

UNIVERSITY OF DELHI
MASTER OF ARTS IN EAST ASIAN STUDIES

NEP-2020 based PGCF (First-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, Japanese, Chinese and Korean Language. 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.

In M.A. and Ph.D. in East Asian Studies, language is a compulsory component, and students must learn one of the three East Asian languages: Chinese, Japanese and Korean. The department also offers full-time postgraduate diplomas in Chinese, Japanese, and Korean languages, besides part-time certificate, diploma, and advanced diploma courses in Chinese, Japanese and Korean languages in 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

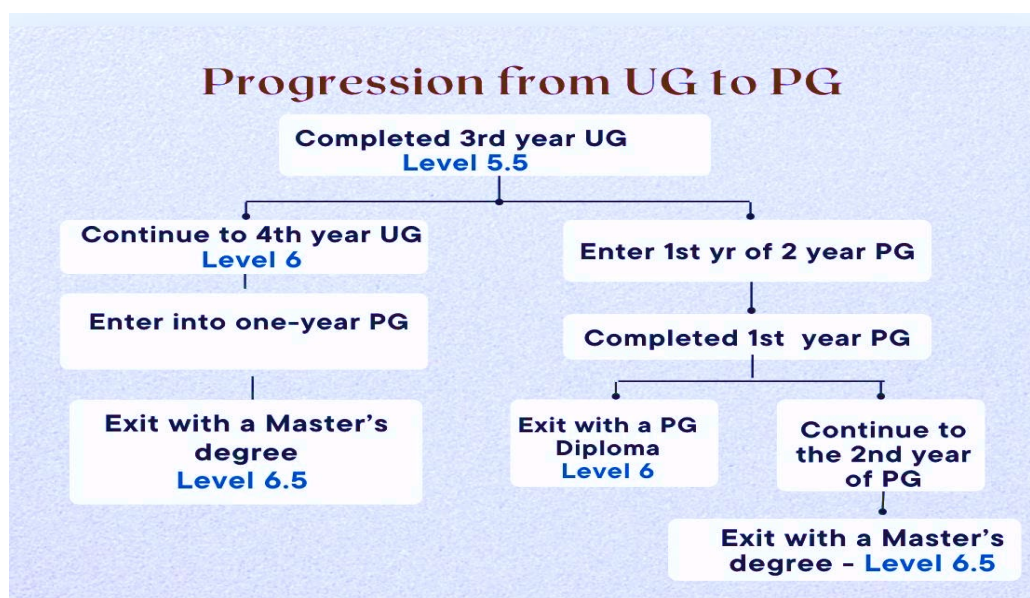
- A. 'Academic Programme' means an entire course of study comprising its programme structure, course details, evaluation schemes, etc., designed to be taught and evaluated in a teaching Department/Centre or jointly under more than one such Department/ Centre.
- B. 'Course' means a segment of a subject 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.

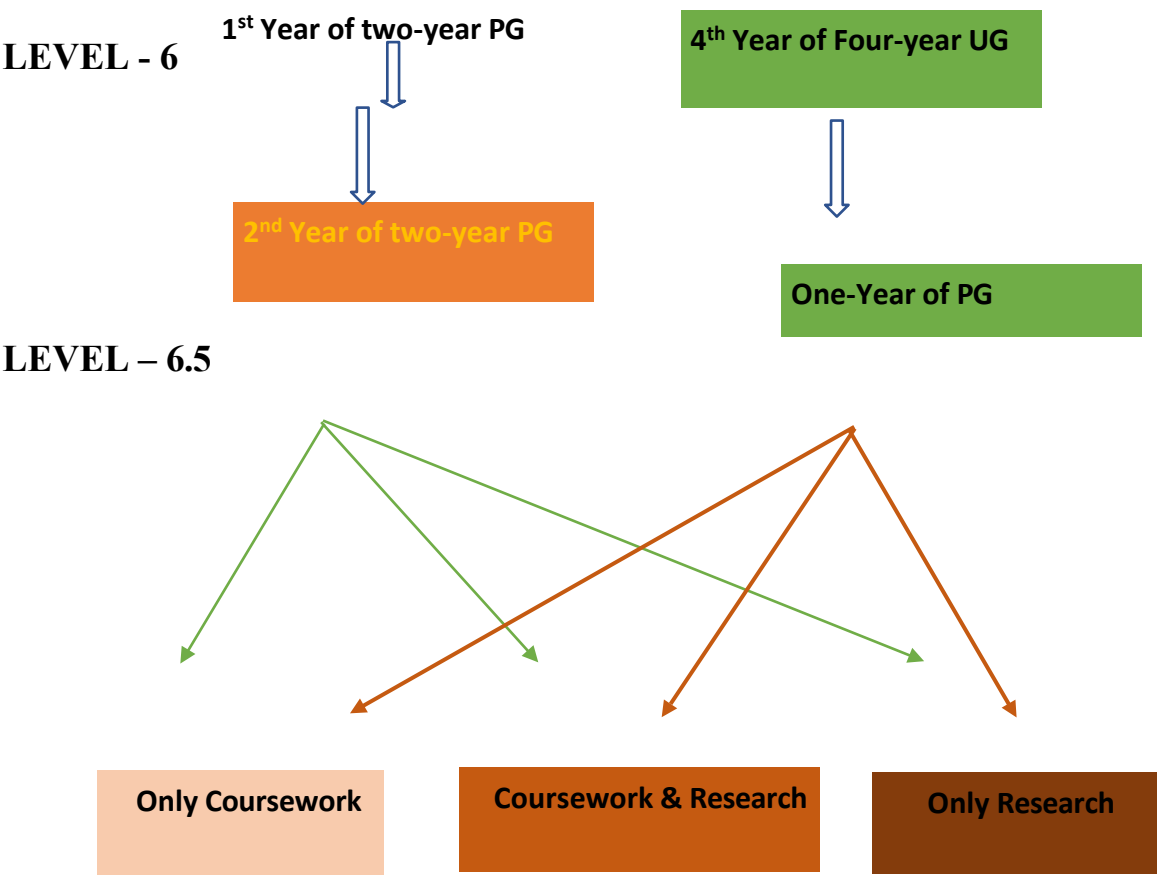
2.2 Progression from UG to PG:



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
Semester- I	DSC-1 DSC -2 DSC - 3 (12 credits)	Two DSEs OR One DSE & One GE (8 credits)	Skill-based course/ workshop/ Specialised laboratory/ Hands on Learning (2 credits)	Nil	22
Semester- II	DSC-4 DSC -5 DSC - 6 (12 credits)	Two DSEs OR One DSE & One GE (8 credits)	Skill-based course/ workshop/ Specialised laboratory/ Hands on Learning (2 credits)	Nil	22

**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	To tal Cre dits
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

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 4th Year of the UG programme.** It may be an extension though of the work done in the 4th Year of UG programme.*

A. Outcomes expected of the Dissertation writing track in the 2nd 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 2nd 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
Semester -III	1 DSC (course related to the area identified for research) (4 Credits)	1 DSE (course related or allied to the area identified for research (4 Credits)	(a) Advanced Research Methodology of the core discipline + (b) Tools for Research (2x2 = 4 credits)	Outcomes are listed below the table (10 credits)	22

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

- English shall be the medium of instruction and examination.
- Assessment of students' performance shall consist of the following components
 - Internal Assessment-30 (Attendance-5, Assignment-25,

- Mid Semester Examinations -for language courses only- 25 marks)
- End-Semester Examinations-70 marks

Pass Percentage & Promotion Criteria

A student has to score a minimum of 40% in each course, separately in the end-semester examination (28 out of 70 marks), and in the total (40 to 100 marks) to pass the course. No separate pass is required in the internal assessment component. Students failing in an individual course are allowed to repeat only the end-semester examinations in the next appropriate session, but within the span period of four years. There is no provision for repeating, resubmitting, or resubmitting any of the components of internal assessments (assignment and mid-semester examination).

Students of the department selecting generic elective courses from other departments will be governed by their rules, while students of other departments selecting generic elective courses from this department will be governed by this department's rules.

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

1st Year of PG curricular structure for 2-year PG Programmes (3+2)**Semester I (22 Credits)**

3(DSC) x 4 (credit) =12 credits;

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

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

DSC	DSC-EA-101	History of East Asia
DSC	DSC-EA-102	Society and Culture in East Asia
DSC	DSC-EA-103	International Relations in East Asia
DSE	DSE-CH-101	Modern China
DSE	DSE-CH-102	Chinese Society and Culture
DSE	DSE-JP -101	Pre-Modern Japan
DSE	DSE-JP-102	Japanese Society and Culture
DSE	DSE-KR-101	Pre-Modern Korea

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DSE	DSE-KR-102	Korean Society and Culture
GE	GE	GE: From any other department

Skill-Based Courses (SBC)

SBC-EAS-101	Chinese/Japanese/Korean Language - I
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Generic Elective (GE) Courses: 4 Credits

GE	EAS-GE-101	Modern China
GE	EAS-GE-102	Pre-Modern Japan
GE	EAS-GE-103	Pre-Modern Korea
DSE	EAS-GE-104	Chinese Society and Culture
DSE	EAS-GE-105	Japanese Society and Culture
DSE	EAS-GE-106	Korean Society and Culture

Semester II (22 Credits)

3(DSC) x 4 (credit) =12 credits;

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

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

DSC	DSC-EA-201	Political Economy of East Asia
DSC	DSC-EA-202	East Asia and the World
DSC	DSC-EA-203	Indian Knowledge System in East Asia
DSE	DSE-CH-201	Intellectual Debates in Modern China
DSE	DSE-CH-202	Government and Politics of China
DSE	DSE-CH-203	Chinese Literature
DSE	DSE-JP -201	Modern Japan
DSE	EAS-JP-202	Politics and Governance of Japan
DSE	EAS-JP-203	Japanese Literature
DSE	DSE-KR-201	Korean Government and Politics

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DSE	DSE-KR-202	Korean Literature
GE	GE	GE: From any other department

Skill-Based Courses (SBC)

SBC-EAS-201	Chinese/Japanese/Korean Language -II
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Generic Elective (GE) Courses

GE	EAS-GE-201	Intellectual Debates in Modern China
GE	EAS-GE -202	Government and Politics of China
GE	EAS-GE-203	Politics and Governance of Japan
GE	EAS-GE-204	Korean Government and Politics

Total credits of the course = Semester I + II = 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:

The foreign nationals seeking admission in the Department shall have to register with the Foreign Students Registry (FSR) in compliance with the schedule notified by the FSR. No Foreign students will be admitted directly by the Department/Colleges. The intake of foreign nationals would be three per cent of the total intake. The website link is: <http://fsr.du.ac.in>.

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

1.	DSC-EA-101	History of East Asia
2.	DSC-EA-102	Society and Culture in East Asia

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3.	DSC-EA-103	International Relations in East Asia
4.	DSC-EA-201	Political Economy of East Asia
5.	DSC-EA-202	East Asia and the World
6.	DSC-EA-203	Indian Knowledge Systems in East Asia

List of Department-Specific Elective Courses (DSE)

1.	DSE-CH-101	Modern China
2.	DSE-CH-102	Chinese Society and Culture
3.	DSE-JP -101	Pre-Modern Japan
4.	DSE-JP-102	Japanese Society and Culture
5.	DSE-KR-101	Modern Korea
6.	DSE-KR-102	Korean Society and Culture
7.	DSE-CH-201	Intellectual Debates in Modern China
8.	DSE-CH-202	Government and Politics of China
9.	DSE-CH-203	Chinese Literature
10.	DSE-JP -201	Modern Japan
11.	DSE -JP-202	Politics and Governance of Japan
12.	DSE -JP-203	Japanese Literature
13.	DSE -KR-201	Korean Government and Politics
14.	DSE -KR-202	Korean Literature

List of Generic Elective Courses (GE):

1.	EAS-GE-101	Modern China
2.	EAS-GE-102	Pre-Modern Japan
3.	EAS-GE-103	Modern Korea
4.	EAS-GE--104	Chinese Society and Culture

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5.	EAS-GE-105	Japanese Society and Culture
6.	EAS-GE-106	Korean Society and Culture
7.	EAS-GE-201	Intellectual Debates in Modern China
8.	EAS-GE -202	Government and Politics of China
9.	EAS-GE-203	Politics and Governance of Japan
10.	EAS-GE-204	Korean Government and Politics
11.	EAS-GE-205	Modern Japan

List of Skill-Based Courses (SBC)

1.	EAS-SBC-101	Chinese/Japanese/Korean Language
2.	EAS-SBC-201	Chinese/Japanese/Korean Language

VI. Course-Wise Content Details for M.A. in East Asian Studies Programme
Course Description, Objectives, Outcomes & Details
Course Outline

HISTORY OF EAST ASIA (DSC-EAS-101)

Course Description

The objective of the compulsory paper titled “History of East Asia” as a compulsory course in the first semester of the M.A. in East Asian Studies, is to acquaint the students with the major events, dynasties and historical phenomena in the course of the evolution and shaping of the civilisation in the East Asian region in general and the three regions, namely China, Japan and Korea in particular, in a chronological order, to serve as a backdrop for the study of issues of social, political and economic changes in other compulsory and optional papers.

