



दिल्ली विश्वविद्यालय University of Delhi

परिषद शाखा - II, कमरा नं: 211, नया प्रशासनिक खंड, दिल्ली विश्वविद्यालय, दिल्ली-110007, दूरभाष: 011-27001156/54
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CNC-II/093/1/AC-1027/26/17

Dated: 07.08.2026

NOTIFICATION

Sub: Amendment to Ordinance V

(AC dated 24.07.2026)

Following addition be made to Annexure-II-A to the Ordinance V (2-A) of the Ordinances of the University;

Add the following:

The following syllabi of the Department of Political Science under the Faculty of Social Science based on Postgraduate Curriculum Framework-2024 are notified herewith for the information of all concerned:

Department	Syllabi	Annexure
Political Science	Two-Year M.A. Political Science (Semester III/IV) and One-Year M.A. Political Science (Semester-I/II)	1

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REGISTRAR

UNIVERSITY OF DELHI

MASTER OF ARTS in POLITICAL SCIENCE

NEP-2020 based PGCF

(One-Year Programme & 2nd Year of Two-Year Programme)

(M.A. in Political Science)

(Effective from Academic Year 2026-27)

PROGRAMME BROCHURE



Revised Syllabus as approved by Academic Council on XXXXXXXX, 2025 and Executive Council on
XXXXXXX, 2025

Department of Political Science, University of Delhi

A. LIST OF COURSES

A.1 List of Discipline Specific Elective (DSE) Courses

S.No.	Course Number	Title of the Course
1	PS-DSE 56	India and the World
2	PS-DSE 57	Conflict Analysis
3	PS-DSE 58	India in the Indo-Pacific
4	PS-DSE 59	Politics of Peace Building
5	PS-DSE 60	Women Thinkers in Indian Political Thought
6	PS-DSE 61	Political Thought of Sardar Vallabhbhai Patel
7	PS-DSE 62	State and Nation Building in India
8	PS-DSE 63	Black Tradition in Political Theory
9	PS-DSE 64	Democracy and Democratization: A Comparative Perspective
10	PS-DSE 65	Citizenship and Borders
11	PS-DSE 66	Frontiers in the Register of Migration and Refugee Studies
12	PS-DSE 67	Religion and Politics in Comparative Perspective
13	PS-DSE 68	Dalit-Bahujan Thinkers
14	PS-DSE 69	Postcolonial Discourses
15	PS-DSE 70	Power, Coercion and Political Order: Theoretical Debates
16	PS-DSE 71	Social Movements and Revolutions
17	PS-DSE 72	North America in Comparative Perspective
18	PS-DSE 73	Nationalism in Comparative Perspective

A.2 List of Generic Elective (GE) Courses

S.No.	Course Number	Title of the Course
1	PS-GE 02	Reading Bhagavad Gita
2	PS-GE 03	Culture and Politics in India
3	PS-GE 04	Gender Studies

A.3 List of Skill Based Courses (SBC)

S.No.	Course Number	Title of the Course
1	PS-SBC 06	Political Communication, New Media and Power
2	PS-SBC 07	Basics of Comparative Method in Political Science
3	PS-SBC 08	Critical Discourse Analysis: Theory and Methods

B: Course Wise Content Details for MA (Political Science) Programme:

Discipline Specific Elective (DSE) Courses

Master of Arts in Political Science

PS-DSE 56: India and the World

Credits: 4

Duration: 60 Hours (45 Hours Lect. + 15 Hours Tut.)

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre- requisite of the course if any
		Lecture	Tutorial		
PS-DSE 56: India and the World	4	3	1	Bachelor's degree in any course	None

Course Outline

This course has been designed to help students understand how India engages with the world. By doing this, the course maps the ways in which India advances its national interests through various strategies. At the outset, the course introduces the ideas and institutions that guide its policy-making frameworks including civilizational ethos, constitutional values, geography and strategic autonomy. After this, the course traces the major shifts in India's policy orientation such as the move from non-alignment to issue-based multi-alignment. It also introduces students to key features of India's foreign policy approaches such as Neighbourhood First, Act East as well as outreach to Africa and West Asia. Further the course also analyses India's relations with major powers and neighbours and key issues pertaining to defence and maritime security; technology, energy and trade; climate action and development diplomacy. Finally, the course orients the students toward understanding India's role in the global domain with a special focus on governance of global economy, climate change and the global nuclear order and in doing so, understand India's leadership of the Global South.

Course Objectives

- To understand the main parameters, strategies, goals and challenges of India's foreign policy and its engagements at the bilateral, regional and global levels.
- To explain the institutional imperatives, cultural influences and ideological foundations that shape the making of India's foreign policy.
- To develop an in-depth understanding of India's aspirations and challenges as a rising power especially in terms of its political, economic and strategic choices.
- To examine the patterns of shifts in India's policy choices towards major powers, with the neighbouring countries and other pivotal players in East Asia, West Asia and Africa.
- To evaluate India's participation in climate change negotiations, its role in shaping the global nuclear order as well as global economic governance.
- To make students understand India's holistic global vision and ideational imperatives.

Course Learning Outcomes:

By the end of the course, the students would be in a position to:

- Explain what are the principle determinants that shape the direction and choices of India's foreign policy.
- Compare the policy of nonalignment to meet the challenges of the cold war era with that of multi alignment strategies in the contemporary context.
- Analyse the trajectories of India's ties with major powers and prominent neighbours in South Asia, East Asia, West Asia and Africa.
- Evaluate India's role in climate change negotiations, global economic governance and the global nuclear order.
- Develop the skills to understand both conceptual and practical aspects of India's foreign policy imperatives.

Course Contents

Unit I: Foundations and Principles of India's Foreign Policy (11 Hours)

- a) Basic Determinants: Geography, Economic Development, Political Traditions
- b) Ideational Influences: Civilizational, Historical and Cultural Influences

Unit II: New Directions and Foreign Relations in the Post-Cold War Era (11 Hours)

- a) Impact of New Economic Reforms on Foreign Policy
- b) India as a Rising Power
- c) From Non-alignment to Multi-alignments

Unit III: India's Foreign Relations (12 Hours)

- a) Re-working the Relations with USA and Russia
- b) India and its Neighbours: Regional Hegemony and Asymmetry
- c) From Look East to Act East Policy
- d) India's Outreach to Africa and West Asia

Unit IV: India and the Emerging World Order (11 Hours)

- a) Climate Change
- b) Global Nuclear Order
- c) Global Economic Governance
- d) Energy Security

Essential Readings

Unit I: Foundations & Principles of India's Foreign Policy

Malone, D. M., C. Raja Mohan, and S. Raghavan (Eds.). (2015). *The Oxford Handbook of Indian Foreign Policy* (Chapter one). Oxford University Press.

Nicolas, B. (2017). Inside Out? Assessing the Domestic Determinants of India's External Behaviour. In *Theorizing Indian Foreign Policy* (pp. 203-220). Routledge.

Schmidt, J. D. (2017). The internal and external constraints on foreign policy in India: Exploring culture and ethnic sensitivities. *Third World Quarterly*, 38(8), 1894-1908.

Ganguly, S., & Pardesi, M. S. (2009). Explaining sixty years of India's foreign policy. *India Review*, 8(1), 4-19.

Jaishankar, S. (2020). *The India way: Strategies for an uncertain world* (pp. 45-106). Noida, India: Harper Collins.

Sinha, A. (2022). India in a changing global world: Understanding India's changing statecraft and Delhi's international relations. *The Round Table*, 111(3), 398-411.

Dalmia, T., & Malone, D. M. (2012). Historical influences on India's foreign policy. *International Journal*, 67(4), 1029-1049.

Miller, M. C. (2019). Exploring historical memory and Indian foreign policy. In *New Directions in India's Foreign Policy: Theory and Praxis* (pp. 67-84). Cambridge University Press.

Chatterjee, S., & Das, U. (2023). India's civilizational arguments in south Asia: from Nehruvianism to Hindutva. *International Affairs*, 99(2), 475-494.

De Estrada, K. S. (2023). What is a vishwaguru? Indian civilizational pedagogy as a transformative global imperative. *International Affairs*, 99(2), 433-455.

Unit II: New Directions & Foreign Relations in the Post-Cold War Era

Baru, S. (1998). The Economic Dimension of India's Foreign Policy. *World Affairs: The Journal of International Issues*, 2(2), 88-103.

Malone, D. M., & Chaturvedy, R. (2009). *Impact of India's economy on its foreign policy since independence*. Asia Pacific Foundation of Canada.

Baru, S. (2015). The economic imperatives shaping Indian foreign policy. In D. M. Malone, C. R. Mohan, & S. Raghavan (Eds.), *The Oxford handbook of Indian foreign policy* (pp. 326-338). Oxford University Press.

Paul, T. V., & Shankar, M. (2014). Status accommodation through institutional means: India's rise and the global order. In *Status in world politics* (pp. 165-91). Cambridge University Press.

Basrur, R., & de Estrada, K. S. (2017). *Rising India: status and power* (pp. 82-116). Routledge.

Bajpai, R. D., & Parashar, S. (2020). India in the 'Asian Century': Thinking like a hegemon?. In *Hegemony and World Order* (pp. 208-223). Routledge.

Mukherjee, R., & Malone, D. M. (2011). Indian foreign policy and contemporary security challenges. *International Affairs*, 87(1), 87-104.

Ollapally, D. M. (2018). India and the international order: Accommodation and adjustment. *Ethics & International Affairs*, 32(1), 61-74.

Chikermane, G. (2023). A rising India in the crossfire of competing grand strategies. In *India's Foreign Policy and Economic Challenges: Friends, Enemies and Controversies* (pp. 7-25). Cham: Springer International Publishing.

Khilnani, S., Kumar, R., Mehta, P. B., Menon, P., Nilekani, N., Raghavan, S., Saran, S., & Varadarajan, S. (2012). *Nonalignment 2.0: A foreign and strategic policy for India in the twenty first century*. New Delhi, India: Centre for Policy Research.

Hall, I. (2019). *Modi and the reinvention of Indian foreign policy* (pp. 21-40). Bristol University Press.

Mishra, R. (2023). From non alignment to multi alignment: Assessing India's new foreign policy. *The Round Table*, 112(1), 43–56.

Solanki, V. (2025). India's Multi-alignment Challenges. *Survival*, 67(6), 85-93.

Unit III: India's Foreign Relations

Tellis, A. J. (2015). U.S.–India relations: The struggle for an enduring partnership. In D. M. Malone, C. R. Mohan, & S. Raghavan (Eds.), *The Oxford Handbook of Indian Foreign Policy* (pp. 417-435). Oxford University Press.

Ganguly, S. (2022). Obama, Trump and Indian foreign policy under Modi. *International Politics*, 59(1), 9–23.

Sachdeva, G. (2011). India's relations with Russia. In *Handbook of India's International Relations* (pp. 213-222). Routledge.

Warren, S. A., & Ganguly, S. (2022). India–Russia Relations after Ukraine. *Asian Survey*, 62(5-6), 811-837.

Koser, N. (2026). India–Russia security dynamics: A case study in pragmatic non-alignment amidst Western pressure. *Comparative Strategy*, 1–22.

Aryal, S. K., & Bharti, S. S. (2023). Evolution of 'India's Neighbourhood First Policy' Since Independence. *Society*, 60(2), 224-232.

Jacob, H. (2021). Narendra Modi government's neighbourhood policy. *International Politics*, 59(1), 24-43.

Pant, H. V., & Shah, K. M. (2021). India's South Asia Policy: Shifts and Continuities. In A. S. Nanda, R. D. Sharma, & D. V. M. Sharma (Eds.), *The Routledge Handbook of South Asian Foreign Policy* (pp. 76–90). Routledge.

Pattanaik, S. S. (2022). India's 'neighbourhood first' policy: the primacy of geoeconomics. *The Round Table*, 111(3), 440–452.

Acharya, A. (2015). India's 'Look East' Policy. In D. M. Malone, C. R. Mohan, & S. Raghavan (Eds.), *The Oxford handbook of Indian foreign policy* (pp. 452–465). OUP Oxford.

Bajpae, C. (2022). Reinvigorating India's 'Act East' Policy in an age of renewed power politics. *The Pacific Review*, 36(3), 631–661.

Blarel, N. (2021). Modi looks West? Assessing change and continuity in India's Middle East policy since 2014. *International Politics*, 59(1), 90–111.

Xavier, C. (2015). Unbreakable Bond: Africa in India's Foreign Policy. In *Oxford Handbook of India's Foreign Policy*. OUP.

Konwer, S. (2024). New Delhi's engagement with Africa: Seeking geopolitical alignment. *South African Journal of International Affairs*, 31(2), 241–260.

Unit IV: India and the Emerging World Order

Rajamani, L. (2009). India and climate change: what India wants, needs, and needs to do. *India Review*, 8(3), 340–374.

Sengupta, S. (2019). India's Engagement in Global Climate Negotiations from Rio to Paris. In N. K. Dubash (Ed.), *India in a Warming World: Integrating Climate Change and Development* (pp. 114–141).

Mizo, R. (2025). India in Global Climate Politics: Balancing Continuity and Change. *Strategic Analysis*, 49(1), 19–33.

Dubash, N. K., Khosla, R., Kelkar, U., & Lele, S. (2018). India and climate change: Evolving ideas and increasing policy engagement. *Annual Review of Environment and Resources*, 43, 395–424.

Shankar, M., & Paul, T. V. (2016). Nuclear doctrines and stable strategic relationships: The case of South Asia. *International Affairs*, 92(1), 1–20.

Pant, H. V., & Biswas, A. (2020). Rising powers and the global nuclear order: A structural study of India's integration. In *Rising Powers in International Conflict Management* (pp. 34–48). Routledge.

Narlikar, A. (2017). India's role in global governance: A Modi fication?. *International Affairs*, 93(1), 93–111.

Sharma, M. S., & Bhogal, P. (2022). India and global trade governance: A saga of missed opportunities. In *India and Global Governance* (pp. 109–132). Routledge India.

Narlikar, A. (2021). India's foreign economic policy under Modi: negotiations and narratives in the WTO and beyond. *International Politics*, 59, 148–166.

Sharma, A. (2007). India and energy security. *Asian affairs*, 38(2), 158–172.

Pardesi, M. S., & Ganguly, S. (2009/2020). India and energy security: A foreign policy priority. In *Indian foreign policy in a unipolar world* (pp. 99–127). Routledge India.

Manish, & Rathore, V. (2026). India's Search for Energy Security: Diversifying External Sources and Promoting Green Transition. *India Quarterly: A Journal of International Affairs*, 82(1), 64–85.

Suggested Readings

Unit I: Foundations & Principles of India's Foreign Policy

Appadorai, A. (1981). *Domestic roots of India's foreign policy, 1947–1972* (Chapter one and Two). New Delhi, India: Oxford University Press.

Basrur, R. (2017). Modi's foreign policy fundamentals: A trajectory unchanged. *International Affairs*, 93(1), 7–26.

Malone D. M., (2011). *Does the elephant dance? Contemporary Indian foreign policy* (Chapter one). New Delhi: Oxford University Press.

Sahni, V. (2007). India's foreign policy: Key drivers. *South African Journal of International Affairs*, 14(2), 21–35.

Bandopadhyaya, J. (1984). *The making of India's foreign policy: Determinants, institutions, process and personalities* (Chapter Two). New Delhi, India: Allied Publishers.

Rana, A. P. (1976). *The imperatives of non-alignment: A conceptual study of India's foreign policy strategy in the Nehru period*. New Delhi, India: Macmillan.

Ganguly, S. (2010). The genesis of nonalignment. In S. Ganguly (Ed.), *India's foreign policy: Retrospect and prospect* (pp. 1-10). Oxford University Press.

Nayar, B. R., & Paul, T. V. (2003). *India in the world order: Searching for major-power status*. Cambridge, UK: Cambridge University Press.

Pande, A. (2017). *From Chanakya to Modi: Evolution of India's foreign policy*. New Delhi, India: HarperCollins Publishers India.

Coker, C. (2019). *The rise of the civilizational state* (Chapter 5). Polity Press.

Bajpai, R. D. (2024). *Civilization-States of China and India: Reshaping the World Order* (Chapter One). Bloomsbury Academic India.

Unit II: New Directions and Foreign Relations in the Post-Cold War Era

Hall, I. (2010). The other exception? India as a rising power. *Australian Journal of International Affairs*, 64(5), 601-611.

Sharma, S. D. (2014). 'India rising' and the mixed blessings of globalization. *India Quarterly*, 70(4), 283–297.

Narlikar, A. (2011). Is India a responsible great power? *Third world quarterly*, 32(9), 1607-1621.

Pant, H. V. (2022). Rising India and Its Global Governance Imperatives. In *India and Global Governance: A Rising Power and Its Discontents* (1st ed.). Routledge India.

- Hall, I. (2022). India's foreign policy: nationalist aspirations and enduring constraints. *The Round Table*, 111(3), 321-332.
- Pant, H. V., & Bommakanti, K. (2019). India's national security: Challenges and dilemmas. *International Affairs*, 95(4), 835–857.
- Pardesi, M. S. (2015). Is India a great power? Understanding great power status in contemporary international relations. *Asian Security*, 11(1), 1-30.
- Jamali, A. B., & Liu, H. (2024). India in contested regional multilateralism: Between seeking institutional balancing and avoiding rising power dilemmas. *Pacific Focus*, 39(2), 332-360.
- Khurshid, I. (2025). Modi's US Foreign Policy: Strategic Autonomy Redefined. *Journal of Asian and African Studies*, 60(1), 552-560.
- Kumar, R. (2022). India's multilateral foreign policy strategy: phases of its evolution. *The Round Table*, 111(3), 426-439.
- Pant, H. V., & Super, J. M. (2019). Non-alignment and beyond. In H. V. Pant (Ed.), *New directions in India's foreign policy: Theory and praxis* (pp. 127-148). Cambridge University Press.
- Hall, I. (2016). Multi-alignment and Indian foreign policy under Narendra Modi. *The Round Table*, 105(3), 271–286.

Unit III: India's Foreign Relations

- Jain, B. M. (2016). *India-US Relations in the Age of Uncertainty: An uneasy courtship* (Chapter, 1, 2 and 7). Routledge.
- Kulik, L. (2023). Russia–India economic cooperation: Current trends and promising directions. *MGIMO Review of International Relations*, 16(2), 159–175.
- Rekha, C. (2017). *India-Russia post-Cold War relations: A new epoch of cooperation* (Chapter One). Routledge.
- Carina van de Wetering. (2016). *Changing US foreign policy toward India: US-India relations since the Cold War* (Chapter 2 and 3). Palgrave Macmillan.
- Pant, H. V., & Joshi, Y. (2017). Indo–US relations under Modi: The strategic logic underlying the embrace. *International Affairs*, 93(1), 133–146.
- O'Donnell, F., & Papa, M. (2021). India's multi-alignment management and the Russia–India–China (RIC) triangle. *International Affairs*, 97(3), 801–822. doi:10.1093/ia/iab036.
- Paul, T. (2018). When balance of power meets globalization: China, India and the small states of South Asia. *Politics*, 39(1), 50-63.

- Pattanaik, S. S. (2016). Indian Ocean in the emerging geo-strategic context: Examining India's relations with its maritime South Asian neighbours. *Journal of the Indian Ocean Region*, 12(2), 126–142.
- Pattanaik, S. S. (2019). Geo-strategic significance of Bay of Bengal and Andaman & Nicobar Islands: India's maritime concerns. *South Asian Survey*, 25(1-2), 84-101
- Behuria, A. (2025). India's Neighbourhood First Policy: Navigating Power, Trust, and Rivalry in South Asia. *Strategic Analysis*, 49(3), 355–370.
- Naidu, G. V. C. (2012). India and Southeast Asia. *International Studies*, 47(2–4), 285–304.
- Ngaibakching (2019). India's Act East Policy and ASEAN: Building a regional order. *International Studies*, 57(1), 67-78.
- Bajpae, C. (2023). Reinvigorating India's 'Act East' Policy in an age of renewed power politics. *The Pacific Review*, 36(3), 631–661.
- Pasha, A. K. (2010). New directions in India's role in West Asia and the Gulf. *International Studies*, 47(2/4), 333–346.
- Anas, O. (2021). India–West Asia Relations Under the 'Nationalist' Modi Government. *International Studies*, 58(1), 59-79.
- Joshi, S. (2015). India and the Middle East. *Asian Affairs*, 46(2), 251–269.
- Taylor, I. (2012). India's rise in Africa. *International Affairs*, 88(4), 779-798.
- Bhatia, R. (2021). *India–Africa relations: Changing Horizons* (Chapter 2 and 5). Routledge India.
- Harshe, R. (2010). India and Africa in the post–Cold War period: An overview. *International Studies*, 47(2/4), 347–362.

Unit IV: India and the Emerging World Order

- Kaur, A., & Verma, S. S. (2025). Understanding India's Role in International Climate Negotiations from a Social Constructivist Perspective. *India Review*, 24(1), 36–54.
- Shidore, S. (2019). What explains India's embrace of solar? State-led energy transition in a developmental state. *Energy Policy*, 129, 1179–1189.
- Mohan, A. (2017). From Rio to Paris: India in Global Climate Politics. *Rising Powers Quarterly* 2, no.3: 39–60;
- Efstathopoulos, C. (2016). India and global governance: The politics of ambivalent reform. *International Politics*, 53(2), 239-259.
- Sethi, M. (2022). Understanding the nuclear landscape in Southern Asia: Complexities and possibilities. *Journal for Peace and Nuclear Disarmament*, 5(2), 331–349.doi:10.1093/ia/iaw005.

Biswas, A. (2022). India's Rise in the Global Nuclear Governance Architecture: Principles, Exceptions, and Contradictions. In H. V. Pant (Ed.), *India and Global Governance: A Rising Power and Its Discontents* (pp. 11-28). Routledge India.

Ogden, C. (2023). Perceptions, promotion and pre-eminence: India's presidency of the G20. *India Quarterly*, 79(4), 467–475.

Cooper, A. F. (2023). India as host of the 2023 G20 Summit. *India Quarterly*, 79(4), 476–487.

Kumar, R. (2022). India and BRICS. In *Locating BRICS in the Global Order: Perspectives from the Global South* (pp. 207-220). Routledge India.

Schöfer, T., & Weinhardt, C. (2022). Developing-country status at the WTO: The divergent strategies of Brazil, India and China. *International Affairs*, 92(6), 1937-1957.

Sharma, A. (2019). *India's Pursuit of Energy Security: Domestic Measures, Foreign Policy and Geopolitics* (Chapter 1). SAGE Publications Pvt. Ltd.

Mohan, C. R. (2009). Energy security and Indian foreign policy. In *India's Energy Security* (pp. 143-158). Routledge.

Noronha, L., & Sudarshan, A. (Eds.). (2009). *India's energy security* (Chapter 1 and 2). London: Routledge.

Examination Scheme

Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Tutorial Activities

Tutorial sessions will foster students' engagements with different facets of India's foreign policy making, strategies and challenges so they learn how to develop an in-depth understanding of it as a multi-dimensional phenomenon

Activities may include:

- Individual and group presentations on different domains of India's foreign policy.
- Class exercises on how to understand both conceptual and empirical dimensions of its foreign policy challenges.
- Guided exercises in textual reading.
- Written assignments to cultivate students' analytical skills on India's foreign policy imperatives.

Students will be assessed on the basis of written assignments, presentations, and participation in tutorial discussions.

Master of Arts in Political Science
PS-DSE 57: Conflict Analysis

Credits: 4

Duration: 60 Hours (45 Hours Lect. + 15 Hours Tut.)

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre-requisite of the course, if any
		Lecture	Tutorial		
PS-DSE 57: Conflict Analysis	4	3	1	Bachelor's degree in any course	None

Course Outline

This course provides a conceptual foundation for studying international as well as internal conflicts in historical and contemporary settings and imparts major intellectual tools for critically analysing the same. It introduces the students to the level of analysis problem for understanding how conflicts can be conceptualized from individual, state, or international/ systemic standpoints and to the entire spectrum of conflicts ranging from inter-state disputes, intra-state conflicts to extra-state wars with all their diverse characteristics. It also offers explanatory frames of political economy, cultural explanations and the resource competition for understanding conflicts, which discuss historical grievances, power imbalances and identity-based differences. The course then delves into data analysis as well as decolonial and feminist methods to equip students with skills for studying conflicts. Finally, the course includes detailed case studies focusing on the Rwandan genocide of 1994, which exemplifies a gendered intra-state conflict while Mozambique's war of independence (1964–1974), illustrates an anti-colonial, resource-driven extra-state warfare. The Peru-Ecuador war of 1995, on the other hand, offers insights into the inter-state territorial disputes in Latin America.

Course Objectives

This course aims to:

- familiarize students with major global, regional, and inter- and intra-state conflicts in the twentieth and twenty-first century.
- introduce students to key concepts, theories and analytical approaches used for explaining the causes of conflicts.
- equip students with major intellectual tools and methodologies to examine conflicts including data analysis as well as decolonial and feminist methods.
- understand the diverse notions of inter-state, intra-state, and extra-state conflicts.
- critically analyse the strengths and weaknesses of different conflict analysis approaches
- develop students' capacity to systematically analyse conflicts, equip them with practical tools for conflict assessment and prepare them for an advanced academic or professional engagement in conflict analysis.
- foreground Indian contributions to conflict analysis.

Course Learning Outcomes:

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

- understand theoretical frameworks and models of conflict analysis.
- analyse the changing nature of conflict in the contemporary global and regional context and the different ways in which conflict resolution, conflict management and conflict transformation evolves.
- interpret the core concepts and theories of conflict causation.
- analyse the root, proximate, and triggering causes of various conflicts.
- compare, contrast and evaluate the strengths and limitations of different conflict assessment frameworks.
- think critically about the dynamics of conflicts and locate their own state's position and function within the international community.

Course Contents

Unit 1: What is Conflict? (12 Hours)

- a) Level of Analysis Problem
- b) Spectrum of Conflicts
- c) Understanding Conflicts: Political Economy and Cultural Explanations

Unit 2: Changing Nature of Conflicts (12 Hours)

- a) Old and New Wars
- b) Cyber Warfare, Space Wars, Biological Warfare
- c) Terrorism
- d) Resource Conflicts

Unit 3: Methodologies of Conflict Analysis (10 Hours)

- a) Data Analysis
- b) Decolonising as a method
- c) Feminist methodologies

Unit 4: Explanatory Frames: Beyond the West (11 Hours)

- a) Africa: Sudanese Civil War (2023-present)
- b) Middle East: Israel-US-Iran Triangular Conflict/War (2025-26)

Essential Readings

Unit 1: What is Conflict?

Cooper, H. H. A. Tony (2003). What is conflict? *Journal of Police Crisis Negotiations*, 3(1), 85-100.

