

# UNIVERSITY OF DELHI

Bachelor of Arts (Hons) Political Science

(Effective from Academic Year 2019-20)

## PAPERS FOR SEMESTER III



**Applicable for students registered with Regular Colleges, Non Collegiate Women's Education Board and School of Open Learning**

## **List of Papers and Courses for Semester III**

### **A) Core Course**

- 3.1 Paper V - Introduction to Comparative Government and Politics
- 3.2 Paper VI - Perspectives on Public Administration
- 3.3 Paper VII - Perspectives on International Relations and World History

### **B) Generic Elective (Interdisciplinary)**

- 1. Nationalism in India
- 2. Contemporary Political Economy
- 3. Women, Power and Politics
- 4. Gandhi and the Contemporary World
- 5. Understanding Ambedkar
- 6. Governance: Issues and Challenges
- 7. Politics of Globalization
- 8. United Nations and Global Conflicts

### **D) Ability Enhancement (AE Skill Based)**

- 1. Your Laws, Your Rights
- 2. Public Opinion and Survey Research
- 3. Legislative Practices and Procedures
- 4. Peace and Conflict Resolution

## Structure of Semester III

S. NO.	PAPER	
	<b>SEMESTER - III</b>	
<b>3.1</b>	Introduction to Comparative Government and Politics	Core Discipline - 5
<b>3.2</b>	Perspectives on Public Administration	Core Discipline - 6
<b>3.3</b>	Perspectives on International Relations and World History	Core Discipline - 7
<b>3.4</b>	Any One of the Following	Generic Elective - III (Interdisciplinary)
A	Nationalism in India	
B	Contemporary Political Economy	
C	Women, Power and Politics	
D	Gandhi and the Contemporary World	
E	Understanding Ambedkar	
F	Governance: Issues and Challenges	
G	Politics of Globalization	
H	United Nations and Global Conflicts	
<b>3.5</b>	Any one of the following	Ability Enhancement - I (Skill Based)
A	Your Laws, Your Rights	
B	Public Opinion and Survey Research	
C	Legislative Practices and Procedures	
D	Peace and Conflict Resolution	

## **Courses for B.A. (Hons) Political Science for Semester III**

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### **Paper V - Introduction to Comparative Government and Politics**

**(3.1)**

**Core Course - (CC) Credit:6**

#### **Course Objective**

This course aims to familiarise students to basic concepts, methods and scope of comparative politics, different approaches their strengths and weaknesses. The objective is to provide deeper understanding of structures and functions of institutions in comparative perspective. The course will examine politics in a historical framework while engaging with various themes of comparative analysis in developed and developing countries. The historical context of modern state, constitutional development and their political economy could be understood with specific references; such as capitalism with reference to Britain, socialism with reference to China, colonialism and decolonization with reference to Brazil and Nigeria.

#### **Course Learning Outcomes**

This paper would enable student to understand the legacy of the discipline. Studying different political systems from different continents across the world will introduce students to a range of political regimes, culture and their political economy. Students will learn to delineate ways to understand how state relates to the economy and how culture shapes the political discourse in a particular context. It would enhance the ability of students to use analytical frame of gender, race, ethnicity and their intersectionality in comparative perspective. Students will develop reflective thinking and ability to ask relevant questions pertinent to the discipline and will also develop aptitude for research.

#### **Unit 1**

##### **Understanding Comparative Politics (2 weeks lecture)**

- a) Nature and scope
- b) Why Compare and Methods of Comparison
- c) Going beyond Eurocentrism

#### **Unit 2**

##### **Approaches to Studying Comparative Politics (2 weeks lecture)**

- a) Institutional Approach, System Approach, Structural Functional Approach
- b) Political Culture
- c) New Institutionalism

## Unit 3

### **Historical context of modern government (16 lectures)**

- a) Capitalism: meaning and development: globalization
- b) Socialism: meaning, growth and development
- c) Colonialism and decolonization: meaning, context, forms of colonialism; anticolonialism struggles and process of decolonization

## Unit 4

### **Themes for comparative analysis (18 lectures)**

A comparative study of constitutional developments and political economy in the following countries: Britain, Brazil, Nigeria and China.

## References

### **I. Understanding Comparative Politics (2 Weeks lectures)**

Landman, Todd. 2008. *Issues and Methods in Comparative Politics (An Introduction)*. New York: Routledge.

J. Kopstein, and M. Lichbach, (eds), (2005) *Comparative Politics: Interests, Identities, and Institutions in a Changing Global Order*. Cambridge: Cambridge University Press, pp.1-5; 16-36; 253-290.

M. Mohanty, (1975) 'Comparative Political Theory and Third World Sensitivity', in *Teaching Politics*, Nos. 1 and 2, pp. 22-38

### **II. Approaches to Studying Comparative Politics:**

M. Pennington, (2009) 'Theory, Institutional and Comparative Politics', in J. Bara and M. Pennington (eds.) *Comparative Politics: Explaining Democratic System*. Sage Publications, New Delhi, pp. 13-40.

R. M. Howard, (2009) 'Culture in Comparative Political Analysis', in M. Lichback and A. Zuckerman, (eds.) *Comparative Political: Rationality, Culture, and Structure*. Cambridge: Cambridge University Press, pp. 134- 161.

G. Bingham Powell, Jr. Kaare Strom, Melanie Menion, Russell J. Dalton, "Political System: Environment and Interdependence", pp 27-33.

B. Rosamond, (2005) 'Political Culture', in B. Axford, et al. *Politics*, London: Routledge, pp. 57-81.

### **II Historical context of modern government**

#### **a. Capitalism:**

R. Suresh, (2010) *Economy & Society -Evolution of Capitalism*, New Delhi, Sage Publications, pp. 151-188; 235-268.

G. Ritzer, (2002) 'Globalization and Related Process I: Imperialism, Colonialism, Development, Westernization, Easternization', in *Globalization: A Basic Text*. London: Wiley-Blackwell, pp. 63-84.

### **b. Socialism:**

A. Brown, (2009) 'The Idea of Communism', in Rise and Fall of Communism, Harpercollins (e-book), pp. 1-25; 587-601.

J. McCormick, (2007) 'Communist and Post-Communist States', in Comparative Politics in Transition, United Kingdom: Wadsworth, pp. 195-209

### **c. Colonialism, decolonization& postcolonial society:**

P. Duara, (2004) 'Introduction: The Decolonization of Asia and Africa in the Twentieth Century', in P. Duara, (ed), Decolonization: Perspective From Now and Then. London: Routledge, pp. 1-18.

J. Chiryankandath, (2008) 'Colonialism and Post-Colonial Development', in P. Burnell, et. al, Politics in the Developing World. New Delhi: Oxford University Press, pp. 31-52.

### **IV. Themes for comparative analysis**

L. Barrington et. al (2010) Comparative Politics - Structures & Choices, Boston, Wadsworth, pp. 212-13; 71-76; 84-89.

M. Grant, (2009) 'United Kingdom Parliamentary System' in The UK Parliament. Edinburgh: Edinburgh University Press, pp. 24-43

J. McCormick, (2007) Comparative Politics in Transition, UK: Wadsworth, pp. 260-270 (China)

M. Kesselman, J. Krieger and William (2010), Introduction to Comparative Politics: Political Challenges and Changing Agendas, UK: Wadsworth. pp. 47-70 (Britain); 364- 388 (Nigeria); 625-648 (China); 415-440 (Brazil).

### **Additional Resources:**

#### **Classic Readings**

Aristotle: 'Politics,' Benjamin Jowett, Batoche Books, The Clarendon Press, 1999

Karl Marx: Critique of Political Economy, Progress Publishers, Moscow, Translated: S.W. Ryazanskaya, 1859.

Aime Cesarie: 'Discourse on Colonialism', Translated by Joan Pinkham, New York: Monthly Review Press. 2000

#### **Additional Readings**

##### **I. Understanding Comparative Politics (2 Weeks lectures)**

A. Roy, (2001) 'Comparative Method and Strategies of Comparison', in Punjab Journal of Politics. Vol. xxv (2), pp. 1-15.

J. Blondel, (1996) 'Then and Now: Comparative Politics', in Political Studies. Vol. 47 (1), pp. 152-160.

N. Chandhoke, (1996) 'Limits of Comparative Political Analysis ', in Economic and Political Weekly, Vol. 31 (4), January 27, pp. PE 2-PE2-PE8

##### **II. Approaches to Studying Comparative Politics:**

P. Hall, Taylor and C. Rosemary, (1996) 'Political Science and the Three New Institutionalism', Political Studies. XLIV, pp. 936-957.

L. Rakner, and R. Vicky, (2011) 'Institutional Perspectives', in P. Burnell, et .al. (eds.) Political in the Developing World. Oxford: Oxford University Press, pp. 53-70.

**II Historical context of modern government**

**a. Capitalism -Essential Readings:**

M. Dobb, (1950) 'Capitalism', in Studies in the Development of Capitalism. London: Routledge and Kegan Paul Ltd, pp. 1-32.

E. Wood, (2002) 'The Agrarian origin of Capitalism', in Origin of Capitalism: A Long View. London: Verso, pp. 91-95; 166-181.

A. Hoogvelt, (2002) 'History of Capitalism Expansion', in Globalization and Third World Politics. London: Palgrave, pp. 14-28.

**b. Socialism- Essential Readings:**

R. Meek, (1957) 'The Definition of Socialism: A Comment', The Economic Journal. 67 (265), pp. 135-139

**c. Colonialism, decolonization& postcolonial society:**

M. Mohanty, (1999) 'Colonialism and Discourse in India and China', Available at [http://www.ignca.nic.in/ks\\_40033.html](http://www.ignca.nic.in/ks_40033.html) http, Accessed: 24.03.2011.

**IV. Themes for comparative analysis (18 lectures)**

P. Rutland, (2007) 'Britain', in J. Kopstein and M. Lichbach. (eds.) Comparative Politics: Interest, Identities and Institutions in a Changing Global Order. Cambridge: Cambridge University Press, pp. 39-79.

Teaching Learning Process

Unit	Course Learning Outcome	Teaching and Learning Activities	Assessment Method
<b>I. Understanding Comparative Politics</b>	Learning what, why and how to compare with an objective to discern Eurocentric bias	Primarily theory class with power point presentations	Assessment through discussion on nature of comparative politics and eurocentricism
<b>II. Approaches to Studying Comparative Politics</b>	Let student understand the different approaches to study Comparative politics	Theory classes with a focus on critical analysis of historical development of the field of Comparative politics	Power point presentation by students on different approaches and discussion in the class
<b>III. Historical context of modern government</b>	Students will learn the emergence and development different forms of government	A comparative approach on different forms of government through a discussion in class	Students will be encouraged to prepare project on capitalism, socialism and colonialism by focusing on some classics

<b>IV. Themes for comparative analysis</b>	Student will study through the examples from the globe	Theory class through discussion on different aspects of governance in Britain, Brazil, Nigeria and China	Students will be evaluated through a comparative case study of countries
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### Keywords

Eurocentricism, Cultural Approach, Brazil, Nigeria, India

## **Paper VI - Perspectives on Public Administration**

**(3.2)**

**Core Course - (CC) Credit:6**

### Course Objective

The course introduces the discipline of public administration. This paper encompasses public administration in its historical context with an emphasis on the various classical and contemporary administrative theories. The course also explores some of the recent trends, including feminism and ecological conservation and how the call for greater democratization is restructuring public administration. The course will also attempt to provide the students a comprehensive understanding on contemporary administrative developments.

### Course Learning Outcomes

- The student will be able to understand an overview of the discipline and how it is different from private administration.
- The student will be introduced to the evolution of the discipline, its changing contours through a study of the different theories, ranging from the classical, neo-classical and contemporary theories.
- The students will be better equipped to analyse processes of leadership and conflict-management that have become increasingly significant in contemporary administration.
- The student learns about major contemporary approaches in public administration.
- The student is specially made sensitive to the feminist perspective in Public administration.

### Unit 1

#### **Public Administration as a Discipline [15 lectures]**

- a) Meaning, Dimensions and Significance of the Discipline
- b) Public and Private Administration
- c) Evolution of Public Administration

## Unit 2

### **Theoretical Perspectives [25 lectures]**

#### **a) Classical Theories**

- i. Scientific Management (F.W. Taylor)
- ii. Administrative Management (Gullick, Urwick and Fayol)
- iii. Ideal-Type Bureaucracy (Max Weber)

#### **b) Neo-Classical Theories**

- i. Human Relations Theory (Elton Mayo)
- ii. Rational Decision-Making (Herbert Simon)

#### **c) Contemporary Theories**

- i. Ecological Approach (Fred Riggs)
- ii. Innovation and Entrepreneurship (Peter Drucker)

## Unit 3

### **Public Policy [10 lectures]**

- a) Concept, relevance and approaches
- b) Formulation, implementation and evaluation

## Unit 4

### **Major Approaches in Public Administration [20 lectures]**

- a) Development Administration
- b) New Public Administration
- c) New Public Management
- d) New Public Service Approach
- e) Good Governance
- f) Feminist Perspectives

## References

### **I. Public Administration as a Discipline**

- a) Meaning, Dimensions and Significance of the Discipline.

Nicholas Henry, Public Administration and Public Affairs, Prentice Hall, 1999

D. Rosenbloom, R. Kravchuk. and R. Clerkin, (2009) Public Administration: Understanding Management, Politics and Law in Public Sector, 7th ed., New Delhi: McGraw Hill, pp. 1-40

W. Wilson, (2004) 'The Study of Administration', in B. Chakrabarty and M. Bhattacharya (eds), Administrative Change and Innovation: A Reader, New Delhi: Oxford University Press, pp. 85-101

चक्रवर्ती, बिद्युत, प्रकाश चंद (2018), वैश्वीकृत दुनिया में लोक प्रशासन, सेज भाषा, नई दिल्ली

भट्टाचार्या, मोहित (2007) लोक प्रशासन के नए आयाम, जवाहर प्रकाशन, नई दिल्ली

सिन्हा, मनोज (2010) प्रशासन एवं लोकनीति, ओरियंट ब्लैकस्वान, नई दिल्ली  
बासु, रुमकी (2012), लोक प्रशासन: संकल्प एवं सिद्धांत, जवाहर बुक सेंटर, दिल्ली  
यादव, सुषमा (2016), लोक प्रशासन: सिद्धांत एवं व्यवहार, ओरियंट ब्लैकस्वान, नई दिल्ली  
कटारिया, सुरेन्द्र (2015), प्रशासनिक सिद्धांत एवं प्रबंध, नैशनल पब्लिकेशन हाउस  
महेश्वरी, श्री राम (2008), भारतीय प्रशासन, ओरियंट ब्लैकस्वान, नई दिल्ली  
पद्म, रामचंद्रन, भारत में लोक प्रशासन, नैशनल बुक ट्रस्ट, नई दिल्ली

b) Public and Private Administration.