Course Objective

The objective of this course is to present an overview of the major trends of historical changes that took place in three East Asian countries: China, Japan and Korea. As a compulsory course, this course is designed to serve as background knowledge for students to acquaint themselves with the civilisation of East Asia.

Course Outcome

This course would create a foundation for the students of East Asian students to pursue further the various aspects of East Asia, such as economy, politics, culture, society, foreign relations, philosophy, art, literature, etc. in due course of time.

Course Outline

History of China

1. Major patterns, trends and characteristics of Chinese History
2. Ideology and the Chinese state -from Pre-Qin (pre-221 BCE) to the Qing (1644-1911)
3. Sovereignty and state legitimization- from Pre-Qin to the Qing era
4. From aristocracy to bureaucracy- from pre-Qin to the Qing
5. Sino-barbarian relations- from pre-Qin to the Qing
6. The patterns of the Chinese economy- from pre-Qin to the Qing
7. Military transformation and development- from pre-Qin to the Qing
8. Chinese Maritime Past- from pre-Qing to the Qing
9. China and the Outer World- from pre-Qin to the pre-modern era
10. Coming of the West and Chinese Nationalism- mid-19th to mid-20th century

History of Japan

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1. Archaeological evidence and the beginnings of Japanese civilisation: From Palaeolithic Age and Neolithic Age to Jōmon period and the Settled Agricultural community of the Yayoi period.
2. Emergence of social stratification and the State: The Tomb culture and the nature of clan politics of the Yamato State
3. Sinification of the Yamato state and society: Buddhism and its impact on society, culture, administrative reorganisation, art, architecture, literature and philosophy
4. Economic Crisis and the Decline and disintegration of the centralised Japanese empire: Shōen system (Land grants) and the emergence of regional lords
5. Aristocracy in Japanese society and politics: Fujiwara hegemony and the emergence of a culture of landed elites in Japanese society and politics
6. Military in Politics: Evolution and rise of the Samurai class in Japanese society and politics and its impact on the social, economic and political reorganisation
7. Military Aristocracy and the Era of Warring States: Decentralised feudalism and evolution of region-specific patterns of culture, art, architecture
8. Reunification of Japan and the emergence of a centralised feudal set-up under the Tokugawa Shogunate
9. Characteristic features of Tokugawa polity, society, culture and economy
10. Decline of Tokugawa feudalism and transition to Japanese capitalism: Meiji period reforms and its impact on Japanese society, culture and economy

History of Korea

1. Ancient Korea- People, its foundation and Gojoseon
2. The Three Kingdoms- Goguryeo, Baekje, and Shilla
3. The United Kingdom of Shilla and Balhae
4. Goryeo Dynasty- Buddhist Culture, Bureaucracy, International Relations
5. Joseon Dynasty (1)- Foundation and the Two Wars
6. Joseon Dynasty (2)- 18th and 19th century Development and Struggle
7. Japanese Colonial Period (1910-1945)- Colonial Policy and Korean Nationalism
8. Independence and the Korean War (1945-1953)- Partition and war effects
9. The Cold War- the North vs. South Korea
10. Contemporary Korea- Political and Economic Developments

Reading List

1. Paul Ropp (ed.), *Heritage of China* (Berkeley: University of California Press, 1990)
2. John K. Fairbank and Merle Goldman, *China: A New History* (Cambridge: Harvard University Press, 1998).
3. Cho-Yun Hsu, *China: A New Cultural History* (New York: Columbia University Press, 2006).
4. Jack Gray, *Rebellions and Revolutions, China from the 1800s to the 1980s* (Oxford: Oxford University Press, 1990).
5. Peter Zarrow, *China in War and Revolution, 1895-1949* (London: Routledge, 2005).
6. J. W. Hall, *History of Japan: From Prehistory to Modern Times*, Littlehampton, 1970
7. G.B. Sansom, *Japan: A Short Cultural History*, Appleton, 1962
8. William Wayne Farris, *Japan to 1600: A Social and Economic History*, University of Hawaii Press, 2009

9. Mikiso Hane, Japan: A Short History, One World, 2013 Conrad Totman, A History of Japan, Wiley Blackwell, 2014
11. Carter J. Eckart et al., Korea Old and New: A History (Seoul, Ilchokak Publishers (in Association with Korea Institute, Harvard University), 1990)
12. Bruce Cumings, Korea's Place in the Sun: A Modern History (New York: W W Norton, 1997).
13. Michael J. Seth, A History of Korea: From Antiquity to the Present (Lanham, Maryland: Rowman and Littlefield Publishers, 2011).
14. Andrew C. Nahm, Korea: Tradition and Transformation- A History of Korean People (Elizabeth, NJ, Hollym International, 1988).
15. Man-Gil Kang, A History of Contemporary Korea (Folkestone, Kent, Global Oriental, 2005).

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

DSC-EA-102 SOCIETY AND CULTURE IN EAST ASIA

Course Description

This course is designed to introduce East Asian society and culture, examining its rich tradition and culture, family, marriage, religion, education and social movements. The paper will also acquaint the student with the traditional social structures and value systems of East Asia. This paper will examine the complexities of social issues and deviance in contemporary East Asian Society. Key sociological concepts, theories, and frameworks necessary for analysing East Asian society and culture will be introduced.

Course Objectives

1. To comprehend the salient aspects of East Asian society and its Culture.
2. Understand the ethics, beliefs, education and value system of China, Japan and Korea.
3. To study various social institutions and social phenomena of East Asia.
4. Analyse East Asian society from the perspective of sociological theories.

Course Learning Outcomes

Gain a nuanced understanding of East Asian society & culture and appreciate the diversity and richness of its traditions. It will enable the students to establish their own critical perspectives on contemporary East Asian society. To develop an awareness of ethical, social and cultural issues and be able to grasp the importance of working culture of professional skills and responsibilities.

Course Outline

1. Introduction to East Asian Society
2. Social Structures and Institutions in East Asia: Family, Filial Piety, Kinship, Education, Religion, State and Economy
3. Social Stratification in East Asia
4. Social Organisations: Work Culture, Employment, Business and Management in East Asia
5. Culture: Popular Culture and Social Trends in East Asia
6. Social Processes: Social Change and Modernisation
7. Social Movements and Civil Society

8. Social Issues and Deviance in Contemporary East Asian Societies

Reading List

1. Broadbent, Jeffrey, Brockman, Vicky. (2011), (Eds.) *East Asian Social Movements: Power, Protest, and Change in a Dynamic Region*. Springer.
2. Chie Nakane, (1970), *Japanese Society*. University of California Press, Berkeley.
3. Donald Denoon et.al. (2001), *Multicultural Japan: Palaeolithic to Postmodern*. Cambridge University Press.
4. Emiko Ochiai, (1997), *Japanese Family in Transition: A Sociological Analysis of Family Change in postwar Japan*. LTCB International Library Foundation.
5. Ebrey, Patricia, (1984), "Introduction: Family Life in Late Traditional China", *Modern China*, Vol. 10, No.4, pp. 379-385.
6. Fei, Xiaotong, trans. Gary G. Hamilton and Wang Zheng, (1992), *From the Soil: The Foundations of Chinese Society*. University of California Press.
7. H. Byron Earhart, (2013), *Religion in Japan: Unity and Diversity*. Wadsworth Publishing, 5 edition.
8. Hee Yeon Cho, Lawrence Surendra, Hyo-je Cho (2013), (eds.) *Contemporary South Korean Society: A Critical Perspective*. Routledge.
9. Jacka, Tamara, Andrew B. Kipnis, and Sally Sargeson, (2013), *Contemporary China: society and social change*. Cambridge University Press.
10. Jon Hendry, (1987), *Understanding Japanese Society*. Croom Helm, London.
11. Margery Wolf and Roxane, Witke, (2008), *Women in Chinese Society*. ACLS Humanities.
12. Laurence G. Thompson, (1995), *Chinese Religion: An Introduction*. Wadsworth Publishing.
13. Roger Janelli, Dawnhee, Janelli, (1982), *Ancestor Worship and Korean Society*. Stanford University Press.
14. Peilin Li. (2012), (ed.) *Chinese Society: Change and Transformation*. Routledge.
15. Schwartz, Frank J; Pharr, Susan J Pharr, (2003), *State of Civil Society in Japan*, Cambridge University Press, New York.
16. W. John Morgan, Bin Wu (2011). (ed.) *Education Reform in China: Beyond the Expansion*, Routledge.
17. Xiaowei, Zang (2019), (2nd ed.), *Understanding Chinese Society*, Routledge.

Facilitating the Achievement of Course Learning Outcomes:

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

DSC-EAS-103 International Relations in East Asia**Course Descriptions**

This course introduces the interdisciplinary field of International Relations and Area Studies. It seeks to elucidate the complexities inherent in global, regional and local diversity and the interaction between global processes and local contexts. The course is designed to equip students with analytical tools and theoretical frameworks for further research.

Course Objective

This course aims to introduce graduate students to theories of International Relations, with a particular emphasis on the local dimensions of these theories and the evolving school of international relations theories in India and East Asia.

Course Outcome

Students will develop the ability to comprehend and apply various theories of International Relations, such as Realism, Liberalism, Constructivism, the Relational Approach, Japanese IR, Korean Universalism, Global IR and the India Way, in their future research endeavours and utilise suitable approaches to conduct research. Furthermore, they will be equipped to employ an area studies approach to refine and expand their understanding of Area Studies.

Course Outline

1. Introduction to International and Area Studies
2. International Relations Theory
3. INDIA Way
4. Chinese School of IR Theory
5. Japanese International Relations
6. Korean Universalism
7. ASEAN WAY
8. Global South Order
9. Pluriversal IR

Reading List

1. Acharya, Amitav. *International relations and area studies: Towards a new synthesis?*. Institute of Defence and Strategic Studies, Nanyang Technological University, 2006.
2. Cumings, Bruce. "Boundary displacement: Area studies and international studies during and after the Cold War." *Bulletin of Concerned Asian Scholars* 29, no. 1 (1997): 6-26.
3. Katzenstein, Peter J. "Area studies, regional studies, and international relations." *Journal of East Asian Studies* 2, no. 1 (2002): 127-137.
4. Szanton, David L., ed. *The politics of knowledge: Area studies and the disciplines*. Univ of California Press, 2004.
5. Devetak, Richard, Jim George, and Sarah Percy, eds. *An introduction to international relations*. Cambridge University Press, 2017.
6. Waltz, Kenneth N., *Theory of International Politics*, (New York: Random House, 1979). Singer,
7. Morgenthau, Hans J. *Politics Among Nations*, (New York: McGraw-Hill, 1993), pp. 3-17.
8. Carr, E.H., 'The Realist Critique', *The Twenty Years' Crisis 1919-1939*, (New York: Palgrave, 1981), pp. 63-88
9. Keohane, Robert and Joseph Nye, *Power and Interdependence*, (London: Harper Collins, 1989).

10. Wendt, A., 1992. Anarchy is what states make of it: the social construction of power politics. *International organization*, 46(2), pp.391-425.
11. Booth, K., 2002. Security and self: reflections of a fallen realist. In *Critical Security Studies* (pp. 83-119). Routledge.
12. Ruggie, J.G., 1998. What makes the world hang together? Neo-utilitarianism and the social constructivist challenge. *International organization*, 52(4), pp.855-885.
13. Tickner, J.A., 1988. Hans Morgenthau's principles of political realism: A feminist reformulation. *Millennium*, 17(3), pp.429-440.
14. Cox, Robert, 'Social Forces, States, and World Orders: Beyond International Relations Theory', *Millennium: Journal of International Studies* 10(2), 1981, pp. 126-155.
15. Devetak, R., 1995. Critical Theory' in Burchill, S.(et al.). *Theories of International Relations*.
16. Linklater, A., 1995. *Marxism*. Burchill, S.(et al.). *Theories of International Relations*
17. Ashley, R. K. (1987). The Geopolitics of Geopolitical Space: Toward a Critical Social Theory of International Politics. *Alternatives*, 12(4), 403-434.
18. Shih, C.Y., 2024. The mission of relational IR and the translation of the Chinese relational school. *International Politics*, pp.1-15.
19. Qin, Y., 2020. A multiverse of knowledge: Cultures and IR theories. In *Globalizing IR Theory* (pp. 139-157). Routledge.
20. Acharya, A., 2023. Before the Nation-State: Civilisations, World Orders, and the Origins of Global International Relations. *The Chinese Journal of International Politics*, 16(3), pp.263-288.
21. Acharya, Amitav and Barry Buzan, 'Why is there no non-Western IR Theory? An Introduction,' *International Relations of the Asia-Pacific*, 2007, 7(3), pp. 287-312.
22. Acharya A., Buzan B., eds. *Non-Western International Relations Theory: Perspectives on and beyond Asia*. Routledge, London, UK, 2010. 256 p.
23. Yan Xuetong. Theory of International Relations of Moral Realism. *International Studies*, 2014, no. 5, pp. 102-127 (In Chin.)]
24. Zhang Feng. The Tsinghua Approach and the Inception of Chinese Theories of International Relations. *The Chinese Journal of International Politics*, 2011, no. 5(1)
25. Jervis, Robert, *Perception and Misperception in International Politics*, (Princeton: Princeton University Press, 1976).
26. Bull, Hedley, 'Society and Anarchy in International Relations' in James Der Derian (ed.), *International Theory: Critical Investigations*, (New York: New York University Press, 1995)
27. Bull, Hedley, *The Anarchical Society: A Study of Order in World Politics*, (Hampshire: Palgrave, 1977).

