## Semester wise Details of M.A. in Political Science Course

### 4. Semester wise Details

<table>
<thead>
<tr>
<th>Domain</th>
<th>Course Number</th>
<th>Title of the Course</th>
<th>Credit</th>
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<tbody>
<tr>
<td><strong>Semester I</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Core 1</td>
<td>PS-C 101</td>
<td>Debates in Political Theory</td>
<td>5</td>
</tr>
<tr>
<td>Core 2</td>
<td>PS-C 102</td>
<td>Themes in Indian Political Thought</td>
<td>5</td>
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<tr>
<td>Core 3</td>
<td>PS-C 103</td>
<td>Theories of International Relations</td>
<td>5</td>
</tr>
<tr>
<td>Core 4</td>
<td>PS-C 104</td>
<td>Comparative Political Analysis: Theories, Methods and Approaches</td>
<td>5</td>
</tr>
<tr>
<td>Core 5</td>
<td>PS-C 105</td>
<td>Politics in India</td>
<td>5</td>
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<td>Core 6</td>
<td>PS-C 106</td>
<td>Administrative Theory</td>
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<tr>
<td>Core 7</td>
<td>PS-IDC 107</td>
<td>Gender Studies</td>
<td>5</td>
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<td>Core 8</td>
<td>PS-IDC 108</td>
<td>Development</td>
<td>5</td>
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<td>Core 9</td>
<td>PS-IDC 109</td>
<td>Security: An Interdisciplinary Discourse</td>
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<td><strong>Total Credit of the Semester</strong></td>
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<tbody>
<tr>
<td><strong>Semester II</strong></td>
<td></td>
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<tr>
<td>Core 10</td>
<td>PS-C 201</td>
<td>Key Texts in Political Philosophy</td>
<td>5</td>
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<tr>
<td>Core 11</td>
<td>PS-C 201</td>
<td>Interpreting Modern India</td>
<td>5</td>
</tr>
<tr>
<td>Core 12</td>
<td>PS-C 203</td>
<td>Themes in World Politics and International Political Economy</td>
<td>5</td>
</tr>
<tr>
<td>Core 13</td>
<td>PS-C 204</td>
<td>Key Concepts in Comparative Political Analysis</td>
<td>5</td>
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<tr>
<td>Core 14</td>
<td>PS-C 205</td>
<td>Democracy and Political Institutions in India</td>
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<tr>
<td>Core 15</td>
<td>PS-C 206</td>
<td>Policy and Governing</td>
<td>5</td>
</tr>
<tr>
<td>Core 16</td>
<td>PS-IDC 207</td>
<td>Environment</td>
<td>5</td>
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<tr>
<td>Core 17</td>
<td>PS-IDC 208</td>
<td>Human Rights: Challenges and Concerns</td>
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<td>Core 18</td>
<td>PS-IDC 209</td>
<td>Research Methods in Social Sciences</td>
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<td><strong>Total Credit of the Semester</strong></td>
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<table>
<thead>
<tr>
<th>Domain</th>
<th>Course Number</th>
<th>Title of the Course</th>
<th>Credit</th>
</tr>
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<tbody>
<tr>
<td><strong>Elective 1</strong></td>
<td></td>
<td>To be chosen from 21 to 24 papers of 6 sub-disciplines in each semester:</td>
<td>4</td>
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<tr>
<td><strong>Elective 2</strong></td>
<td></td>
<td>Political Theory, Indian Political Thought, Comparative Politics, Indian Politics, Public Administration and International Relations</td>
<td>4</td>
</tr>
<tr>
<td><strong>Elective 3</strong></td>
<td></td>
<td>Listed Below (4.2)</td>
<td>4</td>
</tr>
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<td><strong>Elective 4</strong></td>
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<tr>
<td><strong>Elective 5</strong></td>
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<td>4</td>
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<tr>
<td><strong>Elective 6</strong></td>
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<td></td>
<td>4</td>
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<tr>
<td><strong>Elective 7</strong></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td><strong>Elective 8</strong></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td><strong>Open Elective 1</strong></td>
<td></td>
<td>Two courses out of the three offered by the Department:</td>
<td>2</td>
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</table>
| Open Elective 2 | PS-OE 01: Ethics and Governance  
PS-OE 02: Understanding the International  
PS-OE 03: Political Institutions and Processes in India | 2 |
|----------------|-----------------------------------------------------------------|
| PS-OE 01: Ethics and Governance  
PS-OE 02: Understanding the International  
PS-OE 03: Political Institutions and Processes in India | |
| **Total Credit of the Semester** | 16+16 |
| **Total Credit** | 72 |

4.2 List of Elective Course (wherever applicable to be mentioned area wise)

<p>| PS-E 01 | Ethics and Politics |
| PS-E 02 | Global Justice and the South |
| PS-E 03 | Themes in Citizenship |
| PS-E 04 | Theory and Practice of Democracy |
| PS-E 05 | Critical Traditions in Political Theory |
| PS-E 06 | Democracy and Violence: Contestation, Convergence and Discourse |
| PS-E 07 | Key Ideas in Contemporary Critical Theory in India |
| PS-E 08 | Ambedkar in Contemporary India |
| PS-E 09 | Gandhi, Autonomy and Discourse |
| PS-E 10 | Dalit-Bahujan Thought |
| PS-E 11 | Contemporary Explorations in Tagore |
| PS-E 12 | Discourses on Hindu Nationalism |
| PS-E 13 | Culture and Politics in India |
| PS-E 14 | Social Conservatism in India |
| PS-E 15 | Social Exclusion: Theory and Practice |
| PS-E 16 | Indian Strategic Thought |
| PS-E 17 | Gender in International Relations |
| PS-E 18 | State and Society in Pakistan |
| PS-E 19 | Pakistan and the World |
| PS-E 20 | The Politics of Violence in South Asia |
| PS-E 21 | Security Studies |
| PS-E 22 | Comparative Federalism: Theory and Practice |
| PS-E 23 | The Modern State in Comparative Perspective |
| PS-E 24 | Social Movement and Revolution |
| PS-E 25 | Politics of South Asia in Comparative Perspective |
| PS-E 26 | Constitutionalism in Comparative Perspective |
| PS-E 27 | The State in Diverse Political Traditions |
| PS-E 28 | Society, State and Politics: Comparing India and Israel |
| PS-E 29 | Religious Nationalism and Political Violence |
| PS-E 30 | The Politics of Identity in Comparative Perspective |
| PS-E 31 | Nationalism in Comparative Perspective |</p>
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS-E 32</td>
<td>Identities and Political Transformation in India</td>
</tr>
<tr>
<td>PS-E 33</td>
<td>Development Process and Politics in India</td>
</tr>
<tr>
<td>PS-E 34</td>
<td>Democracy and Human Rights in India</td>
</tr>
<tr>
<td>PS-E 35</td>
<td>Politics and Ethnic Conflicts in J&amp;K</td>
</tr>
<tr>
<td>PS-E 36</td>
<td>Law, Crime and Politics in India</td>
</tr>
<tr>
<td>PS-E 37</td>
<td>State Politics in India</td>
</tr>
<tr>
<td>PS-E 38</td>
<td>Indian Polity in State Society Interactions</td>
</tr>
<tr>
<td>PS-E 39</td>
<td>Public Policy</td>
</tr>
<tr>
<td>PS-E 40</td>
<td>Public Institutions and Governance</td>
</tr>
<tr>
<td>PS-E 41</td>
<td>Institutions, Development and Poverty</td>
</tr>
<tr>
<td>PS-E 42</td>
<td>Collaborative Governance Transforming Engagements in Public Management</td>
</tr>
<tr>
<td>PS-E 43</td>
<td>Corporate Citizenship and Governance: Theories and Practices</td>
</tr>
<tr>
<td>PS-E 44</td>
<td>The Political in Local Governance</td>
</tr>
<tr>
<td>PS-E 45</td>
<td>Environmental Policies &amp; Politics</td>
</tr>
</tbody>
</table>

**List of Open Electives**

<table>
<thead>
<tr>
<th>Open Elective 1</th>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>PS-OE 01</td>
<td>Open Elective 1</td>
<td>Ethics and Governance</td>
</tr>
<tr>
<td>PS-OE 02</td>
<td>Open Elective 2</td>
<td>Understanding the International</td>
</tr>
<tr>
<td>PS-OE 03</td>
<td>Open Elective 3</td>
<td>Political Institutions and Processes in India</td>
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**4.2.1 List of Elective Course (PENDING APPROVAL)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>PS-E 46</td>
<td>Politics of Knowledge</td>
</tr>
<tr>
<td>PS-E 47</td>
<td>Marx and Political Theory</td>
</tr>
<tr>
<td>PS-E 48</td>
<td>Politics and Psychoanalysis</td>
</tr>
<tr>
<td>PS-E 49</td>
<td>Political Theology Debates</td>
</tr>
<tr>
<td>PS-E 50</td>
<td>Black Radical Tradition</td>
</tr>
<tr>
<td>PS-E 51</td>
<td>Digital Media and the New Public</td>
</tr>
<tr>
<td>PS-E 52</td>
<td>Comparative Political Theory</td>
</tr>
<tr>
<td>PS-E 53</td>
<td>Egalitarianism Theory and Practice</td>
</tr>
<tr>
<td>PS-E 54</td>
<td>Theorizing the Politics of Diversity</td>
</tr>
<tr>
<td>PS-E 55</td>
<td>Interpreting Indian Classical Texts</td>
</tr>
<tr>
<td>PS-E 56</td>
<td>Modern Indian Political Thinkers</td>
</tr>
<tr>
<td>PS-E 57</td>
<td>Regions and Regionalism</td>
</tr>
<tr>
<td>PS-E 58</td>
<td>India in World Affairs</td>
</tr>
<tr>
<td>PS-E 59</td>
<td>Power Transition and the Dynamics of Foreign Policy in International Relations</td>
</tr>
<tr>
<td>PS-E 60</td>
<td>Conflict Analysis</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
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<tr>
<td>-------------</td>
<td>--------------</td>
</tr>
<tr>
<td>PS-E 61</td>
<td>Worlding International Relations: Perspectives from the Global South</td>
</tr>
<tr>
<td>PS-E 62</td>
<td>Islam and International Relations</td>
</tr>
<tr>
<td>PS-E 63</td>
<td>International Relations of South Asia</td>
</tr>
<tr>
<td>PS-E 64</td>
<td>United States of America in the Transforming Global Order</td>
</tr>
<tr>
<td>PS-E 65</td>
<td>China's Role in Contemporary World</td>
</tr>
<tr>
<td>PS-E 66</td>
<td>Citizenship and Borders</td>
</tr>
<tr>
<td>PS-E 67</td>
<td>Comparative North American Studies</td>
</tr>
<tr>
<td>PS-E 68</td>
<td>Contemporary Debates in Indian Federalism</td>
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<tr>
<td>PS-E 69</td>
<td>Political Parties and Party system in India</td>
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<tr>
<td>PS-E 70</td>
<td>Elections and Electoral Process in India</td>
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### Course Structure for the CBCS System

#### MA Political Science

<table>
<thead>
<tr>
<th>Semester</th>
<th>Core Courses</th>
<th>Elective Course</th>
<th>Open Elective Course</th>
<th>Total Credits</th>
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<tr>
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</tr>
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<td>4</td>
<td>5</td>
<td>20</td>
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</tr>
<tr>
<td>II</td>
<td>4</td>
<td>5</td>
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<td></td>
</tr>
<tr>
<td>III</td>
<td></td>
<td>4</td>
<td>4</td>
<td>16</td>
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<tr>
<td>IV</td>
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<tr>
<td><strong>Total Credits for the Course</strong></td>
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</table>

* A student opting for two open elective course in semester 3 & 4 may take up 3 elective courses instead of four.

### First Semester Course Details

#### Semester I

<table>
<thead>
<tr>
<th>Course</th>
<th>Paper (Theory)</th>
<th>Tutorial</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Course 1</td>
<td>4 papers to be chosen from among 6 papers, one each from, 6 core sub-disciplines namely: Political theory, Indian Political Thought, Comparative Politics, Indian Politics, Public Administration and, International Relations and 3 core-interdisciplinary papers among Gender, Security, Development, Environment and Human Rights to be identified by the Department.</td>
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<tr>
<td>Core Course 2</td>
<td>Political thought, Comparative Politics, Indian Politics, Public Administration, International Relations; 2 core interdisciplinary papers among Gender, Security, Development, Environment, Human Rights to be identified by the Department; and 1 paper on Research Methods.</td>
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<tr>
<td>Core course ‘n’</td>
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<tr>
<td>(total number)</td>
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<tr>
<td><strong>Total credits in core course</strong></td>
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### Second Semester Course Details

#### Semester II

<table>
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<tr>
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<th>Paper (Theory)</th>
<th>Tutorial</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Core Course 1</td>
<td>4 papers to be chosen from among 6 papers, one each from 6 sub-disciplines: Political theory, Indian</td>
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<tr>
<td>Core Course 2</td>
<td>Political thought, Comparative Politics, Indian Politics, Public Administration, International</td>
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<tr>
<td>Core Course 3</td>
<td>Relations; 2 core interdisciplinary papers among Gender, Security, Development, Environment, Human Rights to be identified by the Department; and 1 paper on Research Methods.</td>
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<tr>
<td>Core course ‘n’</td>
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<td>20</td>
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## Third Semester Course Details

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<th>Tutorial</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Course</td>
<td>Paper (Theory)</td>
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<tr>
<td>Elective Course 1</td>
<td>To be chosen from 21 to 24 papers of 6 sub-disciplines:</td>
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<tr>
<td>Elective Course 2</td>
<td>Political Theory, Indian Political Thought, Comparative Politics, Indian Politics, Public Administration and International Relations</td>
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<td>4</td>
</tr>
<tr>
<td>Elective Course 3</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Elective Course 4</td>
<td>From Above OR</td>
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</tr>
<tr>
<td>Open Elective Courses 4&amp;5</td>
<td>Two courses to be chosen from the courses offered by any other Department of Delhi University</td>
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<tr>
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<td>2 + 2 = 4</td>
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<td>Total Credits in third semester</td>
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## Fourth Semester Course Details

<table>
<thead>
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<th>Number of Elective Courses</th>
<th>Credits in each course</th>
<th>Tutorial</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>Paper (Theory)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective Course 1</td>
<td>To be chosen from 21 to 24 papers of 6 sub-disciplines:</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Elective Course 2</td>
<td>Political Theory, Indian Political Thought, Comparative Politics, Indian Politics, Public Administration and International Relations</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Elective Course 3</td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Elective Course 4</td>
<td>From Above OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open Elective Courses 4&amp;5</td>
<td>Two courses to be chosen from the courses offered by any other Department of Delhi University</td>
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<td>4</td>
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<tr>
<td></td>
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<td></td>
<td>2 + 2 = 4</td>
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<tr>
<td>Total Credits in third semester</td>
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<td></td>
<td>16</td>
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</table>

Total credits of the course = Semester I + II + III + IV = 20+20+16+16 = 72
Theory 1 credit = 1 hour of class per week
Tutorial 1 credit = 1 hour of class per week

**Notes:**
1. In Semester I and II, Department will offer 18 courses of study. 9 papers will be taught in each semester from which students have to take up any 4 papers with 5 credits each, provided that each student compulsorily takes minimum one paper from each core sub-discipline spread over two semesters; and provided that each student has to choose a maximum of only one inter-disciplinary paper in each semester.
2. Students will have the option to choose ALL FOUR papers from core sub-discipline papers and not opt for any core-interdisciplinary paper.
3. The department will offer minimum two open-elective paper to very batch of MA program and these papers will be offered ONLY to MA students of other disciplines in the Delhi University (on a reciprocal basis). The maximum no of seats for the open elective papers will be 50 and each paper will carry 2 credits.
Master of Arts in Political Science

Semester I

PS-C 101: Debates in Political Theory

Credits: 5, Duration: 5 hrs./week

Course Objective: This course proposes to build on a prior understanding of the nature and value of theoretical inquiry in politics. Political theory begins with a few fundamental questions that have a bearing on the good life, and the ways in which we seek to collectively secure it. It does not claim to have any final answers to such questions and instead acknowledges disagreements. Our basic disagreements on how we must constitute our collective life are part of our evaluations that we make on a continual basis of the political and social order we inhabit. Evaluation usually entails an intense engagement with the political context within which we live, the nature of our values and political institutions, their clarification and analyses, together with weighing the necessity of just institutions and values. The activity of evaluation lays bare a wide range of arguments that are used in political discourse sharpening thereby our political judgment. It is imperative to evaluate, argue and judge and then raise for the consideration of justification our existing or appropriate political practices, decisions, policies and institutions.

Debates will relate to concepts:

Unit I: Introduction
a. What is Political Theory?
b. Disagreements and Debates in Political Theory
c. Normative judgement in a Political Context

Unit II: Understanding Power
a. The Faces of Power (Steven Lukes)
b. Class, Ideology and Power (Althusser)
c. Power and the Subject: Foucault

Unit III: Debates on freedom
a. Ancient vs. Modern Liberty (Constant)
b. Freedom as autonomy (Kant, Mill)
c. Negative vs. Positive Liberty (Berlin, MacCallum)
d. Freedom and the market (Libertarians)
e. Republican Conception (Skinner)
f. Freedom as Development (Sen)

Unit IV: Debates on Equality
a. Value of Equality (Bernard Williams)
b. Equality of Opportunity (Rawls)
d. Luck egalitarianism and its critique (Elizabeth Anderson)
e. Equality, Priority or Sufficiency (Scheffler, Parfit, Frankfurt)

Unit V: Debates on Justice
a. Consequentialist vs. Deontological (Utilitarians, Rawls)
b. Justice as Fairness (Rawls)
c. Communitarian and Feminist Conceptions (Walzer, Sandel, Okin)
d. Global Justice (Thomas Pogge)

Unit VI: Debates on Rights
a. Moral vs. Legal conceptions
b. Choice and Interest theories
c. Conflicts between rights
d. Rights as Trumps

Unit VII: Debates on Democratic Political Community
a. Identity and the Politics of Recognition
b. Democracy and the Challenges of Pluralism
c. Citizenship, Virtues and Democratic Education

Suggested Readings:

Unit I


Unit II


Unit III:


**Unit IV:**


**Unit V:**


**Unit VI**


Steiner, Hillel, 1994, *An Essay on Rights*, Oxford: Blackwell. (Ch. 3)


**Unit VII**


**Additional Readings:**


Master of Arts in Political Science

Semester I

PS-C 102: Themes in Indian Political Thought

Credits: 5

Duration: 5 hrs./week

Course Objective: The purpose of this course is to introduce students to the richness and variety of Indian Political Thought, a tradition that spans centuries if not millennia, culminating in the various present day understandings of Indian society.

Contents:

Unit I: Perspectives
   a. What is Indian in Indian Political Thought?
   b. Classical: Vedic and Shrama
   c. Syncretic, Islamic, Reformist
   d. Contemporary Theories: Liberal, Marxist, Gandhian, Socialist, Hindutva, Dalit-Bahujan

Unit II: Theories and Practices of Knowledge
   a. Classical
   b. Indological and Orientalist

Unit III: State and Community
   a. The monarchical, colonial and postcolonial state
   b. Janapada, Sangha, Jati, Quam

Unit IV: Critical Perspectives
   a. Gender
   b. Caste
   c. Class

Unit V: ‘Rashtra’ and Nation in Indian Political Thought
   a. The Nation/Rashtra Debate
   b. Cultural and Religious Nationalism
   c. Economic Nationalism
   d. Critiques of Nationalism

Course Learning Outcome: The course will provide students a preliminary grasp over some critical issues animating Indian political thought today and acquaint them with some key debates within this tradition.

Suggested Readings:
Unit I


Suniti Kumar Chatterji et. al. (eds.) Cultural Heritage of India, Volume 1, Ramakrishna Mission Institute of Culture, Calcutta, 1958.

Roy, Asim (ed.), Islam in History and Politics: Perspectives from South Asia, Oxford University Press, Delhi, 2006.


Unit II

Thapar, Romila, The Past Before Us: Historical Traditions in Early North India, Permanent Black, New Delhi, 2013.


Unit III


Thapar, Romila, From Lineage to State: Social Formations of the Mid-First Millennium BC in the Ganga Valley, Oxford University Press, Delhi, 1984.


Kaviraj, Sudipta, The Imaginary Institution of India, Permanent Black, New Delhi, 2010.


Unit IV

Chatterjee, Partha (ed.) *State and Politics in India*, Oxford University Press, Delhi, 2005.


**Unit V**


**Additional readings:**

Habib, S. Irfan, *Indian Nationalism: Essential Writings* Delhi, Aleph Book Company, 2017


Metcalf, Barbara, *Composite Nationalism and Islam*, Maulana Hussain Ahmad Madani.


Course Objective:

This course introduces Masters students to diverse traditions of theoretical endeavours in International Relations theory including explanatory as well as normative paradigms. The course is designed to provide a thorough background in different schools of International Relations theory and the debates between them regarding their perspectives on the nature of international politics and how it is to be conceptualized, understood and judged, bearing in mind their geo-cultural specificities.

Contents:

Unit I: Introduction
   a. Evolution of the Discipline
   b. The Great Debates

Unit II: Realism: Its Variants and Complements
   a. Structural Realism
   b. Indian Tradition: Kautilya’s Realpolitik
   c. Neo-Realism and the Chinese Tradition
   d. Neo-Liberal Institutionalism
   e. The English School

Unit III: Alternative Approaches in IR
   a. Critical Theory
   b. Constructivism
   c. Post-Modernism
   d. Feminism
   e. Neo-Marxism
   f. Post Colonialism

Unit IV: Non-Western Perspectives in International Relations
   a. State
   b. Ethics in IR

Unit V: Future Directions in International Relations Theory
   a. Problematic of ‘International’
   b. The End of IR theory

Course Learning Outcome:
Towards the end of the course, the students shall have acquired a grounding in the academic debates and research literature in the field of international relations (IR), and understood how to apply key theories and concepts of IR to global and regional issues. The students would gain knowledge of significant developments in contemporary international relations, and would develop practical skills relevant to a career in international affairs, including in academia, research think-tanks, international organisations, government, media and NGOs.

**Suggested Readings:**

**Unit Wise Readings**

**Unit I.a.**


**Unit I.b.**


**Unit II.a.**


**Unit II.b.**


**Unit II.c.**


**Unit II.d.**


**Unit II.e.**


**Unit III.a.**


**Unit III.b.**


**Unit III.c.**


**Unit III.d.**


**Unit III. e.**


**Unit III. f.**


**Unit IV.a.**


**Unit IV.b.**


Unit V.a.


Unit V.b.


Additional Readings


Kenneth N. Waltz, Man, the State and War: A Theoretical Analysis, New York, Columbia University Press.


Master of Political Science

Semester I

PS-C 104: Comparative Political Analysis: Theories, Methods and Approaches

Credits: 5
Duration: 5 hrs./week

Course Objectives:

The purpose of this course is to introduce students to the fundamental theories of comparative politics, which creates the ground for understanding the diversity of politics across the globe. The question, how to compare is at the core of the study of comparative politics. This course will focus on the different perspectives, methodologies and approaches from a variety of global traditions to make the students understand political phenomenon in different regions of the world in relation to one another. It aims at equipping the student with tools to explain and assess particular approaches and methods which assume salience from time to time with special attention to the attempts at decolonization of knowledge in the recent decades. The course will revolve around discussions of key texts, which would serve as signposts in the development of the field of comparative politics.