Jacoby, Tim (2008). *Understanding conflict and violence: Theoretical and interdisciplinary approaches*, (Ch 2, "Defining conflicts" section), 21-26.

Singer, J. David Singer, (1961). "The level-of-analysis problem in International Relations." *World Politics* 14(1): 77-92.

Barry Buzan (1995). "The level of analysis problem in IR reconsidered," in Ken Booth and Steve Smith, eds., *IR theory today*, Cambridge: Polity Press, 198-216.

Art, Robert J. (2017), "The four functions of force," in Robert J. Art & Robert Jervis, *International politics: Enduring concepts and contemporary issues* (13th ed.), New York: Pearson, 195-203.

Vasquez, J. A. (2009). "Territorial contiguity as a source of conflict leading to war", *The war puzzle revisited* (Chapter Four). Cambridge University Press.

Tripathi, Siddarth & K. Roepstorff (2020). Decentering peace and conflict studies in India. *Zeitschrift für Friedens-und Konfliktforschung*, 9(1), 79-99.

Upadhyaya, Priyankar (2009). "Peace and conflict: reflections on Indian thinking." *Strategic Analysis*, 33(1):71-83.

Samuel, H. (1993). The clash of civilizations. *Foreign affairs*, 72(3), 22-49.

Chiozza, G. (2002). Is there a clash of civilizations? Evidence from patterns of international conflict involvement, 1946-97. *Journal of peace research*, 39(6), 711-734.

Bajpai, Kanti. 1999. "Samuel P. Huntington's clash of civilizations reconsidered", *International Studies*, 36(2): 165-189.

Collier, P., & Hoeffler, A. (2004). Greed and grievance in civil war. *Oxford Economic Papers*, 56(4), 563-595.

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Unit 2: Changing Nature of Conflicts

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Unit 3: Methodologies of Conflict Analysis

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Unit 4: Explanatory Frames: Beyond the West

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Suggested Readings

Unit 1: What is Conflict?

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Unit 2: Changing Nature of Conflicts

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Unit 4: Explanatory Frames: Beyond the West

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Eilam, Ehud (2019), “The cold war between Israel and both Iran and Hezbollah”, in *Israel, the Arabs and Iran: International Relations and Status Quo, 2011-2016*, Routledge, 73-89.

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Examination Scheme

Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Tutorial Activities

Tutorial sessions will enable students to apply key concepts and analytical frameworks of conflict analysis and how are these enacted in empirical contests with regard to several issue areas addressed in the course. Activities may include:

- Class discussions on selected readings
- Individual and group exercises on knowledge making practices that shapes our understanding of conflict analysis at regional and global levels.
- Class exercises and engaging in comparing different approaches and worldviews of conflict analysis.
- Guided literature analyses
- Doubt-clearing sessions especially with students from different linguistic backgrounds.
- Case-studies based examination of specific causes, challenges and responses of different case studies of Africa and Latin America.

Students will be assessed on the basis of written assignments, presentations, and participation in tutorial discussions.

Master of Arts in Political Science
PS-DSE 58: India in the Indo-Pacific

Credits: 4

Duration: 60 Hours (45 Hours Lect. + 15 Hours Tut.)

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre-requisite of the course, if any
		Lecture	Tutorial		
PS-DSE 58: India in the Indo-Pacific	4	3	1	Bachelor's degree in any course	None

Course Outline

This course offers a comprehensive account of India's stakes, opportunities and challenges in the geo-economic, geo-political and geo-strategic contours of the Indo-Pacific region. By tracing the historical roots and cultural linkages of India's relations with member countries of this region and mapping the geopolitical debates that brought about a shift in its characterisation from the Asia-Pacific to the Indo-Pacific, the course also debates both the continental and maritime perspectives to understand the structure, instruments, and processes shaping this region. The course examines the principles, norms, and values that underpin India's maritime strategy towards the Indo-Pacific including through the Indian Ocean Rim Association and Indian government's initiatives like the Security and Growth for All in the Region (SAGAR) to Maritime Heads for Active Security and Growth for All in the Region (MAHASAGAR). It then studies India's engagements with the key players ranging from major powers like the US and China to other regional players in the Southeast Asia and East Asia. Finally, it examines India's regional and multilateral engagements through QUAD, JAI, FIPIC alongside its trilateral arrangements in the Indian Ocean with France, Japan, and the US.

Course Objectives

This course aims to:

- Provide an overview of the evolution, scope, and strategic significance of India's geopolitical, geostrategic, and geoeconomic engagement in the Indo-Pacific region.
- Critically analyse India's strategic interests, diplomatic initiatives, and policy instruments in the Indo-Pacific.
- Evaluate the implications of global and regional power rivalries for India's maritime diplomacy.
- Assess the range of traditional and non-traditional challenges confronting India, and its capacity to address them.
- Examine India's role in fostering regional and extra-regional cooperation across Southeast Asia, East Asia and the broader Indo-Pacific region.

- Analyse India's approach to balancing power competition through regional and multilateral engagements.

Learning Outcomes

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

- Analyse India's strategic role in the Indo-Pacific region.
- Critically assess India's normative frameworks and strategic choices both from a continental and in the maritime perspectives.
- Examine India's strategic positioning and policy responses in the context of competition with China in this region.
- Assess the effectiveness of India's multi-alignment strategies and partnerships through an analysis of IORA, QUAD, JAPI and other such regional groupings and frameworks.
- Gain an in-depth understanding of India's maritime strategy and its maritime cooperation with other significant players within and beyond this region.

Course Contents

Unit I: Historical and Conceptual Frames (12 Hours)

- a) Locating India in the Indo-Pacific: Historical and Cultural Linkages
- b) Geopolitical remapping: The shift from Asia-Pacific to Indo-Pacific
- c) Debating the Continental and Maritime perspectives

Unit II: India's Maritime Strategy in the Indo-Pacific (12 Hours)

- a) Evolution of India's Maritime Strategy
- b) Indian Ocean Rim Association (IORA)
- c) Security and Growth for All in the Region (SAGAR) to Maritime Heads for Active Security and Growth for All in the Region (MAHASAGAR)

Unit III: Key Players in the Indo-Pacific (11 Hours)

- a) The US Partnerships in the Indo-Pacific
- b) China as a Strategic Competitor
- c) India's engagements with East Asia
- d) ASEAN: Cooperation and Confluence

Unit IV: Regional and Multilateral Engagements (10 Hours)

- a) QUAD and Its Evolving Trajectories
- b) JAI and FIPIC (Forum for India-Pacific Islands Cooperation)
- c) India's trilateral arrangements in the Indian Ocean: France, Japan, and the US

Essential Readings

Unit I: Historical and Conceptual Frames

- Pandalai, S. (2022). The Indo-Pacific consensus: The past, present and future of India's vision for the region. *India Quarterly: A Journal of International Affairs*, 78(2), 189–209.
- Uttam, J. (2023). India's tryst with the Indo-Pacific. In *Handbook of Indo-Pacific studies* (pp. 366–389). Routledge India.
- Chacko, P. (2016). India and the Indo-Pacific from Singh to Modi: Geopolitical and geoeconomic entanglements. In *New regional geopolitics in the Indo-Pacific* (pp. 43–59). Routledge.
- Heiduk, F., & Wacker, G. (2020). *From Asia-Pacific to Indo-Pacific: Significance, implementation and challenges* (SWP Research Paper No. 9/2020). Stiftung Wissenschaft und Politik (SWP).
- Cheng, H., Chacko, P., Karib, F., Malitz, D. M., & Yang, Y. (2026). The Indo-Pacific: In what sense a region? *Dialogues in Human Geography*, 16(1), 245–253.
- Doyle, T., & Rumley, D. (2019). *The rise and return of the Indo-Pacific*. Oxford University Press.
- Pardesi, M. S. (2020). The Indo-Pacific: A 'new' region or the return of history? *Australian Journal of International Affairs*, 74(2), 124–146.
- Mackinder, H. J. (1904). The geographical pivot of history. *The Geographical Journal*, 23(4), 421–437.
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- Paine, S. C. M. (2025). By land or by sea: Continental power, maritime power, and the fight for a new world order. *Foreign Affairs*, 104(5), 160–171.
- Choudhury, D. (2024). Convergence of the Indo-Pacific with the Indian Ocean—Is a maritime-centric approach enough? An Indian perspective. *Journal of Indo-Pacific Affairs*, 7(3), 1–21.
- Acharya, A. (2025). *From Southeast Asia to Indo-Pacific: Culture, Identity, and the Return to Geopolitics*, New Delhi, Penguin Random House, Chapter 1.
- Falk, H. (2006) 'The Tidal Waves of Indian History: Between the Empires and Beyond', in *Between the Empires: Society in India 300 BCE to 400 CE*, ed. Patrick Olivelle. Oxford University Press, 145–64.
- Cobb MA. (2023) Indian merchants abroad: Integrating the Indian ocean world during the early first millennium CE. *Journal of Global History*, 18(3), 365–383.

Unit II: India's Maritime Strategy in the Indo-Pacific

- Rajagopalan, R. P. (2015). India's maritime strategy. In *India's naval strategy and Asian security* (pp. 13–36). Routledge.

- Khurana, G. S. (2017). India's maritime strategy: Context and subtext. *Maritime Affairs: Journal of the National Maritime Foundation of India*, 13(1), 14–26.
- Palavalsa, S. (2025). India in the Indo-Pacific: Vision, strategies, and partnerships. In *The Routledge handbook of maritime India* (pp. 296–313). Routledge India.
- Ushirogata, K. (2025). The maritime strategy of India: From typical land power to sea control of the Indian Ocean. In K. Ushirogata, *Global maritime military strategy, 1980–2023*. Springer.
- Hall, I. (2022). Narendra Modi and the remaking of Indian diplomacy. In R. G. Patman, P. Köllner, & B. Kiglics (Eds.), *From Asia-Pacific to Indo-Pacific: Diplomacy in a contested region* (pp. 143–161). Palgrave Macmillan.
- Arya, S. (2025). Anchoring trust, navigating challenges: India at the helm of IORA. *The Round Table*, 1–4.
- Wagner, C. (2016). The Indian Ocean Rim–Association for Regional Co-operation (IOR–ARC): The futile quest for regionalism? In *Power, politics and maritime governance in the Indian Ocean* (pp. 6–16). Routledge.
- Onyango Ogutu, M. (2021). The Indian Ocean Rim Association: Lessons from this regional cooperation model. *South African Journal of International Affairs*, 28(1), 71–92.
- Padmaja, G. (2018). Revisiting 'SAGAR' – India's template for cooperation in the Indian Ocean region. *National Maritime Foundation*. <https://maritimeindia.org/revisiting-sagar-indias-template-for-cooperation-in-the-indian-ocean-region/>
- Schöttli, J. (2019). Security and growth for all in the Indian Ocean: Maritime governance and India's foreign policy. *India Review*, 18(5), 568–581.
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- Bhattacharya, S. (2025). *SAGAR to Mahasagar: India reinforces its role in the Indian Ocean*. Observer Research Foundation.

Unit III: Key Players in the Indo-Pacific

- Zeng, X., & Zhang, S. (2021). From “Asia Pacific” to “Indo Pacific”: The adjustment of American Asia Pacific strategy from the perspective of critical geopolitics. *East Asian Affairs*, 1(2), 1–41.
- Townshend, A., & Crabtree, J. (2022). US Indo-Pacific strategy, alliances and security partnerships. In *Asia-Pacific regional security assessment 2022* (pp. 12–37). Routledge.
- Hornat, J. (2023). Beyond the hub and spokes: The networking logic and the operationalization of US Indo-Pacific strategy. *Asian Affairs*, 54(4), 647–669.
- Ghosh, U. (2024). An assertive China and disengaged United States: Emerging opportunities and challenges for India's foreign policy strategy in the Indo-Pacific. In *India and Southeast Asia in a changing world* (pp. 33–43). Routledge.

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Thomas, A. (2024). India’s economic and political engagements with ASEAN in a changing world. In *India and Southeast Asia in a changing world* (pp. 81–89). Routledge India.

Singh, S., Varghese, P., Balaiah, S., & Sebastian, S. (Eds.). (2024). *India and Southeast Asia in a changing world: Exploring relationship prospects for a sustainable future*. Taylor & Francis.

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Unit IV: Regional and Multilateral Engagements

Roy-Chaudhury, R., & de Estrada, K. S. (2018). India, the Indo-Pacific and the Quad. *Survival*, 60(3), 181–194.

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Jaishankar, D. (2023). India, the Quad, and the liberal international order. In *The transformation of the liberal international order: Evolutions and limitations* (pp. 75–81). Springer Nature Singapore.

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Unit II: India’s Maritime Strategy in the Indo-Pacific

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Malik, M. (Ed.). (2014). *Maritime security in the Indo-Pacific: Perspectives from China, India, and the United States*. Bloomsbury Publishing.

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- Dey, D. (2024). Andaman & Nicobar Islands: India’s new maritime frontier in the Indo-Pacific. In *India and ASEAN in the Indo-Pacific: Pathways and perils* (pp. 189–207). Springer Nature Singapore.
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- John, J. V. (2024). India, Japan and the Indo-Pacific: Evolution, consolidation and limitations of the strategic partnership. *Journal of Asian Security and International Affairs*, 11(4), 515–535.
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Unit IV: Regional and Multilateral Engagements

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Panda, J. P. (2021). India, Indo-Pacific coalitions and China: From alignment to alliance? In *Asian geopolitics and the US–China rivalry* (pp. 103–126). Routledge.

Tarte, S. (2025). The role of the Pacific Islands Forum in regional security cooperation. In *Security cooperation in the Pacific Islands* (pp. 17–29). Routledge.

Wallis, J., McNeill, H., Batley, J., & Powles, A. (2025). Introduction: Security cooperation in the Pacific Islands. In *Security cooperation in the Pacific Islands* (pp. 1–14). Routledge.

Suggested Hindi Readings

Premesha Saha, हिंद-प्रशांत क्षेत्र की उभरती गतिशीलता में भारत की भूमिका, Observer Research Foundation, New Delhi, July 30, 2023

Swati Prabhu and Pratinashree Basu, हिंद-प्रशांत का कूटनीतिक तानाबाना: विकास और सहयोग की बढ़ती पैठ, Observer Research Foundation, New Delhi, July 24, 2024, .

Examination Scheme

Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Tutorial Activities

Tutorial sessions will enable students to apply key concepts and analytical frameworks to understand India's role, strategies, and engagements in the Indo-Pacific. These sessions will focus on examining

how theoretical perspectives are reflected in empirical realities across the region. Activities may include

- Class discussions on selected readings related to India's Indo-Pacific vision, policies, and strategic debates.
- Individual and group exercises on knowledge-making practices that shape our understanding of India's position in the Indo-Pacific at regional and global levels.
- Comparative class exercises engaging with different approaches, frameworks, and worldviews (e.g., strategic, geopolitical, geo-economic, and normative perspectives) relevant to the Indo-Pacific.
- Guided literature analysis focusing on key themes such as maritime security, regional cooperation, great power competition, and India's foreign policy responses.
- Doubt-clearing sessions, particularly accommodating students from diverse linguistic and academic backgrounds.
- Case study-based examination of specific issues in the Indo-Pacific, including India's engagement with ASEAN, QUAD, IORA, maritime strategy, and responses to emerging regional challenges.

Students will be assessed on the basis of written assignments, presentations, and participation in tutorial discussions.

Master of Arts in Political Science
PS-DSE 59: Politics of Peace Building

Credits: 4

Duration: 60 Hours (45 Hours Lect. + 15 Hours Tut.)

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre- requisite of the course, if any
		Lecture	Tutorial		
PS-DSE 59: Politics of Peace Building	4	3	1	Bachelor's degree in any course	None

Course Outline

This course offers a comprehensive introduction to Peace Studies as an interdisciplinary field that examines the conditions necessary for sustainable peace. It begins by tracing the historical evolution of peace studies and certain foundational theoretical contributions, including the ethical and philosophical framework of non-violence developed by Mahatma Gandhi, which continues to influence global peace movements. It also explores the transformative work of Johan Galtung, especially his re-conceptualisation of peace by way of including notions of structural and cultural justice. The course introduces students to key concepts in peacebuilding, including conflict prevention, management, and resolution, with a special emphasis on John Paul Lederach's theory of conflict transformation. It further explores different approaches to achieving peace, including peacemaking, peacekeeping, and peacebuilding, involving its varied processes and actors, ranging from state diplomacy to grassroots initiatives, alongside the post-conflict peacebuilding efforts. Finally, the course situates these theoretical and practical insights within contemporary global challenges through two detailed case studies. The case of Sudan highlights the complexities of stalled peace processes, ongoing violence, and fragile agreements, and that of Kosovo illustrates the difficulties of delayed transitional justice and reconciliation in post-conflict societies. Through these case studies, students will critically evaluate the successes and limitations of peacebuilding interventions and develop a nuanced understanding of the political, social, and institutional challenges involved.

Course Objectives

- To trace the historical evolution and intellectual foundations of peace studies.
- To familiarise students with major thinkers and theoretical approaches in the field.
- To develop conceptual clarity on different forms and stages of conflict and peace processes.
- To examine various approaches to peacemaking, peacekeeping, and peacebuilding.
- To analyse contemporary challenges in peacebuilding through selected case studies.
- To encourage critical thinking on the role of states, international organisations, and civil society in sustaining peace.

Course Learning Outcomes

Upon successful completion of this course, students will be able to:

- Explain the evolution and theoretical foundations of peace studies, including Gandhian perspectives and the contributions of Johan Galtung.
- Analyse key peacebuilding concepts: conflict prevention, conflict management, and conflict resolution; evaluate John Paul Lederach's conflict transformation framework.
- Differentiate between peacemaking, peacekeeping, and peacebuilding, including their processes, actors, and institutional mechanisms.
- Apply core tools such as negotiation and reconciliation in designing sustainable peace processes.
- Assess peacebuilding challenges through case studies of Sudan and Kosovo, identifying causes of stalled processes and delayed reconciliation.
- Engage with contemporary debates and propose informed approaches to complex conflicts.

Course Contents

Unit 1: Evolution of Peace Studies (12 Hours)

- a) Peace Studies: Origins and Development
- b) Gandhian approaches to peace
- c) Johan Galtung and the reconceptualization of peace

Unit II: Key Concepts in Peace Building (11 Hours)

- a) Conflict Prevention
- b) Conflict Management
- c) Conflict resolution
- d) Conflict transformation

Unit III: Approaches to Peace (11 Hours)

- a) Peacemaking: processes and actors
- b) Peacekeeping: roles and institutional frameworks
- c) Peacebuilding: post-conflict reconstruction and reconciliation
- d) Conflict Building Measures

Unit IV: Challenges in Peace Building: Lessons from Case Studies (11 Hours)

- a) A Stalled peace building – Sudan
- b) Delayed transitional justice and reconciliation– Kosovo
- c) Nepal peace process and demand for an inclusive society
- d) Afghanistan: Failure of peace processes and state-building

Essential Readings

Unit 1: Evolution of Peace Studies

Askerov and Barakat. (2021). Peace and Conflict Studies: Evolution, Relevance, and Approaches for Change. *Global Journal of Peace Research and Practice*, Volume 3, Issue 1.

- Udegbumam, Kingsley C.W. (2017). History, Evolution and Nature of Peace and Conflict Studies. Chapter 1. In book: *Social Science Perspectives on Peace and Conflict Studies*, Vol. 2, pp.1-20, Publisher: Grand-Heritage Global, June 2017.
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- Upadhyaya, Priyankar. (2009). Peace and Conflict: Reflections on Indian Thinking. *Strategic Analysis* 33(1), pp. 71-83.
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- Bose, Anima. (1981). A Gandhian Perspective on Peace. *Journal of Peace Research*, Vol. 18, No. 2, Special Issue on Theories of Peace (1981), pp. 159-164.
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- Tutu, Desmond. (2007). Peace: The Words and Inspiration of Mahatma Gandhi. Blue Mountain Arts.
- Upadhyaya, Priyankar. (2010). Gandhi Visions on Structural Violence. *Journal of Conflict Management and Development* 3(3), pp. 74-88.
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- Weber, Thomas. (2004). Johan Galtung – Peace Research moved beyond war. In *Gandhi as Disciple and Mentor*, 203-17, Cambridge: Cambridge University Press.

Unit II: Key Concepts in Peace Building

- Annan, Kofi. (1999). Toward a Culture of Prevention: Statements by the Secretary-General of the United Nations. New York: *Carnegie Commission on Preventing Deadly Conflict*.
- Griffin, Michele. (2001). A Stitch in Time: Making the Case for Conflict Prevention. *Security Dialogue*, Vol. 32, No. 4, pp. 481-496.
- John, Moolakkattu Stephen. (2005). The Concept and Practice of Conflict Prevention: A Critical Reappraisal. *International Studies* 42(1), pp. 1-19.
- Ryan, Stephen. (2007). Conflict management and conflict resolution. *Terrorism and Political Violence*, Vol. 2, Issue 1, pp. 54-71.

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Kolas A. (2014). Conflict resolution and peace building: Ideas, approaches and debates. In Upadhyaya P., & Kumar S. S. (Eds.), *Peace and conflict: The South Asian experience* (pp. 1–22). New Delhi: Foundation Books and Cambridge University Press.

Mitchell, Christopher. (2002). Beyond Resolution: What Does Conflict Transformation Actually Transform? *Peace and Conflict Studies*, Vol 9, No 1, pp.

Lederach, John Paul. (2005). *The Moral Imagination: The Art and Soul of Building Peace*. Oxford: Oxford University Press.

Lederach, John Paul. & Maiese, Michelle. (2003) Conflict Transformation: Beyond Intractability. In *Conflict Research Consortium*, edited by Guy Burgess and Heidi Burgess, USA: University of Colorado.

Unit III: Approaches to Peace

United Nations. (1992). An Agenda for Peace: Preventive Diplomacy, Peacemaking and Peace-keeping. *International Relations*, Vol 11, No. 3, pp. 201–218.

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Glucksam, Noga. (2024). The many conceptions of post-conflict reconciliation: learning from practitioners. *Peacebuilding*, Vol. 13, Issue 3, pp. 256-274.

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Wertheim, E. Negotiations and Resolving Conflicts: An Overview. College of Business Administration, Northeastern University. Published online-[Negotiation Skills.pdf](#)

Unit IV: Challenges in Peace Building: Lessons from Case Studies

Darweish, Marwan, Carol Rank, Sarah Giles. (2012). *Peacebuilding and Reconciliation: Contemporary Themes and Challenges*. edition 1, *Introduction*, Pluto Press, pp. 1-12.

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Ghebremeskel, A. (2023). Conflict and mediation in Sudan: The prospect of peace. *Global Change, Peace & Security*, 35(2), pp. 97–110.

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Jeffery, Renée. (2017). Nepal's comprehensive peace agreement: human rights, compliance and impunity a decade on. *International Affairs*, Vol. 93, No.2, pp. 343–364.

Thapa, P. (2020). Peacebuilding after conflict: Lessons from Nepal's experience. *International Journal of Peace and Conflict Studies*, Vol. 25, No. 2, pp. 45-60.

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Tariq, Sana and Zia, Mohammad Ehsan. (2022). The Taliban's Crisis of Diplomacy Afghan Peace Process Issues Paper. *USIP Afghan Peace Process Issues Paper 26*, pp. 1-24.

Jalali, Ali Ahmad. (2025). Afghanistan: Consolidation of Power Under the Taliban, Challenges and Sustainability. *Journal of Strategic Security*, Vol. 18, No. 2, pp. 54-70.

Suggested Readings

Unit I: Evolution of Peace Studies

Rogers, P., Ramsbotham, O. (2019). Peace Research, Then and Now (1999). In: Paul Rogers: A Pioneer in Critical Security Analysis and Public Engagement, *Pioneers in Arts, Humanities, Science, Engineering, Practice*, Vol 21. Springer, Cham, pp. 225–241.

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Fox, Jonathan. (2001). Two Civilisations and Ethnic Conflicts: Islam and the West. *Journal of Peace Research*, Vol. 38, No. 4.

Gandhi, M.K. (1999). Collective Works of Mahatma Gandhi (CWMG), From Mahatma Gandhi: Electronic Book (CD Rom version of CWMG), New Delhi: Publications Division.

Guha, Amalendu B. (2005). Peace Diplomacy, Chinsurah: Mahatma M.K. Gandhi Foundation for Non-Violent Peace, India Chapter.

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Upadhyaya, Priyanka & Samrat Schmiem Kumar. eds, (2014). *Peace and Conflict: The South Asian Experience*. New Delhi: Cambridge University Press, India.

Unit II: Key Concepts in Peace Building

Lund, Michael S. (1998). Developing Conflict and Prevention and Peacebuilding Strategies from Recent Experience in Europe. In Gianni Bonvicini et al., eds, *Preventing Violent Conflict: Issues from the Baltics and the Caucasus*. Baden-Baden: Nomos.

Bercovitch, Jacob and Richard Jackson. (2009). Conflict Resolution in the Twenty-First Century: Principles, Methods, and Approaches. Ann Arbor: University of Michigan Press, *Chapter 12, Peacebuilding*, pp. 168-183.

Zartman, William. (2007). The Timing of Peace Initiatives: Hurting Stalemates and Ripe Moments. *Global Review of Ethnopolitics* Vol 1, Issue 1, pp. 8–18.

Ackermann, Alice. (1996). The Former Yugoslav Republic of Macedonia: A Relatively Successful Case of Conflict Prevention in Europe. *Security Dialogue*, Vol. 27, No. 4, pp. 409-424.

Landgraf, Martin. (2000). Developing Analytical Tools for Preventive Strategies: A Practitioner's View on Conflict Impact Assessments. In Lund & Rasamoelina, pp. 113-121.

European Commission. (2002). Conflict Prevention and Civilian Crisis Management. *Overview* July 2002. (http://europa.eu.int/comm/external_relations/cpcm/cp.htm)

Pearson, Frederic S. (2001), Dimensions of Conflict Resolution in Ethno-political Disputes. *Journal of Peace Research*, Vol. 38, No. 3, pp. 275-287.

Juergensmeyer, Mark. (2002). *Gandhi's Way: A Handbook of Conflict Resolution*, Berkeley: University of California Press.

Chenoy, Anuradha M., and Achin Vanaik. (2001). Promoting Peace, Security and Conflict Resolution: Gender Balance in Decision Making. In *Gender, Peace and Conflict*, edited by Inger Skjelsbæk and Dan Smith. New Delhi: Sage Publications.

Lederach, John Paul. (1995). Preparing for Peace: Conflict Transformation Across Cultures. *Series: Syracuse Studies on Peace and Conflict Resolution*, 2 A Framework for Building Peace, pp. 11-24.

