

**UNIVERSITY OF DELHI**  
**MASTER OF ARTS IN EAST ASIAN STUDIES**

NEP-2020 based PGCF (Two-Year Programme)

(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**

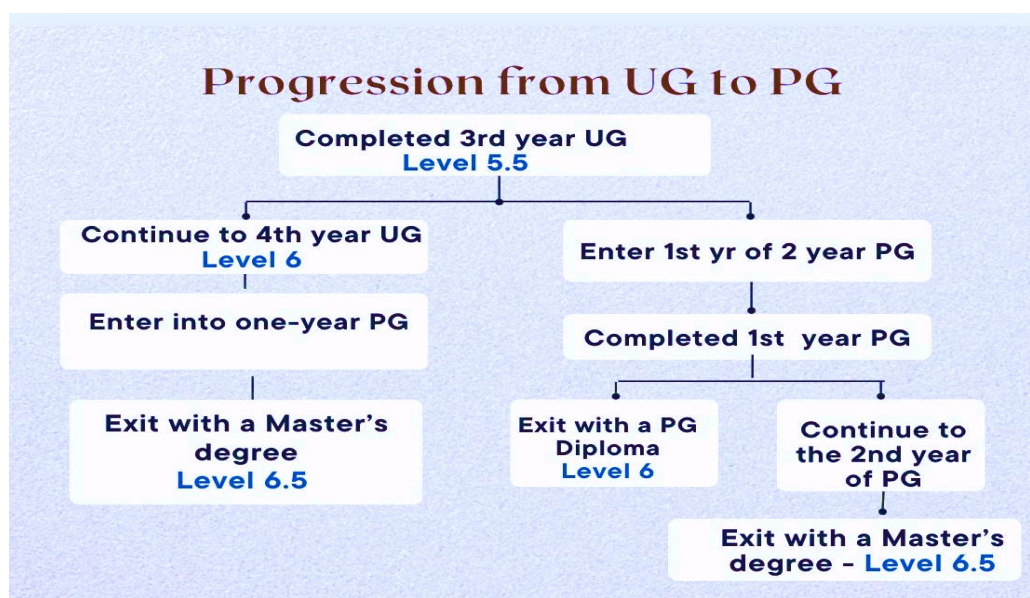
- A. 'Academic Programme' means an entire course of study comprising its programme structure, course details, evaluation schemes, etc., designed to be taught and evaluated in a teaching Department/Centre or jointly under more than one such Department/ Centre.
- B. 'Course' means a segment of a subject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

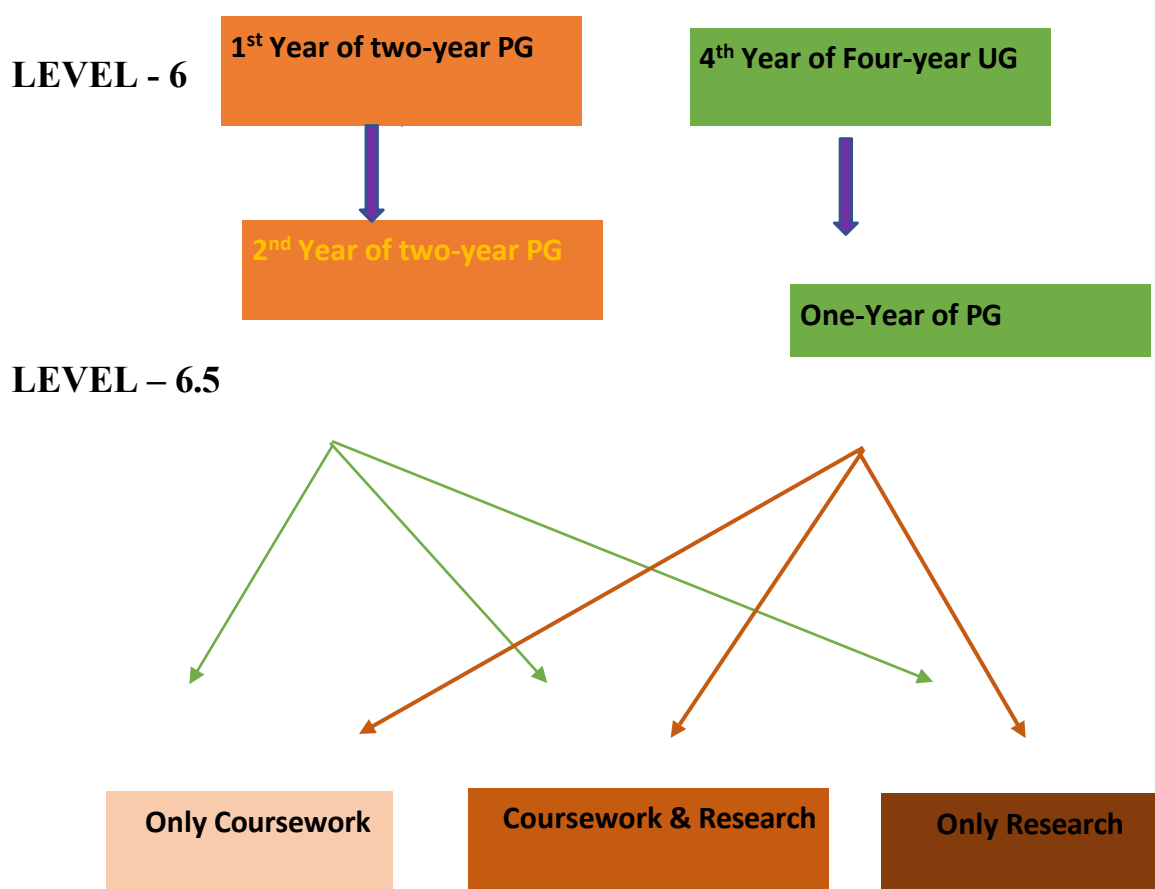
## 2.2 Progression from UG to PG:



## 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	<b>DSC-1</b>  <b>DSC -2</b>  <b>DSC - 3</b>  <b>(12 credits)</b>	<b>Two DSEs</b>  OR  <b>One DSE &amp; One GE</b>  <b>(8 credits)</b>	Skill-based course/ workshop/ Specialised laboratory/ Hands on Learning  <b>(2 credits)</b>	Nil	22
Semester- II	<b>DSC-4</b>  <b>DSC -5</b>  <b>DSC - 6</b>  <b>(12 credits)</b>	<b>Two DSEs</b>  OR  <b>One DSE &amp; One GE</b>  <b>(8 credits)</b>	Skill-based course/ workshop/ Specialised laboratory/ Hands on Learning  <b>(2 credits)</b>	Nil	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 4<sup>th</sup> Year of the UG programme.** It may be an extension though of the work done in the 4<sup>th</sup> Year of UG programme.*



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

### Semester III

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

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

### Semester IV

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

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

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

### Semester III

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

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

### Semester IV

The following three outcomes must be achieved by the end of

IV Semester:

i. Completion of the experimentation, fieldwork or similar task

ii. Submission of project report

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

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

### Structure 3 (Level 6.5): Research

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

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

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
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**Generic Elective (GE) Courses: 4 Credits**

GE	EAS-GE-101	Modern History of 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 Institution in East Asia
DSC	DSC-EA-202	East Asia and the World
DSC	DSC-EA-203	Intellectual Thoughts 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

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

### **Skill-Based Courses (SBC)**

SBC-EAS-201	Chinese/Japanese/Korean Language
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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

**Structure 1 (Level 6.5) : One Year PG Curricular Structure with only coursework  
or  
Curricular Structures of 2nd Year of PG for Two-year PG Programme (3+2)**

### **Semester III (22 Credits)**

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

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

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

DSC	DSC-EA-301	Introduction to Theory and Research Method
DSC	DSC-EA-302	Social and Public Policy in East Asia
DSE	DSE-EA-304	Rise of Asia and New World Order
DSE	DSE-CH -301	Chinese Foreign Policy
DSE	DSE-TW -301	Taiwan Political System
DSE	DSE-JP-301	Japanese Management Practices
DSE	DSE-JP-302	India-Japan Relations
DSE	DSE-KR-301	South Korean Foreign Policy
GE	GE	GE: From any other department
DSE	DSE-CH-101	Modern History of 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
DSE	DSE-KR-102	Korean Society and Culture

### Generic Elective (GE) Courses

GE	EAS-GE -301	Chinese Foreign Policy
GE	EAS-GE -302	India-Japan Relations
GE	EAS-GE-303	Rise of Asia and New World Order
GE	EAS-GE-304	South Korean Foreign Policy
GE	EAS-GE -305	Taiwan Political System

### Skill-Based Courses (SBC)

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

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

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

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

DSC	DSC-EA-401	Political Economy of East Asia
DSC	DSC-EA-402	Science and Technology in East Asia
DSE	DSE-CH-401	China's Economic Statecraft
DSE	DSE -CH-402	India-China Relations
DSE	DSE -TW-401	Taiwan's Foreign Policy
DSE	DSE -JP-401	Japan's Economic Development
DSE	DSE -JP-402	Japanese Foreign Policy
DSE	DSE -KR-401	South Korea's Economic Development

GE		GE: From any other department
DSE	DSE-CH-201	Intellectual Debates in Modern China
DSE	DSE-CH -202	Government and Politics of China
DSE	DSE-JP -201	Modern Japan
DSE	DSE -JP-202	Politics and Governance of Japan
DSE	DSE-KR-201	Korean Government and Politics

**Generic Elective Courses : 4 Credits**

GE	EAS-GE-401	China's Economic Statecraft
GE	EAS-GE -402	India-China Relations
GE	EAS-GE -403	Taiwan's Foreign Policy
GE	EAS-GE -404	Japan's Economic Development
GE	EAS-GE -404	Japanese Foreign Policy
GE	EAS-GE-405	South Korea's Economic Development

**Skill-Based Courses (SBC)**

SBC-EAS-401	Chinese/Japanese/Korean Language
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**Structure 1 (Level 6.5) : PG Curricular Structure with coursework + Research**