28. Buzan, Barry, 'From International System to International Society: Structural Realism and Regime Theory Meet the English School', *International Organization*, 47(3), 1993, pp. 327- 52.
29. Acharya, Amitav, Antoni Estevadeordal, and Louis W. Goodman. "Multipolar or multiplex? Interaction capacity, global cooperation and world order." *International Affairs* 99, no. 6 (2023): 2339-2365.
30. *Chakravartin*: Empire in Ancient India (From various sources)
31. Bajpai, Kanti, and Evan A. Laksmana. "Asian conceptions of international order: what Asia wants." *International Affairs* 99, no. 4 (2023): 1371-1381.
32. Zarakol, Ayşe. *Before the West: The rise and fall of Eastern world orders*. Cambridge University Press, 2022.

Facilitating the Achievement of Course Learning Outcomes: Through classroom teaching/seminars, assignments/presentations/mid-semester for internal assessment.

DSE-CH-101 Modern China

Course Description

This course will focus on the changes and developments in China from the Opium War to the decline of the Qing dynasty. It will consider the political, economic, cultural and societal developments between 1840 and 1911 and reflect upon the implications of this period for Chinese history.

Course Objectives

Familiarise students with the evolution, nature, distinct characteristics, problems of the Chinese political system, and changes and developments in China between 1840 and 1911.

Course Outcomes

To enhance the skills of the students in analysing major issues, events, and problems and acquiring the ability to use different social science approaches in understanding the politics of imperialism and the reforms of China.

Course Outline

1. The Opium War and the establishment of the treaty port system
2. Early reform efforts
3. Agrarian unrest and the mid-century crisis
4. Institutional reforms
5. Intellectual ferment
6. The role of Chinese diasporas
7. From empire to nation
8. China and the West
9. China and East Asia
10. Decline of the Qing monarchy

11. The shifting base of Chinese politics

Reading list

1. Kuhn, Philip A. *Origins of the Modern Chinese State*. Stanford: Stanford University Press, 2002.
2. Tze-ki Hon and Robert J. Culp (eds). *The Politics of Historical Production in Late Qing and Republican China*. Leiden: Koninklijke Brill, 2007.
3. Gray, Jack. *Rebellions and Revolutions: China from the 1800s to the 1980s*. Oxford: Oxford University Press, 1990.
4. Cohen, Paul and John E. Schrecker (eds). *Reform in 19th-century China*. Cambridge: Harvard University Press, 1976.
5. Cameron, Meribeth E. *The Reform Movement in China: 1898-1912*. New York: Octagon Books, 1963.
6. Chan Sin-wai. *Buddhism in Late Ch'ing Political Thought*. Hong Kong: Chinese University Press, 1985.
7. Chan, Wellington K.K., *Merchants, Mandarins and Modern Enterprise in Late Ch'ing China*.

DSE-CH-102 CHINESE SOCIETY AND CULTURE**Course Description**

This course will provide a foundational understanding of the sociological perspectives on Chinese society and culture. The course offers some of the basic underpinnings of sociological concepts, theories, and frameworks necessary for analysing Chinese society. Students will be encouraged to think critically about the ways in which China's contemporary developments are seen in pre- and post-modern China, and to give them the perspectives to pursue further engagement with China. The course will introduce many aspects of Chinese lived experiences, including urban and rural China, interpersonal relationships, ethnicity, culture, customs, marriage, family, kinship, social structures & stratifications, and some of the social issues.

Course Objectives

This course aims to gain a deeper and broader understanding of the structures and processes that constitute the Chinese society and culture be familiar with sociological holistic perspectives. Learn to analyse issues in Chinese society & culture and integrate the theoretical knowledge with available empirical evidence.

Course Learning Outcomes

Upon completing this course, students will be able to;

- To acquire knowledge of the characteristic features of Chinese culture, society, religion.
- Be acquainted with a wide range of classical and contemporary topics, themes, and theoretical frameworks in the study of Chinese society.
- Reflect on the challenges of social issues based on the analysis and strengthen to establish their own critical perspectives on China.
- To be able to engage in academic writings and improve communication skills through constant class presentations and dialogue.

Course Outline

1. Approaches to the study of society
2. Socialisation & its agencies, Social groups & organisations, Basic institutions such as Education, Religion, Health care Systems in China
3. Family, Marriage and Kinship system in China: Individual, family & marriage; parenting, child rearing, caregiving; kin and lineage.
4. Social structure and stratification: The *Danwei*, Commune, *Guanxi*, Urban *Hukou*, Women, Youth & Children, Rural-urban divide and Ethnicity
5. Social change and processes: Modernisation, Westernisation, Urbanisation, Migration and Globalisation
6. Culture: Change and continuity, Material & Non-material Culture, Food, Clothing, Festivals, Etiquettes & Customs, Art, Architecture, Crafts & Sports and Popular Culture
7. Media, the Internet and Civil Society
8. Current social issues and overview: Stress, Depression & Suicide; Drug, Alcoholism & Crimes among Youth, Poverty and Unemployment, Demographic Transition, Corruption, Social Security and Environmental Issues

Readings

1. Arkush, R. David, (1981), "Fei Xiaotong and Sociology in Revolutionary China," Harvard East Asian Monographs, USA.
2. Baker Hugh, (1979), *Chinese Family and Kinship*. New York: Columbia University Press.
3. Bian Yanjie, (1994), *Work and Inequality in Urban China*. Albany, NY: University of New York Press.
4. Bian Yanjie and Zhanxin Zhang, (2006), Explaining China's Emerging Private Economy: Sociological Perspective, in China's Domestic Private Firms eds. Anne Tsui and Yanjie Bian, M.E. Sharpe.
5. Bruckermann, Charlotte & Stephen Feuchtwang (2016), "The Anthropology of China: China as Ethnographic and Theoretical Critique," Singapore, Imperial College Press.
6. Chan, Anita, Richard Madsen, and Jonathan Unger, (2009), (3rd edition), *Chen Village: Revolution to Globalization*, Berkeley and Los Angeles, CA: University of California Press.
7. Chan, J., M. Selden and Pun N., (2020), *Dying for an iPhone: Apple, Foxconn and the Lives of China's Workers*. Chicago, IL: Haymarket Books and London: Pluto Press.
8. Croll, Elizabeth, (1977), *Feminism and Socialism in China*, London: Routledge and Kegan Paul.
9. Danesi, M. (2015). (3rd Edition), *Popular Culture: Introductory Perspectives*, Lanham, MD: Rowman & Littlefield.
10. Ebrey, Patricia, Buckley, (1991), "Confucianism and Family Rituals in Imperial China: A Social History of Writing About Rites", USA, Princeton University Press.
11. Ebrey, Patricia, (1984), "Introduction: Family Life in Late Traditional China", *Modern China*, Vol. 10, No.4, pp. 379-385.
12. Elizabeth Perry and Mark Selden (2000), (eds.), *Chinese Society: Change, Conflict and Resistance*, New York: Routledge.
13. Evans, Harriet, (2010), "The Gender of Communication: Changing Expectations of Mothers and Daughters in Urban China." *China Quarterly* 204: 980-1000.
14. Fairbank, J.K., (1968), "Social Structure", in Schurmann, Franz & Schell, Orville, *China Readings*, Vol. I, Imperial China, Hammondsworth: Penguin.
15. Fei Xiaotong, (1953), *China's Gentry*, University of Chicago Press, Chicago.

16. Fei, Xiaotong., trans. Gary G. Hamilton and Wang Zheng, (1992), *From the Soil: The Foundations of Chinese Society*. University of California Press.
17. Fong, Vanessa L, (2002), "China's One-Child Policy and the Empowerment of Urban Daughters." *American Anthropologist* 104: 1098-1109.
18. Fu-Lai Tony Yu and Diana S. Kwan, *China's Long and Winding Road to Modernisation: Uncertainty, Learning and Policy Change*, Lexington Books, 2023.
19. Gao, L. (2016). "The emergence of the Human Flesh Search Engine and political protest in China: Exploring the Internet and online collective action," in *Media, Culture & Society*, 38(3): 349– 364.
20. Hannum, Emily, (2005), "Market Transition, Educational Disparities, and Family Strategies in Rural China: New Evidence on Gender Stratification and Development." *DM* 42:275-299.
21. He, Baogang. *The Democratic Implications of Civil Society in China*, Great Britain, Macmillan Press Ltd., 1997.
22. Jacka, Tamara, Andrew B. Kipnis, and Sally Sargeson, (2013), *Contemporary China: society and social change*. Cambridge University Press.
23. Keith, Ronald / Lin, Zhiqiu (2001), *Law and justice in China's new marketplace*. New York, NY: Palgrave Macmillan.
24. Kong, Shuyu, (2014). *Popular Media, Social Emotion and Public Discourse in Contemporary China*. New York: Routledge.
25. Liu, Shao-hua. (2011), The Meandering Road to Modernity, in *Passage to Manhood: Youth Migration, Heroin, and AIDS in Southwest China*, 27-50. Stanford: Stanford University Press, (Chapter 1).
26. Lin, Thung-Hong and Xiaogang Wu, (2009), "The Transformation of the Chinese Class Structure, 1978-2005." *Social Transformations in Chinese Societies* 5: 81-116.
27. Lu Xiaobo and Elizabeth Perry (eds.), *Danwei: The Changing Chinese Workplace in Historical and Comparative Perspective*, Armonk, NY: M.E.Sharpe, 1997.
28. Mayfair, Yang Mei Hui, *Gifts, Favours and Banquets: The Art of Social Relationships in China*, Ithaca & London: Cornell University Press, 1994.
29. Mayfair Yang, Mei Hui, (2024), *Anthropology of Ascendant China (Anthropology of Now)*, Routledge, (Selected chapters).
30. Minhua Ling, (2015), "Bad Students Go to Vocational Schools!": Education, Social Reproduction and Migrant Youth in Urban China," *The China Journal*, no. 73: 108-131.
31. Nee, Victor, (1989), "A Theory of Market Transition: From Redistribution to Markets in State Socialism." *ASR* 54: 663-81.
32. Peilin Li, Qiang Li and Liping Sun, (2004), *Social Stratification in China's Today*, Beijing: Social Sciences Documentation Publishing House.
33. Peilin Li (ed.) (2012), *Chinese Society: Change and Transformation*. Routledge.
34. Pye, Lucian W. (1986), Reassessing the Cultural Revolution, in *The China Quarterly*, Cambridge University Press, No. 108, pp. 597-612.
35. Shirk, Susan L. 2007. "The Echo Chamber of Nationalism: Media and the Internet" in *China: Fragile Superpower*. New York: Oxford University Press, (Chapter 4), pp. 79-104.
36. Spires, Anthony J. (2011), "Contingent Symbiosis and Civil Society in an Authoritarian State: Understanding the Survival of China's Grassroots NGOs." *American Journal of Sociology* 117: 1-45.

37. Solinger, Dorothy, *Contesting Citizenship in Urban China: Peasants, Migrants, the State and the Logic of the Market*, Berkeley: University of California Press, 1999.
38. Solinger, Dorothy J., ed. (2019). *Polarized Cities: Portraits of Rich and Poor in Urban China*. Lanham, MD: Rowman and Littlefield.
39. Sun, W. and L. Yang, eds. (2020). *Love Stories in China: The Politics of Intimacy in the Twenty-First Century*. Abingdon, Oxon: Routledge.
40. Wang Feng, Zuo Xuejing and Danching Ruan, (2002), "Rural Migrants in Shanghai: Living under the Shadows of Socialism." *International Migration Review* 36 (2): 520-545.
41. Wang, Ya Ping. *Urban Poverty, Housing and Social Change in China*, Routledge, 2004.
42. Wasserstrom, Jeffery and Perry, Elizabeth (1994) *Popular Protest and Political Culture in Modern China*. Boulder, Colo.: Westview Press, 1994.
43. Wen-hsin Yeh. *Becoming Chinese Passages to Modernity and Beyond*. Berkeley: University of California Press, 2000.
44. W. John Morgan, Bin Wu (ed.) *Education Reform in China: Beyond the Expansion*, Routledge, 2011.
45. Wu, Xiaogang. 2002. "Work Units and Income Inequality: The Effect of Market Transition in Urban China." *SF* 80(3): 1069 –99.
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47. Xiaowei, Zang (2019), (2nd ed.), *Understanding Chinese Society*, Routledge.
48. Xie, Yu and Xiaogang Wu, (2008), "Danwei Profitability and Earnings Inequality in Urban China." *CQ* 195: 558-81.
49. Xizhe, Peng and Zhigang Guo (2000), "The Changing Population of China", Selected Chapters, Blackwell Publishers Ltd., Great Britain.
50. Yan, Yunxiang, (2021), *Chinese Families Upside Down: Intergenerational Dynamics and Neo- Familism in the Early 21st Century*, The Netherlands, Brill.
51. Yang, Guobin, and Craig Calhoun, (2007), "Media, Civil Society, and the Rise of a Green Public Sphere in China." *China Information* 21: 211-236.
52. Zhang, Li, (2001), "The Floating Population as Subjects" and "Commercial Culture, Social Networks, and Migration Passages" in *Strangers in the City: Reconfigurations of Space, Power, and Social Networks within China's Floating Population*. Stanford, CA: Stanford University Press, (Chapters 1-2), pp. 23-68.
53. Zhang, Mei, (2003), *China's poor regions: Rural-urban migration, poverty, economic reform and urbanization*. London, UK, New York, NY: Routledge Curzon.