M. Bhattacharya, (2008) *New Horizons of Public Administration*, 5th Revised Edition. New Delhi: Jawahar Publishers, pp. 37-44.

G. Alhson, (1997) 'Public and Private Management', in J. Shafritz and A. Hyde (eds) *Classics of Public Administration*, 4th ed., Forth Worth: Hartcourt Brace, TX, pp. 510-529.

c) Evolution of Public Administration

N. Henry, *Public Administration and Public Affairs*, 12th edition. New Jersey: Pearson, 2013

M. Bhattacharya, *Restructuring Public Administration: A New Look*, New Delhi: Jawahar Publishers, 2012

P. Dunleavy and C. Hood, "From Old Public Administration to New Public Management", *Public Money and Management*, Vol. XIV No-3, 1994

M. Bhattacharya, *New Horizons of Public Administration*, New Delhi: Jawahar Publishers, 2011

## **II. Theoretical Perspectives**

### Scientific Management

D. Gvishiani, *Organisation and Management*, Moscow: Progress Publishers, 1972

F. Taylor, 'Scientific Management', in J. Shafritz, and A. Hyde, (eds.) *Classics of Public Administration*, 5th Edition. Belmont: Wadsworth, 2004

P. Mouzelis, 'The Ideal Type of Bureaucracy' in B. Chakrabarty, and M. Bhattacharya (eds), *Public Administration: A Reader*, New Delhi: Oxford University Press, 2003

### Administrative Management

D. Ravindra Prasad, Y. Pardhasaradhi, V. S. Prasad and P. Satymarayana (eds), *Administrative Thinkers*, Sterling Publishers, 2010

E. J. Ferreira, A. W. Erasmus and D. Groenewald, *Administrative Management*, Juta Academics, 2010

### Ideal Type-Bureaucracy

M. Weber, 'Bureaucracy', in C. Mills, and H. Gerth, *From Max Weber: Essays in Sociology*. Oxford: Oxford University Press, 1946

Warren G. Bennis, *Beyond Bureaucracy*, Mc Graw Hill, 1973

## Human Relations Theory

D. Gvishiani, *Organisation and Management*, Moscow: Progress Publishers, 1972

B. Miner, 'Elton Mayo and Hawthorne', in *Organisational Behaviour 3: Historical Origins and the Future*. New York: M.E. Sharpe, 2006

## Rational-Decision Making

S. Maheshwari, *Administrative Thinkers*, New Delhi: Macmillan, 2009

Fredrickson and Smith, 'Decision Theory', in *The Public Administration Theory Primer*. Cambridge: Westview Press, 2003

## Ecological approach

R. Arora, 'Riggs' Administrative Ecology' in B. Chakrabarty and M. Bhattacharya (eds) *Public Administration: A reader*, New Delhi, Oxford University Press, 2003

A. Singh, *Public Administration: Roots and Wings*. New Delhi: Galgotia Publishing Company, 2002

F. Riggs, *Administration in Developing Countries: The Theory of Prismatic Society*. Boston: Houghton Mifflin, 1964

## Innovation and Entrepreneurship

Peter F. Drucker, *Innovation and Entrepreneurship*, London: Harper Collins, 1999

Peter F. Drucker, *The Practice of Management*, London: Harper Collins, 2006

## **III. Public Policy**

### Concept, Relevance and Approaches

T. Dye, (1984) *Understanding Public Policy*, 5th Edition. New Jersey: Prentice Hall, pp. 1-44

Xun Wu, M. Ramesh, Michael Howlett and Scott Fritzen, *The Public Policy Primer: Managing the Policy Process*, Rutledge, 2010

Mary Jo Hatch and Ann L. Cunliffe *Organisation Theory: Modern, Symbolic and Postmodern Perspectives*, Oxford University Press, 2006

Michael Howlett, *Designing Public Policies: Principles and Instruments*, Routledge, 2011

*The Oxford Handbook of Public Policy*, Oxford University Press, 2006

### Formulation, implementation and evaluation

Prabir Kumar De, *Public Policy and Systems*, Pearson Education, 2012

R.V. Vaidyanatha Ayyar, *Public Policy Making in India*, Pearson, 2009

Surendra Munshi and Biju Paul Abraham (eds) *Good Governance, Democratic Societies and Globalisation*, Sage Publishers, 2004

## **IV. Major Approaches in Public Administration**

a) Development administration

M. Bhattacharya, *Social Theory, Development Administration and Development Ethics*, New Delhi: Jawahar Publishers, 2006, Chapter 2 and 4.

F. Riggs, *The Ecology of Public Administration*, Part 3, New Delhi: Asia Publishing House, 1961

चक्रवर्ती, बिद्युत, प्रकाश चंद (2018), भारतीय प्रशासन, सेज भाषा, नई दिल्ली

#### b) New Public Administration

M. Bhattacharya, *Public Administration: Issues and Perspectives*, New Delhi: Jawahar Publishers, 2012

H. Frederickson, 'Toward a New Public Administration', in J. Shafritz, & A. Hyde, (eds.) *Classics of Public Administration*, 5th Edition, Belmont: Wadsworth, 2004

#### c) New Public Management

U. Medury, *Public administration in the Globalization Era*, New Delhi: Orient BlackSwan, 2010

A. Gray, and B. Jenkins, 'From Public Administration to Public Management' in E. Otenyo and N. Lind, (eds.) *Comparative Public Administration: The Essential Readings*. Oxford University Press, 1997

C. Hood, 'A Public Management for All Seasons', in J. Shafritz, & A. Hyde, (eds.) *Classics of Public Administration*, 5th Edition, Belmont: Wadsworth, 2004

#### d) New Public Service Approach

R.B. Denhart & J.V. Denhart "The New Public Service: Serving Rather Than Steering", in *Public Administration Review*, Volume 60, No. 6, November-December 2000

#### e) Good Governance

A. Leftwich, 'Governance in the State and the Politics of Development', in *Development and Change*. Vol. 25, 1994

M. Bhattacharya, 'Contextualizing Governance and Development' in B. Chakrabarty and M. Bhattacharya, (eds.) *The Governance Discourse*. New Delhi: Oxford University Press, 1998

B. Chakrabarty, *Reinventing Public Administration: The India Experience*. New Delhi: Orient Longman, 2007

U. Medury, *Public administration in the Globalisation Era*, New Delhi: Orient Black Swan, 2010

#### f) Feminist Perspective

Camila Stivers, *Gender Images in Public Administration*, California: Sage Publishers, 2002

Radha Kumar, *The History of Doing*, New Delhi: Kali for Women, 1998

Sylvia Walby, *Theorising Patriarchy*, Oxford, Basil Blackwell, 1997

Amy. S. Wharton, *The Sociology of Gender*, West Sussex: Blackwell-Wiley Publishers, 2012

Nivedita Menon [ed.], *Gender and Politics*, Delhi: Oxford University Press, 1999

Simone De Beauvoir, *The Second Sex*, London: Picador, 1988

Alison Jaggar, *Feminist Politics and Human Nature*, Brighton: Harvester Press, 1983

Maxine Molyneux and Shahra Razavi, Gender, Justice, Development and Rights, Oxford: Oxford University Press, 2002

### Teaching Learning Process

The course titled, Paper VI - Perspectives on Public Administration, in Programme (CBCS) B.A. (Hons.) Political Science aims to adept students in Public Administration by engaging them in classroom lectures using Experiential Learning (EL) Perspective. It prioritises and emphasises on student's passion and cognition. It opts for pragmatism in teaching and integrates theory and practice. Students are encouraged to interact in the classroom by critically engaging with the thinkers taught to them and relate it to complex everyday worlds to understand the continuity and change in the discourse. In this programme apart from classroom lecture delivery the different mediums adapted to transfer the knowledge includes Power Point presentations, use of audio-visual resources such as screening of movie/documentary. Additionally, the weekly seminars held in Department fosters an opportunity for students to participate in discussions on arrays of issues.

### Assessment Methods

Aiming to break the monotony of a single assessment method, this course uses varieties of assessment tools. The preferred option to evaluate the large scale of students is written semester examination and internal examination. Apart from that, this course also assesses students on the basis of their engagement in the quiz session, debate session done after completion of every unit. For some units, students are also required to submit a term paper/ article.

### Keywords

Public Administration, Private Administration, Scientific management, Bureaucracy, Public Policy, Good Governance

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## **Paper VII- Perspectives on International Relations and World History**

**(3.3)**

**Core Course - (CC) Credit:6**

### Course Objective

This paper seeks to equip students with the basic intellectual tools for understanding International Relations. It introduces students to some of the most important theoretical approaches for studying international relations. The course begins by historically contextualizing the evolution of the international state system before discussing the agent-structure problem through the levels-of-analysis approach. After having set the parameters of the debate, students are introduced to different theories in International Relations. It provides a fairly comprehensive overview of the major political developments and events starting from the twentieth century.

Students are expected to learn about the key milestones in world history and equip them with the tools to understand and analyze the same from different perspectives. A key objective of the course is to make students aware of the implicit Euro - centricism of International Relations by highlighting certain specific perspectives from the Global South.

### Course Learning Outcomes

- The students will have a comprehensive understanding of both historical processes and contemporary practices in International Relations.
- Major theoretical perspectives will broaden the critical insight and inculcate among students the significance and rigor of the study of international relations.
- The paper will go beyond eurocentrism in international relations and reflect on the global South perspectives.
- It will evolve analytical skills to further explore both theoretical and actual key milestones in international relations.

### Unit 1

#### **Studying International Relations (15 Lectures)**

- a. How do you understand International Relations: Levels of Analysis (3 lectures)
- b. History of IR: Emergence of the International State System (2 Lectures)
- c. Pre-Westphalia and Westphalia (5 lectures)
- d. Post-Westphalia (5 lectures)

### Unit 2

#### **Theoretical Perspectives (25 Lectures)**

- a. Classical Realism & Neo-Realism (6 lectures)
- b. Liberalism & Neoliberalism (5 lectures)
- c. Marxist Approaches (5 lectures)
- d. Feminist Perspectives (4 lectures)
- e. Eurocentricism and Perspectives from the Global South (5 Lectures)

### Unit 3

#### **An Overview of Twentieth Century IR History (20 Lectures)**

- a. World War I: Causes and Consequences (1 Lecture)
- b. Significance of the Bolshevik Revolution (1 Lecture)
- c. Rise of Fascism / Nazism (2 Lectures)
- d. World War II: Causes and Consequences (3 Lectures)
- e. Cold War: Different Phases (4 Lectures)
- f. Emergence of the Third World (3 Lectures)
- g. Collapse of the USSR and the End of the Cold War (2 Lectures)
- h. Post-Cold War Developments and Emergence of Other Power Centers of Power (4 Lectures)

## References

### A. Studying International Relations

M. Nicholson, (2002) *International Relations: A Concise Introduction*, New York: Palgrave, pp. 1-4.

R. Jackson and G. Sorensen, (2007) *Introduction to International Relations: Theories and Approches*, 3rd Edition, Oxford: Oxford University Press, pp. 2-7.

S. Joshua. Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, 2007, pp. 29-35.

C. Brown and K. Ainley, (2009) *Understanding International Relations*, Basingstoke: Palgrave, pp. 1-16.

R. Mansbach and K. Taylor, (2012) *Introduction to Global Politics*, New York: Routledge, pp. 33-68.

K. Mingst, (2011) *Essentials of International Relations*, New York: W.W. Norton and Company, pp. 16-63.

P. Viotti and M. Kauppi, (2007) *International Relations and World Politics: Security, Economy, Identity*, Pearson Education, pp. 40-85.

J. Singer, (1961) 'The International System: Theoretical Essays', *World Politics*, Vol. 14(1), pp. 77-92.

B. Buzan, (1995) 'The Level of Analysis Problem in International Relations Reconsidered,' in K. Booth and S. Smith, (eds), *International Relations Theory Today*, Pennsylvania: The Pennsylvania State University Press, pp. 198-216.

### B. Theoretical Perspectives

E.H. Carr, (1981) *The Twenty Years Crisis, 1919-1939: An Introduction to the Study of International Relations*, London: Macmillan, pp. 63-94.

H. Morgenthau, (2007) 'Six Principles of Political Realism', in R. Art and R. Jervis, *International Politics*, 8th Edition, New York: Pearson Longman, pp. 7-14.

T. Dunne and B. Schmidt, (2008) 'Realism', in J. Baylis and S. Smith (eds), *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 90-107.

K. Waltz, (2007) 'The Anarchic Structure of World Politics', in R. Art and R. Jervis, *International Politics*, 8th Edition, New York: Pearson Longman, pp. 29-49.

T. Dunne, (2008) 'Liberalism', in J. Baylis and S. Smith (eds.), *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 108-123.

R. Keohane and J. Nye, (2000) 'Transgovernmental Relations and the International Organization', in M. Smith and R. Little (eds.), *Perspectives on World Politics*, New York: Routledge, pp. 229-241.

- I. Wallerstein, (2000) 'The Rise and Future Demise of World Capitalist System: Concepts for Comparative Analysis', in Michael Smith and Richard Little (eds), *Perspectives on World Politics*, New York: Routledge, pp. 305-317.
- S. Hobden and R. Jones, (2008) 'Marxist Theories of International Relations' in J. Baylis and S. Smith (eds), *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 142-149; 155-158.
- J. Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, pp. 494-496; 500-503.
- J. Tickner, (2007) 'A Critique of Morgenthau's Principles of Political Realism', in R. Art and R. Jervis, *International Politics*, 8th Edition, New York: Pearson Longman, pp. 15-28.
- F. Halliday, (1994) *Rethinking International Relations*, London: Macmillan, pp. 147- 166.
- A. Acharya and B. Buzan, (2007) 'Why Is There No Non- Western IR Theory: Reflections on and From Asia', *International Relations of The Asia- Pacific*, Vol 7(3), pp. 285-286.
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### **C. An Overview of Twentieth Century IR History**

- Hobsbawm, E. (1995) *Age of Extreme: The Short Twentieth Century, 1914—1991*. London: Abacus, pp. 22-35; pp. 54-78; pp. 108-141.
- Carr, E.H. (2004) *International Relations between the Two World Wars: 1919-1939*. New York: Palgrave, pp. 197-231 and 258-278.
- Taylor, A.J.P. (1961) *The Origins of the Second World War*. Harmondsworth: Penguin, pp.29-65.
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- Scott, L. (2005) 'International History, 1945-1990' in Baylis, J. and Smith, S. (eds.) (2008) *The Globalization of World Politics. An Introduction to International Relations*. 4th edn. Oxford: Oxford University Press, pp. 93-101.
- Hobsbawm, E. (1995) *Age of Extreme: The Short Twentieth Century, 1914—1991*. London: Abacus, pp. 207-222; pp. 225-226.
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### **Additional Resources:**

#### **Classic Readings**

- Hans J. Morgenthau (1948), *Politics among Nations*, 8th edition, revised by K Thompson and D. Clinton, New York, McGraw Hill, 2006.

