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ITRN 702 Spring 2008

EXPLORING GLOBALIZATION AND GOVERNMENT POLICY: LEARNING FROM THE INDIAN EXPERIENCE

Sessions in GMU:

Thursday, February 7, 5:30- 7:00 PM.

Thursday, February 28, 6:00 – 10:00 P.M.

Thursday, March 27, 6:00 – 10:00 P.M.

Sessions in New Delhi, India:

March 8- 16, 2008.

Professor K. B. Akhilesh, the Indian Institute of Science, Bangalore
Michal Malur, Program Director

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Overview:

India is the world's largest democracy and one of the world's most populous and culturally diverse countries. It has a rapidly developing economy, with a burgeoning software industry and high-technology sector. India's growing middle class is increasingly affluent and is one of the most sought after markets for global corporations. Nevertheless India faces significant challenges, notably poverty in the villages, population growth, and regional insecurity. This course will acquaint students with the political, social, and economic forces shaping India today. The course will focus on political developments, economic modernization and reform, social issues, and security concerns. Unlike a conventional course taken in the classroom, this course will expose students to the sights, smells, and sounds of India itself. Students will hear presentations by leading Indian academics and experts, and visit universities, think tanks, enterprises, and cultural landmarks. The course will be an intense learning experience, with constant interaction among the students and the Indian counterparts.

Key Topics:

- Politics and government: the constitution; political parties; caste and politics; system of government;
- Religion and society: Secularism, caste, minorities and women
- The economy: the role of the state; the impact of globalization; foreign direct investment; trade in goods and services; entrepreneurship; management; research and development; urban sprawl, transportation, and communication networks
- Education: educating the masses and the elite; education and economic development
- Security: the regional security environment (China and Pakistan); the conflict over Kashmir; global and regional terrorism

Required Readings (pre-departure):

1. Sen, Amartya. (2006). *The Argumentative Indian: Writings on Indian History, Culture and Identity*. Picador (Paperback)
2. Luce, Edward. (2007). *In Spite of the Gods: The Strange Rise of Modern India*. Doubleday.

3. Singh, Har Swarup (2007). *Indian Bureaucracy: Maladies and Remedies*. New Delhi: Eastern Books ([Also available from the author who will be speaking in class on February 28](#)).
4. Thatchenkery, Tojo., & Stough, Roger (2006). *Information Communication Technology and Economic Development: Learning from the Indian Experience*. Cheltenham, U.K.
5. Khilnani, Sunil. (2003). *The Idea of India*. Penguin Books.
6. Rai, Vinay., & Simon, William (2007). *Think India: The Rise of the World's Next Superpower and What It Means for Every American*. Dutton Adult

OR

7. Tharoor, Shashi. (2006). *India: From Midnight to the Millennium and Beyond*. Arcade (Paperback).

Recommended reading

1. Friedman, Thomas (2007). *The World Is Flat: A Brief History of the Twenty-first Century*. Picador (revised edition, paperback).
2. Aronica, Ronald., & Ramdoo, Mtetwa. (2006). *The World Is Flat?: A Critical Analysis of New York Times Bestseller by Thomas Friedman*. Meghan Kiffer Press.
3. Das, Gurcharan (2002). *India Unbound: The Social and Economic Revolution from Independence to the Global Information Age*. Anchor (Paperback).
4. Robyn, Meredith (2007). *The Elephant and the Dragon: The Rise of India and China and What It Means for All of Us*. W. W. Norton.
5. Thatchenkery, T., Kash, D., & Stough, R., (Eds.). (2004). Information technology and development: The Indian experience. *Technological Forecasting and Social Change*, 71(8), 771-879.
6. Thatchenkery, T. (2006). Organization development in Asia: Globalization, homogenization, and the end of culture-specific practices. In B. Jones & M. Brazzel (Eds.). *The NTL handbook of organization development and change: Principles, practices, and perspectives* (pp. 387-403). San Francisco: Pfeiffer/Wiley.
7. Stough, R., Haynes, K., Sahay, N., Shakti, S., Thatchenkery, T., Salazar, M., O'Neil, P. & Desai, S. (2004). Issues in Public Governance in India. *Public governance dividends: The road ahead*. New Delhi. All India Management Association. 1- 44.

Papers:

Economic Reforms in India

[http://www.kc.frb.org/publicat/sympos/2006/PDF/Srinivasan.paper.0824.pdf - search=%22srinivasan%20jackson%20hole%22](http://www.kc.frb.org/publicat/sympos/2006/PDF/Srinivasan.paper.0824.pdf-search=%22srinivasan%20jackson%20hole%22)

<http://scid.stanford.edu/events/India2004/Krueger%20keynote%20speech.pdf#search=%22stanford%20india%22>

Academic papers on Trade and Investment:

<http://scid.stanford.edu/events/PanAsia/Papers/Panagariya.pdf>

On Financial sector

<http://scid.stanford.edu/events/PanAsia/Papers/Mohan.pdf>

On Federalism

<http://scid.stanford.edu/events/PanAsia/Papers/Singh-Srinivasan.pdf>

On Services Growth

<http://scid.stanford.edu/pdf/SCID290.pdf>

On Civil service reforms:

http://www.columbia.edu/~ap2231/Policy%20Papers/Yojna-Civil%20service_Panagariya_Final.pdf