**Semester III (22 Credits)**

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

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

Dissertation/Academic Project: 6 credits

DSC	DSC-EA-301	Introduction to Theory and Research Method
DSC	DSC-EA-302	Social and Public Policy in East Asia
DSE	DSE-EA-304	Rise of Asia and New World Order
DSE	DSE-CH -301	Chinese Foreign Policy

DSE	DSE-TW -301	Taiwan Political System
DSE	DSE-JP-301	Japanese Management Practices
DSE	DSE-JP-302	India-Japan Relations
DSE	DSE-KR-301	South Korean Foreign Policy
GE	GE	GE: From any other department
DSE	DSE-CH-101	Modern History of 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
DSE	DSE-KR-102	Korean Society and Culture

**Elective Courses: 4 Credits**

GE	EAS-GE -301	Chinese Foreign Policy
GE	EAS-GE -302	India-Japan Relations
GE	EAS-GE-303	Rise of Asia and New World Order
GE	EAS-GE-304	South Korean Foreign Policy
GE	EAS-GE -305	Taiwan Political System
GE	EAS-GE -301	Foreign Policy of China
GE	EAS-GE -302	Society and Culture in China
GE	EAS-GE -303	Japanese Society
GE	EAS-GE -304	Contemporary India-Japan Relations
GE	EAS-GE -305	Foreign Policy of Korea
GE	EAS-GE -306	Korean Society

**Skill-Based Courses (SBC)**

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

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

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

Dissertation/Academic Project: 6 credits

DSC	DSC-EA-401	Political Economy of East Asia
DSC	DSC-EA-402	Science and Technology in East Asia
DSE	DSE-CH-401	China's Economic Statecraft
DSE	DSE-CH-402	India-China Relations
DSE	DSE-TW-401	Taiwan's Foreign Policy
DSE	DSE-JP-401	Japan's Economic Development
DSE	DSE-JP-402	Japanese Foreign Policy
DSE	DSE-KR-401	South Korea's Economic Development
GE		GE: From any other department
DSE	DSE-CH-201	Intellectual Debates in Modern China
DSE	DSE-CH -202	Government and Politics of China
DSE	DSE-JP -201	Modern Japan
DSE	EAS-JP-202	Politics and Governance of Japan
DSE	DSE-KR-201	Korean Government and Politics

**Elective Courses: 4 Credits**

GE	EAS-GE-401	China's Economic Statecraft
GE	EAS-GE -402	India-China Relations
GE	EAS-GE -403	Taiwan's Foreign Policy
GE	EAS-GE -404	Japan's Economic Development
GE	EAS-GE -405	Japanese Foreign Policy
GE	EAS-GE-406	South Korea's Economic Development

**Skill-Based Courses (SBC)**

SBC-EAS-401	Chinese/Japanese/Korean Language
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**Total credits of the course = Semester I + II + III +IV = 22+22+22+22 = 88**

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
3.	DSC-EA-103	International Relations in East Asia
4.	DSC-EA-201	Political Institution in East Asia
5.	DSC-EA-202	East Asia and the World
6.	DSC-EA-203	Intellectual Thoughts in East Asia
7.	DSC-EA-301	Introduction to Theory and Research Method
8.	DSC-EA-302	Social and Public Policy in East Asia
9.	DSC-EA-401	Political Economy of East Asia
10.	DSC-EA-402	Science and Technology in East Asia

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

1.	DSE-CH-101	Modern History of 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	Pre-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
15.	DSE -EA-304	Rise of Asia and New World Order
16.	DSE-CH -301	Chinese Foreign Policy
17.	DSE-TW -301	Taiwan Political System
18.	DSE-JP-301	Japanese Management Practices
19.	DSE-JP-302	India-Japan Relations
20.	DSE-KR-301	South Korean Foreign Policy
21.	DSE-EA-401	Indian Knowledge Systems in East Asia
22.	DSE -CH-401	China's Economic Statecraft
23.	DSE -CH-402	India-China Relations

24.	DSE -TW-401	Taiwan's Foreign Policy
25.	DSE -JP-401	Japan's Economic Development
26.	DSE-JP-402	Japanese Foreign Policy
27.	DSE-KR-401	South Korea's Economic Development

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

1.	EAS-GE-101	Modern History of China
2.	EAS-GE-102	Pre-Modern Japan
3.	EAS-GE-103	Pre-Modern Korea
4.	EAS-GE--104	Chinese Society and Culture
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-JP-205	Modern Japan
12.	EAS-GE -301	Chinese Foreign Policy
13.	EAS-GE -302	India-Japan Relations
14.	EAS-GE-303	Rise of Asia and New World Order
15.	EAS-GE-304	South Korean Foreign Policy
16.	EAS-GE -305	Taiwan Political System
17.	EAS-GE-401	China's Economic Statecraft
18.	EAS-GE -402	India-China Relations
19.	EAS-GE -403	Taiwan's Foreign Policy

20.	EAS-GE -404	Japan's Economic Development
21.	EAS-GE -405	Japanese Foreign Policy
22.	EAS-GE-406	South Korea's Economic Development

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

1.	EAS-SBC-101	Chinese/Japanese/Korean Language
2.	EAS-SBC-201	Chinese/Japanese/Korean Language
3.	EAS-SBC-301	Chinese/Japanese/Korean Language
4.	EAS-SBC-401	Chinese/Japanese/Korean Language



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

**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-19<sup>th</sup> to mid-20<sup>th</sup> century

**History of Japan**

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)- 18<sup>th</sup> and 19<sup>th</sup> 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), (2<sup>nd</sup> 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.