Contents:

Unit I: Comparative Politics: Issues, Methods and challenges of comparison
Unit II: Institutionalism: Old and New
Unit III: Political Culture
Unit IV: Political Economy
Unit V: Comparative Constitutionalism
Unit VI: Comparative Federalism

Course Learning Outcome:

After studying this course, it is expected that the student will acquire a comprehensive understanding of the field of comparative politics and the methodologies that equip them to study diverse systems and processes of politics by focusing on culture, economy, institutions and constitutionalism across countries.

Suggested Readings:

Unit Wise Essential Readings

Unit I

Mattei Dogan and Dominique Pelassy, How to Compare Nations: Strategies in Comparative Politics, Vision Books, New Delhi, 1988 (Part I: The Compass of the Comparativist; Chapter 1: Comparing to Escape from Ethnocentrism, pp. 5-11; Chapter 5: Functional Equivalences, pp. 31-37)


**Unit II**


**Unit III**


**Unit IV**


**Unit V**


Mark Tushnet, Advanced Introduction to Comparative Constitutional Law, Edward Elgar, Cheltenham, 2014 [Introduction and Conclusion]


Unit VI


Additional Readings:


Sunil Khilnani, Vikram Raghavan and Arun K. Thiruvengadam (eds), Comparative Constitutionalism in South Asia, Oxford University Press, New Delhi, 2013.


Master of Arts in Political Science
Semester I
PS-C 105: Politics in India

Credits: 5
Duration: 5 hrs./week

Course Objective:
This course focuses on societal dynamics and their impact on political processes. It identifies specific themes which are significant for the study of politics in India, explores the way in which these themes have acquired salience, and how their changing forms have impacted upon the nature and course of Indian politics. It seeks in particular to understand how state and politics are informed by social processes and political mobilizations, historically and in contemporary contexts.

Contents:

Unit I: Approaches to Indian Politics
  a. Historical, cultural, legal and political economy perspectives

Unit II: State in India
  a. Democratic, developmental and coercive dimensions
  b. The changing nature of class dominance in India
  c. Politics and social mobilizations
  d. Issues of equality and representation

Unit III: Religion, Region and Language
  a. Communalism and secular politics
  b. Region and language: issues of recognition, autonomy and secession

Unit IV: Development Process
  a. Concept, strategies, policies, and critiques
  b. Poverty alleviation programmes
  c. Globalisation and impact on the weaker sections

Unit V: Political Parties
  a. Party system and reforms

Unit VI: Elections
  a. Caste, class, religion, gender and region in electoral politics
  b. Election Commission and electoral reforms

Unit VII: Social Movements
  a. Objectives, methods, impact and recent trends
b. Labour: organized and unorganized
   c. Peasantry
   d. Adivasis
   e. Women

**Course Learning Outcome:**

Course Learning Outcome: Given the course objective, students are expected to develop a practical skill to critically read and analyse the theoretical approaches to politics and hence gain analytical leverage over historical and contemporary political events.

**Suggested Readings:**

**Unit Wise Essential Readings**

**Unit I(a)**

Abhay Kumar Dube (ed.), *Bharat ka Bhumandalikaran*, Vani, Delhi, 2005.


**Unit II(a)**


*Unit II(b)*


*Unit II(c)*


*Unit II(d)*


*Unit III(a)*


*Unit III(b)*


**Unit IV (a)**


**Unit IV (b)**


**Unit IV (c)**


**Unit V(a)**


Peter Ronald deSouza and E. Sridharan (eds.), *India’s Political Parties*, Sage, New Delhi, 2006.


**Unit VI**


Unit VII(a)


Raka Ray and Mary Fainsod Katzenstein (ed.), *Social Movements in India, Poverty, Power, and Politics*, OUP, New Delhi, 2006.

Ranajit Guha (ed.), *Subaltern Studies I: Writings on South Asian History and Society*, OUP, New Delhi, 1982.


Unit VII(b)


Unit VII(c)


Unit VII(d)


Unit VII(e)


Additional Readings:


Nivedita Menon and Aditya Nigam, *Power and Contestation in India: India since 1989*,


Ranajit Guha (ed.), *Subaltern Studies I: Writings on South Asian History and Society*, OUP, New Delhi, 1982.

Sudipta Kaviraj (ed.), *Politics in India*, OUP, New Delhi, 1997.


Master of Arts in Political Science

Semester I

PS-C 106: Administrative Theory

Credits: 5  Duration: 5 hrs./week

Course Objective:

This paper exposes the students to fundamental and critical understanding of structure and functioning of public organizations with help of key approaches, concepts and issues in public administration. It examines the journey of public administration both as discipline and profession. This goes to show how public administration has changed over the decades in terms of its goals, organizational structures and functional principles.

Contents:

Unit I: Understanding Public Administration as a Discipline
   a. Politics and Administration dichotomy
   b. New Public Administration
   c. New Public Management
   d. New Public Service

Unit II: Foundational Building Blocks of Administrative Theory
   a. Scientific Management: Taylor and Fayol
   c. Decision-making: Herbert Simon
   d. Humanist School: Elton Mayo
   e. Ecological Approach: Riggs

Unit III: Managing Organizations
   a. Leadership: Likert, Peter Druker
   b. Motivation: Maslow
   c. Conflict-resolution: M P Follett

Unit IV: Feminist & Non-Western Perspectives
   a. Feminist Critique: Camilla Stivers, DeLysa Burnier and Devaki Jain
   b. Alternate Perspectives: Gandhi, Mao and Nyerere

Course Learning Outcome:

The students learn from this course the fundamental and key concepts in public administration and how these concepts can be used to explain the working of modern public organizations. It gives the students better grounding in the discipline which they further can use to understand issues in public policy and governance.

Suggested Readings:

Unit Wise Essential Readings
Unit I(a)


E learning - https://www.youtube.com/watch?v=Qca8TKq2ZWc

Unit I(b)


Unit I(c)


E Learning - https://www.youtube.com/watch?v=_U8LIwPYwY

Unit I(d)


Unit II(a)


E Learning - [https://www.youtube.com/watch?v=8PdmNbgqTvDl](https://www.youtube.com/watch?v=8PdmNbgqTvDl)

**Unit II(b)**


E- Learning - [https://www.youtube.com/watch?v=zp554tcdWO8](https://www.youtube.com/watch?v=zp554tcdWO8)

**Unit II(c)**


E-Learning - [https://www.youtube.com/watch?v=eTXkZURBq7k](https://www.youtube.com/watch?v=eTXkZURBq7k)

**Unit II(d)**


E-Learning - [https://www.youtube.com/watch?v=F2k018hctZQ](https://www.youtube.com/watch?v=F2k018hctZQ)

**Unit II(e)**


**Unit III(a)**


E learning – [https://www.youtube.com/watch?v=9olxJmMCLEs](https://www.youtube.com/watch?v=9olxJmMCLEs)

[https://www.youtube.com/watch?v=aSD32BRIIMg](https://www.youtube.com/watch?v=aSD32BRIIMg)

**Unit III(b)**


E-Learning - [https://www.youtube.com/watch?v=O-4ithG_07Q](https://www.youtube.com/watch?v=O-4ithG_07Q)

[https://www.youtube.com/watch?v=wx3qR3gLh60](https://www.youtube.com/watch?v=wx3qR3gLh60)

**Unit III(c)**


E Learning - [https://www.youtube.com/watch?v=qTgnhatFvPc](https://www.youtube.com/watch?v=qTgnhatFvPc)

**Unit IV(a)**


**Unit IV(b)**


Additional Readings:


Master of Arts in Political Science  
Semester I  
PS-IDC 107: Gender Studies

Credits: 5  
Duration: 5 hrs./week

Course Objective: The course would begin with understanding gender, sexuality and patriarchy. The first two themes discuss how patriarchy is institutionalized through marriage, family and other social institutions. The following sections would familiarize the students with the ramifications of gender hierarchies in various spheres of life such as politics, law, development, caste, refugee.

Contents:

Unit I: Understanding Patriarchy  
Unit II Gender and Sexuality  
Unit III: Theories of feminism  
Unit IV: Religion, and Caste Inter-sectionalities  
Unit V: Gender, Class and Development  
Unit VI: Gender, Violence & Law  
Unit VII: Women and Political Representation  
Unit VIII: Gender and Militarism  
Unit IX: Feminist Research Methodology

Course Learning Outcome: This course on gender studies will open up the structural and institutional basis of patriarchy as well as establish that gender identity and gender injustice cannot be understood in isolation, but only with reference to caste, class and religious community identities. Gender itself is not a synonym for ‘women’. It enables rather, an understanding that the identities of ‘men’ and ‘women’ are constructed historically and culturally.

Suggested Readings:

Unit Wise Essential Readings

Unit I


**Unit II**


Fausto-Sterling Anne (2002) 'The five sexes: Why male and female are not enough' Christine L Williams and Arlene Stein eds., *Sexuality and Gender*, Blackwell


**Unit III**


**Unit IV**


Unit V

Kabeer, Naila. 2015. “Gender, poverty and inequality: a brief history of feminist contributions in the field of international development.” Gender & Development 23(2): 189-205.


Unit VII


Unit VIII


Coomaraswamy, Radhika,(1997) "Tiger Women and the Question of Women’s Emancipation." Pravada 4, no. 9,8-10.


Unit IX


**Additional Readings:**


Master of Arts in Political Science

Semester I

PS-IDC 108: Development

Credits: 5

Duration: 5 hrs./week

Course Objective:

This course will seek to introduce students to the political in the idea of Development. Beginning with how Development is understood historically and in economics and sociology today, the course will link this understanding to the way in which different parts of the political space seek to contest and constitute it. The student will be taken through a range of literature from these disciplines, with the intent of linking each to the political question inherent to and emerging from it.

Contents:

Unit I: Philosophy: the Enlightenment, growth of the natural sciences and their significance for the idea of progress to Development

Unit II: History: of the modern notion of Development: trade, imperialism, wars, liberalism, colonialism, democracy

Unit III: Economics: the centrality of the economic in Development: capital, the market, money, banking, international trade and finance capital

Unit IV: Sociology: Development and social change: the location and evolution of class, caste, gender

Unit V: The politics of knowledge in Development: theory versus practice, expert versus lay and politics of statistics

Unit VI: The Critiques of Development: human development, sustainable development, alternative capitalisms, the Anthropocene

Course Learning Outcomes:

This course will enable students of political science to see that Development is not only not a primarily economic issue, but also needs to be understood comprehensively. The variety of the literature will also bring home to them the amount of work being done across the world and sensitise them to the issues through that.

Suggested Readings:

Unit Wise Essential Readings

Unit I


**Unit II**


**Unit III**


**Unit IV**

Milanovic, B. *Global Inequality: A New Approach for the Age of Globalization*


Munshi, K. Community Networks and the Process of Development *Journal of Economic Perspectives* Volume 28, Number 4, Fall 2014, pp. 49–76.


Kabeer, N. Gender, poverty, and inequality: a brief history of feminist contributions in the field of international development, *Gender & Development* 23:2, 189-205, 2015. DOI: 10.1080/13552074.2015.1062300
Unit V


Unit VI


Chakrabarty, D. Anthropocene Time History and Theory 57, no. 1 (March 2018), 5-32.


Additional Readings:

Shambu Prasad C. 1999. Suicide Deaths and Quality of Indian Cotton: Perspectives from History of Technology and Khadi Movement’ Economic and Political Weekly January 30, Jan. 30 - Feb. 5. PE 12-21


Nandy, A. ed. Science, Hegemony and Violence: A Requiem for Modernity Oxford University Press, New Delhi, 1988,
Alvares, C. A. *Decolonizing History: Technology and Culture in India, China and the West, 1492 to the Present Day* Other India Press, Goa, 1993


Film: Wall E
Master of Arts in Political Science

Semester I

PS-IDC 109: Security: An Interdisciplinary Discourse

Credits: 5
Duration: 5
hrs./week

Course Objectives:

This course introduces to the students, a broad interdisciplinary perspective on the conceptual and operational dimensions of security. After framing the concept of security from a diverse interdisciplinary perspective, it discusses the major theories of security such as the sociological and economic theories. It then examines the key referent objects of security that range from the State to the individual and finally ends with a discussion of various perils such as terrorism, migration, nuclear risks and disease that act as serious challenges to the various levels of security in the contemporary world.

Contents:

Unit I: Security – An Introduction
   a) Conceptualizing Security
   b) Approaches to the study of security

Unit II: Theorizing Multiple Conceptions of Security
   a) Sociological Theories of Security
   b) Economic Theories of Security

Unit III: Whose Security?
   a) State
   b) Region
   c) Individual
   d) Community
   e) Environment

Unit IV: Contemporary Security Concerns
   a) Extremism and Terrorism
   b) Globalization and Migration
   c) Nuclear and Chemical Warfare
   d) Environment and Disease
   e) Cyber and Media Threats

Course Learning Outcomes:

At the end of this course, the students are expected to have a broad understanding of the various aspects of security that have a direct or indirect bearing on the day to day lives of all the people living in the present day world. They should become aware of the threats posed by various human and nonhuman sources to the security of the community and State. The course also
expects the students to reach a position so that they could make some contribution toward building sensitivity in the society regarding different kinds of dangers to our security.

**Suggested Readings:**

**Unit Wise Readings**

**Unit I.a.**


**Unit II.b.**


**Unit II.a.**


Unit II.b.


Unit III.a.


Unit III.b.


Unit III.c.


Unit III.d.


**Unit III.e.**


**Unit IV.a.**


**Unit IV.b.**


**Unit IV.c.**


**Unit IV.d.**


Unit IV.e.


Additional Readings


Master of Arts in Political Science
Semester II

PS-C 201: Key Texts In Political Philosophy

Credits: 5  Duration: 5 hrs./week

Course Objective: The objective of this course is to introduce students to select classical texts in Western Political Philosophy through two methods (i) an intensive reading of selected parts of the text, and (ii) by making them familiar with different interpretations of the texts. The idea is to instil in students an interest in reading original works, in the desire to closely follow the debates around the work, and become aware of the different ways in which a text can be read.

A detailed study of any four texts from the given list will be offered in an academic session.

Contents:

Unit I: Introduction
   a. Why study the History of Ideas?
   b. Theories of Interpretation
   c. Meaning and Context
   d. The Importance of Language

Texts

Unit II: Plato: The Republic

Unit III: Aristotle: The Politics

Unit IV: Machiavelli: The Prince

Unit V: Hobbes: Leviathan

Unit VI: Locke: The Second Treatise of Government

Unit VII: Rousseau: Social Contract

Unit VIII: Kant: The Metaphysics of Morals (Metaphysical First Principles of the Doctrine of Right except §22-41) and Toward Perpetual Peace

Unit IX: Mary Wollstonecraft: A Vindication of the Rights of Woman

Unit X: Hegel: Philosophy of Right

Unit XI: Marx (& Engels): (excerpts from Capital, Preface to A Contribution to the Critique of Political Economy, Economic and Philosophic Manuscripts of 1844, Theses on Feuerbach, The German Ideology, Critique of the Gotha Programme)

Unit XII: Mill: Utilitarianism

Unit XIII: Simone de Beauvoir: The Second Sex
Unit XIV: Nietzsche: *On the Genealogy of Morals*

Unit XV: Rawls: *A Theory of Justice*

Unit XVI: Habermas: *Between Facts and Norms: Contributions to a Discourse Theory of Law and Democracy*

Suggested Readings:

**Introduction:**

Ball, Terence, ‘History and the Interpretation of Texts,’ in Gerald F Gaus and Chandran Kukathas (eds.), *Handbook of Political Theory* (Sage, 2004)

Skinner, Quentin, ‘Meaning and understanding in the history of ideas’ *History and Theory*, 1969, 8: 3–53.


Strauss, Leo, *What is Political Philosophy?* (Glencoe, IL: Free Press, 1959)

**Texts:**

**Plato**


**Aristotle**


**Machiavelli**


**Hobbes**


**Locke**


**Rousseau**

Kant


Wollstonecraft


Hegel


Marx & Engels


Mill


Beauvoir


Nietzsche


Rawls


Habermas

Master of Arts in Political Science

Semester II

PS-C 202: Interpreting Modern India

Credits: 5
Duration: 5 hrs./week

Course Objective: This course introduces students to the conflicting ideas of what India is at present, and where it might be heading in future. Therefore, the focus is on the various related discourses of cultural, social, political, and economic that are the sites of intense debate.

Contents:

Unit I: Conceptions of the Modern
   a. Indological
   b. Gandhian
   c. Nehruvian
   d. Tradition-Modernity Debate
   e. Postcolonial

Unit II: Perspectives on Justice and Social Transformation
   a. Gender
   b. Caste
   c. Class

Unit III: Conceptions of Nationalism
   a. Religious Nationalism
   b. Secular Nationalism
   c. Internationalism, Cosmopolitanism
   d. Subaltern Nationalism

Unit IV: Development and its Critiques
   a. Debates in Environmental Studies
   b. Debates on Industrialization and Dispossession

Unit V: Community, Civil Society, Public Sphere
   a. Community and Civil Society
   b. The Public Sphere

Unit VI: Debates on Globalization

Course Learning Outcome: This course will provide students with some understanding of currents, sometimes contradictory in nature, that have marked the colonial and postcolonial periods, and the highly complex inheritance and character of modern Indian politics. This in turn will aid students in asking nuanced questions and encourage research.
Suggested Readings:

Unit I


Unit II


Nair, Janaki, *Women and Law in Colonial India*, Zubaan/Kali for Women, New Delhi, 1996.


Unit III


*Unit IV*


*Unit V*


Rajagopal, Arvind (ed.) *The Indian Public Sphere: Readings in Media History*, Oxford University Press, Delhi, 2009.

Bhargava, Rajeev, and Reifeld, Helmut (eds.) *Civil Society, Public Sphere and Citizenship*, Sage, New Delhi, 2005.

*Unit VI*


**Additional Readings**


S. Irfan Habib *Indian Nationalism: Essential writings* Delhi, Aleph Book Company, 2017


Master of Arts in Political Science

Semester II

PS-C 203: Themes in World Politics and International Political Economy

Credits: 5  
Duration: 5 hrs./week

Course Objective:

The twin objectives of this course are to familiarize the graduate students with certain key concepts for analyzing world politics and, the core theoretical issues and empirical explanations in the field of International Political Economy (IPE). International political economy addresses issues relating to distribution of power, wealth and resources among nations. The course debates key issues pertaining to the relationship between security and economic affairs, the tensions between the ‘national’ and ‘international’ loci for decision making on matters of global economic governance and, politics of international trade, finance and labour. The centrality of North-South conflict in several domains especially that of global environmental governance and the role of global social movements in resisting pressures of globalization are also discussed at length.

Contents:

Unit I: Concepts
  a. State
  b. Power
  c. Security
  d. Culture and Religion

Unit II: International Political Economy
  a. Theoretical Debates and Critical Perspectives
  b. Global Economic Governance (IMF, WB and WTO)
  c. Politics of International Trade, Finance and Labour
  d. Knowledge and Technology
  e. International Alignments (G-8, BRICS and G-77)

Unit III: Environmental Governance

Unit IV: Global Challenges and Movements
  a. Global Social Movements
  b. Global Justice

Course Learning Outcome:

The course enables students to get familiarized with key concepts for analyzing International political economy.
Suggested Readings:

Unit-wise Essential Readings

Unit I.a.


Unit I.b.


**Unit I.c.**


**Unit I.d.**


**Unit II.a.**


**Unit II.b.**


**Unit II.c.**


**Unit II.d.**


**Unit II.e.**


**Unit III**


**Unit IV.a.**


**Unit IV.b.**


Additional Readings


Chapter 4, “The Rise of Information Economy,” Avinash Jha, Background to Globalisation, Bombay: Centre For Education and Documentation, 2000, pp. 64-83.


Course Objectives:

The course introduces certain core concepts in the realm of comparative political analysis. The purpose is to raise significant questions which emerge from the debates around these concepts. In order to do this, the course will focus on the major contributions that have shaped the field.

Contents:

- Unit I: Nationalism: an overview of theories and debates
- Unit II: Democracy: processes of democratisation across the world
- Unit III: State: state formation, forms of state and regime types
- Unit IV: Social and Political Movements: Old and New; Political impact of women’s movement and environmental movement
- Unit V: Parties and Party Systems: Formation, Evolution and Transformation
- Unit VI: Revolutions: patterns and outcomes
- Unit VII: Media, social media and Politics

Course Learning Outcomes:

Through a rigorous study of the classics and secondary literature, the students would acquire the tools to understand the core ideas and their contemporary relevance.

Suggested Readings:

Unit Wise Essential Readings

Unit I


Ashis Nandy, The Illegitimacy of Nationalism, Rabindranath Tagore and the Politics of Self, OUP, Delhi, 1994.


Unit II


**Unit III**


**Unit IV**


**Unit V**


Unit VI


Unit VII

Joseph Kahne and Benjamin Bowyer, The Political Significance of Social Media Activity and Social Networks, Journal Political Communication n, 00:1–24, 2018

Brian D. Loader, Ariadne Vromen & Michael A. XenosThe networked young citizen: social media, political participation and civic engagement, Information, Communication & Society, 17:2, 143-150, DOI: 10.1080/1369118X.2013.871571


Additional Readings:


Master of Arts in Political Science

Semester II

PS-C 205: Democracy and Political Institutions in India

Credits: 5
Duration: 5 hrs./week

Course Objectives:

Studying political institutions is indispensable for an adequate understanding of democracies. While institutions are often studied as parts of the state apparatus, this course hopes to place them within the shared common space of democracy, which is created by the exchanges and interactions among institutions. The manner in which institutions are constituted and function in relation to each other, and in the context of the wider social and political processes, are therefore, crucial for making sense of the democratic practices of the state. While the focus in this course will be on contemporary institutional forms and practices, their historical underpinnings, will also be studied through an exploration of the debates that endure from the past.

Contents:

Unit I: Theory and Practice of the Indian Constitution

a. Introducing Political Institutions
b. Historical origins and Constituent Assembly Debates
c. Transformative Constitutionalism in Post-colonial context

Unit II: Governmental Institutions: Functioning and inter-relationships

a. Judiciary: judicial review, judicial independence, judicial activism, judicial accountability and judicial appointments.
b. Executive: Relationship between President, Prime Minister and Cabinet.
c. Legislature: issues of representation and diversity; functioning, parliamentary committees and privileges.
d. Issues of institutional supremacy and the debate on basic structure doctrine.

Unit III: Federalism

a. Union-State relations
b. Accommodation of diversity and Asymmetrical Federalism
c. Intergovernmental mechanisms

Unit IV: Local Self Government

a. Panchayats
b. Municipalities

Unit V: Rule of law, rights and accountability
a. Rule of law, debates on extraordinary laws, and civil liberties

**Course Learning Outcome:** Students will understand how institutions are constituted and function in relation to the wider social and political processes.

**Suggested Readings:**

**Unit Wise Essential Readings**

**Unit I (a)**


**Unit I (b)**


**Unit I (c)**


**Unit II (a)**


Madhav Godbole, *The Judiciary and Governance in India*, Rupa, Delhi, 2008.


