

UNIVERSITY OF DELHI  
**MASTER OF ARTS IN EAST ASIAN STUDIES**  
NEP-2020-based PGCF (Second-Year)

(Effective from Academic Year 2025-26)  
PROGRAMME BROCHURE (DRAFT)



Revised Syllabus as approved by Academic Council on XXXX, 2025 and the Executive Council on XXXX, 2025

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## I. About the Department

The Department of East Asian Studies began as the *Centre for Chinese Studies* in 1964. Japanese Studies was introduced in 1969 and the department was renamed the *Department of Chinese and Japanese Studies*. After introducing Korean Studies in 2001, the department was rechristened as the Department of East Asian Studies. The department is part of the Faculty of Social Sciences, University of Delhi.

The department offers four postgraduate courses: M.A. in East Asian Studies, as well as programs in Japanese, Chinese, and Korean. It provides an interdisciplinary PhD in East Asian Studies, offering opportunities in diverse areas such as history, culture, language, literature, society, economics, politics, security studies, and international relations.

The department also offers full-time postgraduate diplomas in Chinese, Japanese, and Korean languages, in addition to part-time certificate, diploma, and advanced diploma courses in these languages at various colleges of the University of Delhi.

## II. Introduction to NEP 2020 PG Curricular Framework (PGCF)

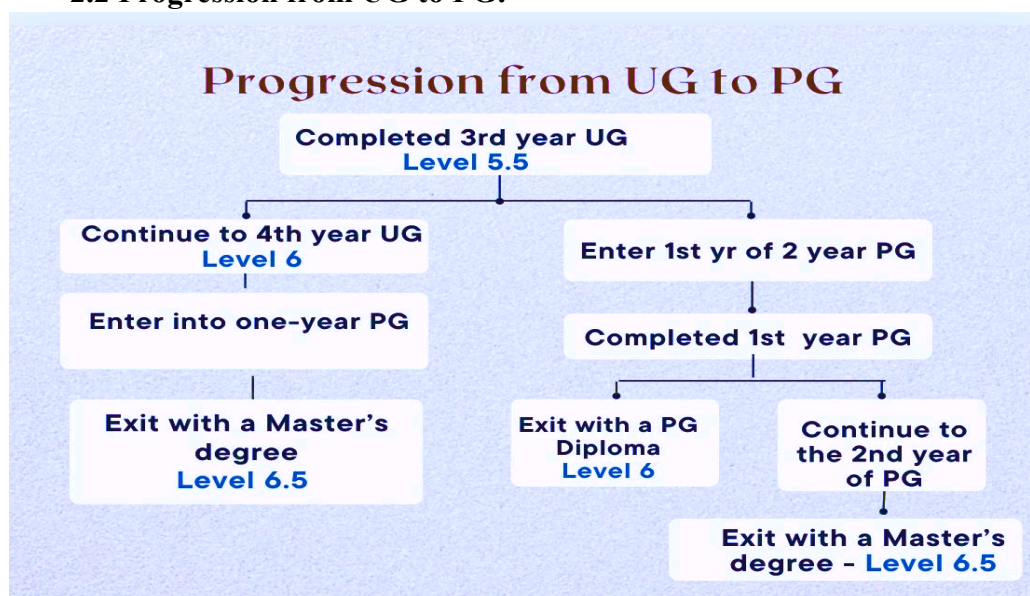
The National Education Policy (NEP) 2020's PG Curriculum Framework (PGCF) promotes student flexibility by allowing them to choose courses from various categories, including core, discipline-specific, generic, and skill-based. The PGCF also implements a grading system for course evaluation, which is considered more uniform than the traditional marks system, facilitating the calculation of CGPA and enabling seamless academic mobility among institutions. This uniformity also benefits potential employers in assessing candidate performance.

### 2.1 Definition

- A. 'Academic Programme' means an entire course of study comprising its programme structure, course details, evaluation schemes, etc., designed to be taught and evaluated in a teaching Department/Centre or jointly under more than one such Department/ Centre.
- B. 'Course' means a segment of a subject that is part of an Academic Programme.
- C. 'Programme Structure' means a list of courses (Core, Elective, General Elective) that makes up an Academic Programme, specifying the syllabus, Credits, hours of teaching, evaluation and examination schemes, minimum number of credits required for successful completion of the programme etc. prepared in conformity to University Rules, eligibility criteria for admission.
- D. 'Department Specific Core' (DSC) means a course that a student admitted to a particular programme must complete to receive the degree, which cannot be substituted by any other course.
- E. 'Department Specific Elective Course' (DSE) is an optional course to be selected by a student from courses offered in the same Department/Centre.

- F. 'Generic Elective'(GE) is an elective course available for students of the MA programmes in other departments. Students of other departments will opt for these courses, subject to fulfilling the eligibility criteria as laid down by the Department offering the course.
- G. 'Skill-Based Course' (SBC) refers to courses that include a strong component of imparting skills to students. These skills may consist of understanding based on hands-on exercises, language training, methodological skills, policy analysis, and relevant areas of study.
- H. 'Credit' means the value assigned to a course, which indicates the level of instruction.  
One hour lecture per week equals 1 Credit, and 2 hours tutorial class per week equals 1 credit. Credit for a practical could be proposed as part of a course or as a separate practical course.
- I. 'SGPA' means Semester Grade Point Average calculated for the individual semester.

## 2.2 Progression from UG to PG:



## 2.3 Programme of Study and the corresponding qualification levels

First year UG Programme – Level 4.5

Second Year UG Programme – Level 5

Third Year UG Programme – Level 5.5

Fourth Year UG Programme – Level 6

First year of Two-Year PG Programme – Level 6

Second Year of Two-Year PG Programme – Level 6.5

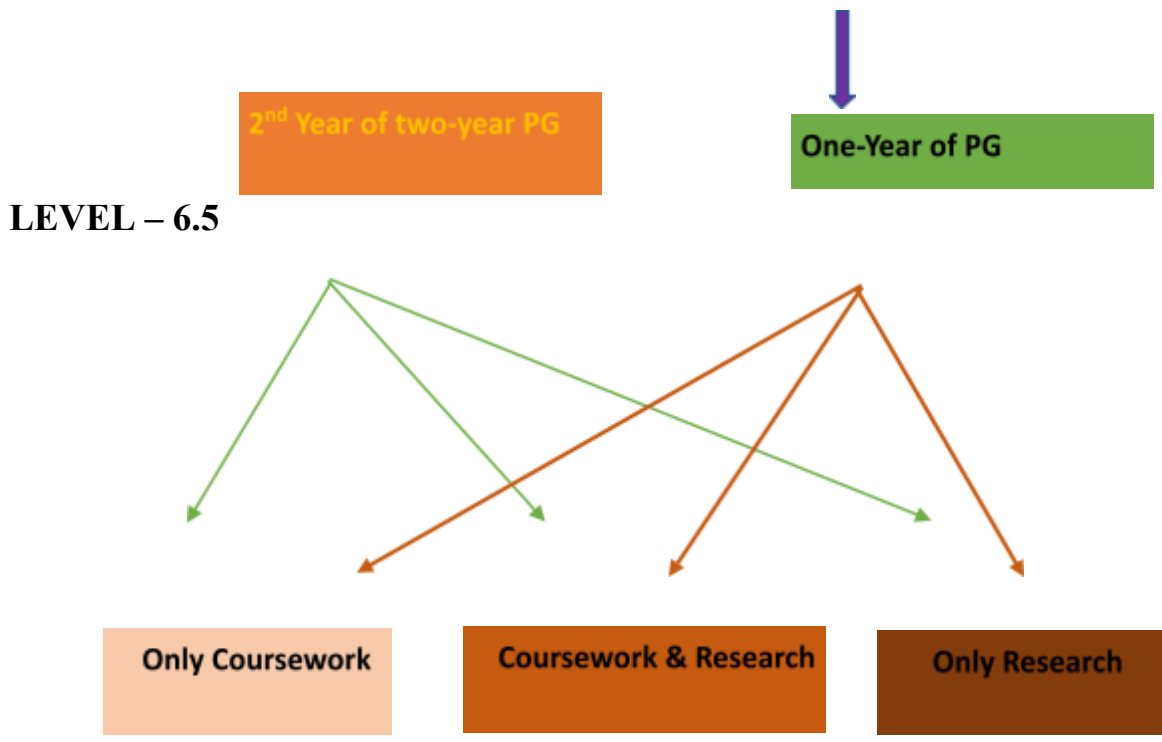
One year of PG Programme after 4-year UG – Level 6.5

First year of Two Year PG Programme after 4 Year UG – Level 6.5

Second year of Two-Year PG Programme after 4-Year UG – Level 7

### a. Postgraduate Curricular Framework 2024 (based on NEP 2020)





**1st Year of PG curricular structure for 2 year PG Programmes (3+2)**

Semester	DSC	DSE	2 Credit course	Dissertation/ Academic Project/ Entrepreneurship	Total Credits
<b>Semester- I</b>	<b>DSC-1</b>  <b>DSC -2</b>  <b>DSC - 3</b>  <b>(12 credits)</b>	<b>Two DSEs</b>  OR  <b>One DSE &amp; One GE</b>  <b>(8 credits)</b>	Skill-based course/ workshop/ Specialised laboratory/ Hands on Learning  <b>(2 credits)</b>	Nil	<b>22</b>
<b>Semester- II</b>	<b>DSC-4</b>  <b>DSC -5</b>  <b>DSC - 6</b>  <b>(12 credits)</b>	<b>Two DSEs</b>  OR  <b>One DSE &amp; One GE</b>  <b>(8 credits)</b>	Skill-based course/ workshop/ Specialised laboratory/ Hands on Learning  <b>(2 credits)</b>	Nil	<b>22</b>

**Curricular Structures of 2nd Year of PG for Two-year PG Programme (3+2)**

**Or**

**One-year PG Programme after completion of Four-Year UG Programme (4+1)**

**Structure 1 (Level 6.5): PG Curricular Structure with only coursework**

Semester	DSC	DSE	2 Credit course	Dissertation/ Academic Project/ Entrepreneurship	Total Credits
Semester-III	DSC- 7  DSC -8  (8 credits)	Three DSEs OR Two DSEs & One GE (12 credits)	Skill-based course/ workshop/ Specialised laboratory/ Internship/ Apprenticeship/ Hands on Learning  (2 credits)	Nil	22
Semester-IV	DSC – 9  DSC -10  (8 credits)	Three DSEs OR Two DSEs & One GE (12 credits)	Skill-based course/ workshop/Specialised laboratory/Internship/ Apprenticeship/ Hands on Learning  (2 credits)	Nil	22

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		<b>credits)</b>			
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**Structure 2 (Level 6.5): PG Curricular Structure with Coursework +**  
**Research**

Semester	DSC	DSE	2 Credit course	Dissertation/ Academic Project/ Entrepreneurship	Total Credits
Semester- III	DSC- 7  DSC -8  (8 credits)	Two DSEs  OR  One DSE & One GE* (8 credits)	Nil	See detailed outcomes below  (6 credits)	22
Semester- IV	DSC-9  DSC -10  (8 credits)	Two DSEs  OR  One DSE & One GE * (8 credits)	Nil	See detailed outcomes below  (6 credits)	22

\* For those opting for the 'Entrepreneurship' track, one GE related to Entrepreneurship should be studied in each of the III and IV Semesters. For those who opt for writing a Dissertation or Academic Projects, they may opt for any GE of their choice or study only the DSEs.

**NOTE:** *The Dissertation/Academic Project/Entrepreneurship chosen should be an original work and not a repetition of work done in the 4<sup>th</sup> Year of the UG programme. It may be an extension though of the work done in the 4<sup>th</sup> Year of UG programme.*

## A. Outcomes expected of Dissertation writing track in the 2<sup>nd</sup> Year of PG Programmes

### Semester III

The following **four** outcomes must be achieved by the end of III Semester:

- i. Research Problem identification
- ii. Review of literature
- iii. Research design formulation
- iv. Commencement of experimentation, fieldwork, or similar tasks

### Semester IV

The following **three** outcomes must be achieved by the end of IV Semester:

- i. Completion of experimentation/ fieldwork
- ii. Submission of dissertation
- iii. Research output in the form of **any one** of the following –
  - Prototype or product development/ patent
  - Any other scholastic work as recommended by the BRS and approved by the Research Council
  - Publication in reputed journals such as Scopus indexed journals or other similar quality journals
  - Book or Book Chapter in a publication by a reputed publisher

## B. Expected outcomes of Academic Projects in the 2<sup>nd</sup> Year of PG Programmes

### Semester III

The following **four** outcomes must be achieved by the end of III Semester:

- i. Research Problem identification
- ii. Review of literature
- iii. Research design formulation
- iv. Commencement of experimentation, fieldwork, or similar tasks

### Semester IV

The following three outcomes must be achieved by the end of

IV Semester:

i. Completion of the experimentation, fieldwork or similar task

ii. Submission of project report

iii. Research output in the form of **any one** of the following

- Prototype or product development or patent
- Any other scholastic work as recommended by the BRS and approved by the Research Council
- Publication in reputed journals such as Scopus-indexed journals or other similar quality journals
- Draft policy formulation and submission to the concerned Ministry
- Book or Book Chapter in a publication by a reputed publisher

### Structure 3 (Level 6.5): Research

Semester	DSC	DSE (related to identified research field)	Research Methods/ Tools/ Writing  (2 courses)	One intensive problem-based research	Total Credits
<b>Semester -III</b>	<b>1 DSC</b>  (course related to the area identified for research)  <b>(4 Credits)</b>	<b>1 DSE</b>  (course related or allied to the area identified for research)  <b>(4 Credits)</b>	(a) <b>Advanced Research Methodology</b> of the core discipline  +  (b) <b>Tools for Research</b>  <b>(2x2 = 4 credits)</b>	Outcomes are listed below the table  <b>(10 credits)</b>	<b>22</b>

<b>Semester IV</b>	-	<b>1 DSE</b>	<b>Techniques of research writing</b>	<b>(16 credits)</b>	<b>22</b>
		or a DSE of an allied subject related to the area identified for research  <b>(4 Credits)</b>	<b>(2 credits)</b>		

### **Learning outcomes of semester III of the PG Course Structure 3 focussed on “Research”**

The following **four** outcomes must be achieved by the end of III Semester

- 1) Research Problem identification
- 2) Review of literature
- 3) Research design formulation
- 4) **Phase I** of research (for e.g. Initial phase of research experimentation, completion of pilot project etc.)

### **Learning outcomes of Semester IV of the PG Course Structure 3 focussed on “Research”**

The following **three** outcomes must be achieved by the end of IV Semester

- 1) **Phase II** of research - Final phase of experimentation/ fieldwork
- 2) Dissertation/ project report submission
- 3) Attain **at least one** of the following outcomes:
  - a. Publication in Scopus indexed journals #
  - b. Patent
  - c. Any other scholastic work as recommended by the BRS and approved by the Research Council
  - d. Publication of a book by a reputed publisher (National/International) as recommended by the BRS and approved by the Research Council.

# Publication must be in Scopus indexed journals and the authors have to be the student concerned and his/her supervisor(s). Addition of any author [other than the student and supervisor(s)] in the publication has to be with the permission of the Chairperson,

Research Council. This permission must be mandatorily taken prior to the commencement of Phase-II of the research.

### **2.5 Programme Objectives (POs)**

M.A. in East Asian Studies (Course Code MA-EAS)

- To create experts in the field of area studies
- To obtain a holistic perspective of the area through emphasis on linguistic training of the area, as well as a multidisciplinary social science approach.

### **2.6 Programme Specific Outcomes (PSOs)**

At the end of the programme, students will have comprehensive knowledge about East Asia and specialisation in China/Japanese/Korean Studies.

- Focus on aspects of history, culture, society, politics, economy, international relations, etc. of the East Asian region represented mainly by China, Japan and Korea.
- Training in one of the East Asian Languages (Chinese, Japanese, or Korean) is an essential component of the course.
- Option to specialise in either China, Japan, or Korea.
- Option to join Ph.D. Programme in East Asian Studies after the successful completion of this course.
- Aimed to create experts on East Asia for research projects in think tanks, NGOs, government agencies, international organisations, newspaper agencies, etc.

## **III. Master's Programme Details**

Teaching: The faculty of the Department is primarily responsible for organising lecture for the M.A. East Asian Studies. The instructions related to tutorials are provided by the Department of East Asian Studies. There shall be 90 instructional days, excluding examinations, in a semester.

### **Eligibility for Admissions**

Refer to the Bulletin of Information as published by the University of Delhi.

### **Assessment of Students' Performance and Scheme of Examination**

As per the University Examination rule.

### **Pass Percentage & Promotion Criteria**

As per the University Examination rule

### **Semester to Semester Progression**

As per the University Examination rule.

### **Conversion of Marks into Grades**

Conversion of Marks into Grades as per the University rule.

**Grade Points**

Grade point table as per the University Examination rule

**CGPA Calculation**

As per the University Examination rule.

**Grand SGPA Calculation**

As per the University Examination rule.

**Conversion of Grand CGPA into Marks**

As per the University Examination rule.

**Division of Degree into Classes**

As per the University Examination rule.

**Attendance Requirement**

As per the University Examination rule.

**Guidelines for the Award of Internal Assessment Marks**

As per the University Examination rule.

**Master's Programme (Semester Wise)****Course Code-A note on Formulation**

The course codes are alphanumeric combinations

“EAS” refers to the discipline “East Asian Studies”, a common prefix for all the course codes, thereby distinguishing these courses from other disciplines.

The numeric digit refers to the semester. Each number is read as follows:

- 1 is Semester I
- 2 is Semester II
- 3 is Semester III
- 4 is Semester IV

The remaining digits are numbers, referring simply to the serial number of individual courses.

In Semesters, the following abbreviations are used for papers from

Chinese/Japanese/Korean/East Asia/ Taiwan disciplines.