Facilitating the Achievement of Course Learning Outcomes:

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

DSE-JP -101 Pre-Modern Japan

Course Description

This optional paper is designed to offer a detailed study of the political, economic and social processes of change during the period of three hundred years from the middle of 16th century to the middle of nineteenth century, which, in the case of Japanese history, is classified as Pre-modern Japan or Early Modern Japan, to enable the students to understand and appreciate the

dynamics of change within the framework of feudal or pre-capitalist or pre-modern stage of society of Japan. This understanding would help the students to understand the roots of modern Japan, too, in all its aspects, such as modernisation, industrialisation, westernisation, capitalism, nationalism, imperialism, militarism, etc.

Course Objectives

The purpose of this course is to acquaint the students with the dynamics of social, political and economic changes that took place in Japan during this period to enable them to understand the antecedent developments which contributed to the process of successful modernisation, industrialisation and westernisation in Japan during the late nineteenth and early twentieth century.

Course Outcome

After this course, the students will be able to understand and analyse, in a much better way, the dynamics of social, political, cultural, and economic changes in Japan in the modern and contemporary period.

Course Outline

1. Political Transition: Political unification and emergence of a centralised feudal system
2. Political Institutions: Nature and characteristics of the Baku-han system
3. Mechanisms of Feudal Control: Class system (Shi-No-Kō-Shō) and Alternate attendance System (SankinKōtai) and its political, economic and socio-cultural dynamics on Japan
4. Growth of a nationwide market network and a bourgeois class in Japan
5. Urbanisation in Pre-modern Japan
6. Transformation of the Rural society and economy
7. Diplomatic relations of Japan during the pre-modern period (Seclusion policy or Sakoku)
8. Intellectual Currents
9. Educational developments in pre-modern Japan
10. Economic Crisis and Economic Reforms
11. Anti-Bakufu Movement, Collapse of the Baku-han State and Meiji Restoration

Reading List

1. Marius Jansen, Making of Modern Japan, Harvard University Press, 2002, pp. 93
2. Jeroen P. Lamers, Japonius Tyrannus: The Japanese Warlord Oda Nobunaga Reconsidered, Hotei Publishing, Netherlands, 2000, pp. 292
3. Mary Elizabeth Berry, Hideyoshi, Harvard University Press, 1989, pp. 312
4. John W. Hall, Keiji Nagahara and Kozo Yamamura (eds.), Japan Before Tokugawa: Political Consolidation and Economic Growth 1500-1650, Princeton University Press, 1981, pp. 416- 5.
5. Conrad Totman, Politics in the Tokugawa Bakufu 1600-1843, University of California Press, 1988, pp 374

6. George Tsukahira, Feudal Control in Tokugawa Japan: SankinKotai System, Harvard University Press, 1970, pp. 228
7. Charles David Sheldon, Rise of the Merchant Class in Tokugawa Japan 1600-1868: An Introductory Survey, Russell and Russell, 1973, pp. 220
8. T.C. Smith, Agrarian Origins of Modern Japan, Stanford University Press, 1959, pp. 260
9. Stephen Vlastos, Peasant Protests and Uprisings in the Tokugawa Period, University of California Press, 1990
10. Ronald P. Dore, Tokugawa Education, University of California, 1965, pp. 346
11. Maruyama Masao, Studies in the Intellectual History of Tokugawa Japan, Princeton University Press, 1974, pp. 422
12. Ronald Toby, State and Diplomacy in Early Modern Japan: Asia in the Development in the Making of Tokugawa Bakufu, Stanford University Press, 1991, pp. 312
13. Grant K. Goodman, Japan: The Dutch Experience, Athlone Press, 1986
14. W. G. Beasley, Meiji Restoration, Stanford University Press, 1972, pp. 528
15. Harry D. Harootunian, Toward Restoration, University of California Press, 1970

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

DSE-JP-102 Japanese Society and Culture

Course Description

This paper is a study of Japanese society and its various social institutions from a sociological perspective. The paper will cover various social institutions and social phenomena such as family, class, education, employment, religion, civil society, popular culture, etc. and the transformation of Japanese society under the impact of modernisation, industrialisation and now globalisation. The paper will also focus on contemporary social issues/problems of Japanese society.

Course Objectives

- To understand the salient aspects of Japanese society
- To study various social institutions and social phenomena of Japanese society
- To understand the ethics, beliefs and value system of Japanese people
- To analyse Japanese society from the perspective of sociological theories.

Course Outcomes

- Gain knowledge of the characteristic features of Japanese society, culture, religions, etc.
- Analyse the applicability of sociological theories to Japanese society.
- Study of modern and postmodern transformations of Japanese society.
- Comparative study of Japan and other East Asian societies.

Course Outline

1. Introduction to Japanese society

2. Sociological theories and Japanese society
3. Modernity, Postmodernity and Social Changes in Japanese Society
4. Social Structure, Group and Individual in Japanese Society
5. Social Values and Ethics: Self and Identity in Japan
6. Japanese Family: Changes and Continuity
7. Women in Japanese Society: Gender, Status and Identity
8. Economic Development, Work Ethic, Employment Pattern: Modernisation and Tradition
9. Class Formation, Rise of the Middle class and changes in class structure
10. Education and Society: Ideology, school structure and its problems
11. Social Discrimination in Japan: Burakumi, Ainu, Suicides, Ijime, Minorities
12. Social Problems in Contemporary Japanese Society: Declining population, Ageing Society, etc.
13. Social Movements and Civil Society in Japan
14. Religions in Japan: Buddhism, Shinto and New Religious Movements; Religion and Modernisation
15. Popular Culture in Japan: Japanese Pop Culture, Manga, Anime

Reading List:

1. John Clammer, *Differences and Modernity: Social Theory and Contemporary Japanese Society*. Kegan Paul International, London, 1995.
2. Chie Nakane, *Japanese Society*. University of California Press, Berkeley, 1970.
3. Jon Hendry, *Understanding Japanese Society*. Croom Helm, London, 1987.
4. Chie Nakane, *Kinship and Economic Organisation in Rural Japan*. University of London, New York, 1967.
5. Nancy R. Rosenberg ed., ed. *Japanese Sense of Self*. Cambridge University Press, Cambridge, 1992.
6. Emiko Ochiai, *Japanese family in transition: A sociological analysis of Family change in postwar Japan*. LTCB International Library Foundation, 1997.
7. John W Traphagan, John Wright, ed., *Demographic Change and the Family in Japan's Ageing Society*. State University New York Press, Albany, 2003
8. Donald Denoon et.al, *Multicultural Japan: Palaeolithic to Postmodern*. Cambridge University Press, Cambridge, 1996.
9. Joanna Liddle and Sachiko Nakajima, *Rising Suns, Rising Daughters: Gender, Class and Power in Japan*. Zed Books, London, 2000.
10. Kaori Okano and Motori Tsuchiya ed., *Education in contemporary Japan: Inequality and Diversity*. Cambridge University Press, 1999.
12. H. Byron Earhart, *Religion in Japan: Unity and Diversity*. Wadsworth Publishing, 5th edition, 2013.
13. Robert N. Bellah, *Tokugawa religion: The values of pre-industrial Japan (The cultural roots of modern Japan)*, Free Press, Glencoe, 1957.
14. Kenji Hashimoto, *Class Structure in Contemporary Japan*. Trans Pacific Press, Melbourne, 2003.

15. Schwartz, Frank J; Pharr, Susan J Pharr, State of Civil Society in Japan. Cambridge University Press, New York, 2003.
16. Kinsella, Sharon. Adult manga: Culture and power in contemporary Japanese society. Routledge, London, 2000.

Facilitating the Achievement of Course Learning Outcomes:

Thorough classroom teaching / tutorials and assignments for internal assessment.

DSE-KR-101 Modern Korea

Course Description

This course will focus on Japanese annexation of Korea, law, administration and political repression, education, mass media, censorship and mass indoctrination, land reform, agrarian relations, industrialisation and mobilisation of economic resources and labour, cultural colonisation and attempted assimilation, economic transition during the colonial period, March First Movement, Korean National Movement (Moderates and Extremists) and politics of decolonisation in Korea (1940-45).

Course Objectives

The course aims to teach students about the impact of Japanese colonial rule on Korean politics, economy and society.

Course Outcome

The student will be able to understand the changes brought about by the Japanese colonial regime in Korea and its impact on Korean politics, economy, and society during the colonial and post-colonial periods.

Course Outline

1. Japanese annexation of Korea
2. Law, administration and political repression
3. Education, mass media, censorship and mass indoctrination
4. Land Reforms, Agrarian Crisis, Industrialisation and Mobilisation of economic resources and labour
5. Economic transition during the colonial period
6. March First Movement – Emergence of Korean nationalism, and cultural renaissance
7. Korean National Movement (Moderates) – Programs of social, cultural and economic regeneration
8. Korean National Movement (Extremists)– Programs to overthrow the colonial government, Korea's Communist Movement
9. Politics of decolonisation in Korea (1940-45)

Reading List

1. Cheong, Sung-hwa. The Politics of Anti-Japanese Sentiment in Korea: Japanese-South Korea Relations Under American Occupation, 1945-1952, New York, Greenwood Press, 1991.
2. Eckert, Carter J. Offspring of Empire: The Kochang Kims and the Colonial Capitalism 1876- 1945, Seattle University Press, 1991.
3. Ku, D-Y. Korea Under Colonialism, Royal Asiatic Society, Korea Branch, Seoul, 1985.
4. Lee, Yur-Bok. West Goes East—Paul Goerg Von Mollendorff and Great Power Imperialism in Late Yi Korea, Honolulu, University of Hawaii Press, 1988.
5. Lee, Chong-sik. Japan and Korea: The Political Dimension, Stanford, CA: Hoover Institution Press, 1985.
6. McNamara, Dennis L. The Colonial Origins of Korean Enterprise, 1910-1945, New York, Cambridge University Press, 1990.
7. McNamara, D.L “Entrepreneurship in Colonial Korea: Kin Yon-su”, Modern Asian Studies, Vol. 22, No. 1, pp. 165-78, 1988.
8. Robinson, Michael E. Cultural Nationalism in Colonial Korea, 1920-1925, Seattle, University of Washington Press, 1988.
9. Shin G-W. Peasant Protest and Social Change in Colonial Korea, University of Washington Press, Seattle, 1996.
10. Wells, Kenneth M. New God, New Nations: Protestants and Self-Reconstruction Nationalism in Korea, 1896-1937, Honolulu, University of Hawaii Press, 1991.

Facilitating the Achievement of Course Learning Outcomes:

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

DSE-KR-102 KOREAN SOCIETY AND CULTURE

Course Description

This course will provide a foundational understanding of the sociological perspectives on Korean society and culture. The course offers some of the basic underpinnings of sociological concepts, theories, and frameworks necessary for analysing Korean society. Students will be encouraged to think critically about the ways in which Korea's contemporary developments are seen in pre- and post-modern Korea, and to give them the perspectives to pursue further engagement with Korea. The course will introduce many aspects of Korean lived experiences, including urban and rural Korea, interpersonal relationships, ethnicity, culture, customs, marriage, family, kinship, social structures & stratifications, and some of the social issues.

Course Objectives

This course aims to gain a deeper and broader understanding of the structures and processes that constitute the Korean society and culture be familiar with sociological holistic perspectives. Learn to analyse issues in Korean society & culture and integrate the theoretical knowledge with available empirical evidence.

Course Learning Outcomes

Upon completing this course, students will be able to;

- To acquire a good understanding of Korean culture and society.

- Be acquainted with a wide range of classical and contemporary topics, themes, and theoretical frameworks in the study of Korean society.
- Reflect on the challenges of social issues based on the analysis and strengthen to establish their own critical perspectives on Korea.
- To be able to engage in academic writings and improve communication skills through constant class presentations and dialogue.

Course Outline

Unit I: Introduction

- (a) Emergence of Sociology in Korea
- (b) Sociological Approaches to the Study of Korean Society
- (c) Basic Concepts: Community, Institution and Association, Status & Role

Unit II: Family, Marriage and Kinship

- (a) Concept of Family & Household: Approaches to Fertility, Demographic Transition, Reproductive Technologies & Infertility and Ageing
- (b) Marriage: Types & Changing Trends
- (c) Concept of Kinship and Lineage

Unit III: Social Structure and Stratification: Approaches and Framework

- (a) Natural Differences and Social Inequality
- (b) Class, Ethnicity, Gender, *Chaebols*, and their Intersections
- (c) Social Mobility

Unit IV: Social Change and Processes in Korea

- (a) Westernization, Modernization, Industrialization, and Globalization: The Korean Path
- (b) Education and Social Change
- (c) Urbanisation in Korea
- (d) Conceptualising Culture: Food - *Kimchi*, *Tteokguk*, Clothing - *Hanbok*, Etiquettes & Customs, Festivals - *Seollal*, *Chuseok*, *Danoje*, Korean Folk Art and Crafts such as *hanji*, embroidery, Popular Culture like K-pop, K-drama, *Hallyu* Korean Culture

Unit V: Social Issues and Deviants: Sociological Approaches

- (a) Migration
- (b) Managing Anxiety, Bullying, Stress & Depression, Suicide, Drugs and Alcoholism among Youths
- (c) Corruption and Domestic Unrest

Reading List

1. Armstrong, K. Charles. *Korean Society: Civil Society, Demography and the State*, Routledge, 2002.
2. Bai, Moo Ki & Woo Hyun Cho. *Women's Wages Employment in Korea*, Korea, Seoul National University Press, 1995.