E. H. Carr (1985), *International Relations between the two world wars 1919-1939*, London, MacMillan.

Kenneth Waltz (1959) *Man, the State and War*, Columbia, Columbia University Press.

Daniel Philpott (1999), “Westphalia, Authority and International Society”, *Political Studies*, XLVII, pp. 566-539.

### **Readings in Hindi:**

अजय कुमार (2011), *अन्तराष्ट्रीय संबंधों के सिधांत : एक परिचय*, दिल्ली: पियर्सन एजुकेशन.

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### **Additional Readings**

#### **A. Studying International Relations**

K. Mingst and J. Snyder, (2011) *Essential Readings in International Relations*, New York: W.W. Norton and Company, pp. 1-15.

M. Smith and R. Little, (eds) (2000) ‘Introduction’, in *Perspectives on World Politics*, New York: Routledge, 2000, 1991, pp. 1-17.

J. Baylis and S. Smith (eds), (2008) *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 1-6.

R. Mansbach and K. Taylor, (2008) *Introduction to Global Politics*, New York: Routledge, pp. 2-32.

J. Baylis, S. Smith and P. Owens, (2008) *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 36-89.

R. Mansbach and K. Taylor, (2008) *Introduction to Global Politics*, New York: Routledge, pp. 70-135.

J. Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, pp. 50-69.

E. Hobsbawm, (1995) *Age of Extremes: The Short Twentieth Century 1914-1991*, Vikings.

S. Lawson, (2003) *International Relations*, Cambridge: Polity Press, pp. 21-60.

K. Mingst, (2011) *Essentials of International Relations*, New York: W.W. Norton and Company, pp. 93-178.

J. Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, pp. 35-49.

#### **B. Theoretical Perspectives**

M. Nicholson, (2002) *International Relations: A Concise Introduction*, New York: Palgrave, pp. 6-7.

H. Bull, (2000) ‘The Balance of Power and International Order’, in M. Smith and R. Little (eds), *Perspectives on World Politics*, New York: Routledge, pp. 115-124.

- M. Nicholson, *International Relations: A Concise Introduction*, New York: Palgrave, 2002, pp. 120-122.
- J. Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, pp. 138-148.
- S. Smith and P. Owens, (2008) 'Alternative Approaches to International Theory' in J. Baylis and S. Smith (eds), *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 181-184.
- J. Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, pp. 127-137.
- R. Jackson and G. Sorensen, (2007) *Introduction to International Relations: Theories and Approaches*, 3rd Edition, Oxford: Oxford University Press, pp. 97-128.
- J. Galtung, (2000) 'A Structural Theory of Imperialism', in M. Smith and R. Little, (eds), *Perspectives on World Politics*, New York: Routledge, pp. 292-304.
- A. Frank, (1966) 'The Development of Underdevelopment' *Monthly Review*, pp. 17-30.
- P. Viotti and M. Kauppi (2007), *International Relations and World Politics: Security, Economy, Identity*, Pearson Education, pp. 40-85.
- Modern History Sourcebook: Summary of Wallerstein on World System Theory, Available at <http://www.fordham.edu/halsall/mod/Wallerstein.asp>, Accessed: 19.04.2013
- O. Weaver and A. Tickner, (2009) 'Introduction: Geocultural Epistemologies', in A. Tickner and O. Waever (eds), *International Relations: Scholarship Around The World*, London: Routledge, pp. 1-31.
- R. Kanth (ed), (2009) *The Challenge of Eurocentrism: Global Perspectives, Policy & Prospects*, New York: Palgrave-McMillan.
- S. Amin, (2010) *Eurocentrism: Modernity, Religion & Democracy*, New York: Monthly Review Press.

### **C. An Overview of Twentieth Century IR History**

- Brezeznski, Z. (2005) *Choice: Global Dominance or Global Leadership*. New York: Basic Books, pp. 85-127.
- Gill, S. (2005) 'Contradictions of US Supremacy' in Panitch, L. and Leys, C. (eds.) *Socialist Register: The Empire Reloaded*. London: Merlin Press. 2004, London, Merlin Press and New York, Monthly Review Press. *Socialist Register*, pp.24-47.
- Therborn, G. (2006) 'Poles and Triangles: US Power and Triangles of Americas, Asia and Europe' in Hadiz, V.R. (ed.) *Empire and Neo Liberalism in Asia*. London: Routledge, pp.23-37.

### **Teaching Learning Process**

In this course the purpose is to equip students with the basic intellectual tools for understanding International Relations by introducing them to some of the most important theoretical approaches

in the discipline. One of the important goals of the teaching-learning process in this course is to make students aware of the implicit Euro-centricism of International Relations by highlighting certain specific perspectives from the Global South.

In this course the teaching process would include a combination of different pedagogic tools like class lecture, class discussion, class presentations, group discussion and debates. The students will also learn through power-point presentations and film screening. The teaching-learning process would also focus on regular revision through different methods like holding quiz after the end of every unit, dividing the class into different groups based on different ideologies in the discipline and holding a free debate amongst them on different issues relevant for the course. Students will also be asked to do small write-ups on a question or a topic given to them based on their understanding of the problem/issue after completing every unit.

### Assessment Methods

Students will be assessed at different stages during the completion of this course. They will be assessed on the basis of their performance in group discussions after completion of every unit, class presentations and one assignment on a given topic.

### Keywords

International Relations, Realism, Liberalism, Marxism, Feminism, Eurocentricism

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## **GE1 - Nationalism in India (B.1) Generic Elective - (GE) Credit:6**

### Course Objective

The course aims to help students understand nationalism in India in the specific historical context of the struggles against colonial rule in India. It looks at nationalism as from different theoretical perspectives to emphasize its different dimensions both as a movement and ideology. The course begins by looking at the responses to colonial dominance in the nineteenth century, and traces the development of the anti-colonial struggle up to the mid-20th century paying attention to its social composition and different modalities through which nationalist resistance was mobilized and consolidated. It focuses subsequently on the events leading to the Partition and independence in 1947. In the process, the course also tries to focus on the various tensions and contradictions within the discourse on nationalism and its engagement with the questions of caste, class, gender and gender.

### Course Learning Outcomes

On successful completion of the course, students would be able to:

- Gain an understanding of the different theoretical perspectives on the emergence and development of nationalism in India
- Demonstrate knowledge of the historical trajectory of the development of the nationalist movement in India, with specific focus on its different phases
- Understand the contribution of various social movements in the anti-colonial struggle
- Demonstrate awareness of the history of partition and the moment of independence that followed

### Unit 1

#### **Approaches to the Study of Nationalism in India (8 lectures)**

Nationalist, Imperialist, Marxist, and Subaltern Interpretations

### Unit 2

#### **Reformism and Anti-Reformism in the Nineteenth Century (8 lectures)**

Major Social and Religious Movements in 19th century

### Unit 3

#### **Nationalist Politics and Expansion of its Social Base (18 lectures)**

- a. Phases of Nationalist Movement: Liberal Constitutionalists, Swadeshi and the Radicals; Beginning of Constitutionalism in India
- b. Gandhi and Mass Mobilisation: Non-Cooperation Movement, Civil Disobedience Movement, and Quit India Movement
- c. Socialist Alternatives: Congress Socialists, Communists

### Unit 4

#### **Social Movements (8 lectures)**

- a. The Women's Question: Participation in the National Movement and its Impact
- b. The Caste Question: Anti-Brahmanical Politics
- c. Peasant, Tribals and Workers Movements

### Unit 5

#### **Partition and Independence (6 lectures)**

- a. Communalism in Indian Politics
- b. The Two-Nation Theory, Negotiations over Partition

### References

#### **I. Approaches to the Study of Nationalism in India**

S. Bandopadhyay, (2004) *From Plassey to Partition: A History of Modern India*, New Delhi: Orient Longman, pp. 184-191.

R. Thapar, (2000) 'Interpretations of Colonial History: Colonial, Nationalist, Post-colonial', in P. DeSouza, (ed.) *Contemporary India: Transitions*, New Delhi: Sage Publications, pp. 25-36.

## **II. Reformism and Anti-Reformism in the Nineteenth Century**

S. Bandopadhyay, (2004) *From Plassey to Partition: A History of Modern India*, New Delhi: Orient Longman, pp.139-158, 234-276.

A. Sen, (2007) 'The idea of Social Reform and its Critique among Hindus of Nineteenth Century India', in S. Bhattacharya, (ed.) *Development of Modern Indian Thought and the Social Sciences*, Vol. X. New Delhi: Oxford University Press.

## **III. Nationalist Politics and Expansion of its Social Base**

S. Bandopadhyay, (2004) *From Plassey to Partition: A History of Modern India*. New Delhi: Orient Longman, pp. 279-311.

S. Sarkar, (1983) *Modern India (1885-1947)*, New Delhi: Macmillan.

P. Chatterjee, (1993) 'The Nation and its Pasts', in P. Chatterjee, *The Nation and its Fragments: Colonial and Postcolonial Histories*. New Delhi: Oxford University Press, pp. 76-115.

## **IV. Social Movements**

S. Bandopadhyay, (2004) *From Plassey to Partition: A history of Modern India*. New Delhi: Orient Longman, pp. 342-357, 369-381.

G. Shah, (2002) *Social Movements and the State*, New Delhi: Sage, pp. 13-31

## **V. Partition and Independence**

A. Jalal, and S. Bose, (1997) *Modern South Asia: History, Culture, and Political Economy*. New Delhi: Oxford University Press, pp. 135-156.

A. Nandy, (2005) *Rashtravad banam Deshbhakti* Translated by A. Dubey, New Delhi: Vani Prakashan. pp. 23-33. [The original essay in English is from A. Nandy, (1994) New Delhi: Oxford University Press, pp. 1-8.]

### **Additional Resources:**

B. Chakrabarty and R. Pandey, (2010) *Modern Indian Political Thought*, New Delhi: Sage Publications.

P. Chatterjee, (1993) *The Nation and its Fragments: Colonial and Postcolonial Histories*, New Delhi: Oxford University Press.

R. Pradhan, (2008) *Raj to Swaraj*, New Delhi: Macmillan (Available in Hindi).

S. Islam, (2006) *Bharat Mein Algaovaad aur Dharm*, New Delhi: Vani Prakashan.

### **Teaching Learning Process**

Students will have interactive lectures on the struggle of Indian people against colonialism. It seeks to achieve this understanding by looking at this struggle from different theoretical perspectives that highlight its different dimensions. The course begins discussion on the nineteenth century Indian responses to colonial dominance in the form of reformism and its criticism and continues through various phases up to the events leading to the Partition and Independence. In the process, the students engage with detailed discussion on various conflicts

and contradictions by focusing on its different dimensions: communalism, class struggle, caste and gender questions.

### Assessment Methods

Students will be assessed on continuous basis followed by end term examination. Internal assessment will be conducted at the end of each unit which may include assignments, class presentations and viva-voce. Students will be assessed on the basis of their ability to think critically. Students will be required to submit a critical review of any book or a film that relates to any one unit of the syllabus before end term examination.

### Keywords

Caste, Communalism, Colonialism, Dominance, Gender, Partition, Peasants Nationalism, Struggle, Workers

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## **GE2 - Contemporary Political Economy (B.2) Generic Elective - (GE) Credit:6**

### Course Objective

Given the growing recognition worldwide of the importance of the political economy approach to the study of global order, this course has the following objectives:

- To familiarize the students with the different theoretical approaches
- To give a brief overview of the history of the evolution of the modern capitalist world;
- To highlight the important contemporary problems, issues and debates on how these should be addressed.

### Course Learning Outcomes

- The students will learn about diverse approaches to international political economy.
- The study of role of international organization in transforming the world economy will equip the students to understand the process of evolution of capitalism.
- Insights into issues and contentions of development and perspectives on globalization will augment students' ability to assess its impact on culture, environment, military-security dimensions and traditional knowledge systems.
- The paper will enable students to comprehend contemporary dilemmas in the socio-political, gender and ethnic domains.

## Unit 1

### **Approaches to Political Economy (15 Lectures)**

- a) Classical Liberalism
- b) Marxism
- c) Welfarism
- d) Neo-liberalism
- e) Gandhian approach

## Unit 2

### **Capitalist Transformation (14 Lectures)**

- a) European Feudalism and Transition to Capitalism
- b) Globalization: Transnational Corporations, World Trade Organization, International Non-governmental Organizations (their role in development)

## Unit 3

### **Issues in Development (15 Lectures)**

- a) Culture
- b) Environment
- c) Knowledge Economy

## Unit 4

### **Globalization and Development Dilemmas (16 Lectures)**

- a) Artificial Intelligence
- b) Gender
- c) Racial and Ethnic Problems
- d) Migration

## References

Arblaster, A. (2006) 'The Rise and Decline of Western Liberalism' in Lal, D. *Reviving the Invisible Hand: The Case for Classical Liberalism in the Twentyfirst Century*. Princeton: Princeton University Press, pp. 1- 8, 17- 30, and 48- 51.

Mandel, E. (1979) *An Introduction to Marxist Economic Theory*. New York: Pathfinder Press, 3rd print, pp. 3-73.

Kersbergen, K.V. and Manow, P. (2009) *Religion, Class Coalition and Welfare State*. Cambridge: Cambridge University Press, chapters 1 and 10, pp. 1-38; 266-295

Andersen, J. G. (ed.) (2008) 'The Impact of Public Policies' in Caramani, D. *Comparative Politics*. Oxford: Oxford University Press, ch 22, pp. 547- 563.

Harvey, D. (2005) *A Brief History of Neo-liberalism*. Oxford: Oxford University Press.

