students are also required to participate in any class activities including partner discussions and online discussion boards.

**Op-Ed (10%):** You will be asked to write an opinion piece on a topic from the course of your choice. I will provide examples and a handout on this assignment. You will be asked to briefly present your argument to the class.

**Presentations (15%):** I will ask students to complete a presentation on an institution or Indian state as it applies to the course theme of the assigned class session—starting with week 5. The presentation should last 10-12 minutes. The task of the presentation will be to apply a theory related to the class theme that week to a specific case. We will go over guidelines on presentations in the second week of class. You must receive approval for your presentation topics (research question and theory) by me no less than one week before your presentation.

**Midterm (25%):** Students will be required to write a take-home midterm essay. There will be a short answer section (worth 25 points) and a longer essay (7-8 pages) section (worth 75 points). You will have a choice between two prompts for the essay section. The exam will be handed out in the 8th week of class. The essay will be due at the beginning of the 9<sup>th</sup> class session.

**Final Exam (30%):** There will be a take-home final exam (8-10 pages) that focuses on the broad themes of the course. You will be asked to address one of two essay prompts. Final exams will be handed out at final class meeting and due the day at the end of the exam period set by the registrar.

### **Books**

We will read substantial amounts of the following books:

Boo, Katherine. 2012. *Behind the Beautiful Forevers: Life, Death, and Hope in a Mumbai Undercity*. New York: Random House, 2012.

Vaishnav, Milan. 2017. *When Crime Pays: Money and muscle in Indian politics*. Yale University Press.

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## **SCHEDULE**

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### **Session 1: Course Introduction**

*Recommended:* Mehta, Uday S. 2010. "Indian Constitutionalism: The Social and Political Vision," in Jayal and Mehta (eds.) *The Oxford Companion to Politics in India*.

PART 1: HISTORY, SOCIETY, and THE STATE

**Session 2: The Legacy of British Colonialism**

Tajane, Shabnum. 2014. "The Colonial Legacy." In Arjun Guneratne and Anita M. Weiss (eds.), *Pathways to Power: The Domestic Politics of South Asia*. New Delhi: Orient Blackswan.

Dalrymple, William. 2015. The East India Company: The original corporate raiders. *The Guardian*.

*Recommended:*

Chiryankandath, James. 2001. "Democracy Under the Raj: Elections and Separate Representation in British India" *Democracy in India* (Edited by Niraja Gopal Jayal). New York: Oxford University Press, 2001.

**Session 3: Caste**

Susan Bayly. 1999. Caste Society and Politics, Cambridge: Cambridge University Press, Intro, Chapter 8.

Chauchard, Simon. 2017. *Why Representation Matters: The Meaning of Ethnic Quotas in Rural India*. Cambridge University Press, Chapter 2.

Recommended: Padmanabh Samarendra. 2011. "Census in Colonial India and the Birth of Caste," *Economic & Political Weekly*, Vol. XLVI (33): 51-58.

**Session 4: Caste and Social Change**

Jaffrelot, Christophe. "Caste and the Rise of Marginalized Groups." in *The State of India's Democracy*. Sumit Ganguly, Larry Diamond and Marc F. Plattner (Eds.), Baltimore: Johns Hopkins University Press.

Varshney, Ashutosh. 2000. "Is India Becoming More Democratic?" *The Journal of Asian Studies* 59.1 (2000): 3-25.

**Session 5: The State**

Vaishnav, Milan. *When Crime Pays*, Chapter 2.

Skim: Luce, Edward. 2006. "In spite of the Gods" (2006), p 64-106 (The Burra Sahibs: The Long Tentacles of India's State)

Optional: Podcast on Rethinking Public Institutions. Carnegie Endowment:  
<http://carnegieendowment.org/2017/05/19/vaishnav-kapur-and-mehta-on-rethinking-indian-public-institutions-pub-70037>

## **Session 6: The Rule of Law**

Watch COURT (documentary)

Arvind Verma, 'Police Agencies and Coercive Power' in *The State of India's Democracy*, edited by Sumit Ganguly, Larry Diamond and Marc F. Plattner, Baltimore: Johns Hopkins University Press, 2007.

## PART 2: EXAMINING INDIAN DEMOCRACY

### **Session 7: Why Did India Consolidate Its Democracy (and Pakistan Did Not) I**

Tudor, Maya. 2013. "Explaining Democracy's Origins: Lessons from South Asia." *Comparative Politics* 45 (3): 253-272.