## **POLITICAL INSTITUTIONS IN EAST ASIA (DSC-EAS-102)**

### Course Description

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

### Course Objectives

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

### Course Outcome

The students will be able to understand the role and influence of political institutions in the East Asian countries.

### Course Outline

1. Structures of traditional governments in the late imperial era
2. Institutional aspects of political legitimacy in the late imperial era
3. Organisation of fiscal and military systems in the late imperial era
4. Impact of the Western political institutions and Constitutional developments in the pre-modern era
5. Changes in the government system, the rise of political parties in the pre-modern era
6. State-society institutional developments in the pre-modern era
7. Formation of the modern state and government systems
8. Central-local relations in the present times
9. Military and fiscal system in the present times 10. Legal system in the present times

### Reading list:

1. James T.C Liu(ed), Political Institutions in traditional China: major issues, N.Y john wiley sons, inc. 1967
2. William L Tung, Political Institutions of modern China, The Hague, Nijhoff, 1964
3. Yuri Pines, The Everlasting Empire: the political culture of ancient China and its imperial legacy, Princeton, Princeton University Press, 2012
4. Chien Tuan-Sheng, Government & Politics of China 1912-1949, Stanford, California, Stanford University Press,
5. James C.F wang, Contemporary Chinese politics: An introduction, Prentice Hall, 2002
6. June T Dreyer, China's political system: Modernisation & Tradition, N.Y, Routledge, 2016
7. Ishii Ryosuke, A History of Political Institutions in Japan, University of Tokyo, 1980
8. Gina Barnes, State Formation in Japan: Emergence of a 4<sup>th</sup> Century Ruling Elite, Routledge, 2006
9. Jeffrey Mass, Warrior Government in Early Modern Medieval A Study of the Kamakura Bakufu, Shugo and Jito, Yale University Press, 1975
10. J.W. Hall and Jeffrey Mass (ed.), Medieval Japan: Essays in Institutional History, Stanford University Press, 1988
11. Kenneth A. Grossberg, Japan's Renaissance: Politics of the Muromachi Bakufu, Harvard University Press, 1990
12. Kenneth Grossberg, "From Feudal Chieftain to Secular Monarch: The Development of Shogunal Power in Early Muromachi Japan" in Monumenta Nipponica, Vol. 31, No. 1, Spring 1976, pp. 29-49
13. Conrad Totman, Politics in the Tokugawa Bakufu, 1600-1843, University of California Press, 1988

14. Robert Scalapino, Democracy and Party Movement in Prewar Japan, University of California Press, 1953
15. Amsden, A., Asia's Next Giant: South Korea and Late Industrialisation. Oxford University Press, Oxford, 1989.

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

## **DSC-EA-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 History of 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 19<sup>th</sup>-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. [SEP]
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), (3<sup>rd</sup> 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). (3<sup>rd</sup> 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.
46. Wu, Xiaogang and Donald Treiman. 2004. "The Household Registration System and Social Stratification in China, 1955-1996." *DM* 41(2):363-84.
47. Xiaowei, Zang (2019), (2<sup>nd</sup> 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 16<sup>th</sup> 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, JaponiusTyrannus: 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, KeijiNagahara 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 Liddell 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 Pre-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 & Johnseok 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/KOREA)**

### **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 skill

Writing: Phonetic script and about 200 Chinese characters

Grammar  
Listening exercises

## B) JAPANESE

Spoken skills  
Writing: Phonetic script (Hiragana and Katakana), about 80 Chinese characters (kanji)

## C) KOREAN

Spoken skills  
Writing: Hanja: 200 words

Grammar Listening exercises

Readings

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. Elementary Chinese Readers, Chinese Edition, Sinolingua, 2008
7. Shyokyuu nihongo,jou, tokyou gaikokugo ryuugakusei nihongokyouiku centa, nihongono Bonjinsha, tokyou, 2010
8. Shyokyuu nihongo, bunporensyuucho, tokyou gaikokugo ryuugakusei nihongokyouiku centa, nihongono Bonjinsha, tokyou, 2010
9. Shyokyuu nihongo, tangocho, tokyou gaikokugo ryuugakusei nihongokyouiku centa, nihongono Bonjinsha, tokyou, 2010
10. Shyokyuu nihongo, kanjirensyuucho, tokyou gaikokugo ryuugakusei nihongokyouiku centa, nihongono Bonjinsha, tokyou, 2010
11. Elementary Chinese Readers, Chinese Edition, Sinolingua, 2008
12. Teaching material will also include texts from current newspapers and periodicals. The content of the course and the reading materials will be decided by the course teacher at the beginning of each semester.