- Ghosh, B.N. (2007) *Gandhian Political Economy: Principles, Practice and Policy*. Ashgate Publishing Limited, pp. 21- 88.
- Phukan, M. (1998) *The Rise of the Modern West: Social and Economic History of Early Modern Europe*. Delhi: Macmillan India, pp. 420- 440.
- Gilpin, R. (2003) *Global Political Economy: Understanding the International Economic Order*, Princeton University Press, pp. 278- 304.
- Kennedy, P. (1993) *Preparing for the Twenty – First Century*. UK: Vintage, Ch. 3
- Prasad, K. (2000) *NGOs and Social-economic Development Opportunities*. New Delhi: Deep & Deep, ch. 1, 2, 3, 5.
- Fisher, J. (2003) *Non-governments – NGOs and the Political Development in the Third World*. Jaipur: Rawat, ch. 1, 4, 6.81
- Mackay, H. (2004) ‘The Globalization of Culture’ in Held, D. (ed.) *A Globalizing World? Culture, Economics and Politics*. London: Routledge, pp. 47- 84.
- Tomlinson, J. (2004) ‘Cultural Imperialism’ in Lechner, F. J and Boli, J. (eds.) *The Globalization Reader*. Oxford: Blackwell, pp. 303- 311.
- Lechner, F. J and Boli, J. (eds.) (2004) *The Globalization Reader*. Oxford: Blackwell, pp. 361- 376 and 398- 404.
- Held, D. and Mcrew, A. (eds.) (2000) *The Global Transformations Reader*. Cambridge: Polity Press, pp. 374- 386.
- Singh, S. (1997) *Taming the Waters: The Political Economy of Large Dams in India*. New Delhi: Oxford University Press, pp. 133- 163, 182- 203, 204- 240.
- Kesselman, M. (2007) *The Politics of Globalization*. Boston: Houghton Mifflin Company, pp. 330- 339.
- Marglin, S. (1990) ‘Towards the Decolonisation of the Mind’ in Marglin, S. and Marglin, F. A. (eds.) *Dominating Knowledge: Development, Culture and Resistance*. Oxford: Oxford University Press, pp. 1- 28.
- L. Lechner, F. J and Boli, J. (eds.) (2004) *The Globalization Reader*. Oxford: Blackwell, pp. 211- 244.
- Held, D. and Mcrew, A. (eds.) (2000) *The Global Transformations Reader*. Cambridge: Polity Press, pp. 105-155.
- Omahe, K. (2004) ‘The End of the Nation State’, L. Lechner, F. J and Boli, J. (eds.) *The Globalization Reader*. Oxford: Blackwell.
- Glen, J. (2007) *Globalization: North-South Perspectives*. London: Routledge, ch.6.
- Sen, A. (2006) *Identity and Violence: Illusion and Destiny*. London: Penguin/Allen Lane, pp. 130-148.
- Berkovitch, N. (2004) ‘The Emergence and Transformation of the International Women’s Movements’ in L. Lechner, F. J and Boli, J. (eds.) *The Globalization Reader*. Oxford: Blackwell, ch.31, pp. 251- 257.

- Stearns, J. (2000) 'The Gender Dimension' in Held, D. and Mcrew, A. (eds.), The Global Transformations Reader. Cambridge: Polity Press, ch.35, pp. 366- 373.
- Tickner, J. A. (2008) 'Gender in World Politics' in Baylis, J., Smith, S. & Owens, P. (eds.) Globalization of World Politics, 4th edn., New Delhi: Oxford University Press, ch.15.
- Arya, S. and Roy, A. (eds.) Poverty Gender and Migration. New Delhi: Sage, Ch. 1.
- Kesselman, M. (2007) The Politics of Globalization. Boston: Houghton Mifflin Company, pp. 450- 462.
- Nayyar, D. (ed.) (2002) Governing Globalization. Delhi: OUP, pp. 144- 176.

### Additional Resources:

#### Classic Readings

Robert Gilpin, (1987) The Political Economy of International Relations, Princeton: Princeton University Press.

Susan Strange (1989), Paths to International Political Economy, London: Routledge.

#### Additional Readings

Gelinas, J. B. (2003) Juggernaut Politics- Understanding Predatory Globalization.

Halifax, Fernwood. Available from: [www.globalpolicy.org](http://www.globalpolicy.org)

### Teaching Learning Process

The course aims to familiarize the students with the various dimensions involved in the contemporary global economy. The teaching learning process will go beyond the classroom lectures and presentation by engaging internet sources to follow the market trends. The lectures will be highly interactive whereas the students will be encouraged to follow the daily market trends. To enhance the cognitive ability of the students, group discussions will be organized to make the students understand the impact of any changes in the global economy on the society.

### Assessment Methods

The students will be assessed according to their performance in their internal assessment exam and end semester exam. However, the students will be also assessed according to their performance in group discussions. Weekly quiz and tests will be also the mode of assessment.

### Keywords

Approaches to Political Economy, Development Debates, Development vs. Environment, Knowledge Economy, Globalization and Development

**GE3 - Women, Power and Politics**  
**(B.3)**  
**Generic Elective - (GE) Credit:6**

**Course Objective**

This course opens up the question of women's agency, taking it beyond 'women's empowerment' and focusing on women as radical social agents. It attempts to question the complicity of social structures and relations in gender inequality. This is extended to cover new forms of precarious work and labour under the new economy.

**Course Learning Outcomes**

After completing this course, the students will be able to:

- Understand the concept of patriarchy, feminism, family, community and state.
- Understand the history of women's movement and why these movements emerged, and hence would be able to connect theory and practice.

**Unit 1**

**Groundings (6 weeks)**

**1. Patriarchy (2weeks)**

- a. Sex-Gender Debates
- b. Public and Private
- c. Power

**2. Feminism (2 weeks)**

**3. Family, Community, State (2weeks)**

- a. Family
- b. Community
- c. State

**Unit 2**

**Movements and Issues (6 weeks)**

**1. History of the Women's Movement in India (2 weeks)**

**2. Violence against women (2 weeks)**

**3. Work and Labour (2 weeks)**

- a. Visible and Invisible work
- b. Reproductive and care work
- c. Sex work

## References

### I. Groundings

- T. Shinde, (1993) 'Stree Purusha Tulna', in K. Lalitha and Susie Tharu (eds), *Women Writing in India*, New Delhi, Oxford University Press, pp. 221-234
- U. Chakravarti, (2001) 'Pitrasatta Par ek Note', in S. Arya, N. Menon & J. Lokneeta (eds.) *Naarivaadi Rajneeti: Sangharsh evam Muddey*, University of Delhi: Hindi Medium Implementation Board, pp.1-7
- V Geetha, (2002) *Gender*, Kolkata, Stree, pp. 1-20.
- M. Kosambi, (2007) *Crossing the Threshold*, New Delhi, Permanent Black, pp. 3-10; 40-46.
- N. Menon, (2008) 'Power', in R. Bhargava and A. Acharya (eds), *Political Theory: An Introduction*, Delhi: Pearson, pp.148-157
- B. Hooks, (2010) 'Feminism: A Movement to End Sexism', in C. Mc Cann and S. Kim (eds), *The Feminist Reader: Local and Global Perspectives*, New York: Routledge, pp. 51-57.
- R. Delmar, (2005) 'What is Feminism?', in W. Kolmar & F. Bartkowski (eds) *Feminist Theory: A Reader*, pp. 27-37
- R. Palriwala, (2008) 'Economics and Patriliney: Consumption and Authority within the Household' in M. John. (ed) *Women's Studies in India*, New Delhi: Penguin, pp. 414-423
- U. Chakravarti, (2003) *Gendering Caste through a Feminist Lens*, Kolkata, Stree, pp. 139- 159.
- C. MacKinnon, 'The Liberal State' from *Towards a Feminist Theory of State*, Available at <http://fair-use.org/catharine-mackinnon/toward-a-feminist-theory-of-the-state/chapter-8>, Accessed: 19.04.2013.

### II. Movements and Issues

- I. Agnihotri and V. Mazumdar, (1997) 'Changing the Terms of Political Discourse: Women's Movement in India, 1970s-1990s', *Economic and Political Weekly*, 30 (29), pp. 1869-1878.
- R. Kapur, (2012) 'Hecklers to Power? The Waning of Liberal Rights and Challenges to Feminism in India', in A. Loomba *South Asian Feminisms*, Durham and London: Duke University Press, pp. 333-355
- N. Menon, (2004) 'Sexual Violence: Escaping the Body', in *Recovering Subversion*, New Delhi: Permanent Black, pp. 106-165
- P. Swaminathan, (2012) 'Introduction', in *Women and Work*, Hyderabad: Orient Blackswan, pp.1-17
- J. Tronto, (1996) 'Care as a Political Concept', in N. Hirschmann and C. Stephano, *Revisioning the Political*, Boulder: Westview Press, pp. 139-156.
- Darbar Mahila Samanwaya Committee, Kolkata (2011) 'Why the so-called Immoral Traffic (Preventive) Act of India Should be Repealed', in P. Kotiswaran, *Sex Work*, New Delhi, Women Unlimited, pp. 259-262

N. Jameela, (2011) 'Autobiography of a Sex Worker', in P. Kotiswaran, Sex Work, New Delhi: Women Unlimited, pp. 225-241

### Additional Resources:

K. Millet, (1968) Sexual Politics, Available at <http://www.marxists.org/subject/women/authors/millett-kate/sexualpolitics.htm>, Accessed: 19.04.2013.

S. de Beauvoir (1997) Second Sex, London: Vintage.

F. Engels, Family, Private Property and State, Available at <http://readingfromtheleft.com/PDF/EngelsOrigin.pdf>, Accessed: 19.04.2013.

S. Brownmiller, (1975) Against our Wills, New York: Ballantine.

N. Menon (2008) 'Gender', in R. Bhargava and A. Acharya (eds), Political Theory: An Introduction, New Delhi: Pearson, pp. 224-233

R. Hussain, (1988) 'Sultana's Dream', in Sultana's Dream and Selections from the Secluded Ones – translated by Roushan Jahan, New York: The Feminist Press.

S. Ray 'Understanding Patriarchy', Available at [http://www.du.ac.in/fileadmin/DU/Academics/course\\_material/hrge\\_06.pdf](http://www.du.ac.in/fileadmin/DU/Academics/course_material/hrge_06.pdf), Accessed: 19.04.2013.

Saheli Women's Centre, (2007) Talking Marriage, Caste and Community: Women's Voices from Within, New Delhi: monograph 114

C. Zetkin, 'Proletarian Woman', Available at <http://www.marxists.org/archive/zetkin/1896/10/women.htm>, Accessed: 19.04.2013.

J. Ghosh, (2009) Never Done and Poorly Paid: Women's Work in Globalising India, Delhi: Women Unlimited

Justice Verma Committee Report, Available at <http://nlrd.org/womens-rightsinitiative/justice-verma-committee-report-download-full-report>, Accessed: 19.04.2013.

N. Gandhi and N. Shah, (1992) Issues at Stake – Theory and Practice in the Women's Movement, New Delhi: Kali for Women.

V. Bryson, (1992) Feminist Political Theory, London: Palgrave-MacMillan, pp. 175-180; 196-200

M. Mies, (1986) 'Colonisation and Housewifisation', in Patriarchy and Accumulation on a World Scale London: Zed, pp. 74-111, Available at <http://caringlabor.wordpress.com/2010/12/29/maria-mies-colonizationand-housewifization/>, Accessed: 19.04.2013.

R. Ghadially, (2007) Urban Women in Contemporary India, Delhi: Sage Publications.

Saheli Women's Centre (2001) 'Reproductive Health and Women's Rights, Sex Selection and feminist response' in S Arya, N. Menon, J. Lokneeta (eds), Nariwadi Rajneeti, Delhi, pp. 284-306

V. Bryson (2007) Gender and the Politics of Time, Bristol: Polity Press

### Readings in Hindi:

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G. Joshi, (2004) Bharat Mein Stree Asmaanta: Ek Vimarsh, University of Delhi: Hindi Medium Implementation Board

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### Teaching Learning Process

The teaching-learning process for this course would involve class lectures, class discussion, class presentation, debates on contemporary issues and relevant cases. Teaching would also involve methods like power point and film screening.

### Assessment Methods

Students will be assessed at different stages during the course learning process. After completing every unit they will be asked to take part in group discussions on any one important event or issue relevant for that unit. They will also do one presentation and one assignment.

### Keywords

patriarchy, feminism, family, community, power, state, movement

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## GE4 - Gandhi and the Contemporary World

(B.4)

Generic Elective - (GE) Credit:6

### Course Objective

Locating Gandhi in a global frame, the course seeks to elaborate Gandhian thought and examine its practical implications. It will introduce students to key instances of Gandhi's continuing influence right up to the contemporary period and enable them to critically evaluate his legacy.

## Course Learning Outcomes

This course will help students to understand Gandhian philosophy in a critical and analytical manner. It will also help in describing the impact of Gandhian thought on Indian and global politics. It will help in identifying and explaining selected approaches and methods that historians have used to study the history of anti-colonial Indian politics.

### Unit 1

#### **Gandhi on Modern Civilization and Ethics of Development (2 weeks)**

- a. Conception of Modern Civilisation and Alternative Modernity
- b. Critique of Development: Narmada Bachao Andolan

### Unit 2

#### **Gandhian Thought: Theory and Action (4 weeks)**

- a. Theory of Satyagraha
- b. Satyagraha in Action
  - i. Peasant Satyagraha: Kheda and the Idea of Trusteeship
  - ii. Temple Entry and Critique of Caste
  - iii. Social Harmony: 1947 and Communal Unity

### Unit 3

#### **Gandhi's Legacy (4 weeks)**

- a) Tolerance: Anti - Racism Movements (Anti - Apartheid and Martin Luther King)
- b) The Pacifist Movement
- c) Women's Movements
- d) Gandhigiri: Perceptions in Popular Culture

### Unit 4

#### **Gandhi and the Idea of Political (2 weeks)**

- a) Swaraj
- b) Swadeshi

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### Teaching Learning Process

The mainstay of this paper is to make students understanding the contemporary relevance of Gandhi. This will thereby involve use of Gandhi's Original works and how Gandhian ideas are been used by practitioners.

### Activities

#### Topic 1

1. Reading of primary texts:- M K Gandhi Chapter VI and XIII "Hind Swaraj" Navjeevan Trust, Ahmedabad, 1910
2. A site visit to any on-going developmental project preferably in NCT Delhi by students and submission of report on Environmental law Violation and Resistance by People in a Gandhian Way.

#### Topic 2

1. Reading of primary texts:- M K Gandhi Chapter XII&XIII, "Satyagraha in South Africa, Navjivan Trust, Ahmmedabad, 1928, pp. 95-107
2. A Report followed by presentation on functioning of Cooperative and Community engagement for example Amuland/or SEWA in Gujarat to understand Trusteeship and its relevance

#### Topic 3

1. Movie Screenings (Movies like Lage Raho Munna Bhai, Gandhi by Richard Attenborough and Student's Participation in reviewing/discussing the movie from a Gandhian perspective or Cultural engagement of Students with Gandhian Ideas through Staging of a street play.

#### Topic 4

Student Visit to Any Gandhian Institution in Delhi like, Gandhi Darshan and Smiriti to understand on-going Gandhian work and programme and interacting with Gandhian activists.

### Assessment Methods

Film/Documentary review and group discussions will be used to understand the critical mindset of individual students. Field work can be undertaken in areas where Gandhian methods are being used to attain justice. These visits can be translated to working paper of group under the guidance of course instructors.

### Keywords

Gandhi, Swaraj, Modern Civilization, Tolerance, Social Harmony

**GE5 - Understanding Ambedkar**  
**(B.5)**  
**Generic Elective - (GE) Credit:6**

**Course Objective**

This course is broadly intended to introduce Ambedkar's ideas and their relevance in contemporary India, by looking beyond caste. Ambedkar's philosophical contributions towards Indian economy and class question, sociological interpretations on religion, gender, caste and cultural issues; ideas on politics such as concepts of nation, state, democracy, law and constitutionalism are to be pedagogically interrogated and interpreted. This will help students to critically engage themselves with the existing social concerns, state and economic structures and other institutional mechanisms. This also will facilitate them to strengthen their creative thinking with a collective approach to understand ongoing social, political, cultural and economic issues of the society.