Miall, Hugh (2004) Conflict Transformation: A Multi-Dimensional Task. *Berghof Handbook for Conflict Transformation*, pp. 67-89.

Papenkort, Bernd. (2006). Dialogue and Conflict Transformation: Insights from Bosnia and Herzegovina. *CT Working Paper VI*.

Unit III: Approaches to Peace

Fortna, Virginia Page. (2004). Does Peacekeeping Keep Peace? International Intervention and the Duration of Peace After Civil War. *International Studies Quarterly*, Vol. 48, No. 2, pp. 269–292.

Fry, Douglas P. and Geneviève Souillac. (2022). Indigenous Approaches to Peacemaking. In Ginty, Roger Mac, et al. (eds.) *Contemporary Peacemaking Peace Processes, Peacebuilding and Conflict*, pp. 121-140.

Yamashita, Hikaru. (2012). Peacekeeping cooperation between the United Nations and regional organisations, *Review of International Studies*, Vol. 38, No. 1, pp. 165-186.

Call, Charles T., and Elizabeth M. Cousens. (2008). Ending Wars and Building Peace: International Responses to War-Torn Societies. *International Studies Perspectives*, Vol. 9, No. 1, pp.1–21.

Ackermann, Alice. (1994). Peace-Building Process in Postwar Europe: The Franco-German Case. *Peace and Change*, Vol. 19, No. 3, pp. 229-250.

International Peace Institute. (2009). Peacebuilding: Task Forces on Strengthening Multilateral Security Capacity, *Blue Papers No. 10*. New York.

Richmond, Oliver P. (2006). The Problem of Peace: Understanding the ‘Liberal Peace.’ *Conflict, Security & Development*, Vol 6, No. 3, pp. 291–314.

Stedman, Stephen John. (1997). Spoiler Problems in Peace Processes. *International Security*, Vol 22, No. 2, pp. 5–53.

Mac Ginty, Roger. (2010). Hybrid Peace: The Interaction Between Top-Down and Bottom-Up Peace. *Security Dialogue*, Vol 41, No. 4, pp. 391–412.

Gandhi, Rajmohan. 1999. *Revenge Reconciliation*. Chapters 8 and 12. New Delhi: Penguin Group.

Rettberg, Angelika and Ugarriza, Juan E. (2016). Reconciliation: A Comprehensive Framework for Empirical Analysis. *Security Dialogue*. Vol. 47, No. 6, pp. 517-540.

Bloomfield, David, Barnes, Teresa and Huyse, Luc. eds. (2003). Reconciliation After Violent Conflict. *A Handbook published by IDEA*, pp. 10-49.

Glucksam, N. (2025). The many conceptions of post-conflict reconciliation: learning from practitioners. *Peacebuilding*, 13(3), 256–274.

Unit IV: Challenges in Peace Building: Lessons from Case Studies

Newman, Edward; Richmond, Oliver P., UN University (eds). (2006). Challenges to peacebuilding: managing spoilers during conflict resolution. pp. 1-20.

Jok, Jok Madut (2021). Lessons in Failure: Peacebuilding in Sudan/South Sudan. In book: *The State of Peacebuilding in Africa*, pp. 363-377.

The Challenges of Building Peace in South Sudan. *Building Peace in South Sudan: Progress, Problems, and Prospects*, June 1, 2017, pp. 10-12.

The Role of External Actors in South Sudan. *Building Peace In South Sudan: Progress, Problems, And Prospects*, June 1, 2017, pp. 30-33.

Mexhuani, B. (2023). The Role of the EU in Shaping Kosovo’s Political Future: A Critical Analysis. *Cogent Social Sciences*, 9(1).

- Visoka, Gëzim and Oliver Richmond. (2017). After Liberal Peace? From Failed State-Building to an Emancipatory Peace in Kosovo. *International Studies Perspectives*, Vol. 18, No. 1, pp. 110-12.
- Axyonova, V., & Kartsonaki, A. (2025). The European Union's Normalisation Policies for Kosovo: Contributing to a Durable Peace? *Ethnopolitics*, 24(4), pp. 461–478.
- Khatriwada, Padma Prasad. (2014). The Nepalese Peace Process: Faster Changes, Slower Progress. *IPS Paper 9*, Berghof Foundation, Berlin, Germany, pp. 1-30.
- Muni, S. D. (2019). Nepal's political parties and peacebuilding: A critical assessment. *Asian Journal of Peace and Conflict Studies*, Vol. 14, No. 1, pp. 68- 81.
- Thapa, Sunil. (2017). The Role of Political Parties in Nepal's Peacebuilding Process. *SSRN*, Western Sydney University, pp. 9-20.
- Adhikari, M. (2024). Non-Western engagement in peace processes and the rise of 'hedging' by elites in conflict-affected states. *Cambridge Review of International Affairs*, Vol. 37, No. 3, pp 338–360.
- Adhikari, P. (2021). Political instability and its impact on Nepalese governance. *Nepalese Journal of Political Science*, Vol. 9, No. 1, PP. 12-26.
- Gautam, M. (2022). Constitution-making in Nepal: Achievements and challenges. *Journal of Nepalese Politics*, Vol. 33, No. 4, pp. 45-58.
- Golishnikov, Oleg. (2025). Afghanistan: Taliban's Second Chance and RED Strategy. *Journal of Strategic Security*, Vol. 18, No. 2, pp. 144-177.
- Johnson, T. H. (2006). Afghanistan's post-Taliban transition: the state of state-building after war. *Central Asian Survey*, Vol. 25, No. 1–2, pp. 1–26.
- Baltar Rodríguez, E. (2023). Why Did State-Building Policy Fail in Afghanistan? *Open Journal of Political Science*, 13, pp. 129-154.
- Setiawati, S. M. (2024). Challenges and Opportunities of the Taliban in the Process of State Building in Afghanistan: Post-American Departures. *International Journal of Politics and Public Policy*, Vol. 2, No. 1, pp. 1-10.
- Sadr, Omar. (2024). How Peace Negotiations Fail: The Case of Afghanistan and the Taliban (2020–2021). Vol. 7, Issue supplement, *Edinburgh University Press*, pp. 1-23.

Examination Scheme

Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi.

Tutorial Activities

Tutorial sessions will strengthen students' ability to apply core course concepts and frameworks, including conflict prevention, management, resolution, and transformation, as well as approaches to peacemaking, peacekeeping, and peacebuilding.

Activities include:

- Group discussions on contemporary issues linked to peacebuilding, including structural violence and reconciliation
- Debates on strategies of peacemaking, peacekeeping, and post-conflict reconstruction
- Guided analysis of key texts on conflict management, resolution, and transformation (with reference to John Paul Lederach and Johan Galtung)
- Critical review of reports, data, and documentation on conflict dynamics, peace processes, and transitional justice
- Individual and group presentations on case studies, particularly Sudan (stalled peacebuilding) and Kosovo (delayed reconciliation and transitional justice)

Students will be assessed based on written assignments, presentations, and participation in tutorial discussions.

Master of Arts in Political Science
PS -DSE 60: Women Thinkers in Indian Political Thought

Credits: 4

Duration: 60 Hours (45 Hours Lect. + 15 Hours Tut.)

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre- requisite of the course if any
		Lecture	Tutorial		
PS-DSE 60: Women Thinkers in Indian Political Thought	4	3	1	Bachelor's degree in any course	None

Course Outline

A course on Women Political Thinkers explores the philosophical contributions of women to political theory and the evolution of feminist perspectives. It investigates how these thinkers critique historical power structures and conceptualise justice, liberty, and the state, while examining both classical and contemporary political thought.

Course Objectives

- In the distinguished tradition of Indian Political Thought, there has been a consistent neglect of women as a fundamental ideological category underpinning broader political outlooks.
- This course identifies and explores the discursive legacy of women political thinkers in India from the marginalised, invisibilized and subaltern strand.
- It is foregrounded on a key/crucial question: do normative concepts and virtues like equality, liberty, justice, rights and resistance be constructed from an alternate social and ideological perspective on gender, oppression and politics.
- It aims to respond to this question with a recognition of their contribution to knowledge production and dissemination, stimulating a thinking and rethinking of the core issues that have been either submerged by the quest for academic precision or discredited by ideological integration of gender into the mainstream.

Course Learning Outcomes

After reading this module, students will be able to:

- Analyse scholarship on the lost, marginalized and invisibilized writings and thought of women thinkers as a radical social and political critique;
- Examine the tension between *bhakti* and *dharma* by redefining the inherent social duty, dissent and individual autonomy;
- Examine ideas on resistance and its application to concepts of liberty, equality, and justice;
- Develop a comparative insight on the methodological approaches through diverse articulations of women's thinking to deconstruct and critique mainstream concepts such as authority, patriarchy, social order, and nation-building.

Course Contents

Unit I: Agency and Autonomy (18 Hours)

Draupadi and Meerabai

- a. Spiritual Dissent
- b. Individual Autonomy (or Agency)
- c. Upholding Nyaya

Unit II: Search for Equality (7 Hours)

Tarabai Shinde

- a. Social Critique,
- b. Resistance and Equality

Unit III: Search for Social Justice (10 Hours)

Begum Rokeya Sakhawat Hossain

- a. Struggle for Social Justice
- b. Religious reforms

Unit IV. Religion as tool for emancipation (10 Hours)

Annie Besant

- a. Nationalism
- b. Religion and Politics

Essential Readings

Unit I

Alston, A. J. (1980). *The devotional poems of Mirabai*. Motilal Banarsidass.

Bahadur, O. K. P. (1998). *Mira Bai and her padas*. Munshiram Manoharlal Publishers.

Harlen, L. (1994). *Religion and Rajput women: The ethic of protection in contemporary narrative*. Munshiram Manoharlal Publishers.

Kinsley, D. (1980). Devotion as an alternative to marriage in the lives of some Hindu women devotees. *Journal of Asian and African Studies*, 15(1–2), 83–93.
<https://doi.org/10.1163/156852180X00077>

Pandey, S. M., & Zide, N. H. (1965). Mīrābāī and her contributions to the Bhakti movement. *History of Religions*, 5(1), 54–73. <https://doi.org/10.1086/462514>

Sangari, K. (1990). Mirabai and the spiritual economy of Bhakti. *Economic and Political Weekly*, 25(28), 1537–1552. <http://www.jstor.org/stable/4396502>

Hazri, K. (2024). Draupadi and the paradigm of woman empowerment in Hinduism. *Critical Research on Religion*, 12(2), 185–201.

<https://journals.sagepub.com/doi/abs/10.1177/20503032241226975>

Motswapong, P. E. (2017). Understanding Draupadi as a paragon of gender and resistance
<http://dx.doi.org/10.17570/stj.2017.v3n2.a22>

Unit II

Shinde, T. (1994). A comparison between women and men. In R. O'Hanlon (Trans. & Ed.), *A comparison between women and men: Tarabai Shinde and the critique of gender relations in colonial India* (pp. 65–94). Oxford University Press.

Feldhaus, A. (Ed.). (1998). *Images of women in Maharashtrian society*. State University of New York Press.

Ingole, A. (2023). Imagining a new ethic of sociality. *Economic & Political Weekly*, 58(13), 51.

Burte, A. (2014). Linking traditions of resistance. In M. Alston (Ed.), *Women, political struggles and gender equality in South Asia* (pp. 161–176). Palgrave Macmillan.

https://doi.org/10.1057/9781137390578_10

Unit III

Hossain, R. S. (1988). Sultana's dream (R. Jahan, Trans. & Ed.). The Feminist Press at CUNY.

Hossain, R. S. (1991). Sultana's dream. In S. Tharu & K. Lalita (Eds.), *Women writing in India: 600 B.C. to the present day*, 1. The Feminist Press at CUNY.

Hossain, R. S. (2013). *The Essential Rokeya: Selected works of Rokeya Sakhawat Hossain (1880–1932)* (Vol. 13). Brill.

Mazumdar, V. (1976). The Social Reform Movement in India from Ranade to Nehru', in B. R. Nanda (ed.), *Indian women: From Purdah to Modernity*.

Forbes, G. (1981). 'The Indian Women's Movement: A Struggle for Women's Rights or National Liberation?'. In Minault (ed.), *The Extended Family: Women and Political Participation in India and Pakistan*.

Mazumdar, V. (1976). The social reform movement in India from Ranade to Nehru. In B. R. Nanda (Ed.), *Indian women: From purdah to modernity*. Vikas Publishing House.

Unit IV

Besant, A. (1913). The place of politics in the life of a nation. In *India: Essays and addresses*. Theosophical Publishing Society.

Bevir, M. (1998). In opposition to the Raj: Annie Besant and the dialectic of empire. *History of Political Thought*, 19(1), 61–77.

Robb, P. (1976). The government of India and Annie Besant. *Modern Asian Studies*, 10(1), 107–130.

Das, A. (2023). Feminist ideology of Annie Besant (1893–1933). In *Proceedings of the Indian History Congress* (Vol. 82, pp. 824–832). Indian History Congress.

Anderson, N. F. (2002). ‘Mother Besant’ and Indian national politics. *The Journal of Imperial and Commonwealth History*, 30(3), 27–54.

Examination Scheme

Examination scheme and mode shall be prescribed by the examination branch University of Delhi from time to time.

Tutorial Activities

The tutorial activities include:

- Presentations and group discussions.
- Term papers
- Literature review
- Annotated bibliography

Master of Arts in Political Science
PS-DSE 61: Political Thought of Sardar Vallabhbhai Patel

Credits: 4

Duration: 60 Hours (45 Hours Lect. + 15 Hours Tut.)

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre- requisite of the course if any
		Lecture	Tutorial		
PS-DSE 61: Political Thought of Sardar Vallabhbhai Patel	4	3	1	Bachelor's degree in any course	None

Course Outline

Sardar Vallabhbhai Patel (1875–1950) stands as one of the most consequential statesmen of modern India. Various described as the ‘Iron Man of India’ and the ‘Bismarck of India’. Despite his historic significance, Patel’s political thought has received far less systematic scholarly attention compared to that of Gandhi, Nehru, or Ambedkar. His ideas are often treated as secondary to his actions, as if the statesman’s pragmatism precluded serious philosophical reflection. This course challenges that assumption. It proceeds from the premise that Patel’s ideas on nationalism, democracy, secularism, federalism, and state-building constitute a coherent and distinctive contribution to Indian political thought that is best understood not only through his speeches and writings but also through his political praxis.

Course Objectives

The course situates Patel within the broader intellectual landscape of nationalist thought, positions his ideas in critical dialogue with those of Gandhi and Nehru, and explores the reception and appropriation of Patel’s legacy in contemporary Indian politics. A primary-text-centred pedagogical approach is adopted throughout.

Course Learning Outcomes

To introduce the students with the political thought of Patel alongside his contemporaries and to demonstrate the contemporary relevance of his political thought and vision.

Course Contents

Unit I: Intellectual Formation and Historical Context (10 Hours)

- a) Patel’s Life and Political Socialisation: Colonial Gujarat, Family Background, and Legal Career
- b) Patel and the Indian National Congress: Organisational Politics (1920–1947)
- c) The Kheda (1918) and Bardoli (1928) Satyagrahas: Pragmatic Nationalism in Action
- d) Patel and Gandhi: Ideological Convergence and Divergence

Unit II: Core Political Ideas

(12

Hours)

- a) Nationalism: Territorial, Civic, and Patriotic Dimensions
- b) Democracy: Popular Sovereignty, Rights, and Responsible Governance
- c) Secularism: Gandhian Secularism and Its Limits
- d) Liberty, Unity, and Constitutional Order
- e) Pragmatism as Political Philosophy

Unit III: Nation-Building, State Consolidation, and Constitutional Vision (13 Hours)

- a) Integration of Princely States: Political Thought Behind the Strategy
- b) Patel's Vision of Federalism: Centre, States, and National Unity
- c) Patel and the Indian Constitution: Contributions to the Constituent Assembly
- d) Civil Services and Administrative Vision: The IAS and National Cohesion
- e) Partition, Refugees, and Communal Order

Unit IV: Social Thought, Legacy, and Contemporary Debates (10 Hours)

- a) Patel and the Social Question: Caste, Gender, and Backward Communities
- b) Patel's Economic Ideas: Planning and Development
- c) Historiographical Debates: Revisionism and the Politics of Memory
- d) Patel's Legacy in Contemporary Indian Politics

Essential Readings

Unit I: Intellectual Formation and Historical Context

Chopra, P.N. (ed.), *The Collected Works of Sardar Vallabhbhai Patel*, Vols. 1–3 (Konark Publications, New Delhi, 1990). [Covers the period 1917–1929: Kheda, Bardoli, and Congress organisation]

Patel, Sardar Vallabhbhai, *For a United India: Speeches of Sardar Patel 1947–50* (Publications Division, Government of India, Delhi, 1967).

Menon, V.P., *The Story of the Integration of the Indian States* (Orient Longman, 1956). [Essential companion primary account by Patel's chief lieutenant]

Gandhi, Rajmohan, *Patel: A Life* (Navajivan Publishing House, Ahmedabad, 1990).

Krishna, Balraj, *Sardar Vallabhbhai Patel: India's Iron Man* (HarperCollins, New Delhi, 1995). Chapters 1–4.

Hardiman, David, *Peasant Nationalists of Gujarat: Kheda District 1917–1934* (Oxford University Press, New Delhi, 1981). [Essential for Kheda and Bardoli context]

Shah, Ghanshyam, *Caste Association and Political Process in Gujarat* (Popular Prakashan, Bombay, 1975). [Contextualises Patel's social base]

Das, Durga (ed.), *Sardar Patel's Correspondence 1945–50*, Vols. 1–10 (Navajivan, Ahmedabad). [For the Patel–Gandhi and Patel–Nehru relationship]

Brecher, Michael, *Nehru: A Political Biography* (Oxford University Press, London, 1959).
[Comparative context for the Patel–Nehru dynamic]

Video Resources

- ✓ NPTEL | Introduction to Modern Indian Political Thought (IIT Guwahati, Prof. Mithilesh Kumar Jha) — Week 1: Introduction to the Course
- ✓ Sardar Patel: The Iron Man of India — NVLI (National Virtual Library of India) | Archival Documentary
- ✓ The Life and Legacy of Sardar Vallabhbhai Patel | Rajya Sabha TV Documentary

Unit II: Core Political Ideas

Chopra, P.N. (ed.), *The Collected Works of Sardar Vallabhbhai Patel*, Vols. 7–9 (Konark Publications, New Delhi). [Covers 1942–1947: Quit India, partition negotiations, and independence]

Constituent Assembly Debates (Official Report), Government of India Press, New Delhi (Vols. I–XII). [Patel’s key speeches: Advisory Committee Report, Minorities, November 1949 session]

Patel, Sardar Vallabhbhai, *Sardar Patel’s Speeches*, selected and edited by Keshav Sahai (Hindi Granth Ratnakar Karyalay, Bombay, 1952).

Reddy, C. Sheela, ‘Legacy of Sardar Vallabhbhai Patel’, *The Indian Journal of Public Administration* (IIPA, New Delhi, 2017).

Pathak, Bindeshwar, ‘Sardar Vallabhbhai Patel: A Caesar of Indian Politics,’ in *Sardar Patel Memorial Lectures* (IIPA, New Delhi, 2003).

Singh, Dinesh Kumar (ed.), *Patel: Political Ideas and Policies* (Orient BlackSwan, New Delhi, 2018). [Covers nationalism, fundamental rights, secularism, and democracy]

Appadorai, A., *Documents on Political Thought in Modern India*, Vol. II (Oxford University Press, Bombay, 1976). [Primary document collection with contextual notes]

Pantham, Thomas and Deutsch, Kenneth (eds.), *Political Thought in Modern India* (Sage, New Delhi, 1986). [Situates Patel in the broader tradition of Indian political thought]

Chakrabarty, Bidyut, ‘Sardar Vallabhbhai Patel and Partition Violence,’ *Modern Asian Studies*, Vol. 29, No. 3, 1995.

Video Resources

- ✓ NPTEL | Modern Indian Political Thought - Lectures on Nationalism, Democracy, and Secularism (IIT Guwahati)
- ✓ Sardar Patel: Nationalism and the Idea of India - National Integration Trust Documentary
- ✓ Sardar Vallabhbhai Patel - Contributions to National Security and Nationalism | Academic Lecture (Academia.edu)

Unit III: Nation-Building, State Consolidation, and Constitutional Vision

Menon, V.P., *The Story of the Integration of the Indian States* (Orient Longman, 1956). [First-hand account of the integration process; essential reading]

Constituent Assembly Debates, Volumes V, VII, and X. [Patel's Advisory Committee Report on Fundamental Rights and Minorities; speeches on federalism and minority safeguards]

Chopra, P.N. (ed.), *The Collected Works of Sardar Vallabhbhai Patel*, Vols. 10–15 (Konark Publications). [Covers 1947–1950: integration, civil services, and governance]

Menon, V.P., *The Transfer of Power in India* (Princeton University Press, 1957).

Bamzai, Sandeep, *Princistan: How Nehru, Patel and Mountbatten Made India* (Rupa Publications, New Delhi, 2015).

Austin, Granville, *The Indian Constitution: Cornerstone of a Nation* (Oxford University Press, New Delhi, 1966). [Essential for understanding Patel's constitutional role]

Guha, Ramachandra, *India After Gandhi: The History of the World's Largest Democracy* (Macmillan, London, 2007). Chapters 2–6. [Accessible account of integration and state-building]

Copland, Ian, *The Princes of India in the Endgame of Empire, 1917–1947* (Cambridge University Press, 1997).

Sarkar, Sumit, *Modern India 1885–1947* (Macmillan, New Delhi, 1983). [Historical context for the constitutional period]

Khilnani, Sunil, *The Idea of India* (Penguin Books, London, 1998). [Comparative intellectual context; Patel's place in the idea of India]

Video Resources

- ✓ The Integration of India's Princely States | Full Documentary (YouTube)
- ✓ The Uniting Force: Sardar Patel's Integration of Princely States (YouTube, 2024)
- ✓ Sardar Patel and the Constituent Assembly | NVLI Archival Resources
- ✓ NPTEL | Introduction to Modern Indian Political Thought — Unit on Nation-Building and the Indian Constitution

Unit IV: Social Thought, Legacy, and Contemporary Debates

Chopra, P.N. (ed.), *The Collected Works of Sardar Vallabhbhai Patel*, Vols. 13–15 (Konark Publications). [Key speeches and correspondence on communalism, minorities, and partition aftermath]

Constituent Assembly Debates, Vol. IX and X. [Patel's speeches on minority protections, reservations, and national unity]

Sardar Patel's Letters: Selected correspondence on Hindu-Muslim relations, the RSS ban, and the Hyderabad question. [Reprinted in Das, Durga (ed.), *Sardar Patel's Correspondence*, Vols. 6–10]

Damodaran, Harish, *India's New Capitalists: Caste, Business, and Industry in a Modern Nation* (Permanent Black, Delhi, 2008). [Contextualises Patel's agrarian and economic thought]

Puri, Balraj, 'Sardar Patel and the Minorities,' Economic and Political Weekly, Vol. 30, No. 44, 1995.

Brass, Paul R., The Politics of India Since Independence (Cambridge University Press, 1994). [Broad context for Patel's administrative legacy]

Mehta, V.R. and Pantham, Thomas (eds.), Political Ideas in Modern India: Thematic Explorations (Sage, New Delhi, 2006).

Engineer, Asghar Ali, 'Sardar Patel and Indian Muslims,' Economic and Political Weekly, Vol. 45, No. 44, 2010. [Revisionist perspective]

Gopal, Sarvepalli, Jawaharlal Nehru: A Biography, Vol. 2 (Harvard University Press, 1979). [Comparative framework for Patel–Nehru debates]

Video Resources

- ✓ Sardar Patel: Nation, Democracy and the Social Question | NPTEL Political Thought Lectures (IIT Guwahati)
- ✓ The Statue of Unity and the Politics of Memory: Sardar Patel's Legacy Debated | The Wire Documentary
- ✓ Patel vs. Nehru: Two Visions of India | Academic Panel Discussion (Rajya Sabha TV)

Examination Scheme

Examination scheme and mode shall be prescribed by the examination branch University of Delhi from time to time.

Tutorial Activities

Tutorial activities may include:

- Presentations and group discussions.
- Term papers
- literature review
- Annotated bibliography

Master of Arts in Political Science
PS-DSE 62: State and Nation Building in India

Credits: 4

Duration: 60 Hours (45 Hours Lect. + 15 Hours Tut.)

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre- requisite of the course if any
		Lecture	Tutorial		
PS-DSE 62: State and Nation Building in India	4	3	1	Bachelor's degree in any course	None

Course Outline

This course offers an exploration of state and nation building in India through the different decades after independence. Starting from the foundational moment it takes the students through different periods of nation building practices of the state under the guiding frameworks of constitutional democracy. The course identifies challenges to nation building in the different decades and gives the students insights into the policies devised by different political regimes to address them.

Course Objectives

- To examine the historical evolution of state-building and nation-building in India since Independence within the framework of constitutional democracy.
- Analyse the political, institutional, social, and economic processes that have shaped India's nation-building trajectory across different decades.
- Critically evaluate the challenges to nation-building, including regionalism, linguistic and ethnic movements, caste and religious politics, insurgencies, and questions of national integration.
- Assess the role of state policies, political institutions, and successive governments in addressing the changing demands of governance, development, and democratic consolidation.
- Develop a critical understanding of contemporary debates on citizenship, federalism, internal security, identity, and democratic governance in the context of India's ongoing nation-building project.

Course Learning Outcomes

After completing this course the students will be able to

- Conceptualise what nation building has entailed over different decades after independence.
- Understand and evaluate state policies designed to address the challenges to nation building.
- Comprehend and analyse the practices of nation building, the specificity of challenges, and the effectiveness of state policies.
- Demonstrate an informed understanding of contemporary challenges, including internal security, insurgencies, and political violence.

Course Contents

Unit I: The founding moment: nationalism and democracy

- a) Partition and nation-building
- b) Integration of princely states: role of Vallabhbhai Patel
- c) Diversity and its accommodation through the Constitution: Schedules V and VI, Temporary, Transitional and Special provisions (Articles 370 and 371)

Unit II: Political transitions and the decade of 1950s and 1960s

- a) National Integration Council and its recommendations
- b) Linguistic aspirations and redrawing of state boundaries in 1950s
- c) External wars (1962, 1965)

Unit III: Crisis and consolidation of constitutional democracy: 1970s and 1980s

- a) External emergency: refugee crisis and the 1971 war
- b) National emergency (1975-77)
- c) Constitutional amendments: forty second and forty fourth amendments

Unit IV: Development Strategies, Accords and Nation Building

- a) Regional violence and accommodation through accords (Punjab, Assam, Nagaland and Manipur)
- b) Abrogation of Article 370 and development initiatives in Jammu, Kashmir and Ladakh
- c) Peace, development and government response to Maoist violence

Readings:

Unit I

Bandyopadhyay, S. (2004). 'Freedom with Partition' and 'After independence and Partition' in *From Plassey to Partition and After*, Orient Blackswan.