Chinese: CH

Japanese: JP

Korean: KR

Taiwan: TW

East Asia: EA

**Structure 1 (Level 6.5) : Curricular Structures of 2nd Year of PG for Two-year PG Programme (3+2)****Semester III (22 Credits)**

2(DSC) x 4 (credit) =8 credits;

3 (DSE) or 2 (DSE)+ 1 GE x 4 credit =12 credits

1 (Skill-based course/workshop/internship/Hands-on training)x2= 2

**Department Specific Core (DSC) and Elective Courses (DSE)**

DSC	DSC-EA-301	Area Studies Research Methodology
DSC	DSC-EA-302	Social and Public Policy in East Asia
DSE	DSE-EA-304	India, ASEAN and East Asia
DSE	DSE-CH -301	Chinese Foreign Policy
DSE	DSE-TW -301	Taiwan Political System
DSE	DSE-JP-301	Japanese Management Practices
DSE	DSE-JP-302	India-Japan Relations
DSE	DSE-KR-301	South Korean Foreign Policy
GE	GE	GE: From any other department

**Generic Elective (GE) Courses**

GE	EAS-GE -301	India, ASEAN and East Asia
GE	EAS-GE -302	Foreign Policy of China
GE	EAS-GE -303	Contemporary India-Japan Relations
GE	EAS-GE -304	Foreign Policy of Korea
GE	EAS-GE -305	Taiwan Political System

**Skill-Based Courses (SBC)**

SBC-EAS-301	Chinese/Japanese/Korean Language
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**Semester-IV (22 Credits)**

2(DSC) x 4 (credit) =8 credits;

3 (DSE) or 2 (DSE)+ 1 GE x 4 credit =12 credits

1 (Skill-based course/workshop/internship/Hands-on training)x2= 2

**Department Specific Core (DSC) and Elective Courses (DSE)**

DSC	DSC-EA-401	Intellectual Debates in East Asia
DSC	DSC-EA-402	Governance in East Asia
DSE	DSE-CH-401	China's Economic Statecraft
DSE	DSE -CH-402	India-China Relations
DSE	DSE -TW-401	Taiwan's Foreign Policy
DSE	DSE -JP-40 1	Japan's Economic Development
DSE	DSE -JP-402	Japanese Foreign Policy
DSE	DSE -KR-401	South Korea's Economic Development
GE	GE	GE: From any other department

**Generic Elective Courses (GE)**

GE	EAS-GE-401	China's Economic Statecraft
GE	EAS-GE -402	India-China Relations
GE	EAS-GE -403	Taiwan's Foreign Policy
GE	EAS-GE -404	Japan's Economic Development
GE	EAS-GE -404	Japanese Foreign Policy

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GE	EAS-GE-405	South Korea's Economic Development
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**Skill-Based Course (SBC)**

SBC-EAS-401	Chinese/Japanese/Korean Language
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**Structure 2 (Level 6.5) : PG Curricular Structure with coursework + Research****Semester III (22 Credits)**

2(DSC) x (credit) =8 credits;

2 (DSE) or 1 DSE + 1 GE x 4 credit =8 credits

Dissertation/Academic Project: 6 credits

**Department Specific Core (DSC) and Elective Courses (DSE)**

DSC	DSC-EA-301	Area Studies Research Methodology
DSC	DSC-EA-302	Social and Public Policy in East Asia
DSE	DSE-EA-301	India, ASEAN and East Asia
DSE	DSE-CH -301	Chinese Foreign Policy
DSE	DSE-TW -301	Taiwan Political System
DSE	DSE-JP-301	Japanese Management Practices
DSE	DSE-JP-302	India-Japan Relations
DSE	DSE-KR-301	South Korean Foreign Policy
GE	GE	GE: From any other department

**General Elective Courses (GE)**

GE	EAS-GE -301	India, ASEAN and East Asia
GE	EAS-GE -302	Foreign Policy of China
GE	EAS-GE -303	India-Japan Relations

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GE	EAS-GE -304	Foreign Policy of Korea
GE	EAS-GE -305	Taiwan Political System

**Dissertation/Academic Project :** As Per University Guidelines

**Semester IV (22 Credits)**

2(DSC) x (credit) =8 credits;

2 (DSE) or 1 DSE + 1 GE x 4 credit =8 credits

Dissertation/Academic Project: 6 credits

**Department Specific Core (DSC) and Elective Courses (DSE)**

DSC	DSC-EA-401	Political Economy of East Asia
DSC	DSC-EA-402	Governance in East Asia
DSE	DSE-CH-401	China's Economic Statecraft
DSE	DSE-CH-402	India-China Relations
DSE	DSE-TW-401	Taiwan's Foreign Policy
DSE	DSE-JP-401	Japan's Economic Development
DSE	DSE-JP-402	Japanese Foreign Policy
DSE	DSE-KR-401	South Korea's Economic Development
GE	GE	GE: From any other department

**General Elective Courses (GE)**

GE	EAS-GE-401	China's Economic Statecraft
GE	EAS-GE -402	India-China Relations
GE	EAS-GE -403	Taiwan's Foreign Policy
GE	EAS-GE -404	Japan's Economic Development

GE	EAS-GE -405	Japanese Foreign Policy
GE	EAS-GE-406	South Korea's Economic Development

**Dissertation/Academic Project : As Per University Guidelines**

**Total credits of the course = Semester III +IV = 22+22 = 44**

Theory 1 credit = 1 hour of class/week

Tutorial/Consultation 1 credit = 1 hour of  
class/week

**IV. Registration /Admission of Foreign Nationals:**

Foreign nationals seeking admission to the Department must register with the Foreign Students Registry (FSR) in accordance with the schedule notified by the FSR. No Foreign students will be admitted directly by the Department/Colleges. The website link is: <http://fsr.du.ac.in>.

**V. LIST OF COURSES****List of Core Courses**

1.	DSC-EA-301	Area Studies Research Methodology
2.	DSC-EA-302	Social and Public Policy in East Asia
3.	DSC-EA-401	Intellectual Debates in East Asia
4.	DSC-EA-402	Governance in East Asia

**List of Department-Specific Elective Courses (DSE)**

1.	DSE-EA-301	India, ASEAN, and East Asia
2.	DSE-CH-301	Chinese Foreign Policy
3.	DSE-TW-301	Taiwan Political System
4.	DSE-JP-301	Japanese Management Practices

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5.	DSE-JP-302	India-Japan Relations
6.	DSE-KR-301	South Korean Foreign Policy
7.	DSE-CH-401	China's Economic Statecraft
8.	DSE-CH-402	India-China Relations
9.	DSE-TW-401	Taiwan's Foreign Policy
10.	DSE-JP-401	Japan's Economic Development
11.	DSE-JP-402	Japanese Foreign Policy
12.	DSE-KR-401	South Korea's Economic Development

**List of Generic Elective Courses (GE):**

1.	EAS-GE-301	Chinese Foreign Policy
2.	EAS-GE-302	India-Japan Relations
3.	EAS-GE-303	India, ASEAN, and East Asia
4.	EAS-GE-304	South Korean Foreign Policy
5.	EAS-GE-305	Taiwan Political System
6.	EAS-GE-401	China's Economic Statecraft
7.	EAS-GE-402	India-China Relations
8.	EAS-GE-403	Taiwan's Foreign Policy
9.	EAS-GE-404	Japan's Economic Development
9.	EAS-GE-405	Japanese Foreign Policy
10.	EAS-GE-406	South Korea's Economic Development

**List of Skill-Based Courses (SBC)**

1.	EAS-SBC-301	Chinese/Japanese/Korean Language
2.	EAS-SBC-401	Chinese/Japanese/Korean Language

**VI. Course-Wise Content Details for M.A. in East Asian Studies Programme*****Course Description, Objectives, Outcomes & Details******Course Outline*****DSC-EA-301 Area Studies Research Methods**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Area Studies Research Methods	4	3	1	NA	Graduation	Graduation

**Course Description**

Area Studies Research Methods involve interdisciplinary approaches to conduct in-depth analyses of specific geographic, cultural, or political regions. These methods integrate diverse disciplinary perspectives to construct a comprehensive understanding.

**Course Objective**

The course is designed to provide students with the intellectual tools and methodological frameworks necessary to thoroughly understand the multifaceted nature of East Asian Studies, while simultaneously cultivating a nuanced, interdisciplinary, and culturally grounded perspective rooted in the area studies approach. This approach encourages integrating diverse perspectives, drawing from history, sociology, anthropology, political science, international relations, literature, and other disciplines to construct a holistic understanding of East Asia. The course equips students to contribute to a global knowledge body that transcends traditional disciplinary boundaries and to develop an Indic approach in East Asian Studies.

**Course Outcome**

Students will develop a comprehensive understanding of the complexities inherent in area studies as an academic discipline and as a framework for policy analysis. The course will examine region as context, area studies as knowledge, and country as a method of inquiry. It will also introduce students to key research methodologies, including qualitative and

quantitative methods, and equip them with practical research techniques such as surveys, interviews, and field studies, with an emphasis on their application in scholarly research.

### Course Outline

#### UNIT I : Introduction to Area Studies 12 Hours

1. Region as Context
2. Country as a Method
3. Area Studies as Knowledge

#### UNIT II : Qualitative Method 10 Hours

1. Historical Method
2. Comparative Method
3. Case Study

#### UNIT III: Quantitative Method 10 Hours

1. Mean, Mode, Median, Probability
2. Regression
3. Correlations

#### UNIT IV: Research Technique 13 Hours

1. Field Study
2. Survey
3. Interview

### Reading List

#### UNIT I

1. Szanton, D. L. (Ed.). (2004). *The politics of knowledge: Area studies and the disciplines*. Univ of California Press.
2. Ahran, A. I. (2011). The theory and method of comparative area studies. *Qualitative Research, 11*(1), 69-90.
3. Basedau, M., & Köllner, P. (2007). Area studies, comparative area studies, and the study of politics: Context, substance, and methodological challenges. *Zeitschrift für vergleichende Politikwissenschaft, 1*, 105-124.
4. Bates, R. H. (1997). Area studies and the discipline: a useful controversy?. *PS: Political Science & Politics, 30*(2), 166-169.
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6. Paul, T. V. (Ed.). (2012). *International relations theory and regional transformation*. Cambridge University Press.
7. Wei, Y. (1985). Social Science and the Methodology of Contemporary China Studies: A Critical Evaluation.
8. Mizoguchi, Y. (2016). China as method. *Inter-Asia cultural studies, 17*(4), 513-518.
9. Johnson, C. (1974). Political Science and East Asian Area Studies. *World Politics, 26*(4), 560-575.
10. Amako, S. (2017). Methods for area studies and contemporary China study. *Journal of Contemporary East Asia Studies, 6*(1), 2-28.

#### UNIT II

11. Sakai, N. (2010). From area studies toward transnational studies. *Inter-Asia Cultural Studies, 11*(2), 265-274.
12. Ben-Ari, E. (2020). Area studies and the disciplines: Japanese Studies and anthropology in comparative perspective. *Contemporary Japan, 32*(2), 240-261.

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### UNIT III

17. Kato, H. (1988). Qualitative Sociology in Japan. *Qualitative Sociology*, 11.
18. King, G., Keohane, R. O., & Verba, S. (2004). The importance of research design. *Rethinking social inquiry: Diverse tools, shared standards*, 181-92.
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21. Carr, Edward Hallett. *What is history?*. Penguin UK, 2018.
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23. Ragin, Charles C. "The comparative method: Moving beyond qualitative and quantitative strategies." *Berkeley 1989*
24. Frendreis, John P. "Explanation of variation and detection of covariation: The purpose and logic of comparative analysis." *Comparative political studies* 16, no. 2 (1983): 255-272.
25. Pollock III, Philip H., and Barry C. Edwards. *The essentials of political analysis*. Cq Press, 2019.

### UNIT IV

26. Wonnacott, Thomas H., and Ronald J. Wonnacott. "Introductory statistics. 5th edn New York." (1990).
27. King, Gary. "How not to lie with statistics: Avoiding common mistakes in quantitative political science." *American Journal of Political Science* (1986): 666-687.
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32. Gerring, John. "What is a case study and what is it good for?." *American political science review* 98, no. 2 (2004): 341-354.

33. Geertz, Clifford. "Thick Description: Toward an Interpretive Theory of Culture 1973." (1973).
34. Wedeen, Lisa. "Conceptualizing culture: Possibilities for political science." *American political science review* 96, no. 4 (2002): 713-728.

### **Facilitating the Achievement of Course Learning Outcomes:**

Thorough classroom teaching, discussions, tutorials, seminars, class tests, paper presentations, and assignments for internal assessment.

## **DSC-EA-302 SOCIAL AND PUBLIC POLICY IN EAST ASIA**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
<b>Social and Public Policy in East Asia</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>NA</b>	<b>Graduation</b>	<b>Graduation</b>

### **Course Description**

The course is designed to understand the social and public policies implemented over the years to address the complex socio-cultural, economic, political, and environmental problems in East Asian countries, thereby improving government & governance and resolving pressing social issues. This course also provides a deeper understanding of the policy process, introducing analytical perspectives at all stages to provoke critical inquiry into policy practices and outcomes. The course aims to provide students with first-hand information on social and public policies implemented in East Asian countries. This course draws on a range of interdisciplinary approaches.

### **Course Objectives**

- To understand the concept of social and public policy and examine the evolution, meaning, types, nature, and approaches to the study of social & public policy in the contemporary situation.
- To understand the policy formulation, implementation, monitoring and evaluation process.
- To analyse the emerging opportunities and challenges.
- Critically examine the major policies in the East Asian Countries.

## Course Learning Outcomes

Upon completing this course, students will be able to:

- Gain interdisciplinary approaches with concepts and methodologies drawn from both social sciences and science disciplines, understanding of socio-cultural, political, economic, and environmental factors in shaping public policy decisions and outcomes.
- Enhance knowledge of the major and latest policies, as well as the role of the state, bureaucrats, civil society, NGOs/INGOs, academia, media, and other social organisations and enterprises.
- Understand and critically engage in core debates in the field of policy studies, including on policy decision-making, implementation, evaluation and policy transfer.
- Identify policy gaps across central, state, and local bodies in programmes and implementation, as well as within ministerial departments, to enhance policy effectiveness and cohesion.

## Course Outline

### Unit I: Introduction and Evolution of Social and Public Policy in East Asia

The unit will critically analyse the origins, evolution, nature and typology of social and public policy in East Asia. It will examine how historical foundations and changing socio-political landscapes have shaped the region's policy frameworks, demonstrating an understanding of the unique cultural and institutional drivers behind contemporary governance.

1. Social and Public Policy: What, who, whom
2. Meaning, nature, scope, typologies, evolution, direct action and policy action

### Unit II: Theoretical Approaches and the Roles of Stakeholders

This section introduces the synthesis of traditional and modern philosophical foundations and how they have shaped the region's unique approach to social welfare, services, and public governance in modern policy-making.

1. Theoretical debates involved in social and public policy-making
2. The role of the state, bureaucrats and the role of civil society in social policy reform

### Unit III: Social and Public Policies (Part I)

The unit will analyse and assess major social and public policies in East Asia, including the livelihood strategies, agricultural development and poverty alleviation. It will try to understand the implementation and impact of infrastructure and services,

specifically transport, housing, health and education, to understand how these policies drive stability and governance.

1. Livelihood, agriculture and poverty alleviation
2. Infrastructures: Transport and housing
3. Education policy

#### **Unit IV: Social and Public Policies (Part II)**

The unit will examine the multi-dimensional landscape of social and public policy in East Asia. It will enable us to understand the evolution of social insurance and welfare systems, including unemployment, and to assess targeted policies for women, children, and differently-abled, as well as structural reforms to maternity, pension, and annuity systems. Furthermore, the unit will comprehend governance-led initiatives in taxation, law and order, environmental sustainability and technological integration serve as critical tools for maintaining regional stability.

1. Unemployment, pension and annuity for government employees, industrial injury insurance
2. Health insurance, family planning, maternity insurance, and an old-age security system
3. Policies on women, children, youth, the differently-abled, among others
4. Policies on corruption, taxation, law and order, environmental issues, and technology

### **Readings**

#### **Unit I**

1. Anderson, James E. (2006). *Public Policy-Making: An Introduction*. Boston: Houghton.
2. Anderson, Stephen J. (1992), "The Policy Process and Social Policy in Japan", in *Political Science and Politics*, Vol. 25, No. 1, pp. 36-43, American Political Science Association.
3. Blanchard, F. Jean-Marc & Kun-Chin Lin. (2017). *Governance, Domestic Change, and Social Policy in China: 100 Years after the Xinhai Revolution*, Palgrave Macmillan, London.
4. Drechsler. Wolfgang. (2017). "Beyond the Western Paradigm: Confucian Public Administration," in Bice Sara. et.al. *Public Policy in the 'Asian Century: Concepts, Cases, Futures*. Palgrave Macmillan, London.
5. Kay, Adrian. (2017). *International Policy Coordination and Its Impacts*. in Bice Sara. et.al. *Public Policy in the 'Asian Century: Concepts, Cases, Futures*. Palgrave Macmillan, London.

6. Lee, Jooha. (2008). Politics of Social Policy-Making in South Korea and Japan. in *The Korean Journal of Policy Studies*. Vol. 22, No. 2. Pp. 109-133.
7. Ma, Jun and Mahua Jin (2012). Policymaking in China: A Review of Chinese Scholarship. In *China Review*. Vol. 12, No. 1. Pp. 95-122.
8. Namkoong, Keun, Kyung-ho Cho and Sangmook Kim (2018), *Public Administration and Policy in Korea: Its Evolution and Challenges*. Routledge.
9. Pekkanen, J. Robert and Saadia M. Pekkanen (2021). *The Oxford Handbook of Japanese Politics*. Oxford University Press. United States of America. (Chapters 18 to 24).
10. Poocharoen, Ora-orn. et.al. (2025). Introduction to Public Policy in Asia in *Handbook of Public Policy in Asia*, Edward Elgar Publishing. (Selected Chapters).
11. Qian, Jiwei (2021). *The Political Economy of Making and Implementing Social Policy in China*, Palgrave Macmillan, Singapore.
12. Zang, Xiaowei and Hon S. Chan (2020). *Handbook of Public Policy and Public Administration in China*, Edward Elgar Publishing Limited, United Kingdom. (Selected Chapters).

## Unit II

13. Bass, A. Scott. et. al. (1996). *Public Policy and the Old Age Revolution in Japan*, Routledge. (Selected Chapters).
14. Bergerson, Peter J. (ed.), (1991). *Teaching Public Policy: Theory, Research and Practice*, Westport, RI: Greenwood Press.
15. Cairney, Paul. (2012). *Understanding Public Policy: Theories and Issues*. Palgrave Macmillan. China.
16. Chan, K.H. Raymond, et.al. (2010). *Risk and Public Policy in East Asia*, Ashgate, Great Britain.
17. Gustafsson, Björn. (2008). *Inequality and Public Policy in China*. Cambridge University Press. United States of America.
18. Hammond, R. Daniel. (2019). *Politics and Policy in China's Social Assistance Reform: Providing for the Poor?*, Edinburgh University Press, Great Britain.
19. Izuhara, Misa (2003). *Comparing Social Policies: Exploring New Perspectives in Britain and Japan*. The Polity Press. Great Britain.
20. Wu, Xun et al. (2013). *The Public Policy Primer*, Routledge, London.
21. Yoon, Jiso. (2016), *Advocacy and Policymaking in South Korea: How the Legacy of State and Society Relationships Shapes Contemporary Public Policy*. State University of New York Press. United States of America.