**Course Learning Outcomes**

The course is designed to provide students the original writings and ideas of Ambedkar on diverse issues beyond caste and equip them to critically engage with the ideas, interpretations. By engaging with the original sources as well as secondary writings on Ambedkar's ideas that cover, caste, class, gender, religion, state, democracy and constitution the students will be able to understand a thinker in the context and contemporaneity. At the end of the course, students shall be equipped with the method of understanding the ideas, philosophy and relevance of a particular thinker. Students shall also be able to reflect on the method of the thinker's engagement with the then context, issues and concepts. Finally, the students shall be equipped in understanding the conceptual and philosophical diversity, situatedness and significance of Ambedkar beyond his contribution in the sphere of social justice and drafting the Indian constitution. The course thus provides an opportunity to the students to understand Ambedkar for his several important contributions in the field of religion, state, democracy, gender, economy and history.

**Unit 1**

**Introducing Ambedkar (1 week)**

Approach to Study Polity, History, Economy, Religion and Society

**Unit 2**

**Caste and Religion (3 weeks)**

- a. Caste, Untouchability and Critique of Hindu Social Order
- b. Religion and Conversion

### Unit 3

#### **Women's Question (2 weeks)**

- a. Rise and Fall of Hindu Women
- b. Hindu Code Bill

### Unit 4

#### **Political Vision (2 weeks)**

- a. Nation and Nationalism
- b. Democracy and Citizenship

### Unit 5

#### **Constitutionalism (2 weeks)**

- a. Rights and Representations
- b. Constitution as an Instrument of Social Transformation

### Unit 6

#### **Economy and Class Question (2 weeks)**

- a. Planning and Development
- b. Land and Labour

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B. Ambedkar, (2003), 'Role of Dr. B. R. Ambedkar in Bringing the Untouchables on the Political Horizon of India and Laying A Foundation of Indian Democracy', in Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 17-I, Education Deptt., Government of Maharashtra, Mumbai, pp-63-178.

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A. Teltumbde and S. Sen (eds), 'Caste Question in India', in Scripting the Change, Selected Writings of Anuradha Ghandi, pp. 62- 91.

### **Teaching Learning Process**

This will involve acquainting the students with excerpts of Ambedkar's original writing collected in various volumes. The focus of class lecture would be on one hand to locate Ambedkar's Thought in the context of his times and on the other hand to understand the influences on him that had made him dream of a equitable world. Serial Samvidhan could be used as an audio-visual aid to understand Ambedkar and his contemporary vision on important issues especially his speech that was delivered during adoption of constitution. Filed visit to Ambedkar memorial or Mumbai to celebrate Mahparnivarani diwas can further augment students understanding of continuing relevance of Ambedkar in present times.

### **Format for Student Presentations**

(1) Five presentations on any original writing/speeches by B. R Ambedkar can be used by the students for presentations (Preferably other than compulsory writings that has been suggested in the reading list)

(2) Six Presentations on the different issues concerned to Ambedkar's works and their relevance in contemporary India. (Preferably other than compulsory writings that has been suggested in the reading list)

(3) One Presentation on Critical understanding on Ambedkar's Ideas.

References for Students' Presentations:

- 1) Babasaheb Ambedkar, Writings and Speeches, 22 Volumes (Available on [www.ambedkar.org](http://www.ambedkar.org))
- 2) Narendra Jadhav, Ambedkar Spoke, 3 Volumes
- 3) Any other related audio-visual source

### Assessment Methods

Reflective and critical test will form the mainstay of assessment for this paper. Quiz and group presentations will further be used to analysis students Understanding of Ambedkar's views.

### Keywords

Ambedkar, Religion, Constitutionalism, Women, Justice, Equality

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## **GE6 - Governance: Issues and Challenges**

**(B.6)**

**Generic Elective - (GE) Credit:6**

### Course Objective

This paper deals with concepts and different dimensions of governance highlighting the major debates in the contemporary times. There is a need to understand the importance of the concept of governance in the context of a globalising world, environment, administration, development. The essence of governance is explored through the various good governance initiatives introduced in India.

### Course Learning Outcomes

- The students are acquainted with the changing nature of governance in the era of globalization.
- The students are introduced to the most contemporary ideas of sustainable development and green governance.

- The students become familiar with a rigorous introduction to the best practices in India on good governance.

### Unit 1

#### **Government and Governance: Concepts [12 lectures]**

- a) Role of State in The Era of Globalisation
- b) State, Market and Civil Society

### Unit 2

#### **Governance and Development [12 lectures]**

Changing Dimensions of Development Strengthening Democracy through Good Governance

### Unit 3

#### **Environmental Governance [12 lectures]**

- a) Human-Environment Interaction
- b) Green Governance: Sustainable Human Development

### Unit 4

#### **Local Governance [12 lectures]**

- a) Democratic Decentralisation
- b) People's Participation in Governance

### Unit 5

#### **Good Governance Initiatives in India: Best Practices [20 lectures]**

- a) Public Service Delivery
- b) Electronic Governance
- c) Citizens Charter & Right to Information
- d) Corporate Social Responsibility

### References

#### **Government and Governance: Concepts**

B. Chakrabarty and M. Bhattacharya, (eds.) The Governance Discourse. New Delhi: Oxford University Press, 1998

Surendra Munshi and Biju Paul Abraham (eds.), Good Governance, Democratic Societies and Globalisation, Sage Publishers, 2004

United Nation Development Programme, Reconceptualising Governance, New York, 1997

Carlos Santiso, Good Governance and Aid Effectiveness: The World Bank and Conditionality, Johns Hopkins University, The Georgetown Public Policy Review, Volume VII, No.1, 2001

Vasudha Chotray and Gery Stoker, *Governance Theory: A Cross Disciplinary Approach*, Palgrave Macmillan, 2008

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B. Nayar (ed.), *Globalization and Politics in India*. Delhi: Oxford University Press, 2007 pp. 218-240.

Smita Mishra Panda, *Engendering Governance Institutions: State, Market And Civil Society*, Sage Publications, 2008

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P. Bardhan, 'Epilogue on the Political Economy of Reform in India', in *The Political Economy of Development in India*. 6th edition, Delhi: Oxford University Press, 2005

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Emilio F. Moran, *Environmental Social Science: Human - Environment interactions and Sustainability*, Wiley-Blackwell, 2010

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J. Volger, 'Environmental Issues', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics*, New York: Oxford University Press, 2011, pp. 348-362.

A. Heywood, *Global Politics*, New York: Palgrave, 2011, pp. 383-411.

N. Carter, *The Politics of Environment: Ideas, Activism, Policy*, Cambridge: Cambridge University Press, 2007, pp. 13-81.

## **Local Governance**

Pranab Bardhan and Dilip Mookherjee, *Decentralization and Local Governance in Developing Countries: A Comparative Perspective*, MIT Press, 2006

T.R. Raghunandan, *Decentralization And Local Governments: The Indian Experience, Readings On The Economy, Polity And Society*, Orient Blackswan, 2013

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Mary John, 'Women in Power? Gender, Caste and Politics of Local Urban Governance', *Economic and Political Weekly*, Vol. 42(39), 2007

## **Good Governance Initiatives in India: Best Practices**

Niraja Gopal Jayal, *Democracy and the State: Welfare, Secularism, and Development in Contemporary India*, Oxford University Press, 1999

Reetika Khera[ed.], *The Battle for Employment Guarantee*, Oxford University Press, 2011

Nalini Juneja, *Primary Education for All in the City of Mumbai: The Challenge Set By Local Actors'*, International Institute For Educational Planning, UNESCO: Paris, 2001

Maxine Molyneux and Shahra Razavi, *Gender, Justice, Development, and Rights*, Oxford University Press, 2002

Jugal Kishore, *National Health Programs of India: National Policies and Legislations*, Century Publications, 2005

Jean Drèze and Amartya Sen, *India, Economic Development and Social Opportunity*, Oxford University Press, 1995

K. Lee and Mills, *The Economic of Health in Developing Countries*, Oxford University Press, 1983

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K. Vijaya Kumar, *Right to Education Act 2009: Its Implementation as to Social Development in India*, Akansha Publishers, 2012

Amartya Sen and Jean Dreze, *Omnibus: Poverty and Famines, Hunger and Public Action, India-Economic Development and Social Opportunity*, Oxford University Press, 1998

Jean Dreze and Amartya Sen, *An Uncertain Glory: India And Its Contradictions*, Princeton University Press, 2013

Reetika Khera, 'Rural Poverty and Public Distribution System', *Economic and Political Weekly*, Vol-XLVIII, No.45-46, Nov 2013

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Bidyut Mohanty, "Women, Right to Food and Role of Panchayats", *Mainstream*, Vol. LII, No. 42, October 11, 2014

D. Crowther, *Corporate Social Responsibility*, Deep and Deep Publishers, 2008

Sanjay K. Agarwal, *Corporate Social Responsibility in India*, Sage Publishers, 2008

Pushpa Sundar, *Business & Community: The Story of Corporate Social Responsibility in India*, New Delhi: Sage Publications, 2013.

### Teaching Learning Process

The General Elective course titled, *Governance: Issues and Challenges* in CBCS programme aim to engage the students in the classroom by following the 6 E's and S (Engage, Explore, Explain, Elaborate, Evaluate, Extend, and Standards) strategy. The lesson plan is designed to continually engage students to add/ construct new knowledge in combination with the existing knowledge. Teachers give the lecture to introduce the concepts, process and incorporate the skills in students to probe the 'essential question' which every unit comes with forming the basis of enquiry. Critical thinking and cooperative learning is another teaching learning tool used in this course to engage students to learn together in a group promoting a climate of deliberation, discussion, and knowledge sharing. This is crucial since this paper deals with a topic like sustainable development, green governance which requires active participation from civil society, academia, students, bureaucracy, politics, etc. Power Point Presentation, audio visual methods like documentary screening are significant in this course to engage the students with real life globalized scenarios.

### Assessment Methods

This course has a scope of undertaking field studies to understand the globalized discourse using contextual, theoretical, grounded, mixed method approach. The students will be evaluated on the written semester examination. Internal examination can be assessed on various parameters like project/ article/ term paper/ group presentation/ field work. Additionally, students reflective and cognitive thinking will be assessed by the contribution they make in classroom discussions and group projects.

### Keywords

Good Governance, Green Governance, Democratic Decentralisation, Public Service Delivery, E-Governance, RTI, Corporate Social Responsibility (CSR)

**GE7 - Politics of Globalization**  
**(B.7)**  
**Generic Elective - (GE) Credit:6**

**Course Objective**

The objective of this generic elective paper is to make students from diverse background understand the process of globalization from a political perspective. This paper will create a broad understanding of the issues and processes globalization based on critical analysis of the various anchors and dimensions of globalization.

**Course Learning Outcomes**

- The students will learn about the nature, significance and contemporary debates around globalization.
- The study of various approaches and concepts of globalization and the role of international economic organizations will augment students' knowledge on international political economy.
- The course will provide an insight into the alternative understanding of globalization and various critical aspects related to it.
- The paper will equip students with a comprehensive knowledge of the impact of globalization on developing countries in the context of contemporary international issues like civil society, social movements and human migration.

**Unit 1**

**Concept of Globalization: Globalization debate; for and against.**

**Unit 2**

**Approaches to understanding globalization:**

- a) Liberal approach
- b) Radical approach

**Unit 3**

**International Institutions/Regimes**

- a) World Bank
- b) International Monetary Fund
- c) The World Trade Organization

**Unit 4**

**Issues in Globalization:**

Alternative Perspectives on its nature and character, critical dimensions: economic, political and cultural

## Unit 5

### **Globalization and democracy: State, sovereignty and the civil society.**

## Unit 6

### **Globalization and Politics in developing countries**

- a) Globalization and social movements
- b) Globalization and the demise of Nation State
- c) Globalization and human migration

## Unit 7

### **The inevitability of globalization: Domestic and Global responses**

#### References

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Jagdish Bhagwati (2007), *In Defense of Globalization*, Oxford, Oxford University Press.

Manfred B. Steger (2017) *Globalization: A Very Short Introduction*, New York: Oxford University Press.

Paul Hirst, G. Thompson and S. Bromley (2009), *Globalization in Question*, Malden, Polity Press.

John Clark (ed.), (2003) *Globalizing Civic Engagement: Civil Society and Transnational Action*, London, Earthscan.

Sanjeev Khagram, James Riker and Korthrxu Sikkink (ed.) (2002) *Restructuring World Politics: Transnational Social Movements*, MN, University of Minnesota Press.

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Arjun Appadurai, (1996), *Modernity at Large: Cultural Dimensions of Globalisation*, University of Minnesota Press.

Deepak Nayyar (ed.) (2002), *Governing Globalization: Issues and Institutions*, Oxford University Press.

Held, David and Anthony Mc grew (ed.), (2003), *The Global Transformation Reader: An introduction to the Globalization Debate*, 2nd Cambridge, Polity Press, Blackwell Publishing.

Joseph E Stiglitz, (2002), *Globalisation and its Discontents*, US, W.W. Norton and Company.

Noreena Hertz, (2000), *The silent take over: Global Capitalism and the death of Democracy*, Praeger.

Nye Joseph S and John D. Donanu (ed.) (2000) *Governance in a Globalizing World*, Washington dc, Brooking Institution Press.

Tyler Cowen, (2000) *Creative Destruction: How Globalization is changing the world's culture*, New Jersey, Princeton University Press.

### Additional Resources:

#### Classic Readings

David Held and Anthony McGrew, et.al (1999) *Global Transformation: Politics, Economy and Culture*, Stanford, Stanford University Press.

David Held and Anthony McGrew (2003), eds., *the Global Transformations Reader: An Introduction to the Globalization Debate*, Malden, Polity Press.

#### Additional Readings

Keohane Robert and Joseph S. Nye Jr. (Spring 2002), "Globalization: What is new, what is not", *Foreign Policy*, No.118. pp. 104-119, Washington. Newsweek Interactive, LLC.

Marc Lindenberg and Coralie Bryant, *Going Global: Transforming Relief and Development NGOs*, Bloomfield, Kumarian Press.

Sen, A. (2006) *Identity and Violence: Illusion and Destiny*. London: Penguin/Allen Lane, ch.7, pp.130-148.

#### Readings in Hindi

पुष्पेश पन्त (2016), भूमंडलीकरण एवं भारत, दिल्ली: एक्सेस पब्लिशिंग.

### Teaching Learning Process

The Course titled 7. Politics of Globalization under Generic Elective (Interdisciplinary) in CBCS, B.A. (Hons.) Political Science aims to acquaint the students about various nuances of globalization. Therefore the teaching learning process will help students acquaint with the linkages between theory and practice. The students will be engaged in classroom lectures with power-point presentations. Short documentary or relevant videos will be screened. This will be followed by group discussions and debate. To inculcate criticality among the student's contemporary issues will be discussed. Students will be also familiarized with contemporary jargons and issues.