Brass, P. (1994). Introduction: Continuities and discontinuities between pre- and post-independence India. In *The politics of India since independence*. Cambridge University Press.

Brass, P. (1994). Pluralism and National Integration (Part II). In *The politics of India since independence*. Cambridge University Press.

Chatterjee, P. (2025). *For a Just Republic: The People of India and the State*. Permanent Black. [Chapter 1: The Nation-State and the People-Nation]

Chopra, P. N. (1990-2015). *The Collected Works of Sardar Vallabhbhai Patel*, volumes 1-15, Konark Publishers.

Khilnani, S. (2023). Who is an Indian? In *The idea of India*. Penguin. (Original work published 1997)

Kothari, R. (2005). Democracy and the role of the state. In *Rethinking democracy*. Orient Longman.

Raghavan, S. (2010). *War and Peace in Modern India: A Strategic History of the Nehru Years*. Orient Blackswan.

Menon, V. P. (2014). *Integration of the Indian States*. Orient Blackswan.

Sarkar, S (2001). Indian democracy, the historical inheritance. In Atul Kohli (Ed) *The Success of India's Democracy*. Cambridge University Press.

Shankardass, R D (2024). *Vallabhbhai Patel*. Orient Blackswan.

Singh, S. P. N. (1965). Democratic socialism: An Indian approach. *The Indian Journal of Political Science*, 26(4), 142–149. (Conference Number: XXVII Indian Political Science Conference, Mysore, 28–30 December 1965).

Sherman, T. C. (2018). ‘A new type of revolution’: socialist thought in India, 1940s–1960s. *Postcolonial Studies*, 21(4), 485–504. <https://doi.org/10.1080/13688790.2018.1500085>

Tudor, M. (2016). The Historical Inheritance of India’s Democracy. In A. Kohli & P. Singh (Eds.), *Routledge handbook of Indian politics*. Routledge.

Unit II

Brass, P. (1994). Political Aspects of Agricultural Change. In *The politics of India since independence*. Cambridge University Press.

Cohen, B. B., & Ganguly, S. (2014). Introduction: Regions and Regionalism in India. *India Review*, 13(4), 313–320. <https://doi.org/10.1080/14736489.2014.964626>

Chatterjee, P. (2025). *For a Just Republic: The People of India and the State*. Permanent Black. [Chapter 6: A Federation of Peoples]

Dhanagare, D. N. (1988). The Green revolution and social inequalities in rural India. *Bulletin of Concerned Asian Scholars*, 20(2), 2–13. <https://doi.org/10.1080/14672715.1988.10404444>

Guha, R. (2007). *Peace in our time*. In *India after Gandhi*. Picador.

Guha, R. (2007). *Redrawing the map*. In *India after Gandhi*. Picador.

Guha, R. (2007). *The experience of defeat*. In *India after Gandhi*. Picador.

Hansen, T B. (1999). *The Saffron Wave: Democracy and Hindu Nationalism in Modern India*, Princeton University Press.

Saxena, R. (2012). Is India a Case of Asymmetrical Federalism? *Economic and Political Weekly*, 47(2), 73–75.

Seth, S. (2006). From Maoism to postcolonialism? The Indian ‘Sixties’, and beyond. *Inter-Asia Cultural Studies*, 7(4), 589–605. <https://doi.org/10.1080/14649370600982982>

Staniland, P. (2016). ‘Insurgencies in India’. in A. Kohli & P. Singh (Eds.), *Routledge handbook of Indian politics*. Routledge.

Swier, G. M. (2020). How Technology Drives the History of the Green Revolution. *Capitalism Nature Socialism*, 32(4), 73–90. <https://doi.org/10.1080/10455752.2020.1862889>

Tillin, L. (2019). *Indian Federalism*. Oxford Short Introduction Series. Oxford University Press.

Unit III

Austin, G. (1999). *Working a Democratic Constitution* (Part III democracy Rescued Or the Constitution Subverted?: The Emergency and the Forty Second Amendment, 1975-7 and Part IV: The Janata Interlude: Democracy Restored), OUP.

deSouza P R. and Sethi, H. (Eds.), *50 years of the Indian Emergency: Lessons for democracy*. Orient Blackswan.

Dhar, P. N. (2001). *Indira Gandhi, the 'Emergency' and Indian Democracy*. Oxford University Press.

Jaffrelot, C. And Anil, P. (2021). *India's First Dictatorship: The Emergency, 1976-1977*. Harper Collins.

Raghavan, S. (2013). *1971: A Global History of the Creation of Bangladesh*. Harvard University Press, Cambridge, Massachusetts.

Prakash, G. (2019). Prologue. In *Emergency chronicles: Indira Gandhi and democracy's turning point*. Princeton University Press.

Unit IV

Ahlawat, D. (2018). Maoist insurgency in India: grievances, security threats and counter-strategies. *Journal of Policing, Intelligence and Counter Terrorism*, 13(2), 252–266. <https://doi.org/10.1080/18335330.2018.1478114>

FICCI (Federation of Indian Chambers of Commerce & Industry) *Task Force Report on National Security and Terrorism* (2009). (New Delhi: FICCI)
<http://www.ficci.com/SPdocument/20032/terrorism-report.pdf>

India's hardening policies towards terrorism and Pakistan. (2025). *Strategic Comments*, 31(3), xi–xiii. <https://doi.org/10.1080/13567888.2025.2520717>

Kaur, R. (2012). Nation's Two Bodies: rethinking the idea of 'new' India and its other. *Third World Quarterly*, 33(4), 603–621. <https://doi.org/10.1080/01436597.2012.657420>

Ministry of Home Affairs, Internal Security Division, 'Status Paper on the Naxal Problem', 18 May 2006 Left Wing Extremism Division, Ministry of Home Affairs, <https://www.mha.gov.in/en/divisionofmha/left-wing-extremism-division>

Ministry of Home Affairs (2026). National Counter-terrorism Policy and Strategy, https://www.mha.gov.in/sites/default/files/PRAHAAREng_23022026.pdf

Planning Commission, (2008). *Report of the Expert Group to the Planning Commission, Development Challenges in Extremist Affected Areas*, New Delhi: Planning Commission.

Sáez, L. (2016) India in Asia: Geostrategic and economic considerations. In A. Kohli & P. Singh (Eds.), *Routledge handbook of Indian politics*. Routledge.

Second Administrative Reforms Commission. (2005). *Eighth report: Combating terrorism – Protecting by righteousness*. Government of India. https://darpg.gov.in/sites/default/files/combating_terrorism8.pdf

Additional Readings:

- Bose, S. (2013). *Transforming India: Challenges to the world's largest democracy*. Picador.
- Brass, Paul R. (1999 Reprint). *The Politics in India Since Independence*, Cambridge University Press.
- Chakrabarty, B. (2014). *Communism in India*. Oxford University Press.
- Chakrabarty, B., and Kujur, R. (2010). *Maoism in India*. Routledge.
- Corbridge, S., and Harriss, J. (2000). *Reinventing India: Liberalization, Hindu nationalism and popular democracy*. Oxford University Press.
- Frankel, F. (1978). *India's Political Economy 1947-1977: The Gradual Revolution*. Princeton University Press.
- Kohli, A. (1990). *Democracy and discontent: India's growing crisis of governability*. Cambridge University Press.

Facilitating the achievement of Course Learning Outcomes:

To facilitate the achievement of course learning objectives, the course follows pedagogical and evaluation practices in conformity with the requirements of the university. It, therefore, includes internal assessments and an end-semester exam. The pedagogical approach includes a mix of lectures and class participation by students to enhance their communication and analytical skills. Internal exams and assessment through assignments and term papers would help them develop the competence to analyse complex issues and express them in academic writing formats.

Tutorial Component

- As an essential component of the course, the tutorials will provide the students the space to enhance their understanding of the different aspects of nation building in India.
- The written component of tutorials will be designed to give each student the opportunity to engage and reflect on the assigned readings.
- Through discussions on term papers, where the students would be encouraged to study and analyse official documents, the students will develop the skill to read and engage with official perspectives on national building.

Master of Arts in Political Science
PS-DSE 63: Black Tradition in Political Theory

Credits: 4

Duration: 60 Hours (45 Hours Lect. + 15 Hours Tut.)

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre- requisite of the course if any
		Lecture	Tutorial		
PS-DSE 63: Black Tradition in Political Theory	4	3	1	Bachelor's degree in any course	None

Course Outline:

This course examines Black radical thought within anti-colonial traditions, centring the Haitian Revolution as a transformative moment in global history. It explores early resistance in Saint-Domingue, including maroon communities and figures like Makandal, and analyses revolutionary leadership through Toussaint Louverture and Jean-Jacques Dessalines, drawing on The Black Jacobins. The course also interrogates Eurocentric notions of universal history, particularly in G. W. F. Hegel, and introduces Black feminist thought to examine intersections of race, gender, and class, highlighting their relevance for contemporary debates on decolonisation and justice.

Course Objectives:

- Introduce students to anti-colonial political thought through the lens of Black traditions.
- Re-centre global intellectual history by foregrounding the Haitian Revolution as a foundational modern political event.
- Critically interrogate Eurocentric narratives of universal history, especially those emerging from the French Revolution.
- Examine the intellectual, cultural, and political legacies of enslaved resistance, maroon societies, and revolutionary leadership.
- Engage with intersections of race, gender, and philosophy, including Black feminist thought and reinterpretations of European philosophy.

Course Learning Outcomes:

By the end of the course, students will be able to:

- Critically analyse Black radical thought as a key strand of anti-colonial political theory and its contribution to global intellectual history.
- Evaluate the significance of the Haitian Revolution in redefining ideas of freedom, equality, and sovereignty beyond Eurocentric frameworks.
- Interrogate Eurocentric conceptions of universal history, including those linked to the French Revolution and G. W. F. Hegel, through decolonial and historical perspectives.
- Apply Black feminist frameworks to understand the intersections of race, gender, and class in systems of power and resistance.
- Synthesize historical and theoretical insights to engage with contemporary debates on decolonisation, justice, and global inequality.

Course Contents:

Unit I. Mackandal, the ‘Medical Revolutionary’ (1750)

- a) Historical Context: Saint-Domingue before Revolution
- b) Mackandal and Proto-Revolutionary Politics
- c) African Cosmologies and Knowledge Systems
- d) Agency and Subaltern Politics

Unit II. Toussaint and Dessalines: The Black Jacobins

- a) Contextualizing the Haitian Revolution
- b) Leadership and Strategy: Toussaint Louverture
- c) The Declaration of independence (1804)
- d) Citizenship, Freedom, and Racial Equality

Unit III. Hegel, Haiti and (European) Universal History

- a) Hegel and the Idea of Universal History
- b) The Master-Slave Dialectic
- c) Haiti and the Problem of Silence
- d) Pluralizing Modernity and History

Unit IV: Black Feminist Thought

- a) Genealogies of Black Feminism
- b) Intersectionality and Structural Power
- c) Key Thinkers and Texts: Angela Davis and Bell Hooks
- d) Embodiment, Experience, and Knowledge
- e) Black Feminism and Contemporary Politics

Unit wise Readings:

Unit I:

Nobles, W. W. (2015). *The Island of Memes: The Haitian Revolution*. Black Classic Press.

Carruthers, J. H. (1985). *The Irritated Genie: An Essay on the Haitian Revolution*. Kemetic Institute.

Simpkins, P. C. “Kate” (2016). *The Absent Agronomist and the Lord of Poison*. Northeastern University.

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

Unit II.

Jenson, D. (2010). Hegel and Dessalines. *New West Indian Guide / Nieuwe West-Indische Gids*, 84, No. 3/4

James, C.L.R. (1989). *Black Jacobins*. Random House.

Price, R. (1983). *First Time: The Historical Vision of an Afro-American People*. University of Chicago Press.

Asante, M. K. (2013). Afrocentricity. In *The Global Intercultural Communication Reader*. Routledge.

Nobles, W. W. (1986). *African Psychology: Towards its reclamation, reascension and revitalization*. Institute for the Advanced Study of Black Family Life and Culture

Unit III:

Buck-Morss, S. (2000). Hegel and Haiti. *Critical Inquiry*, 26, no. 4.

Fanon, F. (1952). *Black Skin, White Masks*. Grove Press.

Spillers, H. (1987). Mama's Baby, Papa's Maybe: An American Grammar Book. *Diacritics*, 17 (2).

Unit IV:

Smith, B. (ed.) (2000). *Home Girls: A Black Feminist Anthology*. Rutgers University Press.

Hooks, B. (1981). *Ain't I a woman: Black women and feminism*. South End Press.

Crenshaw, K. (1989). Demarginalizing the intersection of race and sex: A Black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics. *University of Chicago Legal Forum*, 1: 139–167.

Examination Scheme

Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Tutorial Activities

Tutorial sessions will enable students to apply key concepts and analytical frameworks around black tradition in political theory. Activities may include:

- Close reading of excerpts from relevant texts
- class presentations
- guided discussion of selected readings
- group discussions
- Archival/Document analysis

B: Course Wise Content Details for MA (Political Science) Programme:

Master of Arts in Political Science

PS-DSE 64: Democracy and Democratization: A Comparative Perspective

Credits: 4

Duration: 60 Hours (45 Hours Lect. + 15 Hours Tut.)

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial		
PS-DSE 64: Democracy and Democratization: A Comparative Perspective	4	3	1	Bachelor's degree in any course	None

Course Outline

This course offers a comprehensive introduction to the study of democracy and democratization from a comparative perspective. It begins by examining the conceptual and methodological foundations of democracy, focusing on definitional debates and measurement issues. It then explores the processes of democratization through the analysis of different waves, along with themes of democratic consolidation, resilience, and regression, drawing on the work of scholars such as Samuel P. Huntington. The course further engages with diverse regime types, including liberal democracies, hybrid regimes, and authoritarian systems, with particular attention to the concept of polyarchy developed by Robert A. Dahl. It also critically examines contemporary global trends of autocratization and democratic backsliding. The final segment addresses key challenges to democracy, including political polarization, inequality, institutional erosion, and the impact of disinformation. Through a combination of theoretical engagement and comparative analysis, the course equips students with the tools to critically assess democratic processes and transformations across different political contexts.

Course Objectives

The course seeks to introduce students to the varied phenomena in the processes of democratization. It engages with these varied phenomena and looks at the debates around different democratic waves, stages and forms. It seeks to provide an overview of the interaction of democracy with varied regime types. It provides an understanding of the processes of autocratization and authoritarianism around the globe and their interaction with democracy.

Course Learning Outcomes

After successful completion of this course, students will be able to critically interpret key concepts of democracy and democratization, including their variations, measurements, and methodological challenges; apply major theoretical frameworks to explain processes of democratization, democratic consolidation, and regression; compare different waves and patterns of democratization across regions using historical and empirical perspectives; distinguish between democratic, hybrid, and authoritarian regime types and assess their institutional dynamics; analyze contemporary trends of autocratization and democratic backsliding through current scholarly debates; evaluate major challenges to democracy such as polarization, inequality, disinformation, and institutional erosion; and demonstrate strong research and analytical skills through engagement with academic literature and the ability to construct evidence-based comparative arguments.

Course Contents

Unit I: Introduction to Democracy and Democratization (11 Hours)

- (a) Concepts
- (b) Methods

Unit II: Democratization (12 Hours)

- (a) Waves of Democratization
- (b) Democratic Consolidation, Resilience and Regression

Unit III: Regime types (11 Hours)

- (a) Democracy and Polyarchy
- (b) Democracy and Autocratization

Unit IV: Challenges to Democracy (11 Hours)

- (a) Capitalism and Inequality
- (b) Media and Disinformation
- (c) Global and Transnational Pressures

Essential Readings

Unit I

Collier, D., & Adcock, R. (1999). Democracy and dichotomies: A pragmatic approach to choices about concepts. *Annual Review of Political Science*, 2, 537–565.

Collier, D., & Mahon, J. E., Jr. (1993). Conceptual ‘stretching’ revisited: Adapting categories in comparative analysis. *American Political Science Review*, 87(4), 845–855.

Elkins, Z. (2000). Gradations of democracy? Empirical tests of alternative conceptualizations. *American Journal of Political Science*, 44(2), 293–300.

Freeman, J. R., & Quinn, D. P. (2012). The economic origins of democracy reconsidered. *American Political Science Review*, 106(1), 58–80.

Boix, C. (2011). Democracy, development, and the international system. *American Political Science Review*, 105(4), 809–828.

Leininger, J., & Richter, S. (2023). From democracy promotion to democracy protection. In D. Caramani (Ed.), *Comparative politics* (6th ed.). Oxford University Press.

Sartori, G. (1991). Comparing and miscomparing. *Journal of Theoretical Politics*, 3(3), 243–257.

Unit II

Boese, V. A., Edgell, A. B., Hellmeier, S., Maerz, S. F., & Lindberg, S. I. (2021). How democracies prevail: Democratic resilience as a two-stage process. *Democratization*, 28(5), 885–907.

Boix, C., & Stokes, S. C. (2003). Endogenous democratization. *World Politics*, 55(4), 517–549.

Burnell, P., & Calvert, P. (1999). The resilience of democracy: An introduction. *Democratization*, 6(1), 1–32.

Diamond, L. (2015). Facing up to the democratic recession. *Journal of Democracy*, 26(1), 141–155.

Gerring, J., et al. (2021). Why monarchy? The rise and demise of a regime type. *Comparative Political Studies*, 54(3–4), 585–622.

Gerschewski, J. (2021). Erosion or decay? Conceptualizing causes and mechanisms of democratic regression. *Democratization*, 28(1), 43–62.

Haggard, S., & Kaufman, R. R. (2012). Inequality and regime change: Democratic transitions and the stability of democratic rule. *American Political Science Review*, 106(3), 495–516.

Houle, C. (2009). Inequality and democracy: Why inequality harms consolidation but does not affect democratization. *World Politics*, 61(4), 589–622.

Huntington, S. P. (1991). Democracy's third wave. *Journal of Democracy*, 2(2), 12–34.

Mansfield, E. D., & Pevehouse, J. C. (2008). Democratization and the varieties of international organizations. *Journal of Conflict Resolution*, 52(2), 269–294.

Moravcsik, A. (2000). The origins of human rights regimes: Democratic delegation in postwar Europe. *International Organization*, 54(2), 217–252.

Pevehouse, J. C. (2002). With a little help from my friends? Regional organizations and the consolidation of democracy. *American Journal of Political Science*, 46(3), 611–626.

Tomini, L. (2021). Don't think of a wave! A research note about the current autocratization debate. *Democratization*, 28(6), 1191–1201.

Unit III

- Aliyev, H. (2017). Precipitating state failure: Do civil wars and violent non-state actors create failed states? *Third World Quarterly*, 38(9), 1973–1989.
- Alvarez, M., Cheibub, J. A., Limongi, F., & Przeworski, A. (1996). Classifying political regimes. *Studies in International Comparative Development*, 31(2), 3–36.
- Bader, J., Grävingholt, J., & Kästner, A. (2014). Would autocracies promote autocracy? A political economy perspective on regime-type export in regional neighbourhoods. In *International politics and national political regimes* (pp. 81–100). Routledge.
- Bjørnskov, C., & Rode, M. (2020). Regime types and regime change: A new dataset on democracy, coups, and political institutions. *The Review of International Organizations*, 15(2), 531–551.
- Boese, V. A., Lundstedt, M., Morrison, K., Sato, Y., & Lindberg, S. I. (2022). State of the world 2021: Autocratization changing its nature? *Democratization*, 29(6), 983–1013.
- Dahl, R. A. (2008). *Polyarchy: Participation and opposition*. Yale University Press.
- Edgell, A., Coppedge, M., Knutsen, C. H., & Lindberg, S. I. (Eds.). (2022). *How democracies develop and decline*. Cambridge University Press.
- Gandhi, J., & Ong, E. (2019). Committed or conditional democrats? Opposition dynamics in electoral autocracies. *American Journal of Political Science*, 63(4), 948–963.
- Geddes, B., Wright, J., & Frantz, E. (2014). Autocratic breakdown and regime transitions: A new data set. *Perspectives on Politics*, 12(2), 313–331.
- Linz, J. J. (1990). The perils of presidentialism. *Journal of Democracy*, 1(1), 51–69.
- Lührmann, A., Tannenberg, M., & Lindberg, S. I. (2018). Regimes of the world (RoW): Opening new avenues for the comparative study of political regimes. *Politics and Governance*, 6(1).
- Tansey, O., Koehler, K., & Schmotz, A. (2017). Ties to the rest: Autocratic linkages and regime survival. *Comparative Political Studies*, 50(9), 1221–1254.
- Teorell, J. (2010). *Determinants of democratization: Explaining regime change in the world, 1972–2006*. Cambridge University Press.
- Teorell, J., Coppedge, M., Skaaning, S.-E., & Lindberg, S. I. (2019). Measuring polyarchy across the globe, 1900–2017. *Studies in Comparative International Development*, 54(1), 71–95.
- Tomini, L., & Wagemann, C. (2018). Varieties of contemporary democratic breakdown and regression: A comparative analysis. *European Journal of Political Research*, 57(3), 687–716.
- Treisman, D. (2023). How great is the current danger to democracy? Assessing the risk with historical data. *Comparative Political Studies*, 56(12), 1924–1952.
- Yakouchyk, K. (2019). Beyond autocracy promotion: A review. *Political Studies Review*, 17(2), 147–160.

Unit IV

Acemoglu, D., & Robinson, J. A. (2000). Democratization or repression? *European Economic Review*, 44(4–6), 683–693.

Carothers, T., & O'Donohue, A. (2019). *Democracies divided: The global challenge of political polarization*. Brookings Institution Press.

Christensen, D., & Weinstein, J. M. (2013). Defunding dissent: Restrictions on aid to NGOs. *Journal of Democracy*, 24(2), 77–91.

Grimm, S., & Leininger, J. (2012). Not all good things go together: Conflicting objectives in democracy promotion. *Democratization*, 19(3), 391–414.

Kim, N. K., & Kroeger, A. M. (2019). Conquering and coercing: Nonviolent anti-regime protests and the pathways to democracy. *Journal of Peace Research*, 56(5), 650–666.

Sato, Y., & Wiebrecht, F. (2004). Disinformation and regime survival. *Political Research Quarterly*, 77(3), 1010–1025.

Svolik, M. W. (2023). Voting against autocracy. *World Politics*, 75(4), 647–691.

Woo, A. S., & Conrad, C. R. (2019). The differential effects of 'democratic' institutions on dissent in dictatorships. *The Journal of Politics*, 81(2).

Suggested Readings

Carothers, T. (2020). Rejuvenating democracy promotion. *Journal of Democracy*, 31(1), 114–123.

Croissant, A., & Lott, L. (2024). *Democratic resilience in the twenty-first century: Search for an analytical framework and explorative analysis*.

Dahl, R. A. (1989). *Democracy and its critics*. Yale University Press.

Dahlum, S., Knutsen, C. H., & Wig, T. (2019). Who revolts? Empirically revisiting the social origins of democracy. *The Journal of Politics*, 81(4), 1494–1499.

Dodsworth, S., & Cheeseman, N. (2018). Ten challenges in democracy support—and how to overcome them. *Global Policy*, 9(3), 301–312.

Edgell, A., Coppedge, M., Knutsen, C. H., & Lindberg, S. I. (Eds.). (2022). *How democracies develop and decline* (Chaps. 5–7). Cambridge University Press.

Geddes, B., Wright, J., & Frantz, E. (2014). Autocratic breakdown and regime transitions: A new data set. *Perspectives on Politics*, 12(2), 313–331.

Gisselquist, R. M., Niño-Zarazua, M., & Samarin, M. (2021). *Does aid support democracy? A systematic review of the literature* (WIDER Working Paper No. 2021/14). United Nations University World Institute for Development Economics Research.

Graham, M. H., & Svolik, M. W. (2020). Democracy in America? Partisanship, polarization, and the robustness of support for democracy in the United States. *American Political Science Review*.

Linz, J. J., & Stepan, A. (1996). *Problems of democratic transition and consolidation: Southern Europe, South America, and post-communist Europe*. Johns Hopkins University Press.

- Lührmann, A., & Lindberg, S. I. (2019). A third wave of autocratization is here: What is new about it? *Democratization*, 26(7), 1095–1113.
- Marinov, N., & Goemans, H. (2014). Coups and democracy. *British Journal of Political Science*, 44(4), 799–825.
- McKay, S., & Tenove, C. (2021). Disinformation as a threat to deliberative democracy. *Political Research Quarterly*, 74(3), 703–717.
- Medzihorsky, J., & Lindberg, S. I. (2023). Walking the talk: How to identify anti-pluralist parties. *Party Politics*.
- Morgenbesser, L. (2020). The menu of autocratic innovation. *Democratization*, 27(6), 1053–1072.
- Pevehouse, J. C. (2005). *Democracy from above: Regional organizations and democratization*. Cambridge University Press.
- Potter, D. S., Goldblatt, D., Kiloh, M., & Lewis, P. (Eds.). (1997). *Democratization*. Wiley.
- Przeworski, A. (2000). *Democracy and development: Political institutions and well-being in the world, 1950–1990*. Cambridge University Press.
- Reenock, C., Staton, J. K., & Radean, M. (2013). Legal institutions and democratic survival. *The Journal of Politics*, 75(2), 491–505.
- Skaaning, S.-E. (2020). Waves of autocratization and democratization: A critical note on conceptualization and measurement. *Democratization*, 27(8), 1533–1542.
- Treisman, D. (2020). Democracy by mistake: How the errors of autocrats trigger transitions to freer government. *American Political Science Review*, 114(3), 792–810.
- Wilson, M. C., et al. (2022). Episodes of liberalization in autocracies: A new approach to quantitatively studying democratization. *Political Science Research and Methods*, 1–20.
- Zhuravskaya, E., Petrova, M., & Enikolopov, R. (2020). Political effects of the internet and social media. *Annual Review of Economics*, 12, 415–438.

Examination Scheme

Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Tutorial Activities

- Group discussions on key debates such as waves of democratization, democratic regression, and contemporary challenges to democracy.
- Book reviews of foundational texts, including works by Samuel P. Huntington and Robert A. Dahl, to develop critical reading skills.
- Literature review exercises on themes such as autocratization, regime types, and democratic resilience.
- Individual and group presentations on comparative case studies of democratization and regime change.

- Application of theoretical frameworks to empirical cases for evidence-based comparative analysis.

Master of Arts in Political Science
PS-DSE 65: Citizenship and Borders

Credits: 4

Duration: 60 Hours (45 Hours Lect. + 15 Hours Tut.)