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

Through classroom teaching and assignments for internal assessment/ exams, performing art and participating in quizzes.

### **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 19<sup>th</sup> to the 21<sup>st</sup> 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 19<sup>th</sup> to the 21<sup>st</sup> 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-EA-203 INTELLECTUAL THOUGHTS IN EAST ASIA**

#### **Course Description**

This paper, as a compulsory introductory course for the students of the MA in East Asian studies, is aimed at helping the students understand the distinctive features of the 'mind' or the 'ways of thinking' of the people of East Asia, in contrast to those of the people of other civilizations, as it has evolved over more than two millennia through a process of synthesis as well as progressive adaptations of endogenous and exogenous currents of social and political discourse. An attempt would be made to develop a holistic perspective of the common denominators of the underlying patterns of the dynamics of intellectual processes of East Asian region as a whole, while at the same time marking out the features of the variations and adaptations of the central pattern in the other regions.

#### **Objectives of the Course**



The objective of the course is to familiarize the students with the distinctive features of the 'mind' or the 'ways of thinking' of the people of East Asia, in contrast to those of the people of other civilizations.

### Course Outcome

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

### Course Outline

#### Section I: Philosophical and Ethical Schools of Thought in East Asia

1. Nature Worship & Folk Religion in East Asia
2. Confucianism
3. Buddhism
4. Mencius, Mohism, Legalism, Fengshui & Neo-Confucianism

#### Section II: Scientific Traditions and Transitions in East Asia

5. Empirical Sciences
6. Western Scientific Development & Modernisation
7. Nationalism, Modernity and Contemporary Issues

### Reading List

1. Anselm K. Min, *Korean Religions in Relation: Buddhism, Confucianism and Christianity*, SUNY series in Korean Studies, 2017.
2. Arthur C. Wright, *Buddhism in Chinese History*, Stanford University Press, 1959.
3. Bloom, Irene and Joshua A. Fogel, eds. *Meeting of Minds: Intellectual and Religious Interaction in East Asian Traditions of Thought* [Essays in honor of Wing-tsit Chan and William Theodore de Bary. N.Y.: Columbia University Press, 1997.
4. Buswell, Robert E., Jr. *The Formation of Ch'an Ideology in China and Korea: The Vajrasamādhi-Sūtra, A Buddhist Apocryphon*. Princeton: Princeton University Press 1989.
5. Hajime Nakamura, *Ways of Thinking of Eastern Peoples*, University of Hawaii Press, 1981.
6. Helen Hardacre, *Shinto: A History*, Oxford University Press, 2016.
7. Joseph Needham, *Science and Civilization in China*, Vol. 2, Cambridge University Press, 1991.
8. Kang Jae-eun, *The End of Scholars: Two Thousand Years of Korean Confucianism*, Homa and Sekey Book, 2005.
9. Kenneth Ch'en, *Buddhism in China: A Cultural History*, Princeton University Press, 1973.
10. Pulleyblank, Edwin and W.G. Beasley. "Historians of China and Japan". London: Oxford University Press, 1961.
11. Richard W.I. Guisso, *Shamanism: The Spirit World of Korea*, Jain Pub Co., 1988.

12. Robert J. Smith, *Ancestor Worship in Contemporary Japan*, Stanford University Press, 1974.
13. Rozman, Gilbert ed. *The East Asian Region: The Confucian Heritage and its Modern Adaptation*, Princeton, Princeton University Press, 1991.
14. Sang Hyon Kim, *Korean Buddhism in East Asian Perspectives*, Jimoondang, 2007.
15. Tankha, Brij and Madhavi Thampi, eds. *Narratives of Asia from India, Japan and China*, Kolkatta: Sampark, 2005.
16. William E. Deal and Brian Ruppert, *A Cultural History of Japanese Buddhism*, Wiley Blackwell, 2015.
17. William Lacos, *Chinese Ancestor Worship*, Cambridge Scholars Publishing, 2010.
18. William Theodore de Bary, et al, *Sources of Chinese Tradition*, Vol. 1&2, Columbia University Press, 1999.
19. William Theodore de Bary, et al, *Sources of Japanese Tradition*, vol. 1&2, Columbia University Press, 2006.
20. William Theodor de Bary, et al, *Sources of Korean Tradition*, vol. 1&2, Columbia University Press, 1996.

### **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.
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4. Cheek, Timothy. (2006). "Xu Jilin and the Thought Work of China's Public Intellectuals," in *The China Quarterly*, Vol. 186. pp. 401-420.
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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.
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19. Selected Stories of Lu Hsun (Xun). (1978). Peking: Foreign Languages Press, *A Madman's Diary*, *Storm in A Tea Cup* and *Village, Opera*.
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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 19<sup>th</sup> century China and imperialism*. Delhi: Gian Publications.
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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.

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

### **Course Description**

The course is designed to understand the social and public policies undertaken over the years to address the complex socio-cultural, economic, political and environmental problems in East Asian countries; for better government and better governance so as to resolve the challenges and to address pressing social issues. This course also provides a deeper understanding of the policy process, introducing analytical perspectives at all stages of the policy process with the aim of provoking critical inquiry into policy practices and outcomes. This course aims to provide first-hand information to students on certain public policies implemented in East Asian countries. The course is drawn upon from various interdisciplinary approaches.