## Unit III

22. Chan, Kwan Chak. et. Al. (2008). *Social Policy in China*, The Policy Press, Great Britain.
23. Izuhara. Misa (2013). *Handbook on East Asian Social Policy*. UK. Edward Elgar Publishing.
24. Lee, Jong Youl. et. al. (2017). *Urban Development in China: Moving from Urbanisation to Quality of Urban Life*. in Bice Sara. et.al. *Public Policy in the 'Asian Century: Concepts, Cases, Futures*. Palgrave Macmillan, London.
25. Miura, Mari (2012). *Welfare Through Work*. Cornell University Press. United States of America.
26. Mok, Ho Ka and Maggie K. W. Lau. (2014), *Managing Social Change and Social Policy in Greater China Welfare regimes in transition*. Routledge.
27. Nakagawa, Yonosuke (1942). *The Development of Social Policy in Japan in Kyoto University Economic Review*. Vol. 17 (1). pp. 14-30. Solinger, J. Dorothy. (2008), *The Dibao Recipients Mollified Anti-Emblem of Urban Modernisation*. in *China Perspectives*. Special Issue.
28. Wong. Joseph. (2025). *The Welfare State in East Asia*. Cambridge University Press.

#### Unit IV

29. Jing, Tian-kui, Stein Kuhnle, Yi Pan and Sheying Chen (2019), *Aging Welfare and Social Policy: China and the Nordic Countries in Comparative Perspective*. Springer Nature. Switzerland.
30. Lammer, Christof (2023). *Care Scales: Dibao Allowances, State and Family in China*. in *The China Quarterly*. Vol. 254, pp. 310–324.
31. Lee. Hye-Kyung., (2018). *Cultural Policy in South Korea: Making a New Patron State*. Routledge.
32. Lee, Peter Nan-shong. (2014). *Public Policy and Health Care in China: The Case of Public Insurance*. Routledge.
33. Leisering, Lutz. (2021). (edited). *One Hundred Years of Social Protection: The Changing Social Question in Brazil, India, China and South Africa*. Palgrave Macmillan, (Chapter 2, 3 and 11).
34. Sekimizu, Teppei. (2016). *A Sociology of Hikikomori: Experiences of Isolation, Family-Dependency, and Social Policy in Contemporary Japan*, Lexington Books, London.

\*The practical problems associated with the implementation of these policies will be analysed by considering case studies which will provide a clear picture to students about particular policies, including the *Dibao*, work units *danwei*, *hukou* household registration, one-child policy, Basic Health Insurance Scheme (BHI), Labour

Insurance Schemes (LIS) and Government Employee Insurance Scheme (GIS), New Cooperative Medical Scheme (NCMS), *linshi jiuuzhu* and Social Credit System in China.

\*Review of selected social and public policies in Japan. The social protection policies, such as the Six Laws for Social Welfare (SLSW) *Fukushi Roppo*, public health insurance, Health Care for the Elderly, pension benefits, and unemployment insurance *Koyo Hoken*,

\*In Korea, the Social Security Information System or *Haengbok e-Eum*, South Korea's old-age pension scheme, National Basic Livelihood Security (NBLIS), Basic Livelihood Security Programme (BSLP), National Pension Act, National Health Insurance and other welfare or services will be studied.

### Facilitating the Achievement of Course Learning Outcomes:

Thorough classroom teaching, discussions, tutorials, seminars, class tests, paper presentations, and assignments for internal assessment.

### DSE-EA-304 India, ASEAN and East Asia

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
India, ASEAN and East Asia	4	3	1	NA	Graduation	Graduation

### Course Description

This course examines the evolving political, economic, and strategic relationships between India, ASEAN, and East Asia within the broader Indo-Pacific framework. The course explores historical linkages, regional institutional developments, and contemporary policy initiatives, including India's Act East Policy, ASEAN-led multilateralism, and the roles of great powers such as China, Japan, and the United States. The course help students to analyse how cooperation, competition, and connectivity shape regional order, security architecture, and India's strategic positioning in an increasingly dynamic East Asian context.

### Course Objectives

The course seeks to evaluate the geopolitical, economic, and strategic factors influencing regional cooperation and competition in Southeast Asia. The course develops critical insights into India's policy responses and strategic partnerships with ASEAN and the Southeast Asian nations.

**Course Outcome**

Students will be able to understand the growing importance of Southeast Asia and East Asia in international affairs, as well as the increasing role of India in the Indo-Pacific region.

**Course Outline**

<b>UNIT I : Historical Relations</b>	<b>12 Hours</b>
1. Ancient Connections	
2. Colonial Era interactions	
<b>UNIT II: Regionalism: Theory and Strategy</b>	<b>12 Hours</b>
1. Regionalism in Southeast Asia	
2. Regional Dynamics and Strategic Challenges	
<b>UNIT III : India's Engagement Strategy</b>	<b>10 Hours</b>
1. Political, Economic and Maritime Relations	
2. India's Act East and Indo-Pacific Policy	
<b>UNIT IV: ASEAN and the Future</b>	<b>11 Hours</b>
1. Institution, Structure and Strategy	
2. India and the ASEAN	

**Reading List****UNIT I**

1. Park, Jinsoo. "Regional leadership dynamics and the evolution of East Asian regionalism." *Pacific Focus* 27, no. 2 (2012): 290-318.
2. Gilson, Julie. "Strategic Regionalism in East Asia." *Review of International Studies* 33, no. 1 (2007): 145-163.
3. Miller, Manjari Chatterjee. *Wronged by empire: Post-imperial ideology and foreign policy in India and China*. Stanford University Press, 2020.
4. Acharya, Amitav. *Whose Ideas Matter?: Agency and Power in Asian Regionalism*. 1st ed. Cornell University Press, 2009.
5. Acharya, Amitav. "Asia Is Not One." *The Journal of Asian Studies* 69, no. 4 (2010): 1001-13
6. Acharya, Amitav. Will Asia's Past Be Its Future?. *International Security* 2004; 28 (3): 149-164
7. Alagappa, Muthiah, (ed.), *Asian Security Practice: Material and Ideational Influences* (Stanford CA: Stanford University Press, 1998.)
8. Caballero-Anthony, Mely, ed. *Regional security in Southeast Asia: Beyond the ASEAN way*. Institute of Southeast Asian Studies, 2005

**UNIT II**

1. Narine, Shaun. *Explaining ASEAN: Regionalism in Southeast Asia*. Lynne Rienner Publishers, 2002.
2. Wong, Lai Foon. "China-ASEAN and Japan-ASEAN relations during the post-cold war era." *Chinese Journal of International Politics* 1, no. 3 (2007): 373-404.
3. Acharya, Amitav. "Democratisation and the prospects for participatory regionalism in Southeast Asia." *Third World Quarterly* 24, no. 2 (2003): 375-390.
4. Tarling, Nicholas. *Regionalism in Southeast Asia: To foster the political will*. Routledge, 2006.
5. Elliott, Lorraine. "ASEAN and environmental governance: Strategies of regionalism in Southeast Asia." *Global Environmental Politics* 12, no. 3 (2012): 38-57.
6. Jones, David Martin. "Security and democracy: the ASEAN charter and the dilemmas of regionalism in South-East Asia." *International Affairs* 84, no. 4 (2008): 735-756.

7. Palmujoki, Eero. *Regionalism and globalism in Southeast Asia*. Vol. 3. Basingstoke UK: Palgrave, 2001.
8. Dent, Christopher M. "Regionalism in Southeast Asia: opportunities and threats for the European Union." *European Business Review* 98, no. 4 (1998): 184-195.
9. Goh, Evelyn. "Meeting the China challenge: The US in Southeast Asian regional security strategies." (2005).
10. Goh, Evelyn. "Southeast Asian perspectives on the China challenge." *Journal of Strategic Studies* 30, no. 4-5 (2007): 809-832.
11. Putra, Bama Andika. "ASEAN Political-Security Community: Challenges of establishing regional security in the Southeast Asia." *Journal of International Studies* (2071-8330) 12, no. 1 (2019).
12. Caballero-Anthony, Mely, ed. *Regional security in Southeast Asia: Beyond the ASEAN way*. Institute of Southeast Asian Studies, 2005.
13. Goh, Evelyn, and Jochen Prantl. "Why strategic diplomacy matters for Southeast Asia." In *East Asia Forum Quarterly*, vol. 9, no. 2, pp. 36-39. 2017.

## UNIT III

14. Thampi, Madhavi. *India and China in the colonial world*. Routledge, 2017.
15. Ranjan, Amit, Diotima Chattoraj, and AKM Ahsan Ullah, eds. *India and China in Southeast Asia*. Palgrave Macmillan, 2024.
16. Kipgen, Nehginpao. "India–ASEAN relations: the initiatives, successes, and challenges." *India Review* 19, no. 3 (2020): 207-222.
17. Nachiappan, Karthik. "India–ASEAN Relations: Riding and Transcending the “Indo-Pacific” Wave." *The Journal of Indian and Asian Studies* 2, no. 02 (2021).
18. Yong, Tan Tai, and See Chak Mun. "The evolution of India–ASEAN relations." *India Review* 8, no. 1 (2009): 20-42.
19. Naidu, G. V. C. "India and East Asia: The Look East Policy." *Perceptions: Journal of International Affairs* 18, no. 1 (2013): 53-74.
20. Naidu, G. V. C. "Whither the look east policy: India and Southeast Asia." *Strategic Analysis* 28, no. 2 (2004): 331-346.
21. Mishra, Rahul. "Where “Act East” Meets Indo-Pacific: Mapping India's Eastward Engagement." In *Indo-Pacific and ASEAN*, pp. 119-134. Routledge India.
22. Bajpai, Kanti, and Evan A. Laksmana. "Asian conceptions of international order: what Asia wants." *International Affairs* 99, no. 4 (2023): 1371-1381.
23. Jaishankar, Subrahmanyam. "The India way: Strategies for an uncertain world." *New Delhi* (2020).
24. Brewster, David. "Indian strategic thinking about East Asia." *Journal of Strategic Studies* 34, no. 6 (2011): 825-852.
25. Sikri, Rajiv. "India's “Look east” policy." *Asia-Pacific Review* 16, no. 1 (2009): 131-145.
26. Bhalla, Madhu, "Issues in Cooperative Society: China and Northeast Asian Security Concerns," in Narsimhan, Sushila and Kim Do Young, eds. *Korea in Search of Global Role* (Delhi: Manak Publications, 2007.) pp.58-91.
27. Bhatia, Rajiv, V.Sukhija and Asif Shuja, eds. *Delhi Dialogue IV: India and ASEAN: Partners for Peace, Progress and Stability* (New Delhi: Pentagon Press:2012)
28. Mazumdar, Arijit. "From “Look East” to “Act East”: India’s Evolving Engagement with the Asia-Pacific Region." *Asian Affairs* 52, no. 2 (2021): 357-374.
29. Muni, S. D. "India and ASEAN: Evolving, Intense and Differentiated Engagement." In *ASEAN and India: The Way Forward*, pp. 9-14. 2023.

30. Basrur, Rajesh, Robert Beckman, Richard A. Bitzinger, Teng-chi Chang, Yugang Chen, Chong Wook Chung, Roger Cliff et al. *China and East Asian strategic dynamics: the shaping of a new regional order*. Lexington Books, 2011.
31. Chanda, Rupa, and Sasidaran Gopalan. "Understanding India's regional initiatives with East and Southeast Asia." *Asian-Pacific Economic Literature* 23, no. 1 (2009): 66-78.

## UNIT IV

32. Narine, Shaun. "Institutional theory and Southeast Asia: The case of ASEAN." *World Affs.* 161 (1998): 33.
33. Cockerham, Geoffrey B. "Regional integration in ASEAN: Institutional design and the ASEAN way." *East Asia* 27, no. 2 (2010): 165-185.
34. Acharya, Amitav. "Ideas, identity, and institution-building: From the 'ASEAN way' to the 'Asia-Pacific way'?" *The Pacific Review* 10, no. 3 (1997): 319-346.
35. Keling, Mohamad Faisol, Hishamudin Md Som, Mohamad Nasir Saludin, Md Shukri Shuib, and Mohd Na'eim Ajis. "The development of ASEAN from historical approach." *Asian Social Science* 7, no. 7 (2011): 169-189.
36. He, Kai. "Does ASEAN matter? International relations theories, institutional realism, and ASEAN." *Asian Security* 2, no. 3 (2006): 189-214.
37. Goh, Evelyn. "Southeast Asian perspectives on the China challenge." *Journal of Strategic Studies* 30, no. 4-5 (2007): 809-832.
38. Pardesi, Manjeet S. "Is India a great power? Understanding great power status in contemporary international relations." *Asian Security* 11, no. 1 (2015): 1-30.
39. Ishida, Yasuyuki. "Japan-India Relations and ASEAN Centrality in the Indo-Pacific." In *India-Japan-ASEAN Triangularity*, pp. 37-58. Routledge, 2022.
40. Lee, Seungjoo. "The evolutionary dynamics of institutional balancing in East Asia." *East Asia Institute EAI, Asia Security Initiative. Working Paper* 21 (2012).
41. Bajpae, Chietigj, and Yu Jie. "How China-India relations will shape Asia and the global order." *Research Paper, April, London: Chatham House* (2025).
42. Kishore Mahbubani, *The New Asian Hemisphere: The Irresistible Shift of Global Power to the East* (New York: Public Affairs, 2008).
43. Johnston, Alastair Iain. "The myth of the ASEAN way? Explaining the evolution of the ASEAN regional forum." *Imperfect unions: Security institutions over time and space* (1999): 287-324.

**Facilitating the Achievement of Course Learning Outcomes:** Through classroom teaching/seminar, class participation, and assignments, presentations for internal assessment.

### DSE-CH-301 Chinese Foreign Policy

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		

Chinese Foreign Policy	4	3	1	NA	Graduation	Graduation
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### Course Description:

This course is divided into two parts. In the first part, students will be introduced to the evolution of Chinese foreign policy since 1949 and learn about the objectives, the tools, the sources and the drivers that influence and shape foreign policy formulation in China. In the second part, the students will learn about China's relations with the major and neighbouring powers. The rationale behind this study is to understand the Chinese foreign policy behaviour and its implications for global politics and security.

### Course Objective

1. To understand the evolution of Chinese foreign policy post-1949.
2. To learn about the objectives and tools of Chinese foreign policy as well as the factors and sources that play a role in the making of foreign policy.
3. To understand and identify the similarities and differences in Chinese foreign policy concepts, approaches and perspectives from the general Western perspectives.
4. To learn about China's relations with the major and neighbouring powers.

### Course Outcome

1. Students will be able to assess Chinese foreign policy behaviour and its implications for global politics.
2. Students will be able to assess the nature of bilateral relations between China and the major powers/neighbouring countries.

### Course Outline

#### UNIT I: Evolution, Foreign Policy Making Process and Determinants 12 Hours

1. This unit will cover the evolution of China's foreign policy strategies from the Mao Zedong era to the current Xi Jinping era. It will look into the key concepts under the Chinese leadership that have evolved since 1949 that includes Mao Zedong's Three World Theory, Deng Xiaoping's Peace and Development, Jiang Zemin's New Security Concept, Hu Jintao's Peaceful Rise and Harmonious Development and Xi Jinping's China Dream.
2. It will then explore the actors and institutions that play a role in the making of the foreign policy, such as the role of the Chinese Communist Party, the State Council and the People's Liberation Army.

3. It will then factor in the determinants of Chinese foreign policy such as sovereignty, nationalism, and strategic culture.

**UNIT II: Tools and Drivers of Chinese Foreign Policy****12 Hours**

4. This unit identifies multilateralism, multipolarism, military development and Artificial Intelligence (AI) as some of the tools of Chinese foreign policy and conducts an in-depth analysis of each tool.
5. It looks into the major drivers of Chinese foreign policy such as globalization, resource diplomacy, and geoeconomics that define and impact the foreign policy formulation.
6. It then explores China's role in international organizations by taking up the case studies of International Peace-Keeping and Climate Change.

**UNIT III: China, the Great Powers, West Asia and South Asia****11 Hours**

7. This unit will primarily focus on China's relations with the Great Powers such as the US and Russia.
8. It covers China's relations with Iran and Saudi Arabia in the West Asian region.
9. It covers China's relations with South Asia by exploring its relations with either Afghanistan or Sri Lanka.

**UNIT IV: China, East Asia, the EU and Africa/ Latin America****10 Hours**

10. This unit will primarily focus on China's relations with either Japan or South Korea in the East Asian region.
11. It deals with China's relations with the EU.
12. It covers China's relations with Africa/ Latin America.

**Reading List**

## UNIT I:

1. Ronald C. Keith, *China from the Inside Out: Fitting the People's Republic into the World* (London: Pluto Press, 2009).
2. Joseph Yu-shek Cheng, *China's Foreign Policy: Challenges and Prospects* (Singapore: World Scientific Publishing Co., 2016).
3. Lowell Dittmer, "Reform and Chinese Foreign Policy," in Chien-min Chao and Bruce J. Dickson, eds., *Remaking the Chinese State: Strategies, Society and Security* (London: Routledge, 2001): 171-189.
4. Shi Yinhong, "China's Peaceful Development, Harmonious World and International Responsibility: Achievements and Challenges," *International Review*, Vol. 50 (Spring 2008): 19-28.

5. Zheng Wang, "The Chinese Dream: Concept and Context," *Journal of Chinese Political Science*, Issue 19 (2014): 1-13.
6. David M. Lampton, ed., *The Making of Chinese Foreign and Security Policy in the Era of Reform, 1978-2000* (Stanford: Stanford University Press, 2001).
7. Allen Carlson, *Unifying China, Integrating with the World: Securing Chinese Sovereignty in the Reform Era* (Stanford: Stanford University Press, 2005).
8. Huiyun Feng, *Chinese Strategic Culture and Foreign Policy Decision Making* (London: Routledge, 2007).
9. Zheng Wang, *Never Forget National Humiliation* (New York: Columbia University Press, 2012).