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre- requisite of the course if any
		Lecture	Tutorial		
PS-DSE 65: Citizenship and Borders	4	3	1	Bachelor's degree in any course	None

Course Outline

This course examines the evolving relationship between citizenship and borders in a globalized world. It introduces key theoretical debates on the nation-state, citizenship, and belonging, and explores how borders function as sites of regulation, control, and political negotiation. The course analyses state practices of inclusion and exclusion, alongside everyday performances of bordering through governance, surveillance, and resistance. It further engages with contemporary transformations such as flexible citizenship, precarity, and differential inclusion, while addressing affective dimensions of identity and belonging beyond the nation-state. Through theoretical and empirical perspectives, the course equips students to critically understand the political production of citizenship and bordering practices.

Course Objectives

- To understanding the evolving relationship between citizenship and borders.
- To explore how states regulate mobility, belonging, and rights.
- To understand key theoretical debates, historical trajectories, and contemporary case studies to equip students with analytical tools to understand bordering practices, exclusion, and the political production of citizenship in a globalised world.

Course Learning Outcomes

After completion of this interdisciplinary course,

- Students will understand key theories of citizenship and borders.
- They will analyse state practices of inclusion and exclusion
- Students will evaluate contemporary mobility regimes.
- They will develop informed arguments about the multiple dimensions shaping belonging in a globalised world today and beyond.

Contents

Unit I: The State and The Citizen

(12 hours)

- a) Nation-State and Citizenship
- b) Citizenship and its Contours

Unit II: The Border and the Citizen (11 hours)

- a) Understanding the Border
- b) Citizenship at the Borders

Unit III: Performing the Border (11 hours)

- a) Governance and Control
- b) Resistance and Contestation
- c) Re-framing the Border

Unit IV: Rebordering Citizenship, and Belonging (11 hours)

- a) Flexible Citizenship, Precarity and Differential Inclusion
- b) Affective Belonging, Identity and Post-National Imaginaries

Essential Readings

Unit I: The State and the Citizen

a) Nation-State and Citizenship

Arendt, Hannah. 1951. "The Decline of the Nation-State and the End of the Rights of Man." In *The Origins of Totalitarianism*, Part II: *Imperialism*, 147–182. New York: Harvest.

Arendt, Hannah, and R. Martin. 2017. "Nation-State and Democracy." *Arendt Studies* 1: 7–12.

Balibar, Étienne. 1994. "Man and Citizen: Who's Who?" *Journal of Political Philosophy* 2 (2): 99–114.

Crowley, John. 1998. "The National Dimension of Citizenship in T. H. Marshall." *Citizenship Studies* 2 (2): 165–178

Kastoryano, Riva. 2007. "Transnational Nationalism: Redefining Nation and Territory." In *Identities, Affiliations, and Allegiances*, edited by Seyla Benhabib et al. Cambridge: Cambridge University Press.

Cole, David. 2002. "Enemy Aliens." *Stanford Law Review* 54 (5): 953–1004.

b) Citizenship and its Contours

Johnson, Curtis. 1984. "Who Is Aristotle's Citizen?" *Phronesis* : 73–90.

Collins, Susan D. 2006. *Aristotle and the Rediscovery of Citizenship*. Cambridge: Cambridge University Press.

Young, Iris Marion. 1989. "Polity and Group Difference: A Critique of the Ideal of Universal Citizenship." *Ethics* 99 (2): 250–274.

Nyers, Peter. 2009. "The Accidental Citizen: Acts of Sovereignty and (Un)Making Citizenship." In *Securitizations of Citizenship*, 130–148. London: Routledge.

Bauböck, Rainer. 2003. "Reinventing Urban Citizenship." *Citizenship Studies* 7 (2): 139–160.

Bauböck, Rainer. 2007. "The Rights of Others and the Boundaries of Democracy." *European Journal of Political Theory* 6 (4): 398–405.

Unit II: The Border and the Citizen

a) Understanding the Border

- Mezzadra, Sandro, and Brett Neilson. 2013. *Border as Method, or, the Multiplication of Labor*. Durham: Duke University Press. Chapters 1–3: “The Proliferation of Borders,” “Differential Inclusion and the Making of Labour,” and “Border Struggles and the Political Production of Space.”
- Maier, Charles S. 2007. “‘Being There’: Place, Territory, and Identity.” In *Identities, Affiliations, and Allegiances*, edited by Seyla Benhabib et al. Cambridge: Cambridge University Press.
- Walters, William. 2006. “Rethinking Borders Beyond the State.” *Comparative European Politics* 4: 141–159.
- Salter, Mark B. 2008. “When the Exception Becomes the Rule: Borders, Sovereignty, and Citizenship.” *Citizenship Studies* 12 (4): 365–380.
- Mbembe, Achille. 2019. “The Society of Enmity.” In *Necropolitics*, translated by Steven Corcoran, Chapter 2. Durham: Duke University Press.
- Gonzales, Roberto G., and Nando Sigona. 2017. “Mapping the Soft Borders of Citizenship: An Introduction.” In *Within and Beyond Citizenship*, 1–16. London: Routledge.
- Van Houtum, Henk. 2005. “The Geopolitics of Borders and Boundaries.” *Geopolitics* 10 (4): 674–679.
- Kratochwil, Friedrich. 1994. “Citizenship: On the Border of Order.” *Alternatives: Global, Local, Political* 19 (4): 485–506.

b) Citizenship at the Borders

- Aleinikoff, T. Alexander. 2001. “Policing Boundaries: Migration, Citizenship, and the State.” In *E Pluribus Unum? Contemporary and Historical Perspectives on Immigrant Political Incorporation*, 267–291. New York: Russell Sage Foundation.
- Benhabib, Seyla. 2005. “Borders, Boundaries, and Citizenship.” *PS: Political Science & Politics* 38 (4): 673–677.
- Hansen, Thomas Blom, and Finn Stepputat. 2006. “Sovereignty Revisited.” *Annual Review of Anthropology* 35: 295–315.
- Balibar, Étienne. 2010. “At the borders of citizenship: A democracy in translation?.” *European journal of social theory* 13 (3): 315–322.
- Momen, Mehnaaz. 2005. “Are You a Citizen? Insights from Borderlands.” *Citizenship Studies* 9 (3): 323–334.
- Abizadeh, Arash. 2008. “Democratic Theory and Border Coercion: No Right to Unilaterally Control Your Own Borders.” *Political Theory* 36 (1): 37–65.
- Kukathas, Chandran. 2010. “Expatriatism: The Theory and Practice of Open Borders.” In *Citizenship, Borders, and Human Needs*, 324–342. University Park: Pennsylvania State University Press.

Unit III: Performing the Border

a) Governance and Control

- Côté-Boucher, Karine, Federica Infantino, and Mark B. Salter. 2014. “Border Security as Practice: An Agenda for Research.” *Security Dialogue* 45 (3): 195–208.
- Loftus, Bethan. 2015. “Border regimes and the sociology of policing.” *Policing and society* 25 (1): 115–125.

Isin, Engin, and Kim Rygiel. 2007. "Of Other Global Cities: Frontiers, Zones, Camps." In *Cities of the South: Citizenship and Exclusion in the 21st Century*, 18–37. Antwerp: UPA.

Yıldız, Uğur. 2016. "'Precarity' of the Territorialized State: Immigrants Re-Drawing and Re-Mapping the Borders." *Journal of Borderlands Studies* 31 (4): 521–536.

b) Resistance and Contestation

Jones, Reece. 2012. "Spaces of Refusal: Rethinking Sovereign Power and Resistance at the Border." *Annals of the Association of American Geographers* 102 (3): 685–699.

Antonsich, Marco. 2013. "'OccupyBufferZone': Practices of Borderline Resistance in a Space of Exception." *Area* 45 (2): 170–178.

Monforte, Pierre. 2016. "The Border as a Space of Contention: The Spatial Strategies of Protest against Border Controls in Europe." *Citizenship Studies* 20 (3–4): 411–426.

Mezzadra, Sandro, and Brett Neilson. 2013. "Zones, Corridors, and Postdevelopmental Geographies." In *Border as Method, or, the Multiplication of Labor*, Chapter 7. Durham: Duke University Press.

Galemba, Rebecca B. 2022. "Smugglers and the State Effect at the Mexico–Guatemala Border." In *Seeing Like a Smuggler: Borders from Below*, edited by Mahmoud Keshavarz and Shahram Khosravi. London: Pluto Press.

c) Re-framing the Border

Agnew, John. 2008. "Borders on the Mind: Re-Framing Border Thinking." *Ethics & Global Politics* 1 (4): 175–191.

Cons, Jason. 2013. "Narrating Boundaries: Framing and Contesting Suffering, Community, and Belonging in Enclaves along the India–Bangladesh Border." *Political Geography* 35: 37–46.

Sarabia, Héctor. 2017. "Borderland Attachments: Citizenship and Belonging along the US–Mexico Border." In *Building Citizenship from Below*, 66–82. London: Routledge.

Konrad, Victor. 2015. "Toward a Theory of Borders in Motion." *Journal of Borderlands Studies* 30 (1): 1–17.

Unit IV: Rebordering Citizenship and Belonging

a) Flexible Citizenship, Precarity and Differential Inclusion

Isin, Engin F. 2009. "Citizenship in Flux: The Figure of the Activist Citizen." *Subjectivity* 29 (1): 367–388.

Ong, Aihwa. 2022. "Citizenship: Flexible, Fungible, Fragile." *Citizenship Studies* 26 (4–5): 599–607. doi:10.1080/13621025.2022.2091244.

Liew, Jamie Chai Yun. 2024. *Ghost Citizens: Decolonial Apparitions of Stateless, Foreign and Wayward Figures in Law*. London: Routledge, 1–25, 165–176.

Chouliaraki, Lilie, and Myria Georgiou. 2022. *The Digital Border: Migration, Technology, Power*. New York: New York University Press, 1–28.

Ong, Aihwa. "Graduated Sovereignty." In *Neoliberalism as Exception: Mutations in Citizenship and Sovereignty*. Duke University Press, 2006. <https://doi.org/10.2307/j.ctv11hpgzc.7>

Roy, Anupama. 2008. "Between Encompassment and Closure: The 'Migrant' and the Citizen in India." *Contributions to Indian Sociology* 42 (2): 219–48. <https://doi.org/10.1177/006996670804200202>

Sassen, Saskia. 2014. *Expulsions: Brutality and Complexity in the Global Economy*. Cambridge, MA: Harvard University Press, 1–11, 12–79.

De Genova, Nicholas. 2017. *The Borders of “Europe”: Autonomy of Migration, Tactics of Bordering*. Durham, NC: Duke University Press, 1–36.

Mezzadra, Sandro, and Brett Neilson. 2019. *The Politics of Operations: Excavating Contemporary Capitalism*. Durham, NC: Duke University Press, 1–16.

b) Effective Belonging, Identity and Post-National Imaginaries

Kastoryano, Riva. 2007. “Transnational Nationalism: Redefining Nation and Territory.” In *Identities, Affiliations, and Allegiances*, edited by Seyla Benhabib, Ian Shapiro, and Danilo Petranović, 159–181. New York: Cambridge University Press.

Antonsich, M. (2010). Searching for Belonging - An Analytical Framework. *Geography Compass*, 4(6), 644–659. <https://doi.org/10.1111/j.1749-8198.2009.00317.x>

Back, L., Sinha, S., & Bryan, with C. (2012). New hierarchies of belonging. *European Journal of Cultural Studies*, 15(2), 139–154. <https://doi.org/10.1177/1367549411432030>

Bell, V. (1999). Performativity and Belonging: An Introduction. *Theory, Culture & Society*, 16(2), 1–10. <https://doi.org/10.1177/02632769922050511>

Chowdhory, N., & Poyil, S. T. (2021). Speaking the language of the “other”: negotiating cultural boundaries through language in chitmahals in Indo-Bangladesh borders. *Citizenship Studies*, 25(6), 791–807. <https://doi.org/10.1080/13621025.2021.1968716>

Friedman, Sara L. 2010. “Determining ‘Truth ’at the Border: Immigration Interviews, Chinese Marital Migrants, and Taiwan’s Sovereignty Dilemmas.” *Citizenship Studies* 14 (2): 167–183.

Shewly, Hosna J. 2018. “Survival Mobilities: Tactics, Legality and Mobility of Undocumented Borderland Citizens in India and Bangladesh.” In *Crossing Borders*, edited by Mimi Sheller and Kevin Hannam. London: Routledge.

Yuval-Davis, N. (2004). Borders, boundaries, and the politics of belonging. In S. May, T. Modood, & J. Squires (Eds.), *Ethnicity, Nationalism, and Minority Rights* (pp. 214–230). chapter, Cambridge: Cambridge University Press.

Chowdhory, Nasreen. 2025. “Re-Examining the Noncitizen within the Frame of Citizenship: Reflections and Considerations from the Indian Experience.” *Araucaria* 27 (58): 440–63. <https://doi.org/10.12795/araucaria.2025.i58.21>

Suggested Readings

Chouliaraki, Lilie, and Myria Georgiou. 2022. *The Digital Border: Migration, Technology, Power*. New York: New York University Press.

Ong, Aihwa. 2006. *Neoliberalism as Exception: Mutations in Citizenship and Sovereignty*. Durham, NC: Duke University Press.

Sassen, Saskia. 2014. *Expulsions: Brutality and Complexity in the Global Economy*. Cambridge, MA: Harvard University Press.

De Genova, Nicholas. 2017. *The Borders of “Europe”: Autonomy of Migration, Tactics of Bordering*. Durham, NC: Duke University Press.

Young, Iris Marion. 2006. “Responsibility and Global Justice: A Social Connection Model.” *Social Philosophy and Policy* 23 (1): 102–130.

Joppke, Christian. 2001. "The Legal-Domestic Sources of Immigrant Rights: The United States, Germany, and the European Union." *Comparative Political Studies* 34 (4): 339–366.

Mezzadra, Sandro, and Brett Neilson. 2019. *The Politics of Operations: Excavating Contemporary Capitalism*. Durham, NC: Duke University Press.

Floya Anthias, Cain, H., & Nira Yuval-Davis. (2005). *Racialized boundaries: race, nation, gender, colour and class and the anti-racist struggle*. Routledge.

Chowdhory, Nasreen, and Biswajit Mohanty. 2023. "Dispossession, Border and Exception in South Asia: An Introduction." *Journal of Borderlands Studies* 38 (4): 537–47. <https://doi.org/10.1080/08865655.2023.2226404>

Scott, J. C. (2009). *The Art of Not Being Governed*. Yale University Press.

Uddin, Nasir, and Nasreen Chowdhory. 2019. Deterritorialised Identity and Transborder Movement in South Asia. Springer EBooks. Springer Nature. <https://doi.org/10.1007/978-981-13-2778-0>

Examination Scheme

Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Tutorial Activities

Tutorial sessions will enable students to apply key concepts and analytical frameworks in comparative politics. Activities may include:

- guided discussion of selected readings
- review book of relevant books
- class presentations
- writing tasks
- group discussion

Master of Arts in Political Science

PS-DSE 66: Frontiers in the Register of Migration and Refugee Studies

Credits: 4

Duration: 60 Hours (45 Hours Lect. + 15 Hours Tut.)

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre- requisite of the course if any
		Lecture	Tutorial		
PS-DSE 66: Frontiers in the Register of Migration and Refugee Studies	4	3	1	Bachelor's degree in any course	None

Course Outline

This course explores contemporary debates in migration and refugee studies through an interdisciplinary and postcolonial lens. It examines the historical trajectories of migration, the construction of the “migrant” as a socio-political subject, and the relationship between mobility, space, and rights. The course critically engages with regimes of protection, humanitarianism, and legal frameworks, while highlighting the limitations of existing global institutions. It further analyzes the intersections of labour, health, and public policy in shaping migrant experiences, with particular attention to South Asian contexts. Overall, the course equips students to understand migration as a dynamic process linked to governance, identity, and socio-economic structures.

Course Objectives

- To examine border governance as both a function of nation-states and a framework for rethinking refugee protection beyond rigid visa regimes.
- To reconceptualize refugee protections within broader migration and refugee studies.
- To analyze South Asian scholarly perspectives that view refugees as active socio-economic agents, particularly as workers.
- To critically evaluate the limitations of UNHCR frameworks in addressing the economic realities of displaced populations.
- To understand the historical relationship between migration and livelihood.
- To develop a multidisciplinary understanding of refugee governance, integrating mobility, identity, and rights.

Course Learning Outcomes

The interdisciplinary course will provide a platform to scholars from different fields of work such as political science, philosophy, geography, sociology and history to help understand the frontiers of migration. Specific focus on history and the figure of the migrant will help in understanding the making of the migrant, space and rights.

- The course intends to draw from varied perspectives to develop an understanding on migration and refugee studies in a comparative context.
- The focus will be on postcolonial understanding of migration and refugee studies
- Issues of health, labour goes a long way in examining the migration literature.

Course Contents

Unit I: Understanding the Register (12 hours)

- a) Mapping the Historical Trajectory (The Postcolonial Journey)
- b) Forced and Gendered Migration

Unit II: Figure of Migrant and Making of the City (11 hours)

- a) Who is a Migrant?
- b) In-situ Displacement
- c) Mobility and Immobility

Unit III: Politics of Protection (11 hours)

- a) Care and Humanitarianism
- b) Legal and Customary Practice

Unit IV: Labour and Health (11 hours)

- a) Labour and Migration
- b) Public Access to Health

Essential Readings

Unit I: Understanding the Register

Arendt, H. (1973). The decline of the nation-state and the end of the rights of man. In *The origins of totalitarianism* (pp. 267–302). Harcourt, Brace & Company.

Foucault, M. (2007). *Security, territory, population: Lectures at the Collège de France, 1977–1978* (G. Burchell, Trans.). Palgrave Macmillan.

Agamben, G. (1998). *Homo sacer: Sovereign power and bare life* (D. Heller-Roazen, Trans.). Stanford University Press.

Agamben, G. (2005). *State of exception* (K. Attell, Trans.). University of Chicago Press.

Derrida, J. (2000). *Of hospitality* (R. Bowlby, Trans.). Stanford University Press.

Samaddar, R. (2020). Introduction. *Borders of an Epidemic*. Calcutta Research Group.

Samaddar, R. (2021). *Postcolonial Age of Migration*. Routledge.

Maier, C. S. (2007). Being there: Place, territory, and identity. In Seyla Benhabib, Ian Shapiro, & Danilo Petranović (Eds.), *Identities, affiliations, and allegiances* (pp. 69–84). Cambridge University Press.

Chatterjee, P. (2004). The politics of the governed. In *The politics of the governed: Reflections on popular politics in most of the world* (pp. 27–78). Columbia University Press.

Ong, A. (1999). Flexible citizenship. In *Flexible citizenship: The cultural logics of transnationality* (pp. 1–26). Duke University Press.

Sassen, S. (1999). Guests and aliens. In *Guests and aliens* (pp. 1–24). The New Press.

Cresswell, T. (2013). *Place: A Short Introduction*. Wiley.

Isin, E., & Rygiel, K. (2007). Of Other Global Cities: Frontiers, Zones, Camps. In B. Drieskens, F. Mermier, & H. Wimmen (Eds.), *Cities of the South : Citizenship and Exclusion in the 21st Century* (pp. 170–209). London: Saqi Books.

Antonsich, M. (2013). “OccupyBufferZone”: Practices of Borderline Resistance in a Space of Exception. *Area*, 45(2), 170–178. <https://doi.org/10.1111/area.12005>

Banerjee, P. (2022). What Is Feminist About Studying Women’s Forced Migration. In N. Chowdhory & P. Banerjee (Eds.), *Gender, Identity and Migration in India* (pp. 43–52). Springer Nature Singapore. https://doi.org/10.1007/978-981-16-5598-2_3

Unit II: Migrant and Making of the City

Nicholas P. De Genova. (2002). Migrant “Illegality” and Deportability in Everyday Life. *Annual Review of Anthropology*, 31, 419–447. <http://www.jstor.org/stable/4132887>

Chowdhury, D. (2018). *Identity and Experience at the India-Bangladesh Border*. Routledge: London. <https://doi.org/10.4324/9781315296814>

Anderson, B. (2013). *Subjects, aliens, citizens, migrants*. In *Us and them? The dangerous politics of immigration control* (pp. 29–47). Oxford University Press.

Ahmed, S. (2000) *Strange Encounters: Embodied Others in Post- Coloniality*. Routledge.

Agier, M. (2008). *On the Margins of the World: The Refugee Experience Today*. Wiley.

Samaddar, R. (2025). *The Marginal Nation: Transborder Migration from Bangladesh to West Bengal* (2nd ed.). Taylor & Francis.

Irudaya, R. S. (2023). Migration in South Asia: Old and New Mobilities. In R. S. Irudaya (Ed.), *Migration in South Asia: IMISCOE Regional Reader* (pp. 3–15). Springer International Publishing. https://doi.org/10.1007/9783031341946_1

Linder, B. (2025). Introduction: South Asia on the move. In B. Linder & Tarini Bedi (Eds.), *South Asia on the move: Mobilities, mobilizations, maneuvers* (pp. 7–34). Amsterdam University Press. <https://doi.org/10.1515/9789048557776-001>

Canefe, N., Banerjee, P., & Chowdhory, N. (2022). Gender, identity and displacement: Nexus requirements for a critical epistemology. In N. Chowdhory & P. Banerjee (Eds.), *Gender, identity and migration in India* (pp. 1–14). Palgrave Macmillan.

Samaddar, R. (2026). Refugees and Migrants as Subjects of Economy and Politics. In N. Chowdhory & P. Singh (Eds.), *New Frontiers in the Register of Migration and Refugee Studies* (pp. 27–46). Springer Nature Singapore. https://doi.org/10.1007/9789819544653_2

Unit III: Politics of Protection

Fassin, D. (2007). Humanitarianism as a politics of life. *Public Culture*, 19(3), 499–520.

Ticktin, M. (2011). *Casualties of care: Immigration and the politics of humanitarianism in France*. University of California Press.

Agier, M. (2016). *Managing the undesirables: Refugee camps and humanitarian government*. Polity Press.

Gopalakrishnan, M. (2020). Securitization of refugees in South Asia: Through the prism of Kautilya's Arthashastra. *Asian Journal of Comparative Politics*, 5(4), 400–415.

Chowdhory, N., & Poyil, Shamna Thacham. (2026). Protection and Punishment: Twin Faces of Refugee Protection. In N. Chowdhory & P. Singh (Eds.), *New Frontiers in the Register of Migration and Refugee Studies* (pp. 47–60). Springer Nature Singapore. https://doi.org/10.1007/9789819544653_3

Bremen, J., and van der Linden, M. (2014). Informalizing the Economy: The Return of the Social Question at a Global Level. *Development and Change*, 45(5), 920–940. <https://doi.org/10.1111/dech.12115>

Behrmen, S. (2014). Legal Subjectivity and the Refugee. *International Journal of Refugee Law*, 26(1), 1–21. <https://doi.org/10.1093/ijrl/eet049>

Fassin, D. (2013). *Enforcing Order. An Ethnography of Urban Policing*. Polity Press.

O'Donnell, D. (2019). Childish Citizenship. In: Hildebrandt, P., Evert, K., Peters, S., Schaub, M., Wildner, K., Ziemer, G. (Eds.) *Performing Citizenship: Bodies, Agencies, Limitations*. Palgrave Macmillan.

Birtek, F. (2007). From affiliation to affinity: citizenship in the transition from empire to the nation-state. In S. Benhabib, I. Shapiro, & D. Petranovich (Eds.), *Identities, Affiliations, and Allegiances* (pp. 17–44). chapter, Cambridge: Cambridge University Press.

Robbins, J. Beyond the Suffering Subject: Toward an Anthropology of the Good. *Journal of the Royal Anthropological Institute*, 19(3), 447–462. <https://doi.org/10.1111/1467-9655.12044>

Unit IV: Labour and Health

Mezzadra, S. (2012). How Many Histories of Labor? Towards a Theory of Postcolonial Capitalism. *Unsettling Knowledges*. <https://transversal.at/transversal/0112/mezzadra/en>

Hennebry, J. (2014). Falling through the cracks? Migrant workers and the global social protection floor. *Global Social Policy: An Interdisciplinary Journal of Public Policy and Social Development*, 14(3), 369–388. <https://doi.org/10.1177/1468018114544765>

Chhachhi, A. Introduction: The 'Labour Question' in Contemporary Capitalism. *Development and Change*, 45(5), 895–919. <https://doi.org/10.1111/dech.12125>

Kapilashrami, A., & John, E. A. (2023). Pandemic, precarity and health of migrants in South Asia: Mapping multiple dimensions of precarity and pathways to states of health and wellbeing. *Journal of Migration and Health*, 7, 100180. <https://doi.org/10.1016/j.jmh.2023.100180>

Cahill, M. T., Punishment Pluralism (2010). *RETRIBUTIVISM: ESSAYS ON THEORY AND POLICY*, Mark D. White ed., Oxford University Press, Forthcoming, *Brooklyn Law School, Legal Studies Paper No. 215*.

Das, V. (2015). *Affliction: Health, Disease, Poverty*. Fordham University Press.

Wenner, J., Namer, Y., & Razum, O. (2019). Migrants, Refugees, Asylum Seekers: Use and Misuse of Labels in Public Health Research. In A. Krämer & F. Fischer (Eds.), *Refugee Migration and Health: Challenges for Germany and Europe* (pp. 49–62). Springer International Publishing. https://doi.org/10.1007/9783030031558_4

Randeria, S. (2010). Opting for Statelessness. *European Journal of Sociology*, 51(3), 464-469. <http://www.jstor.org/stable/23998925>

Hildebrandt, P., Evert, K., Peters, S., Schaub, M., Wildner, K., Ziemer, G. (Eds.) (2019). *Performing Citizenship: Bodies, Agencies, Limitations*. Palgrave Macmillan.

Additional Readings

Agamben, G. (1997). *Remnants of Auschwitz: The Witness and the Archive*. Zone Books.

Balibar, É. (2015). *Citizenship*. Polity Press.

Bauman, Z. (2000). *Liquid Modernity*. Polity Press.

Esping-Andersen, G. (1990). *The Three Worlds of Welfare Capitalism*, Polity Press.

Chowdhory, N. & Banerjee, P. (2022). *Gender, Identity and Migration in India*. Springer Nature: Singapore.

Chatterjee, P. (2004). *The politics of the governed: Reflections on popular politics in most of the world*. Columbia University Press.

Ong, A. (1999). *Flexible citizenship: The cultural logics of transnationality*. Duke University Press.

Sassen, S. (1999). *Guests and aliens*. The New Press.

