

Module Details	
Module Title	Politics, Security and Development in South Asia
Module Code	PES7069-B
Academic Year	2024/5
Credits	20
School	School of Social Sciences
FHEQ Level	FHEQ Level 7

Contact Hours	
Type	Hours
Lectures	24
Practical Classes or Workshops	12
Directed Study	164

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 2

Module Aims
<p>South Asia's importance is multifaceted, ranging from its demographic significance and economic potential to its strategic location and geopolitical influence. In the recent past, the region has gained significant attention in academic and policy debates on how the world addresses the "problem of a rising China", democratic decline and the worsening of religious violence. Therefore, developments in the region have far-reaching implications for contemporary global politics and security, making nuanced analysis vitally important for understanding the wider rule-based international system more broadly. At the same time, academic scholarship has shown how universal concepts such as democracy, nationalism, and secularism have experienced unique trajectories in the region, underlining the importance of studying this distinct and challenging region on its own rather than in universal terms.</p> <p>By examining historical, geopolitical, and socio-political dimensions, the course aims to provide students with a nuanced understanding of the multifaceted challenges and opportunities that characterize the South Asian politics, security and development landscape. The module focuses on themes that speak to contemporary issues across South Asian countries to facilitate a research-led comparative perspective. This approach aims to move away from an overtly India-focused depiction of South Asia in academia, which tends to dominate current understandings of the region.</p>

Outline Syllabus

1. Conceptualizing South Asia and Module Introduction
2. South Asia and Great Power Politics (with a historical focus of the UK and contemporary focus on the US and China)
3. The State, Governance and Development Policy in South Asia
4. Wars in South Asia (with a focus on India, Pakistan and Bangladesh)
5. Territorial Disputes in South Asia (with a focus on India)
6. Civil Wars in South Asia (with a focus on Sri Lanka and India's north-east)
7. Civil-Military Relationships in South Asia (with a focus on Myanmar)
8. Whither Secularism: Religion and Politics in South Asia (with a focus on Nepal)
9. Caste and Diaspora Politics in South Asia (with a focus on India)
10. A Democratic Decline in South Asia? (with a focus on Bangladesh)
11. South Asia's Common Challenges: Climate Catastrophes and Regional Integration (with a focus on SAARC - South Asian Association for Regional Cooperation)
12. Module Review and Reflection

Indicative Reading List (monographs and edited volumes)

Ahuja, A. and Kapur, D. (editors) (2023). *Internal Security in India: Violence, Order, and the State*. Oxford University Press.

Akmal, H. and Dubey, M. (2013). *Democracy, Sustainable Development, and Peace: New Perspectives on South Asia*. Oxford University Press.

Awaya, T. and Tomozawa, K. (editors) (2022). *Inclusive Development in South Asia* (1st ed.). London: Routledge.

Bose, S. and Jalal, A. (2022). *Modern South Asia: History, Culture, Political Economy* (5th ed.). London: Routledge.

Ganguly, S. and O'Donnell, F. (editors) (2022). *Routledge handbook of the international relations of South Asia*. Abingdon: Routledge.

Ganguly, S., Scobell, A. and Liow, J.C. (editors) (2018). *The Routledge Handbook of Asian Security Studies*. Second edition Edition. London: Routledge.

Khilnani, S., Raghavan, V. and Thiruvengadam, A (editors) (2012). *Comparative Constitutionalism in South Asia*. Oxford University Press.

Maliji, A. (2022). *Religious Nationalism in Contemporary South Asia*. Cambridge University Press

Subramanyam, R. and Srinivasan, R. (editors) (2023) *The Routledge Handbook of South Asia Region, Security and Connectivity*. New Delhi: Routledge.