Upendra Baxi, *The Supreme Court in Indian Politics*, Eastern Book Company, New Delhi, 1980.


**Unit II (b)**


**Unit II (c)**


Unit II (d)


Unit III (a)


**Unit III (b)**


**Unit III (c)**


**Unit IV (a)**

B.S. Baviskar and George Mathew (eds.), Inclusion And Exclusion In Local Governance: Field Studies From Rural India, New Delhi, Sage, 2009


Kuldeep Mathur, Panchayati Raj, Oxford India Short Introductions, OUP, Delhi, 2013.


Unit IV (a)

Om Prakash Mathur India the Challenge of Urban Governance, National Institute of Public Finance and Policy, New Delhi, 1999. (See also articles by Abhijit Datta, Meera Mehta and OP Mathur in the volume).

Nirija Gopal Jayal et al (eds), Local Governance in India: Decentralisation and Beyond, Oxford University Press, 2006.

Marina Pinto, Metropolitan City Governance in India, Sage, New Delhi, 2000.


Unit V (a)


Unit V (b)


Master of Arts in Political Science  
Semester II  
PS-C 206: Policy and Governing  
Credits: 5  
Duration: 5 hrs./week  

Course Objectives: 
The course exposes the students to understand some aspects of policy and of governing - how recent theoretical approaches are adding valuable perspective to governing, state building; as well as how policies are designed and the opportunities available to policy entrepreneurs as well as street-level bureaucrats to implement reforms. How policies are affected by politics and the emerging mechanisms of accountability and regulation.

Contents:  
Unit I: Public Choice Theory  
Unit II: Theories of Governance  
Unit III: State Building  
Unit IV: Institutional Analysis and Institutional Change  
Unit V: Designing Public Policies  
Unit VI: Policy Entrepreneurship  
Unit VII: Democracy and Public Policy  
Unit VIII: Bureaucracy, Ethics & Accountability  
Unit IX: The Government at the Local  
Unit X: Regulation

Course Learning Outcome: Better understanding of policy and governance in the contemporary world.

Suggested Readings:  
Unit Wise Essential Readings
**Unit I**


**Unit II**


Leftwich, Adrian. “Governance, the State and the Politics of Development.” *Development and Change* 25 (2), Blackwell Publishing Ltd, 1994, pp. 363–86.


**Unit III**


**Unit IV**


**Unit V**


**Unit VI**


**Unit VII**


**Unit VIII**


**Unit IX**


**Unit X**


**Additional Readings:**


Master of Arts in Political Science

Semester II

PS-IDC 207: Environment

Credits: 5
Duration: 5 hrs./week

Course Objective:

This course will seek to introduce the students to issues of the environment from a number of different disciplinary perspectives, like history, biology, sociology and economics, with political science as the cornerstone. It will problematize the issues to demonstrate the complex relationship of human beings to nature that the environment is. Since the area is vast, this course will balance, in each topic, a short introduction to the principal debates with state of play on it in India.

Contents:

Unit I: Problematising the environment: the relationship between the natural and social worlds

Unit II: Ecology and Economy

Unit III: People, Politics and the Environment

Unit IV: Environmental History

Unit V: Contemporary Issues, with special reference to India
   a) The change in climate
   b) The crisis of water
   c) The co-existence of forests and people
   d) The gender and environment debate

Course Learning Outcomes:

This course will draw students out of the everyday, commonplace notions of what these issues are about and enable them to argue for issues of policy, politics and practice whether of states or citizens. They will be able to see the political in all issues related to the environment.

Suggested Readings:

Unit Wise Essential Readings

Unit I


**Unit II**


Thorat, O. Shaping landscapes through development interventions *Seminar* No. 695, July 2017.

**Unit III**


**Unit IV**


Mayank Kumar *Monsoon Ecologies: Irrigation, Agriculture and Settlement Patterns in Rajasthan during the Pre-Colonial Period* New Delhi: Manohar Publishers, 2013.

**Unit V (a)**


Sinha, Anushree, Armin Bauer and Paul Bullen, eds (2015); *The Environments of the Poor in South Asia: Simultaneously Reducing Poverty, Protecting the Environment, and Adapting to Climate Change*, New Delhi: Oxford University Press. (For case studies)

**Unit V (b)**


**Unit V (c)**

Environment Law and Development Foundation (ELDF) Towards Creating a Model Forest and Scheduled Area Governance in Madhya Pradesh: A Manual on Forest Rights Act and PESA,


**Unit V (d)**


McGregor, S. ‘Gender and climate change’: from impacts to discourses The Journal Of The Indian Ocean Region Volume 6, 2010 - Issue 2: Climate Change And The Indian Ocean Region pp. 223-238.


**Additional Readings:**


Master of Arts in Political Science

Semester II

PS-IDC 208: Human Rights: Challenges and Concerns

Course Objective: This paper aims to familiarize students with emerging concerns of human rights with focus on legal and Institutional mechanisms. Keeping in mind the basic concepts and issues that students were introduced at undergraduate level this paper takes them one step ahead by focusing on study of human rights through comparative perspective.

Contents:

Unit I: Introduction to Human Rights:
   a) Conceptual Explorations
   b) Global and Indian (Focus on UDHR & Indian Constitution)

Unit II: Human Rights and Challenges: I
   a) Citizenship Rights: Crime and Intolerance on Socially Excluded Groups
   b) Torture, Abuse and Sedition
   c) Genocide, War Crimes and Human Trafficking

Unit III: Human Rights and Challenges: II
   a) Climate Change & Human Vulnerabilities
   b) Group Rights: LGBT and Other Identity based Rights
   c) Statelessness: Borders, Migration and Refugee Law

Unit IV: Ethical & Institutional Interventions:
   a) Science & Information Technology: Rights and Socio-Cultural Ethics
   b) Development and People's movement
   c) Civil Society and Human Values

Course Outcome: Students acquaintance with Human rights concerns would help them to make meaningful contribution to the society by making them aware citizens. This can translate into a better world where individuals can enjoy dignified life.

Suggested Readings:

Unit Wise Essential Readings

Unit I


Upendra Baxi, The Future of Human Rights Oxford University Press, India, 2012. [Chapter 1, 2 & 3]


**Unit II**


**Unit III**


Unit IV


Upendra, Baxi The Future of Human Rights, Oxford University Press, India 2012. [Chapter 8]

David P. Fortsythe, Human Rights in International Relations, , Oxford University Press , New York, 2006. [Chapter 7 & 8]


Additional Readings:


Christine Bakker “Climate Change and Right to Life : Limits and potentialities of Human Rights Protection” in Ottavio Quirico and Mouldoum Boumghar.(ed.) Climate Change and Human Rights: An International and Comparative Law Perspective


UN Convention1951,1954 and 1961 relating to Refugees, Statelessness and forced migration

Master of Arts in Political Science

Semester II

PS-IDC 209: Research Methods in Political Science

Credits: 5
Duration: 5 hrs./week

Course Objectives:

This course will introduce students to understand the fundamental process of doing research in the social sciences, with special reference to tools they are likely to use in Political Science. It will position it such that a student can go from a common-sense understanding to a complex, conceptual one. The student will also have a sense of hands-on training, by undertaking some limited research idea, with an appropriate methodology and write a report on it. This will constitute the internal assessment requirement. The faculty offering the course will provide a list of ideas for a short, doable research, along with a guide to the literature and proposed methodology, from which the students may choose.

Contents:

Unit I: The purpose of research: good social science research; types of research done in Political Science

Unit II: Asking a good question:
   a) From a hunch to a researchable question
   b) Literature review: the purpose and method
   c) Formulating a clear and precise question
   d) Hypothesis: variables, relationships, definitions

Unit III: Ways of answering the question:
   a. Principles of research design
   b. Types of research designs
      i. Experimental, non-experimental and quasi-experimental
      ii. Cross-sectional and longitudinal
      iii. Comparative: case study, small-N and large-N

Unit IV: Means of gathering information:
   a. Aggregate data
   b. Sample Surveys
   c. Focused Group Discussion
   d. Ethnography
   e. Textual, including archival sources

Unit V: Analysing the information:
   a) Quantitative analysis
   b) Analysing interviews
   c) Reading and interpreting a text

Unit VI: Writing research findings:
   a. Clarity and precision
b. Structuring and chapterisation

c. Referencing and citation

d. Ethical practices and plagiarism

Unit VII: Expectations of social science research:

a. What: Nature of social facts

b. How: Can or should we be value neutral?

c. Why: Understanding, causal explanation, prediction, policy prescription

Course Learning Outcome:

All students will be expected to start with a research question and work their way through the course with the teacher. This will enable them to work toward the preparation of a rough research proposal. The logic of research methods should be unraveled, such that the intimidation that students suffer from it, be overcome once and for all.

Suggested Readings:

Unit Wise Essential Readings


Przeworski, A. The Logic of Comparative Social Inquiry Wiley Inter-Science, 1970.


Matheson, J.L. The Voice Transcription Technique: Use of Voice Recognition Software to Transcribe Digital Interview Data in Qualitative Research The Qualitative Report Vol.12, No. 4, pp.547-560.


Master of Arts in Political Science
Semester III/IV
PS-E 01: Ethics and Politics

Credits: 4
Duration: 4 hrs./week

Course Objective:
The purpose of this course is expressed in the title itself. Ethics is inseparable from all domains of life from the issues of hunger and poverty to matters of violence and war to the problems of family, political virtues and the ethics of professional behaviour. As many contemporary political practices demand ethical reasoning we need a more focused and comprehensive engagement between ethics and politics that the paper provides.

Contents:

Unit I. The Nature of Ethical Reasoning
   a. Rationality and objectivity in Ethics
   b. Ethical Reasoning in politics

Unit II. Poverty and Hunger
   a. Hunger, Homelessness and Freedom
   b. Hunger: Capabilities and the Right to Food
   c. International obligations to remove poverty

Unit III. Environment
   a. The moral limits on the use of nature
   b. Environment and Equality
   c. Environment, Displacement and Culture

Unit IV. Corruption
   a. Public ethics and Private Morality
   b. Corruption in Public and Private Life
   c. The Problem of Dirty hands and Democracy

Unit V. Free Speech
   a. Values of Free Speech and its moral limits
   b. Free Speech and Democracy
   c. Hate Speech: Gender and Religious community

Unit VI. Secularism, Tolerance and Minority Rights
   a. Traditions of Tolerance in India
   b. Secularism and Minority rights
   c. Secularism and Legal pluralism

Unit VII. The Morality of Representation
   a. When is representation justified?
   b. Who should represent me/us?
   c. The idea and practice of group representation
Course Learning Outcome:

The course offers a more focused and comprehensive engagement between ethics and politics and helps imbibe skills of ethical reasoning to evaluate contemporary political practices.

Suggested Readings:


Bell, Duncan (ed.), *Ethics and World Politics*, Oxford University Press, 2010.


Master of Arts in Political Science
Semester III/IV

PS-E 02: Global Justice and the South

Credits: 4  
Duration: 4 hrs./week

Course Objective:

This course will study debates surrounding global justice from the perspective of the global south. A distinctive aspect of the course will involve using the voices of the global south as vital inputs toward a revaluation of contemporary debates in global justice. The course will probe themes of global distributive justice, human rights, migration, climate change, the politics of aid and trade, and global institutions against the backdrop of increasing global inequality and current efforts underway to democratize institutions of global governance.

Contents:

Unit I. Justice: Domestic and Global
Unit II. Cosmopolitanism: Moral and Institutional
Unit III. Global Inequality, Poverty and Distributive Justice
Unit IV. Human Rights & Capabilities Approaches
Unit V. Migration and the Global Order
Unit VI. Climate Change
Unit VII. The Politics of Aid and Trade; Illicit Financial Flows
Unit VIII. Democratizing Global Norms and Institutions

Course Learning Outcome:

The course offers the perspective of the global south and interrogate the norms and practices of global institutions.

Suggested Readings:


Nicole Hassoun, ‘Free Trade, Poverty, and Inequality’, *Journal of Moral Philosophy* 8, pp. 5–44, 2011


Master of Arts in Political Science
Semester III/IV
PS-E 03: Themes in Citizenship

Credits: 4  Duration: 4 hrs./week

Course Objective:

This course intends to explore the contests over citizenship to show how citizenship unfolds in state practices, is experienced differentially by people across caste, class, religion and gender, and the expressions of citizenship that emerge from marginalised locations. It places these within the broader debates on citizenship, and the contemporary contexts within which some of the earlier relationships between the nation-state, state, and, citizenship have become unsettled.

Contents:

Unit I. Conceptual frameworks: citizenship and social class, group-differentiated citizenship, multicultural citizenship, civil society and citizenship

Unit II. Nation, state-formation and citizenship: law and liminality

Unit III. Differentiated citizenship: caste, gender, sexuality, religion

Unit IV. Globalisation and citizenship: mutations, flexible citizenship, dual citizenship

Unit V. Security, surveillance and suspect citizenship

Unit VI. Citizenship performances: global street, politics of the governed, citizen democracy, insurgent citizenship

Course Learning Outcome:

The course will help the students revisit the earlier debates on citizenship, by studying citizenship in the contemporary context, particularly the plural political and social cultures of citizenship and its practices in different locations.

Suggested Readings:


Master of Arts in Political Science

Semester III/IV

PS-E 04: Theory and Practice of Democracy

Credits: 4
Duration: 4 hrs./week

Course Objective:
This course will trace the evolution of democracy with a focus on modern and contemporary influences, approaches and theories.

Contents:

Unit I. The Idea of Democracy
a. The historical evolution of the idea
b. Ancient and modern variants
c. Democracy: plural traditions

Unit II. Democracy and Political Community
a. Boundaries of Political Community: nationalism and nation-state
b. Membership in political community: who belongs?
c. Citizenship and rights: common vs. differentiated
d. Democratic education and the idea of civic virtues

Unit III. Democracy and Representation
a. Majority Rule and Majoritarian systems
b. Political Equality and Proportional Representation
c. The idea of group representation
d. Democratic recognition of marginalized groups

Unit IV. Democracy and Liberal Constitutionalism
a. Foundations of modern democracy
b. Rights as trumps
c. Institutions of power-sharing: federalism; consociationalism
d. Challenges of plural societies
Unit V. Contemporary Democratic Politics: Issues

a. Development vs. Growth

b. Democratic Transition and Consolidation

Course Learning Outcome:

The course intends to deepen an understanding of the relationship between norms, institutions and political processes as they have evolved in some political communities, including India.

Suggested Readings:


Juan J Linz and Alfred Stepan, Problems of Democratic Transition and Consolidation, in


Master of Arts in Political Science

Semester III/IV

PS-E 05: Critical Traditions in Political Theory

Credits: 4 Duration: 4 hrs./week

Course Objective:

While the compulsory papers provide the necessary and mainstream bedrock of political theory, ancient and modern, this course highlights the primary challenges to mainstream liberal theory. It does so from various perspectives which would not otherwise receive the fuller treatment they deserve.

Contents:

Unit I. Introduction
   a. Interrogating tradition
   b. What is a critique?
   c. The importance of a critical tradition

Unit II. Marxism
   a. Debates on Historical Materialism
   b. Critique of Capitalism: Alienation, Exploitation
   c. Theories of Revolution and non-western Marxism
   d. Philosophical encounters- Feminism, Psychoanalysis, Environmentalism, Postmodernism

Unit III. Feminism
   a. Theories of knowledge, critiques of science and rationality
   b. Theories of the Public/Private, Equality/Difference
   c. Development of the sex/gender distinction, gender and caste/class/race
   d. Gender and Sexuality

Unit IV. Dalit Bahujan Critique
   a. Critique of the theory and practice of caste
   b. Theorising the encounter with modernity

Unit V. Critical race theory
   a. The problematization of “race”
   b. Critiques of the theory and practice of race

Unit VI. Ecological Critique
   a. Ecological democracy and Ecological citizenship
   b. Ecofeminism, Ecosocialism, Social Ecology

Course Learning Outcome:

This course intends to make students aware of critical challenges to mainstream normative political theory and acquaints familiarity with theorists and critics who do not belong to the canonical tradition.
Suggested Readings:


Master of Arts in Political Science

Semester III/IV

PS-E 06: Democracy and Violence: Contestation, Convergence and Discourse

Credits: 4 Duration: 4 hrs./week

Course Objective:

How does one view the relationship between democracy and violence? Is it that violence resides in the margins of democracy and the boundaries of violence are constrained by the possibilities of democracy? Or is it that democracy and violence share a constitutive yet incongruous relationship? This course introduces students to the literature that probes the conceptual field within which the ambiguous affiliation between democracy and violence operates. It is an introduction to a set of significant dimensions and questions along which the normative connection between democracy and violence would be examined.

Contents:

Unit I. Exploring the Connection
   a. Thinking Democracy
   b. Thinking Violence

Unit II. Politics of representation and Violence
   a. Electoral politics
   b. Social Movements

Unit III. Democratic order and Violence
   a. State
   b. Anti-State
   c. Civil Society

Unit IV. Democracy and the Logic of Exceptions
   a. Regimes of surveillance
   b. Extraordinary Laws

Unit V. Democracy, Globalization and Violence

Course Learning Outcome:

The purpose of the course is to understand how ambiguous relation between democracy and violence constitutes politically separate domains of articulation for both to appear.

Suggested Readings:


Master of Arts in Political Science

Semester III/IV

PS-E 07: Key Ideas in Contemporary Critical Theory in India

Credits: 4  
Duration: 4 hrs./week

Course Objective:

The course will identify key concepts in Indian political and social theory which have been developed over the recent past.

Contents:

Unit I: East and West.

Unit II: Modernity.

Unit III: Passive Revolution.

Unit IV: Nationalism.

Unit V: Community.

Unit VI: Political Society.

Unit VII: Primitive Accumulation.

Unit VIII: Gender.

Unit IX: Secularism.

Unit X: Liberalism.

Course Learning Outcome:

This course will inculcate a critical look at the political and social concepts by exposing the students to debates conducted over them in Indian context.

Suggested Readings


Sudipta Kaviraj, *The Imaginary Institution of India*, Ranikhet Cantt: Permanent Black, 2010


Master of Arts in Political Science
Semester III/IV
PS-E 08: Ambedkar in Contemporary India

Credits: 04  Duration: 4 hrs./week

Course Objective: This course is proposed to introduce Ambedkar’s ideas, thoughts and their relevance in contemporary India. To creatively engage students with the existing social concerns, state and economic structures and other (non) institutional mechanisms/paradigms of dominance and emancipation; it is essential to approach Ambedkar beyond his contextual and clichéd readings. Ambedkar’s textual, contextual, symbolic, discursive, creative and emancipatory methods and contents explore substantial questions of state, society and governance in contemporary India.

Contents:

Unit I. Introducing Ambedkar
Philosophical Groundings of Ambedkar's thought and Ideas

Unit II. Nation and Constitutional Democracy
a. Nation, Nationalism and inclusive Citizenship
b. Constitution, Rights and Democracy

Unit III. Economy and Class Question
a. Planning and Development
b. Land and Labor

Unit IV. Religion and Emancipation
a. Philosophy of Religion
b. Buddhism and Conversion

Unit V. Caste, Gender and Social Order
a. Caste and the Critique of Hindu Social Order
b. Religion & Patriarchy, Hindu Code Bill

Unit VI. Contemporary Concerns, Contradictions and Debates

Course Learning Outcome: To assess the significance of Ambedkar’s thought and politics in contemporary political discourse in India.
Suggested Readings:


Brajranjan Mani, Debrahmanising History: Dominance and Resistance in Indian Society, Delhi: Manohar, 2011.


Master of Arts in Political Science
Semester III/IV
PS-E 09: Gandhi, Autonomy and Discourse

Credits: 04
Duration: 4 hrs./week

Course Objective: To capture the Gandhi’s social and political ideas, the course revolves around the Gandhian texts which are easily available. Although these ideas are historical since they evolved in a particular era of human history they are also cosmological given their transcendental application and importance in articulating a powerful voice of protest in various parts of the globe. It is simply not possible to comprehend the entire gamut of Gandhian thinking in a course. Hence this course draws on a selective set of ideas that Gandhi articulated to mobilize an unarmed section of humanity against perhaps the most powerful colonial power in the entire course of human history. Structurally, the course focuses on: transformation of Mohandas Karamchand Gandhi from MK Gandhi to Gandhi: the South African sojourn – intellectual roots of Gandhi’s socio-political and economic ideas – endeavour at providing an alternative method of political struggle which was shaped in the wake of 1918-19 Champaran, Kheda and Ahmedabad Satyagrahas.- recreating a space for organized politics drawing upon indigenous sources of inspiration, major themes in his socio-political and economic ideas.

Contents:

Unit I: Critique of modern civilization
Unit II: Swaraj and Swadeshi
Unit III: Ahimsa or the creed of non-violence
Unit IV: Mass movements – civil disobedience or Satyagraha, in Gandhi’s vocabulary
Unit V: Feminism and gender-based ideas
Unit VI: Caste and untouchability
Unit VII: Socialism and trusteeship
Unit VIII: Nation, nationalism and national identity
Unit IX: Communal harmony and multiculturalism

Course Learning Outcome: To assess the significance of Gandhi’s ideas especially with regard to how he articulated them to mobilize an unarmed section of humanity against the colonial state.

Suggested Readings:


Master of Arts in Political Science

Semester III/IV

PS-E 10: Dalit-Bahujan Political Thought

Credits: 4  Duration: 4 hrs./week

Course Objective: This course will focus on the political thoughts of dalit-bahujan thinkers in India. So far the pedagogy has remained exclusive to the various egalitarian ideas put forward by dalit-bahujan thinkers. Still caste, community, religion and gender are the major categories on which society is being governed. A complete understanding of the society its, evolution and transformation needs to unfold the dalit-bahujan thinkers whose ideas and thought rendered inclusive and egalitarian. Their ideas have contemporary relevance to the wider extent. Their ideas has remained confined as a critic and radical thinking of past times, but this course brings in a complete historical presence of egalitarian thought since the ancient time to modern, Budhha to Kanshi Ram.

Contents:

Unit I: Buddha
Unit II: Ravidas
Unit III: Kabir
Unit IV: Jyotiba Phule
Unit V: Ambedkar
Unit VI: Periyar
Unit VII: Tarabai Shinde
Unit VIII: Kanshi Ram

Course Learning Outcome: To provide an alternative understanding of caste, conjugality, and patriarchy in contemporary India.

Suggested Readings:


Badri Narayan *Fractured Tales: Invisibles in Indian Democracy* Delhi : OUP, 2015


Master of Arts in Political Science

Semester III/IV

PS-E 11: Contemporary Explorations in Tagore’s Ideas and Actions.

Credits: 04  Duration: 4 hrs./week

Course Objective: This course will introduce the student to a multi-disciplinary study of Tagore’s ideas and institutional practices. By studying the relative singularity of Tagore’s positions amongst the other iconic figures of nationalism, the course will probe the boundaries of nationalist thought and the possibilities that are imagined and practiced beyond these. The student will be required to engage in intensive studies of selected texts of Tagore and discuss these in the light of recent commentaries drawn from different disciplinary backgrounds.