Foucault, M. (2003). *Society must be defended: Lectures at the Collège de France, 1975–1976* (D. Macey, Trans.). Picador.

Benhabib, S., Shapiro, I., & Petranovich, D. (Eds.). (2007). *Identities, Affiliations, and Allegiances*. Cambridge: Cambridge University Press.

Mezzadra, S., & Neilson, B. (2013). *Border as method, or, the multiplication of labor*. Duke University Press.

Chowdhory, N., & Singh, P. (2026). *New Frontiers in the Register of Migration and Refugee Studies*. Springer Nature.

Examination Scheme

Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Tutorial Activities

Tutorial sessions will enable students to apply key concepts and analytical frameworks in comparative politics. Activities may include:

- guided discussion of selected readings
- review of relevant books
- class presentations
- writing tasks
- group discussion

Master of Arts in Political Science

PS- DSE 67: Religion and Politics in Comparative Perspective

Credits: 4

Duration: 60 Hours (45 Hours Lect. + 15 Hours Tut.)

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial		
PS-DSE 67: Religion and Politics in Comparative Perspective	4	3	1	Bachelor's degree in any course	None

Course Outline

This course examines the relationship between religion and politics from a comparative perspective, focusing on how theological traditions shape political ideas, institutions, and practices. It critically engages with Eurocentric foundations of political theory while exploring diverse religious cosmologies and their implications for concepts such as authority, legitimacy, and identity. The course further analyzes key themes including secularization, nationalism, sovereignty, conflict, and global order. Through comparative and interdisciplinary approaches, it enables students to understand the role of religion in shaping contemporary political processes and debates.

Course Objectives

- To introduce the students with major debates within and among religious traditions.
- To engage with the Eurocentric nature of politics with its foundation in universalized Judeo-Christian cosmological tradition.
- To learn about alternate cosmologies.
- To identify the cosmological convergences and divergences in different theologies.
- To engage with issues of security, nation, state, war, conflict resolution, etc. through the lens of religion.

Course Learning Outcomes

After completion of this course, the students will:

- understand the link between theological traditions and political concepts
- problematize the Eurocentric nature of the theory and practice of politics
- make sense of alternate cosmologies and consequent ontologies and epistemologies

Course Contents

Unit I. Introduction to Religion and Politics

(7 hours)

- a) Religion/Faith
- b) Religion in Political Theory

Unit II. Introduction to Theological Debates

(12 hours)

- a) Authority and Legitimacy
- b) Diverse Traditions and Major Debates

Unit III. Cosmological Convergence and Divergence

(12 hours)

- a) Self and Other
- b) Temporality and Spatiality
- c) Eschatology and Apocalypticism

Unit IV. Themes in Religion and Politics

(14 hours)

- a) State, Sovereignty and Nationalism
- b) International Security and World Order
- c) War, Peace and Conflict Resolution

Essential Readings

Unit I

Haynes, J. (2023). Introduction: Religion and politics in an era of uncertainty. In Haynes, J. (Ed.). (2023). *Routledge Handbook of Religion and Politics* (3rd ed.). Routledge, pp. 1-10

Rowe, P. S. (2012). *Religion and Global Politics*. Oxford University Press, Chapter 1

Shani, G. (2023). Transnational religious actors and international relations. In Haynes, J. (Ed.). *Routledge Handbook of Religion and Politics* (3rd ed.). Routledge, pp. 343-356.

Masih, Y. (2017). *A Comparative Study of Religions*. Motilal Banarsidass.

Unit II

Koller, J. M. (2018). *Asian Philosophies* (7th ed.). Routledge, pp. 16-30; 46-64.

Loy, D. R. (2003). *The Great Awakening: A Buddhist Social Theory*. Wisdom Publications, 1-52.

Radhakrishnan, S. (1927). *The Hindu View of Life*. George Allen & Unwin.

Yoder, J. H. (1994). *The Politics of Jesus*. William B. Eerdmans Publishing Company.

Walzer, M. (2012). *In God's Shadow: Politics in the Hebrew Bible*. Yale University Press, 1-108.

Weber, M. (1951). *The Religion of China: Confucianism and Taoism*. The Free Press.

Unit III

Bertrand, S., Goettlich, K., & Murray, C. (2018). The Politics of Time in International Relations. *Millennium: Journal of International Studies*, 46(3), 251-252.

Boyer, P. (1992). *When Time Shall Be No More: Prophecy Belief in Modern American Culture*. Harvard University Press.

Hutchings, K. (2018). Time and the Study of World Politics. *Millennium: Journal of International Studies*, 46(3), 253-258.

Taubes, J. (2009). *Occidental Eschatology* (D. Ratmoko, Trans.). Stanford University Press, pp. 85-124.

Gardiner, N. (2023). Cosmo-Eschatology in Sufi Thought and Practice. In Lange, C. and Knysh, A. (eds.) *Sufi Cosmology*. Brill, pp. 15-46.

Taylor, C. (1989). *Sources of the Self: The Making of the Modern Identity*. Harvard University Press, pp. 266-284; 355-367.

Thibon, J-J. (2023). Sufi Views on Time and History. In Lange, C. and Knysh, A. (eds.) *Sufi Cosmology*. Brill, pp. 89-108.

Todd, R. (2023). Levels of Being in Sufi Thought. In Lange, C. and Knysh, A. (eds.) *Sufi Cosmology*. Brill, pp. 332-364.

Unit IV

Allen, B. (2018). *Scientific Cosmology and International Orders*. Cambridge University Press, 29-74.

Anderson, B. (1983). *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Verso, pp.9-46.

Badrinath, C. (1993). *Dharma, India and the World Order Twenty-One Essays*. Saint Andrew Press, pp. 69-93; 103-128; 151-339.

Iqtidar, H. and Sarkar, T. (2018). Introduction. In Iqtidar, H. and Sarkar, T. (ed.) *Tolerance, Secularization and Democratic Politics in South Asia*. Cambridge University Press, pp. 1-21.

Kaviraj, S. (2018). Languages of Secularity. In Iqtidar, H. & Sarkar, T. (ed.) *Tolerance, Secularization and Democratic Politics in South Asia*. Cambridge University Press, pp. 22-49.

Marsden, L. (2012). *The Ashgate Research Companion to Religion and Conflict Resolution*. Ashgate. [Chapters 3-7, 11 & 12]

- Mavelli, L. and Wilson, E. K. (2023). Postsecularism and international relations. In Haynes, J. (Ed.). (2023). *Routledge Handbook of Religion and Politics* (3rd ed.). Routledge, pp. 299-316.
- Philpott, D. (2018). Religion and International Security. In Gheciu, A. & Wohlforth, W. C. (Eds.) *The Oxford Handbook of International Security* (pp. 274-287). Oxford University Press.
- Qin, Y. (2016). A Relational Theory of World Politics. *International Studies Review*, 18: 33–47.
- Sarkar, B. K. (1919). Hindu theory of international relations. *The American Political Science Review*, 13 (3): 400-414.
- Sarkar, B. K. (1921). The Hindu Theory of the State. *Political Science Quarterly*, 36 (1): 79-90.
- Schmitt, C. (1985). *Political Theology: Four Chapters on the Concept of Sovereignty* (G. Schwab, Trans.). MIT Press, pp. 5-15; 36-52.
- Shani, G. & Behera, N. C. (2022). Provincialising International Relations through a Reading of Dharma. *Review of International Studies*, 48 (5): 837-856.
- Taylor, C. (2011). Western Secularity. In Calhoun, C., Juergensmeyer, M. and Van Antwerpen, J. (Eds.) *Rethinking Secularism*. Oxford University Press, pp. 31-53.
- Zhao, T. (2006). Rethinking Empire from a Chinese Concept ‘All-under-Heaven’ (Tian-xia,), *Social Identities: Journal for the Study of Race, Nation and Culture*, 12 (1): 29-41.

Suggested Readings

Unit 1

- Eliade, M. (1959). *The Sacred and the Profane: The Nature of Religion* (W. R. Trask, trans.). Harcourt, Brace & World, Inc.
- Fox, J., & Sandal, N. (2013). *Religion in International Relations Theory: Interactions and Possibilities*. Routledge.
- Habermas, J. (2008). *Between Naturalism and Religion: Philosophical Essays*. Polity Press.
- Haynes, J. (2014). *An Introduction to International Relations and Religion* (Second edition). Routledge.

Unit 2

- Kwok Pui-lan, K. (2011). Theology and Social Theory. Cavanaugh, W. T., Bailey, J. W., & Hovey, C. (Eds.). *An Eerdmans reader in contemporary political theology*. William B. Eerdmans Publishing Company (Ch. 40).
- Niebuhr, R. (1932). *Moral man and immoral society: A study in ethics and politics*. Scribner.
- Rahula, W. (1974). *What the Buddha Taught*. Grove Press.
- Sifton, E. (Ed.). (2013). *Reinhold Niebuhr: Major works on religion and politics*. Library of America.

Unit 3

- Bercovitch, S. (1975). *The Puritan origins of the American self*. Yale University Press.

- Dalferth, I. U. (2016). *Creatures of Possibility: The Theological Basis of Human Freedom* (J. Bennet, trans.). Baker Academic, 9-43.
- Juergensmeyer, M. (2008). *Global Rebellion*. University of California Press, pp. 1-38.
- Kurki, M. (2020). *International Relations in a Relational Universe*. Oxford University Press.
- Lefebvre, H. (1991). *The Production of Space*. Blackwell.
- Levinas, E. (1969). *Totality and Infinity: An Essay on Exteriority* (A. Lingin, Trans.). Duquesne University Press, pp. 11-30; 281-285.
- Mignolo, W. D. (2000). *Local Histories/Global Designs: Coloniality, Subaltern Knowledges, and Border thinking*. Princeton University Press.
- Ricoeur, P. (1984). *Time and Narrative* (Vol. 1). University of Chicago Press.
- Sells, M. A. (2013). Armageddon in Christian, Sunni and Shia Traditions. In Juergensmeyer, M., Kitts, M. & Jerryson, M. (2013). *The Oxford Handbook of Religion and Violence*. Oxford University Press, pp. 467-495.
- Sutton, M. (2014). *American apocalypse: A history of modern evangelicalism*. Harvard University Press.
- Taubes, J. (2009). *Occidental Eschatology* (D. Ratmoko, Trans.). Stanford University Press, pp. 3-84.

Unit 4

- Abu-Nimer, M. (2003). *Nonviolence and Peacebuilding in Islam: Theory and Practice*. University Press of Florida.
- Agnew, J. (2009). *Globalization and Sovereignty*. Rowman & Littlefield, pp. 47-96.
- Badrinath, C. (1993). *Dharma, India and the World Order Twenty-One Essays*. Saint Andrew Press, pp. 49-68.
- Banerjee, M. (2024). Political Theology and Democracy: Perspectives from South Asia, West Asia, and North Africa. *Political Theology*, 25(2): 85-90.
- Berger, P. L. (1999). The Desecularization of the World: A Global Overview. In Berger, P. L. (Ed.) *The Desecularization of the World: Resurgent Religion and World Politics*. Eerdmans, pp. 1-18.
- Byrne, P. & Houlden, L. (Eds.) (1995). *Companion Encyclopedia of Theology*. Routledge.
- Desch, M. C. (2013). The Coming Reformation of Religion in International Affairs? The Demise of the Secularization Thesis and the Rise of New Thinking About Religion. In *Religion and International Relations: A Primer for Research, The Report of the Working Group on International Relations and Religion of the Mellon Initiative on Religion Across the Disciplines*. University of Notre Dame, pp. 14-55.
- Galtung, J. (1996). *Peace by Peaceful Means: Peace and Conflict, Development and Civilization*. Sage, 196-274.
- Gandhi, R. (2004). Hinduism and Peacebuilding. In Coward, H. and Smith, G. S. (Eds.) *Religion and Peacebuilding*. SUNY Press.

- Juergensmeyer, M. (2003). *Gandhi's Way: A Handbook of Conflict Resolution*. Oxford University Press, pp. 3-66
- Lehr, P. (2019). *Militant Buddhism: The Rise of Religious Violence in Sri Lanka*. Springer, pp. 13-44.
- Marsden, L. (2019). *Religion and International Security*. Polity.
- Omer, A. and Tarusarira, J. (2023). Religious peacebuilding. In Haynes, J. (Ed.). (2023). *Routledge Handbook of Religion and Politics* (3rd ed.). Routledge, pp. 423-439.
- Taylor, Charles. (2007). *A Secular Age*. Harvard University Press.
- Thomas, S. M. (2005). *The Global Resurgence of Religion and the Transformation of International Relations*. Palgrave Macmillan.
- Zarakol, A. (2022). *Before the West: The Rise and Fall of Eastern World Orders*. Cambridge University Press, pp. 1-44.

Examination Scheme

Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Tutorial Activities

Tutorial sessions will enable students to apply key concepts and analytical frameworks in political theory, political thought and theology. Activities may include:

- guided discussion of selected readings
- book review
- class presentations
- writing tasks
- group discussion

Master of Arts in Political Science

PS-DSE 68: Dalit-Bahujan Thinkers

Credits: 4

Duration: 60 Hours (45 Hours Lect. + 15 Hours Tut.)

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre-requisite of the Course if any
		Lectures	Tutorials		
PS-DSE 68: Dalit-Bahujan Thinkers	4	3	1	Bachelor's Degree in any Courses	None

Course Outline

This comprehensive course outline on Dalit-Bahujan Thinkers examines the philosophical, social, and political foundations of subaltern resistance in India. It centers on the lived experiences, decolonial thought, and emancipatory frameworks forged by marginalized communities to challenge hegemonic structures.

Course Objectives

- This course introduces students to the intellectual traditions, life histories, and political thought of key Dalit-Bahujan thinkers whose contributions have shaped anti-caste, community-centered, and egalitarian discourses in India.
- Moving beyond mainstream narratives, the course foregrounds thinkers who emerged from oppressed social locations and articulated radical ideas of justice, dignity, and collective liberation.
- From Bhakti-era voices like Ayotyadas to socio-political leaders such as Ayyankali, from anti-colonial tribal resistance articulated by Birsa Munda to feminist and anti-caste critiques forward-thinking by Pandita Ramabai, the course outlined the diverse and transformative interventions of these thinkers.

Course Learning Outcomes

- Understand the key ideas and contributions of major Dalit-Bahujan thinkers.
- Analyze how these thinkers' have challenged caste, patriarchy, and social exclusion and discrimination.
- Understand the social, cultural, and political contexts that shaped their thought.
- Develop critical perspectives on equality, justice, and community-based resistance.
- Understand the relevance of Dalit-Bahujan thought to contemporary social and political issues.

Course Contents

Unit I: Emergence of Dalit Intellectual Modernity

(12 Hours)

IyothetheThass

- a) Rewriting History and
- b) Reclaiming Buddhist Identity

Unit II: Radical Social Reform and Community Assertion

(12 Hours)

Ayyankali

- a) Anti-caste mobilization,
- b) public sphere,
- c) political assertion

Unit III: Indigenous/Tribal Revolution and Anti-Colonial Ideas

(11 Hours)

Birsa Munda

- a) Ulgulan movement,
- b) indigenous cosmologies,
- c) land rights,
- d) anti-colonial tribal identity

Unit IV: Gender, Religion, and Anti-Caste Feminist Thought

(10 Hours)

Pandita Ramabai

- a) Gender justice,
- b) religious reform,
- c) critique of patriarchy

Essential Readings

Unit I

Aloysius, G. (1999). *Religion as emancipatory identity: A Buddhist movement among the Tamils under colonialism*. New Age International Publishers.

Rajadurai, S. V., & Geetha, V. (1998). *Towards a non-Brahmin millennium: From Iyothee Thass to Periyar*. Bhatkal & Sen.

Omvedt, G. (2013). *Buddhism in India: Challenging Brahmanism and caste*. Sage India.

Varusakkani, K. (2023). Iyothethasariyam—A historiography of the marginalized people. *Contemporary Voice of Dalit*, 1–9. <https://doi.org/10.1177/2455328x231187713>

Jayanth, M. (2017). Literary criticism as a critique of caste: Ayothee Thass and the Tamil Buddhist past. *The Journal of Commonwealth Literature*, 54(1), 84–95. <https://doi.org/10.1177/0021989417710066>

Murali, V. (2016). Ideology of Ayothi Dass in the construction of Dalit consciousness. *Proceedings of the Indian History Congress*, 77, 554–564.

Unit II

Nisar, M., & Kandasamy, M. (2007). *Ayyankali: A Dalit leader of organic protest*. Other Books.

Mohan, P. S. (2022). *Modernity of slavery: Struggles against caste inequality in colonial Kerala*. Oxford University Press.

Unit III

Singh, K. S. (2002). *Birsa Munda and his movement, 1874–1901: A study of a millenarian movement in Chotanagpur*. Seagull Books.

Unit IV

Sarasvati, R. (2023). *The high caste Hindu woman*. Gyan Publishing House.

Sarasvati, R., & Kosambi, M. (2000). *Pandita Ramabai through her own words: Selected works*. Oxford University Press.

Examination Scheme

Examination scheme and mode shall be prescribed by the examination branch University of Delhi from time to time.

Tutorial Activities

The Department deploys multiple methods to evaluate the program outcomes these include:

- The communication and analytical skills of students are evaluated through regular class
- Presentations and group discussions.
- Term papers
- reflective essays, and
- group presentations.
- analyze primary texts, oral traditions, petitions, songs, and speeches to understand the socio-historical contexts of each thinker.

Master of Arts in Political Science

PS-DSE 69: Postcolonial Discourses

Credits: 4

Duration: 60 Hours (45 Hours Lect. + 15 Hours Tut.)

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre- requisite of the course if any
		Lecture	Tutorial		
PS-DSE 69: Postcolonial Discourses	4	3	1	Bachelor's degree in any course	None

Course Outline:

This course offers a critical engagement with the intellectual foundations and contemporary trajectories of postcolonial political thought. It introduces students to the transformative interventions of thinkers such as Said, Fanon and Spivak, foregrounding how their work challenges Eurocentric assumptions embedded in mainstream political theory. The course traces the development of postcolonial epistemologies through key concepts like subalternity, hybridity, and epistemic decolonisation, while also examining the systematisation of these ideas within traditions such as Subaltern Studies. It further explores questions of identity, gender, race, and intersectionality. By situating theoretical debates within broader historical and political contexts, the course enables students to critically analyse power, knowledge production, and resistance, and to rethink global politics from the perspectives of formerly colonised societies.

Course Objectives:

- Introduce students to major debates and interventions within postcolonial political theory.
- Critically examine the Eurocentric foundations of mainstream political thought.
- Engage with canonical postcolonial thinkers and texts across regions and traditions.
- Develop the ability to identify alternative political imaginaries emerging from colonised societies.

Course Learning Outcomes:

After completion of the course, the students will be able to:

- Explain key ontological and epistemological foundations of postcolonial thought.
- Evaluate major contributions of important thinkers.
- Apply postcolonial frameworks to reinterpret global political processes and institutions.
- Demonstrate advanced skills in critical reading, interpretation, and academic writing within postcolonial studies.

Unit 1: Introduction

(10 hours)

(Any two of the following)

- a) Edward W. Said
- b) Frantz Fanon
- c) Chinua Achebe
- d) T. Dos Santos
- e) Andre Gunder Frank

Unit 2: Rationale and Development Postcolonial Epistemology

(10 hours)

(Any two of the following)

- a) Gayatri Spivak
- b) Homi K. Bhabha
- c) Gyan Prakash
- d) Dipesh Chakrabarty

Unit 3: Systematisation of Postcolonial Discourses

(12 hours)

(Any two of the following)

- a) Ranajit Guha
- b) Achilles Mbembe
- c) David Hardiman
- d) Mahmood Mamdani

Unit 4: Intersubjectivity in Postcolonial Discourses

(13 hours)

(Any two of the following)

- a) Naila Kabeer
- b) Kimberle Crenshaw
- c) Uma Chakravarti
- d) Linda Martín Alcoff
- e) Sara Ahmed

Essential Readings:

Unit 1

Achebe, C. (1977). *An image of Africa: Racism in Conrad's Heart of Darkness*. Massachusetts Review, 18(4), 782–794.

Said, E. W. (1985). *Orientalism reconsidered*. Cultural Critique, 1, 89–107.

Said, E. W. (2016). *Orientalism: Western conceptions of the Orient* (Selected chapters). Penguin.

Frank, A. G. (1966). *The development of underdevelopment*. Monthly Review, 18(4), 17–31.

Unit 2

Spivak, G. C. (1988). *Can the subaltern speak?* In Nelson & Grossberg (Eds.), *Marxism and the interpretation of culture* (pp. 271–313).

Bhabha, H. (1994). *Of Mimicry and Man: The Ambivalence of Colonial Discourse*. In *The Location of Culture* (pp. 121–131). Routledge.

Prakash, G. (1994). *Subaltern studies as postcolonial criticism*. *American Historical Review*, 99(5), 1475–1490.

Chakrabarty, D. (2000). *Provincializing Europe: Postcolonial thought and historical difference*. Princeton University Press.

Unit 3

Guha, R. (1982). *On some aspects of the historiography of colonial India*. In *Subaltern Studies I* (pp. 1–8). Oxford University Press.

Ndlovu-Gatsheni, S. J. (2018). *The dynamics of epistemological decolonisation in the 21st century*. *Strategic Review for Southern Africa*, 40(1), 16–45.

Mbembe, A. (2001). *On the postcolony*. University of California Press.

Hardiman, D. (1987). *The coming of the Devi: Adivasi assertion in western India*. Oxford University Press.

Mamdani, M. (1996). *Citizen and subject: Contemporary Africa and the legacy of late colonialism*. Princeton University Press.

Unit 4

Crenshaw, K. (1989). *Demarginalizing the intersection of race and sex*. *University of Chicago Legal Forum*, 139–167.

Crenshaw, K. (1991). *Mapping the margins*. *Stanford Law Review*, 43(6), 1241–1299.

Chakravarti, U. (1993). *Conceptualising Brahmanical patriarchy in early India*. *EPW*, 28(14), 579–585.

Alcoff, L. M. (1991). *The problem of speaking for others*. *Cultural Critique*, 20, 5–32.

Alcoff, L. M. (1999). *Towards a phenomenology of racial embodiment*. *Radical Philosophy*, 95.

Ahmed, S. (2007). *A phenomenology of whiteness*. *Feminist Theory*, 8(2).

Kabeer, N. (1999). *Resources, agency, achievements*. *Development and Change*, 30(3), 435–464.

Additional Readings:

Achebe, C. (1958). *Things fall apart*. Heinemann.

Ahmed, S. (2004). *The cultural politics of emotion*. Edinburgh University Press.

- Ahmed, S. (2012). *On being included: Racism and diversity in institutional life*. Duke University Press.
- Ahmed, S. (2017). *Living a feminist life*. Duke University Press.
- Alcoff, L. M. (2006). *Visible Identities: Race, Gender and the Self*. Oxford University Press.
- Bhabha, H. K. (1994). *The location of culture*. London, England: Routledge.
- Bush, B. (2006). *Imperialism and Postcolonialism*. Harlow.
- Chakravarti, U. (2003). *Gendering caste: Through a feminist lens*. Stree.
- Chaturvedi, V. (ed.) (2000). *Mapping Subaltern Studies and the Postcolonial*. Verso.
- De Sousa Santos, B. (2016). *Epistemologies of the South: Justice against Epistemicide*. Routledge.
- Fanon, F. (1952). *Black skin, white masks* (C. L. Markmann, Trans.). Grove Press.
- Fanon, F. (1963). *The wretched of the earth* (C. Farrington, Trans.). Grove Press.
- Frank, A. G. (1967). *Capitalism and underdevelopment in Latin America*. Monthly Review Press.
- Gandhi, L. (1998). *Postcolonial theory: A critical introduction*. Columbia University Press.
- Guha, R. (1997). *Dominance without hegemony: History and power in colonial India*. Harvard University Press.
- Kabeer, N. (1994). *Reversed realities: Gender hierarchies in development thought*. Verso.
- Mamdani, M. (2020). *Neither settler nor native: The making and unmaking of permanent minorities*. Harvard University Press.
- Mbembe, A. (2003). Necropolitics. *Public Culture*, 15(1), 11–40.
- Prakash, G. (1999). *Another reason: Science and the imagination of modern India*. Princeton University Press.
- Said, E. W. (1993). *Culture and imperialism*. Knopf.
- Spivak, G. C. (1999). *A critique of postcolonial reason: Toward a history of the vanishing present*. Harvard University Press.
- Young, R. J. C. (2001). *Postcolonialism: An historical introduction*. Blackwell.

Examination Scheme

Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Tutorial Component: The tutorial component will include

- interactive sessions
- guided discussions
- assignment writing.

Master of Arts in Political Science

PS-DSE 70: Power, Coercion and Political Order: Theoretical Debates

Credits: 4

Duration: 60 Hours (45 Hours Lect. + 15 Hours Tut.)

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre- requisite of the course if any
		Lecture	Tutorial		
PS-DSE 70: Power, Coercion and Political Order: Theoretical Debates	4	3	1	Bachelor's degree in any course	None

Course Outline:

This course examines the relationship between power, coercion, and political order through major theoretical, philosophical, and historical debates. It introduces foundational concepts of power, coercion, authority, legitimacy, and political order, and explores their intersections with modernity, colonialism, democracy, and state formation. The course analyses how coercion operates through institutions of representation, sovereignty, law, and identity politics while engaging with critical perspectives on the state of exception, security regimes, biopolitics, and necropolitics. It further situates political order within the broader dynamics of war, capitalism, and globalization, enabling students to critically understand the changing forms of political power, domination, resistance, and conflict in the contemporary world.

Course Objectives:

- To examine the conceptual, historical, and normative relationship between power, coercion, and political order.
- To introduce major philosophical and political theories explaining the origins, forms, legitimacy, and limits of coercive power.
- To analyse the relationship between sovereignty, the state, law, representation, and political order.
- To critically evaluate contemporary manifestations of coercion within global political, economic, and security regimes.

Course Learning Outcomes:

After completing the course, students will

- Demonstrate a critical understanding of major theoretical approaches to power, coercion, and political order.
- Analyse how power, coercion, sovereignty, and political institutions shape and sustain political order across different historical and contemporary contexts.

- Evaluate competing perspectives on the legitimacy, regulation, and contestation of coercive power in political life.
- Apply key theoretical concepts to analyse contemporary issues such as war, colonialism, security, identity conflicts, democratic governance, and globalization.
- Critically engage with classical and contemporary political theory to develop well-reasoned arguments on power, coercion, political order, and resistance.