Varshney, Ashutosh. "Why Democracy Survives." *Journal of Democracy* 9.3 (1998): 36-50.

### **Session 8: Why Did India Consolidate Its Democracy (and Pakistan Did Not) II**

Jaffrelot, Christophe. 2002. "India and Pakistan: Interpreting the divergence of two political trajectories." *Cambridge Review of International Affairs* 15.2 (2002): 251-267.

Wilkinson, Steven I. 2015. *Army and Nation: The military and Indian democracy since independence*. Harvard University Press. Selection.

### **Session 9: The Quality of Indian Elections**

Sridharan, E. and Vaishnav, Milan. 2017. "The Election Commission of India." *Rethinking Public Institutions in India*. Oxford University Press.

Banerjee, Mukhileka. 2014. *Why India Votes*. London: Routledge Press: Chapter 4.

### **Session 10: Patronage Politics**

Wilkinson, Steven. 2014. "Patronage Politics in Post-Independence India." In Anastasia Piliavsky (Ed), *Patronage as Politics in South Asia*. London: Cambridge Press.

Schneider, Mark. 2014. "Can Benefits be Tied to the Vote?" *The Hindu Business Line*. <Published: 13 January 2014>.

Available at: <http://www.thehindubusinessline.com/opinion/can-benefits-be-tied-to-the-vote/article5574065.ece>

### **Session 11: Parties and Candidates**

Vaishnav, Milan. 2017. *When Crime Pays*, Chapter 4.

Hasan, Zoya. 2009. "Political Parties" in *Oxford Companion to Politics in India*.

### **Session 12: The Rise and Fall of the Congress Party**

Brass, Chapter 2.

Hansen, Thomas Blom. 1999. *The Saffron Wave: Democracy and Hindu nationalism in modern India*. Princeton University Press. Introduction.

### **Session 13: The Modi Wave and BJP Consolidation**

Mehta, Pratap Banu. 2016. A BJP-Dominant System? *Indian Express*.  
<available at: <http://indianexpress.com/article/opinion/columns/bjp-assam-elections-sarbananda-sonowal-tarun-gogoi-kerala-elections-2809631/>>

Palshikar, Suhas, Sanjay Kumar, and Sanjay Lodha, eds. 2017. *Electoral Politics in India: The Resurgence of the Bharatiya Janata Party*. Taylor & Francis. Selection.

### **Session 14: Local Democracy and Its Consequences**

Bohlken, Anjali Thomas. 2016. *Democratization from above: The logic of local democracy in the developing world*. Cambridge University Press. Chapter 4.

Schneider, Mark. “[Do Local Leaders Prioritize the Poor?](#)” *Hindu Business Line* <14 December 2015>.

## **Part 3: GROWTH, POVERTY, AND DEVELOPMENT**

### **Session 15: Explaining Growth**

Corbridge, Stuart, John Harriss, and Craig Jeffrey. 2013. *India Today: Economy, politics and society*. John Wiley & Sons. Chapters 2 and 4.

### **Session 16: Is India’s Growth Sustainable? The Challenge of Weak Institutions**

Mishra, Pankhaj. 2013 “Which India Matters?” *New York Review of Books* (11/21/13). Available at: <http://www.nybooks.com/articles/archives/2013/nov/21/which-india-matters/>

Milan Vaishnav, Pratap Bhanu Mehta, and Devesh Kapur. 2017. “Weak Public Institutions Behind India’s Low State Capacity” Available at: <http://carnegieendowment.org/2017/05/15/weak-public-institutions-behind-india-s-low-state-capacity-pub-69971>

Kapur, Devesh, and Pratap Bhanu Mehta, eds. 2017. *Navigating the Labyrinth: Perspectives on India's Higher Education*. Orient Black Swan. Introduction.

Recommended: Roberts, Adam. 2017. *Superfast Primetime Ultimate Nation: The Relentless Invention of Modern India*. Hachette UK. Chapter 4.

### **Session 17: Does Growth Reduce Poverty?**

Deaton, Angus and Valerie Kozel. 2005. "Data and Dogma: The Great Indian Poverty Debate." *World Bank Research Observer*, 20(2) 177-199.

Gaiha, Raghav, and Vani Kulkarni. "Is Growth Central to Poverty Alleviation in India?" *Journal of International Affairs* (1998): 145-180.

Recommended: Varshney, Ashutosh. "Why have poor democracies not eliminated poverty? A suggestion." *Asian Survey* 40.5 (2000): 718-736.