3. Brandt, V.S.R. *A Korean Village Between Farm and Sea*, Cambridge, Mass., Harvard University Press, 1971.
4. Cho, Hyoung & Chang Pil-wha. *Gender Division of Labour in Korea*, Korea, Ewha Womans University Press, 1994.
5. Deuchler, Martina. *The Confucian Transformation of Korea: A Study of the Society and Ideology*, Cambridge, Harvard University Press, 1993.
6. Hee Yeon Cho, Lawrence Surendra, Hyo-je Cho (eds.) *Contemporary South Korean Society: A Critical Perspective*. Routledge, 2013.
7. Hugh A. W. Kang, ed. *The Traditional Culture and Society of Korea: Thoughts and Institutions*, Honolulu: Center for Korean Studies, University of Hawaii, 1975.
8. Hwang, Moon Kyung. *Beyond Birth: Social Status in the Emergence of Modern Korea*, USA, Harvard, 2004.
9. Janelli, R.J., and Janelli. D.Y. *Ancestor Worship and Korean Society*, Stanford University Press, 1982.
10. Jones, Anne Nicola. *Gender and the Political Opportunities of Democratization in South Korea*, Palgrave Macmillan, 2006.
11. Kathleen McHugh and Nancy Abelmann. *South Korean Golden Age Melodrama: Gender, Genre and National Cinema*, Wayne State University Press, 2005.
12. Kendall, Laurel. *Getting Married in Korea: Of Gender, Morality and Modernity*, USA, University of California, 1996.
13. Kim, Seung-Kyung. *Class Struggle or Family Struggle?*, Cambridge University Press, 1997.
14. Kim, Bae, Won. et.al. *Culture and the City in East Asia*, Oxford University Press, 1997.
15. Kim, Dong-One & Johngseok Bae. *Employment Relations and HRM in South Korea*, Great Britain, Ashgate Publishing Limited, 2004.
16. Kim, Samuel. *Korea's Globalisation*, Cambridge University Press, 2000.
17. Kim, Youna. *Routledge Handbook of Korean Culture and Society*, Routledge 2017.
18. Kim, Youna. *Women, Television and Everyday Life in Korea*, Great Britain, Routledge, 2005.
19. Korean National Commission for UNESCO. *Korean Anthropology: Contemporary Korean Culture in Flux*, Vol. III, Korea, Hollym Corp. 2010.

20. Koo, Hagen. *State and Society in Contemporary Korea*, Ithaca, Cornell University Press, 1993.
21. Lee, Chong Jae et. al. *Sixty Years of Korean Education*, Korea, Seoul University Press, 2010.
22. Lee, Jeong-kyu. *Historic Factors Influencing Korean Higher education*, Jimoondang International, Korea, Jimoondang Publishing Company, 2000.
23. Lee, Kwang-kyu. *A Historical Study of the Korean Family*, Seoul, Iljisa, 1977.
24. Lee, Kwang-kyu. *Korean Family and Kinship*, Korea, Jipmoondang Publishing Company, 1997.
25. Lee, Man-gap. *A Study of Korean Rural Society*. Seoul, Tarakwon, 1981.
26. Oh, Myung and James F. Larson. *Digital Development in Korea*, Routledge, 2011.
27. Park, Hyunjoon & Hyeyoung Woo. *Korean Families Yesterday and Today*, USA, University of Michigan Press, 2020.
28. Roger Janelli, Dawnhee, Janelli, *Ancestor Worship and Korean Society*. Stanford University Press, 1982.
29. Seth, J. Michael. *A Concise History of Modern Korea: From the Late Nineteenth Century to the Present*, Vol. 2, USA, Rowman & Littlefield, 2016.
30. Shim, Doobo, Ariel Heryanta & Ubonrat Siriyuvasak. *Pop Culture Formations Across East Asia*, Korea, Jimoondang, 2010.
31. Shin, Gi-Wook, *Ethnic Nationalism in Korea*, USA, Stanford University Press, 2006.
32. Soh, C. Sarah. *The Comfort Women*, USA, University of Chicago Press, 2008.
33. Song, Jiyeoun. *Inequality in the Workplace: Labour Market Reform in Japan & Korea*, USA, Cornell University Press, 2014.
34. Sung, Kyu-taik. *Care and Respect for the Elderly in Korea*, Korea, Cataloguing in Publication (CIP), 2005.
35. Weidman, John & Namgi Park. *Higher Education in China: Tradition and Adaptation*, Routledge, 2013.
36. Yoo, Yun Theodore. *The Politics of Gender in Colonial Korea Education, Labour and Health, 1910-1945*, USA, University of California Press, 2008.

Facilitating the Achievement of Course Learning Outcomes:

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

EAS-SBC-101 LANGUAGE (CHINESE/ JAPANESE/ KOREAN)- I

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

A) CHINESE

Spoken skills:

Introduction to the Modern Standard Chinese (Mandarin), centering:

- Lectures on the phonetics that basically comprise of initial, final, coherence, intonation, light tone, modified tone, tone as well as retroflex final, etc.
- Explanations for the sentence patterns used in oral and written Chinese
- Reading and understanding of the texts, and practice of the common sentence patterns and dialogues learnt from the text

Writing:

Introduction to Chinese script and about 200 Chinese characters, focusing on:

- Basic features of non-alphabetic writing systems, and the Chinese script
- Basic unit of writing Chinese character (stroke), types of strokes and stroke order
- Concept of radical and its importance in a character

Grammar:

Knowledge of foundational grammar structures, including:

- Four types of subject-predication construction
- Four types of simple interrogative sentence
- Types of particles and their usage in attributive and adverbial adjunct

Listening exercises:

Practicing Chinese pronunciation including:

- Phonetics, focusing on minute pronunciation differences in vowels and consonants;
- The four tones, both on a single syllable and on a word;
- Tone pairs, including disyllabic, trisyllabic and tetrasyllabic words and expressions

B) JAPANESE**Spoken skills:**

Able to engage in basic everyday conversations, including self-introduction, simple requests, and routine social interactions. Comfortable using polite forms and some casual expressions.

Writing:

Proficient in writing using *hiragana* and *katakana*. Familiar with approximately 160 commonly used *kanji*-characters. Can compose short texts such as day-to-day schedule notes, greetings, and simple narratives.

Grammar:

Knowledge of foundational grammar structures, including:

- Verb conjugations (polite form, plain form, negative, past, ～て form)
- Particles such as は、が、を、に、で、へ、と
- Adjective forms (い and な type adjectives)
- Basic grammar patterns such as: ～たい、～ている、～ながら、～から、～ので、～けど

Listening exercises:

Can understand slow, clear Japanese in everyday situations. Able to follow short listening passages such as announcements, instructions, and basic dialogues.

C) KOREAN**Spoken skills:**

Learn to speak various forms of combinations of vowels and consonants, double vowels and consonants. Making sentences with verbs (action & descriptive), time words, places, and things with counting units.

Writing:

To know a variety of words listed as nouns, verbs, adjectives and interrogative structures in Korean sentences.

Grammar:

Learning the required basic grammar for initial conversation. Able to communicate his/her point of view, making simple sentences. Making formal and informal ways of writing and speaking.

Listening exercises:

It will cover the phonetic sounds of consonants and vowels, along with pronunciation rules. After getting a list of vocabulary, the student has to comprehend the listening clips, situation-based dialogue and short video clips.

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. *Shokyuu nihongo 1*. Tokyo University of Foreign Studies, Tokyo. 2012
2. Hasegawa, Yoko et al. *Shokyuu nihongo Vol. 1*. The Japan Times. 1993
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: 1-15
2. Bharti Korean Workbook, Indo-American Publications, 2007
3. Bharti Korean Reading Comprehension 1, Manak Publications, 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.

DSC-EAS-201 Political Economy of East Asia

Course description

This course looks at several aspects of the economic changes in Japan, South Korea and China. The factors contributing to the economic rise of East Asia and the implications for development theory are probed.

Course Objectives

The objective of the course is to familiarise the student with the theories of modern economic development and how they relate to the actual historical experience of the East Asian region. Pertinent pointers for the developing world will be addressed.

Course Outcome

The student will be able to understand the process of modern economic development in the East Asian context and critically assess current development issues.

Course Outline

1. Pre-modern economic growth
2. Modern economic growth and institutional developments
3. Agriculture and economic growth.
4. Industrial development
5. Trade and development
6. Role of Technology in Economic Development
7. Education and economic development
8. Different economic systems and development
9. State versus market in development
10. Globalisation and East Asia

11. The East Asian Financial Crisis

12. East Asian Economies: Contributions to Development Theory

Reading List

1. Amsden, Alice H. 2001. *The Rise of The Rest*: Challenges to the West from Late-Industrializing Economies New York: Oxford University Press.
2. Arrighi, Giovanni, Takeshi Hamashita and Mark Selden (eds.) *The Resurgence of East Asia: 500, 150 and 50 Year Perspectives* New York: Routledge. P. 78 – 123.
3. Amsden, Alice H. 1991. "Diffusion of Development: The Late-Industrializing Model and Greater East Asia" *The American Economic Review*, Vol. 81, No. 2, May, pp. 282-286
4. Hsiao, Frank S.T. and Mei-Chu W. Hsiao 2003. "Miracle Growth" in the Twentieth Century- International Comparisons of East Asian Development", *World Development* vol.31, no.2, pp. 227-257.
5. Oshima, Harry T 1986. "The Transition from an Agricultural to an Industrial Economy in East Asia" *Economic Development and Cultural Change* 34 (4): 783-809.
6. Tilak, Jandhyala B. G. 2004. "Building Human Capital in East Asia: What Others Can Learn" in Narsimhan, Sushila and G. Balatchandirane eds. 2004. *India and East Asia: Learning from Each Other* New Delhi: Manak Publishers Pvt Ltd.
7. World Bank 1993. *The East Asian Miracle: Economic Growth and Public Policy* New York: Oxford University Press.
8. Alice Amsden "Why Isn't the Whole World Experimenting with the East Asian Model to Develop? Review of *The East Asian Miracle*" *World Development* Vol. 22, No.4 pp. 627-633.
9. Wade, Robert 1998. "The Asian Debt-and-development Crisis of 1997-?: Causes and Consequences" *World Development* Vol. 26, No. 8, pp. 1535-1553
10. Nayyar, Deepak 2006. 'Globalisation, History and Development: A Tale of Two Centuries', *Cambridge Journal of Economics* 30(1): 137-59.
11. Chang, Ha-Joon 2002. *Kicking Away the Ladder: Development Strategy in Historical Perspective*, London: Anthem Press.
12. Wade, Robert 1990. *Governing the Market: Economic Theory and the Role of Government in East Asian Industrialization*, Princeton: Princeton University Press.
13. Gill, Indermit and HomiKharas 2007, *An East Asian Renaissance: Ideas for Economic Growth*, World Bank.
14. Oxfam 2002. *Rigged Rules and Double Standards: Trade Globalisaion and the fight against Poverty*

Facilitating the Achievement of Course Learning Outcomes:

Thorough classroom teaching and assignments for internal assessment, participating in seminars and presentations on given topics.

DSC-EAS-202 East Asia and the World**Course Description**

The course is designed to understand East Asian international relations from historical to current periods. The objective of the course is to enable students to understand the trends and forces that have shaped and transformed the East Asian order from the 19th to the 21st centuries, under the multifarious and variegated influences of imperialism, colonialism, nationalism, Cold War bipolarism and post-Cold War regionalism. The course will equip the students to gain a comprehensive insight into the nature of the East Asian order.

Course Objective

1. To understand East Asian international relations from historical times to the current period.
2. To enable students to understand the trends and forces that have shaped and transformed the East Asian order from the 19th to the 21st centuries under the multifarious and variegated influences of imperialism, colonialism, nationalism, Cold War bipolarism and post-Cold War regionalism.