### Assessment Methods

The students will be assessed according to their performance in internal exam and end semester exam. Besides, students will also be assessed according to their performance in class discussions. Students will be given take home tests and will be encouraged to make presentations.

### Keywords

Globalization, Migration, World Bank, IMF, WTO, Global South

**GE8 - United Nations and Global Conflicts**  
**(B.8)**  
**Generic Elective - (GE) Credit:6**

**Course Objective**

This course provides a comprehensive introduction to the most important multilateral political organization in international relations. It provides a detailed account of the organizational structure and the political processes of the UN, and how it has evolved since 1945, especially in terms of dealing with the major global conflicts. The course imparts a critical understanding of the UN's performance until now and the imperatives as well as processes of reforming the organization in the context of the contemporary global system.

**Course Learning Outcomes**

- The students will learn about the evolution of United Nations as an international organization, its principles and institutional structure.
- The course will develop an in depth understanding of United Nations role in peace keeping and peace building since the Second World War.
- Students will learn about major global conflicts and United Nations role in conflict management.
- The paper will evolve analytical skills of the students on United Nations role in creating an equitable social economic world order.
- The course will assess United Nations contributions and shortcomings in maintaining international peace and security.
- The paper will enhance knowledge on the imperatives of reforming the organization in contemporary global system.

**Unit 1**

**The United Nations (29 Lectures)**

- (a) An Historical Overview of the United Nations
- (b) Principles and Objectives
- (c) Structures and Functions: General Assembly; Security Council, and Economic and Social Council; the International Court of Justice, and the specialised agencies (International Labour Organisation [ILO], United Nations Educational, Scientific and Cultural Organisation [UNESCO], World Health Organisation [WHO], and UN programmes and funds: United Nations Children's Fund \*UNICEF+, United Nations Development Programme [UNDP], United Nations Environment Programme [UNEP], UN Women, United Nations High Commissioner for Refugees [UNHCR]), Critical Assessment of Secretary General

- (d) Peace Keeping, Peace Making and Enforcement, Peace Building and Responsibility to Protect
- (e) Millennium Development Goals

## Unit 2

### **Major Global Conflicts since the Second World War (20 Lectures)**

- (a) Korean War
- (b) Vietnam War
- (c) Afghanistan Wars
- (d) Balkans: Serbia and Bosnia

## Unit 3

### **Assessment of the United Nations as an International Organisation: Imperatives of Reforms and the Process of Reforms (11 Lectures)**

## References

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- Karns, Margaret P. and Karen A. Mingst (2009), *International Organizations: The Politics and Processes of Global Governance*, 2nd Edition, Boulder: Lynne Rienner, Chapter 2.
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- Taylor, P. and Groom, A.J.R. (eds.) (2000) *The United Nations at the millennium*. London: Continuum, pp. 21-141.
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- Moore, J.A. Jr. and Pubantz, J. (2008) *The new United Nations*. Delhi: Pearson Education, pp. 64-65 and 172-173.
- Calvocoressi, P. (2001) *World Politics: 1945-200*. 3rd edn. Harlow: Pearson Education, pp. 528-546.
- Baylis, J. and Smith, S. (eds.) (2008) *The globalization of world politics. an introduction to international relations*. 4th edn. Oxford: Oxford University Press, pp. 562-564.
- Achcar, G. (2004) *Eastern cauldron*. New York: Monthly Review Press, pp. 29-45 and 234-241.
- Achcar, G. (2003) *The clash of barbarisms: Sept. 11 and the making of the new world disorder*. Kolkata: K.P. Bachi & Co., pp. 76-81.
- Prashad, V. (2002) *War against the planet*. New Delhi: Leftword, pp. 1-6.
- Ali, T. (ed.) (2000) *Masters of the Universe*. London: Verso, pp. 203-216.
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- Roberts, A. and Kingsbury, B. (eds.) (1994) *United Nations, Divided World*. 2nd edn. Oxford: Clarendon Press, pp. 420-436.
- Taylor, P. and Groom, A.J.R. (eds.) (2000) *The United Nations at the millennium*. London: Continuum, pp. 196-223 and 295-326.

Gareis, S.B. and Varwick, J. (2005) *The United Nations: An introduction*. Basingstoke: Palgrave, pp. 214-242.

Moore, J.A. Jr. and Pubantz, J. (2008) *The new United Nations*. Delhi: Pearson Education, pp. 91-112.

### Additional Resources:

#### Classical Readings:

Hanhimäki, Jussi M. (2015) *The United Nations: A Very Short Introduction*., New York: Oxford University Press

Weiss, Thomas G. and Daws, Sam ed. (2007) *The Oxford Handbook on the United Nations*, Oxford: : Oxford University Press.

Claude, I. (1984) *Swords into plowshares: the progress and problems of international organisation*. 4th edn. New York: Random House

#### Hindi Readings:

वर्मा, विजय कुमार (2018) *संयुक्त राष्ट्र और वैश्विक संघर्ष*, New Delhi: Orient Blackswan.

UN India (2019) “सतत विकास लक्ष्य”, accessed on 5 April, 2019, Available at: <http://in.one.un.org/sustainable-development-goal/>

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#### Additional Readings

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White, B. et al. (eds.) (2005) *Issues in world politics*. 3rd edn. New York: Macmillan, pp. 113-132.

Baxi, U. (1986) ‘Crimes against the right to development’, in Saxena, J.N. et.al. *United Nations for a better world*. New Delhi: Lancers, pp.240-248.

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Goldstein, J.S. (2003) *International relations*. 3rd edn. Delhi: Pearson Education, pp 43-51.

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Rajan, M.S., Mani, V.S and Murthy, C.S.R. (eds.) (1987) The nonaligned and the United Nations. New Delhi: South Asian Publishers.

South Asia Human Rights Documentation Centre. (2006) Human rights: an overview. New Delhi: Oxford University Press.

Anan, K. (1997) Renewing the United Nations: A Programme for Survival. General Assembly Document: A/51/950; 14 July 1997. Available at: <http://daccessdds.un.org/doc/UNDOC/GEN/N97/189/79/1MG/n9718979.pdf>, Open Element (accessed on 13 October 2011).

### Teaching Learning Process

The course aims to acquaint students about the role and nature of United Nations. Therefore, the teaching learning process will involve classroom lectures with power-point presentation. The students will be engaged in group discussions and debate. To make the students better understand the function and decision-making process of the United Nations, mock sessions of United Nations will be enacted. In addition to this academicians and practitioner of international relations will be engaged to deliver lectures to the students.

### Assessment Methods

The students will be assessed according to their performance in internal assessment exam and end semester exam. Besides this conventional approach, students will be assessed according to their performance in mock sessions. Surprise tests will also be a mode of assessment.

### Keywords

United Nations, UNGA, UNSC, UNHCR, Peace Keeping, R2P, MDG, Korean War, Vietnam War

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## **AE1 - Your Laws, Your Rights** **(D.1)** **AECC (Electives) - (AECCE) Credit:4**

### Course Objective

More often than not, when we talk of laws we mean authoritatively sanctioned rules, which are considered essential for a well-ordered society. Yet laws in a democracy are also about constituting a society marked by equality, freedom, and dignity. The rights approach to law has assumed importance in democracies, precisely because of people's struggles to broaden the

understanding of law as something which reflects the will of the people. As such law becomes an important source of rights and duties, which develop and strengthen alongside institutions of representative democracy, constitutional norms, and the rule of law. This course aims to help the students understand law as a source of rights, and as a progressively widening sphere of justice, welfare, and dignity. This relationship between laws and rights will be studied through specific values which have come to be seen as integral for a democratic society viz., equality and non-discrimination, empowerment, redistribution and recognition of traditional rights etc.

### Course Learning Outcomes

On the successful completion of the course, students would be able to:

- Demonstrate an understanding of law as a source of right.
- Develop an understanding of democratic values such as equality, justice etc. and learn about different laws enacted to uphold these values.
- Demonstrate an awareness of democratic rights guaranteed to Indian citizens and persons
- Develop skills related to using ordinary legal procedures to safeguard the rights guaranteed to citizens and persons
- Show basic awareness of ordinary procedures such as obtaining different kinds of identity documents
- Show understanding of the structure and principles of the Indian legal system

### Unit 1

#### **Rule of law and the Criminal Justice System in India (1 week)**

### Unit 2

#### **Laws relating to criminal justice administration (2 weeks)**

- a) How to file a complaint, First Information Report (FIR)
- b) Detention, arrest and bail

### Unit 3

#### **Equality and non-discrimination (4 weeks)**

- a) Gender: the protection of women against domestic violence, rape and sexual harassment
- b) Caste: laws abolishing untouchability and providing protection against atrocities
- c) Class: laws concerning minimum wages
- d) Disability and equality of participation and opportunity

### Unit 4

#### **Empowerment (2 weeks)**

- a) Access to information
- b) Rights of the consumer

### Unit 5

#### **Redistribution, recognition and livelihood (2 weeks)**

- a) Traditional rights of forest dwellers and the issue of women's property rights

b) Rural employment guarantee

## Unit 6

### **Access to Identification documents and Social Security Schemes (1 week / exercises only)**

Familiarise yourself with the following: Procedure for obtaining an Election Commission of India Identity Card, Driving license, Ration Card, Rashtriya Swasthya Bima Yojna, Old Age Pension Scheme.

## References

### **I. Rule of law and the Criminal Justice System in India**

A. Andrew, (1996) 'Arbitrary Government and the Rule of Law', in *Arguing About the Law, An Introduction to Legal Philosophy*, Wordsworth, Boston, pp.3-19.

SAHRDC, (2006) 'Criminal Procedure and Human Rights in India' in *Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure*, New Delhi: Oxford University Press, pp.5-15.

V. S. Deshpande, (2006), 'Nature of the Indian Legal System' in Joseph Minattur (ed.), *Indian Legal System*, 2nd ed., New Delhi: Indian Law Institute, pp. 1-21, available at <http://14.139.60.114:8080/jspui/bitstream/123456789/738/5/Nature%20of%20the%20Indian%20Legal%20System.pdf>

### **II. Laws relating to criminal justice administration**

B. Pandey, (2008) 'Laws Relating to Criminal Justice: Challenges and Prospects', in K. Sankaran and U. Singh, *Towards Legal Literacy*, New Delhi: Oxford University Press, pp.61-77.

SAHRDC, (2006) 'Reporting a Crime: First Information Report', in *Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure*, New Delhi: Oxford University Press, pp.16-26.

SAHRDC, (2006) 'Bail', in *Oxford Handbook of Human Rights and Criminal Justice in India: The system and Procedure*, New Delhi: Oxford University Press, pp.59-71.

SAHRDC, (2006) 'Detention', in *Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure*. New Delhi: Oxford University Press, Pp.72-84.

Nyaaya, India's Laws Explained, FIR, Arrest, Bail, available at <https://nyaaya.in/topic/first-information-report-fir>, <https://nyaaya.in/topic/bail>, <https://nyaaya.in/topic/arrest>

P. Mathew, (2003) *Your Rights if you are Arrested*, New Delhi. Indian Social Institute.

### **III. Equality and non-discrimination**

V. Kumari, (2008) 'Offences Against Women', in K, Sankaran and U. Singh (eds.) *Towards Legal Literacy*, New Delhi: Oxford University Press.

S. Durrany, (2006) *The Protection of Women From Domestic Violence Act 2005*, New Delhi: Indian Social Institute.

M. Sakhrani, (2017), Sexual Harassment: The Conundrum of Law, Due Process, and Justice, Economic and Political Weekly (Engage), available at <https://www.epw.in/engage/article/sexual-harassment-conundrum-law-due-process-and-justice>

P. D. Mathew, (2004) The Measure to Prevent Sexual Harassment of Women in Work Place. New Delhi: Indian Social Institute.

P. Mathew, (2002) The Law on Atrocities Against Scheduled Castes and Scheduled Tribes, New Delhi: Indian Social Institute.

K. Saxena, (2011) 'Dalits', in M. Mohanty et al., Weapon of the Oppressed, Inventory of People's Rights in India. Delhi: Danish Books, Pp.15-38

P. Mathew, (2004) The Minimum Wages Act, 1948, New Delhi: Indian Social Institute.

K. Sankaran, (2008) 'Labour Laws and the World of Work', in K, Sankaran and U. Singh (eds.) Towards Legal Literacy, New Delhi: Oxford University Press, Pp.119-131.

K. Saxena, (2011) 'Adivasis', in M. Mohanty et al., Weapon of the Oppressed, Inventory of People's Rights in India, Delhi: Danish Books, Pp.39-65.

N. Jain, (2011) 'Physically/Mentally Challenged', in M. Mohanty et al. Weapon of the Oppressed, Inventory of People's Rights in India, Delhi: Danish Books, pp.171-179.

#### **IV. Empowerment**

N. Kurian, (2011) 'Consumers', in M. Mohanty et al., Weapon of the Oppressed, Inventory of People's Rights in India. Delhi: Danish Books.

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S. Naib, (2013) 'Right to Information Act 2005', in The Right to Information in India, New Delhi: Oxford University Press, Available at [http://www.humanrightsinitiative.org/publications/rti/guide\\_to\\_use\\_rti\\_act\\_2005\\_English2012lightAspire.pdf](http://www.humanrightsinitiative.org/publications/rti/guide_to_use_rti_act_2005_English2012lightAspire.pdf), Accessed: 19.04.2013.

A. Baviskar, (2010), Winning the right to information in India: Is knowledge power, In J Gaventa & R McGee (eds) Citizen Action and National Policy Reform, London: Zed

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Nyaaya, India's Laws Explained, Request to Obtain Information, available at <https://nyaaya.in/topic/right-to-information/request-to-obtain-information>

#### **V. Redistribution, Recognition and livelihood**

M. Sarin and O. Baginski, (2010) India's Forest Rights Act -The Anatomy of a Necessary but Not Sufficient Institutional Reform, Department for International Development. Available at [www.ippg.org.uk](http://www.ippg.org.uk) (Accessed: 10.04.2013).

J. Dreze, Dey and Khera, (2008) Employment Guarantee Act, A Primer, New Delhi: National Book Trust (Also available in Hindi).