### **Course Objectives**

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

### **Course Learning Outcomes**

Upon completing this course, students will be able to:

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

### Course Outline

1. Social and Public Policy: What, who, whom
2. Meaning, nature, scope, typologies, evolution, direct action and policy action
3. Theoretical issues and debates involved in social and public policy making
4. The role of the state, bureaucrats and the role of civil society in social policy reform
5. Livelihood and poverty alleviation
6. Infrastructures: Transport, housing
7. Education policy
8. Unemployment, pension and annuity for government employees, industrial injury insurance
9. Health insurance, family planning, maternity insurance, old-age security system
10. Policies on women, children, youth and the differently-abled
11. Policies on corruption, agriculture, taxation, law and order, environmental issues, and technology

\*The practical problems associated with the implementation of these policies will be analysed by considering case studies which will provide a clear picture to students about particular policies, including the *Dibao*, work units *danwei*, *hukou* household registration, one-child policy, Basic Health Insurance Scheme (BHI), Labour Insurance Schemes (LIS) and Government Employee Insurance Scheme (GIS), New Cooperative Medical Scheme (NCMS), *linshi jiu zhu* and Social Credit System in China.

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

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

### Readings

1. Anderson, James E. (2006). *Public Policy-Making: An Introduction*. Boston: Houghton.
2. Anderson, Stephen J. (1992), "The Policy Process and Social Policy in Japan", in *Political Science and Politics*, Vol. 25, No. 1, pp. 36-43, American Political Science Association, <https://doi.org/10.2307/419572>



3. Bass, A. Scott. et. al. (1996). Public Policy and the Old Age Revolution in Japan, Routledge. (Selected Chapters).
4. Bergerson, Peter J. (ed.), (1991). Teaching Public Policy: Theory, Research and Practice, Westport, RI: Greenwood Press.
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8. Chan, Kwan Chak. et. Al. (2008). Social Policy in China, The Policy Press, Great Britain.
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10. Hammond, R. Daniel. (2019). Politics and Policy in China's Social Assistance Reform: Providing for the Poor?, Edinburgh University Press, Great Britain.
11. Izuhara, Misa (2003). Comparing Social Policies: Exploring New Perspectives in Britain and Japan. The Polity Press. Great Britain.
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15. Lee, Peter Nan-shong. (2014). Public Policy and Health Care in China: The Case of Public Insurance. Routledge.
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18. Mok, Ho Ka and Maggie K. W. Lau. (2014), Managing Social Change and Social Policy in Greater China Welfare regimes in transition. Routledge.
19. Nakagawa, Yonosuke (1942). The Development of Social Policy in Japan in Kyoto University Economic Review. Vol. 17 (1). pp. 14-30.
20. Namkoong, Keun, Kyung-ho Cho and Sangmook Kim (2018), Public Administration and Policy in Korea: Its Evolution and Challenges. Routledge.
21. Pekkanen, J. Robert and Saadia M. Pekkanen (2021). The Oxford Handbook of Japanese Politics. Oxford University Press. United States of America. (Chapters 18 to 24).
22. Qian, Jiwei (2021). The Political Economy of Making and Implementing Social Policy in China, Palgrave Macmillan, Singapore.
23. Sekimizu, Teppei. (2016). A Sociology of Hikikomori: Experiences of Isolation, Family-Dependency, and Social Policy in Contemporary Japan, Lexington Books, London.
24. Solinger, J. Dorothy. (2008), The Dibao Recipients Mollified Anti-Emblem of Urban Modernisation. In *China Perspectives*. Special Issue.
25. Wu, Xun et al. (2013). The Public Policy Primer, Routledge, London.
26. Zang, Xiaowei and Hon S. Chan (2020). Handbook of Public Policy and Public Administration in China, Edward Elgar Publishing Limited, United Kingdom. (Selected Chapters).

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**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

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2. Wang, Fei-Ling. *The China Record: An Assessment of the People's Republic*. State University of New York Press, 2023.
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4. Dickson, Bruce J. "The party and the people: Chinese politics in the 21st century." (2021): 1-328.
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6. Wong, Chun Han. *Party of One: The Rise of Xi Jinping and China's Superpower Future*. Simon and Schuster, 2023.
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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.
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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.
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14. Macfarquhar Roderick. (ed.) *The politics of China: Sixty Years of the PRC*, Cambridge, Cambridge University Press, 2011
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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
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19. Hui, Wang. *China's New Order: Society, Politics, and Economy in Transition*. Edited by Theodore Huters. 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 (1868-1945)**

#### **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 19<sup>th</sup> century to the middle of 20<sup>th</sup> 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 Hirschmeir, 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 20<sup>th</sup> 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 20<sup>th</sup> 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.
6. 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 20<sup>th</sup> 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 20<sup>th</sup> 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 12<sup>th</sup> Century. Seoul: Hanshin Publishing Company, 1986
4. Kim, J-J. Master Poems from Modern Korea since 1920: An Anthology of Modern Korean Poetry. Seoul: Sisayongo-sa Publishing Co., 1980.
5. 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 Chinese/Japanese/Korean Language**

#### **Course Description**

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

#### **Course Objectives**

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

#### **Course Outcome**

Gain knowledge of scripts, basic grammar and students should be able to recognize and read the language in elementary level.