Contents:

Unit I: Nationalism, Cosmopolitanism and Tagore’s thought

Unit II: Tagore’s Theology

Unit III: Viswa Bharati and the concept of a global institution

Unit IV: Theories of Pedagogy

Unit V: Debates between Gandhi and Tagore

Unit VI: Gender Questions in Tagore’s literary and discursive works

Course Learning Outcome: To engage with Tagore’s thought especially in the context of nationalism and discuss these in the light of recent commentaries drawn from different disciplinary backgrounds.

Suggested Readings:

Tagore’s Works

1. Gitanjali.
2. Ghare Baire
3. Gora
4. Strir Patra
5. Nationalism.
6. The Religion of Man.
7. The Centre of Indian Culture

Other Literature:


Master of Arts in Political Science
Semester III/IV

PS-E 12: Discourses on Hindu Nationalism

Credits: 04  Duration: 4 hrs./week

Course Objective: The course examines the ideas of thinkers who look at India from non-Western lenses. Their reflections on certain issues and India as a nation go on to shape the definition and discourses of contemporary Hindu Nationalism in India. Their idea of India constitutes of and deals with some core issues which converges with the core of Hindu nationalism on the one hand and makes a departure from modernists’ explanations of India.

Contents:

Unit I: Hindu Nationalism: Core Premises and Issues

Unit II: Dayanand Saraswati

Unit III: Bankimchandra Chatterjee

Unit IV: Aurobindo

Unit V: Vivekananda

Unit VI: Bipin Chandra Pal

Unit VII: Gandhi

Unit VIII: V D Savarkar

Unit IX: Golwalkar

Unit X: Deendayal Upadhyay

Unit XI: Hindu Nationalism in Contemporary India

Course Learning Outcome: Students learn the core issues of Hindu Nationalism which is the most contested subject of debate in the Indian politics. Further, they will have insight into ideas that seek to define India in a ways that is different from Modernists arguments.

Suggested Readings:


DeenDayal Upadhyay, Political Diary, New Delhi: Suruchi Prakashan, 1968.


M.S. Golwalkar, Bunch of Thought, Bangalore: Jagaran Prakashan & Suruchi Prakashan, Delhi. 1980.


Master of Arts in Political Science
Semester III/IV
PS-E 13: Culture and Politics in India

Credits: 04  Duration: 4 hrs./week

Course Objective: This course aims at familiarizing students with the various ways in which conceptions of the self and of the nation are intertwined and shaped by the impact of various cultural processes and their institutionalized expressions. The role of literature and cinema, not usually part of most political science courses, is here given extensive treatment and importance.

Contents:

Unit I: Conception of Society
Unit II: The Modern Self
Unit III: Cultural Nationalism: Conceptions of Identity, Past and Violence
Unit IV: Culture and Subaltern Resistance
Unit V: Literature, Cinema and Nationalism
Unit VI: Urban Cultures

Course Learning Outcome: To analyse how conceptions of the self and the nation are intertwined and shaped by cultural processes and their institutionalized expressions.

Suggested Readings:


Janaki Nair, The Promise of the Metropolis: Bangalore’s Twentieth Century, Oxford University Press, Delhi, 2005.


Chatterjee, Partha ‘Culture and Power in the thought of Bankim Chandra’ in Thomas Pantham and Karl Deutsch (ed.) Political Thought in Modern India Sage: New Delhi, 1986

Frawley, David ‘Textual Evidences in Vedas: Cultural and Historical Implications’, Indian Historical Research foundation, Ministry of HRD, Govt of India, Foundation Day lecture, March 27, 2015


Kalpaggam, U ‘secularism, Religiousity and Chennai’s roadside Temples’ Economic and Political Weekly 41, no 43/44, 2006

Kosambhi, D.D The culture and Civilization of Ancient India: A historical Outline, Poona, 1964


Dixit, Prabha’ The ideology of Hindu Nationalism’ in Thomas Pantham and Karl Deutsch (ed.) Political Thought in Modern India Sage: New Delhi, 1986


Singh, Shri Prakash, Tilak’s concept of Nationalism; The Indian Journal of Political Science Vol.LXXV. No. 2, April-June, 2014.

Singh, Shri Prakash ‘Sanskriti Evam Samaj’ Samajik Nyaya – Published by Ambedkar Foundation, Government of India, New Delhi

Singh, Yogesh ‘Modernization and its contradictions: contemporary social change in India’ Polish Sociological review no 178, 2012

Srivastav, Sanjay ‘Urban spaces, Disney-divinity and Moral middle classes in India’ Economic and Political weekly, 44, no 26/27, 2009

Sahni, Rohini and V. Kalyan Shankar ‘Romancing Material culture in Urban Public Spaces: The case of Valentine’s Day in Pune’, Economic and Political weekly 41, no 7, 2006
Master of Arts in Political Science

Semester III/IV

PS-E 14: Social Conservatism in India

Credits: 4
Duration: 4 hrs./week

Course Objective: India is a society where social conservatives have often passed off as anti-colonial and hence 'radical' - for example, sections of the Swadeshi movement. Opposing the colonial state and its intervention was part of defending the 'inner private/spiritual domain', a domain which also included 'women' and 'home' or domesticity. This had another consequence: the supposedly underdeveloped free market conservatism, partly expressed in the Swatantra Party, which never really took off. Often ignored, this crucial dimension and its impact in political life will be explored in this course. This course intends to bring together different strands of conservative thought across the political spectrum.

Contents:

Unit I: Edmund Burke and conservative political thought

Unit II: Anti-colonial Hindu revivalism
   a. Bankim Chatterji
   b. Tilak and karma-yoga

Unit III: Religion
   a. 'Way of life': Dharma
   b. Rationalist: Ambedkar's Navayana

Unit IV: Atheism and rationalism as socio-political critique

Unit V: Communists and Hindu social order

Unit VI: Free market anti-statism:
   a. Minoo Masani and the Swatantra Party
   b. Rajaji and Indian conservative thought

Course Learning Outcome: To explore various manifestations of conservatism across the political spectrum in India and evaluate them on the basis of contemporary political issues.

Suggested Readings:


Partha Shah, Milton Friedman on India, New Delhi: Centre for Civil Society, 2000.


Ramachandra Guha, “Where are India's Conservative Intellectuals?” The Caravan, 1 March 2015.


Master of Arts in Political Science

Semester III/IV

PS-E 15: Social Exclusion: Theory and Practice

Credits: 04  Duration: 4 hrs./week

Course Objective: Social exclusion is a process that deprives individuals as well as groups from their due share in an unequal social order. Social categories of exclusion have become heterogeneous over the years. No longer are class and caste the only social cleavages. Issues like religion, gender, alternative sexuality have occupied an important space in the debates on exclusion. In these circumstances it becomes imperative to study, understand and explain social exclusion in its various dimensions. No linear understanding will do justice to the process of explaining exclusion. What is required is an understanding of the intersection of various social categories and their interdependence on each other. The purpose of introducing this paper to students is to familiarize them with the concept of social exclusion having dimensions ranging from the social to the political, economic and cultural. This paper would also look critically at the exclusion located of time and space.

Contents:

**Unit I Social Exclusion: Theoretical Premises**
- Origin, Concept, Dimensions
- Theories, Debates
- Issues and Challenges

**Unit II Dimensions of Social Exclusion in India**
- Socio- Cultural
- Political
- Economic
- Sexual
- Religious

**Unit III Social Categories and Social Exclusion**
- Caste, Class
- Gender
- Religion

**Unit IV Social Exclusion: Emerging Trends**
- Alternative Sexuality
- Migrants
- Disability
- Time and Space
- Body and Language

Course Learning Outcome: To equip students in critically understanding multifaceted dimensions of social exclusion practised in the Indian society.
Suggested Readings:

Silver, Hilary, “Social Exclusion: Comparative Analysis of Europe and Middle East Youth,” Middle East Youth Initiative Working Paper (September 2007)


H.S. Verma ,’The OBCs and the Dynamics of Social Exclusion in India’ Serials Publication, 2005,


S Jodhka, Surinder S Newman, Katherine ‘In the name of Globalisation Meritocracy, Productivity and the Hidden language of Caste’–; Economic and Political Weekly, 13 October 2007

Deshpande, Ashwini and Katherine S Newman, ‘Where the path leads, the role of Caste in post university employment expectations’- ; Economic and Political Weekly, 13 October 2007

Silver, Hilary “Social Exclusion: Comparative Analysis of Europe and Middle East Youth,” Middle East Youth Initiative Working Paper (September 2007), p. 15

Thorat, Sukhadeo ‘Caste, Social Exclusion and Poverty linkages, concept measures and empirical evidences, 2005,

Thorat, Sukhadeo and Attewell, Paul , ‘The legacy of Social Exclusion, A corresponding study of job discrimination in India’--; Economic and Political Weekly, 13 October 2007


A.S Woodburne, “Can India’s Caste system survive in modern life?” The Journal of the Religion, vol.2 no.5 (September 1922), pp 525-537


Omvedt, Gail, Dalit Vision-Tract Of The Times, Orient Longman Private Limited,1995


Hasan,Zoya, and Ritu Menon, ‘The Diversity of Muslim women’s lives in India’ New Delhi: Oxford University Press,2005

Hasan,Zoya, and Ritu Menon,’ Unequal Citizens: A Study of Muslim Women in India, New Delhi: Oxford University Press, 200


Guru, Gopal. 2002. ‘How Egalitarian are the Social Sciences in India’, Economic and Political Weekly, 37 (60), 14-20 December.

Guru, Gopal. 2007. ‘Politics of Representation’, Seminar, 558, 01 January


Sarukkai, Sundar. 2007. ‘Dalit Experience and Theory’, Economic and Political Weekly, 42 (40), 6-12 October.


Mohanty Manoranjan, Caste, Class and Gender, Sage Publications, Delhi, 2008.


Ilaiyah Kancha, Post-Hindu India, Sage Publications, Delhi 2009

BrijRanjan Mani, De-Bramhinising History, Manohar Publications, Delhi 2006

Master of Arts in Political Science
Semester III/IV
PS-E 16: Indian Strategic Thought

Credits: 4  Duration: 4 hrs./week

Course Objective: The aim of the course is to make students develop an awareness of the traditions and modern practices of Indian strategic thought. It explores the historical sources ranging from classic texts and Vedic traditions to empire building practices of Mughals and, writings of modern political leaders and thinkers. Students will learn about the Indian conceptualizations of key strategic concepts such as non-alignment, sovereignty and deterrence and, understand the dynamics of instrumentalities India deploys for gaining its strategic goals. Finally, it will involve the students in class debates on India’s strategic culture, both theoretical and policy-oriented.

Contents:

Unit I: Historical Sources
a. Classic Texts (Advaita, Ramayana, Mahabharata, Bhagavad Gita, Kautilya’s Arthashastra)
b. Thinking of Mughal Empires
c. Colonial Heritage
d. Modern Thinkers (Gandhi, Nehru, Tagore)

Unit II: Key Concepts
a. Non-Alignment and International Order
b. State and Sovereignty
c. Deterrence

Unit III: Instrumentalities
a. Military Means & Nuclear Weapons
b. The ‘Big’ Indian Market
c. Soft Power

Unit IV: Debates on Indian Strategic Culture

Course Learning Outcome:
The students will explore conceptualization of India’s strategic culture from the ancient times to the present era and connect to contemporary security discourse. Students will also generate an in depth understanding of India’s contemporary diplomatic maneuvers and position in global politics.

Suggested Readings:

Unit Wise Readings
Unit I (a)


P K Gautam, One Hundred Years of Kautilya’s Arthasastra, (New Delhi: Institute for Defence Studies and Analyses, 2013).


**Unit I (b)**


**Unit I (c)**


**Unit I (d)**


**Unit II (a)**


**Unit II (b)**


**Unit II (c)**


**Unit III (a)**


Unit III (b)


Unit III (c)


Unit IV


**Additional Readings**


Swarna Rajagopalan, ed., *Security and South Asia: Ideas, Institutions and Initiatives,* (Delhi:Routledge, 2006)


Course Objective:

This course introduces the students to gender ‘in’ International Relations. Its aim is not only to make them understand how IR has been constituted and sustained by a number of so-called ‘hegemonic’ masculinities’ and how these particular gendered constructions of a sovereign state, nationalism, security and militarism impact on the lives of particular groups of men and women, but, more importantly, to evaluate the specific contribution that feminist critiques have made as part of the ‘Critical Turn’ in IR.

Contents:

Unit I: What’s at Stake? The Nature of the Debate

Unit II: Gendered Concepts of IR
   a. Sovereignty
   b. Security
   c. Power

Unit III: Hegemonic Masculinities: State & Nationalism

Unit IV: Militarization of Women’s Lives

Unit V: Women in War and Peace Movements

Unit VI: Sex Trafficking and the Politics of Security

Unit VII: Gender, Conflict and Forced Migration

Unit VIII: Gender and the ‘Critical Turn’: Where IR Does Understand

Course Learning Outcome:

This course will equip students to develop an understanding of how women are made invisible from the very conceptual underpinnings of International Relations and, how masculinity is naturalized and normalized in the practices of its core concepts such as state, sovereignty, power and security. By the end of this course the students would not only be able to problematize the masculine concepts, learn to de-code the gendered language of IR and its practices but also explore alternative paradigms.
Suggested Readings:


Joshua. S. Goldstein, *War and Gender: How Gender Shapes the War System and Vice Versa*,


Master of Arts in Political Science

Semester III/IV

PS-E 18: State and Society in Pakistan

Credits: 4
Duration: 4 hrs./week

Course Objective:

This course seeks to present an analytical perspective on societal dynamics and their impact on political processes in Pakistan. It takes into account specific themes which are significant for understanding of society and state in Pakistan. The course deals with the historical evolution of the idea of Pakistan, the nature of state, the power structure of the country, its political economy, ethno-nationalism, religious extremism and Jihadism underlying the political processes.

Contents:

Unit I: Emergence of Pakistan
   a) Two Nation-theory: Ideological and Economic Bases
   b) Political and Geographical Dimensions

Unit II: Nature of the State
   a) Military Bureaucratic authoritarian state
   b) Islamic State
   c) Warrior State

Unit III: Political Processes and Democratic Deficit
   a) Democratic regimes: Phases and Characteristics
   b) Constitution without Constitutionalism
   c) Political leadership, political parties and elections
   d) Movement for democratization and Civil Society

Unit IV: Military and Governance
   a) Internal dynamics of the military
   b) Changing role and parameters of the military
   c) Nominal civilianization and legitimization of the military regimes

Unit V: Political Economy
   a) Development strategy and policy
   b) Economic growth and social development
   c) Political Economy of Defence
   d) Role of foreign aid
   e) Recurring economic crisis and economic reforms

Unit VI: Ethnic Divisions and Federalization
   a) Debates between the centralist and the autonomy seekers
   b) Pakistani National Identity versus Ethno-Nationalism
   c) Ethnic Movements, political autonomy and secessionism
   d) Punjab domination versus Smaller provinces
Unit VII: Wahabism, Jihadism and Terrorism

a) Rise of Militant Islam
b) Deep state and Global Jihad
c) Sectarian Violence and Transnational Terrorism

Course Learning Outcome:

The students will acquire comprehension of political dynamics, its contexts, and forces in contemporary Pakistan.

Suggested Readings:


Christine, Fair, *Fighting to the End-the Pakistan Army's Way of War*, Delhi, Oxford University Press, 2014.


Khan, Adeel, Politics of Identity: Ethnic Nationalism and the State in Pakistan, New Delhi, Sage, 2005.


Waseem, Mohammad, *Democratization in Pakistan*, Oxford University Press, 2006


Master of Arts in Political Science
Semester III/IV
PS-E 19: Pakistan and the World

Credits: 4  Duration: 4 hrs./week

Course Objective:

The purpose of this course is to present a comprehensive analytical perspective on Pakistan’s foreign policy, its domestic roots and evolution in terms of precepts and objectives including the nuclear quest. The course goes on to offer a focused discussion on Pakistan’s relations with its immediate neighbours and regional as well as global powers, including Pakistan’s role in SAARC.

Contents:

Unit I: Foreign Policy Analysis: A Framework
  a. Framework of Pakistan’s foreign policy: Domestic and Global Dynamics
  b. Its Evolution and phases

Unit II: Pakistan and the US
  a. Pakistan's geo-strategic location and alignment with the US
  b. U.S-Pakistan relationship during the Cold War
  c. Pakistan’s role in war against terror

Unit III: Pakistan and India
  a. The roots of antagonism
  b. The Kashmir problem; genesis, wars, proxy war and peace process
  c. The Nuclear issue and Indo-Pak relations
  d. Efforts for conflict resolution and confidence building measures

Unit IV: Pakistan and China
  a. Factors governing Pakistan-China All-Weather Friendship
  b. Chinese nuclear and missile technology transfer to Pakistan
  c. China-Pakistan strategic relations, the terrorism factor

Unit V: Pakistan and Russia
  a. Patterns of USSR-Pak relations during the Cold War
  b. Pakistan-Russian relations after the Cold War

Unit VI: Islam and Foreign Policy
  a. The initial policies
  b. Islam and foreign policy: diplomatic, economic and security dimensions
  c. Militant Islam and Transborder Jihad and Terrorism
  d. Pakistan’s role in the creation of Taliban in Afghanistan and the post 9/11 phase
Unit VII: Pakistan’s Nuclear Quest
  a. Concerns, calculations and compulsions
  b. Policies, debates, strategic doctrines and emerging trends

Unit VIII: Pakistan and the SAARC

Course Learning Outcome:
This course will inculcate understanding and knowledge of context, contour, and forces at work and directions of goals, interests and probability of success in the domain of foreign policy of Pakistan.

Suggested Readings:


Haqqani, Husain, *India vs Pakistan: Why Can’t We Just Be Friends?*, New Delhi, Juggernaut, 2016.


Course Objective:
This course introduces students to the diverse range of violent conflicts in South Asia. It explores the colonial legacy in the subcontinent and, the political character of the state for explaining their genesis, nature and political mobilization and how states develop different strategies for coping with such conflicts.

Contents:

Unit I: Colonial Legacy in South Asia
   a. Institutions and Practices
   b. The Colonial State

Unit II: Genesis of Conflicts
   a. Political Character of the (Post-colonial) Nation-State
   b. Economic and Social Inequities

Unit III: Nature of Conflicts
   a. Identity-related Conflicts
   b. Anti-Systemic Conflicts
   c. Religion and Political Violence

Unit IV: Coping with Conflicts
   a. Constitutional Measures
   b. Counter-insurgency Strategies

Course Learning Outcome:
Students are expected to develop an in-depth understanding of varied and multi-dimensional character of violent conflicts in the South Asian region. As part of the course work, students will learn how to undertake some case studies of conflicts in order to understand ‘what works’ and ‘what doesn’t’ in managing or resolving such conflicts.

Suggested Readings:


Aparna Pande, Routledge Handbook of Contemporary Pakistan, Routledge, 2017


John Dunn (ed.), *Contemporary Crisis of the Nation-State*, Oxford: Blackwell.


Laurent Gayer, Christophe Jaffrelot, Armed Militias of South Asia: Fundamentalists, Maoists and Separatists: Comparative politics and international studies series, Hurst, 2009


Sudipta Kaviraj, *Crisis of the Nation States in India*, *Political Studies*, Volume 42, Issues 1, 2006, pp. 115 - 129

Sudipta Kaviraj, *Politics in India*, India, Oxford University Press, 1997, pp. 131-158


Tilak D. Gupta, “Maoism in India: Ideology, Programme and Armed Struggle” *Economic and Political Weekly*


Urmila Phadnis and Rajat Ganguly (Eds.), *Ethnicity and nation building in South Asia*, SAGE Publications Pvt. Ltd, 2001

Master of Arts in Political Science
Semester III/IV
PS-E 21: Security Studies

Credits: 4
Duration: 4 hrs./week

Course Objective:

The course aims to provide students an introduction to the evolution of field of international security, and discusses the notion of security through various theoretical frameworks. It deploys the use of sectors/vantage points to understand the new security agenda (political, economic, societal and environmental) and, emphasizes the salience of levels-of-analysis (individual, national, regional and global) in thinking about security. The course begins with the mainstream IR literature on the subject and then works its way towards understanding the security problematique of Third World with special focus on South Asian theorization of security.

Contents:

Unit I: Security Studies: An Introduction

Unit II: Theoretical Approaches
   a. Structural Realism
   b. Critical Security Studies
   c. The Copenhagen School
   d. Feminist Conception

Unit III: Broadening the Security Agenda
   a. Environmental Security
   b. Economic Security and Migration

Unit IV: Deepening the Security Debates
   a. Human Security
   b. Regional Security
   c. Global Security

Unit V: Security Problematique of the Third World Countries

Unit VI: South Asian Conception of Security

Course Learning Outcome:

The students would gain an understanding of the mainstream and alternative theoretical approaches to security, and shall be aware of the several sectors and levels of analysis that aim towards widening and deepening of the security agenda. The students shall be in a position to identify a particular security issue sectorally and analyse it using the core variables of an appropriate theoretical framework.
Suggested Readings:

Unit I


Unit II (a)


Waltz, Kenneth N. 1959. Man, the state, and war: a theoretical analysis. New York: Columbia University Press, 224-238


Unit II (b)


Unit II (c)


Unit II (d)


Unit III (a):


Unit III (b):


Unit IV (a):


Unit IV (b):


Unit IV (c):


Unit V:


Unit VI:


Master of Arts in Political Science
Semester III/IV
PS-E 22: Comparative Federalism: Theory and Practice

Credits: 4 Duration: 4 hrs./week

Course Objective:

The purpose of this course is to familiarize the students with contemporary comparative federal theory and practice. In the discourse on comparative politics today, federalism is a buzz word in the domain of governance as well as in post conflict situations in the politics within as well as among nations. The course is primarily focused at the national level, but supranational confederal developments are also briefly explored. The successes and “best practices” of federal experiments in one or a group of countries will receive attention alongside the pathologies and failure of federations in a comparative perspective.

Contents:

Unit I: Overview of Concepts and Theories: territorial, ethnic, asymmetrical

Unit II: Typology of Federal Systems: parliamentary, presidential, devolutionary, federalism

Unit III: Supranational Federalism

Unit IV: Dividing Powers: models, sources, principles, criteria

Unit V: Fiscal Federalism: distribution of revenue resources, fiscal transfers, equalization of payments, fiscal inequality

Unit VI: Intergovernmental Relations: forms and extent, cooperative vs. competitive, issue of accountability

Unit VII: Federal Judiciary: constitutional courts and judicial review, judicialization of the political process

Unit VIII: Federalism and Foreign Policy: treaty making power, regional and global integration and governance

Unit IX: Pathology of Federations: post-conflict situation

Unit X: Gendering Federalism: distribution of powers, asymmetrical provisions, gender budgeting.

Course Learning Outcome: This course will students understand the development of national and supranational confederal systems especially focusing on the pathologies and failure of federations in a comparative perspective.
**Suggested Readings:**


Dimitrios Karmis and Wayne Norman, *Theories of Federalism*, Palgrave Macmillan, 2005


Course Objective:

This course focuses on studying the state in its historically specific forms and conceptual variations. It would focus on the debates on the modern state, state formation, practices of rule, and regime types. The purpose is to make the students familiar with the debates on the nature of the state, and the ways in which the state may be studied. The state can be studied as a conceptual variable, and states may be understood to have been historically emergent and also specific. Gender, class and race, constitute the social base of state and are relevant especially as analytical frameworks for understanding how the state and practices of rule are experienced.