Articles:

In India, 'next great' industrial story

By Anand Giridharadas International Herald Tribune

<http://www.iht.com/articles/2006/04/16/yourmoney/make.php>

Articles on India by Gurcharan Das, Ganguly, Raja Mohan and Ashton-Carter in Foreign Affairs (July/August 2006):

<http://www.foreignaffairs.org/20060701faessay85401/gurcharan-das/the-india-model.html>

<http://www.foreignaffairs.org/20060701faessay85402/c-raja-mohan/india-and-the-balance-of-power.html>

<http://www.foreignaffairs.org/20060701faessay85403/ashton-b-carter/america-s-new-strategic-partner.html>

<http://www.foreignaffairs.org/20060701faessay85404/sumit-ganguly/will-kashmir-stop-india-s-rise.html>

Course Assessment:

Students will be graded as follows:

Class participation (Attendance, questions, discussion of required readings): 15%

Book review (of any of the required or recommended books listed here, about 4,000 words): 20%. Due date: February 18, 2008

A short essay, "Impressions of India" (2,000 words maximum): 15%. Due date: April 2, 2008.

A research paper on a topic chosen with the approval of the SPP professor (7,500 words maximum): 50%. Due date: April 11, 2008.

The following scale will be used to determine your grade out of a total of 100 points.

96-100 = A+

93 -95.99 = A

90 - 92.99 = A-

86 - 89.99 = B+

83 - 85.99 = B

80- 82.99 = B-

70 - 79.99 = C

69.99 and below = F

If you are a student with a disability and need academic accommodations, please see the professor and contact the Disability Resource Center (DRC) at 703 993 2474. All academic accommodations must be arranged through the DRC.

SPP Policy on plagiarism

http://policy.gmu.edu/academic/services/acad_honor.html

The profession of scholarship and the intellectual life of a university as well as the field of public policy inquiry depend fundamentally on a foundation of trust. Thus any act of plagiarism strikes at the heart of the meaning of the university and the purpose of the School of Public Policy. It constitutes a serious breach of professional ethics and it is unacceptable.

Plagiarism is the use of another's words or ideas presented as one's own. It includes, among other things, the use of specific words, ideas, or frameworks that are the product of another's work. Honesty and thoroughness in citing sources are essential to professional accountability and personal responsibility. Appropriate citation is necessary so that arguments, evidence, and claims can be critically examined.

Plagiarism is wrong because of the injustice it does to the person whose ideas are stolen. But it is also wrong because it constitutes lying to one's professional colleagues. From a prudential perspective, it is shortsighted and self-defeating, and it can ruin a professional career.

The faculty of the School of Public Policy takes plagiarism seriously and has adopted a zero tolerance policy. Any plagiarized assignment will receive an automatic grade of "F." This

may lead to failure for the course, resulting in dismissal from the university. This dismissal will be noted on the student's transcript. For foreign students who are on a university-sponsored visa (e.g. F-1, J-1 or J-2), dismissal also results in the revocation of their visa.

To help enforce the SPP policy on plagiarism, all written work submitted in partial fulfillment of course or degree requirements must be available in electronic form so that it can be compared with electronic databases, as well as submitted to commercial services to which the School subscribes. Faculty may at any time submit a student's work without prior permission from the student. Individual instructors may require that written work be submitted in electronic as well as printed form. The SPP policy on plagiarism is supplementary to the George Mason University Honor Code; it is not intended to replace it or substitute for it.

Sample paper topics:

The rise of the "creative class" in India

Liberalization and its discontents

India as a strategic partner for the United States

Emergence of India as a global economic power

Emergence of India as a regional military power

Prospects for the Indian economy

India's growth strategy

The politics of poverty in India

Secularism in India

Prospects for foreign direct investment in India

India in the "flat-world"

Comparison of services and manufacturing sectors in India.

India shining?: The urban-rural divide

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Book review self-scoring checklist

Please self-score and attach to your assignment

Due February 18

Your name: _____ Date Submitted: _____

1) Extent to which I have summarized the book (**10 grade points, about 7 double-spaced pages**)

_____ have summarized the book thoroughly, covering every section, and devoting equal attention to all parts

_____ have summarized most sections very well, while not devoting the same attention to the rest

_____ have summarized some sections very well, while not devoting the same attention to the rest

_____ have summarized a few sections very well, while not devoting the same attention to the rest

2) Extent to which I have reacted to the core ideas in the book (**10 grade points, about 8 double-spaced pages**)

_____ haven't reacted at all

_____ have reacted to some ideas in the book

_____ have reacted to most ideas in the book

_____ have reacted to all ideas in the book

3) In reacting to the ideas, to what extent have I used positive and negative critique?

_____ used only positive critique

_____ used only negative critique

_____ used both positive and negative critique in a balanced proportion

_____ used more positive and less negative critique

_____ used more negative and less positive critique