Course Contents:

Unit I: Theories of Power, Coercion and Political Order (14 hours)

- Concepts of power, coercion, violence, authority, and legitimacy
- Normative and philosophical debates
- Modernity and Coercion: Historical and Philosophical Foundations

Unit II. Political Order and Representation (10 hours)

- Representation, Participation, and Democratic Stability
- State Formation and Political Order
- Ethnicity and Identity
- Civility, State Authority, and the Ambivalence of Violence

Unit III. Security State and the Logic of Exception (11 hours)

- State of Exception and Sovereignty
- Law, Legitimacy and Coercion
- Security, Surveillance, and Liberal Democracy
- Biopolitics and Necropolitics

Unit IV. War, Capitalism and Global Political Order (10 hours)

- War, Ethics, and International Order
- Global Capitalism and Empire
- Precarity, Mourning, and the Politics of Life
- Civilization and Global Transformations

Essential Readings:

Unit I:

Arendt, H. (1970). Sections from *On violence*. Harvest Books.

Arendt, H. (2006). Sections from *Eichmann in Jerusalem: A report on the banality of evil*. Penguin Books.

Benjamin, W. (2007). Critique of violence. In *Reflections: Essays, aphorisms, autobiographical writings* (pp. 277–300). Schocken Books.

Fanon, F. (2001). Concerning violence; Colonial wars and mental disorders. In *The wretched of the earth* (pp. 1–106). Penguin Books.

Guzmán, L. (2014). Benjamin's divine violence: Unjustifiable justice. *CR: The New Centennial Review*, 14(2), 49–63.

- Herzog, A. (2017). The concept of violence in the work of Hannah Arendt. *Continental Philosophy Review*, 50(2), 165–179.
- Keane, J. (2004). Introduction: Surplus violence; Thinking violence; Why violence? In *Violence and democracy* (pp. 1–40). Cambridge University Press.
- Pinker, S. (2011). Sections from *The better angels of our nature: Why violence has declined*. Penguin Books.
- Schwarzmantel, J. (2010). Democracy and violence: A theoretical overview. *Democratization*, 17 (2), 217–234.
- Tilly, C. (2003). Varieties of violence; Violence as politics. In *The politics of collective violence* (pp. 1–36; 191–210). Cambridge University Press.

Unit II:

- Crevel, M. V. (2007). The organization of violence: A historical overview. In L. Andersen, B. Møller, & F. Stepputat (Eds.), *Fragile states and insecure people? Violence, security, and statehood in the twenty-first century*. Palgrave Macmillan.
- Powell, G. B., Jr. (1982). Managing violence and sustaining democracy. In *Contemporary democracies: Participation, stability, and violence*. Harvard University Press.
- Delmotte, F., & Majastre, C. (2017). Violence and civilité: The ambivalences of the state. In T. S. Landini & F. Dépelteau (Eds.), *Norbert Elias and violence*. Palgrave Macmillan.
- Spencer, J. (2007). The state and violence. In *Anthropology, politics and the state: Democracy and violence in South Asia*. Cambridge University Press.
- Varshney, A. (2002). Ethnic conflict, the state and the civil society. In *Ethnic conflict and civic life*. Oxford University Press.

Unit III:

- Agamben, G. (2005). *State of exception*. University of Chicago Press.
- Derrida, J. (1992). Force of law: The mystical foundation of authority (Section II, pp. 29– 49). In D. Cornell, M. Rosenfeld, & D. Carlson (Eds.), *Deconstruction and the possibility of justice*. Routledge.
- de Wilde, M. (2006). Violence in the state of exception: Reflections on theologico-political motifs in Benjamin and Schmitt. In H. de Vries & L. E. Sullivan (Eds.), *Political theologies: Public religions in a post-secular world*. Oxford University Press.
- Hallsworth, S., & Lea, J. (2011). Reconstructing Leviathan: Emerging contours of the security state. *Theoretical Criminology*, 15(2), 141–157.
- Huysmans, J. (2004). Minding exceptions: The politics of insecurity and liberal democracy. *Contemporary Political Theory*, 3(3), 321–341.
- Kalyvas, A. (2008). *Democracy and the politics of the extraordinary: Max Weber, Carl Schmitt, and Hannah Arendt* (selected parts). Cambridge University Press.
- Mbembe, A. (2003). Necropolitics. *Public Culture*, 15(1), 11–40.
- Reid, J. (2008). Life struggles: War, discipline and biopolitics in the thought of Michel Foucault. In M. Dillon & A. W. Neal (Eds.), *Foucault on politics, security and war*. Palgrave Macmillan.

Unit IV:

- Brown, C. (2021). Justified: Just war and the ethics of violence and world order. In L. Brock & H. Simon (Eds.), *The justification of war and international order: From past to present* (pp. xx–xx). Oxford University Press.

- Butler, J. (2003). Violence, mourning, politics. *Studies in Gender and Sexuality*, 4(1), 9–37.
- Butler, J. (2004). *Precarious life: The powers of mourning and violence*. Verso.
- Butler, J. (2010). *Frames of war: When is life grievable?* Verso.
- Giddens, A. (1985). Capitalist development and the industrialization of war; Modernity, totalitarianism and critical theory. In *The nation-state and violence: Volume two of a contemporary critique of historical materialism* (pp. xx–xx). Polity Press.
- Hardt, M., & Negri, A. (2000). *Selections from Empire*. Harvard University Press.
- Hardt, M., & Negri, A. (2004). *Selections from Multitude: War and democracy in the age of empire*. Penguin Books.
- Jabri, V. (2006). War, security and the liberal state. *Security Dialogue*, 37(1), 47–64.
- Linklater, A. (2002). Unnecessary suffering. In K. Booth & T. Dunne (Eds.), *Worlds in collision: Terror and the future of global order* (pp. xx–xx). Palgrave Macmillan.
- Linklater, A. (2017). *Violence and civilization in the Western states-systems* (Ch. 8, 9, 11). Cambridge University Press.
- Linklater, A. (2021). Introduction; Elias’s explanation; Violence, civilization and... In *The idea of civilization and the making of the global order* (pp. xx–xx). Bristol University Press.
- Rogers, P. (2002). Political violence and global order. In K. Booth & T. Dunne (Eds.), *Worlds in collision: Terror and the future of global order* (pp. xx–xx). Palgrave Macmillan.
- Thomas, C. (2011). Why don't we talk about ‘violence’ in international relations? *Review of International Studies*, 37(4), 1815–1836.

Suggested Readings:

- Abat i Ninet, A. (2013). Legal violence. In *Constitutional violence: Legitimacy, democracy and human rights* (Ch. 4). Edinburgh University Press.
- Asad, T. (2008). Horror at suicide terrorism. In *On suicide bombing*. Seagull.
- Balibar, E. (2015). Violence and politics; From extreme violence to the problem of civility. In *Violence and civility: On the limits of political philosophy*. Columbia University Press.
- Brown, W. (2006). Tolerance as governmentality: Faltering universalism, state legitimacy, and state violence. In *Regulating aversion: Tolerance in the age of identity and empire*. Princeton University Press.
- Butler, J. (2006). Critique, coercion, and sacred life in Benjamin’s ‘Critique of Violence’. In H. de Vries & L. E. Sullivan (Eds.), *Political theologies: Public religions in a post-secular world* (pp. 201–219). Oxford University Press.
- Clover, J. (2016). What is a riot? In *Riot. Strike. Riot*. Verso.
- Collier, P. (2009). *War, guns & votes: Democracy in dangerous places*. Harper.
- Cox, D., Levine, M., & Newman, S. (2009). Sovereignty, violence and the state of exception. In *Politics most unusual: Violence, sovereignty and democracy in the ‘war on terror’*. Palgrave Macmillan.
- Dabashi, H. (2012). *Corpus anarchicum: Political protest, suicidal violence, and the making of the posthuman body*. Palgrave Macmillan.
- Derrida, J. (1978). Violence and metaphysics: An essay on the thought of Emmanuel Levinas. In *Writing and Difference* (A. Bass, Trans.). University of Chicago Press.

- Fleming, C. (2014). Mimesis, violence, and the sacred: An overview of the thought of René Girard. In S. Cowdell, C. Fleming, & J. Hodge (Eds.), *Violence, desire, and the sacred volume 2: René Girard and sacrifice in life, love, and literature*. Bloomsbury.
- Fletcher, J. (2005). *Violence and civilization: An introduction to the work of Norbert Elias* (Ch. 3 & 8). Polity Press.
- Foucault, M. (2012). The two aspects of Cynic life as sovereign life. In *The courage of truth* (F. Gros, Ed.; G. Burchell, Trans.). Picador.
- Gates, B. (2012). Learning from a less violent present. <https://www.gatesnotes.com/the-better-angels-of-our-nature>
- Girard, R. (1977). Sacrifice. In *Violence and the sacred* (P. Gregory, Trans.). Johns Hopkins University Press.
- Honig, B. (2009). *Emergency politics: Paradox, law, democracy*. Princeton University Press.
- Johansen, J. (2007). Nonviolence: More than the absence of violence. In C. Webel & J. Galtung (Eds.), *Handbook of peace and conflict studies*. Routledge.
- Milisavljevic, V. (2012). A violence that presupposes itself: The question of violence from Benjamin to Deleuze and Guattari. *Actuel Marx*, 52(2), 78–91.
- Schwarzmantel, J. (2011). *Democracy and political violence*. Edinburgh University Press [Chs. 1, 2, 5 & 6].
- Sorel, G. (2004). Ethics of violence. In *Reflections on violence*. Cambridge University Press.

Examination Scheme

Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Tutorial Component: Activities may include:

- Group discussion
- Book review
- Literature review
- Group presentations

Master of Arts in Political Science

PS-DSE 71: Social Movements and Revolutions

Credits: 4

Duration: 60 Hours (45 Hours Lect. + 15 Hours Tut.)

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre- requisite of the course if any
		Lecture	Tutorial		
PS-DSE 71: Social Movements and Revolutions	4	3	1	Bachelor's degree in any course	None

Course Outline:

This course offers a comparative analysis of social movements and revolutions across historical and contemporary contexts. It examines major theories of revolution and analyzes key revolutions in terms of ideology, strategy, and social base. The course further explores liberation struggles in Asia and Africa, highlighting their political and ideological foundations. It introduces the concept and theories of social movements, and studies diverse forms of movements—such as peasant, women's, workers', environmental, ethnic, and civil rights movements—across the Global South. The course enables students to critically engage with the dynamics of collective action and its role in shaping political and social change.

Course Objectives:

- To introduce students to the comparative study of social movements and revolutions in historical and contemporary contexts.
- To examine the ideological, social, and political foundations of revolutions and movements.
- To distinguish conceptually between revolutions and social movements and analyze their interconnections.
- To explore the diverse forms of movements across Asia, Africa, and Latin America.
- To develop the ability to critically analyze theories, strategies, and social bases of collective action.

Course Learning Outcomes:

After completing the course, students will be able to:

- Explain major theoretical approaches to revolutions and social movements.
- Compare the ideology, strategy, and social bases of different revolutions and movements.
- Analyze the role of class, gender, ethnicity, and environment in shaping social movements.
- Apply theoretical frameworks to understand movements in Asia, Africa, and Latin America.
- Demonstrate analytical and research skills through critical engagement with texts and case studies.

Course Contents:

Unit I: Revolution

(12 hours)

- a) Why revolutions? Different theories of Revolution
- b) Comparative study and recent interpretations of Ideology, Strategy and Social base of major Revolutions: French Revolution, Bolshevik Revolution, Chinese Revolution

Unit II: Ideology and Politics of liberation struggles in Asia and Africa (12 hours)

- a) Liberation Struggles in Asia
- b) Liberation Struggles in Africa

Unit III: Social Movements (11 hours)

- a) What are social movements?
- b) Theories of social movements

Unit IV: Ideology and Politics of Social Movements (10 hours)

- a) Peasant
- b) Women
- c) Workers
- d) Environment
- e) Ethnic
- f) Civil rights

Unit Wise Readings:

Unit 1

Tilly, C. (1978). *From mobilization to revolution*. Addison-Wesley.

Skocpol, T. (1979). *States and social revolutions: A comparative analysis of France, Russia, and China*. Cambridge University Press.

Hobsbawm, E. (1995). *The age of revolution: Europe 1789–1848*. Weidenfeld & Nicolson. (Original work published 1975)

Taylor, S. (1984). *Social science and revolutions*. Macmillan.

Unit 2

Davis, H. B. (1978). *Toward a Marxist theory of nationalism*. Monthly Review Press.

Shah, G. (Ed.). (2002). *Social movements and the state*. Sage.

Mohanty, M., Mukherji, P. N. & Törnquist, O. (Eds.). (1998). *People's rights: Social movements and the state in the Third World*. Sage.

Zagorski, P.W. (2009). *Comparative politics: Continuity and breakdown in the contemporary world*. Routledge.

Unit 3

Shah, G. (Ed.). (2002). *Social movements and the state*. Sage.

Mertes, T. (Ed.). (2004). *A movement of movements: Is another world possible?* Verso.

Potter, D., Goldblatt, D., Kiloh, M, & Lewis, P. (Eds.). (1997). *Democratization*. Polity Press.

Axtmann, R. (Ed.). (2003). *Understanding democratic politics*. Sage.

Unit 4

Omvedt, G. (1993). *Reinventing revolution: New social movements and the socialist tradition in India*. M. E. Sharpe.

Petras, J. (2005). The centrality of peasant movements in Latin America: Achievements and limitations. *Synthesis/Regeneration*, 38, 1–8.

Rege, S.. (2004). *Shifting body politics: Gender*. Women Unlimited.

Vora, R. & Palshikar, S. (Eds.). (2004). *Indian democracy: Meanings and practices*. Sage.

Examination Scheme

Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Tutorial Activities: Tutorial activities may include

- group discussions
- review of recent relevant books
- literature review
- presentations
- use of relevant audio-visual medium to help students understand complex ideas

Master of Arts in Political Science

PS-DSE 72: North America in Comparative Perspective

Credits: 4

Duration: 60 Hours (45 Hours Lect. + 15 Hours Tut.)

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre- requisite of the course if any
		Lecture	Tutorial		
PS-DSE 72: North America in Comparative Perspective	4	3	1	Bachelor's degree in any course	None

Course Outline:

This course introduces students to the comparative politics of North America by examining the political systems, institutions, and contemporary challenges of the United States, Canada, and Mexico. It provides a comparative understanding of constitutional structures, federalism, electoral systems, and political parties while exploring the impact of neoliberalism, regional economic integration, and globalization on governance and development. The course further examines issues of race, Indigenous rights, civil rights, nationalism, immigration, and multiculturalism, highlighting the diverse social and political experiences of North American societies. Through a comparative and interdisciplinary approach, students will critically analyse the region's evolving political economy, identity politics, and democratic challenges in the twenty-first century.

Course Objectives:

- Understand the political institutions and constitutional systems of North America from a comparative perspective.
- Analyse the impact of neoliberalism, regional economic integration, and globalisation on politics and society.
- Examine issues of race, Indigenous rights, citizenship, and multiculturalism across North America.
- Evaluate contemporary political challenges including nationalism, populism, immigration, and democratic governance.

Course Learning Outcomes:

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

- Compare the political and constitutional structures of the United States, Canada, and Mexico.
- Assess the political and economic consequences of neoliberal reforms and regional integration.
- Critically analyse debates surrounding race, Indigenous rights, civil rights, and multiculturalism.
- Explain contemporary political developments shaping governance and democracy in North America.

Course Content:

Unit I: Introduction

(15 hours)

- a) North America in Comparative Political Perspective

b) Constitutional and Federal Structures in the United States, Canada, and Mexico

c) Electoral Systems, Political Parties, and Interest Groups

Unit II: Political Economy and Regional Integration (12 hours)

a) Neoliberal Reforms, Globalisation, and Socio-economic Inequalities in the United States, Canada, and Mexico

b) Regional Integration: From NAFTA to USMCA—Achievements, Challenges, and Future Prospects

Unit III: Race, Indigenous Peoples, and Rights Movements (10 hours)

a) Race, Ethnicity, and Civil Rights Movements in North America

b) Indigenous Peoples, Constitutional Rights, and Reconciliation in the United States, Canada, and Mexico

Unit IV: Nationalism, Identity, and Contemporary Challenges (8 hours)

a) Nationalism, Immigration, and Multiculturalism

b) Populism, Democratic Challenges, and the Future of North American Politics

Essential Readings:

Unit I

Boix, C., & Stokes, S. C. (Eds.). (2007). *The Oxford handbook of comparative politics*. Oxford University Press. (*Comparative political analysis*)

Kopstein, J., & Lichbach, M. (Eds.). (2008). *Comparative politics: Interests, identities, and institutions in a changing global order*. Cambridge University Press. (*Comparative framework and political institutions*)

Saxena, R. (Ed.). (2011). *Varieties of federal governance: Major contemporary models*. Oxford University Press. (*Comparative federalism*)

Smith, H. A. (2005). *Federalism in North America: A comparative study of institutions in the United States and Canada*. The Lawbook Exchange. (*Federal structures in North America*)

Loughlin, J., Kincaid, J., & Swenden, W. (Eds.). (2013). *The Routledge handbook of regionalism and federalism*. Routledge. (*Federalism and multilevel governance*)

Unit II

Stiglitz, J. E. (2012). *The price of inequality*. Penguin Books.

Kaplan, R. D. (2017). *Earning the Rockies: How geography shapes America's role in the world*. Random House.

Nischik, R. M. (2016). *Comparative North American studies: Transnational approaches to American and Canadian literature and culture*. Springer. (*North American integration and transnationalism*)

Unit III

Kymlicka, W. (2003). *Multicultural citizenship: A liberal theory of minority rights*. Cambridge University Press.

Roberts, L. W., Ferguson, B., & Bös, M. (2013). *Multicultural variations: Social incorporation in Europe and North America*. McGill-Queen's University Press.

Siemerling, W. (2005). *The new North American studies: Culture, writing, and the politics of re/cognition*. Psychology Press.

Unit IV

Kymlicka, W. (2003). *Multicultural citizenship: A liberal theory of minority rights*. Cambridge University Press.

Roberts, L. W., Ferguson, B., & Bös, M. (2013). *Multicultural variations: Social incorporation in Europe and North America*. McGill-Queen's University Press.

Nischik, R. M. (2016). *Comparative North American studies: Transnational approaches to American and Canadian literature and culture*. Springer.

Siemerling, W. (2005). *The new North American studies: Culture, writing, and the politics of re/cognition*. Psychology Press.

Suggested Reading

Taylor, C. (1994). *Multiculturalism: Examining the politics of recognition*. Princeton University Press.

Cameron, M. A., & Tomlin, B. W. (2000). *The making of NAFTA: How the deal was done*. Cornell University Press.

Young, I. M. (1990). *Justice and the politics of difference*. Princeton University Press.

Examination Scheme

Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Tutorial Activities: Tutorial activities may include group discussions, review of recent relevant books, literature review and presentations.

Master of Arts in Political Science

PS-DSE 73: Nationalism in Comparative Perspective

Credits: 4

Duration: 60 Hours (45 Hours Lect. + 15 Hours Tut.)

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre- requisite of the course if any
		Lecture	Tutorial		
PS-DSE 73: Nationalism in a Comparative Perspective	4	3	1	Bachelor's degree in any course	None

Course Outline

This course introduces students to the concepts, theories, and historical development of nationalism in comparative perspective. It examines the emergence of nations and nationalism, major theoretical approaches, and the diverse historical trajectories of nationalist movements across Europe and the colonial world. The course further explores the intersections of nationalism with class, race, ethnicity, and gender, while engaging with contemporary debates on globalization, multiculturalism, and post-nationalism. Through the study of classical and contemporary scholarship, students will develop a critical understanding of nationalism as a dynamic political, social, and cultural force shaping identities, states, and global politics.

Course Objectives:

- To introduce students to the concepts, theories, and historical evolution of nationalism.
- To examine competing theoretical approaches to understanding nations and nationalism.
- To analyse the relationship between nationalism, colonialism, identity, and state formation.
- To evaluate contemporary debates on nationalism, globalization, multiculturalism, and post-national political communities.

Course Learning Outcomes:

After completing this course, students will be able to:

- Explain the major concepts and theories of nationalism.
- Compare different historical forms and traditions of nationalism across regions.
- Analyse the intersections of nationalism with class, race, ethnicity, gender, and colonialism.
- Critically evaluate contemporary debates on nationalism, globalization, and post-national identities.

Course Content:

Unit I: Concepts

(11 hours)

- a) Nation, nationality, nationalism

- b) Post-nation and globalisation

Unit II: Theories of nationalism

(12 hours)

- a) Primordialism
- b) Modernism

Unit III: Traditions of Nationalism

(11 hours)

- a) European
- b) Anti-colonial

Unit IV: Nationalism and Identities

(11 hours)

- a) Class
- b) Race
- c) Gender
- d) Ethnicity

Essential Readings:

Unit I

Anderson, B. (2006). *Imagined Communities* (Rev. ed.). Verso.

Calhoun, C. (1997). *Nationalism*. Open University Press.

Habermas, J. (2002). *The Postnational Constellation*. MIT Press.

Featherstone, M. (Ed.). (1990). *Global Culture: Nationalism, Globalisation and Modernity*. Sage.

Unit II

Smith, A. D. (1971). *Theories of Nationalism*. Duckworth.

Gellner, E. (1983). *Nations and Nationalism*. Blackwell.

Hobsbawm, E. J. (1990). *Nations and Nationalism since 1780*. Cambridge University Press.

Hutchinson, J., & Smith, A. D. (Eds.). (1994). *Nationalism*. Oxford University Press.

Özkırımlı, U. (2017). *Theories of Nationalism* (3rd ed.). Red Globe Press.

Unit III

Brubaker, R. (1996). *Nationalism Reframed*. Cambridge University Press.

Aloysius, G. (1997). *Nationalism without a Nation in India*. Oxford University Press.

Gillen, P., & Ghosh, D. (2007). *Colonialism and Modernity*. UNSW Press.

Williams, P., & Chrisman, L. (Eds.). (1993). *Colonial Discourse and Post-Colonial Theory: A Reader*. Harvester Wheatsheaf.

Unit IV

Balibar, E., & Wallerstein, I. (1991). *Race, Nation, Class: Ambiguous Identities*. Verso.

Yuval-Davis, N. (1997). *Gender and Nation*. Sage.

Anthias, F., & Yuval-Davis, N. (1989). *Woman-Nation-State*. Macmillan.

Jayawardena, K. (1986). *Feminism and Nationalism in the Third World*. Verso.

Billig, M. (1995). *Banal Nationalism*. Sage.

Davis, H. B. (1978). *Towards a Marxist Theory of Nationalism*. Monthly Review Press.

Suggested Readings:

Wimmer, A. (2013). *Ethnic Boundary Making*. Oxford University Press.

Miller, D. (1995). *On Nationality*. Oxford University Press.

Beiner, R. (Ed.). (1999). *Theorizing Nationalism*. State University of New York Press.

Examination Scheme

Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Tutorial Activities: Tutorial activities may include

- group discussions
- review of recent relevant books
- literature review
- presentations
- use of relevant audio-visual medium to help students understand complex ideas

Master of Arts in Political Science

PS-GE 02: Reading Bhagavad Gita

Credits: 4

Duration: 60 Hours (45 Hours Lect. + 15 Hours Tut.)

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre- requisite of the course if any
		Lecture	Tutorial		
PS-GE 02: Reading Bhagavad Gita	4	3	1	Bachelor's degree in any course	None

Course Outline

A comprehensive Bhagavad Gita study course gives introduction to philosophy and political relevance. The structured study includes reading usage by political thinkers during colonial period. Focus on commentary translations, and purports, starting with Arjuna's dilemma focus on key ideas of progressing through Karma/Bhakti/Jnana yoga, and culminating in self-realization and daily application.

Course Objectives

- Introducing students to understand the universal teachings of Gita.
- Exploring the socio-political and ethical relevance of the text in present times
- Understanding the fundamental concepts of Gita relevant to political life
- Applying the teaching to manage contemporary ethical challenges

Course Outcomes

After completion of the course, students will

- develop enhanced critical thinking
- develop decision-making skills that can help them endure tough situations
- acquainted with key concepts of Gita

Course Contents

Unit I: Political background of Bhagavad Gita

(10 Hours)

- a) Understanding the Text - Context and text
- b) Political history of Ideas

Unit II: Understanding 'war', 'peace' and 'Autonomy' through Bhagavad Gita Commentaries

(13 Hours)

- a) Shankaracharya – Advaita Vedanta
- b) Ramanujacharya – Vishishtadvaita
- c) Madhvacharya – Dvaita

Unit III: Gita as tool for Political Action during Colonial Times: Defining the Idea of Liberty

(Any three thinkers)

(12 Hours)

- a) Bankim Chattopadhyay's Srimadbhagavadgita
- b) Bal Gangadhar's Tilak's Gita's Rahasya
- c) Sri Aurobindo's Essay on Gita
- d) Vivekananda's – Bhagwad Gita
- e) Gandhi's –Anasakti Yoga
- f) Vinobha Bhave's – Talk's on Gita

Unit IV: Gita for contemporary political applications

(10 Hours)

- a) World order
- b) Leadership and Ethics

Essential Readings

Unit I

Kapoor, K. (2002). *Dimensions of Panini grammar: The Indian grammatical system*. DK Printworld.

Skinner, Q. (1969). Meaning and understanding in the history of ideas. *History and Theory*, 8(1), 3–53.

Radhakrishnan, S. (1948). *The Bhagavadgita*. George Allen & Unwin.

Kapoor, K. (1998). *Text and interpretation: The Indian theory*. Indian Institute of Advanced Study

Minnema, L. (2011). One Dialogue-Four Relationships: The Different Layers of Meaning in the Dialogue between Krishna and Arjuna in the Bhagavadgita. *Studies in Interreligious Dialogue*, 21(1), 96-111.

Nadkarni, M. V. (2019). *The Bhagavad-gita for the modern reader: History, interpretations and philosophy*. Routledge.

Lal, R. B. (2002). *The Gita in the light of modern science*. Motilal Banarsidass Publishers.

Unit II

Singh, A., & Mohapatra, S. (Eds.). (2010). *Indian political thought: A reader*. Routledge.

Davis, R.H. (2014). *The Bhagavad Gita: A Biography*. (Core Textbook ed.). Princeton University Press.

Chapter 2: Shankara. (2000). *Srimadbhagavadgita Sankara Bhashya* (Gita Press ed.). Gita Press.

Chattopadhyaya, S. K. (2000). *The Philosophy of Sankar's Advaita Vedanta*. Sarup & Sons.

Thomas, D. M. (1971). *The path to moksa in the/visistadvaita system of Ramanuja* (Doctoral dissertation).

Muralidhara, H. N. The Dvaita or dualistic school of Vedanta, championed by Sri Madhvacharya, also known as Anandatirtha (1238-1317) . *Spirituality in Modern Literature*

Unit III

Gowda, Nagappa (2011). *The Bhagavadgita in the Nationalist Discourse*. Oxford University Press.