## UNIT II:

10. Denny Roy, *China's Foreign Relations* (Maryland: Rowman & Littlefield Publishers, Inc., 1998).
11. Joel Wuthnow, Xin Li and Lingling Qi, "Diverse Multilateralism: Four Strategies and China's Multilateral Diplomacy," *Journal of Chinese Political Science*, July 2012.
12. Jyrki Kallio, "Xi Jinping's Thought and China's Future Foreign Policy: Multipolarity with Chinese Characteristics," *FIIA Briefing Paper*, No. 243 (August 2018): 1-7.
13. Larry M. Wortzel, *The Chinese People's Liberation Army and Information Warfare*, Washington DC: Strategic Studies Institute and US Army War College Press, 2016.
14. Ronald C. Keith, ed., *China as a Rising World Power and its response to 'Globalization'* (London: Routledge, 2005).
15. Shaun Breslin, *China's geoeconomic strategy: access: China's resource foreign policy*, *IDEAS reports-special reports*, Kitchen, Nicholas, ed., SR012. LSE IDEAS, the London School of Economics and Political Science, London, UK, 2012.
16. Mark Beeson, "Geoeconomics with Chinese Characteristics: the BRI and China's Evolving Grand Strategy," *Economic and Political Studies* (2018), <https://doi.org/10.1080/20954816.2018.1498988>
17. Robert D. Blackwill and Jennifer M. Harris, *War by Other Means: Geoeconomics and Statecraft* (Cambridge: Harvard University Press, 2016).
18. Michael Klare, "China Pushes 'Intelligentized' Warfare," *Arms Control Today*, no. 10(2021), 27.
19. Joanna I. Lewis, "China's Environmental Diplomacy: Climate Change, Domestic Politics, and International Engagement," in Rosemary Foot (ed.), *China across*

*The Divide: The Domestic and Global in Politics and Society* (Oxford: Oxford University Press, 2013): 200-225.

20. Courtney J. Fung, "What explains China's deployment to UN peacekeeping operations?" *International Relations of the Asia-Pacific*, Vol. 16, Issue 3, September 2016, pp. 409-441, <http://doi.org/10.1093/irap/lcv020>

UNIT III:

21. Stephen Blank, "The Un-Holy Russo-Chinese alliance," *Defense and Security Analysis*, Vol. 36, No. 3 (July 2020): 249-274.
22. Robert Sutter, *US-Chinese Relations: Perilous Past, Pragmatic Present* (Plymouth: Rowman & Littlefield Publishers, Inc., 2010).
23. Andrew Small, "China's Caution on Afghanistan-Pakistan," *The Washington Quarterly*, vol. 33, no. 3 (July 2010): 81-97.

UNIT IV:

24. Ming Wan, *Sino-Japanese Relations: Interaction, logic and transformation* (Stanford: Stanford University Press, 2006).
25. Jean-Pierre Cabestan, "European-China Relations and the United States," *Asian Perspectives*, Vol. 30, No. 4 (2006): 11-38.

**Facilitating the Achievement of Course Learning Outcomes:** Thorough classroom teaching, class participation and presentations as well as tutorials and assignments for internal assessment.

<b>DSE-TW-301 Taiwan Political System</b>						
<b>Course Title &amp; Code</b>	<b>Credits</b>	<b>Credit Distribution of the Course</b>			<b>Eligibility Criteria</b>	<b>Prerequisite of the Course</b>
		<b>Lecture</b>	<b>Tutorial</b>	<b>Practical/ Practice</b>		
<b>Taiwan Political System</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>NA</b>	<b>Graduation</b>	<b>Graduation</b>

**Course Description**

This course will focus on the developments in the socioeconomic and political arenas of Taiwan from 1949 till today.

**Course Objectives**

1. Familiarize the Students' with knowledge on the evolution and nature of Political system and political processes of Taiwan
2. Examine various facets of its society like culture, economy, ethnicity and religion and its impact on its evolving political system

3. Explore the evolution of the process of Democratization in Taiwan's polity and its comparison in the East Asian context and world in general

### Course Outcomes

1. Students develop and deepen their knowledge on the political process and political system of Taiwan
2. Equipped with the Skill to participate and engage in presentations as well as discussions on Taiwanese politics and system.
3. Acquired the ability to critically and empirically analyze and compare issues on Taiwanese Polity using various political science theories with Taiwan's political process.

### Course Outline

<b>UNIT I : History of Taiwan</b>	<b>12 Hours</b>
<ol style="list-style-type: none"> <li>1. A brief political history of Taiwan</li> <li>2. KMT regime and its political culture</li> </ol>	
<b>UNIT II : Evolution of Democracy and Party Politics</b>	<b>12 Hours</b>
<ol style="list-style-type: none"> <li>1. Emergence of democracy and pluralistic politics</li> <li>2. Party politics and their ideologies</li> </ol>	
<b>UNIT III : Nationalism and Social Issues</b>	<b>11 Hours</b>
<ol style="list-style-type: none"> <li>1. Growth of Taiwanese nationalism</li> <li>2. A brief introduction to Taiwanese society (culture, family, gender and education)</li> </ol>	
<b>UNIT IV : Taiwan and Globalisations</b>	<b>10 Hours</b>
<ol style="list-style-type: none"> <li>1. Taiwan's economy and globalisation</li> <li>2. Religion and politics</li> </ol>	

### Reading List

#### UNIT I

1. Roy D, Taiwan : A Political History, Ithaca, N.Y : Cornell Univ.press 1998
2. Ching T. S Leo, Becoming Japanese: Colonial Taiwan and the Politics of Identity Formation, Berkeley: Univ.of California, 2001
3. Wu, Naiteh, and Tun-jen Cheng. "Democratization as a legitimacy formula: The KMT and political change in Taiwan." In *Political Legitimacy in Asia: New Leadership Challenges*, pp. 239-260. New York: Palgrave Macmillan US, 2011.
4. Vickers, Edwards. "History, Identity, and the Politics of Taiwan's Museums. Reflections on the DPP-KMT Transition." *China Perspectives* 2010, no. 2010/3 (2010).
5. Liao, Binghui, and Dewei Wang, eds. *Taiwan under Japanese colonial rule, 1895-1945: History, culture, memory*. Columbia University Press, 2006.
6. Ching-yao, Yin. "The Bitter Struggle between the KMT and the CCP." *Asian Survey* 21, no. 6 (1981): 622-631.
7. Chu, Yun-han. "Democratic consolidation in the post-KMT era: the challenge of governance." In *Taiwan's Presidential Politics*, pp. 88-114. Routledge, 2017.
8. Rubinstein, Murray, ed. *Taiwan: A New History*, New york, M.E Sharpe, 2015
9. Taylor J., *The Generalissimo's Son: Chiang Ching-Kuo and the Revolution in China and Taiwan*, Cambridge, Mass.: Harvard Univ. Press, 2000

#### UNIT II

10. Bruce Jacobs. J, *Democratizing Taiwan*, Leiden, Brill, 2012,
11. Fu, Hu, and Yun-Han Chu. "Neo-authoritarianism, polarized conflict and populism in a newly democratizing regime: Taiwan's emerging mass politics." *Journal of Contemporary China* 5, no. 11 (1996): 23-41.
12. Wong, Joseph. "Deepening democracy in Taiwan." *Pacific Affairs* (2003): 235-256.
13. Chow Peter C Y., *Taiwan in the Global Economy: From Agrarian Economy to an Exporter of High- tech Products*, USA, Praeger, 2002
14. Fell Dafydd, *Government and Politics in Taiwan*, London, Routledge, 2012
15. Hughes, C.W, *Taiwan and Chinese Nationalism*, New York: Routledge, 1997
16. Joel D. Aberbach, David Dollar and Kenneth Sokoloff (eds.), *The Role of the State in Taiwan's Development*, London. M. E Sharpe, 1994
17. Templeman, Kharis. "How democratic is Taiwan? Evaluating twenty years of political change." *Taiwan Journal of Democracy* 18, no. 2 (2022): 1-24.
18. Hsieh, John Fuh-sheng. "Democratization in Confucian Societies." *Asian Survey* 65, no. 1 (2025): 30-59.
19. Kironka, Kristina, and Eunika Rejtová Yang. "Domestic Politics: How Did Taiwan Become a Democracy?." In *Contemporary Taiwan*, pp. 19-34. Routledge, 2025.

### UNIT III

20. Shambaugh, D.L., *Contemporary Taiwan*, London: Oxford Univ.Press, 1999
21. Ho, Sam PS. *Economic development of Taiwan, 1860-1970*. New Haven: Yale University Press, 1978.
22. Frettingham, Edmund, and Yih-Jye Hwang. "Religion and national identity in Taiwan: State formation and moral sensibilities." In *Religion and nationalism in Chinese societies*, pp. 339-372. Routledge, 2025.
23. Ferrer, Alessandra. "A post-imperial, pluralist nationalism? From the Five Nation Republic of China to multicultural Taiwan." *Nations and Nationalism* 29, no. 3 (2023): 1142-1157.
24. Ho, Ming-sho. "Desinicizing Taiwan: the making of a democratic national identity." *Current History* 121, no. 836 (2022): 211-217.
25. Wang, Austin Horng-En, Yao-Yuan Yeh, Charles KS Wu, and Fang-Yu Chen. "Why does Taiwan identity decline?." *Journal of Asian and African Studies* 60, no. 1 (2025): 115-136.
26. Yu, Wei-hsin, and Kuo-hsien Su. "Gender, sibship structure, and educational inequality in Taiwan: Son preference revisited." *Journal of Marriage and Family* 68, no. 4 (2006): 1057-1068.
27. Stainton, Michael. "The politics of Taiwan aboriginal origins." In *Taiwan: A new history*, pp. 27-44. Routledge, 2024.
28. Rigger Shelley, *Politics in Taiwan*, London, Routledge, 1999
29. Rigger Shelley. *From Opposition to Power: Taiwan's Democratic Progressive Party*, Lynne Rienner Publishers, 2001
30. Thornton, Arland, and Hui-Sheng Lin. *Social change and the family in Taiwan*. University of Chicago Press, 1994.
31. Wong, Timothy Ka-ying. "From ethnic to civic nationalism: The formation and changing nature of Taiwanese identity." *Asian Perspective* 25, no. 3 (2001): 175-206.
32. Wu, J J., *Taiwan's Democratization: Forces Behind the New Momentum*, London:Oxford Univ. Press, 1995
33. Lynch, Daniel. "Taiwan's democratization and the rise of Taiwanese nationalism as socialization to global culture." *Pacific Affairs* 75, no. 4 (2002): 557-574.

### UNIT IV

34. Cheng tian Kuo, *Religion and Democracy in Taiwan*, New York, State Univ. of New York Press, 2009
35. Harrell, S.J. Huang, *Cultural Changes in Postwar Taiwan*, Boulder, Colo.: Westview Press, 1994
36. Kuo, Cheng-tian. *Religion and democracy in Taiwan*. State University of New York Press, 2009.
37. Weiming, Tu. "Cultural identity and the politics of recognition in contemporary Taiwan." *The China Quarterly* 148 (1996): 1115-1140.
38. Katz, Paul R. "Religion and the State in Post-war Taiwan." *The China Quarterly* 174 (2003): 395-412.
39. Frettingham, Edmund, and Yih-Jye Hwang. "Religion and national identity in Taiwan: State formation and moral sensibilities." In *Religion and nationalism in Chinese societies*, pp. 339-372. Routledge, 2025.
40. Brown, Deborah A., and Tun-jen Cheng. "Religious relations across the Taiwan Strait: Patterns, alignments, and political effects." *Orbis* 56, no. 1 (2012): 60-81.

**Facilitating the Achievement of Course Learning Outcomes: Thorough classroom teaching / tutorials and assignments for internal assessment.**

### DSE-JP-301 Japanese Management Practices

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
<b>Japanese Management Practices</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>NA</b>	<b>Graduation</b>	<b>Graduation</b>

#### Course Descriptions

This course offers an understanding of socio-cultural roots of Japan's industrial relations, transition from merchant houses to zaibatsu to multinational companies and the continuity of the Confucian values in management practices, features of industrial relations in Japan, Japanese and western practices in work, the Japanese management model and management practices, labour-management relations, management issues in Japan's financial corporations, gender discrimination in the Japanese management system, transferring and adapting management practices to overseas enterprises and recession in the Japanese economy and its impact on industrial relations in Japan.

#### Course Objectives

The objective of the course is to familiarise the student with the Japanese Management Practices of today. How these evolved and how these are currently changing would be highlighted. How the developing world will can pick useful lessons will be addressed.

Expected Outcome

The student will be able to understand the current Japanese Management practices and interpret them. The student will be able to utilise this knowledge in a situation that involves interactions with Japanese businesses.

### Course Outline

#### **UNIT I Introduction to Japanese Management practices 12 Hours**

Understanding socio-cultural roots of Japanese management practices from historical time to present times

1. Socio-cultural roots of Japan's industrial relations – Transition from merchant houses to zaibatsu (family-owned business enterprises) to multinational companies and the continuity of the Confucian values in management practices
2. The Japanese management model and management practices

#### **UNIT II Comparison with Management Practices 12 Hours**

Features of Japanese Management practices and comparison with western practices

1. Japanese and Western practices in work culture – Hierarchy vs. meritocracy, group identity vs. individual identity, generalist vs. specialist, vertical mobility vs. horizontal mobility
2. Features of industrial relations in Japan – lifetime employment system, hierarchy in decision-making, enterprise unionism

#### **UNIT III Industry Specific Management Practices 10 Hours**

Management practices related to labour and in financial corporations

1. Labour-management relations
2. Management issues in Japan's financial corporation

#### **UNIT IV Current Challenges 11 Hours**

Lessons for the world and Current challenges in Japanese management in twenty first century

1. Gender discrimination in the Japanese management system
2. Transferring and adapting management practices to overseas enterprises
3. Recession in the Japanese economy and its impact on industrial relations in Japan

### Reading List

#### **UNIT I**

1. Abegglen, James C. and Stalk, George. *Kaisha: The Japanese Corporation*, New York: Basic Books, 1985.
2. Dlugos, G. and Weiermair, K., ed. *Management under Differing Value Systems*, New York: de Gruyter, Walter, 1981.
3. Yui, Tsunehiko, and Nakagawa (ed). *Japanese Management in Historical Perspective*, Fuji Business History Conference XV, Tokyo: University of Tokyo Press, 1989.
4. Gibney, Frank, ed. *Unlocking the Bureaucrat's Kingdom: Deregulation and the Japanese Economy*, Washington: Brookings Institution Press, 1998.

## UNIT II

5. Dore, R.P. *British Factory-Japanese Factory*, University of California Press, 1973.
6. Koike, Kazuo. *Understanding Industrial Relations in Modern Japan*, New York: St. Martin's Press, 1988.
7. Matanle, P. and Matsui, K. Lifetime employment in 21st century Japan: Stability and resilience under pressure in the Japanese management system. In S. A. Horn (ed.) *Emerging perspectives in Japanese human resource management*, Berlin: Peter Lang: 2011, 15- 44.

## UNIT III

8. Okochi, k. Karsh, B., and Levine, S.B. (eds.), *Workers and Employers in Japan*, Princeton, NJ: Princeton University Press, and University of Tokyo Press, 1973.
9. Levine, Solomon B. and Kawada, Hisashi, *Human Resources in Japanese Industrial Development*, Princeton, NJ: Princeton University Press, 1980
10. Hemmert, Martin and Christian Oberlander, eds. *Technology and Innovation in Japan: Policy and Management for the Twenty-First Century*, Routledge, London, 1998.

## UNIT IV

11. Inokuma, Hiroko and Sakaki, Masatoshi. *Gender Diversity in Management and Firm Performance in Japan: Focusing on the Women's Age Group*. February, 2020
12. Yokozawa, Kodo & J, Bruijn & Sirp, Boer & Steenhuis, Harm-Jan & Trimble, Robert. *Transferability of Japanese Management Systems Overseas: A theoretical jungle*. 2007
13. Kaplinsky, R. *Technique and system: The spread of Japanese management techniques to developing countries*. World Development, 1995

Facilitating the Achievement of Course Learning Outcomes: Thorough classroom teaching / tutorials and assignments for internal assessment.

**DSE-JP-302 India-Japan Relations**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
<b>India-Japan Relations</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>NA</b>	<b>Graduation</b>	<b>Graduation</b>

**Course Description**

This course will focus on the ancient Buddhist links between India and Japan, discovery of maritime routes, changing Japanese perceptions of India in the 18<sup>th</sup> and 19<sup>th</sup> centuries, Indological studies in Japan and Imperial strategies (1885-1921), early trade links: the 19<sup>th</sup> and 20<sup>th</sup> centuries, Japan in Indian nationalist discourse, Japan and the Indian National Movement for freedom, Japan and independent India, contemporary cultural and economic relations, India and Japan in the 21st century and mutual policy concerns like Free and Open Indo-Pacific in India-Japan relations.

**Course Objectives**

1. To understand the history of the relations between India and Japan spanning from ancient historical links to Japanese perceptions and interactions with India during the British rule period.
2. To know about the role of Japan in India nationalist discourse and freedom struggle
3. To study contemporary issues in India –Japan relations - economic ties, people to people ties, bilateral and strategic relations, rise of the Indo-Pacific and growing synergy in India-Japan relations
4. To analyse India-Japan relations from the perspective of the emerging East Asian regional order.