Course Outcome

1. Develop a comprehensive insight on the nature of East Asian order.
2. Develop an understanding of International Relations Theory

Course Outline

1. Historical East Asian order
2. The Treaty order
3. Japan and the restructuring of the East Asian order
4. Korea's place in the East Asian order
5. East Asia and the Cold War order
6. East Asia and the post-Cold War order
7. East Asia and the global economy
8. East Asia and regionalism
9. India and East Asia
10. Current East Asian order

Reading List

1. Cohen, Warren I. East Asia at the Centre (New York: Columbia University Press, 2000).
2. Arrighi, Giovanni, Takeshi Hamashita and Mark Selden (eds.) The Resurgence of East Asia, 500, 150 and 50-year Perspectives (London: Routledge, 2003).
3. Linda Grove and Mark Selden (eds.) China, East Asia and the Global Economy: Regional and Historical Perspectives (London: Routledge, 2008).
4. Fairbank, John King (ed.). The Chinese World Order (Cambridge: Harvard University Press, 1968).
5. Pyle, Kenneth P. Japan Rising: The Resurgence of Japanese Power and Purpose (New York: The Century Foundation, 2007).
6. Cumings, Bruce. Korea's Place in the Sun: A Modern History (New York: W. W. Norton, 1997).
7. Chung Chai-sik. A Korean Confucian Encounter with the Modern World: Yi Hang-no and the West (Berkeley, Institute of East Asian Studies, University of California, Center for Korean Studies, 1995).
8. W. G. Beasley, Japanese Imperialism 1894- 1945, Oxford: Clarendon Press, 1987.
9. Luthi, Lorenz M. The Sino-Soviet Split: Cold War in the Communist World (Princeton: Princeton University Press, 2008).
10. Chen Jian, Mao's China and the Cold War (Chapel Hill: North Carolina Press, 2001).
11. Ross, Robert. China, the United States and the Soviet Union: Tripolarity and Policy Making in the Cold War (New York and London: M.E. Sharpe, 1993).
12. Peter J. Katzenstein and Takashi Shiraishi, Network Power: Japan and Asia (New York: Cornell University Press, 1997).
13. Beeson, Mark. Regionalism and Globalisation in East Asia: Politics, Security and Economic Development, (Basingstoke: Palgrave, 2007).
14. Pempel, T.J., ed. Remapping East Asia: The Construction of a Region (Ithaca: Cornell University Press, 2005).
15. Isabelle Saint Hezard, Eastward Bound: India's New Positioning in Asia (New Delhi: Manohar and Centre De Sciences Humaines Publications, 2006)

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

DSC-EAS-203 INDIAN KNOWLEDGE SYSTEMS IN EAST ASIA

Course Description

The Indian Knowledge System refers to the diverse and rich traditions of knowledge, encompassing a wide range of disciplines, philosophies, sciences, and practices that have developed over the centuries in India. These systems, while being deeply rooted in the culture, spirituality, and historical context of India, have had a significant influence outside the Indian subcontinent, especially through the spread of Indian philosophy, religion, science, and culture across Asia, the Middle East, and the Western world. This cross-cultural exchange has contributed to a rich global legacy, and today, there is increasing interest in reviving and engaging with Indian knowledge systems in international contexts. This course will explore

the transmission, transformation, and impact of Indian knowledge across East Asian cultures (primarily China, Japan, and Korea), focusing on philosophy, religion, science, medicine, language, and literature.

Course Objectives: This research aims to explore how the Indian knowledge systems have shaped the intellectual, cultural, and spiritual landscapes of East Asia.

The purpose of this course is:

- To trace the historical transmission of Indian thought and practices into East Asia.
- To examine the adaptation and transformation of these systems in a new cultural context.
- To understand the contributions of Indian Knowledge systems in the philosophical, spiritual, socio-cultural and scientific development of East Asia.
- To foster comparative analysis of Indian and East Asian intellectual traditions.
- To understand the contemporary relevance of Indian Knowledge systems in East Asia.

Course outcomes:

- This course will enhance the understanding of the Indian Knowledge systems through the study of its spread, assimilation and adaptation in East Asia.
- The course will also introduce students to scholarships by East Asian scholars in the fields of Indian philosophy, Buddhism, and religious traditions.
- It will also promote intercultural dialogue based on an understanding of shared philosophical, cultural and spiritual traditions between India and East Asia.

Course Outlines:

1.) Introduction to Indian Knowledge Systems (IKS)

- Definition and scope: Vedas, Upanishads, Shastras, Yoga etc.
- Overview of philosophy, science, arts, and medicine in IKS
- Channels of knowledge transmission (trade, religion, diplomacy)

2.) Historical and Cultural transmissions to East Asia

- Silk Road and maritime routes
- Role of monks, pilgrims (e.g., Faxian, Xuanzang), and scholars
- Political and cultural contexts of cultural exchanges between India and East Asia

3.) Buddhism as a Knowledge System

- Transmission of Indian Buddhism in East Asia
- Development of various schools of Buddhism: Mahayana, Theravāda and Vajrayana traditions
- Translation movements (e.g., at Nalanda, Dunhuang, Chang'an)
- Role of Indian and East Asian monks and scholars (e.g., Kumārajīva, Bodhidharma, Bodhisena)

4.) Indian Tantric Traditions and Esoteric Buddhism in East Asia

- Vajrayāna Buddhism and its transmission in East Asia
- Shingon Buddhism in Japan and Esoteric Buddhism in China
- Tantric rituals in East Asian Buddhism: Fire rituals, Dharini, Mandala
- Development of Esoteric Buddhist texts: Mahāvairocana Sūtra, *Sādhanaṃālā*,

5.) Sanskrit and Linguistic Influence

- Introduction of Sanskrit in East Asian texts
- Development of Chinese Buddhist vocabulary
- Siddham Script and the scriptural traditions of East Asia.
- Sanskrit in the development of Chinese, Japanese, and Korean Grammar.

6.) Indian Philosophy in East Asia

- Concepts like karma, dharma, śūnyatā, and bodhisattva ideals

- Influence of Yogācāra and Madhyamaka in Chinese and Japanese Buddhism
- Indian Logic and Epistemology (Nyāya and Buddhist logic) in East Asian schools of logic (e.g., Sanron, Hossō)

7.) Indian Medicine and Ayurveda in East Asia

- Transmission of medical texts, knowledge of the human body and health practices
- Integration with Traditional Chinese Medicine (TCM)
- Shared concepts of health, elements, and body-mind balance
-

8.) Indian Scientific Knowledge in East Asian

- Indian astronomy and calendrical sciences of East Asia.
- Chinese adoption of Indian mathematical systems (e.g., *Navagraha*, zero)
- Transmission of Indian Scientific texts in East Asia

9.) Art, Architecture, and Iconography

- Buddhist art : Gandhara, Ajanta style of Buddhist art and its East Asian depictions
- Stupas, pagodas, and temple designs
- Hindu Iconography in Buddhist Deities of East Asia

10.) Modern Revivals and Contemporary Relevance

- Neo-Buddhist and Vedantic movements in East Asia
- Influence of Rabindranath Tagore, Swami Vivekananda
- Yoga and Ayurveda in contemporary Wellness movements of East Asian
- Contemporary academic collaborations and cultural diplomacy

Readings:

De Bary, William Theodore, *The Buddhist Tradition in India, China and Japan*. New York: Vintage Books, 1972.

Svoboda, Robert and Arnie Lade, *Chinese Medicine and Ayurveda*. New Delhi: Motilal Banarsidass Publishers, 2000.

Nakamura, Hajime, *Ways of Thinking of Eastern Peoples: India-China-Tibet-Japan* (translated and edited by Philip P. Wiener). Honolulu: East West Center Press, 1964.

Nakamura, Hajime, *Japan and Indian Asia, their cultural relations in the past and present*. Calcutta: K.L. Mukhopadhyay, 1961.

Ranjana Mukhopadhyaya and Togawa Masahiko (eds.), *Buddhist Exchanges between India and Japan: Japanese Buddhist Encountering India and Modern Buddhist Studies*. London and New York: Routledge, 2025.

Tan Chung and Geng Yinzeng, “*India and China: Twenty Centuries of Civilizational Interaction and Vibrations*”, in D.P. Chattopadhyaya (Ed.), *History of Science, Philosophy and Culture in Indian Civilization*, Vol. III. New Delhi: Centre for Studies in Civilizations, 2005.

Xinru Liu, *Ancient India and Ancient China: Trade and Religious Exchanges, A.D. 1–600*. New Delhi: Oxford University Press, 1995.

Makeham, John (ed.), *Transforming Consciousness: Yogācāra Thought in Modern China*. UK: Oxford University Press, 2014.

Chaudhuri, Saroj Kumar, *Sanskrit in China and Japan*. New Delhi: Aditya Prakashan, 2011.

Chaudhuri, Saroj Kumar, *Hindu Gods and Goddesses in Japan*. New Delhi: Vedams eBook (P) Ltd, 2003.

Lancaster, Lewis R., Chai-Shin Yu (ed.) *Assimilation of Buddhism in Korea: Religious Maturity and Innovation in the Silla Dynasty* (Studies in Korean Religions & Culture). India: Asian Humanities Press. 1989

Lee, Kwangsu, *Buddhist Ideas and Rituals in Early India and Korea*. UK: Manohar Publishers and Distributors, 1998.

Orzech, Charles D., Henrik H. Sørensen, Richard K. Payne (eds.), *Esoteric Buddhism and the Tantras in East Asia*. Leiden, Boston: Brill, 2011.

Teeuwen, Mark, and Fabio Rambelli eds. *Buddhas and Kami in Japan: Honji Suijaku as a Combinatory Paradigm*. London and New York: Routledge Curzon, 2003.

Matsunaga, Alicia, *The Buddhist Philosophy of Assimilation: The Historical Development of the Honji-Suijaku Theory*. Tokyo and Rutland, Vt.: Sophia University and Charles E. Tuttle Company. 1969.

Mandal, Mantosh, *Indian Pandits Engaged in Tibetan Translations of Buddhist Logic*. India: Lulu.com, 2014.

Jaffe, Richard M., *Seeking Sakyamuni: South Asia in the Formation of Modern Japanese Buddhism*. Chicago: The University of Chicago Press, 2019.

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

DSE-CH-201 INTELLECTUAL DEBATES IN MODERN CHINA

Course Description

This course provides a broad framework of analysis of some of the major themes, issues and events in the history of modern China. The course examines China in detail during one of its most turbulent, revolutionary, and contemporary periods. It also delineates the unfolding of various historical events and their impact on Chinese society. Apart from examining major events and trends such as nationalism and the communist movement, it will familiarise students with patterns of intellectual debates concerning ideology, identity, culture and nationalism in contemporary China. The response to the events emanated from leaders, peasants, workers, intellectuals & women, and the developments emanated in a unique way and shaped the social, political, economic, and cultural components of their society will be introduced.

Course Objectives

1. To understand the relationship between nationalism & communism,
2. To conceptualise war and revolution.
3. The course aims to teach students about various aspects of nationalism and contemporary intellectual debates in changing China.

Course Learning Outcome

1. The students will be able to understand the patterns of intellectual debates around social change and cultural dimensions in China.
2. Students who have successfully completed this course will be well-positioned to understand some of the most important events in modern China.
3. Enhanced knowledge on the political, economic, social and cultural disruptions caused by the breakdown of the centuries-old Chinese institutions and values, and the transformation of tradition to meet modernist challenges.

Course Outline

1. Who are intellectuals?
2. The last decade of Qing's Rule and Reforms, Events led to the emergence of the 1911 Revolution and Post-1911 Political Transitions
3. The May Fourth Movement & its legacy and the Warlords Era

4. Social change: The peasantry, Industrial labour and the Bourgeoisie
5. The emergence of political parties: The Chinese Communist Party and the Guomindang
6. External influences: The Comintern and the United States
7. Domestic political fragmentation
8. The period of long strife: the Japanese Aggression, the Second World War and the Civil War
9. The political strategies of the Guomindang and the Chinese Communist Party
10. The nature of Chinese Communism

Reading List

1. Ash, Robert. (1976). Land tenure in pre-revolutionary China: Kiangsu province in the 1920s and 1930s, London: Contemporary China Institute, School of Oriental and African Studies, University of London.
2. Barlow, E. Tani (1993). Gender Politics in Modern China: Writing and Feminism. United States of America. Duke University Press.
3. Cheek, Timothy. (2015). The Intellectual in Modern Chinese History. United Kingdom. University of British Columbia.
4. Cheek, Timothy. (2006). "Xu Jilin and the Thought Work of China's Public Intellectuals," in *The China Quarterly*, Vol. 186. pp. 401-420.
5. Chesneaux, Jean. (1964). "The Chinese Labour Force in the First Part of the Twentieth Century", in Cowan, C. D., *The Economic Development of China and Japan: Studies in Economic History and Political Economy*. Delhi: Khosla Publishing House.
6. Chow, Tse-tung. (1960). *The May Fourth Movement*. Stanford: Stanford University Press, (Chapter I, Chapter XIV).
7. Chung, Tan. (1978). *China and the Brave New World: A Study of the Origins of the Opium War*. New Delhi: Allied Publishers, (Chapter 2, 6 & 7).
8. Croizier, Ralph and C. Koxinga. (1977). *Chinese nationalism: History, myth, and the hero*. Harvard East Asian Monographs, No. 67. Cambridge, Mass.: Harvard University Press.
9. Esherie, Joseph W. (1976). *Reform and Revolution in China: The 1911 Revolution in Hunan and Hubei*, Berkeley, University of California Press.
10. Fairbank, J. K. and Merle Goldman. (1992). (eds). *China: A New History*. Cambridge, Mass.: Harvard University Press.
11. Howe, C. (1981). (ed.) *Shanghai: Revolution and development in an Asian Metropolis*. Camb. Cambridge University Press.
12. Hsu, Immanuel C. Y., (1975). *The Rise of Modern China*, London: Oxford University Press.
13. Hu Shih, (1967), 'The Chinese Renaissance', in Franz Schurmann and Orville Schell (eds), *Republican China: Nationalism, War, and the Rise of Communism, 1911-1949*, New York, pp. 52-62.
14. Mark Seldon, (1995), 'Yan'an Communism Reconsidered', *Modern China*, Vol. 21, No. 1, pp.8-44.
15. Mitter, Rana. (2004), *A Bitter Revolution: China's Struggle with the Modern World*, Oxford.
16. Mitter, Rana. (2014). *China's War with Japan: 1937-1945: The Struggle for Survival*. London: Penguin, pp. 1-69.
17. Pan Yihong. (2024). "Not Just a Man's War: Chinese Women's Memories of the War of Resistance Against Japan, 1931- 45," Vancouver: The University of British Columbia Press
18. Schwarcz, Vera. (2020). *The Chinese Enlightenment: Intellectuals and the Legacy of the May Fourth Movement of 1919*. Berkeley: University of California Press.
19. Selected Stories of Lu Hsun (Xun). (1978). Peking: Foreign Languages Press, A Madman's Diary, Storm in A Tea Cup and Village, Opera.