#### **Course Outline**

##### **A) CHINESE**

Spoken skill

Writing: Phonetic script and about 200 Chinese characters

Grammar

Listening exercises

##### **B) JAPANESE**

Spoken skills

Writing: Phonetic script (Hiragana and Katakana), about 80 Chinese characters (kanji)

##### **C) KOREAN**

Spoken skills

Writing: Hanja: 200 words

## Grammar Listening exercises

### Readings

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. Shyokyuu nihongo,jou, tokyou gaikokugo ryuugakusei nihongokyouiku centa, nihongono Bonjinsha, tokyou, 2010
7. Shyokyuu nihongo, bunporensyuucho, tokyou gaikokugo ryuugakusei nihongokyouiku centa, nihongono Bonjinsha, tokyou, 2010
8. Shyokyuu nihongo, tangocho, tokyou gaikokugo ryuugakusei nihongokyouiku centa, nihongono Bonjinsha, tokyou, 2010
9. Shyokyuu nihongo, kanjirensyuucho, tokyou gaikokugo ryuugakusei nihongokyouiku centa, nihongono Bonjinsha, tokyou, 2010
10. Elementary Chinese Readers, Chinese Edition Sinolingua, 2008
11. Teaching material will also include texts from current newspapers and periodicals. The content of the course and the reading materials will be decided by the course teacher at the beginning of each semester.

### Facilitating the Achievement of Course Learning Outcomes:

Through classroom teaching and assignments for internal assessment/ exams, performing art and participating in quizzes.

## **DSC-EAS-301 Area Studies Research Methods**

### Course Description

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

### Course Objective

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

## Course Outcome

Students will develop a comprehensive understanding of the complexities inherent in area studies, both as an academic discipline and as a framework for policy analysis. Additionally, they will acquire proficiency in various research methodologies and their application in scholarly research.

## Course Outline

1. Introduction to Area Studies
2. Region as Context
3. Area Studies as Knowledge
4. Country as a Method
5. Qualitative Method
6. Quantitative Method
7. Field Study
8. Survey
9. Interview

## Reading List

1. Szanton, D. L. (Ed.). (2004). *The politics of knowledge: Area studies and the disciplines*. Univ of California Press.
2. Ahram, A. I. (2011). The theory and method of comparative area studies. *Qualitative Research*, 11(1), 69-90.
3. Basedau, M., & Köllner, P. (2007). Area studies, comparative area studies, and the study of politics: Context, substance, and methodological challenges. *Zeitschrift für vergleichende Politikwissenschaft*, 1, 105-124.
4. Bates, R. H. (1997). Area studies and the discipline: a useful controversy?. *PS: Political Science & Politics*, 30(2), 166-169.
5. Miyoshi, M., & Harootunian, H. (Eds.). (2002). *Learning places: The afterlives of area studies*. Duke University Press.
6. Kato, H. (1988). Qualitative Sociology in Japan. *Qualitative Sociology*, 11.
7. King, G., Keohane, R. O., & Verba, S. (2004). The importance of research design. *Rethinking social inquiry: Diverse tools, shared standards*, 181-92.
8. Paul, T. V. (Ed.). (2012). *International relations theory and regional transformation*. Cambridge University Press.
9. Wei, Y. (1985). Social Science and the Methodology of Contemporary China Studies: A Critical Evaluation.
10. Mizoguchi, Y. (2016). China as method. *Inter-Asia cultural studies*, 17(4), 513-518.
11. Johnson, C. (1974). Political Science and East Asian Area Studies. *World Politics*, 26(4), 560-575.
12. Amako, S. (2017). Methods for area studies and contemporary China study. *Journal of Contemporary East Asia Studies*, 6(1), 2-28.
13. Sakai, N. (2010). From area studies toward transnational studies. *Inter-Asia Cultural Studies*, 11(2), 265-274.
14. Ben-Ari, E. (2020). Area studies and the disciplines: Japanese Studies and anthropology in comparative perspective. *Contemporary Japan*, 32(2), 240-261.

15. Esyun, H., Shumpei, K., & Creighton, M. R. (1985). A contextual model of the Japanese: Toward a methodological innovation in Japan studies. *The Journal of Japanese Studies*, 11(2), 289-321.
16. Ogawa, A., & Seaton, P. (2020). Introduction: Envisioning New Frontiers in Japanese Studies. In *New Frontiers in Japanese Studies* (pp. 1-18). Routledge.
17. Song, J. (2021). North Korea as a method: A critical review. *Journal of Korean Studies*, 26(2), 205-228.
18. Park, J. (2017). Knowledge production with Asia-centric research methodology. *Comparative Education Review*, 61(4), 760-779.