**Course Outcome**

1. Equip the students with skill and knowledge to understand the various aspects of India-Japan Relations
2. Acquire the ability to critically analyse by using various International Relations theories on the issues and problems of India-Japan relations.
3. Deepening the overall knowledge to engage in discussions and participate in the presentations pertaining to India-Japan relations

**Course Outline****UNIT I Ancient Links Between India and Japan****10 Hours**

1. The Buddhist link
2. Discovery of sea routes: India as a maritime link between East and West
3. Changing Japanese perceptions of India in the 18<sup>th</sup> and 19<sup>th</sup> centuries

**UNIT II Modern Linkages Between India and Japan and Changing Perceptions 10 Hours**

1. Indological studies in Japan and Imperial strategies (1885-1921)
2. Early trade links: the 19<sup>th</sup> and 20<sup>th</sup> centuries
3. Japan in Indian nationalist discourse

**UNIT III Japan in Indian Freedom Struggle and post-Independent India 12 Hours**

1. Japan and the Indian National Movement
2. Japan and Independent India: Political and economic relations
3. Contemporary cultural relations

**UNIT IV India and Japan in the 21st Century 12 Hours**

1. Japan and India: mutual policy concerns
  - a) India, Japan and the Arc of Freedom and Prosperity
  - b) Rise of the Indo-Pacific
2. India – Japan and the World
  - a) India and Japan in the East Asian Regional Order
  - b) Role of China, US, etc., in India-Japan Relations
  - c) India-Japan and the Global South

**Reading list**

1. Barnett, Yukiko Sumi. "India in Asia: Ōkawa Shūmei's Pan-Asian Thought and his Idea of India in Early Twentieth-Century Japan" in *Journal of the Oxford University History Society*, no.1 (2004)
2. Mukhopadhyaya, Ranjana and Togawa Masahiko (eds.). *Buddhist Exchanges Between India and Japan: Japanese Buddhists Encountering India and Modern Buddhist Studies*. London & New York: Routledge, 2025.
3. Chaudhari, Saroj Kumar. *Hindu Gods and Goddesses in Japan*. New Delhi: Vedam Books, 2003.
4. Kesavan, K. V. (ed) *Building a Global Partnership: Fifty years of Indo-Japanese Relations*. New Delhi: Lancers Books, 2004.
5. Lebra, Joyce C. *Jungle Alliance: Japan and the Indian National Army*. Singapore: Asia Pacific Press, 1971.
6. Li, Narangoa and Robert Cribb (eds). *Imperial Japan and National Identities in Asia, 1895-194*, London and New York: Routledge, 2003.
7. Murthy, P.A. Narasimha. *India and Japan: Dimensions of their Relations: Historical and Political*. New Delhi: ABC pub House, 1986.
8. Murthy, P.A. Narasimha. *India and Japan: Dimensions of Their Relations: Economic and Cultural*. New Delhi: ABC Pub. House, 1993.
9. Nakane, Chie and Masao Naito (eds). *Towards Understanding Each Other: Fifty Years' History of India-Japan Mutual Studies*, Tokyo: Kyodo Printing Co., 2000.
9. Panda, Rajaram and Yoo Fukazawa (eds). *India and Japan: Blossoming of a New Understanding*. New Delhi: Lancers' Books, 2004.
10. Thakur, Upendra. *India and Japan: A Study in Interactions During 5 and 14 centuries*. Delhi: Abhinav Publications, 1992.
11. Yamaguchi, Hiroichi and Haruka Yanagisawa (eds). *Tradition and Modernity: India and Japan: Towards the Twenty-First Century*. Delhi: Munshiram Manoharlal Publishers Pvt. Ltd., 1997.

**Facilitating the Achievement of Course Learning Outcomes:** Thorough classroom teaching / tutorials and assignments for internal assessment.

**EAS-KR-301 South Korean Foreign Policy**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
<b>South Korean Foreign Policy</b>	4	3	1	NA	Graduation	Graduation

### Course Description

The course deals with South Korean foreign policy since the end of the Korea War. The decision-making processes and institutions in South Korea are being studied in a historical and theoretical perspective in the course.

### Course Objectives

The objective of this course is to teach students about various aspects of South Korea's foreign policy with regards to the changing dynamics in the East Asian region.

### Course Outcome

The students will be able to understand the changing foreign policy goals of South Korea.

### Course Outline

<b>UNIT I : Interest, Agency and Structure</b>	<b>10 Hours</b>
1. Determinants of foreign policy	
2. Foreign policy-making institutions	
<b>UNIT II : History of Interactions</b>	<b>12 Hours</b>
1. Historical legacies: Korea and the world	
2. Korea and Cold War	
3. Authoritarianism, the developmental state, and foreign policy behaviour	
<b>UNIT III : Contemporary Foreign Policy</b>	<b>12 Hours</b>
4. North East Asia's strategic environment	
5. S. Korea and India: Emerging relationship	
<b>UNIT IV: Challenges and Future</b>	<b>11 Hours</b>
6. Globalisation (seggyehwa), multilateralism, and regionalism	
7. Unification and North-South relations	
8. Cultural Diplomacy of South Korea	

### Reading List

#### Unit I

1. Cho, S.S. Korea in World Politics, 1940-50: An Evaluation of American Responsibility, University of California Press, Berkeley, 1967.
2. Eberstadt, Nicholas. Korea Approaches Reunification, Armonk, New York: M.E. Sharpe, 1995

3. Han, Sung-joo, and Robert Myers (ed). Korea: The Year 2000, Washington DC: UPA. Hart-Landsberg, Martin. Division, Reunification and US Foreign Policy, New York, Monthly Review Press, 1998.
4. Chun, Jahyun. "Who decides foreign policy? The role of national trauma in shaping the influence of public opinion in South Korea." *Policy Studies* 43, no. 5 (2022): 1021-1035.

## UNIT II

5. Saxer, Carl J. "Democratization, globalization and the linkage of domestic and foreign policy in South Korea." *The Pacific Review* 26, no. 2 (2013): 177-198.
6. Sohn, Hak-Kyu. *Authoritarianism and opposition in South Korea*. Routledge, 2024.
7. Collins, J. Lawton. *War in Peacetime: The History and Lessons of Korea*. Plunkett Lake Press, 2023.
8. ChanWahn, Kim. "The role of India in the Korean War." *International Area Review* 13, no. 2 (2010): 21-37.
9. Jervis, Robert. "The impact of the Korean War on the Cold War." *Journal of Conflict Resolution* 24, no. 4 (1980): 563-592.
10. Han, Seobin. "Echoes of the Past: Emotional Legacy of Historical Trauma in South Korea." *Journal of East Asian Studies* 26, no. 1 (2026): 68-86.
11. Kaushik, Ram Pal. *The crucial years of non-alignment: USA, Korean War and India*, New Delhi, Kumar Bros., Rajesh Publications, India, 1972.

## UNIT III

12. Tayal, Skand R. *India and the Republic of Korea: Engaged Democracies*, New Delhi: Routledge, 2014.
13. Koga, Kei. "Struggle for coalition-building: Japan, South Korea, and the indo-Pacific." *Asian Politics & Policy* 15, no. 1 (2023): 63-82.
14. Uttam, Jitendra. "Beyond 'Look East', 'Act East' and 'Indo-Pacific' Initiatives." *Indian Foreign Affairs Journal* 18, no. 3/4 (2023): 144-158.
15. Mishra, Sandip Kumar. "Soft Power in India-South Korea Relations and Role of Cultural and Popular Connections." *The Journal of Indian and Asian Studies* 4, no. 02 (2023): 2340008.
16. John, Jojin V. "South Korea's New Southern Policy and the Middle Power Quest: Implications for India-Korea Relations." In *Southward Bound*, pp. 101-115. Routledge, 2024. r. "Soft Power in India-South Korea Relations and Role of Cultural and Popular Connections." *The Journal of Indian and Asian Studies* 4, no. 02 (2023): 2340008.
17. Kihl, Young Wham (ed). *Korea and the World: Beyond the Cold War*, Boulder, Co. Westview, 1994
18. Kim, Chanwan, and Rajiv Kumar. "50 Years of the South Korea-India Relationship: Retrospect and Prospect." *The Journal of Indian and Asian Studies* 4, no. 02 (2023): 2303001.
19. Kumar, Rajiv. "Ideas Matter: Explaining India's Principles-Based Peacemaking Role in the Korean War." *The Korean Journal of Defense Analysis* 36, no. 2 (2024): 211-229.
20. Sharma, R.C. ed. *Korea, India and the Third World*, New Delhi, Rajesh Publications, 1989.
21. Il Sakong, eds. *The Political Economy of Korea-United States Cooperation*, Institute for International Economics, Institute for Global Economics, Seoul, 1995.

## UNIT IV

22. Lee, Geun. "A Theory of Soft Power and Korea's Soft Power Strategy." *The Korean Journal of Defence Analysis* . 21 (2), pp.205-218, 2009.

23. Kim, Samuel S. *The Two Koreas and the Great Powers*, New York: Cambridge University Press, 2006.
24. Glodev, Victor, Gustaf Wijaya, and Rachmah Ida. "The Korean wave as the globalization of South Korean culture." *WACANA: Jurnal Ilmiah Ilmu Komunikasi* (2023): 108-120.
25. Kim, Youna, and Joseph Nye. "The soft power of the Korean wave." *Parasite, BTS and Drama*. Routledge (2022).
26. Kim, Minsung. "The Growth of South Korean Soft Power and Its Geopolitical Implications." *Journal of Indo-Pacific Affairs* (2022).
27. Kim, Dalchoong, SooEon Moon and Chung Min Lee (ed) .*The New World Order and Korea Challenges and Prospects Towards the Year 2000*, Seoul: KAIS.
28. Downer, Alexander, Eun Mee Kim, Nicolas Köehler-Suzuki, Pascal Lamy, Federica Mogherini, Ramon Pacheco Pardo, Michael Reiterer, Scott A. Snyder, Jisun Song, and Young-Kwan Yoon. "Challenges and opportunities of Korea's foreign policy as a developed country." *Policy Analysis* 22 (2022): 01.

### Facilitating the Achievement of Course Learning Outcomes

Thorough classroom teaching / tutorials and assignments for internal assessment and through participating in seminars and workshops

## EAS-SBC-301 Chinese/Japanese/Korean Language

### Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Language : Chinese/Japanese/Korean	2	1		1	Graduation	Graduation

### Course Description

Students will choose any of the three languages offered by the Department, namely Chinese, Japanese, or Korean. She/he will pursue the same language in all four semesters.

### Objectives of the Course

This course will introduce basic grammar, sentence patterns, and greetings in Chinese, Japanese and Korean. Students will be taught basic knowledge through which they will have a feel for the language and culture of the country they are studying.

### Course Outcome

Gain knowledge of scripts, basic grammar, and students should be able to recognise and read the language at an elementary level.

**Course Outline****1. CHINESE****Unit I****15 hours****Spoken skills:**

- Improve spoken skills for basic conversation through various methods, including:
- Expanding vocabulary and practice using them in sentences
- Learning common phrases and expressions used in everyday conversations
- Reading and understanding of the texts and practice of the common sentence patterns and dialogues learnt from the text

**Writing:**

Learning about 200 Chinese characters, focusing on:

- Categories of Chinese characters, and the difference between them
- Background of a character's structure and its role in understanding its meaning
- Original and simplified characters, their similarity and difference

**Unit II****15 Hours****Grammar:**

- Complements and their relations to verb/adjective
- Types of rhetorical questions
- Types of comparative sentences

**Listening exercises:**

- Listening to recordings of textbook lessons to better comprehend the pronunciation, rhythm, and flow of the language
- Listening to long conversations and short monologues in slow to normal speed
- Practice tone pairs and tone sandhi, learn how change in tone affects the meaning of a word

**1. JAPANESE****Unit I****15 hours****Spoken skills:**

Improved fluency in basic conversation. Can express opinions, describe daily routines, give directions, and make polite requests. Increased confidence in using both polite and plain speech in appropriate contexts.

**Writing:**

Fluent in using *hiragana* and *katakana*. Able to write using approximately 160 *kanji*. Can compose structured paragraphs (e.g., personal letters, event descriptions, short opinion pieces).

**Unit II****15 hours****Grammar:**

Expanded grammar proficiency, including:

- Verb forms: Potential (～られる), Volitional (～ましよう／～よう), Imperative, Conditional (～たら), and ～たり～たりする

- Advanced particles: しか, だけ, でも, までに, によって
- Sentence structures: ~ことができる, ~ないでください, ~でもいい, ~なければならぬ, ~ながら

**Listening skills:**

Comprehends longer dialogues and short monologues in slow to normal speed. Understands context, speaker intentions, and can catch details in classroom or daily-life conversations.

**2. KOREAN****Unit I****15 hours****Spoken skills:**

It covers self-introduction, explaining the surrounding environment, description of family and friends, interaction with seniors, teachers, and unknown persons

**Writing:**

The writing part focuses on, with the help of a set of vocabulary, the student writes a paragraph, essays on given topics, makes sentences with jumbled words, translation from Korean to English and vice versa.

**Unit II****15 Hours****Grammar:**

uses of Korean grammar, making sentences in imperative, interrogative, active and passive forms. Knowledge of grammar enhances critical analysis on any topic and makes conversations on given free topics.

**Listening exercises:**

It helps to comprehend situation-based listening contents using the language lab or verbal communication given by the teacher. Students should summarise listening through a short video or reading content on common topics.

**Readings****A) CHINESE**

1. *Jichu Hanyu Keben*, di yi ce (Elementary Chinese Readers, Book 1), Beijing: Sinolingua, 2008 (Revised ed.)
2. *Zhongwen Ting Shuo Du Xie* (Integrated Chinese, Textbook 1, Simplified Character), Boston: Cheng and Tsui, 2016 (4th ed.)
3. *Fazhan Hanyu: Chuji Duxie*, I (Developing Chinese: Elementary Reading and Writing Course 1), Beijing: Beijing Language and Culture University Press, 2012 (2nd ed.)
4. *Fazhan Hanyu: Chuji Tingli*, I (Developing Chinese: Elementary Listening Course 1), Beijing: Beijing Language and Culture University Press, 2012 (2nd ed.)
5. *Fazhan Hanyu: Chuji Kouyu*, I (Developing Chinese: Elementary Speaking Course 1), Beijing: Beijing Language and Culture University Press, 2012 (2nd ed.)
6. Teaching material prepared by the Department

**Note:** The content of the course and the reading material will be decided by the course teacher at the beginning of each semester.

**B) JAPANESE**

1. *Nihongo shokyuu* 1. Tokyo University of Foreign Studies, Tokyo. 2012
2. Hasegawa, Yoko et al. *Shokyuu nihongo Vol. 1*. The Japan Times. 1995
3. *Minna no nihongo shokyu 1*. 3A Corporation. 2012-13
4. *Genki: An Integrated Course in Elementary Japanese 1*. The Japan Times. 2020
5. Teaching material prepared by the Department

**Note:** The content of the course and the reading material will be decided by the course teacher at the beginning of each semester.

**C) KOREAN**

1. Textbook: Bharti Korean Basic, Delhi, University of Delhi Press, 2003, Lessons: 20-30
2. Text book: Bharti Korean Intermediate, Goyal Publication, 2017, Lessons:1-10
3. Bharti Korean Workbook, Indo-American Publications, 2007
4. Bharti Korean Reading Comprehension 1, ManakPublications, 2008
5. Korean through English 1, Seoul National University, Seoul, Korea, 2001
6. Pathfinder in Korea 1, Ehwa Women University, Seoul, 2003
7. Teaching material prepared by the Department

**Note:** The content of the course and the reading material will be decided by the course teacher at the beginning of each semester.

**Facilitating the Achievement of Course Learning Outcomes**

The teaching-learning-evaluation process is done through the following means:

- Teaching through classroom lecture, audio-visual training in language laboratory and through performing arts
- Skill enhancement through assignment of homework, participation in quiz and seminar, and presentations on given topics
- Evaluation through internal assessment assignment, mid-semester and end-semester examinations.

**DSC-EA-401 Intellectual Debates in East Asia**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
<b>Intellectual Debates in East Asia</b>	4	3	1	NA	Graduation	Graduation

**Course Description**

This paper, as a compulsory introductory course for the students of the MA in East Asian studies, is aimed at helping the students understand the distinctive features of the 'mind' or the 'ways of thinking' of the people of East Asia, in contrast to those of the people of other

civilisations, as it has evolved over more than two millennia through a process of synthesis as well as progressive adaptations of endogenous and exogenous currents of social and political discourse. An attempt would be made to develop a holistic perspective on the common denominators of the underlying patterns in the intellectual dynamics of the East Asian region as a whole, while simultaneously highlighting the features of variations and adaptations of the central pattern in other regions.

### **Objectives of the Course**

The objective of the course is to familiarise the students with the distinctive features of the ‘mind’ or the ‘ways of thinking’ of the people of East Asia, in contrast to those of the people of other civilisations.

### **Course Outcome**

The students will be able to understand the intellectual dynamics of East Asian countries, their people, and culture.

### **Course Outline**

#### **Unit I: Introduction to Philosophical and Ethical Schools of Thought in East Asia**

The unit will analyse the origins and evolution of ancient East Asian belief systems from the earliest folk traditions and ancestral worship to the formalisation of the *san jiao* three teachings. It will demonstrate how these worldviews provided the intellectual and moral traditions.

1. Introduction to Intellectual Thoughts
2. Nature Worship, Folk Religion, Shamanism and Feng Shui in East Asia

#### **Unit II: Major Philosophical and Ethical Schools of Thought in East Asia**

The unit will critically analyse the foundational philosophies of East Asian countries. It will demonstrate how these philosophical roots provided the intellectual infrastructure for the region.

1. Daoism
2. Confucianism
3. Buddhism
4. Mencius and Mohism

#### **Unit III: Transition to Scientific Traditions in East Asia**

This unit explores East Asia’s intellectual evolution from classical moral philosophy to the rationalism of Neo-Confucianism, and finally to the adoption of empirical sciences. It discusses how the region embraced modern scientific inquiry while preserving its unique cultural and intellectual identity.

1. Legalism and Neo-Confucianism
2. Empirical Sciences

**Unit IV: Modern Discourses in East Asia**

This unit explores the transition in East Asian discourse from Westernisation to the creation of multiple modernities. Modern discourses which now grapple with the consequences of rapid development and intensified globalisation.

1. Western Scientific Development & Modernisation
2. Nationalism, Modernity and Contemporary Issues

**Readings****Unit I**

1. Benjamin Schwartz. (1996). "A Brief Defense of Political and Intellectual History: The Case of China," in *China and Other Matters*. Cambridge. Harvard University Press, pp. 30-44.
2. Hajime Nakamura, *Ways of Thinking of Eastern Peoples*, University of Hawaii Press, 1981.
3. Helen Hardacre, *Shinto: A History*, Oxford University Press, 2016.
4. Joseph Needham, *Science and Civilization in China*, Vol. 2, Cambridge University Press, 1991.
5. Richard W.I. Guisso, *Shamanism: The Spirit World of Korea*, Jain Pub Co., 1988.
6. Robert J. Smith, *Ancestor Worship in Contemporary Japan*, Stanford University Press, 1974.
7. William Theodore de Bary, et al, *Sources of Chinese Tradition*, Vol. 1&2, Columbia University Press, 1999.
8. William Theodore de Bary, et al, *Sources of Japanese Tradition*, vol. 1&2, Columbia University Press, 2006.
9. William Theodor de Bary, et al, *Sources of Korean Tradition*, vol. 1&2, Columbia University Press, 1996.
10. William Lacos, *Chinese Ancestor Worship*, Cambridge Scholars Publishing, 2010.