Contents:

- Unit I: Studying the State: concept, definition and debate
- Unit II: Capitalist State
- Unit III: State Formation: European, Colonial and Post-Colonial State
- Unit IV: Governmentality, Welfare and Biometric State
- Unit V: Security, Surveillance and State of Exception
- Unit VI: States and Regime types: Fascism, Authoritarianism, Populism

Course Learning Outcome:

The outcome of the course is envisaged in terms of providing students the conceptual tools and theoretical frameworks with which they can make sense of the forms in which the modern state makes itself manifest globally in the contemporary context.

Suggested Readings:


1.4 Ashis Nandy, The Romance of the State and the Fate of Dissent in the Tropics, Delhi, Oxford Indian Paperbacks, 2007 (1st edition 2003)


3.3 Partha Chatterjee, Nation and its Fragments, OUP, Delhi, 1993 (chapter 2: The Colonial State)


5.7 Giorgio Agamben, State of Exception, (translated by Kevin Attell) the University of Chicago Press, Chicago, 2005.


Master of Arts in Political Science
Semester III/IV

PS-E 24: Social Movements and Revolutions

Credits: 4  Duration: 4 hrs./week

Course Objective:
This course is a comparative study of social movements and revolutions in their historical and contemporary contexts. The course details the ideology, practice, and social bases of different movements, emphasizing the conceptual, historical and empirical distinction between revolutions and social movements, the diverse kinds of social movements, and the manner in which they have unfolded in Asia, Africa and Latin America.

Contents

Unit I: Revolution
a. Why revolutions? Different theories
b. Comparative study and recent interpretations of Ideology, Strategy and Social base of major Revolutions
   i. French Revolution
   ii. Bolshevik Revolution
   iii. Chinese Revolution

Unit II: Ideology and Politics of liberation struggles in Asia and Africa

Unit III: Social Movements
a. What are social movements?
b. Theories of social movements

Unit IV: Ideology and Politics of Social Movements
a. Peasant
b. Women
c. Workers
d. Environment
e. Ethnic
f. Civil rights

Course Learning Outcome:
Students gain comparative understanding of ideology and practice different movements as unfolded in Asia, Africa and Latin America.

Suggested Readings:

David Potter, David Goldblatt, Margaret Kiloh and Paul Lewis (eds.), *Democratization, Polity* in Association with The Open University, 1997.


Master of Arts in Political Science
Semester III/IV

PS-E 25: The Politics of South Asia in Comparative Perspective

Credits: 4 
Duration: 4 hrs./week

Course Objective:

This course seeks to present an analytical perspective on societal dynamics and their impact on political processes in South Asia. This paper focuses on the political economy, social history of South Asia as a whole as well as on the variant forms of government-authoritarian and democratic- of its member nations. The thrust of this course is not to study the national constituents separately but to look at the institutions, processes, problems, and solutions that pertain to the region as a whole.

Content:

Unit I: Understanding South Asia as a region: Colonial legacies and context
Unit II: Nationalist Movement: Comparing Inheritances and Outcomes
Unit III: Political Development and Institution in Bangladesh, Pakistan, Sri Lanka and India
Unit IV: The Paradoxes of Indian Democracy?
Unit V: South Asian Political Economy
Unit IV: Ethno-national Mobilisation, Collective Violence, and Radical Political Movements in South Asia
Unit VII: Social Movements, Sustainable Development, and Social Change
Unit VIII: Women’s Movements in South Asia

Course Learning Outcomes:

The course will inform students of South Asian politics, institutions and state building in post-colonial context. The comparative perspective enhances understanding of South Asia in contemporary context.

Suggested Readings:

Unit I

Ayesha Jalal, Chapter 1 (The Colonial Legacy in India and Pakistan), Chapter 2, pp. 31-37 (“Contrasting Inheritances and Outcomes”)


**Unit II**


**Unit III**


**Unit IV**


**Unit V**


Unit VI


A. Jeyaratnam Wilson, The politics of ethnicity and ethno-nationalisms in South Asia, Contemporary South Asia, vol 2: 3, 1993

Unit VII


**Unit VIII**


Bina Agarwal, A Field of One's Own: Gender and Land Rights in South Asia: 1-50, 198-291, 368-378

**Recommended readings**

M. Chadda, Building Democracy in South Asia: 153-172 - R


Christopher Jaffrelot, “Hindu Nationalism and Democracy,” in Francine Frankel, Zoya Hasan - R


Master of Arts in Political Science

Semester III/IV

PS-E 26: Constitutionalism in Comparative Perspective

Credits: 4

Duration: 4 hrs./week

Course Objective:

This course intends to expose students to the multitudinous and differentiated forms of constitutional practices. Distinguishing between constitutions as historical texts and constitutionalism as ideological sites which justify specific constitutional theory and practices, the course will attempt to familiarise students with the pluralities of these sites, and their diverse manifestations. The course encourages students to ask questions such as, what is a constitution, what are the processes through which constitutions evolve, and what are the different underlying principles they pledge, what rights are incorporated in the constitutions and what are the implications of their incorporation are constitutions static/stagnant or do they embody principles of transformative change? For adequate responses to these questions, the course takes the students along the diverse historical experiences of constitutional development and their forms, their relationship with culture and democracy, the notion of transformative constitutionalism in societies transitioning from colonial to postcolonial constitutionalism or from authoritarianism to democracy, and the debates around emergency, states of exception and constitutionalism.

Contents:

Unit I: What is constitutionalism?

Unit II: Culture and Constitutionalism

Unit III: Democracy and Constitutionalism

Unit IV: Postcolonial Constitutionalism

Unit V: Socialist Constitutionalism

Unit VI: Constitutionalism in times of Emergency

Course Learning Outcome:

This course will help students understand the working of the constitution, processes through which constitutions evolve, and different underlying principles they pledge.

Suggested Readings:

Carl J Friedrich, *Constitutional Government and Democracy*,


Master of Arts in Political Science

Semester III/IV

PS-E 27: The State in Diverse Political Traditions

Credits: 4
Duration: 4 hrs./week

Course Objective:

States and state formation is a historical phenomenon. States have existed in diverse forms and even the 'modular' state-form of the European tradition has had plural trajectories. Debates on the modern state, however, continue to be influenced by the dominant western European intellectual tradition. This course aims at making the students familiar with the diverse forms in which historically states have existed and evolved. These historical forms will be studied through the specific ways in which political authority has taken form in different contexts, and also through the ways in which it understood and expressed in different socio-cultural and political traditions.

Contents:

Unit I: State as an analytical category
Unit II: European
Unit III: Chinese
Unit IV: Arab
Unit V: African
Unit VI: Latin American
Unit VII: Indian

Course Learning Outcome:

This course attempts to sensitise students to diverse political traditions of the state so that they can develop a comprehensive view of the state by locating it within the specific social and cultural political traditions.

Suggested Readings:


Master of Arts in Political Science

Semester III/IV

PS-E 28: Society, State and Politics: Comparing India and Israel

Credits: 4  
Duration: 4 hrs/week

Course Objective:

This course seeks to examine the changing nature of society, state and politics in India and Israel. Rooted in parliamentary democracies, both India and Israel share many commonalities, notwithstanding diversities in their political set up, society and culture. The course focuses on issues and challenges that have shaped the democratic politics of these two nations and examines the newly proposed models for the study of contemporary multicultural societies.

Contents:

Unit I: Nature of Society in India and Israel
   a. The concept of a multi-cultural society amid pluri-culturism.
   b. India and Israel as multi-ethnic/multi-cultural societies: Similarities and differences.
   c. Democratic politics in a multicultural milieu.

Unit II: State Structures and Institutions in India and Israel
   a. State Formation: A historical backdrop
   b. Parliamentary Democracy: commonalities and differences
   c. Role of the State in the process of Globalization.

Unit III: Party Politics in India and Israel
   a. Working of the Locals
   b. Parties and Party Systems
   c. Coalition Politics

Unit IV: Emerging Issues and Contemporary Challenges: India and Israel Compared
   a. Peace and Security
   b. Demographic Challenges
   c. Governance

Course Learning Outcome:

Integrating India and Israel with the South Asian and West Asian contexts respectively, the Course will familiarize the students with the success of two parliamentary models with glaring commonalities – historical, cultural, sociological and political - and their emergence as multicultural pots in the contemporary global politics. Sharing common history and culture, the two parliamentary democracies in South and West Asia will make students understand the success of democratization and democratic transformation, particularly in addressing issues like peace and security, migration and infiltration, technological and defence cooperation.
Suggested Readings:


Master of Arts in Political Science
Semester III/IV

PS-E 29: Religious Nationalism and Political Violence

Credits: 4 Duration: 4 hrs./week

Course Objective:
This course will examine how religious ideologies, practices and institutions have been politically mobilized in the public spheres of South and Southeast Asia. The course will emphasize a multidisciplinary intersection of religion, politics and conflict in modern South and Southeast Asia, with a particular focus on the interrelationship between religious nationalism and political violence drawing from communal violence in India, Buddhist nationalism and civil war in Sri Lanka, and Islamic radicalism in Indonesia.

Contents:

Unit I. Rethinking Key Concepts, Issues, Approaches and Arguments
   a. Understanding Religious Nationalism: Context and Debates
   b. ‘Religion’, Religious Nationalism and Globalisation
   c. Religious Violence and communal conflicts

Unit II. India: Hindutva, Nation-Building and Contentious Communal Politics
   a. The social organization and production of collective violence
   b. Violence and the religious remaking of masculinity and femininity
   c. The politics of religious conversion
   d. Violence and communal politics

Unit III. Sri Lanka: Sinhalese Buddhist Nationalism, Pluralism and Civil War
   a. Imaginaries of community, ethnicity and religion in Sri Lanka
   b. Buddhist nationalism, ‘othering’ and communal conflict
   c. Sangha politics, civil warfare and the peace process
   d. Remaking inter-religious spaces and relations

Unit IV. Indonesia: Islamic Radicalism and Democratic Turbulence
   a. The logical genesis of communal religious violence
   b. Democracy, Islamic radicalism and Violence
   c. Changing modalities for organizing religious violence
   d. Vicissitudes of Islamic Nationalism and Intolerance

Course Learning Outcome:
This course will help students understand how intersection of religion and politics generate violent conflicts in modern South and Southeast Asia.

Suggested Readings:


Bob S. Hadiwinata, From Reformasit to an Islamic State? Democratization and Islamic Terrorism in Post-New Order Indonesia in Aurel Croissant, Beate Martin, and Sascha Kneip eds.


Ipsita Chatterjee, Globalization and the Production of Difference: A Case Study of the Neoliberal Production of Hindu Nationalism in India, Comparative Studies of South Asia, Africa and the Middle East 30(3), pp.621-632. 2010


Laliberte ed. Secular States and Religious Diversity, Vancouver and Toronto: UBC Press ,pp. 29-44. 2013


Mahinda Deegalle, Foremost Among Religions’: Theravada Buddhism’s Affairs with the Modern Sri Lankan State in Pattana Kitiarsa and John Whalen-Bridge ed., Buddhism, Modernity and the State in Asia: Forms of Engagement, New York: Palgrave, pp. 41-61, 2013


Rogers Brubaker, Religion and Nationalism: Four Approaches, Nations and Nationalism 18(1), 2012.


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Semester III/IV

PS-E 30: The Politics of Identity in Comparative Perspective

Credits: 4
Duration: 4 hrs./week

Course Objective:
This course examines different theoretical approaches to, and dimensions of, the politics of identity. Focusing, in particular, on societies that experienced colonial rule, it explores how the colonial intervention shaped identities, and moulded the patterns of identity-based mobilization that unfolded over the colonial era and postcolonial phase. It examines the politics of nationhood, and its intersection with the politics of race, caste, religion, and gender, and the efforts made by postcolonial states to deal with cultural difference and conflict, and historically deep ascriptive inequalities. Identities are shaped not merely by state processes, but also by mobilization undertaken by parties and movements, often in response to state processes themselves; the course traces the interaction between identities and this mobilizational politics. Finally, it explores how identity politics has impacted various facets of the process of democratization in postcolonial societies.

Contents:

**Unit I. Identity: Theoretical Approaches**
(a) Identity as primordial attachment, strategic choice and outcome of political processes

**Unit II. Identities and the Nation**
(a) Anti-colonial nationalisms
(b) The nation’s engagement with race, caste, religion, and gender
(c) Whose nation? Nation-making and the politics of exclusion

**Unit III. Identities and the Colonial State**
(a) Colonial rule, group identities and group conflict

**Unit IV. Identities and the Postcolonial State**
(a) The legal and institutional treatment of cultural diversity: language, religion and tribe
(b) State policy and ascriptive inequalities: caste and race
(c) Between individual and community, between tradition and modernity: identities and the postcolonial constitution

**Unit V. Identities, Political Mobilization and Conflict**
(a) Political mobilization and social cleavages: when do social cleavages assume political salience, and why
(b) Identities and political parties
(c) Identities and social movements
(d) Identity politics and collective violence
VI. Identities and the Question of Democracy
(a) Identity politics, democratic deepening and democratic stability

Course Learning Outcome:
To study how identities are shaped not merely by state processes, but also by mobilization undertaken by parties and movements, often in response to state processes themselves.

Suggested Readings:


Daniel Posner, The Political Salience of Cultural Difference : Why Chewas and Tumbukas are Allies in Zambia and Adversaries in Malawi, American Political Science Review 98 (4), pp. 529-545, 2004


Sekhar Bandyopadhyay, ed. The Nationalist Movement in India: A Reader, Oxford University Press, New Delhi, 2011.
Master of Arts in Political Science
Semester III/IV

PS-E 31: Nationalism in a Comparative Perspective

Credits: 4
hrs./week
Duration: 4

Course Objective:

This course aims at familiarising the students with the debates on nationalism, contestations over its political and cultural framing, inclusions and exclusions, cartographies, and the post-national imaginations. These debates will be studied in the context of the historical changes that produced nationalisms, the diverse historical forms, political contexts, the social base, and ideological frameworks.

Contents:

Unit I: Concepts: nation, nationality, nationalism
Unit II: Theories of nationalism: primordialism and modernism
Unit III: Nationalism in European traditions
Unit IV: Anti-colonial traditions
Unit V: Nationalism and identities: class, race, gender and ethnicity
Unit VI: Post-nation and globalisation

Course Learning Outcome:

This course will help students understand the debates on the emergence of nationalism in a variety of historical and political contexts.

Suggested Readings:

G. Aloysius, Nationalism without a Nation in India, Delhi: Oxford University Press, 1997


K Jayawardena, Feminism and Nationalism in the Third World, New Delhi, 1986.


The Postnational Condition, Economic and Political Weekly, Special Issue 44 (10), 2009. 2


Course Objectives: This course explores various facets of the politics of identity in India. It analyses the consequences of colonial rule for identity-formation, and colonialism’s shaping of the identity-based conflicts that were to later emerge in the postcolonial phase. It examines how the politics of nationalism affected, and was itself affected by, the politics of caste, class, religion and gender. It probes the efforts made by the postcolonial state to deal with cultural difference and conflict, and historically deep ascriptive inequalities, focusing specifically on the legal and institutional innovations adopted in this regard. Identities are moulded not just by state processes, but also by political mobilization undertaken in electoral arenas and outside; the course thus explores the interaction between identities on the one hand, and movement and party politics on the other. Also looking at the relationship between identity politics and collective violence, it ends with a focus on globalization, and the consequences it has had for caste- and class-based politics in India.

Contents:

Unit I: Identities and Colonial Rule
   a. Colonialism, caste, tribe and religion

Unit II: The National Movement, Partition and Identity Politics
   a. Indian nationalism and the question of caste
   b. Women and the nationalist movement
   c. Peasants and Indian nationalism
   d. Muslim identity and the Pakistan movement

Unit III: The Legal and Institutional Treatment of Cultural Diversity and Ascriptive Inequality in Postcolonial India
   a. Caste and affirmative action
   b. Secularism and the recognition of personal law
   c. Tribal autonomy and the Sixth Schedule

Unit IV: Identities, Political Mobilization and Conflict
   a. The modernity of tradition: identities in practice
   b. Identities and electoral politics: caste-based and religion-based parties; nativist parties
   c. Identities and movement politics: tribal and linguistic movements
   d. The struggle for gender rights
   e. Identities and collective violence

Unit V: Globalization and Identity Politics
   a. The emergence and politics of the new middle class
   b. The dalit movement in the era of globalization
   c. Globalization and labour
**Course Learning Outcome:** This course would allow for a comprehensive grasp of how historical processes have shaped identity politics in the postcolonial period, and of how identities have been shaped both by state and non-state processes in postcolonial India.

**Suggested Readings:**


Jan Breman, Outcast Labour in Asia: Circulation and Informalization of the Workforce at the Bottom of the Economy, New Delhi: Oxford University Press, 2013.


Master of Arts in Political Science

Semester III/IV

PS-E 33: Development Process and Politics in India

Credits: 4

Course Objective: This course will seek to introduce students to the political in Development, with a focus on India. Beginning with how Development is understood historically and in economics and sociology today, the course will link this understanding to the way in which different parts of the political space in India seek to contest and constitute it. The student will be taken through a range of literature from these disciplines.

Contents:

Unit I: The politics and history of Development: capitalism, colonialism, liberalism, democracy, the Anthropocene

Unit II: Broadening the idea of Development from the vantage points of critiques:
   a. Environment and Sustainable Development
   b. Capabilities and Human development

Unit III: Interpretations on the model of Development adopted for India
   a. Capitalist Development?
   b. Planning, liberalization and growth: alternative perspectives
   c. Gandhian model and possibilities of including those at the margin—artisans, tribes and pastoralists

Unit IV: Understanding the rural in post-colonial India
   a. Analyzing technological change and progress from the immediate post-colonial till date: alternatives offered from the ground
   b. Issues of credit, markets and farmers’ suicides in Indian agriculture
   c. Political mobilization amongst farmers at different levels and its impact

Unit V: Industry, big business and politics of Development
   a. Politics of industrial policy
   b. Debates on liberalization and industry
   c. Labour laws and the labour movement in India

Unit VI: Conceptualizing and eliminating poverty
   a. Debates on the poverty line
   b. The politics of the programmes of poverty alleviation

Unit VII: The impact of development on different categories of society
   a. Caste
   b. Gender
   c. Tribe
**Course Learning Outcomes:** This course focuses on a critical analysis of the concept of development and the manner in which it has been operationalised in post-colonial India through policy and practice. This will also enable students to understand what inter-disciplinary analysis means and how to locate the political in analyzing literature that is produced in other social science disciplines.

**Suggested Readings:**

**Unit I**


**Unit II**


Lele, S. *Rethinking Sustainable Development* *Current History*, November 2013, pp. 311-316.


**Unit III**

Sanyal, K. *Rethinking capitalist development: Primitive accumulation, governmentality and post-colonial capitalism*, New Delhi, Routledge India Paperbacks, 2014. (Chapter 1 & 2.)


**Unit IV**


Unit V


Unit VI


Unit VII


Jodhka, S. Caste New Delhi, Oxford India Paperbacks, 2012.


**Additional Readings:**

Kumarappa, J.C. Economy of Permanence; A Quest for social order based on non-violence. Sarva Seva Sangh Prakashan, 1945


Mazzucato, M. & Michael Jacobs, eds. *Rethinking Capitalism: Economics and Policy for Sustainable and Inclusive Growth*

Ian Scoones’ lecture to the online course: [https://youtu.be/LGwwKW_An7s](https://youtu.be/LGwwKW_An7s)


Narerndranath, Gorrepati. Dilemmas in Agriculture-A Personal Story, Vasudhaiva Kutumbakam Publication, 2010


Master of Arts in Political Science

Semester III/IV

PS-E 34: Democracy and Human Rights in India

Credits: 4  Duration: 4 hrs./week

Course Objectives: All rights, indeed most rights, are not human rights and general rights discourse reflects this reality. Insofar as human rights are a crucial sub-set of this discourse, they require a specific yet comprehensive treatment as given here by this course to interested students.

Contents:

Unit I: The Concept of Human Rights
   a. Western
   b. In the Third World Context

Unit II: Human Rights: National and International Dimensions

Unit III: Human Rights and Constitutional - Legal Framework in India
   a. Fundamental Rights
   b. Directive Principles of State Policy
   c. Protection of Human Rights Act, 1993

Unit IV: Human Rights: Issues and Challenges
   a. Refugees and Displaced Persons
   b. Caste
   c. Minorities
   d. Women
   e. Children
   f. Tribals, Landless, Bonded Labour, Unorganised Labour and Peasants
   g. Undertrials, Prisoners and P.O.W.’s
   h. People with Disability

Unit V: Impact on Deprived Groups
   a. Gender Based Violence (Domestic and Public)
   b. Caste Based Violence and Discrimination
   c. Fundamentalism
   d. Organised Crime
   e. Custodial Torture and Death

Unit VI: State Response to Human Rights
   a. Role of Police, Administration, Army and Paramilitary Forces
   b. Administration of Justice, Judicial Intervention and Activism, Judicial Commissions on Human Rights
   c. Affirmative Action for Weaker Sections
   d. Development Strategies
Unit VII: Civil Society and Human Rights
   a. Media, Public Opinion and Human Rights
   b. New Social Movements and NGO's

Unit VIII: NHRC and Other Commission Reports

Unit IX: Democracy, Development and Human Rights in India

Course Learning Outcomes: To make students more sensitive to human rights discourse by focusing on various cases of human-right violations in India.

Suggested Readings:

Reports:

Human Rights in India - The Updated Amnesty International Reports, Delhi, Vistaar.


Social Justice: Scheduled Caste, Scheduled Tribes, other backward classes, Minorities in Eleventh Five Year Plan 2007-12, Government of India.

Social, Economic and Educational status of Muslim Community in India: Sachhar Committee Recommendations.


Swaminathan, Padmini’ Exclusion from and Inclusion in Development Implications for Engendering Development’ Economic and Political Weekly, October 25, 2008.


Atrocities Against Dalit : Retrospect and Prospect: Combat Law, September-December, 2009

Article and Books:


Baxi, Upender ‘Rule of Law in India’ International Journal of Human Rights, Year 4, no 6, 2007

Baxi, Upendra (ed.), The Right to be Human, Delhi, Lancer, 1987


Master of Arts in Political Science

Semester III/IV

PS-E 35: Politics and Ethnic Conflicts in Jammu & Kashmir

Credits: 4  
Duration: 4 hrs./week

Course Objectives: The state of Jammu Kashmir is marked by some distinct and unique features in federal scheme of India. This distinctiveness compounded by ethnic dynamics of electoral politics and factors and forces beyond the territorial borders of India has thrown several problems and challenges for the state and the country. The course studies the journey of the state from Kingship to constitutional democracy and examines the electoral politics and political violence in light of ethnic specificities and uniqueness of federal constitutionalism.