20. Snow, Edgar, (1971). *Red Star Over China*, New York: Grove.
21. Spence, Jonathan D. (1981). *The gate of Heavenly Peace: the Chinese and their revolution, 1895-1980*, New York: Viking Press.
22. Spence, Jonathan D. (1990). *The Search for Modern China*. London: Century Hutchinson.
23. Sun Yat-sen, (1967), 'The Revolution is the Path to the Regeneration of China', in Franz Schurmann and Orville Schell (eds), *Republican China: Nationalism, War, and the Rise of Communism, 1911-1949* New York, pp. 6-19.
24. Tan Chung, (1986). *Triton and Dragon: Studies on 19th century China and imperialism*. Delhi: Gian Publications.
25. Veg, Sebastian. (2019). *Minjian: The Rise of China's Grassroots Intellectuals*. Columbia University Press.
26. Wakeman, Frederic and Wang Xi. (1997). *China's Quest for Modernisation: A Historical Perspective*, Berkeley, Institute of East Asian Studies.
27. Wright, Mary C., (1968). (ed.). *China in Revolution: the first phase 1900-1913*, 229-95. New Haven: Yale University Press.
28. Zarrow, Peter. (2007). *China in War and Revolution, 1895-1949*. London: Routledge, Taylor & Francis Group.

Facilitating the Achievement of Course Learning Outcomes:

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

DSE-CH-202 Government and Politics of China

Course Description

The "Chinese Government and Politics" course will help students understand political history and ideology, political reforms, contemporary institutions and structure and processes. The course is designed to equip the participants to analyse the Party-State, elite politics, political participation, local elections, emerging civil society, and its relations with the state.

The course aims to provide a foundation that will enable the students to grasp the nuances of Chinese politics and prepare them to pursue a more rigorous and in-depth study of China.

Course Objectives

1. Familiarise students with the evolution, nature, distinct characteristics, and problems of the Chinese political system and its political processes.
2. Deconstruct major events and issues involved in its dynamics
3. Examine the role of various stakeholders and Institutions in shaping Chinese politics

Course Learning Outcomes

1. Develop students' understanding of the dynamics of Chinese politics
2. Enhance skills to analyse major issues, events and problems through the discipline of political science

3. Acquired the ability to use different social science approaches in understanding politics and the political processes of China

Course Outline

1. Confucianism, Marxism and Mao Zedong Thought
2. The Planned Economy and the Great Leap Forward
3. The Great Proletarian Cultural Revolution
4. Reform Era
5. Party, Legislature and Policy Making
6. Elite Politics or Political Meritocracy?
7. Being 'Other': Identity, Politics and Governance
8. Local Elections and Representation
9. *Civil Society and Public Participation*
10. Social Issues (Hukou, Environmental, Inequality and Labour Conditions)

Reading List

1. Fewsmith, Joseph. *Rethinking Chinese Politics*. Cambridge University Press, 2021.
2. Wang, Fei-Ling. *The China Record: An Assessment of the People's Republic*. State University of New York Press, 2023.
3. MacFarquhar, Roderick, ed. *The politics of China: sixty years of the People's Republic of China*. Cambridge University Press, 2011.
4. Dickson, Bruce J. "The party and the people: Chinese politics in the 21st century." (2021): 1-328.
5. Meisner, Maurice. *Mao's China and after: A history of the People's Republic*. Simon and Schuster, 1999.
6. Wong, Chun Han. *Party of One: The Rise of Xi Jinping and China's Superpower Future*. Simon and Schuster, 2023.
7. Huang, Yasheng. *The rise and fall of the EAST: How exams, autocracy, stability, and technology brought China success, and why they might lead to its decline*. Yale University Press, 2023.
8. Fravel, M. Taylor. *Active defense: China's military strategy since 1949*. Princeton University Press, 2019.
9. Dreyer, June Teufel. *China's political system: Modernisation and tradition*. Routledge, 2018.
10. Chuang, Julia. *Beneath the China boom: Labour, citizenship, and the making of a rural land market*. University of California Press, 2020.
11. Grasso, June, Jay Corrin, and Michael Kort. *Modernisation and revolution in China*. Routledge, 2017.
12. Guo, Sujian. *Chinese politics and government: Power, ideology and organisation*. Routledge, 2012.
13. Saich, Tony. *Governance and politics of China*. Bloomsbury Publishing, 2017.
14. Macfarquhar Roderick. (ed.) *The politics of China: Sixty Years of the PRC*, Cambridge, Cambridge University Press, 2011
15. Unger Jonathan. (ed.), *The Nature of Chinese Politics from Mao to Jiang*, New York, M.E Sharpe, 2002

16. Cheng Li. China's Political Landscape: Prospects for Democracy. Brookings, Brookings Institution Press. 2008
17. Baum, Richard. Burying Mao, Chinese Politics in the Age of Deng Xiaoping. Princeton, NJ: Princeton University, 1994
18. Dickson, Bruce J., Red Capitalists in China: The Party, Private Entrepreneurs, and Prospects for Political Change, Cambridge: Cambridge University Press, 2003
19. Hui, Wang. China's New Order: Society, Politics, and Economy in Transition. Edited by Theodore Hutters. Cambridge, MA, Harvard University Press, 2003
20. Dreyer, JT. China's Political System: Modernisation and Tradition. London, Miami, 2015
21. Zhao Suisheng. Reconsidering the Prospects for a Democratic China, New York: Routledge, 2000
22. Guo, Xiaoqin. State and Society in China's Democratic Tradition: Confucianism, Leninism, and Economic Development, New York: Routledge, 2003

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

DSE-CH-202 CHINESE LITERATURE

Course Description

This course will cover the literary turn and early poetry: the compilation of the Book of Songs, prose traditions, philosophical writings and neo-classical prose, new forms in Chinese poetry, miscellany as literary form, classical and popular language and differing traditions, drama and China's literary tradition, the May Fourth Movement and the birth of modern Chinese literature, socialist literature and political parameters, post-Mao literature, women writers and feminism in Chinese literature and contemporary literature.

Course Objectives

To understand the salient aspects of Chinese Literature
 To study various genres and schools of Chinese Literature
 To understand the various forms, content and critique in Chinese literature
 To analyse various forms and contents of literature in comparative perspective.

Course Outcomes

- Gain knowledge of the characteristic features of Chinese literature.
- Analyse the various forms and content of Chinese literature.
- Study of modern, pre-modern and gender discourse in Chinese literature.
- Study of Chinese literature in comparative perspective.

Course Outline

1. The literary turn and early poetry: the compilation of the Book of Songs
2. Prose traditions: The Historical Records, Philosophical writings and Neo-classical prose

3. New forms in Chinese poetry: Chuci, Fu, Shi, Ci, and Sanchu.
4. Miscellany as literary form: Dictionaries and Encyclopedias, Guwen Essays
5. Classical and popular language and differing traditions: folk tales, stories and novels.
6. Drama and China's literary tradition: Ballads, Jingju Opera & theatre, Songzaju, Yuanben, Nanxi, Zaju, and Kunchu,
7. The May Fourth Movement and the birth of modern Chinese literature
8. Socialist literature and political parameters
9. Post-Mao literature: critical writing and literary alternatives
10. Women writers and feminism in Chinese literature
11. Contemporary literature: new directions

Reading List

Denton, Kirk A. China section, ed. Columbia Companion to Modern East Asian Literatures. NY: Columbia UP, 2003.

Goldman, Merle, ed. Modern Chinese Literature in the May Fourth Era. Cambridge: Harvard UP, 1977.

Feng, Jin. The New Woman in Early Twentieth-Century Chinese Fiction. Lafayette, IN: Purdue UP, 2004.

Hanan, Patrick. Chinese Fiction of the Nineteenth and Early Twentieth Centuries. NY: Columbia UP, 2004.

Rickett, ed., Chinese Approaches to Literature from Confucius to Liang Ch'i-ch'ao. Princeton: PUP, 1978.

Owen, Stephen (ed and tr.). An Anthology of Chinese Literature: Beginnings to 1911, W.W. Norton and Company, New York, 1996.

Jeffrey C. Kinkley (ed). After Mao: Chinese Literature and Society 1978-1981. Camb., Mass: Harvard University, Cambridge, 1985.

Lu Xun. A History of Chinese Fiction. Beijing: Foreign Languages Press, 1976.
Wu Cheng'en. Journey to the West. Foreign Languages Press. Beijing. second edition revised

Bai Hua. The Remote Country of Women. University of Hawai'i Press. Honolulu. Reprint. 1997. Lo Kuan-chung. Romance of the Three Kingdoms. Vols. I and II. Tuttle. Boston. Reprint. 2002. and enlarged. 1990.

Ye, Yang. Vignettes from the Late Ming: A Hsiao-p'in Anthology. Seattle; University of Washington Press, 1999.

Facilitating the Achievement of Course Learning Outcomes: Thorough classroom teaching / tutorials and assignments for internal assessment, and through participating in seminars and workshops, quizzes and drama.

DSE-JP -201 Modern Japan**Course Description**

This paper is designed to offer a detailed study of the political, economic and social processes of change during roughly 70 years from the middle of 19th century to the middle of 20th century, which, in the case of Japanese history, which has been classified as Modern Japan, to enable the students to understand and appreciate the dynamics of change within the framework of development of Japan within the larger framework of industrialisation, capitalism, imperialism, democracy, nationalism and ultranationalism. This understanding would help the students understand the roots of Japan's evolution and growth as one of the most powerful military powers and economic powerhouses in the contemporary world.

Course Objectives

The objective of the course is to enable the students to understand and appreciate the dynamics of change within the framework of the development of Japan within the larger framework of industrialisation, capitalism, imperialism, democracy, nationalism and ultranationalism.

Course Outcome

This understanding would help the students appreciate the roots of Japan's evolution and growth as one of the most significant military powers and an important economic powerhouse in the contemporary world.

Course Outline

1. Legacy of the Pre-modern period
2. Political Transition: Establishment of the new Meiji Government
3. Political Institutions: People's Rights Movement and the adoption of a new constitution
4. Social Transformation: Reorganisation of Japanese society on the European civilisation
5. Economic Transformation of Japan: Rural economy
6. Economic Transformation of Japan: Industrialisation
7. Political Transformation: Growth of Liberal Democracy in Japan
8. Political Transformation: Growth of Militarism and Ultra-nationalism
9. Intellectual Currents of Modern Japan
10. Educational Developments in Modern Japan
11. Urbanisation, Mass Communication and the Emergence of a Middle-class Society

Readings:

1. Marius Jansen, Making of Modern Japan, Harvard University Press, 2002, pp. 936
2. Joseph Pittau, Political Thought in Early Meiji Japan 1868-1889, Harvard University Press, 1967, pp. 250
3. Robert Scalapino, Democracy and Party Movement in Prewar Japan, University of California Press, 1953, pp 471
4. W.G. Beasley, The Rise of Modern Japan: Political, Economic and Social Change in Japan Since 1850, Palgrave Macmillan, 2000, pp. 344

5. W.W. Lockwood, State and Economic Enterprise in Japan: Essays in the Political Economy of Growth, Princeton University Press, 1965, pp. 764
6. Johannes Hirschmeier, The Development of Japanese Business 1600-1973, Routledge, 2006, pp. 344
7. Andrew Gordon, Labour and Democracy in Prewar Japan, University of California Press, 1992, pp. 384
8. Junji Banno, The Establishment of the Japanese Constitutional System, Nissan Institute/ Routledge, 1995, pp. 272
9. Sheldon Garon, The State and Labour in Modern Japan, University of California Press, 1990, pp. 236
10. P.A.N. Murthy, Rise of Nationalism in Modern Japan: A Historical Study of the Role of Education in the Making of Modern Japan, Ashajanak Publications, 1973, pp. 518
11. Peter Duus, Party Rivalry and Political Change in Taishō Japan, Harvard University Press, 1968, pp. 317
12. Richard J. Smethurst, A Social Basis for Prewar Japanese Militarism, University of California Press, 1974, pp. 202
13. Kozo Yamamura, The Economic Emergence of Modern Japan, Cambridge University Press, 1997, pp. 387
14. Byron Marshall, Capitalism and Nationalism in Modern Japan, The Ideology of the Business Elite 1868-1941, Stanford University Press, 1967, pp. 176
15. Johannes Hirschmeier, Origins of Entrepreneurship in Meiji Japan, Harvard University Press, 1964, pp. 367

Facilitating the Achievement of Course Learning Outcomes:

Thorough classroom teaching / tutorials and assignments for internal assessment, and through class participation and presentation.