Indicative Reading List (Journals)

Contemporary South Asia

South Asia: Journal of South Asian Studies

South Asia Multidisciplinary Academic Journal (SAMAJ)

South Asia Research

Learning Outcomes

Outcome Number	Description
01	<p>Knowledge & Understanding: On successful completion of this module, students will have: - Developed a systematic and nuanced understanding and critical awareness of complex politics, security and development issues across all countries in the South Asia region (India, Pakistan, Bangladesh, Sri Lanka, Myanmar and Nepal) and the role that other powers play in the region including China, the US and the UK. - Examined historical and contemporary issues to explain and evaluate the significance of these dynamics across South Asia and examine common factors that shape their emergence in a comparative manner. - Demonstrated originality in the application of knowledge about these issues through a combination of formative and summative assessment.</p>
02	<p>Subject-Specific Skills: On successful completion of this module, students will be able to: - Integrate and synthesise a range of academic perspectives on the region from cutting-edge scholarship at the forefront of multiple disciplines (history, political science, international relations, security studies, sociology and South Asian studies) to formulate comparative judgements of political and security dynamics across South Asia - Evaluate current research and advanced scholarship on South Asian studies, using an awareness of appropriate methodologies and analytical techniques. - Communicate conclusions clearly through a combination of individual and group-based, written and oral, formative and summative assessment.</p>
03	<p>Personal Transferable Skills: On successful completion of this module, students will be able to: - Demonstrate initiative and personal responsibility by acting autonomously in planning and implementing self-directed learning. - Demonstrate an ability to creatively tackle complex analytical problems through self-directed work, seminar discussions and group work activities. - Exercise sound independent judgement in managing large amounts of complex information. - Demonstrate oral and written communication skills and be able to communicate findings to both specialist and non-specialist audiences.</p>

Learning, Teaching and Assessment Strategy

Structure of each session:

Each session will be in-person and three hours long (2 hours lecture and 1 hour workshop) and will be structured as follows:

- 1) A lecture providing a comparative overview of the week's topic across the SA region;
- 2) A focus case study of the situation in one or two South Asian countries and
- 3) A workshop which allows participants to engage further (in groups of 5) with the topic using a different South Asia case from the one discussed. These workshops will take various forms, which include policy analysis, media reporting or simulations of parliamentary sessions, both reflecting real-world challenges and developing the skills to address them and, in doing so, demonstrating Future-Focused Learning Principles.

Towards the end of the term, the module leaders will host an additional online session inviting guest speakers from academia, policy or media to discuss contemporary issues in the South Asia region.

Learning Materials:

Prior to each session, students will be required to undertake self-directed study to develop knowledge and understanding of key theories and concepts (through journal articles, monographs and edited volumes). In our efforts to decolonize the curriculum, our reading list will be representative- privileging scholarship from those in South Asia.

In addition, students will also be required to engage weekly with South Asia focused traditional and online news fora (like The Diplomat and South Asia Voices), and podcasts (like The Grand Tamasha and All Things Policy), and compiled newsletters (like the Foreign Policy's weekly South Asia brief).

We will also introduce students to cutting-edge work of key think tanks operating in South Asia (including Carnegie Endowment of International Peace- South Asia and the Takshashila Institute). This will be augmented by Policy Commons, a policy repository available through the University of Bradford's library. This will give students a holistic understanding of the South Asia region and the range of knowledge being produced about it, thereby aligning with the Bradford Curriculum's 'Liberated Learning Principles' by offering accessible and representative learning materials catering to a range of learning styles.

Assessment:

The assessments have been designed considering the achievement of learning outcomes and assessment security and mapped onto Programme-Centric and Future-Focused principles of the Bradford Curriculum. They are Programme-Centric in the way they progressively build complexity and offer opportunities for students to layer knowledge and address challenging questions as the module progresses. Innovative assessment formats such as the blog post and podcast are Future-Focused, asking students to grapple with real-world policy issues while developing career-oriented skills such as clear and concise digital communication. With the opportunity (subject to consent and quality) to publish excellent pieces online (either via our own or external outlets), there is also an exciting opportunity for students to develop their CVs.