**Unit II**

11. Anselm K. Min. (2017). *Korean Religions in Relation: Buddhism, Confucianism and Christianity*, SUNY series in Korean Studies.
12. Arthur C. Wright, *Buddhism in Chinese History*, Stanford University Press, 1959.
13. Buswell, Robert E., Jr. *The Formation of Clan Ideology in China and Korea: The Vajrasamaadhi-Suutra, A Buddhist Apocryphon*. Princeton: Princeton University Press 1989.
14. Kang Jae-eun, *The End of Scholars: Two Thousand Years of Korean Confucianism*, Homa and Sekey Book, 2005.
15. Kenneth Ch'en, *Buddhism in China: A Cultural History*, Princeton University Press, 1973.
16. Kristopher, Duda. (2001). "Reconsidering Mo Tzu on the Foundations of Morality." *Asian Philosophy*. Vol. 1. (1). Pp. 23-31.

17. Lu, Xiu-fen. (2006). "Understanding Mozi's Foundations of Morality: A Comparative Perspective." *Asian Philosophy* Vol. 16 (2). pp.123–134.
18. William E. Deal and Brian Ruppert, *A Cultural History of Japanese Buddhism*, Wiley Blackwell, 2015.

### Unit III

19. Chen, Chun. (1986). *Neo-Confucian Terms Explained*, tr. Wing-tsit Chan. New York. Columbia University Press, pp. 46-56, 105-13, 168-74.
20. Quentin Skinner. (2002). "Meaning and understanding in the history of ideas," in *Visions of Politics*, Cambridge, UK. Cambridge University Press. Vol. 1. Pp. 57-89.
21. Zhu Xi and Wang Yangming. (2009). *Intellectualism and Intuitivism in Peter Bol, Neo-Confucianism in History*. Cambridge. Harvard University Asia Centre. Chapters 5 and 6.

### Unit IV

22. Ebrey, Patricia. *et.al.* (2008). *East Asia: A Cultural, Social, and Political History*. Boston. Houghton Mifflin Company.
23. Pulleyblank, Edwin and W.G.Beasley. "Historians of China and Japan". London: Oxford University Press, 1961.
24. Tu, Weiming. (2000). Implications of the Rise of Confucian East Asia. In *Multiple Modernities*. Vol. 129, No. 1, pp. 195-218.

### Facilitating the Achievement of Course Learning Outcomes:

Thorough classroom teaching, discussions, tutorials, seminars, class tests, paper presentations, and assignments for internal assessment.

### DSC-EA-402 Governance in East Asia

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
<b>Governance in East Asia</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>NA</b>	<b>Graduation</b>	<b>Graduation</b>

### Course Description

This course introduces various aspects of governance processes, structure and institutions in East Asia. It describes how political organisations and processes have evolved from the beginnings of civilisation to the present in China, Japan and Korea. It primarily discusses the nature of states, the structures of authority and the sources of legitimacy.

### Course Objectives

The course aims to familiarise students with the governance, political structure and institutions, and issues related to statecraft, political legitimacy, bureaucracy, and political parties in East Asia.

### Course Outcome

The students will be able to understand the governance, political structure and institutions in East Asia.

### Course Outline

#### UNIT I: History of Governance in East Asia 10 Hours

1. Structures of traditional governments in the late imperial era
2. Institutional aspects of political legitimacy in the late imperial era

#### UNIT II: Institutions and Political Structure 12 Hours

1. Organisation of fiscal and military systems in the late imperial era
2. Impact of the Western political institutions and Constitutional developments in the pre-modern era
3. Changes in the government system, the rise of political parties in the pre-modern era

#### UNIT III: Modern Development 12 Hours

1. State-society institutional developments
2. Formation of the modern state and government systems
3. Central-local relations in the present times

#### UNIT IV: Legal and Military System 11 Hours

1. Military and fiscal system in the present times
2. Legal system in the present times

### Reading list

#### UNIT I

1. Williamson, Oliver E. "The institutions of governance." *The American economic review* 88, no. 2 (1998): 75-79.
2. Easton, David. "The political system besieged by the state." *Political Theory* 9, no. 3 (1981): 303-325.
3. Easton, David. "The political system." *World Politics* 9, no. 3 (1957): 383-400.
4. Beeson, Mark. "Globalization, governance, and the political-economy of public policy reform in East Asia." *Governance* 14, no. 4 (2001): 481-502.
5. Liu, James TC, ed. *Political institutions in traditional China: Major issues*. Vol. 35. John Wiley & Sons, 1974.
6. Thompson, Roger. "Statecraft and self-government: Competing visions of community and state in late imperial China." *Modern China* 14, no. 2 (1988): 188-221.
7. Elman, Benjamin A. "Political, social, and cultural reproduction via civil service examinations in late imperial China." *The Journal of Asian Studies* 50, no. 1 (1991): 7-28.

8. Root, Hilton L. *Small countries, big lessons: governance and the rise of East Asia*. Oxford University Press, 1996.
9. Howell, Jude, ed. *Governance in china*. Rowman & Littlefield, 2004.

## UNIT II

1. Farris, William Wayne. *Heavenly Warriors: The Evolution of Japan's Military, 500–1300*. Vol. 157. Brill, 2020.
2. Mahbubani, Kishore. "From Confucius to Kennedy: Principles of East Asian Governance." *East Asian visions-perspectives on economic development* (2006): 135-165.
3. Yang, Guangbin. "The Political Development of Contemporary China from the perspective of historical political science." *Chinese Political Science Review* 6, no. 4 (2021): 598-620.
4. Schwenke, Simon. "Changing civil–military relations in Japan: 2009–2012." *Australian Journal of International Affairs* 74, no. 6 (2020): 704-720.
5. William L Tung, *Political Institutions of modern China*, The Hague, Nijhoff, 1964
6. Yuri Pines, *The Everlasting Empire: the political culture of ancient China and its imperial legacy*, Princeton, Princeton University Press, 2012
7. Chien Tuan-Sheng, *Government & Politics of China 1912-1949*, Stanford, California, Stanford University Press,
8. Arnason, Johann P. "State formation in Japan and the West." *Theory, Culture & Society* 13, no. 3 (1996): 53-75.
9. Gina Barnes, *State Formation in Japan: Emergence of a 4<sup>th</sup> Century Ruling Elite*, Routledge, 2006

## UNIT III

10. James C.F wang, *Contemporary Chinese politics: An introduction*, Prentice Hall, 2002
11. June T Dreyer, *China's political system: Modernisation & Tradition*, N.Y, Routledge, 2016
12. Hua, Shiping. *Chinese legal culture and constitutional order*. Routledge, 2019.
13. Huang, Yasheng. "Central-local relations in China during the reform era: the economic and institutional dimensions." *World Development* 24, no. 4 (1996): 655-672.
14. Ishii Ryosuke, *A History of Political Institutions in Japan*, University of Tokyo, 1980
15. Li, Linda Chelan. "Central-local relations in the people's Republic of China: Trends, processes and impacts for policy implementation." *Public administration and development* 30, no. 3 (2010): 177-190.
16. Jeffrey Mass, *Warrior Government in Early Modern Medieval A Study of the Kamakura Bakufu, Shugo and Jito*, Yale University Press, 1975
17. J.W. Hall and Jeffrey Mass (ed.), *Medieval Japan: Essays in Institutional History*, Stanford University Press, 1988
18. Kenneth A. Grossberg, *Japan's Renaissance: Politics of the Muromachi Bakufu*, Harvard University Press, 1990
19. Zhou, Haiwen. "Confucianism and the Legalism: A model of the national strategy of governance in ancient China." *Frontiers of Economics in China* 6, no. 4 (2011): 616-637.
20. Kimura, Shunsuke. "Historical overview of the local government system and central–local relations." In *Local governance in Japan*, pp. 19-46. Cham: Springer Nature Switzerland, 2025.

21. Sato, Katsuhiko. "Overview of Central-Local Relationships in Japan: What was changed and what is challenged." *The Globalization and Governance Project, Hokkaido University Working Paper Series* (2001): 4-15.
  22. Suisheng, Zhao. "China's central-local relationship: a historical perspective." In *Changing central-local relations in China*, pp. 19-34. Routledge, 2019.
  23. Kenneth Grossberg, "From Feudal Chieftain to Secular Monarch: The Development of Shogunal Power in Early Muromachi Japan" in *Monumenta Nipponica*, Vol. 31, No. 1, Spring 1976, pp. 29-49
- UNIT IV
24. Swaine, Michael D. *The Military & Political Succession in China: Leadership, Institutions, Beliefs*. No. RANDR4254AF. 1992. Di Cosmo, Nicola, ed. *Military culture in imperial China*. Harvard University Press, 2009.
  25. Conrad Totman, *Politics in the Tokugawa Bakufu, 1600-1843*, University of California Press, 1988
  26. Jayasuriya, Kanishka. "Introduction: A framework for the analysis of legal institutions in East Asia." In *Law, capitalism and power in Asia*, pp. 1-23. Routledge, 2006.
  27. Kondapalli, Srikanth. "Whither PLA? The Politico-ideological Aspects of the Development of China's Army." *China Report* 35, no. 3 (1999): 271-291.
  28. Jayasuriya, Kanishka. "The rule of law and governance in the East Asian state." *Austl. J. Asian L.* 1 (1999): 107.
  29. Mok, Ka Ho, and Ray Forrest, eds. *Changing governance and public policy in East Asia*. Routledge, 2008.
  30. Robert Scalapino, *Democracy and Party Movement in Prewar Japan*, University of California Press, 1953
  31. Amsden, A., *Asia's Next Giant: South Korea and Late Industrialisation*. Oxford University Press, Oxford, 1989.

**Facilitating the Achievement of Course Learning Outcomes:** Thorough classroom teaching, presentations and assignments for internal assessment.

#### **DSE-CH-401 China's Economic Statecraft**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
<b>China's Economic Statecraft</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>NA</b>	<b>Graduation</b>	<b>Graduation</b>

#### **Course Description**

This course aims to analyse China's position in the global political economy, considering how its economic interactions have significantly impacted both the Chinese and global political

economy. These statecrafts also alter established norms, values, and material interests of global economic governance. The course focuses on Chinese foreign trade, foreign direct investment (FDI), free trade agreements (FTAs), developmental aid, International Economic organizations, internationalization of the RMB, and the political economy of technology.

### Course Objective

The course is designed to assist students in acquiring analytical tools to understand the intricacies of China's economic statecraft and to comprehend the Chinese economic statecraft that alters the established normative and material power.

### Course Outcome

Students will be equipped to academically assess the Chinese economic statecraft to pursue further research.

### Course Outline

<b>UNIT I: Introduction to Economic Statecraft</b>	<b>12 Hours</b>
1. Chinese Global Economic Statecraft	
2. Rise of China and International Economic Organisations	
3. China, WTO and IMF	
<b>UNIT II: Trade and Investment Strategy</b>	<b>12 Hours</b>
4. Chinese Foreign Trade	
5. Chinese Investment Abroad: Strategy and Influence	
6. Internationalisation of RMBs	
<b>UNIT III: FTA, IPR and Sanctions</b>	<b>11 Hours</b>
7. Chinese Free Trade Agreements	
8. Intellectual Property Rights: Unfair Chinese Economic Practices and Theft	
9. Chinese Economic Sanctions	
<b>UNIT IV: Tech, Aid and Influence</b>	<b>10 Hours</b>
10. Chinese International Development Aid Strategy	
11. China and the Political Economy of Technology	

### Reading List

#### UNIT I

1. Atwell, William S. "Ming China and the emerging world economy, c. 1470–1650." *The Cambridge History of China* 8, no. 2 (1998): 376-416.
2. Trocki, Carl. *Opium, empire and the global political economy: A study of the Asian opium trade 1750-1950*. Routledge, 2012.
3. Xiaotong, Zhang, and James Keith. "From wealth to power: China's new economic statecraft." *The Washington Quarterly* 40, no. 1 (2017): 185-203.
4. Norris, William J. *Chinese economic statecraft: Commercial actors, grand strategy, and state control*. Cornell University Press, 2016.
5. Kent, A., 1997. China, international organizations and regimes: the ILO as a case study in organizational learning. *Pacific Affairs*, pp.517-532.

6. Hameiri, Shahar, and Lee Jones. "China challenges global governance? Chinese International Development Finance and the AIIB." *International Affairs* 94, no. 3 (2018): 573-593.
7. He, Kai, and Huiyun Feng. "Leadership transition and global governance: Role conception, institutional balancing, and the AIIB." *The Chinese Journal of International Politics* 12, no. 2 (2019): 153-178.
8. Qian, Jing, James Raymond Vreeland, and Jianzhi Zhao. "The Impact of China's AIIB on the World Bank." *International Organization* 77, no. 1 (2023): 217-237.

## UNIT II

9. Mavroidis, Petros C., and André Sapir. *China and the WTO: why multilateralism still matters*. Princeton University Press, 2021.
10. Wang, Shaoguang. "The social and political implications of China's WTO membership." *Journal of Contemporary China* 9, no. 25 (2000): 373-405.
11. Fewsmith, Joseph. "The political and social implications of China's accession to the WTO." *The China Quarterly* 167 (2001): 573-591.
12. Ferdinand, Peter, and Jue Wang. "China and the IMF: from mimicry towards pragmatic international institutional pluralism." *International Affairs* 89, no. 4 (2013): 895-910.
13. Wang, Jue. "China-IMF collaboration: Toward the leadership in global monetary governance." *Chinese Political Science Review* 3, no. 1 (2018): 62-80.
14. Stephen Krasner, "State Power and the Structure of International Trade," *World Politics* 28, (3) 1976: 317-47.
15. Joanne Gowa and Edward Mansfield, "Power Politics and International Trade," *American Political Science Review* 87, (2) 1993: 408-20.
16. Deng, Ping. "Outward investment by Chinese MNCs: Motivations and implications." *Business horizons* 47, no. 3 (2004): 8-16.
17. Dong, Yan, Jinhuan Tian, and Jingjing Ye. "Environmental regulation and foreign direct investment: Evidence from China's outward FDI." *Finance Research Letters* 39 (2021): 101611.
18. Frankel, Jeffrey. "Internationalization of the RMB and Historical Precedents." *Journal of Economic Integration* 27, no. 3 (2012): 329-365.
19. Huang, Yukon, and Clare Lynch. "Does Internationalizing the RMB make sense for China." *Cato J.* 33 (2013): 571.

## UNIT III

20. Zeng, Ka. "China's free trade agreement diplomacy." *The Chinese Journal of International Politics* 9, no. 3 (2016): 277-305.
21. Ye, Min. "China and competing cooperation in Asia-Pacific: TPP, RCEP, and the new Silk Road." *Asian Security* 11, no. 3 (2015): 206-224.
22. Zeng, Ka. "Multilateral versus bilateral and regional trade liberalization: Explaining China's pursuit of free trade agreements (FTAs)." *Journal of Contemporary China* 19, no. 66 (2010): 635-652.
23. Shi, Wei. "The paradox of Confucian determinism: Tracking the root causes of intellectual property rights problem in China." *The John Marshall Review of Intellectual Property Law* 7, no. 3 (2008): 454-468.
24. Robert A. Pape, "Why Economic Sanctions Do Not Work," *International Security* 22, (2) 1997: 90-136.

25. Reilly, James. "China's unilateral sanctions." *The Washington Quarterly* 35, no. 4 (2012): 121-133.
26. Xue, Ye. "Fear and Greed: Mapping the Australian Debate on China's Economic Sanctions." *Pacific focus* 37, no. 1 (2022): 5-35.
27. Reilly, James. "Counting on China? Australia's strategic response to economic interdependence." *Chinese Journal of International Politics* 5, no. 4 (2012): 369-394.

#### UNIT IV

28. Woods, Ngaire. "Whose aid? Whose influence? China, emerging donors and the silent revolution in development assistance." *International affairs* 84, no. 6 (2008): 1205-1221.
29. Brautigam, Deborah. "Aid 'with Chinese characteristics': Chinese foreign aid and development finance meet the OECD-DAC aid regime." *Journal of international development* 23, no. 5 (2011): 752-764.
30. Reilly, James. "A norm-taker or a norm-maker? Chinese aid in Southeast Asia." *Journal of Contemporary China* 21, no. 73 (2012): 71-91.
31. Brazys, Samuel, and Krishna Chaitanya Vadlamannati. "Aid curse with Chinese characteristics? Chinese development flows and economic reforms." *Public Choice* 188, no. 3-4 (2021): 407-430.
32. Kennedy, Andrew B., and Darren J. Lim. "The innovation imperative: technology and US-China rivalry in the twenty-first century." *International Affairs* 94, no. 3 (2018): 553-572.
33. Schell, Orville, and John Delury. *Wealth and power: China's long march to the twenty-first century*. Random House Trade Paperbacks, 2014.
34. Daniel Drezner, 'State structure, technological leadership and the maintenance of hegemony', *Review of International Studies* 27: 1, 2001, pp. 3-25;
35. Mark Zachary Taylor, *The politics of innovation: why some countries are better than others at science and technology* (Oxford: Oxford University Press, 2016);
36. Lin, Ka, Lizheng Wang, Rajiv Ranjan, and Hong Zhou. "The changing contexts of international aid: examining Indian experiences for a BRICS way." *India Review* 23, no. 3 (2024): 245-265.
37. Andrew B. Kennedy, 'Slouching tiger, roaring dragon: comparing India and China as late innovators', *Review of International Political Economy* 23: 2, 2016, pp. 1-28;
38. Joel W. Simmons, *The politics of technological progress* (Cambridge: Cambridge University Press, 2016).
39. Miller, Chris. *Chip war: the fight for the world's most critical technology*. Simon and Schuster, 2022.

#### Facilitating the Achievement of Course Learning Outcomes:

Thorough classroom teaching, discussion and assignments for internal assessment and through class participation and presentations.