DSE-JP-202 Politics and Governance of Japan

Course Description

This course will introduce students to the political development in Japan focusing on occupation and Japan's new political environment, political Reforms, political economy post II World War, growth of constitutionalism in Japan, local self-government and grassroots politics, political corruption, constitutional debates, bureaucracy and decision-making, civil society movements, and the politics of educational reforms.

Course Objectives

1. Familiarise the Students' with knowledge on the evolution and nature of the Political system and the political processes of Japan
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 democratisation process in Japan's polity and its comparison in the East Asian context and the world in general.

Course Outcomes

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

Course Outline

1. Occupation and Japan's new political environment
2. Political Reforms: the Constitution of 1946
3. Japan's political economy post-World War
4. Growth of constitutionalism in Japan: the rise and decline of the Liberal Democratic Party
5. Opposition Politics in Japan
6. Local self-government and grassroots politics
7. Political corruption
7. Constitutional debates
8. Bureaucracy and decision-making
9. Civil Society movements
10. The politics of educational reforms
11. Political dynamics in Japan
12. Contemporary Challenges (Revision of Constitution, Ageing Population, etc.)

Reading List

1. Broadbent, J. Environmental Politics in Japan: Networks of Power and Protest, London: Cambridge Univ. Press, 1999.
2. Curtis, G.L. The Logic of Japanese Politics: Leaders, Institutions, and the Limits of Change. New York: Col. UP, 1999.
3. Jansen, M.B. The Making of Modern Japan. Camb. Mass.: Harvard Univ. Press, 2002.
4. Dower, John. Embracing Defeat. New York: W. W. Norton . 1999.
5. Ikuta, T. Kanryo: Japan's hidden government. New York: NHK Publ., 1995.
6. Leblanc, R.M. Bicycle Citizens: The Political World of Japanese Housewives, Berkeley: Univ. of Calif., 1999.
7. McCormack, G. The Emptiness of Japanese Affluence. Armonk: M.E. Sharpe – 2001.
8. Mulgan, G. The Politics of Agriculture in Japan. New York: Routledge, 1999.
9. Najita, T. The Intellectual Foundations of Modern Japanese Politics. Chicago: University of Chicago Press, 1980.
10. Pharr, S.J. and E.S. Krauss. Media and Politics in Japan. Honolulu: U of Hawaii, 1996.
11. Ramseyer, J.M. and F.M.C. Rosenbluth. The Politics of Oligarchy: Institutional Choice in Imperial Japan. New York: Camb. Univ. Press, 1998.
12. Ramseyer, J.M. Japan's Political Marketplace. Camb. Mass.: Harvard University Press, 1993.
13. Schlesinger, J.M. Shadow shoguns: the rise and fall of Japan's postwar political machine. New York: Simon & Schuster, 1997.

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-203 JAPANESE LITERATURE

This course will cover oral and written traditions in Japanese poetry, Monogatari: the Japanese tale a literary genre, Nikki: diary writing as a literary genre, Zuihitsu: miscellany as literary form, forms of drama in Japan, literary shifts from aristocratic to popular literature, Western influences, enlightenment ideas and the reinvention of literary forms, literature as social critique in the 20th century and feminist literature in modern Japan.

Course Objectives

To understand the salient aspects of Japanese Literature
 To study various genres and schools of Japanese Literature
 To understand the various forms, content and critique in Japanese literature
 To analyse various forms and contents of literature in comparative perspective.

Course Outcomes

- Gain knowledge of the characteristic features of Japanese literature.
- Analyse the various forms and contents in Japanese literature.
- Study of modern, pre-modern and gender discourse in Japanese literature.
- Study of Japanese literature in comparative perspective.

Course Outline

1. Early literary traditions: the first written chronicles in the eighth century
2. Oral and written traditions in Japanese poetry
3. Monogatari: the Japanese tale as a literary genre
4. Nikki: Diary writing as a literary genre
5. Zuihitsu: miscellany as literary form
6. Forms of drama in Japan
7. Literary shifts: from aristocratic to popular literature
8. Western influences, enlightenment ideas and the reinvention of literary forms
9. Literature as social critique: the 20th century
10. Feminist literature in modern Japan

Reading List

1. Miner, Earl. Introduction to Japanese Court Poetry. Stanford, Calif.: Stanford University Press, 1968.
2. Araki, James T. The Ballad-Drama of Medieval Japan. Berkeley and Los Angeles: University of California Press, 1964.

3. Bowring, Richard. *Murasaki Shikibu: Her Diary and Poetic Memoirs*. Princeton, N. J.: Princeton University Press, 1982.
4. Haruo Shirane. *Early Modern Japanese Literature: An Anthology, 1600-1900*. New York: Columbia Univ. Press, 2004.
5. Kamens, Edward. *The Three Jewels: A Study and Translation of Minamoto Tamenori's Sanboe*. Ann Arbor: Center for Japanese Studies, University of Michigan, 1988.
7. Sachidanand, Unita, 2010, *The Pen and The Sword: War Literature in Asia, Indo-Japan Association for Literature & Culture, New Delhi, (ISBN:81-906158-8-4)* (edited with Fumiko Mizukawa)
8. Sachidanand, Unita, 2010, *Japanese Literature: The Indian Mirror, Indo-Japan Association for Literature & Culture, New Delhi (ISBN:81-906158-9-1)* (edited)
9. Sachidanand, Unita, 2002 *Japani sahitya darshan: Meiji se Showa tak (An Introduction to Japanese Literature: From Meiji to Showa)* (Text book in Hindi), Rajkamal Prakashan, Delhi
10. Keene, Donald, ed. *Twenty Plays of the No Theatre*. New York: Columbia University Press, 1970.
11. Keene, Donald. *Dawn to the West: Japanese Literature of the Modern Era: Fiction*. New York: Rinehart and Winston, 1984.
12. Kokichi Katsu. *Musui's Story: The Autobiography of a Tokugawa Samurai*. Transl. and ed. Teruko Craig. Phoenix: Univ. of Arizona, 1988.
13. Lippit, Noriko, et. al. *Japanese Women Writers: Twentieth Century Short Fiction*. New York: East Gate, 1991.
14. Ryan, Marleigh G. *Japan's First Modern Novel: Ukigumo of Futabatei Shimei*. New York: Columbia University Press, 1967.

Facilitating the Achievement of Course Learning Outcomes: Thorough classroom teaching / tutorials and assignments for internal assessment, and through participating in seminars and workshops, quizzes and drama.

DSE-KR-201 Korean Government and Politics

Course Description

This course will cover the genesis of Korean War and division of Korea, USAMGIK and establishment of democratic system, military in politics (1961-87)– authoritarianism, suppression, and subversion of democracy, political processes – Anti-authoritarianism and pro-democracy movement (1960-1988), political processes – Opposition politics, reforms and democratisation in the post-1987 period, political processes – patrimonial politics of the three Kims and shaping of Korean politics, bureaucracy and governance of S. Korea, Chaebol in politics and imperatives and politics of reunification.

Course Objectives

The objective of the course is to teach students about the dynamics of the South Korean political system, the ideological divisions in the country and the role of the political institutions in the economic transformation of South Korea.

Course Outcome

The student will be able to understand the political dynamics in South Korea and the current issues in South Korean politics.

Course Outline

1. Genesis of the Korean War and Division of Korea
2. USAMGIK and the establishment of the democratic system
3. Military in politics (1961-87) – Authoritarianism, suppression, and subversion of democracy
4. Political Processes – Anti-authoritarianism and pro-democracy movement (1960-1988)
5. Political processes – Opposition politics, reforms and democratisation in the post-1987 period
6. Political processes – Patrimonial politics of the three Kims and shaping of Korean politics
7. Bureaucracy and governance of S. Korea
8. Chaebol in politics
9. Role of conservative and progressive parties in the South Korean politics
10. Imperatives and politics of reunification - Sunshine Policy

Reading List

1. Cumings, Bruce. The Korea War: A History. Modern Library/Random House, 2010.
2. Bruzo, Adrian. The Making of Modern Korea. London: Routledge, 2002.
3. Cotton, J., ed. Korea Under Roh Tae-woo, Allen and Unwin, Sydney, 1993.
4. Cotton, J. ed., Politics and Policy in the New Korean State: From Roh Tae-woo to Kim Young-Sam, St Martin's Press, NY, 1995.
5. Kang Man-gil. "Contemporary Nationalist Movements and the Minjung", In Kenneth M. Wells, ed. South Korea's Minjung Movement: The Culture and Politics of Dissidence, Honolulu, University of Hawaii Press, 1995.
6. Gibney Frank. Korean Achievement: Asia's New Hi-tech Democracy, New York, Walker and Co., 1992
7. Mosher, Steven W., ed. Korea in the 1990s- Prospects for Reunification, New Brunswick, Transaction Publishers, 1992.
8. Shin, Doh C. Mass Politics and Culture in Democratizing Korea. Cambridge University Press, Cambridge. 1999
9. Wells, Kenneth M. ed. South Korea's Minjung Movement: The Culture and Politics of Dissidence, Honolulu, University of Hawaii Press, 1995.
10. Hahm, Chaibong. "The Two South Koreas: A House Divided." The Washington Quarterly. 28 (3), pp. 57-72, 2005.

Facilitating the Achievement of Course Learning Outcomes:

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

DSE-KR-203 KOREAN LITERATURE

Course Description

This course attempts to provide an introduction to Korean literature, classical traditions, new genres and forms of the Korean literary tradition, classical Korean drama, the impact of the West and the new literary movement, nationalistic literature in the 20th century, Korean War literature, contemporary literature, women writers and feminist writing, and literature in North Korea.

Course Objectives

To understand the salient aspects of Korean Literature
 To study genre and various schools of Korean Literature
 To understand the various forms, content and critique in Korean literature
 To be able analyze various forms and contents of literature in comparative perspective.

Course Outcomes

- Gain knowledge of the characteristic features of Korean literature.
- Analyze the various forms and content of the Korean literature.
- Study of modern, pre-modern and gender discourse in Korean literature.
- Study of Korean literature in comparative perspective.

Course Outline

1. Introduction to Korean literature
2. Classical traditions: Epics, poetry, prose and criticism
3. The Korean literary tradition: new genres and forms
3. Classical Korean drama: Pansori
4. Modern literature: the impact of the West and the new literary movement
5. Nationalistic literature in the 20th century
6. Korean War literature
7. Contemporary literature: challenges to state and society
8. Women writers and feminist writing
9. Literature in North Korea: the North Korean Federation of Literature and Arts, socialist realism and Han Sorya

Reading List

1. Cho, Dong-il. Korean Literature in Cultural Context and Comparative Perspective, Seoul: Jipmoondang Publishing Company, 1997.
2. Chung Chong-wha. Modern Korean Literature (An Anthology 1908-1965), UK: Kegan Paul International Limited, 1995.
3. Kim, Jaihiun Joyce. Selected and translated, Classical Korean Poetry – More than 600 Verses Since the 12th Century. Seoul: Hanshin Publishing Company, 1986

4. Kim, J-J. Master Poems from Modern Korea since 1920: An Anthology of Modern Korean Poetr.
5. Seoul: Sisayongo-sa Publishing Co., 1980.
6. Kim, Yoon-shik. Understanding Modern Korean Literature, Seoul: Jipmoondang Publishing Company, 1998.
7. Lee, Peter H. Anthology of Korean Literature from Early Times to the Nineteenth Century. Honolulu: The University Press of Hawaii, 1981.
8. Myers, B. Han Soya and North Korean Literature: The Failure of Socialist Realism in DPRK.
9. Ithaca, NY: Cornell East Asia Series, 1994.
10. Rutt, Richard, ed. and trans. The Bamboo Grove : An Introduction to Sijo, Berkeley: University of California Press
11. Woo, Han-young. Discourse in Korean Modern Novel, Seoul: Samjiwon,, 1996.
12. Zong In-sob. A Guide to Korean Literature, New Jersey: Hollym International Corp., 19

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

EAS-SBC-201: LANGUAGE (CHINESE/ JAPANESE/ KOREAN)-II

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

A) CHINESE

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

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

B) JAPANESE**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 300 *kanji*. Can compose structured paragraphs (e.g., personal letters, event descriptions, short opinion pieces).

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, ～てもいい, ～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.

C) KOREAN

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.

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 shokyu* 2. Tokyo University of Foreign Studies, Tokyo. 2012

2. Hasegawa, Yoko et al. *Shokyu nihongo Vol. 2*. The Japan Times. 1995
3. *Minna no nihongo shokyu 2*. 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: 1-15
2. Bharti Korean Workbook, Indo-American Publications, 2007
3. Bharti Korean Reading Comprehension 1, Manak Publications, 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

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