Contents:

Unit I: State in Historical Perspective
  a. State and Society: A Historical Overview
  b. Transition from Kingship to Constitutional Democracy

Unit II: Constitution within the Constitution
  a. State Constitution and Governing Structures
  b. Citizenship Rights
  c. Debate on Article 370

Unit III: Political Parties and Electoral Politics
  a. Legitimacy of Elections and Politics of Representation
  b. Demands for Delimitation of Electoral Constituencies
  c. Identity Politics: Kashmiriyat, Communalism and Communal Politics

IV: Terrorism, Violence and Internal Migration
  a. Terrorism: Factors and Forces
  b. Migration of Pandits from Valley
  c. Debates and Controversies over Armed Forces Special Act, Issues in Human Rights

Unit V: State Autonomy and Federal Questions
  a. Secessionism and Secessionist Politics
  b. Political Economy of Insurgencies
  c. Debates on State Autonomy

Course Learning Outcome: The student will learn the special powers and autonomy that the state enjoys in federal scheme of India and why despite comparatively higher degree of autonomy the state is witness to ethnic conflicts, terrorism and political violence

Suggested Readings:


Credits: 4  
Duration: 4 hrs./week

Course Objectives: In this course, the aim is to understand the relationship between law, crime, judicial interventions and political processes. The students will explore this relationship by asking questions about law’s origins (viz., the colonial state, a nationalist elite, popular struggles), the plural sites in which struggles around laws takes place, and the manner in which legal categories are produced and contested. In this context, it also aims to problematize the notion of crime, by locating the historical and political contexts within which definitions of crime and its transformations take place. Specific laws, judgments which enhance the frontiers of law, and government reports form a significant content of the course. Law and judicial pronouncements have to be woven into the dynamics of Indian politics and examined in their specific historical context as well as for their enduring significance in the larger political process. The course will identify in particular, the social and political forces, political and ideological divides that frame the contours of the debates on crime and law, and the relationships between the governmental institutions.

Contents:

Unit I. Law, crime and colonialism

Unit II. The Constitution and rule of law

Unit III. Criminal justice system in India

Unit IV. Crimes against women: sexual harassment and rape

Unit V. Custodial crimes: death, rape and torture

Unit VI. Criminalisation of politics and electoral laws

Unit VII. Caste, atrocities and special laws

Unit VIII. Terrorism and extraordinary laws

Unit IX. Offences against the state, waging war, conspiracy and sedition

Course Learning Outcome: This course presents intricate relationship between law, crime, judicial intervention.

Suggested Readings:


Kalpana Kannabiran and Ranbir Singh eds., Challenging the Rule(s) of Law: Colonialism, Criminology and Human Rights in India, New Delhi: Sage, 2008.


Landmark Judgements on Election Law, Election Commission of India, New Delhi, 2006.


Michael Head, Crimes Against the State: From Treason to Terrorism, Surrey: Ashgate, 2011.


Master of Arts in Political Science
Semester III/IV
PS-E 37: State Politics in India

Credits: 4
Duration: 4 hrs./week

Course Objectives: Politics in each state has its own internal dynamics, and it is different from others, multifacetedly. It has undergone significant transformation over the decades since the formation of states in terms of social structure, their power relations, electoral participation on the one hand and political governance and economic development on the other.

This course attempts to examine the commonalities, diversities and perspectives to study state politics in India. It also seeks to examine the changing role of caste, class and community and their impact on state politics, particularly in the context of global market economy.

Contents:

Unit I: State Politics: Perspectives and Approaches
a. Institutional
b. Political Economy
c. Developmental

Unit II: Patterns of State Politics
a. Linguistic Dimensions
b. Community Orientation
c. Identity Formation

Unit III: Power and Participation
a. Parties and Party Politics
b. Political Representation
c. Mobilizations and Movements

Unit IV: Changing Role of Caste, Class and Identity
a. Caste and Politics
b. Caste-Class Convergence
c. Politics of Identity – Language, Tribe, Gender

Unit V: Grassroots Governance
a. Local Self Government – Panchayats and Municipalities
b. Public Policies and their Implementation
c. Market Competitiveness - Local vs Global Debate

Course Learning Outcomes: The Course will familiarize the students with existing diversities among states in India and the need for addressing important issues of development and governance in the contemporary Indian politics. The changing role of primordial identities like caste and tribe along with power and participation will sensitize them towards the need for both social and political inclusion. Moreover, the contemporary challenges of liberalization and globalization will make students understand the need for looking local governance from global perspective and global governance from local perspective.
Suggested Readings:


Master of Arts in Political Science

Semester III/IV

PS-E 38: Indian Polity in State-Society Interaction since the 1960s

Credits: 4 Duration: 4 hrs./week

Course Objectives: This course aims at studying Indian politics within the discourse of state-society relationship through a historical unraveling of major developments in Indian politics since the decade of 1960s. The intent of this course is to see how India provides a unique model in which the political is enmeshed in the wider social, economic and cultural matrix. This course takes up a range of themes to study political processes and their sociological underpinnings namely, emergency, coalitional politics, reservation debates, social movements, neo-liberal economic policies, etc.

Contents:

Unit I: The chaotic decade of the 1960s

Unit II: The national level coalition government in 1977 at the backdrop of the 1975-77 internal Emergency

Unit III: Challenges of the 1990s – redefining social contour of Indian politics

Unit IV: The study of India’s distinctive coalition experiments (in the wake of the NDA and the UPA)

Unit V: Changing texture of Indian politics in the neo-liberal context, especially following the official endorsement of neo-liberal economic policies in 1991

Unit VI: The consolidation of Maoism in India

Unit VII: The failure of the conventional left, especially the major communist parties in India

Unit VIII: Three major forces of colonialism, nationalism and democracy shaping the political in India

Course Learning Outcome: Students are expected to comprehend and conceptualize the changing nature, texture and vocabularies of Indian politics with reference to the rapidly transforming social, economic and cultural milieu in contrast with the exclusively institution-driven interpretation of the phenomenon.

Suggested Readings:


Bidyut Chakrabarty, Indian Constitution: text, context and interpretation, Sage, New Delhi, 2017

Bidyut Chakrabarty, Constitutional Democracy in India, Routledge, London and New York, 2018

Bidyut Chakrabarty, Constitutionalizing India: an ideational project, Oxford University Press, New York, 2018


Sumantra Bose, Transforming India: challenges to the world’s largest democracy, India: Picador, 2013.


Master of Arts in Political Science
Semester III/IV
PS-E 39: Public Policy

Credits: 4 Duration: 4 hrs./week

Course Objectives:
This course aims to familiarize students with the broader theoretical financial and practical context in which public policies are discussed, justified, designed and sought to be implemented.

Contents:

A. What is Public Policy?

Unit I: Public Policy: Concept and Dimensions
   a. Characteristics and Norms
   b. Politics- Administration Relationship
   c. Political Science and Public Administration as Mela-Policy Science

Unit II: Approaches to Public Policy Studies
   a. Political Economy: Western, Marxist and non-Western traditions
   b. Development Policy and Administration
   c. Public Policy Approach: Post-Behavioural Approach
   d. Public Choice Theory
   e. Public Management Theory

Unit III: Public Policy Process
   a. Policy Context: Political, constitutional, legal, administrative, socio-cultural, economic, environmental, and scientific.
   b. Interfaces of the Policy process: institutions, actors and role of public policy planning and analysis, resource mobilization, policy formulation, policy implementation, policy monitoring and evaluation.
   c. Role of the government, bureaucracy, parliament, courts, political parties, corporate sector, interest groups, citizens, and NGOs in the policy processes.

Unit IV: Public Policy analysis: Quantitative and Qualitative Models

Unit V: Public Policy Research and Development

B. Practical Issues

Unit VI: Public Policy in India: Models and Trends
   a. Nehruvian Model: public sector undertakings and development
   b. Economic Liberalization Model: privatization, marketization, disinvestment, corporate Governance
c. Civil Society: cooperatives, NGO's, social action groups and citizen bodies


**Unit VII: Globalization, MNC'S, W.T.O and Development in India**

**Unit VIII: Impact of Public Policies on Socio-Economic Development and Nation-building in India.**

**Course Learning Outcome:** Students will be able to analyse various aspects of public policy related to contemporary issues.

**Suggested Readings:**


Master of Arts in Political Science

Semester III/IV

PS-E 40: Public Institutions and Governance

Credits: 4

Duration: 4 hrs./week

Course Objectives:

This course aims to have an understanding in the foundations of Institutions, particularly public and its publicness. It focuses on the processes of (de)hybridisation of relationships between the public and the private and the salience of governance in it, both at the theoretical and in the Indian-context level. The role of Institutions and Governance in making, implementation and analysis of public policy in India is the touchstone of the course.

Contents:

A.  *Theoretical Issues:*

Unit I: State and Development: Historical & Comparative Experiences

Unit II: From Structural Adjustment to Good Governance
   a. State versus Markets
   b. Structural Adjustment Programs to Comprehensive Development Framework

Unit III: Public Finance & Management
   a. Budget, deficit & subsidies
   b. Financial Management & Accountability
   c. Privatization, Public-Private Partnership, Service Delivery & Regulation

Unit IV: Administrative and Civil Service Reform
   a. Rule of Law & Contract Enforcement
   b. Improving Public Administration - Incentives & Accountability
   c. Improving Public Services, Strategies for Civil Engagement

B.  *Practical Issues in India*

Unit V: State Governments: Comparative Development Performance

Unit VI: Public Enterprises in India
   a. Promise, Performance and Reforms
   b. Disinvestment

Unit VII: Social Development: Issues, Policies & Challenge
   a. Health & Population
   b. Education and Social Development
Unit VIII: Infrastructure Development: Issues, Policies & Challenges
a. Power
b. Transport
c. Telecommunication
d. Water
e. Sanitation & Wastewater
f. Ports

Course Learning Outcome: It enables the student to have a grasp over the governance of public sector vis-a-vis private sector; development processes; accountability and regulation issues and social and physical infrastructure development. The course equips student to do research in the areas of public policy and governance issue.

Suggested Readings:
Hanson, A. H. Managerial Problems of Public Enterprises India, 1971.
Master of Arts in Political Science
Semester III/IV

PS-E 41: Institutions, Development and Poverty

Credits: 4 Duration: 4 hrs./week

Course Objectives:

The goal of the course is for students to gain a fundamental knowledge of the institutions, development and poverty. The sections are thematically divided so that there can be changes in specific cases that are taught depending on the tutor (public administration, comparative or Indian politics or indeed a theoretical disposition) and current debates in society.

Contents:

Unit I: Introduction to Institutions
a. Understanding Institutions and interplay of macro and micro levels.
b. How the political impacts institutions?
c. Introduction to institutions and economic development.
d. Administrative institutions of the Indian state.
e. Different approaches to study institutions.

Unit II: Institutions, Development and Political Power
a. Extent to which political institutions constrain or facilitate effective and pro-poor policies.
b. Extent to which political institutions can be “engineered”.
c. The “autonomy” and “power” of institutions once they are created (e.g. reservations or decentralization) and understanding the political that they unleash.

Unit III: The Policy Process: Decision Making and Implementation
a. Understanding how policy is made and the politics of policy making.
b. Different ways in which politics shapes the implementation process.

Unit IV: Understanding Poverty and the Politics of Poverty Alleviation
a. Poverty alleviation as a primary focus of national and international politics.
b. The debate on the poverty line
c. Changing emphasis on poverty reduction strategies.
d. People, participation, empowerment and democratization for poverty alleviation.

Unit V: Bureaucrats, Technocrats and Policy Change
a. Bureaucratic power over policy choices.
b. The choice of implementable policies.
c. The role of a technocrat in shaping policy process.
d. Limiting bureaucratic and technocratic power.
Unit VI: Economic and Political Agency for Policy Change
a. Understanding how domestic economic and political actors influence policy choices.
b. Success and constraints on their power to determine policy choices.

Unit VII: International Influences on Policy Change
a. The role of international economic actors in determining policy choices in developing countries.
b. Nature of policy choices they advocate.
c. Conditions under which they are more influential and conditions when their influence is reduced.

Unit VIII: New Technologies and Innovations for Policy Change
a. New technologies of administration for social change - ranging from focusing of capacities and capabilities for human development
b. Creating mechanism for greater accountability
c. Focused allocation of public resources linked to outputs and outcomes
d. Decentralization and creating more opportunities for participatory governance
e. Mechanisms of collective financial and marketing initiatives
f. Mainstreaming gender in public policy

Course Learning Outcome: To explore relations between institutions, development and poverty.

Suggested Readings:


Stuart Corbridge et.al., Seeing the State: Governance and Governmentality in India, Contemporary South Asia, Cambridge: Cambridge University Press, 2005.


World Development Report 2000/1, Attacking Poverty, Washington DC.

Master of Arts in Political Science
Semester III/IV

PS-E 42: Collaborative Governance: Transforming Engagements in Public Management

Credits: 4 Duration: 4 hrs./week

Course Objectives:

Public administrators have blurred the lines between the people, the private sector and the government. Only a few years ago, Collaborative Governance was regarded as a niche activity that was only practiced by a few in select sectors. Crossing organization, sector, and discipline boundaries, strategic collaboration is a valuable approach for public and nonprofit administrators as they seek to advance their agencies’ missions and to serve the best interests of the community at large. Strategic collaboration knowledge has several purposes. The first is to bring to the table the knowledge, ideas, and perspectives of a diverse set of participants for problem solving and policy making. The second purpose is to encourage students to move out of its status-quo-focused silos so that it can begin to identify and navigate the social, political, and economic hurdles of creative public problem solving. Third, strategic collaboration knowledge advances individual and organizational legitimacy while making progress on the targeted policy issue.

Contents:

Unit I: Collaborative government: Meanings, Dimensions, Drivers and Outcomes
Unit II: The governance debate and the rise of Collaborative governance and Multilevel Governance (Horizontal, vertical, and diagonal governance)
Unit III: Linkages in Collaborative Governance - Collaborative Processes, Activity and Strategy
Unit IV: Political Dynamics of Collaboration (Power/politics and turning conflict into collaboration)
Unit V: Collaboration for Open Innovation Processes in Public Policy and Administrations
Unit VI: The Art of Collaboration – Rationales, Tasks and Tools
Unit VII: Collaborative Governance and Policy Design: Core Principles
Unit VIII: Collaboration with Citizens (Governance as civic enabler)
Unit IX: Models of Collaborative Governance- Galvanising government–non-profit/voluntary sector relations (collaborative network governance)
Unit X: Collaborative governance: The PPP phenomenon as collaboration
Unit XI: Indian case studies of Collaboration
   a. Collaboration in infrastructure development
   b. Collaboration in education sector
   c. Collaborating in health and sanitation
   d. Collaboration in sustainable development

Unit XII: The Future of Collaborative Governance and the Challenge of Collaboration.

Course Learning Outcome: It provides students with a theoretically underpinned analytical perspective on CG and enabling them to critically assess Collaborative Governance issues, initiatives, drivers and responses. The course takes multi-sector and multi-disciplinary perspective. Collaborative Governance has become significant issues for a wide range of organizations and for the practitioners who work within them. Now it is a mainstream focus across all sectors of government, industries, spanning companies of all sizes.

Suggested Readings:


Bidyut Chakrabarty, Participatory governance In India - The field experience, ICSSR Journal of Abstracts and Reviews 36 (1), 2010.


Websites

http://indiasanitationportal.org/category/category/public-private-partnershipppp

http://mhrd.gov.in/scheme_ppp

http://pib.nic.in/newsite/efeatures.aspx?relid=88689

http://www.adb.org/countries/india/public-private-partnerships/implementation


Master of Arts in Political Science
Semester III/IV

PS-E 43: Corporate Citizenship and Governance: Theories and Practices

Credits: 4                                                                 Duration: 4 hrs./week

Course Objectives:

It is an innovative programme that highlights the global power and impact of corporations and their concomitant responsibilities. It aims to study the taxonomy of power and responsibilities of corporates or MNCs. The course examines the social, ethical and environmental issues faced in current model of development. A broad range of reasons underpin the increase in significance of this area of study, such as financial crisis (2008) high-profile corporate scandals; auditing Frauds; a growing need to demonstrate accountability, transparency and sustainability; a decreasing tolerance for corporate excess and irresponsibility; as well as the need to protect corporate reputation and to develop brand loyalty and competitive advantage. In India specially after the enactment of Companies Act 2013 Corporate Responsibility has become part of mandatory disclosure.

Contents:

Unit I: Introduction to Corporate Citizenship and Governance: Definitions and drivers

Unit II: Background: How Globalization is Affecting Corporate Social Responsibility:
   a. Dynamics of the Interaction Between Corporate Social Responsibility and Globalization (Current Economic Crisis, Inequality and Responsible Capitalism (Conscious Capitalism) debate
   b. The Triple bottom line debate Rio 20+ debates)

   a. Corporates and “Economic Society”: Social Responsibility
   b. Corporates and “Political Society”: Civil Responsibility
   c. Corporates and Governance – The Political Role of Corporations

Unit IV: Transnational Actors and World Politics, Regulatory Arbitrage and MNCs -
   a. Underpinning debates in Power and Responsibility taxonomy (Policy capture, lobbying and costs of failed corporate responsibilities - Examples – Union Carbine, Nike, B.P, Enron, Shell, Satyam )

Unit V: Reining In the Government Again
   a. International and National Initiatives for Responsible Governance – Global initiatives’, policies and reforms (some examples like Charters of Values, Codes of Ethics, GRI, MDGs and SD, Fair Trading, Ethical Investment, ISO 26000, etc )
Unit VI: Corporate Governance Practices in India – Regulatory and institutional landscape
a. History of Responsible Corporate Governance in India
b. Principals provisions of the company act 1956 with respect to improving quality of governance, Clause 49 of the listing Agreement. (SEBI), Sustainability and CSR Guidelines 2011, and Companies Act-2013

Unit VII: Regulatory pyramid and the cycles of regulation debates:
Interaction of cycles of regulation and ‘law and norms’ discourse, self regulation and mandatory regulations etc and soft and hard laws

Course Learning Outcome: It provides students with a theoretically underpinned analytical perspective on Corporate Citizenship and enabling them to critically assess issues, initiatives, drivers and responses by government and corporates. The paper Corporate Citizenship and Governance is also designed to provide a broad understanding of Corporate Citizenship and governance. To stimulate critical thinking in this domain and to train oneself into problem-focused decision-making on a range of inextricably interlinked aspects of economic, social and environmental issues that affect the theory and operation of global economy.

Suggested Readings:


Bidyut Chakrabarty, Corporate Social Responsibility in India, Routledge, Contemporary South Asia Series, 2011.


Jesas Conill, Christoph Luetge and Tatjana Schnwalder-Kuntze, Corporate Citizenship, Contractarianism and Ethical Theory, Ashgate, 2008.


Govt reports/ guidelines (India)

CSR Guidelines: Companies Act 2013

CSR Guidelines for CPSEs - Department of Public Enterprises

Guidelines on Sustainable Development for CPSEs

Action Aid Report on CSR – Behind the Mask UN Global Compact Report
Master of Arts in Political Science  
Semester III/IV  
PS-E 44: The Political in Local Governance  

Credits: 4 Duration: 4 hrs./week  

Course Objectives:  
The course will equip the students to understand the nuances of development as it relates to greater decentralization and democratization. It will equip the students with a theoretical understanding of decentralization and how institutional architecture and power relations affect governance outcomes.

Contents:  
Unit I: The Local in Development: Overview of Economic Development and the Centrality of Local in Development  
Unit II: Understanding ‘Rural’ and ‘Urban’ Power & Biases  
Unit III: Institutional framework for Development: Political Executive, Planning Agencies; Agencies and Processes of Implementation at Central, State & Local Levels  
Unit IV: Decentralization and Local Governments  
Unit V: Devolution and functioning of Panchayati Raj Institutions  
Unit VI: Development, Devolution and Urban Local Bodies  
Unit VII: People’s Participation in Rural-Urban Development: Role of Citizens Groups & NGO’s  

Course Learning Outcome: To explore the practices of decentralization and democratization with a view to understanding how institutional architecture and power relations affect governance outcomes.

Suggested Readings:  


B.B. Mishra, District Administration and Rural Development in India, Oxford University Press, Delhi, 1983.


Nirija Gopal Jayal et. al., Local Governance in India: Decentralization and Beyond, Oxford University Press: New Delhi, 2005.


Master of Arts in Political Science
Semester III/IV
PS-E 45: Environmental Policies & Politics

Credits: 4 Duration: 4 hrs./week

Course Objectives:
The course will equip the students with theoretical perspectives of understanding of the challenges posed by nature from a developing country and livelihoods perspective. It will also equip them to understand the emerging political and policy issues related to the environment as well as various social and economic dimensions due to environmental degradation.

Contents:

Unit I: Environmental Philosophies, Politics and Ethics

Unit II: Environment, Institutions and Governance: State, Market, Community & Local Governments:
   a. State: Hardin and the Tragedy of the Commons
   b. Market: Pricing for Sustainability
   c. Community & Local Government Management: A Developing Country Perspective

Unit III. Resources, Protest & Poverty:
   a. Forests: State, Trade & Community
   b. Biodiversity, Protected Areas & People
   c. Irrigation - Dams & Canals: State, Science & Inequities
   d. Agriculture, Soil Management & Cash Crops: Implications to Environment & Women’s Lives
   e. Land, Displacement & Resettlement: Power, Culture & Resistance
   f. Industrialization, Urbanization & Pollution: Institutional Challenges

Unit IV: Gender and Environment

Unit V: Climate Change: Global Commons and Local Initiatives

Course Learning Outcome: To study emerging political and policy issues related to environmental degradation.

Suggested Readings:
Amita Baviskar, In the Belly of the River, Delhi: Oxford University Press, 1996.


S Buckingham-Hatfield, Gender and Environment, Routledge, 1999.


Master of Arts in Political Science
Semester III/IV
PS-OE 01: Ethics and Governance

Credits: 2  Duration: 2hrs./week

Course Objective: The question on why and how must we, the modern citizens, attribute moral values to collective actors assumes deep significance for students of social sciences, especially for those who study politics. The question today assumes all the more significance given the fact that the scope and nature of governance has become wider and more complex. With the emergence of new technologies and the new ethical dilemmas they pose, the tasks of governance have become more challenging than before. The course will shed light on the changing dynamics in the relationship between ethics and governance.

Contents:

Unit I: Ethics in Public Life and Institutions: The Morality of Affect, Ethical Reasoning and Political Responsibility

Unit II: Ethical Decision-Making, Professional Expertise and Leadership Ethics

Unit III: The Values of Transparency, Privacy, Security and Accountability: A Case Study of Whistleblowing

Unit IV: Emerging Ethical Dilemmas and Policy Issues in Science and Technology: Select examples from Biometrics, Biomedicine, Biotechnology, Genetics, Big Data and Artificial Intelligence

Course Outcome: The course will allow students to reflect on some real world ethical questions and equip them with the analytical and critical skills necessary to enrich their ethical decision-making abilities and the demands on leadership in the public domain.