## Additional Resources:

### Bare Acts:

- o Consumer Protection Act, 1986, Available at [http://chdsla.gov.in/right\\_menu/act/pdf/consumer.pdf](http://chdsla.gov.in/right_menu/act/pdf/consumer.pdf), Accessed: 10.04.2013.
- o Criminal law Amendment Act, 2013, Available at [http://egazette.nic.in/WriteReadData/2013/E\\_17\\_2013\\_212.pdf](http://egazette.nic.in/WriteReadData/2013/E_17_2013_212.pdf), Accessed: 10.04.2013.
- o Mahatma Gandhi National Rural Employment Guaranty Act, 2005, Available at <http://nrega.nic.in/rajaswa.pdf>, Accessed: 10.04.2013.
- o National Food Security Act 2011, Available at [http://nac.nic.in/foodsecurity/nfsb\\_final.pdf](http://nac.nic.in/foodsecurity/nfsb_final.pdf), Accessed: 10.04.2013.
- o Protection of Women Against Domestic Violence Act, 2005, Available at <http://wcd.nic.in/wdvact.pdf>, Accessed: 10.04.2013.
- o Right to Information Act, 2005, Available at <http://righttoinformation.gov.in/rti-act.pdf>, Accessed: 10.04.2013.
- o Scheduled Castes and Scheduled Tribes Prevention of Atrocities Act, 1989, Available at <http://tribal.nic.in/writereaddata/linkimages/poaact989E4227472861.pdf>, Accessed: 10.04.2013.
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- o The Minimum Wages Act, 1948, Available at <http://www.ilo.org/dyn/travail/docs/623/Minimum%20Wages%20Act%201948.pdf>, Accessed: 10.04.2013.
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- o The Right of Children to Free and Compulsory Education Act, 2009, Available at <http://www.delta.org.in/form/rte.pdf>, Accessed: 10.04.2013.
- o The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Bill, 2012, Available at [http://164.100.24.219/BillsTexts/LSBillTexts/PassedLoksabha/144C\\_2010\\_LS\\_Eng.pdf](http://164.100.24.219/BillsTexts/LSBillTexts/PassedLoksabha/144C_2010_LS_Eng.pdf), Accessed: 10.04.2013.
- o Criminal Law Amendment Act, 2013, Available at: [mha.nic.in/pdfs/TheCrimnalLaw030413.pdf](http://mha.nic.in/pdfs/TheCrimnalLaw030413.pdf), Accessed: 15.04.2013.

### Additional Readings:

#### I. Rule of law and the Criminal Justice System in India

K. Sankaran and U. Singh, (2008) 'Introduction', in Towards Legal Literacy. New Delhi: Oxford University Press, pp. xi – xv.

#### III. Equality and non-discrimination

Gender Study Group, (1996) Sexual Harassment in Delhi University, A Report, Delhi: University of Delhi.

A. Kidwai, (2013), Sexual Harassment in the Workplace: the Verma Committee and After, Economic and Political Weekly, Vol. 48, Issue No. 06

D. Srivastva, (2007) 'Sexual Harassment and Violence against Women in India: Constitutional and Legal Perspectives', in C. Kumar and K. Chockalingam (eds) Human Rights, Justice, and Constitutional Empowerment, Delhi: Oxford University Press.

#### **IV. Empowerment**

Live Law, Highlights of Consumer Protection Bill-2018, available at <https://www.livelaw.in/highlights-consumer-protection-bill-2018-read-bill/>

A. Roberts, (2010) 'A Great and Revolutionary Law? The First Four Years of India's Right to Information Act', Public Administration Review. Volume 70, Issue 6, pp. 925–933.

SAHRDC, (2006) 'Consumer Rights', in Introducing Human Rights, Oxford University Press, pp. 118-134.

#### **Other suggested readings:**

K. Chaubey, (2013) 'Do Pragatisheel Kanoonon ki Dastan: Rajya, Jan Andolan aur Pratirdoh', Pratiman: Samay, Samaj, Sanskriti, CSDS- Vani Prakashn, pp. 149-177.

S. Dahiwale, (2009) 'Khairlanji: Insensitivity of Mahar Officers', Economic and Political Weekly, Vol. 44 (31), pp. 29-33.

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K. Sankaran, and U. Singh, (eds.) (2008) Towards Legal Literacy. New Delhi: Oxford University Press.

A. Pandey, (2004) Rights of the Consumer. New Delhi: Indian Social Institute.

### Teaching Learning Process

Students will receive interactive lectures on conception of rule of law. Students will engage in discussions on law as a source of rights, as a progressively widening sphere of substantive justice, welfare, and dignity. The relationship between laws and rights will be studied through specific values which have come to be seen as integral for a democratic society viz., equality and non-discrimination, empowerment, redistribution and recognition of traditional rights etc.

### Suggested exercises for students

1. Discuss the debates around any recent Ordinance, Bill or Act in Parliament.
2. How to file a FIR? In case there has been a theft in the neighbourhood how would you file the first-Hand Information Report?
3. Under what circumstances can detention and arrest become illegal?
4. Discuss any contemporary practice or event that violates the equality and protection against discrimination laws.
5. Read Ordinance XV -D of University of Delhi and make a list of the kinds of conduct that would qualify as sexual harassment.
6. Your friend has shared with you an incident of unwelcome verbal remarks on her by a person of higher authority in your college, what would you do?
7. Visit any nearby construction site and talk to the workers about their daily wage. Find out the minimum wage in Delhi for such construction work. Assess the awareness among the workers about their minimum wages and the law related to it.
8. You have seen a lady in your neighbourhood being beaten up by her husband. Identify the concerned Protection Officer in case you want to provide information about this incident.
9. Read the Vishakha Guidelines as laid down by the Supreme Court and the Act against sexual harassment at the workplace. Discuss what constitutes sexual harassment and the mechanisms available for its redressal in your institution.
10. What is the procedure to file an RTI?
11. You bought a product from a nearby shop which was expired, the shop keeper refused to return it. Use your knowledge of Consumer Protection Act to decide what you do next?
12. Do you think the provisions of Forest Rights Act (FRA) address the question of gender equality?
13. What must you keep in mind as a consumer while making a purchase that may later help you make use of Consumer Protection Act? (Hint- Should you ask for a Bill?)
14. In your surroundings have you witnessed any incident that would be considered offensive under the SC and ST Act? Make a class room presentation on it.

15. After reading the Disabilities Act, discuss in your classroom, whether the differently abled people in your college are able to exercise the rights and facilities guaranteed under the law.
16. Discuss the procedure for issuing a job card under MNREGA.
17. You have read the rural job guarantee scheme under MNREGA. Do you think that there is a need for similar guarantee scheme in urban areas? Discuss with your classmates

### Assessment Methods

Students will be assessed on continuous basis followed by end term examination. Internal assessment will be conducted at the end of each unit which may include viva-voce and participation in class discussions. Students will be assessed on the basis of their ability to think critically and creatively to solve the problems and application of conceptual understanding to field-based variables. Students will be required to submit a critical review of any book or a film that relates to any one unit of the syllabus before end term examination.

### Keywords

Democracy, Dignity, Equality, Empowerment, Justice, Recognition, Redistribution, Rule of Law

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## **AE2 - Public Opinion and Survey Research**

**(D.2)**

**AECC (Electives) - (AECCE) Credit:4**

### Course Objective

This course will introduce the students to the debates, principles and practices of public opinion polls in the context of democracies, with special reference to India. It will familiarize the students with the principles and practice of survey research and conceptualizing and measuring public opinion using quantitative methods. The course will give special attention to developing basic skills pertaining to the collection, analysis and utilization of quantitative data.

### Course Learning Outcomes

On the successful completion of the course, students will be able to:

- Understand the importance of public opinion in a democracy and the role of survey research in comprehending the working of a democratic political system
- Learn about the methods used for conducting surveys and interpreting survey data
- Acquire basic skill sets related to understanding public opinion formation and conducting research through the use of sample date, framing a questionnaire, etc.

- Acquire basic skill sets related to measurement of public opinion such as data analysis using statistical methods.

## Unit 1

### **Introduction to the course (6 lectures)**

Definition and characteristics of public opinion, conceptions and characteristics, debates about its role in a democratic political system, uses for opinion poll

## Unit 2

### **Measuring Public Opinion with Surveys: Representation and sampling (6 lectures)**

- a. What is sampling? Why do we need to sample? Sample design.
- b. Sampling error and non-response
- c. Types of sampling: Non random sampling (quota, purposive and snowball sampling); random sampling: simple and stratified

## Unit 3

### **Survey Research (2 lectures)**

- a. Interviewing: Interview techniques pitfalls, different types of and forms of interview
- b. Questionnaire: Question wording; fairness and clarity.

## Unit 4

### **Quantitative Data Analysis (4 lectures)**

- a. Introduction to quantitative data analysis
- b. Basic concepts: correlational research, causation and prediction, descriptive and inferential Statistics

## Unit 5

### **Interpreting polls (6 lectures)**

Prediction in polling research: possibilities and pitfalls  
Politics of interpreting polling

## References

### **I. Introduction to the course**

R. Erikson and K. Tedin, (2011) American Public Opinion, 8th edition, New York: Pearson Longman Publishers. pp. 40-46.

G. Gallup, (1948) A guide to public opinion polls Princeton, Princeton University Press, 1948. Pp. 3-13.

### **II. Measuring Public Opinion with Surveys: Representation and sampling**

G. Kalton, (1983) Introduction to Survey Sampling Beverly Hills, Sage Publication.

Lokniti Team (2009) 'National Election Study 2009: A Methodological Note', Economic and Political Weekly, Vol. XLIV (39)

Lokniti Team, (2004) 'National Election Study 2004', Economic and Political Weekly, Vol. XXXIX (51).

'Asking About Numbers: Why and How', Political Analysis (2013), Vol. 21(1): 48-69, (first published online November 21, 2012)

### **III. Survey Research**

H. Asher, (2001) 'Chapters 3 and 5', in Polling and the Public: What Every Citizen Should Know, Washington DC: Congressional Quarterly Press.

R. Erikson and K. Tedin, (2011) American Public Opinion, 8th edition, New York, Pearson Longman Publishers, pp. 40-46.

### **IV. Quantitative Data Analysis**

A. Agresti and B. Finlay, (2009) Statistical methods for the Social Sciences, 4th edition, Upper saddle river, NJ: Pearson-Prentice Hall.

S. Kumar and P. Rai, (2013) 'Chapter 1', in Measuring Voting Behaviour in India, New Delhi: Sage.

### **V. Interpreting polls**

R. Karandikar, C. Pyne and Y. Yadav, (2002) 'Predicting the 1998 Indian Parliamentary Elections', Electoral Studies, Vol. 21, pp. 69-89.

M. McDermott and K. A. Frankovic, (2003) 'Horserace Polling and Survey Methods Effects: An Analysis of the 2000 Campaign', Public Opinion Quarterly 67, pp. 244-264.

### **Additional Resources:**

#### **Additional Readings:**

K. Warren, (2001) 'Chapter 2', in In Defense of Public Opinion Polling, Boulder: Westview Press, pp. 45-80.

W. Cochran, (2007) 'Chapter 1', Sampling Techniques, John Wiley & Sons.

G. Gallup, (1948) A Guide to Public Opinion Polls. Princeton: Princeton University Press, pp. 14-20; 73-75.

D. Rowntree (2000) Statistics Without Tears: An Introduction for Non Mathematicians, Harmon dsworth: Penguin.

### **Teaching Learning Process**

Students will be taught different forms of sampling methods and will receive training in conducting surveys. They will be given interactive lectures on measuring public opinion and will be taught quantitative methods and imparted with basic skills of collection, verification and analysis of data. Students will be assessed on continuous basis followed by end term examination. Internal assessment will be conducted at the end of each unit which may include

term papers, assignments, projects and viva- voce. They will be assessed on the basis of their ability to critically apply their conceptual understanding to the field work. They will be required to submit project report on any one unit of the syllabus before end term examination.

### Keywords

Analysis, Collection, Data, Public Opinion, Quantitative, Sampling, Survey

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## **AE3 - Legislative Practices and Procedures (D.3) AECC (Electives) - (AECCE) Credit:4**

### Course Objective

This course will acquaint the students with the legislative process in India at various levels, to impart them with the elementary skills required to part of a legislative support team and expose them to real life legislative work. The skills provided by this course will include the understanding of legislative procedures, comprehending policy concerns which serve as the objective for legislative practices, drafting new legislation, tracking and analysing feedback on ongoing bills, writing press releases, conducting meetings with various stakeholders, monitoring media and public opinion, managing constituent relations and handling inter-office communications. It will also deepen their understanding and appreciation of the legislative process and its importance for a robust democracy.

### Course Learning Outcomes

On the successful completion of the course, students shall be able to:

- Understand the structure and functions of law-making bodies in India at different levels
- Demonstrate knowledge of the legislative procedures in India
- Acquire skills related to a close reading of legislative documents
- Understand the relationship between the people and their elected representatives
- Develop beginners' skills to become a part of a support team engaged in different levels of the law-making functions

### Unit 1

#### **Powers and functions of people's representative at different tiers of governance (6 lectures)**

Members of Parliament, State legislative assemblies, functionaries of rural and urban local self-government from Zila Parishad, Municipal Corporation to Panchayat/ward.

### Unit 2

### **Supporting the Legislative Process (2 lectures)**

How a bill becomes law, role of the Standing committee in reviewing a bill, legislative consultants, the framing of rules and regulations.

### Unit 3

#### **Supporting the Legislative Committees (6 lectures)**

Types of committees, role of committees in reviewing government finances, policy, programmes, and legislation.

### Unit 4

#### **Reading the Budget Document (6 lectures)**

Overview of Budget Process, Role of Parliament in reviewing the Union Budget, Railway Budget, Examination of Demands for Grants of Ministries, Working of Ministries.

### Unit 5

#### **Support in media monitoring and communication (4 lectures)**

Types of media and their significance for legislators; Basics of communication in print and electronic media.

### References

#### **I. Powers and functions of people's representative at different tiers of governance**

M. Madhavan, and N. Wahi, (2008) Financing of Election Campaigns PRS, Centre for Policy Research, New Delhi, Available at:

[http://www.prsindia.org/uploads/media/conference/Campaign\\_finance\\_brief.pdf](http://www.prsindia.org/uploads/media/conference/Campaign_finance_brief.pdf), Accessed: 19.04.2013

S. Vanka, (2008) Primer on MPLADS, Centre for Policy Research, New Delhi, Available at <http://www.prsindia.org/parliamenttrack/primers/mplads-487/>, Accessed: 19.04.2013

H. Kalra, (2011) Public Engagement with the Legislative Process PRS, Centre for Policy Research, New Delhi, Available at:

<http://www.prsindia.org/administrator/uploads/media/Conference%202011/Public%20Engagement%20with%20the%20Legislative%20Process.pdf>, Accessed: 19.04.2013.