#### DSE-CH-402 India-China Relations

Course Title & Code	Credits	Credit Distribution of the Course	Eligibility Criteria	Prerequisite of the Course
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		<b>Lecture</b>	<b>Tutorial</b>	<b>Practical / Practice</b>		
<b>India-China Relations</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>NA</b>	<b>Graduation</b>	<b>Graduation</b>

### Course Description

The course is designed to understand the broad patterns of India-China relations from a comparative perspective. The patterns and variables—such as strategic culture, soft power, state systems and nation building, economic engagement, the role of leaders, competing regionalism, domestic factors and external drivers—are considered to understand the nature of relations between the two Asian giants. Through a comparative approach this course aims to evaluate the prospects of competition and cooperation in India-China relations. The objective is also to explore how the two countries define the Asian power balance and play a role in crafting a security architecture.

### Course Objective

1. To understand the broad patterns of India-China relations from a comparative perspective.
2. To understand the patterns and variables, such as strategic culture, soft power, state systems, nation-building, economic engagement, the role of leaders, competing regionalism, domestic factors, and external drivers.

### Course Outcome

1. Students upon completion of the course will be able to understand the nature of India-China relations.
2. Students will be able to evaluate the prospects of competition and cooperation in India-China relations.
3. Students will understand how the two countries impact the global power balance.

### Course Outline

#### UNIT I: Comparing Polity and Economy

**12 Hours**

1. This unit will begin with an historical and geopolitical overview of India-China relations.
2. And then conduct a comparative study of India and China on four aspects: strategic culture, nation-building and state formation, economic development and engagement, soft power strategies.

**UNIT II: Leadership Factor and Core Issues****12 Hours**

3. This unit will cover role of the leaders and their implications with a particular focus on Nehru and India's China policy, and Mao and China's India policy.
4. It will focus on core issues defining the bilateral relations. In particular, it will explore the Tibet factor in India-China relations and the border issue and the 1962 War.

**UNIT III: External Variables and Competing Regionalism****10 Hours**

5. This unit will focus on the external variables defining the bilateral relations. In particular, it will focus on the China-Pakistan nexus and its implications for India, as well as India- US relations and their impact on China.
6. Further, this unit will study the competing regionalism from two perspectives: India and the Look East/ Act East policy and India-China in the BRICS.

**UNIT IV: Competing Neighbourhood and Maritime Spaces, India-China Nuclear Forces****11 Hours**

7. This unit will explore India and China's power-competition in Nepal and Myanmar.
8. It will study the role of India and China in the Indian Ocean Region as well as critically compare the naval strategies of the two Asian giants.
9. It will conduct a comparative study of evolution of nuclear forces of the two Asian giants and assess its bilateral and global significance.

**Reading List**

## UNIT I:

1. Tansen Sen, *India, China, and the World* (New Delhi: Oxford University Press, 2018).
2. Liu Xinru, *Ancient India and ancient China: trade and religious exchanges, AD 1-600*. (Delhi: Oxford University Press, 1988).
3. George Tanham, "*Indian Strategic Culture*," Rand Publications, (1992).
4. Ranbir Vohra, *The Making of India: A Historical Survey* (London: M.E. Sharpe, 1997).
5. Jonathan, Holslag, *China and India: Prospects for Peace* (Columbia University Press, 2009).
6. Patryk Kugiel, *India's Soft Power*, (London: Routledge, 2016)
7. Mingjiang Li, *Soft Power: China's Emerging Strategy in International Relations* (New York: Rowman & Littlefield Publishers, INC., 2009).

## UNIT II:

8. Deepak Lal, "India's Foreign Policy 1947-64," *Economic and Political Weekly*, vol. 2, no. 19, May 1967.
9. Ramachandra Guha, "Jawaharlal Nehru and China: A Study in Failure," *Harvard-Yenching Working Paper Series*, 2011.
10. Andrew Bingham Kennedy, *The International Ambitions of Mao and Nehru: National Efficacy Beliefs and the Making of Foreign Policy* (Cambridge: Cambridge University Press, 2012).
11. Harold C. Hinton, *Communist China in World politics* (London: Macmillan, 1966).
12. John Garver, *Protracted Contest: Sino-Indian Rivalry in the Twentieth Century* (Seattle: University of Washington Press, 2001).

## UNIT III:

13. Andrew Small, *The China Pakistan Axis* (London: C. Hurst & Co., 2015).
14. Amit Gupta, "US-India-China: assessing tripolarity," *China Report*, vol. 42, no.1 (2006): 69-83.
15. Zhao Gancheng, "China-US-India: Is a New Triangle Taking Shape," *China Quarterly of International Strategic Studies*, vol. 2, no.1 (2018).
16. Sujit Dutta, "China's Approach to the Tibetan issue," in Prabhat P. Shukla, ed., *Tibet: Perspectives and Prospects* (New Delhi: Aryan Books International, 2013), pp. 204-211.
17. Madhu Bhalla, "India's Approach to the Tibetan Issue," in Prabhat P. Shukla, ed., *Tibet: Perspectives and Prospects* (New Delhi: Aryan Books International, 2013), pp. 142-173.
18. Steven Hoffmann, "Rethinking the linkage between Tibet and the China-India Border Conflict," *Journal of Cold War Studies*, vol. 8, No. 3 (Summer 2006), pp. 165-194.
19. Dawa Norbu, "Tibet in Sino-Indian Relations: The centrality of marginality," *Asian Survey*, vol. 37, no. 11 (Nov, 1997), 1078-1095.
20. Sujit Dutta, "Revisiting China's Territorial Claims on Arunachal," *Strategic Analysis*, vol. 32, Issue 4 (2008): 549-581.

## UNIT IV:

21. Zhao Hong, "India and China: Rivals or Partners in South East Asia?" *Contemporary Southeast Asia*, vol. 29, no.1(April 2007), pp. 121-142.
22. S.D. Muni, "India's 'Look East' Policy: the Strategic Dimension," *ISAS Working Paper*, No. 121 (February 2011).
23. Sujit Dutta's debate and responses, *Strategic Analysis*, vol. 35, no.3 (May 2011): 493-522.
24. James R. Holmes, Andrew C. Winner and Toshi Yoshihara, *Indian Naval Strategy in the Twenty-first Century*(London: Routledge, 2009).
25. Manjeet S. Pardesi, "China's Nuclear Forces and their Significance to India," *The Nonproliferation Review*, vol. 21, Issue 3-4 (2014): 337-354.

**Facilitating the Achievement of Course Learning Outcomes: Thorough classroom teaching, class participation and presentations as well as tutorials and assignments for internal assessment.**

### **DSE-TW-401 Taiwan's Foreign Policy**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
<b>Taiwan's Foreign Policy</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>NA</b>	<b>Graduation</b>	<b>Graduation</b>

#### **Course Description**

This paper will focus on various aspects of foreign policy discourses as well as practices in Taiwan.

#### **Course Objectives**

1. Introduce Taiwan's History and discuss its international Relations & foreign policy since 1949 till date in the International system
2. Examine various phases of and issues in Cross-strait relations
3. Critically analyze Taiwan –American relations and the complexities involved in Sino-Taiwan- American triangular dynamics

#### **Course Outcomes**

1. Develop students understanding on various events and issues shaping Taiwan's foreign policy, International Relations and cross-strait relations after 1949
2. Enhance skill to critically and empirically assess events, problems and pattern of interactions of Taiwan's foreign relations
3. Develop the ability to use various international relations theories and foreign policy analysis approaches to analyze nature, issues and problems relating to Taiwan and its international politics.

#### **Course Outline**

##### **UNIT I : History and Determinants of Foreign Policy**

**12 Hours**

1. A brief history of cross-strait relations from the Ming era to the present
2. Taiwan's foreign policy and international space in the Cold War and post Cold War

##### **UNIT II: Cross- Strait Policy**

**12 Hours**

- a. Taiwan's mainland policy from 1949 to the present
- b. The PRC's Taiwan policy from 1949 to the present

**UNIT III : Taiwan and Great Powers****11 Hours**

1. US-China-Taiwan triangular relations
2. Taiwan's economy and cross-strait relations

**UNIT IV: Nationalism and Southbound Policy****10 Hours**

1. Taiwanese nationalism and cross-strait relations
2. India and Taiwan relations

**Reading List****UNIT I**

1. Brook, Timothy. *The troubled empire: China in the Yuan and Ming dynasties*. Vol. 5. Harvard University Press, 2010.
2. Bernkopf Nancy Tucker, ed., *Dangerous Strait: The US-Taiwan-China Crisis*, Newyork: Columbia Univ. Press, 2005
3. Huang, Kwei-Bo. "Taiwan's Foreign Policy and International Space." *Routledge handbook of contemporary Taiwan* (2024): 493-513.
4. Bush Richard C, *At cross-purposes: US-Taiwan Relations since 1942* , Armink: M.E sharpe, 2004
5. Hugar, Wayne Robert. "Cold War Economic Ideology and US Aid to Taiwan, 1950-1965." (2022).
6. Chase Michael C. E , *Taiwan's Security policy: External Threats and Domestic Politics*, Boulder: Lynne rienner, 2008
7. Hartnett, Stephen J. *A world of turmoil: The United States, China, and Taiwan in the long cold war*. MSU Press, 2021.
8. Ye, Xiaodi. "From Strategic Ambiguity to Maximum Pressure? Explaining the Logic of the US Taiwan Policy in the Post-Cold War Era." *Journal of Asian and African Studies* 57, no. 8 (2022): 1511-1543.
9. Hickey Dennis V V. *Foreign Policy Making in Taiwan: From Principle to Pragmatism*, New York, Rutledge, 2007

**UNIT II**

10. Tsai, Tung-Chieh, and Tony Tai-ting Liu. "Cross-strait relations and regional integration: A review of the Ma Ying-Jeou era (2008–2016)." *Journal of Current Chinese Affairs* 46, no. 1 (2017): 11-35.
11. Zhou, Wenxing. "Taiwan's Mainland Policy since the Korean War." In *Explaining Taiwan's Chinese Mainland Policy Change: A Punctuated Equilibrium Perspective*, pp. 19-34. Singapore: Springer Nature Singapore, 2026.
12. Qiang, Xin. "Selective Engagement: Mainland China's Dual-Track Taiwan Policy." In *The Taiwan Question in Xi Jinping's Era*, pp. 64-82. Routledge, 2024.
13. Hickey, D V V. *Taiwan's security in the changing international syste*, Boulder, Colo. Lynne Rienner Publisher, 1997
14. Economy, Elizabeth C. *The world according to China*. John Wiley & Sons, 2021.
15. Hicky D V V, *United States- Taiwan Security ties: from Cold war to beyond containment*, New York: Praeger, 1994
16. Matsuda, Yasuhiro. "Cross-Strait relations under the Ma Ying-jeou administration: From economic to political dependence?." *Journal of Contemporary East Asia Studies* 4, no. 2 (2015): 3-35.
17. Guo, Baogang, and Chung-Chian Teng, eds. *Taiwan and the Rise of China: Cross-strait Relations in the Twenty-first Century*. Rowman & Littlefield, 2012.

18. I yuan ed. Cross- strait relations at the turning point: Institution, Identity and Democracy, Taipei: InternationalRelations, 2008
19. Lewis and Litai vXue, Imagined Enemies: China Prepares for Uncertain War, Stanford: Stanford Univ. press, 2006

## UNIT III

20. Ross, Robert S. "Navigating the Taiwan Strait: Deterrence, escalation dominance, and US-China relations." *International security* 27, no. 2 (2002): 48-85.
21. Roy D, Taiwan : A Political History, Ithaca, N.Y : Cornell Univ.press 1998
22. Lin, Mao. "Taiwan, geopolitics, and US–China relations." *The Geography Teacher* 22, no. 1 (2025): 31-35.
23. Gordon, Susan M., Michael G. Mullen, and David Sacks. "US-Taiwan Relations in a New Era." (2023).
24. Rubinstein, Murray, ed. Taiwan: A new history, New york, M.E Sharpe, 2015
25. Albert, Eleanor. "China-Taiwan Relations." *Council on Foreign Relations* 7 (2016).
26. Tucker, Nancy Bernkopf. *Strait talk: United States-Taiwan relations and the crisis with China*. Harvard University Press, 2009.
27. Bush, Richard C. *Uncharted strait: The future of China-Taiwan relations*. Bloomsbury Publishing USA, 2013.
28. Dumbaugh, Kerry. *Taiwan-US relations: developments and policy implications*. No. CRSR40493. 2009.
29. Cheng, Tuan Y. "Taiwan–US Relations: Close but Uncertain." *China Report* 49, no. 4 (2013): 371-384.
30. Lin, Bonny. "US Allied and Partner Support for Taiwan: Responses to a Chinese Attack on Taiwan and Potential US Taiwan Policy Changes." (2021).
31. Dittmer, Lowell. *Taiwan and China*. University of California Press, 2017.
32. Schubert , Routledge Handbook of Contemporary Taiwan, London, Routledge, 2016
33. Swaine, D . Taiwan's national security, defense policy, and weapons procurement process. Santa Monica. Calif.: Rand,1999
34. Glaser, Bonnie S., Richard C. Bush, and Michael J. Green. *Toward a stronger US-Taiwan relationship*. Center for Strategic and International Studies (CSIS), 2022.
35. Swaine Michael D. and James C Mulvenon, , Taiwan's foreign and defense policies, Santa Monica. Calif.: Rand, 2001
36. Cunningham, Michael. "The American Case for Taiwan." *The Heritage Foundation* (2024).

## UNIT IV

37. Li, Charles. *India and Taiwan: A Reality Check*. Taylor & Francis, 2026.
38. Yang, Chun Chih. "Taiwan's New Southbound Policy: Implications for the Relations between Taiwan and ASEAN." *The Japanese Journal of Law and Political Science* 54, no. 1 (2018): 199.
39. Jacob, Jabin T. "A potential conflict over Taiwan: a view from India." *The Washington Quarterly* 45, no. 3 (2022): 147-162.
40. Balakrishnan, Bhaskar. "Opportunities for India Taiwan science and technology cooperation." *Science and Diplomacy Review* 3, no. 3 (2021): 17-25.
41. Rigger, Shelley. "Competing conceptions of Taiwan's identity: The irresolvable conflict in cross-strait relations." *Journal of Contemporary China* 6, no. 15 (1997): 307-317.
42. Black, Lindsay. "Evaluating Taiwan's New Southbound Policy." *Asian Survey* 59, no. 2 (2019): 246-271.

43. Yang, Alan H. "Strategic Appraisal of Taiwan New People-Centered Southbound Policy: The 4Rs Approach." *Prospect Journal* 18 (2016).
44. Hashmi, Sana. "Situating India in Taiwan's New Southbound Policy." In *Southward Bound*, pp. 79-100. Routledge, 2024.
45. Jaskólska, Aleksandra, and Kumari Mansi. "India's Shifting Stance on Taiwan: Multi-Alignment and Strategic Autonomy." In *Tensions in the Taiwan Strait*, pp. 114-135. Routledge.
46. Chen, Mumin. "Taiwan–India Relations Under the Shadow of a Rising China." In *India and China in the Emerging Dynamics of East Asia*, pp. 43-58. New Delhi: Springer India, 2014.
47. Young Deng and Fei Ling wang, eds., *China Rising*, UK, Oxford 2005
48. Jean-Mare F. Blanchard and Dennis V. Hickey, eds., *New Thinking about the Taiwan Issue: Theoretical Insights into its origins, Dynamics and Prospects*, London & New York, Routledge, 2012.
49. Chong, Ja Ian, David WF Huang, and Wen-Chin Wu. "‘Stand up like a Taiwanese!’: PRC coercion and public preferences for resistance." *Japanese Journal of Political Science* 24, no. 2 (2023): 208-229.
- 50.

**Facilitating the Achievement of Course Learning Outcomes:** Thorough class room teaching / tutorials and assignments for internal assessment and through participating in seminars and workshops

### **DSE-JP-401 Japan's Economic Development**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
<b>Japan's Economic Development</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>NA</b>	<b>Graduation</b>	<b>Graduation</b>

#### **Course Description**

This course attempts to explain the process of economic development in modern Japan by looking at the roles played by the various sectors as well as the State. A comparative approach is used so that the currently developing nations can gain from looking at the Japanese development experience.

#### **Course Objectives**

The objective of the course is to enable the students to understand the economic development experience of Japan from a long term perspective. The actual experience would be compared with some of major theories of economic development.

#### **Course Outcome**

This understanding would help the students to understand how the Japanese economic development took place and the student will be able to critically assess the relevance of various issues of economic development.

### **Course Outline**

#### **UNIT I Historical analysis 10 Hours**

##### **Historical precursor to Japan's economic transformation**

1. Meiji Restoration and the carryover from the past.
2. The Transition Period and creation of Institutions

#### **UNIT II Economic Development in pre-War Japan 12 Hours**

##### **Economic growth of Japan before World War II and Japan's war economy**

1. Industrial Development in the pre-War Era
2. Foreign Trade and its Impact in the pre-War Era
3. Agriculture in Economic Development in the pre-War Era
4. War and its impact

#### **UNIT III External Stimuli 11 Hours**

##### **External factors and situation responsible for Modern days transformation**

1. Occupation Reforms and their impact
2. Education and Growth
3. Recovery and Technology Transfer

#### **UNIT IV Post-war Economic Development 12 Hours**

##### **Post war growth and slowdown, lessons for the other developing countries**

1. High growth period 1955-1973
2. Foreign Trade in the Post-War Era
3. Role of the State
4. Comparative Issues for late comers

### **Reading List**

#### **UNIT I**

1. Smith, Thomas C. 1968. Political Change and Industrial Development in Japan: Government Enterprise, 1868 – 1880 (Stanford: Stanford University Press).

2. Kunio, Yoshihara 1979. Japanese Economic Development: A Short Introduction (Tokyo: Oxford University Press)
3. The Cambridge History of Japan Volume 5 The Nineteenth Century (ed.) Mauris B. Jansen 1989
4. Ohno, Kenichi. The history of Japanese Economic Development: origins of private dynamism and policy competence. Routledge. 2018

## UNIT II

5. Hayami, Yujiro et al. 1991 The Agricultural Development of Japan: A Century's Perspective Tokyo: University of Tokyo Press.
6. Waswo and Nishida eds 2003. Farmers and Village Life in Twentieth-Century Japan London: Routledge Curzon.
7. Hane, Mikiso., 1982 Peasant, Rebels and Outcasts: The Underside of Modern Japan (New York: Pantheon Books).

## UNIT III

8. The Cambridge History of Japan Volume 6 The Twentieth Century (ed.) Peter Duus 1988
9. Francks, Penelope., 1992. Japanese Economic Development: Theory and Practice (London and New York: Routledge).
10. Ryutaro Komiya et al (eds)., 1988. Industrial Policy of Japan (Tokyo: Academic Press, Inc).