Suggested Readings:


Crosthwaite, Jan, Gender and Bioethics, In Helga Kuhse and Peter Singer (Eds.), A Companion to Bioethics, 2nd Edition (Wiley Blackwell, 2009): Ch. 4


Master of Arts in Political Science

PS-OE 02: Understanding the International

Semester III/IV

Credits: 2

Duration: 2 hrs./week

Course Objectives:
This course aims at inculcating a foundational understanding of the phenomenon of international among the students. As we live in a complex world that is characterized by an intricate interconnectedness, the necessity of understanding the multilayered and multifaceted dimensions of this world ranging from the political, economic, geographic and cultural dimensions becomes an imperative. Keeping this in mind, the proposed course seeks to teach the students the basic elements that constitute as the structural-functional foundations of our modern world. The course intends to do this by situating the conceptualization of the world from the perspective of the notion of the international. Grounding ourselves from the vantage point of political science, this course seeks to explain the meaning and nature of the current world from the perspective of socio-economic and cultural aspects. In this manner, it tends to offer an interdisciplinary understanding of the phenomenon of the international.

Contents:

Unit I: What is International?
   a. Framing the phenomenon of the international
   b. Ways of knowing the phenomenon of international

Unit II: Borders, Geography and the Making of our World
   a. Classifying the world into nation-states
   b. De-territorialization?

Unit III: One World, Singular culture?
   a. Culture, Religion and the Modern World
   b. Global Ethics and Global Justice

Unit IV: Ecology and Economy of the World
   a. Problems of Resource Management
   b. Perils of Anthropocentric Development
   c. A ‘Post-human’ Approach towards the world

Unit V: Problematizing the International
   a. Expanding the Bases of International Law
   b. Communication and Connectivity

Course Learning Outcome:
By the end of the course, the students are expected to achieve a basic understanding of the world in which we live today from a politico-economic, geographic and socio-cultural perspective. The students are expected to be in a position to make sense of the structural and ideational drivers that determine the fundamental contours underpinning the workings of our world.
Suggested Readings:

Unit Wise Readings

Unit I


Unit II


Unit III


Unit IV


Unit V


**Recommended Readings:**


Master of Arts in Political Science
Semester III/IV
PS-OE 03: Political Institutions And Processes In India

Credits: 2 Duration: 2hrs./week

Course Objectives: This course aims to expose students from diverse disciplines to the philosophical understanding of the constitution, the modus operandi of the democratic pillars and institutional process like elections, party system, local governance.

Contents:

Unit I: Philosophical Underpinning of the Constitution
   a) Philosophy of the Constitution
   b) Fundamental Rights & Directive Principles of State Policy

Unit II: Governmental Institutions and their Functioning
   a) Legislature
   b) Executive
   c) Judiciary

Unit III : Elections and Party System in India
   a) Electoral Reforms and Election Commission
   b) Party System

Unit IV: Local Governance
Unit V : Civil Society

Course Learning Outcome: This open elective course is expected to deepen the understanding of the political philosophy, institutions, and processes in India with respect to various levels of government.

Suggested Readings:

Unit I (a)


Unit I (b)

**Unit II (a)**


**Unit II (b)**


**Unit II(c)**


**Unit III (a)**


**Unit III (b)**

Unit IV


Unit V


Master of Arts in Political Science

Semester III/IV

PS-E 46: Politics of Knowledge: An Introduction

Credits: 4

Duration: 4hrs./Week

Course Objective:

This course is meant to introduce the students to a range of debates on knowledge so as to appreciate the social context and power dynamics embedded in knowledge claims. Beginning with understanding the claims of scientific knowledge, the course reviews various critiques of these claims and alternative formulations by theorists and practitioners.

Contents:

Unit I. Debates in the Philosophy of Science in the European tradition:
  a. Foundational claims
  b. Logical positivism
  c. Post-positivism

Unit II. Exploring the Debates in the Philosophy of Science in India

Unit III. ‘Science, Technology and Society Studies’ and their relevance for contemporary politics of knowledge:
  a. Feminist Epistemology
  b. Science, policy and politics
  c. Social Construction of Science

Unit IV. Philosophy of knowledge in the Global South, foundational and contemporary debates:
  a. Science and Swaraj
  b. Hegemonic Science and Violence
  c. Cognitive Justice and Epistemologies of the Global South

Unit V. Theoretical implications of practical interventions in the knowledge question by organisations and movements:
  a. Kerala Sastra Sahitya Parishad
  b. Swadeshi Jagran Manch
  c. Bharat Jyan Vigyan Jatha
  d. Lokvidya Sammelan

Course Learning Outcome:

The course will deepen the understanding of political theory by expanding their sense of the ‘political’ and exposing the students to some of the most exciting contemporary debates in the field of politics of knowledge. This course can serve as foundation for students who wish to pursue research in political theory and politics of development, besides sensitizing all students to interrogating knowledge claims in any other field.
Suggested Readings:

Unit I:


Unit II:


Unit III.


Unit IV.


Introduction.


Unit V.


Mohammed Hussain, P.A. Role of Kerala Shastra Sahitya Parishad in Science Education of Kerala Azim Premji University Case Study, Bangalore, 2016.


Additional Readings:


Leach, M. Politics of Innovation (in the MARKET folder of the MPhil Kn course folder): v. good introductory essay on the politics of S&T


Pinch, T. & W. BIJKER from https://muse.jhu.edu/book/19813

Master of Arts in Political Science
Semester III/IV

PS-E 47: Marx and Political Theory

Credits: 4 Duration: 4hrs./Week

Course Objective:
This course will focus on the relationship between the Marxist theory of value, the commodity-form and the question of rights. It will introduce students to the somewhat neglected field of Marxist critique not of capitalism but of democracy. The status of the rights-bearing citizen who is also a worker will be unpacked and analysed. The kind of subject produced by process of elections and voting will also be explored. The recent work of Jean-Luc Nancy will be an important point of reference.

Contents:

Unit I. Early Marx: Freedom and social existence
Unit II. Later Marx’s Theory of value: Against ‘human rights’?
Unit III. Jean Luc Nancy’s ‘communism of nonequivalence’.
Unit IV. Badiou: Plato, truth and democracy.
Unit V. Pluralism and radical action
Unit VI. Elections and vote

Course outcome:
This course will enable students to see how the Marxist approach to politics is connected with Marxist theory of value, a core theory of Marx’s economics. It will help them connect the many dots between politics and economics, pluralism and radical action.

Suggested Readings:

Marx i) Selections from Capital and Grundisse
   ii) Critique of the Gotha Programme
   iii) Contribution to the Critique of Hegel’s Philosophy of Right
   iv) On the Jewish Question


Nicos Poulantzas, Political Power and Social Classes (1973)

Luca Baso, Marx and Singularity, Brill, 2012.

Credits: 4
Duration: 4hrs./Week

Course Objective:

Away from the focus on resistance and protest, this course will take us to the question of over identification and surplus investment in the circuits of power, capital and the state. Starting from Freud’s notion of the unconscious and Lacan’s notion of the Real, we will arrive at recent theories of ideology and the gaze of the big Other. The post-structuralist critique of the Oedipal complex by those like Deleuze will also be studied. Colonialism and the big Other will be discussed with reference to Fanon. There is a section on ideology, the gaze and cinema.

Contents:

Unit I. Why Psychoanalysis? Psychoanalysis and the Polis
Unit II. Freud’s unconscious and Lacanian Real
Unit III. Surplus value, surplus investment: over identification
Unit IV. Super-ego and the Law
Unit V. Ideological interpellation
Unit VI. Gaze and the Big Other: Colonialism?
Unit VII. The end of psychoanalysis: Anti-Oedipus
Unit VIII. The psychic life of power
Unit IX. The Gaze, Cinema and Ideology

Course outcome:

This course aims to equip students with the conceptual tools to relate the political and the social with the domain of the individual self and psyche. It will help students see the underlying psychic investments that constitute both the real-life domains of the political and the economic.

Suggested Readings


Mladen Dolar, &quot;One divides into two&quot;, e-flux, no. 33, March 2012.

Master of Arts in Political Science

Semester III/IV

PS-E 49: Political Theology Debates: Vedic and Buddhist

Credits: 4
Duration: 4hrs./Week

Course Objective:

This course will introduce students to a select few original texts. We will focus on the debates between Buddhist and Vedic philosophers, through a selective reading of Kumarila Bhatt, Vasubandhu, Nagarjuna and Adi Shankara. The debates revolve around questions of epistemology and cognition and their relation to the Dhamma/Dharma and politics. The convergence of sovereign power and dhamma will be explored.

Contents:

Unit I. What is Dhamma/Dharma?
Unit II. Kumarila Bhatt: the poverty of perception or why Buddhism is not Dharma
Unit III. Is perception always self-cognition? The Buddhist response
Unit IV. ‘Consciousness-only’ (vijnapti-matrata-siddhi) as a critique of realism
Unit V. Nagarjuna’s Sunyata and Nietzsche’s Nihilism
Unit VI. Adi Shankara’s notion of the Self

Course outcome:

This will give students a small window to the richness of Indian philosophical debates and also give them some grasp over the key conceptual categories that are foundational to Indian thinking on morality and politics.

Suggested Readings:

Primary Readings

Nagarjuna, Mulamadhyamakarika
Kumarila Bhatt, The Determination of Perception (Pratyakshaparichedda)
Vasubandhu, Vimsatika and Trimsatika
Adi Shankara, Dasasloki
Shankara, Commentary to the Brihadarankya Upanishad
Selections from the Pali Canon: Mahasatipattana Sutta
Nietzsche, The Will to Power
Nietzsche, The Genealogy of Morals
Secondary readings


Rahul Sankrityayana, Darshan aur Digdarshan, Kitab Mahal, Delhi, 2014.


Master of Arts in Political Science

Semester III/IV

PS-E 50: Black Radical Tradition

Credits: 4

Duration: 4hrs./Week

Course Objective:
This course is designed to introduce students to the field of black radical thinking. The subversion of the European idea of universal history starting with the slave uprising in Haiti will be studied. We will focus on the legacy of the Black Jacobins in Haiti and anti-colonial thought, going back to the memory of African tradition in Macandal’s uprising. There will be a section on the African-American thought, Black Panther Party and black feminism. There is a section on recent work on Hegel’s relation to Haiti.

Contents:

Unit I. Columbus and Haiti
Unit II. Slavery: Macandal, the ‘Medical Revolutionary’
Unit III. Toussaint and Dessalines: the Black Jacobins
Unit IV. First-time knowledge and the maroon republic
Unit V. Hegel, Haiti and (European) Universal History
Unit VI African-American memory: Zora Neale Hurston
Unit VII. Black Panther Party
Unit VIII. Black feminism

Course outcome:
The course will enable students to better appreciate the African or black influence on global history and thought through a concrete knowledge of slave uprisings.

Suggested Readings:


Karol K. Weaver, Medical Revolutionaries: The Enslaved Healers of 18th Century Saint Domingue, University of Illinois Press, 2006.

Patricia Catherine “Kate” Simpkins, The Absent Agronomist and the Lord of Poison, Northeastern University, 2016.


Course Objective

This course will introduce students to the function of the sign, image, network and, more generally, digital media and the spectacle in present day society. The consumer who is also a content-generating 'producer' marks a shift in the culture of work, labour and socialisation. These have redefined the relationship between the private and the public, media representation and 'truth' or 'facts'. We will explore how this produces a new public and a new culture and politics.

Contents:

Unit I: Theory of signs: image, the spectacle and the ‘end of the social’

Unit II: Immaterial labour, affective labour

Unit III: Networks without a cause: social media

Unit IV: Consumer to prosumer

Unit V: Post-truth, trolls

Unit VI: The private and the public

Unit VII: New public, new politics

Course outcome

This course will equip students to critically approach the themes of popular digital culture and media society. Rigorous concepts will allow them to see what is new and what is not new in the ever-changing present of the network society.

Suggested Readings:

Guy Debord, *The Society of the Spectacle*

Jean Baudrillard, *The Ecstasy of Communication*

Geert Lovink, *Networks without a cause: A Critique of Social Media*


Roberto Orsi, The Politics of Post-Truth, LSE (blogs.lse.ac.uk/eurocrisispress/2017/05/05/the-politics-of-post-truth/)


Christian Fuchs, *Digital Labour and Karl Marx*


Oscar Wilde, 'The Fisherman who lost his soul'.


Timothy Snyder, *On Tyranny: Twenty Lessons from the Twentieth Century*
Master of Arts in Political Science
Semester III/IV

PS-E 52: Comparative Political Theory

Credits: 4
Duration: 4hrs./Week

Course Objective:

This course engages with the debates surrounding the contemporary status of normative political theory and its methodological underpinnings, postcolonial critiques of Eurocentric thinking, and contemporary reflections on comparative political theory.

Contents:

Unit I. Deparochializing Political Theory: Explorations Beyond the Western Canon

Unit II. What is Comparative Political Theory?

Unit III. Political Ideas across Time and Space; Diverse conceptions of ‘the political’

Unit IV. Revisiting the Methods and Tools of Normative Political Theory

Unit V. CPT: cross-cultural dialogue vs. methods-centered approach

Unit VI. The inevitability of comparative theorizing in a globalized world

Unit VII. CPT and the invitation to Global Political Theory

Course Outcome:

This course hopes to encourage deep reading and reflection, as well as discussion and writing, on methodological issues in political theory, both contextual and comparative.

Suggested Readings:


Master of Arts in Political Science  
Semester III/IV  
PS-E 53: Egalitarianism: Theory and Practice

Credits: 4  
Duration: 4hrs./Week

Course Objective:  

Egalitarianism is central to some of the most recent debates in normative political theory pertaining especially to distributive justice. In many ways, however, different stripes of egalitarianism respond to, and engage with, various forms and practices of inequality. The course intends to acquaint students with contemporary egalitarian thinkers and theories as well as shed light on recent manifestations of inequality and its different dimensions.

Contents:  

Unit I. Egalitarianism as a Moral and Political Ideal  
Unit II. Social and economic inequalities: 20 th century ideological responses  
Unit III. Social Hierarchies and the Limits of Equal Opportunity  
Unit IV. Welfare egalitarianism; Resource egalitarianism; and Capability approach  
Unit V. Luck Egalitarianism and Distributive Justice; Global Dimensions  
Unit VI. Alternatives to Egalitarianism: Desert, Priority, Sufficiency  
Unit VII. Social Equality and Relational Egalitarianism; Equality for Whom?

Course Outcome:  

The course offers a comprehensive understanding of egalitarian discourses cutting across ideological divides, and equips students with analytic skills to question inegalitarian practices.

Suggested Readings:  


Knight, Carl, and Stemplowska, Zofia, 2011, Responsibility and Distributive Justice, Oxford and New York: Oxford University Press.


Master of Arts in Political Science

Semester III/IV

PS-E 54: Theorizing the Politics of Diversity

Credits: 4          Duration: 4hrs./Week

Course Objective:

This course will examine the normative and pragmatic arguments surrounding the politics of diversity in modern democratic societies. It will explore some of the most recent debates on the prospects and fate of multiculturalism and pluralism in democratic contexts and examine how accommodations of diversity and the politics of identity shape discourses on belongingness and citizenship.

Contents:

Unit I. Identity and the Politics of Difference: Culture, Ethnicity, Religion, Language, Caste and Race

Unit II. Debates on the politics of Recognition, Redistribution and Representation

Unit III. Do groups have rights?

Unit IV. Gender and the Politics of Multiculturalism

Unit V. Pluralist Frameworks: Liberal Accommodations; Democratic Negotiations and Egalitarian Aspirations

Unit VI. Contextual Explorations in Postcolonial Democracies: Normative and Pragmatic

Course Outcome:

The course intends to enhance a background understanding and an informed perspective of the historical, contextual and political practices that belie the current discussions and debates surrounding issues of diversity held in most societies today.

Suggested Readings:


Master of Arts in Political Science

III/IV

PS-E 55: Interpreting Indian Classical Texts

Credit: 04-duration: 4hrs/Week

Course Objective: This course is intended to introduce Indian classics and its richness with its various emerging traditions of ancient India. There are scores of Adhikarans (Chapters) and Prakrans (issues) in the classic texts but this paper is primarily focused on few basic themes and will enable the students to understand ancient Indian political thought and its institutions.

Contents:

   Unit I: Introduction: How to study Indian Classics
   Unit II: Rigveda: Concept of Rashtra
   Unit III: Shanti parva: Rajdharma
   Unit IV: DighaNikaya :Sangha
   Unit V: Charwak/Lokayat :Materialism
   Unit VI: Manusmriti: Social Laws
   Unit VII: Arthshastra: Statecraft

Course Outcome: The course will lead towards a better understanding of Indian Classical Texts. Students will learn and will be encouraged to research in this much needed area of study.

Suggested Readings:


Bhattacharya, Parnasabari, Conceptualizations in the Manusmriti, Manohar, 1996.


Chattopadhyaya, Debiprasad *Lokayata: A study in ancient Indian materialism*. New Delhi: people publication house. (1959). (Hindi and English)


SuttapitakakāDigh-Nikāya, Translated into Hindi by Bhikshu Rahul Sankrityana and BhikshuJagdishKashyap, Lucknow: Bharatiya Baudha Shiksha Parishad, 1976


Master of Arts in Political Science

III/IV

PS-E 56: Modern Indian Political Thinkers

Credit: 04 Duration: 4hrs/Week

Course Objective: This course attempts to introduce students to some important Indian political thinkers of the modern era, whose thinking has profoundly shaped the course of politics in the colonial and postcolonial eras, but who have, however, not been as dominant within the tradition of Indian political thought as some other thinkers. The course seeks to acquaint students with one of two key dimensions of their thought.

Unit I
(a) Epistemological foundations of modern Indian political thought
(b) Context of modern Indian political thought

Unit II: Ram Mohan Roy
(a) Rationalist Foundations

Unit III: Tarabhai Shinde
(a) Womanhood

Unit IV: Aurobindo Ghosh
(a) Ideas of freedom and passive resistance

Unit V: Mohammed Iqbal
(a) Philosophy of Self
(b) Nationalism, modernity, Islam

Unit VI: Periyar
(a) Self-respect

Unit VII: M.N. Roy
(a) Critique of and contribution to communism
(b) Radical humanism

Unit VIII: Deendayal Upadhyaya
(a) Integral humanism

Course Outcome: This course will provide students a preliminary handle over some key aspects of the thought of these seven thinkers, who are located across the ideological spectrum, and thus make them aware both of the rich diversity and complexity of this tradition.

Suggested Readings:

Thapar, Romila, *The Past Before Us: Historical Traditions in Early North India*, Permanent Black, New Delhi, 2013.


Karanakaran, K.P., *Indian Politics from Dadabhai Nauroji to Gandhi*, Delhi, Asia 1967.A.


Appadorai, A., *Indian Political Thinking Through the Ages*, Delhi, Khama, 1992.

Appadorai, A., *Political Thought in India*, Delhi, Khama, 2002

Pantham, T. and Deutsch, K.L. (ed), *Modern Indian Political Thought*, Delhi, Sage, 1986


Mahesh Chand Sharma *Deendayal Vyaktitva krititva Evam Vihar*, New Delhi, 1990
Master of Arts in Political Science

PS-E 57: Regions and Regionalism

Semester III/IV

Credits: 4  Duration: 4 hrs./week

Course Objective:
Regions and Regionalism have become increasingly crucial in today’s era of globalization and thus form a critical component of the field of contemporary International relations. This course examines the various formations of regions and categories of regionalism in the present international system. The course thrusts upon the historical origins of the regional formations and their understanding from the perspective of principal theories and concepts of regions and regionalism in IR. Further, the course explores the multiple dimensions in international relations – social, political, and economic, that regionalism touches and impacts vis-à-vis the processes of globalization. Finally, the role of key regional organizations and institutions in the shaping the contemporary world order shall be studied.

Contents:

Unit I: Theorizing Regions and Regionalism in International Relations
   a) Federalism, Functionalism and Transactionalism
   b) Neo-functionalism
   c) Intergovernmentalism
   d) Economic Integration
   e) New Regionalism

Unit II: Evolution of Regions in International Relations:
   a) Westphalia, World Order and Regions in International Relations
   b) Great Game of Power and Regionalization in the nineteenth century
   c) Regions during Cold war
   d) Regions in the Era of Globalizations

Unit III: Regionalism – Dimensions and Implications
   a) Ideas and Norms
   b) Identity
   c) Migration
   d) Regionalism and International Political Economy
   e) Regionalism and Global Order
   f) Multilateralism and Multi-level Governance.

Unit IV: Regional Formations in Contemporary International Relations
   a) European Union
   b) ASEAN
   c) SAARC
   d) MERCOSUR
   e) BRICS
   f) SCO
   g) APEC
   h) Maritime Regionalism
Method of Evaluation

Students will be evaluated during the semester on the basis of the following criteria:

Internal Assessment – 25%

End-Semester Examination – 75%

Course Outcome

The course shall largely comprise of lectures. By the end of the course, the student is expected to: acquire a fair understanding of the role and functions of regions and regionalism within the international system; knowledge of some of the main regional institutions and processes, including underlining theories (where applicable); be able to map, interpret and evaluate regional arrangements.

Suggested Readings:

Unit I:

Required Readings


**Recommended Readings:**


**Unit II:**

**Required Readings:**


**Recommended Readings:**


**Unit III**

**Required Readings:**


**Recommended Readings:**


**Unit IV**

**Required Readings:**


**Recommended Readings:**


Master of Arts in Political Science

PS-E 59: Power Transition and the Dynamics of Foreign Policy in International Relations

Semester III/IV

Credits: 4
Duration: 4 hrs./week

Course Objective:

Power Transition has both a structural and a dynamic form. Structurally, it envisions global politics as composed of a hierarchy of nations with varying degrees of cooperation and competition. It specifies the relative roles of nations within this hierarchy, the system of governing rules, and then outlines how powerful countries attempt to manage global politics. This course shall introduce the theoretical foundations of power transition in international relations, and the changing nature of power relationships that led to the dynamic structure of international system. Further, the foreign policy implications for the major global and regional powers – the United States, Russia, China and the European Union shall be examined through the lens of power transition in establishing a multi polar international system.

Contents:

Unit I: Structure, Power and International Order
a. Power Transition Theory in International Relations
b. Evolution of Countries into the Great Power Status
c. Power Predicament of Great Powers
d. Changing nature of Power structure - Great powers, Middle powers and emerging powers.
e. Understanding International Systems: Bipolarity to Multipolarity

Unit II: Declining Hegemony and the Making of US Foreign Policy
a. Bipolarity and the Making of US hegemony
b. Cold war and the making of United States’ Permanent War Economy
c. Towards Multipolarity and the end of US hegemony
d. From hegemony to imperialism?
e. Iraq war and the Debates over American power in the world

Unit III: From Ideological Romanticism to Economic Realism: Russian Foreign policy in the Cold war era
a. Was Soviet Union an Empire?
b. Liberal Reforms and the Demise of the Soviet Union
c. The Crisis of the 1990s
d. Resurgent Russia and its Foreign policy
e. Towards Economic Realism

Unit IV: From Cultural Revolution to Market Socialism: Chinese Foreign Policy in a Globalized World
a. Century of Humiliation
b. Middle Kingdom Complex
c. Challenging US hegemony
d. Chinese Dream
e. Debating the “Peaceful” Rise of China

Unit V: Multilateralism and EU’s Foreign Policy
a. Towards Post-war Integration
b. Making of the European Union
c. Soft Borders and Making of the Postmodern State
d. EU’s Approach towards Global politics
e. Migration, debates on Security and rigid cartographies

Course Learning Outcome:
By the end of the course, the student shall have a fair idea of power transition theory and would be able to analyze any foreign policy shifts, and altered structural arrangements caused by the changing power equations.