Government of India (Lok Sabha Secretariat), (2009) Parliamentary Procedures (Abstract Series), Available at <http://164.100.47.132/LssNew/abstract/index.aspx>, Accessed: 19.04.2013

#### **II. Supporting the legislative process**

Government of India, (Ministry of Parliamentary Affairs), (2009) Legislation, Parliamentary Procedure, Available at

[http://mpa.nic.in/Manual/Manual\\_English/Chapter/chapter-09.htm](http://mpa.nic.in/Manual/Manual_English/Chapter/chapter-09.htm), Accessed: 19.04.2013

Government of India, (Ministry of Parliamentary Affairs) (2009), Subordinate Legislation, Parliamentary Procedure, Available at:  
[http://mpa.nic.in/Manual/Manual\\_English/Chapter/chapter-11.htm](http://mpa.nic.in/Manual/Manual_English/Chapter/chapter-11.htm) Accessed: 19.04.2013

D. Kapur and P. Mehta, (2006) 'The Indian Parliament as an Institution of Accountability', Democracy, Governance and Human Rights, Programme Paper Number 23, United Nations Research Institute for Social Development, Available at:  
[http://www.unrisd.org/UNRISD/website/document.nsf/240da49ca467a53f80256b4f005ef245/8e6fc72d6b546696c1257123002fcceb/\\$FILE/KapMeht.pdf](http://www.unrisd.org/UNRISD/website/document.nsf/240da49ca467a53f80256b4f005ef245/8e6fc72d6b546696c1257123002fcceb/$FILE/KapMeht.pdf), Accessed: 19.04.2013

O. Agarwal and T. Somanathan, (2005) 'Public Policy Making in India: Issues and Remedies', Available at:  
[http://www.cprindia.org/admin/paper/Public\\_Policy\\_Making\\_in\\_India\\_14205\\_TV\\_SOMANATHAN.pdf](http://www.cprindia.org/admin/paper/Public_Policy_Making_in_India_14205_TV_SOMANATHAN.pdf), Accessed: 19.04.2013

B. Debroy, (2001) 'Why we need law reform' Seminar January.

### **III. Supporting the Legislative Committees**

P. Mehta, 'India's Unlikely Democracy: The Rise of Judicial Sovereignty', Journal of Democracy, Vol. 18(2), pp.70-83.

Government link: <http://loksabha.nic.in/>; <http://rajyasabha.nic.in/>; <http://mpa.nic.in/>

K. Sanyal, (2011) Strengthening Parliamentary Committees PRS, Centre for Policy Research, New Delhi, Available at:  
<http://www.prsindia.org/administrator/uploads/media/Conference%202011/Strengthening%20Parliamentary%20Committees.pdf>, Accessed: 19.04.2013

### **IV. Reading the Budget Document**

A. Celestine, (2011) How to Read the Union Budget PRS, Centre for Policy Research, New Delhi, Available at <http://www.prsindia.org/parliamenttrack/primers/how-to-read-the-union-budget-1023/>, Accessed: 19.04.2013

### **V. Support in media monitoring and communication**

G. Rose, (2005) 'How to Be a Media Darling: There's No getting Away From It', State Legislatures, Vol. 31(3).

#### **Additional Resources:**

N. Jayal and P. Mehta (eds), (2010) The Oxford Companion to Politics in India, Oxford University Press: New Delhi.

B. Jalan, (2007) India's Politics, New Delhi: Penguin.

Initiating Discussion on Various Type of Debates in Rajya Sabha, Available at [http://rajyasabha.nic.in/rsnew/publication\\_electronic/75RS.pdf](http://rajyasabha.nic.in/rsnew/publication_electronic/75RS.pdf), Accessed: 19.04.2013.  
Praxis of Parliamentary Committees: Recommendations of Committee on Rules published by Rajya Sabha, available at:  
[http://rajyasabha.nic.in/rsnew/publication\\_electronic/Praxis.pdf](http://rajyasabha.nic.in/rsnew/publication_electronic/Praxis.pdf), Accessed: 19.04.2013.

S.J. Phansalkar, Policy Research in the Indian Context

N. Singh, 'Some Economic Consequences of India's Institutions of Governance: A Conceptual Framework', Available at:

[http://econ.ucsc.edu/faculty/boxjenk/wp/econ\\_conseq\\_2003\\_rev2.pdf](http://econ.ucsc.edu/faculty/boxjenk/wp/econ_conseq_2003_rev2.pdf), Accessed: 19.04.2013.

R. Guha, (2007), India After Gandhi, Macmillan: New Delhi.

Parliamentary Procedures (Abstract Series) published by Lok Sabha, Available at <http://164.100.47.132/LssNew/abstract/index.aspx>, website: [www.loksabha.nic.in](http://www.loksabha.nic.in), Accessed: 19.04.2013.

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[http://rajyasabha.nic.in/rsnew/publication\\_electronic/ethics\\_committee.pdf](http://rajyasabha.nic.in/rsnew/publication_electronic/ethics_committee.pdf), Accessed: 19.4.2013.

Committees of Parliament, Parliamentary Procedure, Ministry of Parliamentary Affairs, Available at [http://mpa.nic.in/Manual/Manual\\_English/Chapter/chapter-12.htm](http://mpa.nic.in/Manual/Manual_English/Chapter/chapter-12.htm), Accessed: 19.04.2013.

Nomination of Members of Parliament on Committees, Councils, Boards and Commissions, etc., set up by the Government, Ministry of Parliament Affairs, Available at

[http://mpa.nic.in/Manual/Manual\\_English/Chapter/chapter-14.htm](http://mpa.nic.in/Manual/Manual_English/Chapter/chapter-14.htm), Accessed: 19.04.2013.

Parliamentary Procedures: Problems and Perspectives 2009 Published by Rajya Sabha, Available at [http://rajyasabha.nic.in/rsnew/publication\\_electronic/parl\\_procedure2009.pdf](http://rajyasabha.nic.in/rsnew/publication_electronic/parl_procedure2009.pdf), Accessed: 19.04.2013.

Primer on the Budget Process published by PRS, Available at

<http://www.prsindia.org/parliamenttrack/primers/the-budget-process-484/>, Accessed: 19.04.2013.

Background note on Financial Oversight by Parliament published by PRS, Available

at <http://www.prsindia.org/administrator/uploads/media/Conference%20note/Conference%20note%20on%20financial%20oversight.pdf>, Accessed: 19.04.2013.

P. Keefer and S Khemani, (2009) 'When Do Legislators Pass On "Pork"? The Determinants of Legislator Utilization of a Constituency Development Fund in India', in World Bank Policy Research Working Paper Series 4929, pp. 1-45, Available at: <http://ssrn.com/abstract=1405160>, Accessed: 19.04.2013.

Parliamentary Procedures (Abstract Series), Lok Sabha, Available at

<http://164.100.47.132/LssNew/abstract/process.htm>

Budget, Parliamentary Procedure, Ministry of Parliamentary Affairs, available at

[http://mpa.nic.in/Manual/Manual\\_English/Chapter/chapter-07.htm](http://mpa.nic.in/Manual/Manual_English/Chapter/chapter-07.htm), Accessed: 19.04.2013.

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### Teaching Learning Process

Students will engage in discussion on legislative procedures. They will be imparted elementary skills to become part of legislative support team and engage in real legislative work by attending

legislative meetings and monitoring media and public developments. They will be given interactive lectures on powers and functions of representatives at different tiers of governance.

### Assessment Methods

Students will be assessed on continuous basis followed by end term examination. Internal assessment will be conducted at the end of each unit which may include assignments, participation in class discussions and viva voce. They will be evaluated on the basis of their skills to become part of legislative support team and engage in real legislative work. They will be required to submit project report on any one unit of the syllabus before end term examination.

### Keywords

Functions, Governance, Legislature, Powers, Procedures, Representative

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## **AE4 - Peace and Conflict Resolution**

**(D.4)**

**AECC (Electives) - (AECCE) Credit:4**

### Course Objective

The objective of an undergraduate application course for common students in Peace and Conflict Studies will cover in-depth knowledge of conflict analysis, conflict resolution, conflict prevention, as well as the historical and cultural context of organized violence. Peace and Conflict Resolution addresses the sources of war, social oppression and violence and the challenges of promoting peace and justice internationally and domestically. It also introduces more equitable, cooperative and nonviolent methods that can be used to transform unjust, violent or oppressive world situations. This course provides students with an overview of the Peace and Conflict Studies discipline, including key concepts and related theories. The course is designed to familiarize students with the historical background of various peace movements, to analyze principles used to resolve conflict, and to provide a view of how peace and conflict resolution are being pursued today. The course will also cover extensive understanding of current research and development within the field of peace and conflict studies and perspective of the environment, gender, migration, and ethnicity.

## Course Learning Outcomes

- The paper will equip students with an in-depth understanding of theoretical and actual observations on both domestic and international sources of conflict and war, conflict resolution and conflict transformation.
- The students will enhance their analytical ability by learning about different models employed in conflict resolution.
- The course will develop analytical outlook in conflict resolution on equitable, cooperative and non-violent techniques of conflict resolution and transformation.
- Further deliberations on peace movements across the world and especially in war torn regions will help students develop independent perspective on conflict resolution.
- The study of issues like migration, information flow and normative concepts will augment students, understanding and knowledge.

### Unit 1

**International Peace and Conflict Resolution: Sources of War: International and Domestic Issues and Trends**

### Unit 2

**What is Conflict: Introduction to International Conflict Resolution**

### Unit 3

**International Conflict Resolution Theory: Models developed by Johan Galtung, Joseph Montville, Morton Deutsch, William Zartman, Levy Jack**

### Unit 4

**Conflict resolution: Background of Various Peace Movements and Concepts, Principles used to resolve conflict**

### Unit 5

**Cross-border relationships between the world's peaceful and war-torn zones (migration and information flows, economic transactions, international rules and regulations, normative concepts and political decisions)**

### Unit 6

**Conflict Transformation: Is Peace Possible? Resolve problems through conflict analyses and instrumentation of peace concepts**

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Webel, Charles & Jorgen Johansen (ed). 2012. Peace and Conflict Studies: A Reader. Routledge. New York.

- Galtung, Johan et al. 2000. Searching for Peace: The Road to Transcend. Pluto Press in Association with Transcend. p. xiii.
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- Terriff, Terry et al, 1999. 'Peace Studies', Security Studies Today, Polity press.
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- Jeong, H.-W. (2000). Peace and conflict studies. Burlington: Ashgate.
- Starkey, Boyer, and Wilkenfield, Negotiating a Complex World. Rowman & Littlefield, Maryland, 1999, pp. 1-74.
- Zartman, William, "Dynamics and Constraints in Negotiations in Internal Conflicts", in Zartman, William (ed), Elusive Peace: Negotiating an End to Civil Wars, The Brookings Institution, Washington, 1995, pp. 3-29.
- Levy, Jack, "Contending Theories of International Conflict: A Levels-of-Analysis Approach" in Crocker et al, Managing Global Chaos, USIP, 1995, pp. 3-24.
- Carr, Edward H., "Realism and Idealism," Richard Betts (ed), Conflict After the Cold War, Boston: Simon & Schuster, 1994.
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- Galtung, Johan, There Are Alternatives: Four Roads to Peace and Security, Nottingham, Spokesman, 1984, pp. 162-205.
- Kelman, Herbert C., "Interactive Problem Solving", in Fisher, Ronald J. (ed.) Interactive Conflict Resolution, Syracuse University Press, 1997, pp. 56-74.
- Kritz, Neil J., "The Rule of Law in the Post-conflict Phase: Building a Stable Peace", in Crocker et al, Managing Global Chaos, USIP, 1996, pp. 587-606.
- Galtung, Johan, "The Basic Need Approach", in Human Needs: A Contribution to the Current Debate, Verlag, Cambridge, 1980, pp. 55-126.
- Saunders, Harold H., A Public Peace Process: Sustained Dialogue to Transform Racial and Ethnic Conflicts, New York, 1999, pp. 1-80.
- Deutsch, Morton, The Resolution of Conflict: Constructive and Destructive Processes, New Haven, Yale University Press, 1973, pp. 1-123.
- Galtung, Johan, Peace by Peaceful Means: Peace and conflict, Development and Civilization, Sage, London, 1996, pp. 9-114.
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Hampson, F.O., Crocker C.A. and Aall, P. R. (2007). Negotiation and international conflict. In C. Weibel & J. Galtung (Eds.), *Handbook of peace and conflict studies* (pp. 35-50). New York: Routledge.

Horowitz, S. (2007). Mediation. In C. Weibel and J. Galtung (Eds.). *Handbook of peace and conflict studies* (51-63). New York: Routledge.

Assefa, H. (1999). The Meaning of reconciliation. In *People building peace: 35 inspiring stories from around the world* (pp. 37-45), Utrecht: European Centre for Conflict Prevention.

Boulding, E. (2000). Peace movements and their organizational forms: The seedbed of peace cultures. In *Cultures of peace: The hidden side of history* (pp. 56-84), New York: Syracuse University Press.

Cortright, D. (2008). Banning the bomb. In *Peace: A history of movements and ideas*. Cambridge: Cambridge University Press, 126-154.

Young, N. (1987). Peace movements in history. In Barash, D.P. (ed.) (2000), *Approaches to peace: A reader in peace studies* (pp. 228-237), New York: Oxford University Press.

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Mansfield, E., & Pevehouse, J. (2000). Trade blocs, trade flows, and international conflict. *International Organization*, 54(4), 775-808.

Williams, A. (2015). Changing normative environment for conflict management. In Crocker et. al. (Eds.) *Managing Conflict in a World Adrift*. Washington, US: United States Institute of Peace Press.

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### Additional Resources:

#### Classic Readings

Galtung, J. (1969). Violence, peace, and peace research. *Journal of Peace Research*, 6(3), pp. 167-191.

Galtung, Johan, *The True Worlds: A Transnational Perspective*, New York, Free Press, 1980, pp. 107-149.

Galtung, Johan. 1967. “Theories of Peace: A Synthetic Approach to Peace Thinking”. International Peace Research Institute, Oslo.

Rummel, R.J. 1981. *Understanding Conflict and War*, Vol:5, Beverly Hills, CA: Sage Publications.

Deutsch, M. (1983). Conflict Resolution: Theory and practice. *Political Psychology*, 4(3), 431-453.

Gandhi, M.K. (1916) (1964), "On Ahimsa: Reply to Lala Lajpat Rai (October 1916)", in *The Collected Works of Mahatma Gandhi*, Vol.-XIII, Delhi: The Publications Division, Ministry of Information and Broadcasting, Government of India.

### Teaching Learning Process

This course aims to familiarize students about the peace and conflict resolution around the world by engaging them in elaborate classroom lectures consisting debate and discussions. The lectures will include power point presentation and screening of short videos which will be followed by debate and discussion on the topic. The entire process is designed so as to enhance the cognitive ability of the students and encourage them to think critically. The students will also prepare skits simulating models used in the peace and conflict resolution and present them in the class. The regular seminars will further enhance students understanding of the course.

### Assessment Methods

The students will be assessed on their performance in their internal examination as well as their end semester examination. However, the assessment would go beyond this conventional method and also would assess the students for performance in class in which the skit presentation, participation in debate and discussion will also be valued.

### Keywords

Peace, Conflict, War, Conflict Resolution, Conflict Transformation

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