This module will be assessed through a portfolio assessment. The assessment most likely will include a combination of the following:

1. A 12-15 minute podcast which students work on together as a group in the last few weeks of the term, with the last few weeks focusing on research skills, storyboarding and basic audio production.
2. Podcast Research Proposal. Students will submit a detailed plan for the podcast which includes a storyboard and an indicative list of readings they hope to engage with as they develop a question, to be approved by the Module Leaders.
3. A 750 guided reflective essay on learnings of politics, security and development in South Asia from the module using Gibbs Framework

To build up to summative feedback, the module will provide avenues for students to get formative feedback on oral and written communication, criticality and argumentation through formative assessment such as:

1. an individual 750 word blog post on a significant current affair issue in South Asia
2. an individual 750 word reading response paper
3. A group presentation "pitching" the group's podcast, including research questions and a storyboard

Alignment with the Bradford Curriculum

The module aligns with the four dimensions of the Bradford Curriculum in a number of key ways. Illustrative

examples are offered for each Dimension below:

Programme-Centric Learning Principles

The module is designed with Coherent links to the wider International Relations, Security and Development Studies programs offered at PSID, providing a research-led addition to other regionally-focused modules on Politics and Security in Africa and the Middle East. This module is also in direct conversation with theoretical modules, for example, PES7054B The International System in Theory and Context as a particularly challenging site for testing, applying and critiquing theory. The module's specific thematic weeks (such as those on religious violence and civil wars) will further build on thematic and conceptual introductions offered by specialist modules such as PES7053B Terrorism and Political Violence.

Liberated Learning Principles

The module's learning materials are designed to be both accessible and stimulating (combining a range of resources ranging from traditional academic sources to podcasts and blogs to policy reports). Key to this module is Representativity ? we thus not only place a premium on incorporating South Asian sources but specifically cases which are often marginalised within the region in Area Studies ? this includes incorporating perspectives from Myanmar, Nepal and neglected parts of India such as its Northeast region. Finally, the module's podcast proposal process builds in considerable student participation in shaping their learning and is thereby Empowering.

Research-Engaged Learning Principles

The module is built around cutting-edge research and is, therefore, Inspirational; for example, weeks 8, 9 and 10 draw extensively on Dr Sudhir Selvaraj's research on religious violence and democracy in India; weeks 4,5,6 and 7 on Dr Alex Waterman's work on major inter and intra-state conflicts in the region, and weeks 3 and 11 draws on Dr Anisha Samantara's participatory research on development challenges in the region. Each session, by introducing state-of-the-art thinking in the field, is systematic in highlighting the strengths and limitations of the extant literature and, in doing so, encourages students to develop and apply their research skills in creative ways. Finally, and in this context, the opportunity to craft and develop original podcasts and blog materials based on a formative proposal process offers an opportunity to co-create knowledge with both peers and, with support from staff, with opportunities for dissemination beyond the classroom.

Future-Focused Learning Principles

Part three of each weekly session, the workshop, builds in a weekly Experiential Learning dimension. These often take the form of simulation activities in which debates are intended to promote problem-solving and future-oriented thinking around decision-making. Naturally, the module's empirical focus is Authentic, containing numerous opportunities to grapple with real-world problems, ranging from engaging with case studies and policy documentation to extra-curricular activities such as invited expert guest lectures.

Mode of Assessment

Type	Method	Description	Weighting
Summative	Coursework - Portfolio/e-portfolio	This portfolio will most likely include a 12-15 min podcast production, a podcast proposal and a reflective essay.	100%
Formative	Presentation	A group presentation "pitching" the group's podcast, including research questions and a storyboard	N/A
Formative	Coursework - Written	Two 750 word individual submissions including a blog post on a significant contemporary issue and a reading response	N/A

Reading List

To access the reading list for this module, please visit <https://bradford.rl.talis.com/index.html>

Please note:

This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.

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