Chattopadhyaya Bankim (2000) *Srimadhbhagavadgita*. Manohar

Gandhi M.K (2006) *Anasakti Yoga*. Navjivan Parksham:

Tilak, G. *Lokmanya tilak and Gita Rahasya*. Worldwide International Inter Disciplinary Research, 48.

Aurobindo, S. (2000). *Essays on the Gita*. Sri Aurobindo Ashram Publication Dept.

Vivekananda, S. (1972). *The complete works of Swami Vivekananda, Vol. 4: Lectures and discourses*. Advaita Ashrama.

Bhave Vinobha (2023 ed). *Talks on Gita*. Paramdham Prakashan

Unit IV

Kapila S, Devji F, eds. (2013). *Political Thought in Action: The Bhagavad Gita and Modern India*. Cambridge University Press.

Lipner Julius (1997) *Bhagvad Gita for our Times*. Oxford University Press

Pradhan, R. C. (2025). The Divine Principle and the World Order. In *The Philosophy of the Bhagavad Gita: An Analytical Study of Moral and Metaphysical Foundations* (pp. 103-117). Springer Nature.

Murthy, B. S. (2003). *Bhagvad-Gita: Treatise of self-help*. Self-Imprint.

Examination Scheme

Examination scheme and mode shall be prescribed by the examination branch University of Delhi from time to time.

Tutorial Activities

Tutorial sessions will enable students to apply key concepts and analytical frameworks around Bhagvat Gita. Activities may include:

- Group discussion
- Book review/ literature review
- Annotated bibliography
- Presentations

Master of Arts in Political Science
PS-GE 03: Culture and Politics in India

Credits: 4

Duration: 60 Hours (45 Hours Lect. + 15 Hours Tut.)

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre- requisite of the course if any
		Lecture	Tutorial		
PS-GE 03 : Culture and Politics in India	4	3	1	Bachelor's degree in any course	None

Course Outline

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

Course Objectives

- Explore how identities interact with power structures to create marginality.
- Examine the influence of tradition, modernity, and local cultures on the functioning of political institutions and electoral behaviour.
- Analyse the role of cultural identity in shaping political ideologies, regionalism, and key political parties.
- Investigate the relationship between culture, law, media, and the state, including the impacts of globalization on cultural identity.
- Explore the relationship between culture and politics through various sources, including film, oral narratives, and literature.

Course Learning Outcomes

- Examine the role of regionalism, in contemporary Indian political processes.
- Apply theoretical frameworks to understand the relationship between state structures and cultural diversity
- Analyze the impact of culture on democratic functioning, including electoral systems, social movements, and grassroots governance.

Course Contents

Unit I: Culture and Indian Society (12 Hours)

- a) Understanding relationship between Culture and Society
- b) Role of culture in construction of self

Unit II: Culture and State in India (12 Hours)

- a) Exploring inter-linkages between culture and state- historical genesis (Political parties, institutional working)
- b) Understanding cultural nationalism in creating 'Indianess'

Unit III: Culture and Media (10 Hours)

- a) Exploring literature in building culture identity of India
- b) Cinema in building culture identity of India

Unit IV: Urban Cultures (11 Hours)

- a) Understanding modern cities and cultural inter-twines
- b) Middle class and cultural newness

Essential Readings

Unit I

Basham, A. L. (2004). *The wonder that was India*. Picador.

Frawley, D. (2015, March 27). Textual evidences in Vedas: Cultural and historical implications. Indian Historical Research Foundation, Ministry of HRD, Government of India. Foundation Day lecture.

Mohanty, J. N. (2001). *The self and its other: Philosophical essays*. Oxford University Press.

Paranjpe, A. C. (1999). *Self and identity in modern psychology and Indian thought*. Plenum Press.

Paranjpe, A. C. (1995). The denial and affirmation of self: The complementary legacies of East and West. *World Psychology*, 1(3), 9-46.

Bhatt, C. (2001). *Hindu nationalism: Origins, ideology and modern myths*. Berg.

Unit II

Hussain, A. (2006). *The national culture of India*. National Book Trust.

Sen, A. P. (2013). *Swami Vivekananda*. Oxford University Press.

Sen, A. (2005). *The argumentative Indian*. Allen Lane.

Singh, S. P. (2014). Tilak's concept of nationalism. *The Indian Journal of Political Science*, 75(2), 199–214.

Singh, S. P. (n.d.). *Sanskriti Evam Samaj* [Sanskrit and society]. Samajik Nyaya. Published by Ambedkar Foundation, Government of India.

Bīrūnī, M. ibn A. (1910). *Alberuni's India* (Vols. 1-2). Kegan Paul, Trench, Trübner & Co. (Electronic reproduction: Columbia University Libraries, 2006). Available at: http://www.columbia.edu/cu/lweb/digital/collections/cul/texts/ldpd_5949073_001/

Unit III

Prasad, M. (2000). *The ideology of Hindi films*. Oxford University Press.

Karmakar, G., & Catterall, P. (2025). Nation, Nationalism and Indian Hindi cinema. *National Identities*, 27(1–2), 1–11. <https://doi.org/10.1080/14608944.2024.2440753>

Bhaskar, I. (1998). allegory, nationalism and cultural change in indian cinema: “sant tukaram.” *Literature and Theology*, 12(1), 50–69. <http://www.jstor.org/stable/23926922>

Unit IV

Singh, Y. (2012). Modernization and its contradictions: Contemporary social change in India. *Polish Sociological Review*, 178, 45–62.

R. Vora & A. Feldhaus (Eds.), (2006) *Regions, culture and politics in India*. Manohar Publishing.

Nair, J. (2005). *The promise of the metropolis: Bangalore's twentieth century*. Oxford University Press.

Srivastav, S. (2009). Urban spaces, Disney-divinity, and moral middle classes in India. *Economic and Political Weekly*, 44(26/27), 67–76.

Examination Scheme

Examination scheme and mode shall be prescribed by the examination branch of the University of Delhi from time to time.

Tutorial Activities

The Department deploys multiple methods to evaluate the program outcomes, these include: The communication and analytical skills of students are evaluated through regular class

- Presentations and group discussions.
- Term papers
- Film screening and discussion
- Annotated Bibliography

Master of Arts in Political Science
PS-GE 04: Gender Studies

Credits: 4

Duration: 60 Hours (45 Hours Lect. + 15 Hours Tut.)

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre- requisite of the course if any
		Lecture	Tutorial		
PS-GE 04: Gender Studies	4	3	1	Bachelor's degree in any course	None

Course Outline

The course will enable students to understanding gender, sexuality and patriarchy. How patriarchy is institutionalized through marriage, family and other social, political and legal institutions will be discussed in the course.

Course Objectives

The course will provide an understanding of the meaning, history and cultural aspects of patriarchy. The following two sections will familiarize the students with the ramifications of gender hierarchies in various spheres of life such as religion, politics, and law and its entanglement with caste and class issues. The last section highlights the intersection of gender, militarisation and crimes of gender-based violence.

Course Learning Outcomes

After completing the course, students will be exposed to 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.

Course Contents

Unit I: Understanding Patriarchy: Gender v. Sexuality

(10 Hours)

- a. Meaning, History and Cultural aspects
- b. Gender and Sexuality Divide and its implication for Patriarchy

Unit II Religion, Caste and Class Intersectionality

(12 Hours)

- a. Gender and its entanglement with Religion
- b. Understanding Caste and Class through Feminist Lens

Unit III: Gender, Violence & Law

(12 Hours)

- a. Violence against Women: Theories and Movements
- b. Feminists Engagement with Law

Unit IV: Gender and Militarization

(11 Hours)

- a. Masculinist underpinnings of Militarisation
- b. Rethinking Militarization and Gender-based Violence

Essential Readings

Unit I

Anne, F. S (2002). "The five sexes: Why male and female are not enough", in Williams, C. L. and Stein, A. (eds.). *Sexuality and Gender*. London: Blackwell.

Bhan, G. and Narain, A. (2005). *Because I have a Voice: Queer Politics in India*. New Delhi: Yoda Press

Butler, J. (1993). *Bodies that matter: On the discursive limits of "sex"*. New York: Routledge.

Geetha, V. (2002). *Patriarchy*. Delhi: Bhatkal and Sen Press

Harrison, W. C. (2006). "The Shadow and the Substance: The Sex/Gender Debate." In Davis, K. (et al) (eds.) *Handbook of Gender and Women's Studies*. London: Sage Publications Pvt. Ltd.

Lerner, G. (1986). *The Creation of Patriarchy*. New York: Oxford University Press.

Mies, M. (1980). *Indian Women and Patriarchy*. Sarkar, S. K. (Trans.) Delhi: Rajdhani Press.

Sylvia, W. (1990). "Introduction/Patriarchy"; and "From Private to Public Patriarchy," in *Theorizing Patriarchy*. Oxford, UK and Malden, MA: Wiley-Blackwell.

Thapan, M. (2009). *Living the Body: Embodiment, Womanhood and Identity in Contemporary India*. New Delhi: Sage Publications.

Unit II

Banerjee, N. (2012). A note on Women as Workers. In Banerjee, N. Sen, S. & Dhawan, N. (eds.). *Mapping The field : Gender Relations in Contemporary India*. Kolkata: Stree.

Bunch, C. & Myron, N (eds.) (1974). *Class and Feminism: A Collection of Essays from the Furies*, Virginia: Diana Press.

Chakravati, U. (2003). *Gendering Caste through a Feminist Lens*. Kolkata : Stree.

Dube, L. (1995). *Caste and Women*. In Srinivas, M. (ed.), *Caste: Its Twentieth Century Avatar*. New Delhi: Penguin Books.

Kabeer, N. (2015). "Gender, poverty and inequality: a brief history of feminist contributions in the field of international development." *Gender & Development* Vol. 23, No. 2, pp. 189-205.

Newton, J. L., Ryan, M. P. and Walkowitz, J. R. (eds.) (2013). *Sex and Class in Women's History: Essays from Feminist Studies*, London and New York: Routledge

Sangari, K. (1995). "Politics of Diversity: Religious Community and Multiple Patriarchies." *Economic and Political Weekly*, Vol. 30, no. 52: pp.3287-3310.

Unit III

Agnes, F. et. al. (2004). *Women and Law in India*. New Delhi : OUP.

Chopra, R (2003) 'From Violence to supportive Practice. Family, Gender and Maculinities' *Economic and Political Weekly*, Vol. 38, No. 1726, pp. .

Kapur, R., & Crossman, B. (eds.). (1996). *Subversive Sites: Feminist Engagements with Law in India*. New Delhi: Sage Publications.

Omvedt, G. (1990). *Violence against Women: New Movements and New Theories in India*. New Delhi : Kali for Women.

Unit IV

Chenoy, A. M. (2004). *Gender and International Politics: The Intersections of Patriarchy and Militarisation*. Indian Journal of Gender Studies Vol 11, Issue 1, pp. 27 – 42

Coomaraswamy, R. (1997) "Tiger Women and the Question of Women's Emancipation." *Pravada*, 4, no. 9, pp. 8-10.

Enloe, C. (2016). *Globalization and Militarism. Feminists make the link* (2nd ed.). Lanham: Rowman & Littlefield .

Mohanty, C. T. (2003). "Under Western Eyes" Revisited: Feminist Solidarity through Anticapitalist Struggles. *Signs*, Vol.28 , No. 2, pp.499-535.

Samantha, G. (2010). "Between rhetoric and reality: exploring the impact of military humanitarian intervention upon sexual violence – post-conflict sex trafficking in Kosovo". *International Review of the Red Cross*, Vol. 92, No. 877, pp. 235-252.

Swati, P. (2009). "Feminist international relations and women militants: case studies from Sri Lanka and Kashmir." *Cambridge Review of International Affairs*, Vol. 22, No. 2, pp. 235-256.

Suggested Readings

Geetha, V. (2002). *Gender*. Delhi: Bhatkal and Sen Press.

Kalpagam, U. (2002). Perspectives of Grassroot Feminist Theory. *Economic and Political Weekly*, Vol. 37 , No. 47, pp. pp. 4686-4693.

McCann, C. R., & Kim, S.-K. (2003). *Feminist Theory Reader: Local and Global Perspectives*. New York: Routledge .

Pahl, R. E. (ed.) (1988) *On Work: Historical, Comparative and Theoretical Approaches*, New York: Basil Blackwell.

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

Examination Scheme

Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Tutorial Activities

The tutorial components of the course will include

- interactive sessions to discuss critical social, political or legal issues having implication for gender
- use of relevant audio-visual medium will be made to help students understand complex ideas
- Few tutorial classes will be held to explain the ideas in Hindi to those students who have difficulty in understanding English in addition to regular bilingual lectures.

Master of Arts in Political Science

PS-SBC 06: Political Communication, New Media and Power

Credits: 2

Duration: 15 Lecture and 30 Practical hrs

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre- requisite of the course, if any
		Lecture	Practical		
PS-SBC 06: Political Communication, New Media and Power	2	1	1	Bachelor's degree in any course	None

Course Outline::

This skill-based course introduces students to the concepts, theories, and practices of political communication while emphasizing practical analytical skills. It equips students to examine political campaigns, speeches, media content, digital platforms, and communication strategies used by political actors to shape public opinion and electoral behaviour. The course develops skills in critically analysing political narratives, identifying misinformation and propaganda, evaluating the role of new media in democratic politics, and understanding the ethical responsibilities of communicators, digital platforms, and citizens.

Course Objectives:

The objective of the course is to understand the concepts, theories and practices of political communication. It will enable the students to understand how political actors- politicians, media, activists, government shape and influence the public opinion and voter behavior. The paper will discuss how new media is embedded in political power structures. The paper will also help in understanding the ethical responsibilities of users, communicators, digital platforms and media producers.

Course Learning Outcomes:

After studying this paper, students will be able to analyze the linkages between political communication, power and new media. Students will be equipped with the critical analytical skills that will enable them to understand how political narratives are constructed across media platforms. Students will be able to discover or uncover the multiplicity of truths and perspectives. The students will also learn to analyze a political campaign, message, speech, campaign advertisements.

Course Content:

Unit 1: Nature and Theory of Political Communication

(8 hrs L + 15 hrs P)

- a) What is Political Communication?

b) Theoretical Perspectives

Hands on Exercise: Analysis of any political campaign, political message, speech, rally, manifesto, or advertisement

Unit 2. New Media, Politics and Ethics

(7 hrs L + 15 hrs P)

- a) New Media, Power and Politics
- b) Ethical Concerns

Hands on Exercise: Field Reporting

Essential Readings:

Unit 1

McNair, B. (2017). *An introduction to political communication* (6th ed.). Routledge.

Norris, P. (2000). *A virtuous circle: Political communications in postindustrial societies*. Cambridge University Press.

Noelle-Neumann, E. (1984). *The spiral of silence: Public opinion—Our social skin*. University of Chicago Press.

Iyengar, S., & Kinder, D. R. (1987). *News that matters: Television and American opinion*. University of Chicago Press.

Entman, R. M. (1993). Framing: Toward clarification of a fractured paradigm. *Journal of Communication*, 43(4), 51–58. <https://doi.org/10.1111/j.1460-2466.1993.tb01304.x>

McCombs, M. E., & Shaw, D. L. (1972). The agenda-setting function of mass media. *Public Opinion Quarterly*, 36(2), 176–187. <https://doi.org/10.1086/267990>

Herman, E. S., & Chomsky, N. (1988). *Manufacturing consent: The political economy of the mass media*. Pantheon Books.

Unit 2:

Fuchs, C. (2017). *Social media: A critical introduction* (2nd ed.). SAGE Publications.

Vaidhyanathan, S. (2018). *Antisocial media: How Facebook disconnects us and undermines democracy*. Oxford University Press.

Zuboff, S. (2019). *The age of surveillance capitalism: The fight for a human future at the new frontier of power*. PublicAffairs.

Noble, S. U. (2018). *Algorithms of oppression: How search engines reinforce racism*. New York University Press.

Suggested Readings:

Blumler, J. G., & Gurevitch, M. (1995). *The crisis of public communication*. Routledge.

Wolton, D. (2009). *Informing and communicating*. Polity Press

Lister, M., Dovey, J., Giddings, S., Grant, I., & Kelly, K. (2009). *New media: A critical introduction* (2nd ed.). Routledge.

Miller, V. (2011). *Understanding digital culture* (2nd ed.). SAGE.

Castells, M. (1996). *The rise of the network society*. Blackwell Publishers.

Manovich, L. (2001). *The language of new media*. MIT Press.

Examination Scheme

Examination scheme and mode shall be prescribed by the examination branch University of Delhi from time to time.

Master of Arts in Political Science

PS-SBC 07: Basics of Comparative Method in Political Science

Credits: 2

Duration: (15 lecture Hours, 30 Practical)

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre- requisite of the course if any
		Lecture	Practical		
PS-SBC 07: Basics of Comparative Method in Political Science	2	1	1	Bachelor's degree in any course	None

Course Outline

This course introduces comparative methods to the students. It focuses on unpacking the ways of comparing and the application of the method.

Course Objective:

- To introduce the comparative method as a foundational approach in social science research.
- To familiarise students with different modes of comparison (case-based, variable-based, large-N, small-N) and inculcate the sense of comparative research.
- To develop an understanding of when and why comparison is used in analytical inquiry.
- To enable students to distinguish between conceptual, issue-based, and empirical comparisons.
- To build practical skills in applying comparative techniques to real-world political and social phenomena.

Course Learning Outcomes:

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

- Explain the logic, scope, and limitations of the comparative method in social sciences.
- Differentiate between key comparative approaches such as case study, variable-centered, and large-N/small-N designs.
- Critically evaluate the suitability of different comparative strategies for specific research questions.
- Apply comparative analysis to examine ideas, concepts, issues, and crises across contexts.
- Produce structured comparative arguments using appropriate methodological tools.

Course Content:

Unit I: Understanding Comparative Method and Different ways of comparing (10 hrs L)

- (a) What is Comparative Method
- (b) When and Why to Use Comparative Method

- (c) Case Study Approach
- (d) Variable Centered Approach
- (e) Large-N versus Small-n

Unit II: Comparing in Political Science

(5 hrs L)

- (a) Comparing Ideas/Concepts

Hands-On Exercise: Application of skill: identify ideas from two different traditions and provide comparative analysis
(15 hours P)

- (b) Comparing Issues/Crisis

Hands-On Exercise: Application of skill: identify one issue or crisis and provide comparative analysis from different perspectives.
(15 hours P)

Essential Readings:

Unit I: Understanding Comparative Method

Collier, D. (1991). The Comparative Method: Two Decades of Change”, in Rustow, D. A. and Erickson, K. P. (Eds.) *Comparative Political Dynamics: Global Research Perspectives*. HarperCollins Publishers Inc.

Lipson, L. (1957). The Comparative Method In Political Studies. *The Political Quarterly*, 28(4): 372–382.

Przeworski, A. (2007). Is the Science of Comparative Politics Possible? In Boix, C., Stokes, S. C. (Eds.). *Oxford Handbook of Comparative Politics*, Oxford University Press.

Lijphart, A. (1971). Comparative Politics and the Comparative Method. *American Political Science Review*, 65(3): 682-693.

Apter, D. E. (1958). A Comparative Method for the Study of Politics. *American Journal of Sociology*, 64(3). 221-237.

Macridis, R. C. (1955). Major Characteristics of the Traditional Approach. In *The Study of Comparative Politics*. Random House.

Chandhoke, N. (1996). Limits of Comparative Political Analysis. *Economic and Political Weekly*, XXXI (4).

Lijphart, A. (1975). II. The Comparable-Cases Strategy in Comparative Research. *Comparative Political Studies*, 8(2): 158-177.

Ragin, C. C. (2014). *The Comparative Method: Moving beyond Qualitative and Quantitative Strategies*. The University of California Press.

Ragin, C. C. (2010). Turning the Tables: How Case-Oriented Research Challenges Variable-Oriented Research. In Brady, H. E. and Collier, D. (Eds.) *Rethinking Social Inquiry: Diverse Tools, Shared Standards*. Rowman and Littlefield.

Sartori, G. (1991). Comparing and Miscomparing. *Journal of Theoretical Politics*, 3(3). 243-257.

Wallerstein, I. (1974). The Rise and Future Demise of the World Capitalist System: Concepts for Comparative Analysis. *Comparative Studies in Society and History*, 16(4). 387-415.

Heckman, J. (1990). Varieties of Selection Bias. *The American Economic Review*, 80(2). 313-18.

Seawright, J. (2016) Multi-Method Social Science: Combining Qualitative and Quantitative Tools. Cambridge University Press, 2016.

Blondel, J. (1999). Then and Now: Comparative Politics. *Political Studies*, XLVIII, pp.152-160.

Mohanty, M. (1975). Comparative Political Theory and Third World Sensitivity. *Teaching Politics*, 1&2.

Dogan, M. and Pelassy, D. (1988). *How to Compare Nations: Strategies in Comparative Politics*. Vision Books.

Rhodes, R. A. W., Binder, S. A. and Rockman, B. A. (Eds.) (2006). *The Oxford Handbooks of Political Institutions*. Oxford: Oxford University Press. (Part I & 2).

Landman, T. (2000). *Issues and Methods in Comparative Politics: An Introduction*. Routledge.

Unit II (a): Comparing Ideas/Concepts

Tully, J. (2016). Deparochializing Political Theory and Beyond: A Dialogue Approach to Comparative Political Thought. *Journal of World Philosophies* 1: 51-74.

von Vacano, D. (2015). The Scope of Comparative Political Theory. *Annual Review of Political Science*, 18, 465-480.

Godrej, F. (2009). Response to 'What is Comparative Political Theory?'. *Review of Politics*, 71, 567-582.

March, A. (2009). What Is Comparative Political Theory? *Review of Politics*, 71: 531-65.

Black, A. (2011). The Way Forward in Comparative Political Thought. *Journal of International Political Theory*, 7(2): 221-228.

Unit II (b): Comparing Issues/Crisis

Evans, P. (1995). *Embedded Autonomy: States and Industrial Transformation*. Princeton University Press.

Anderson, B. (1998). *The Spectre of Comparisons: Nationalism, Southeast Asia and the World*. Verso.

Examination Scheme

Examination scheme and mode shall be prescribed by the examination branch University of Delhi from time to time.

Master of Arts in Political Science

PS-SBC 08: Critical Discourse Analysis: Theory and Methods

Credits: 2

Duration: (15 lecture Hours, 30 Practical)

Course Title	Credits	Credit Distribution		Eligibility Criteria	Pre- requisite of the course, if any
		Lecture	Practical		
PS-SBC 08: Critical Discourse Analysis: Theory and Methods	2	1	1	Bachelor's degree in any course	None

Course Outline:

The course introduces the method of Critical Discourse Analysis (CDA). It seeks to inculcate the skill of identifying the relevant toolkit to be utilized for specific cases.

Course Objectives:

The course will begin by introducing the method. The first unit will be theoretical in nature, covering the historical development of Critical Discourse Analysis (CDA) and key approaches. The following unit will attempt to clarify the methodological aspects of CDA and the application of this method.

Course Learning Outcomes:

This course on CDA will enable students to analyse the structural relationships of dominance, discrimination, power, and control as manifested in political discourse. The course will also equip students to use the method in their future research endeavours and position CDA between theory, method, and politics.

At the end of the course, students will be able to read, evaluate, and interpret both explicit and implicit assumptions in political discourses, texts, practices, and policies.

Course Content:

Unit I: Critical Discourse Analysis – Theoretical Aspects

[7 hrs L + 15 Hrs P]

- History and Development of CDA
- Three-dimensional Approach
- Socio-cognitive Approach
- Discourse Historical Approach

Hands-On Exercise: Students will be asked to read a classic political text and analyze it using one of the above approaches.

Unit II: Critical Discourse Analysis – Methodological Aspects

[8 hrs L + 15 Hrs P]

- Concepts and Constitutive Components of CDA
- Fairclough's methodological blueprint
- Gunther Kress's method of analysing newspaper reports
- Critical Reception of CDA

Hands-On Exercise: Students will be asked to meticulously unravel any written piece (book, article, or newspaper report) using any one of the above methods.

Essential Readings:

Unit I

Barton, D, Hamilton, M. and Ivanic, R (eds.) (2000). *Situated Literacies: Reading and Writing in Context*, Routledge.

Diamond, J. (1996). *Status and Power in Verbal Interaction: A Study of Discourse in a Close-Knit Social Network*. John Benjamins Publishing Co.

Gee, J. P. (1999) *An Introduction to Discourse Analysis: Theory and Method*. Routledge.

Huckin, T., Andrus, J. and Clary-Lemon, J. (2012), Critical Discourse Analysis and Rhetoric and Composition, *College Composition and Communication*, Vol. 64(1), pp. 107-129.

Schieffelin, B. B, Woolard, K. A, and Kroskrity, P. V. (eds.) (1998). *Language Ideologies: Practice and Theory*. Oxford University Press.

Van Dijk, T (2008). *Discourse and Context: A Sociocognitive Approach*. Cambridge University Press.

Van Dijk, T. (1993). Principles of critical discourse analysis, *Discourse & Society*, Vol. 4(2), pp. 249-83.

Wodak, R and Meyer, M (ed.) (2015). *Methods of Critical Discourse Studies*, 3rd Edition, Sage.

Wodak, R. (2011). *The Discourse of Politics in Action: Politics as Usual*. Palgrave Macmillan.

Unit II

Fairclough, N. (1993). *Discourse and Social Change*, Oxford: Wiley

Fairclough, N. (2010). *Critical Discourse Analysis: The Critical Study of Language*, 2nd Edition. Routledge.

Fairclough, N. (2014). *Language and Power*, 3rd Edition, United Kingdom: Routledge.

Firth, A. *The Discourse of Negotiation: Studies of Language in the Workplace*, Pergamon, 1995

Gunnarsson, B. L., Linell, P., and Nordberg, B. (eds.) *The Construction of Professional Discourse*, Longman, 1997.

Kress, G. (2003) *Learning to Write*, 2nd Edition. Routledge.

Kress, G. (2003) *Literacy in the New Media Age*. Routledge

Kress, G. (2005) *Before Writing: Rethinking the Paths to Literacy*, 2nd Edition. Routledge.

Kress, G. and van Leeuwen, T. (2020) *Reading Images: The Grammar of Visual Design*. Routledge.

Parker, I. (1992). *Discourse Dynamics: Critical Analysis for Social and Individual Psychology*, Routledge.

van Leeuwen, T. (1993). Genre and Field in Critical Discourse Analysis: A Synopsis. *Discourse & Society*, Vol. 4(2), pp. 193-70.

Examination Scheme

Examination scheme and mode shall be prescribed by the examination branch University of Delhi from time to time.