Suggested Readings:

Unit I


Unit II


Unit III


Plokhy, Serhii. 2015. The last empire: the final days of the Soviet Union.


**Recommended Readings:**


**Unit IV**


**Recommended Readings:**


**Unit V**

**Required Readings:**


Master of Arts in Political Science

PS-E 62: Islam and International Relations

Semester III/IV

Credits: 4  
Duration: 4 hrs./week

Course Objective:

This paper introduces masters students to the multi-layered and multi-faceted theoretical, conceptual and philosophical issues that act as road maps when we attempt at understanding the linkages between the history, culture and theology of Islam and the structuration processes that are involved in the functioning of international relations. The course explains as to how in recent times, the genealogy and archeology of the religious and political thought in Islam and its connection with the systemic contours of societies and political institutions has emerged to be one of the most contested subjects in humanities and social sciences. The course then lays out as to how such an interest has been the product of the radicalization of political Islam and the growing unhealthy interface that has developed between Islam and violence, as a result of the globalization of Jihad that has brought in the medieval notions of a contest between abode of Islam (Dar al-Islam) and the land of unbelievers (Dar al-harb). Owing to this, Islam has become a prominent element in the sphere of security studies. On this count, the study of Islam becomes very crucial for the students of International Relations.

Contents:

Unit I: Islam: Geneologies and Contemporary dimensions:
  a. Islam: From Prophethood to Imperialism
  b. Islam's encounter with colonialism and modernity
  c. Islam and the postcolonial predicament.

Unit II: Islam and International Relations: Some Conceptual Issues:
  a. Islam and the Theorizing of the Phenomenon of International
  b. Islamism, Political Islam and International Relations
  c. Islamic Conception of the State and the Future of the Westphalian Order

Unit III: Islam and the West.
  a. Orientalism and the Western interpretation of Islam
  b. Reverse orientalism and the Making of the Islamic discourse on the West
  c. Islam and the West after 9/11.

Unit IV: Islam and the Question of transnational terrorism
  a. From near enemy to the far enemy.
  b. Wahhabism, petrodollar Islam and the globalisation of transnational jihad.
  c. The United States, the military industrial complex and Islamic extremism.
  d. The Afghanistan war and the making of the Al-Qaeda.
  e. Iraq war and the making of the ISIS.
**Course Learning Outcome:**

By the end of the course, the students are expected to understand the emerging linkages that are getting forged between the theological, ideological and popular dimensions of the religion of Islam and the working of contemporary international relations. They are supposed to get a theoretical understanding as to how public religion and international relations tend to meet and produce profound consequences on the nature and functioning of the contemporary world order. Most significantly, the students are expected to comprehend as to how the notion of Islamophobia has become an integral part of contemporary global affairs and they should also understand as to how Islam as a religion has been misrepresented in the sphere of international politics.

**METHOD OF EVALUATION**

Students will be evaluated during the semester on the basis of the following criteria:

- Term paper - 25%
- End-semester examination - 75%

**Suggested Readings:**

- Farhang, Rajaee. (1999), 'Paradigm Shift in Muslim International Relations Discourse Studies', Contemporary Islam, 1(1).


Master of Arts in Political Science

PS-E 63: International Relations of South Asia

Semester III/IV

Credits: 4 Duration: 4 hrs./week

Course Objective

International relations of South Asia are based on the study of South Asia as a region. The course will consider a number of conceptual and policies’ questions and explore how the South Asian region has been transforming with the globalization of its economy, the resurgent ethnic conflicts, situated in a nuclearized security environment and the ever deepening and rapidly pervading connections with the global and local extremism and terrorism. The students will then be introduced to international relations theories and discuss their applicability to understand various strands of South Asian dynamics. Further, the course will cover a broad spectrum of security issues wherein focus is on the conflict between India and Pakistan; nuclear proliferation in the region; the spread of transnational terrorist forces; left wing insurgency and ethno-nationalistic conflicts. Besides, major issues and prospects involved in regional cooperation will also be discussed. Additionally, aspects relating to democratization, development, energy security and environmental concerns will also be dealt with. So, keeping in view the nature of South Asia’s engagement with the complex global dynamics, the course attempts at touching upon the broad contours, which have shaped the diverse spectrum of international relations scholarship pertaining to the region.

Contents:

Unit I: Historicising and Defining the Concept of South Asia and its Understanding as a region:

Unit II: Theorizing the “International” in South Asia

Unit III: Conflict and Cooperation in South Asia

Course Outcome

By the end of the course, the students would have gained a fair understanding of the various theories of International relations and explore the myriad ways in which various issues pertaining to South Asia may be viewed through these theoretical lenses. The students would further be able to gauge the implications of such issues for the regional and global environments.

Method Of Evaluation

Students will be evaluated during the semester on the basis of the following criteria:

Internal assessment - 25%

End-semester examination- 75%

Course Structure
Unit I: Historicising and Defining the Concept of South Asia and its Understanding as a region:

Unit description

In this unit, we will examine as to why it is important to study South Asia as a region and understand the geopolitics of South Asia. The unit introduces the students to the history and politics of the region, and examines the politico-economic, socio-cultural, historical and systemic roots of the several problems confronting the countries of the region. The endemic problems of South Asia and the tendency of the region’s countries to use violence to resolve conflicts must be placed within the domestic, historical and international context in which the region is situated.

In view of this, this unit considers major political changes in South Asia from a range of analytical perspectives. Colonial rule, the subcontinental divide, nationalism and the formation of the region’s postcolonial nation-states and the post-colonial politics of the region will be discussed.

1. The Origins and nature of South Asian States.
2. Socio-Cultural Structures and the Post-colonial challenges of State construction and nation-building.

Required Readings:


Recommended Readings:


Unit II: Theorizing the “International” in South Asia

Unit description

This unit primarily deals with the question as to how can we use the theories of international relations to understand security issues, State structure and governance, and conflict and cooperation in South Asia. As regards international relations itself, it is a young discipline in South Asia and the region’s contribution towards the mainstream disciplinary evolution has also been minimal. Scholars from the region have largely attempted at interpreting South Asian dynamics from the perspective of West generated discourses. So, the study of the epistemic foundations of IR theory in South Asia still remains unexplored. In the light of this lacuna and the dominance of the Euro-American centric theories in the study of IR, this unit intends to discuss the extent to which IR theories are able to explain the complex and idiosyncratic character of South Asian dynamics. The aim here would also be to understand certain non-Western alternative explanations advanced towards understanding the key issues involved in the study of international relations of South Asia. Significant in this regard are Mohammed Ayoob’s conception of subaltern realism and the notions of reverse and subaltern globalization.

1. Limits of Structural realism and South Asian security.

2. Deterrence theory and Nuclearization of South Asia.

Required Readings:


Behera, Navnita Chadha(e.d.) (2008), [ed.], International Relations of South Asia: Search for an Alternative Paradigm. New Delhi: Sage.


Recommended Readings:


Unit III: Conflict and Cooperation in South Asia

Unit description

The purpose of this unit is to examine the nature of conflict and cooperation in South Asia. The security environment of the region is complex, owing to the nuclearisation of the region, the unrelenting acts of various forms of extremism and terrorism, ranging from the radicalization of political Islam, left wing insurgency and several secessionist movements. The region is home to some of the fiercest conflicts such as Kashmir and Afghanistan that have serious global ramifications. Finally, this unit will take up the violent conflicts confronting the smaller states of South Asia, especially the Maoist insurgency in Nepal and ethnic conflict (and peace process) in Sri Lanka. In addition to this, this unit aims at understanding the problems and prospects for peace building and regional cooperation in South Asia. Emphasis in this regard would be towards assessing the role and relevance of SAARC as a regional organization.

1. Borders and Boundaries: Security Challenges

2. Internal Conflict and Porous Borders

3. Peace Processes and Confidence Building Measures (CBMs) in South Asia

4. SAARC as a regional organization

Required Readings:


Singh, Deepak K. (2010), The Stateless in South Asia: The Chakmas Between Bangladesh and India. New Delhi: Sage India private limited.


**Recommended Readings:**


**Unit IV: Contemporary Issues in South Asia**

**Unit description**

Developing countries face several challenges while formulating and implementing their developmental agenda. Besides confronting diverse transnational challenges such as environmental concerns, migration, the refugee problem, perils such as terrorism, international organized crime and proliferation of weapons of mass destruction, they face internal structural constraints pertaining to the maintenance of stability of their governance structures, State construction and nation-building. Most significantly, many of these countries are still in the process of modernization and democratization and this epoch of transition is characterized by a volatile socio-political environment. With this conceptual background, this unit aims at discussing certain pressing contemporary issues that directly and indirectly have affected the security, stability and development of the region.

1. Democratization and the Crises of Governance.
2. Migration, Refugee problems and their impact on peace, stability and development.
3. Human development.
4. Issues involved in sharing of water.
5. Issues of climate change.
6. Search for energy security

**Required Readings:**


**Recommended Readings:**


Master of Arts in Political Science

PS-E 64: United States of America in the Transforming Global Order

Semester III/IV

Credits: 4  
Duration: 4 hrs./week

Course Objective:

The way in which the United States of America is being critically analyzed and scrutinized in the contemporary international relations indicates an underlying churning in global order. We live in a complex and transforming global order where the rapidly changing beliefs, norms and order are being pushed to an extent so as to test their limits. The United States of America which has been the world’s most powerful country of the world is protecting its turf in the global order. In doing so it employs various methods and ingenuity which has been rare to be seen. This paper will therefore reflect upon the theoretical insights of global order and study in depth the behavior, pattern and large array of activities conducted by the United States of America.

Contents:

Unit I: Theoretical Insights into Global Order
  a. Making of the Global Order
  b. One World – Many World Debate
  c. Non-western Understanding of Global Order
  d. Contesting Hegemony in Global Order

Unit II: Belief in American Exceptionalism
  a. Understanding American Exceptionalism
  b. Ideological Roots of International Engagement
  c. Enforcing Democracy in the World
  d. America’s International Ambition

Unit III: U.S. Influence on Global Economy
  a. U.S. Control over Global Economy
  b. U.S. and the WTO
  c. Protectionism in U.S. Economic Engagements
  d. Economic Aid as Strategy

UNIT IV: Foreign Policy Acclimatization
  a. Relevance of Wilsonian Ideology
  b. Cold War Engagements
  c. Is the Global Order becoming Illiberal?
  d. Influence on Global Energy Security
  e. Mixed Motives on Environmental Negotiations

UNIT V: War on Terror and Global Response
  a. Shift in Security Policy
  b. Emergence of Terrorism as New Enemy
  c. Role of International Community
d. Obsession with West Asian Countries

UNIT VI: U.S. New Engagement with the World
a. Is U.S. a declining Power?
b. Cooperation and Contestation from Rest of the World
c. Terms and Conditions of New Global Engagement
d. Predicting an American Global Order

Course Learning Outcome:

The students will be introduced to the contemporary international relations which will help them to imbibe, understand and factor the diplomatic maneuvers of United States of America. It will therefore enable them to shape their own independent understanding of complex international events of the world and prepare them for future challenges.

Suggested Readings:

Unit I:

Essential Readings:


Additional Readings


Unit II:

Essential Readings:


Additional Readings


Unit III:

Essential Readings:


Additional Readings


Unit IV:

Essential Readings:


Additional Readings


Unit V:

Essential Readings:


Additional Readings


UNIT VI:

Essential Readings:


Additional Readings


Master of Arts in Political Science

PS-E 65: China’s Role in Contemporary World

Semester III/IV

Credits: 4 Duration: 4 hrs./week

Course Objective:

The rise of China has impacted world politics and economy in significant ways. How did it happen? This course introduces unique angles of understanding the making of contemporary China and provides critical analysis of its politics, economy and strategy of engagements with rest of the world.

This course includes an intensive introduction to the making of China’s World View. While seeking to enable engagement with current events, it also explores how China came to be in its current circumstances, the different ways that these can be interpreted, and the interconnections between the making of China’s ‘domestic’ circumstances and its ‘international’ role.

The readings cover a wide selection of contemporary Chinese writings in these areas with emphasis on the interplays of history, politics and economics. This course pays close attention to the role of global finance, the mediating powers of technology and the emergence of critical regional consciousness in response to changing world politics. The course is aimed at developing critical reading skills and gain in-depth understanding of contemporary China and its engagements with the world beyond the Cold War rhetoric.

Contents:

**Unit I: Evolution of China’s World View**

a. Impact of Colonialism and Imperialism, the ‘century of humiliation’, the idea of Middle Kingdom
b. Emergence of Communism and Nationalism:
   Case Studies: The Great Proletarian Cultural Revolution and the Great Leap Forward
c. Debates on Economic Transition: The Big China Dream and China’s Rise

**Unit II: China’s Engagements in the Region**

a. Multilateral Frameworks: China-ASEAN, Shanghai Cooperation Organisation, Six Party Talks
b. Neighbourhood Policy
   Case Studies: China’s role in South Asia, China’s Engagements with East Asia
c. Territorial Disputes
   Case Studies: South China Sea and China-India Border Dispute

**Unit III: China’s Role in the Contemporary World Politics**

a. Global Order
b. United Nations Security Council
   2 Case Studies: Humanitarian/ Military Interventions
c. Nuclear Proliferation
Unit IV: China’s Role in the Distribution of World Resources

a. International Finance and Trade
b. Global South
   Case Study: BRICS
c. Environment

Course Learning Outcome:

By the end of this course, the students will be able to understand the key concepts used in studying China’s role in contemporary world; demonstrate familiarity with some of the major theories and historical trajectory used to explain contemporary China’s world view; critically assess and engage in current debates about China’s emerging role and attain a foundation for further, more advanced study or policy engagement with China.

Suggested Readings

I. Evolution of China’s World View

Essential Readings

H. Harrison China (Inventing the Nation) (Arnold, 2001)


Suggested Readings


II. China’s Engagements in The Region

**Essential Readings**


P. Kerr, S. Harris, Q. Yaqing (eds.) *China's "New" Diplomacy: Tactical or Fundamental Change?* (Palgrave Macmillan, 2008), 153-177, 211-228.

Hongzhou Zhang and Mingjiang Li, “*Sino-Indian Border Disputes*”, IPSI Analysis No. 181, June 2013

**Additional Readings**


III. China’s Role in the Contemporary World Politics


Additional Readings


IV. China’s Role in the Distribution of World Resources


Xiaojun Li, “Learning and Socialisation in International Institutions: China’s Experience with the WTO Dispute Settlement System” in Mingjiang Li (ed.) China Joins the Global Governance: Cooperation and Contentions, (Lexington, 2012), 75-94.


Gerald Chan, China’s Compliance in Global Affairs: Trade, Arms Control, Environmental Protection and Human Rights, (World Scientific, 2006), 143-174.
Masters of Political Science

Semester III/IV

PS-E 66: Citizenship and Borders

Credit: 4

Duration: 4hrs./week

Course objective:

The basic practices of global politics are often determined on the basis of the notions of citizenship, territoriality, and belonging. But what is “citizenship”? And what does it mean to be a “citizen” in a global context? What are the implications, for citizenship and belonging, of the borders we draw and the spaces we create? What happens to people and groups who have irregular relationships with borders?

Contents:

Unit I: Ontologies of Citizenship and (State) Space

Unit II: Who is a “Citizen” and Where is the “Border”?

Unit III: Performing the Border and Making Spaces

Unit IV: Citizenship as Acts and Enacting Citizenship

Unit V: Few illustrations: understanding border cities

Course outcome:

The interdisciplinary course will provide platform to scholars from different field of work such as political science, philosophy geography, sociology and history to help understand city formation, space and rights discourse.

Suggested Readings:


Chandran Kukathas ‘Expatriatism: The Theory and Practice of Open Borders’

Mark B. Salter (2008) When the exception becomes the rule: borders, sovereignty, and citizenship, Citizenship Studies, 12:4, 365-380, DOI: 10.1080/13621020802184234


Masters of Political Science

Semester III/IV

PS-E 67: Comparative North American Studies

Credit: 4

Duration: 4hrs./week

Course objective:

American and Canadian Politics were well represented in the academic realm since the beginning. However, with the expansion of research, the studies have acquired a transnational turn as issues have moved beyond traditional parameters of analysis. Following the same, the paper seeks to explore the nuances of political dynamics in three nations - USA, Canada and Mexico.

Contents:

Unit I: Situating comparative political analysis & contextualizing Comparative North American Studies

Unit II: Institutional Framework: Federalism in North America

Unit III: Electoral Process, Political Parties and role of Media

Unit IV: Development & Challenges to Welfare States in North America

Unit V: Social Movements: 'Civil Rights Movement against Racism'.

Unit VI: Development Issues: Neo-liberalism & Growing inequalities in the wake of Globalisation in US, Canada & Mexico

Unit VII: Supranational integration via NAFTA and its decline in the Neoliberal phase.

Unit VIII: Nationalism, Internationalism and Multiculturalism

Course Outcome:

The syllabus is designed in a way to acquaint the students with contours of establishment, evolution and contemporary trends in North American continent. Three North American countries - US, Canada, Mexico are federal in terms of their political apparatus and have processes in society which make for linkages that have remarkable insights for a comparative study.

Suggestive Readings:


Master of Arts in Political Science

Semester III/IV

PS-E 68: Contemporary debates in Indian Federalism

Credits: 4  Duration: 4 hrs./week

Course objectives: The interest in how India is governed, through its multilevel structures of federal democracy, received a significant boost when constitutional recognition was given to panchayati raj local self-government institutions. The salience of various intergovernmental institutions such as Independent Regulatory Institutions (SEBI, CABE), National Green Tribunal has increased in recent times. Moreover, the policy concerns requiring cooperation between centre and states have multiplied in recent times. The recent policies are related to infrastructure and construction (smart cities), environment, education and health, internal security etc. This course discusses new areas and perceptions of federalism studies in India.

Contents:

Unit I. Legislative Federalism: Rajya Sabha as a Federal Second Chamber

Unit II. Executive Federalism: Vertical and Horizontal interactions

Unit III. Judicial Federalism: federal jurisprudence, issues in debate on Judicial Appointment in constitutional court reforms in lower judiciary

Unit IV. Fiscal federalism: Intergovernmental Transfers, Transformation of Planning Commission to NITI Aayog, Tax Reforms and Centrally Sponsored Schemes

Unit V. All India Services: A unique feature of Indian federalism

Unit VI. Green Federalism: natural resources, water management, climate change

Unit VII. Gendering Federalism: asymmetrical provisions, distribution of competencies, intergovernmental relations, gender budgeting

Course Learning Outcome: The course explores varied dimensions of federalism and their relationship with the institutions of the state. It locates policy-making at the axis of intergovernmental interactions in the multilevel federal structure.

Suggested Readings:


Balveer Arora, K.K Kailash, Rekha Saxena and HK Suan, ( 2013),“Indian Federalism “ in Indian Democracy edited by K.C Suri ICSSR Survey Research, New Delhi, OUP.


P.G. Dhar Chakrabarti and Nidhi Srivastava, eds,(2015), Green Federalism: Experiences and Practices (New Delhi: The Energy and Resources Institute)


Rekha Saxena, (2018),“Gendering Federalism in India?”, occasional paper Forum of Federations, Ottawa, Canada.


Master of Arts in Political Science

Semester III/IV

PS-E 69: Political Parties and Party system in India

Credits: 4 Duration: 4 hrs./week

Course Objectives: This course provides a much fuller treatment, otherwise not available, on political parties and their role in shaping politics and on the factors that shape and influence party system in Indian context. It seeks to conceptually explore party systems holistically by engaging with political, sociological and economic analysis.

Contents:

Unit I: Party Systems: Conceptual Framework
   a. Classification of Party systems
   b. A political, sociological and economic analysis.

Unit II: Parties in Government and Parties in Opposition
   a. Role of Political Parties in Modern Political System
   b. Parties and government formation
   c. Parties in opposition
   d. Party Structure and Organization
   e. Parties and Coalition making

Unit III: Party Politics in Contemporary India:
   a. National and State party systems
   b. Federalism, regionalism and political parties.
   c. Party system in transition.

Unit IV: National Political Parties:
   a. Ideology and Development.
   b. Social, geographical bases and leadership patterns.
   c. Electoral performance

Unit V: Regional and State-based Parties:
   a. Origin and Development.
   b. Social, geographical bases and leadership pattern
   c. Old and New Regional Parties

Unit VI: Party Reforms
   a. Structural Reforms
   b. Administrative Reforms
   c. Financial Reforms and Party financing

Course Learning Outcome: The course provides in-depth understanding of ideology, social base, electoral performance and historical trajectories of different national and regional parties and understand the evolution of party system in India and present an opportunity to understand the debate on party reforms.
Suggested Readings:


Duverger, Maurice. 1951. Political Parties.


Chatterjee, Partha (Ed.), State and Politics in India, OUP, 1999.


Vora, Rajendra and Suhas Palshikar (Eds.), *Indian Democracy*, Sage, New Delhi, 2003.


Peter Ronald deSouza and E. Sridharan (eds.), India’s Political Parties, Sage, New Delhi, 2006.

Master of Arts in Political Science

Semester III/IV

PS-E 70: Elections and Electoral process in India

Credits: 4 Duration: 4 hrs./week

Course Objective: The course acquires importance in view of the growing interest among students of Indian politics about the ways in which Indian citizens exercise their vote, contributing to the success of India’s democracy. This course aims to understand the evolution of election studies in India. Furthermore, immense light would be thrown on the role of media in directing election campaigns and the need for reforms in conduct of elections and electoral system.

Contents:

Unit I: Electoral Systems: Conceptual Framework
  a. Classification of Electoral systems
  b. Electoral laws and Party system

Unit II: Election studies
  a. Evolution of Election studies
  b. Electoral Surveys: Role of Media
  c. Data Analysis and Interpretation

Unit III: Role of Election Commission
  a. Interplay of structure and agency
  b. Model Code of Conduct and Violation
  c. Election management

Unit IV: Election campaign
  a. Modes of communication
  b. Manifestoes
  c. Speeches and Slogans

Unit V: Voting Behaviour
  a. Issues of electoral representation
  b. Role of social cleavages in Indian elections: Exploring caste, class, religion, ethnicity and gender
  c. Strategic / Tactical voting
  d. Voter Psychological Profile
  e. Clientilism and money

Unit VI: Electoral Reforms
  a. Structural Reforms
  b. Administrative Reforms
  c. Finance Reforms
  d. Issue of simultaneous elections: possibility of One India One election.
Course Learning Outcome:

The course familiarizes students with the role of The Election Commission of India in conducting free and fair elections in the context of interplay between structure and agency. The course seeks to answer questions like: what influences voters’ behaviour and what can be the possibility of simultaneous elections in India.

Suggested readings:


Hasan, Zoya (ed.). Parties and Party Politics in India, Oxford University Press, New Delhi, 2001


Saxena, Rekha. “Is a centralized Election Commission compatible to federalism”. Think India.


Sridharan, E. 2012. “Coalitions and democratic deepening in India”. In E. Sridharan (Ed.), Coalition politics and democratic consolidation in Asia (pp. 20-73). New Delhi: Oxford University Press.