## UNIT IV

11. Hugh Patrick and Henry Rosovsky (eds)., 1976. ASIA'S NEW GIANT: How the Japanese Economy Works (Washington, D.C.: The Brookings Institution)
12. Kazushi Ohkawa and Gustav Ranis (eds)., 1985. Japan and the Developing Countries (Oxford: Basil Blackwell).
13. Johnson, Chalmers., 1982. MITI and the Japanese Miracle: Government's Role (California: Stanford University Press).
14. Tsurumi, E. Patricia., 1988. The Other Japan: Postwar Realities (Armonk, New York:: M.E.Sharpe,Inc).
15. Hayashi, Takeshi 1990. The Japanese Experience in Technology: From Transfer to Self-Reliance (Tokyo: United Nations University Press).
16. Ozawa, Terutomo., 1974. Japan's Technological Challenge to the West: Motivation and Accomplishment, 1950 - 1974 (MIT Press).

### **Facilitating the Achievement of Course Learning Outcomes:**

Thorough classroom teaching / tutorials and assignments for internal assessment and through participating in seminars and workshops.

**DSE-JP- 402 Japanese Foreign Policy**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
<b>Japanese Foreign Policy</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>NA</b>	<b>Graduation</b>	<b>Graduation</b>

### Course Description

This course will offer an understanding on the determinants of Japan's foreign policy, Japan's foreign policy making elites, unequal treaties and Japan's foreign policy during the Meiji Restoration, emergence of Japan as a great power, Japan's victories over China and Russia, occupation of Korea and Japanese imperialism, Japan's China policy, militarism, aggression and the World War II, occupation of Japan and Japan-US Relations, economic interdependence and role of ODA, multilateralism, Japan's foreign policy in the post Cold War period, India-Japan relations and current concerns in Japan's foreign policy thinking

### Course Objectives

The objective of this course is to teach students about various aspects of Japan's foreign policy with regards to the changing dynamics in the East Asian region.

### Course Outcome

The students will be able to understand the changing foreign policy goals of Japan.

### Course Outline

#### **UNIT I Determinants and Actors 12 Hours**

1. The determinants of Japan's foreign policy
2. Japan's foreign policy-making elites
3. Unequal treaties and Gunboat Diplomacy

#### **UNIT II Meiji Restoration and Rise of Japanese Imperialism 12 Hours**

1. Meiji Restoration and Emergence of Japan as a great power
2. Japanese imperialism and Intervention in Korea
3. Japan's China policy and creation of Manchukuo

#### **UNIT III Inter War Period and Post-war Occupation of Japan 11 Hours**

1. Militarism, aggression and the World War II
2. Greater East Asia Co-Prosperty Sphere
3. Occupation and Japan-US Relations
4. Economic interdependence

#### **UNIT IV Post Cold War Japan and new Geopolitical Realities 10 Hours**

1. Multilateralism
2. Japan's foreign policy in the post-Cold War period
3. India-Japan relations in the 21st century

## 4. Current concerns in Japan's foreign policy thinking

**Readings**

1. Beasley, W. G. Japanese Imperialism, 1894-1945. London: Clarendon Press, 1987.
2. Nish, Ian. Japanese Foreign Policy in the Interwar Period. Praeger Pub Text, 2002.
3. Cooney, Kevin J. Japan's Foreign Policy Since 1945. M E Sharpe Inc, 2006.
4. Curtis, G.L. Japan's Foreign Policy after the Cold War: Coping with Change. M E Sharpe Inc, 1996.
5. Bialer, Seweryn and Michael Mandelbaum, Eds. The Politics of the Quadrangle: The United States, the Soviet Union, Japan and China in East Asia, Boulder: Westview Press, 1990.
6. Cooney, Kevin J. Japan's Foreign Policy since 1945. New York: M. E. Sharpe, 2006.
7. Hook, G.D. Japan's International Relations: Politics, Economics and Security. New York: Routledge, 2001
8. Inoguchi, Takashi and Purnendra Jain (eds.). Japan's Foreign Policy Today. London: Palgrave Macmillan, 2000.
9. Jansen, Marius B. Japan and Its World: Two Centuries of Change, Princeton, N. J., Princeton University Press, 1980.
10. Katzenstein, P.J. Japan's national security: structures, norms, and policy responses in a changing world. Cornell University, 1993.
11. Maswood, Javed S. Japan and East Asian Regionalism. New York: Routledge, 2001.
10. Nish, Ian. Japanese Foreign Policy in the interwar years. New York: Praeger, 2002.

**Facilitating the Achievement of Course Learning Outcomes:**

Thorough class room teaching / tutorials and assignments for internal assessment and through participating in seminars and workshops.

**DSE-KR-401 South Korea's Economic Development**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
<b>South Korea's Economic Development</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>NA</b>	<b>Graduation</b>	<b>Graduation</b>

**Course Description**

This course covers the land Reform of the 1950s and the foundations of industrialisation, including the Chaebol and the State, industrialisation, the social impact of industrialisation,

Korea's international trade, the crisis and reform in the financial sector, globalisation and regional integration, and the new Korean economy: technology and the service sector.

### Course Objectives

This course aims to give students an understanding about the economic policies of the state in South Korea, role of chaebol and challenges being faced by the South Korean economy.

### Course Outcome

The students will be able to understand the reasons behind rapid economic transformation of South Korea.

### Course Outline

#### UNIT I : Post-War Rehabilitation, Economic Planning, and Policy Transformation **12 Hours**

1. Land Reform of the 1950s and the foundations of industrialisation
2. Rehabilitation, economic planning and policies
3. The Chaebol and the State

#### UNIT II: Industrialisation, Urbanisation and Social Issues **12 Hours**

1. Industrialisation, industrial restructuring and the role of International Financial Institutions
2. Social Impact of Industrialisation: Urbanization, labour mobility and Organisation
3. Labour law, labour policies, unemployment and welfare policies in social inequality

#### UNIT III : Trade and Challenges **11 Hours**

1. Korea's international trade
2. Crisis and reform in the financial sector

#### UNIT IV: New Economy and Globalisation **10 Hours**

1. Globalisation and regional integration
2. New Korean economy: technology and the service sector

### Reading List

#### UNIT I

1. Amsden, A. *Asia's Next Giant : South Korea and Late Industrialization*. Oxford University Press, Oxford, 1989.
2. Cho, Lee-jay and Young-hyung Kim (ed). *Korea's Political Economy: An Institutional Perspective*, Boulder, Colorado: Westview Press, 1994.
3. Park, Jungho, Manhee Han, and Youngjae Lee. "Post-conflict economic recovery and land policy in South Korea between 1948 and the early 1960 s." *Land Use Policy* 141 (2024): 107151.
4. Clifford, M., *Troubled Tiger, Businessmen, Bureaucrats and Generals in South Korea*, M.E. Sharpe, Armonk, NY, 1994.
5. Hong, Yong-Pyo. "North Korea in the 1950s: The Post Korean War Policies and Their Implications." (2004): 215-234.
6. Kim, Min Hwan, and Lan Jin. "South Korean society and the lasting legacy of the Korean War: Ideology, economy and militarization." *The Sociological Review* 74, no. 2 (2026): 398-418.

#### UNIT II

7. Eder, N. *Poisoned Prosperity: Development, Modernization and the Environment in South Korea*, M.E. Sharpe, Armonk, NY, 1996.
8. Gragert, Edwin, H. *Landownership Under Colonial Rule: Korea's Japanese Experience 1900- 1935*, Honolulu, University of Hawaii Press, 1994.
9. Hyung Koo-lee. *The Korean Economy*. New York: State University of New York Press, 1996.

10. Ha, Yong Chool. "Late industrialization, the state, and social changes: The emergence of neofamilism in South Korea." *Comparative Political Studies* 40, no. 4 (2007): 363-382.
11. Kang, Myung-Goo. "Understanding urban problems in Korea: continuity and change." *Development and society* (1998): 99-120.
12. Hamilton, Clive. "Class, State and Industrialisation in South Korea 1." *IDS bulletin* 15, no. 2 (1984): 38-43.
13. Kim, Kyung-Hwan, and Edwin S. Mills. "Korean development and urbanization: Prospects and problems." *World Development* 16, no. 1 (1988): 157-167.

## UNIT III

14. Kearney, Robert P. *The Warrior Worker- The History and Challenge of South Korea's Economic Miracle*, New York, Henry Holt and Co., 1991.
8. Kuznets, Paul W. *Korean Economic Development: An Interpretative Model*, Westport: Praeger, 1994.
15. Dunning, John H., Chang-Su Kim, and Jyh-Der Lin. "Incorporating trade into the investment development path: A case study of Korea and Taiwan." *Oxford development studies* 29, no. 2 (2001): 145-154.
16. Sahoo, Pravakar, Durgesh Kumar Rai, and Rajiv Kumar. *India-Korea trade and investment relations*. No. 242. Working Paper, 2009.
17. Rodrik, Dan. "Trade strategy, investment and exports: another look at East Asia." *Pacific Economic Review* 2, no. 1 (1997): 1-24.
18. Lee, Yong-Shik. "Trade and Development: Lessons from Korea." *Korean Journal of International Trade and Business Law* 25, no. 2 (2016): 51-76.
19. Ursacki, Terry, and Ilan Vertinsky. "Long-term changes in Korea's international trade and investment." *Pacific Affairs* (1994): 385-409.
20. Sharma, R.C. and Kim Dal-choong. Eds. *Korea-India Tryst with Change and Development* New Delhi, Khanna Publishers, 1993.
21. Steers, Richard M., et al. *The Chaebol-- Korea's New Industrial Might*, New York, Harper and Row, 1989.
22. Kim, Shin-Haing, Taegi Kim, and Keunyeob Oh. "International Trade and Economic Growth in the Korean Economy." (2023).
23. Woo, Jung-En. *Race to the Swift: State and Finance in Korean Industrialization*. New York: Columbia University Press, 1992.

## UNIT IV

24. Kim, Nam-Kook, ed. *Globalization and regional integration in Europe and Asia*. Routledge, 2016.
25. Lee, Won-Duck, and Byoung-Hoon Lee. "Korean industrial relations in the era of globalisation." *Journal of Industrial Relations* 45, no. 4 (2003): 505-520.
26. Shin, Kwang-Yeong. "Globalisation and the working class in South Korea: Contestation, fragmentation and renewal." *Journal of Contemporary Asia* 40, no. 2 (2010): 211-229.
27. Kwon, Soonman, and Ian Holliday. "The Korean welfare state: a paradox of expansion in an era of globalisation and economic crisis." *International Journal of Social Welfare* 16, no. 3 (2007): 242-248.
28. Lee, You-il, and Wan-soon Kim. "South Korea's Meandering Path to Globalisation in the Late Twentieth Century." *Asian Studies Review* 34, no. 3 (2010): 309-327.
29. Jeong, Seongjin. "Globalisation and economic crises in the Korean capitalism." *Arthaniti: Journal of Economic Theory and Practice* 17, no. 1 (2018): 31-49.

30. Park, Donghyun, and Kwan-ho Sin. *Performance of the Services Sector in Korea: An Empirical Investigation*. Washington, DC, USA: Peterson Institute for international Economics, 2012.
31. Kim, Bae-Geun. "Technological advances in manufacturing and their effects on sectoral employment in the Korean economy." *Economic Modelling* 126 (2023): 106433.
32. Park, Donghyun, and Kwanho Shin. "The service sector in Asia: is it an engine of growth?." *Asian Development Bank Economics Working Paper Series* 322 (2012).

### Facilitating the Achievement of Course Learning Outcomes:

Thorough classroom teaching/tutorials and assignments for internal assessment, and through participating in seminars and workshops.

## SBC-EAS-401 Chinese/Japanese/Korean Language

### Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Language : Chinese/Japanese/Korean	2	1		1	Graduation	Graduation

### Course Description

Students will choose any of the three languages offered by the Department, namely Chinese, Japanese, or Korean. She/he will pursue the same language in all four semesters.

### Objectives of the Course

This course will introduce basic grammar, sentence patterns, and greetings in Chinese, Japanese, and Korean. Students will be taught basic knowledge through which they will have a feel for the language and culture of the country they are studying.

### Course Outcome

Gain knowledge of scripts, basic grammar, and students should be able to recognise and read the language at an elementary level.

### Course Outline

#### 2. CHINESE

#### Unit I

**15 hours**

#### Spoken skills:

- Improve spoken skills for basic conversation through various methods, including:

- Expanding vocabulary and practice using them in sentences
- Learning common phrases and expressions used in everyday conversations
- Reading and understanding of the texts and practice of the common sentence patterns and dialogues learnt from the text

**Writing:**

Learning about 200 Chinese characters, focusing on:

- Categories of Chinese characters, and the difference between them
- Background of a character's structure and its role in understanding its meaning
- Original and simplified characters, their similarity and difference

**Unit II****15 Hours****Grammar:**

- Complements and their relations to verb/adjective
- Types of rhetorical questions
- Types of comparative sentences

**Listening exercises:**

- Listening to recordings of textbook lessons to better comprehend the pronunciation, rhythm, and flow of the language
- Listening to long conversations and short monologues in slow to normal speed
- Practice tone pairs and tone sandhi, learn how change in tone affects the meaning of a word

**c. JAPANESE****Unit I****15 hours****Spoken skills:**

Improved fluency in basic conversation. Can express opinions, describe daily routines, give directions, and make polite requests. Increased confidence in using both polite and plain speech in appropriate contexts.

**Writing:**

Fluent in using *hiragana* and *katakana*. Able to write using approximately 160 *kanji*. Can compose structured paragraphs (e.g., personal letters, event descriptions, short opinion pieces).

**Unit II****15 hours****Grammar:**

Expanded grammar proficiency, including:

- Verb forms: Potential (～られる), Volitional (～ましょう／～よう), Imperative, Conditional (～たら), and ～たり～たりする
- Advanced particles: しか, だけ, でも, までに, によって
- Sentence structures: ～ことができる, ～ないでください, ～でもいい, ～なければならない, ～ながら

**Listening skills:**

Comprehends longer dialogues and short monologues in slow to normal speed. Understands context, speaker intentions, and can catch details in classroom or daily-life conversations.

## d. KOREAN

**Unit I****15 hours****Spoken skills:**

It covers self-introduction, explaining the surrounding environment, description of family and friends, interaction with seniors, teachers, and unknown persons

**Writing:**

The writing part focuses on, with the help of a set of vocabulary, the student writes a paragraph, essays on given topics, makes sentences with jumbled words, translation from Korean to English and vice versa.

**Unit II****15 Hours****Grammar:**

uses of Korean grammar, making sentences in imperative, interrogative, active and passive forms. Knowledge of grammar enhances critical analysis on any topic and makes conversations on given free topics.

**Listening exercises:**

It helps to comprehend situation-based listening contents using the language lab or verbal communication given by the teacher. Students should summarise listening through a short video or reading content on common topics.

**Readings****A) CHINESE**

1. *Jichu Hanyu Keben*, di yi ce (Elementary Chinese Readers, Book 1), Beijing: Sinolingua, 2008 (Revised ed.)
2. *Zhongwen Ting Shuo Du Xie* (Integrated Chinese, Textbook 1, Simplified Character), Boston: Cheng and Tsui, 2016 (4th ed.)
3. *Fazhan Hanyu: Chuji Duxie*, I (Developing Chinese: Elementary Reading and Writing Course 1), Beijing: Beijing Language and Culture University Press, 2012 (2nd ed.)
4. *Fazhan Hanyu: Chuji Tingli*, I (Developing Chinese: Elementary Listening Course 1), Beijing: Beijing Language and Culture University Press, 2012 (2nd ed.)
5. *Fazhan Hanyu: Chuji Kouyu*, I (Developing Chinese: Elementary Speaking Course 1), Beijing: Beijing Language and Culture University Press, 2012 (2nd ed.)
6. Teaching material prepared by the Department

**Note:** The content of the course and the reading material will be decided by the course teacher at the beginning of each semester.

**B) JAPANESE**

1. *Nihongo shokyuu* 1. Tokyo University of Foreign Studies, Tokyo. 2012
2. Hasegawa, Yoko et al. *Shokyuu nihongo Vol. 1*. The Japan Times. 1995
3. *Minna no nihongo shokyu 1*. 3A Corporation. 2012-13
4. *Genki: An Integrated Course in Elementary Japanese 1*. The Japan Times. 2020
5. Teaching material prepared by the Department

**Note:** The content of the course and the reading material will be decided by the course teacher at the beginning of each semester.

### **C) KOREAN**

1. Text book: Bharti Korean Intermediate, Goyal Publication, 2017, Lessons:1-10
2. Bharti Korean Workbook, Indo-American Publications, 2007
3. Bharti Korean Reading Comprehension 1, ManakPublications, 2008
4. Korean through English 1, Seoul National University, Seoul, Korea, 2001
5. Pathfinder in Korea 1, Ehwa Women University, Seoul, 2003
6. Teaching material prepared by the Department

**Note:** The content of the course and the reading material will be decided by the course teacher at the beginning of each semester.

### **Facilitating the Achievement of Course Learning Outcomes**

The teaching-learning-evaluation process is done through the following means:

- Teaching through classroom lecture, audio-visual training in language laboratory and through performing arts
- Skill enhancement through assignment of homework, participation in quiz and seminar, and presentations on given topics
- Evaluation through internal assessment assignment, mid-semester and end-semester examinations.

### **EAS-Workshop/Internship/Hands-on training 401**

#### **Objective:**

Students will receive industry-related training to develop their research tools, techniques, methodologies, and policy analysis skills.

**Outcome:** Students will be required to submit a certificate for an internship from a ministry/university/college/industry/think-tanks, or a certificate of participation in a workshop/Hands-on training on research methodology/specific skills/ subject-specific topic/, organised by a ministry/university/college/industry/think-tanks.

### **General Electives courses offered by DEAS**

The Department of East Asian Studies also offers Generic Elective courses for are open to students of other Departments of the University under NEP. Such students may apply through the Head of the Department where they are enrolled for the M.A. Programme. The intake will be restricted by the availability of seats. The maximum numbers and eligibility criteria for the Generic Elective courses for students from outside the department will be decided by the department at the beginning of each semester. Students of other departments, opting for the Generic Elective courses, will have to abide by the various rules and regulations of the Department of East Asian Studies. Any request for readjustment of time-tables, and rescheduling of submission of assignments or conduct of mid-semester and end-semester examinations will not be entertained.

Department of East Asian Studies, University of Delhi

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