### **Session 18: What Progress Has India Made in Poverty Reduction?**

Keefer, Philip, and Stuti Khemani. 2004. "Why do the poor receive poor services?." *Economic and Political Weekly*: 935-943.

Dreze, Jean and Amartya Sen. 2013. *An Uncertain Glory*. Princeton: Princeton University Press: Chapter 7: 'Poverty and Social Support.'

## **Part 4: CURRENT CHALLENGES**

### **Session 19: Urbanization and India's Slums**

Katherine Boo. 2012. *Beyond the Beautiful Forever*s, Random House, 1-49, 50-98, 247-256.

Film: *Tomorrow We Disappear* (Excerpts)

### **Session 20: Democracy and Development in India's Slums**

Jha, Sumitra, Vijayendra Rao, and Michael Woolcock. 2007. "Governance in the Gullies: Democratic Responsiveness and Leadership in Delhi's Slums." *World Development*, 35 (2) 230-246.

Auerbach, Adam. "Clients and Communities." 2016. *World Politics*, 68(1) 111-148.

### **Session 21: Majoritarianism and Hindu-Muslim Violence I**

Wilkinson, Steven. 2004. *Votes and Violence: Electoral Competition and Communal Riots in India*. Chapters 1-2.

Film: *In the Name of God* ("Ram Ke Naam")

## **Session 22: Majoritarianism and Hindu-Muslim Violence II**

Jaffrelot, Christophe and Laurent Gayer (Eds). 2013. *Muslims in Indian Cities*. Delhi: Harper Collins Publishers. Chapter 2.

Jaffrelot, Christophe. 2017. "Toward a Hindu State?." *Journal of Democracy* 28 (3) 52-63.

Varshney, Ashutosh. 2017. "Crime and Context." *The Hindu* <Available at: <http://indianexpress.com/article/opinion/columns/crime-and-context-4739229/>>

## **Session 23: Gender Inequality**

Corbridge, Harris, and Jeffrey. 2013. "How Much Have Things Changes for Indian Women?" *India Today: Economy, Politics, and Society* (Cambridge: Polity Press).

## **Session 24: Corruption**

Bertrand, Marianne, Simeon Djankov, Rema Hanna and Sendhil Mullainathan. 2008. "Corruption in Driving Licensing Process in Delhi." *Economic and Political Weekly*: 71-76.

Wade, Robert. 1982. "The System of Administrative and Political Corruption: Canal irrigation in South India." *The Journal of Development Studies*, 18 (3) 287-328.

## **Session 25: What Progress Has India Made in Fighting Corruption?**

Bussell, Jennifer. 2012. *Corruption and Reform in India: Public Services in the Digital Age*. Cambridge: Cambridge Press: Chapter 8.

## **Session 26: Caste Inequality: Policies**

*Christophe Jaffrelot*. 2006. "The Impact of Affirmative Action in India," *India Review* 5(2) 173-189.

Chauchard, Simon. 2014. "Can Descriptive Representation Change Beliefs about a Stigmatized Group? Evidence from Rural India." *American Political Science Review*, 108(02), 403-422.

*Recommended*: Ramachandra Guha. 2007. "Adivasis, Naxalites and Indian Democracy," *Economic and Political Weekly*, August 11: 3305-12.

**FINAL EXAM HANDED OUT IN CLASS.**

**Session 27: Public Goods Provision**

Jeffrey Hammer, Yamini Aiyar and Salimah Samji. 2007. "Understanding Government Failure in Public Health Services", *Economic and Political Weekly*, Vol. 42 (40): 4049-4057.

Weiner, Myron. 1991. *The Child and the State in India*, Princeton University Press, 1- 19, 115-26.

**Session 28: What Has Changed Under Modi (Discussion and Course Conclusion)**

No Required Readings

### Reading Skills:

As you manage the reading for this and other courses, you are likely to find, if you have not already, that there is no correlation between effort and outcome. It is entirely possible to spend several hours reading something without “getting it.” And it is equally possible to spend less than a half-hour reading something else and getting to the heart of the argument. You will have to devise for yourselves ways to read efficiently. These are some devices that may help:

1. Figure out what the heart of an argument is before you read deeply: skim, read the abstracts, the jacket blurbs, often short reviews published elsewhere. When you know where the center of gravity is, you read more efficiently.
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4. Do you find the claims of the reading convincing? What do you see as the main gaps that need to be filled?
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