## **DSC-EAS-302 Society and Culture in East Asia**

### **Course Description**

The purpose of this compulsory paper is to introduce the students to various aspects of East Asian society and its culture. This paper will acquaint the student with the traditional social structures and value systems of East Asia, social transformations under the impact of modernization and globalization, and various contemporary social issues of East Asia. The course, while discussing the distinctive features of Chinese, Japanese and Korean societies, will also highlight the underlying social and cultural commonalities of these three regions which together makeup the composite culture of East Asia.

### **Course Objectives:**

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

### **Course Outcomes**

1. Gain knowledge of the characteristic features of East Asia's social institutions.
2. Analyze the applicability of sociological theories to Japanese society.
3. Study of modern and postmodern transformations of East Asian society.
4. Comparative study of East Asian societies.

### **Course Outline**

1. Introduction to East Asian society
2. Social Structure, Social Stratification and Class in East Asia
3. Family and Gender – Changes and Continuity
4. Employment, Business and Management in East Asia
5. Education and Society
6. Religions of East Asia
7. Society, Culture and its material expressions
8. Popular Culture and Social Trends in East Asia
9. Social Movements and Civil Society

10. Social Issues and Social Problems in Contemporary East Asian societies

**Reading List**

1. Chie Nakane, Japanese Society. University of California Press, Berkeley, 1970.
2. Jon Hendry, Understanding Japanese Society. Croom Helm, London, 1987.
3. Emiko Ochiai, Japanese Family in Transition: A Sociological Analysis of Family Change in postwar Japan. LTCB International Library Foundation, 1997.
4. Peilin Li (ed.) Chinese Society: Change and Transformation. Routledge, 2012.
5. Fei, Xiaotong., trans. Gary G. Hamilton and Wang Zheng, From the Soil: The Foundations of Chinese Society. University of California Press, 1992.
6. Hee Yeon Cho, Lawrence Surendra, Hyo-je Cho (eds.) Contemporary South Korean Society: A Critical Perspective. Routledge, 2013
7. Donald Denoon et.al Multicultural Japan: Palaeolithic to Postmodern. Cambridge University Press, 2001.
8. Margery Wolf and Roxane, Witke, Women in Chinese Society. ACLS Humanities, 2008
9. W. John Morgan, Bin Wu (ed.) Education Reform in China: Beyond the Expansion, Routledge, 2011.
10. Laurence G. Thompson, Chinese Religion: An Introduction. Wadsworth Publishing, 1995.
11. H. Byron Earhart, Religion in Japan: Unity and Diversity. Wadsworth Publishing, 5 edition, 2013.
12. Roger Janelli, Dawnhee, Janelli, Ancestor Worship and Korean Society. Stanford University Press, 1982
13. Schwartz, Frank J; Pharr, Susan J Pharr, State of Civil Society in Japan, Cambridge University Press, New York, 2003.
14. Broadbent, Jeffrey, Brockman, Vicky (Eds.) East Asian Social Movements: Power, Protest, and Change in a Dynamic Region. Springer, 2011.

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

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

**DSE-EAS-304 Rise of Asia and New World Order**

**Course Description**

The rise of Asia necessitates a different set of frameworks to comprehend the regional political and security order and India's interaction with East Asian and Southeast Asia. The course historically and theoretically traces the rise and fall of great powers to understand the current tumultuous transition in world politics. The course focuses on the growing economic importance, rising political influence and strategic significance of Asia and examines the emerging new world order.

**Course Objective**

The course is designed to help graduate students explore and examine the complexities in world politics and analyse different perspectives about the rise of Asia, i.e., India, East Asia, and Southeast Asia.

### Course Outcome

Students will be able to comprehend great power politics, shifting global balance towards Asia, and the crucial role of India in ushering in a multipolar world order.

### Course Outline

1. Rise and Fall of Powers
2. The Collapse of the USSR and the Victory of the West
3. Rise of the American Empire
4. A European Superpower
5. The Financial Crisis and Rise of Asian Powers
6. Asian Powers
7. Rising India,
8. China, Japan and South Korea
9. ASEAN Centrality
10. New World Order: Initiative, Institutions and Currency

### Reading List

1. Stephen P. Cohen, *India: Emerging Power* (New Delhi: Oxford University Press, 2001).
2. Baldev Raj Nayar and T.V. Paul, *India in the World Order: Searching for Major-Power Status* (Cambridge: Cambridge University Press, 2003).
3. Bajpai, Kanti, and Evan A. Laksmana. "Asian conceptions of international order: what Asia wants." *International Affairs* 99, no. 4 (2023): 1371-1381.
4. Jaishankar, Subrahmanyam. "The India way: Strategies for an uncertain world." *New Delhi* (2020).
5. Chikermane, Gautam. "India's Grand Strategy: A Framework for the Future that Builds on Bharat's Ancient Statecraft of Peace, Prosperity, and Planet." (2024).
6. Zarakol, Ayşe. *Before the West: The rise and fall of Eastern world orders*. Cambridge University Press, 2022.
7. Pardesi, Manjeet S. "Is India a great power? Understanding great power status in contemporary international relations." *Asian Security* 11, no. 1 (2015): 1-30.
8. Narlikar, Amrita. "Is India a responsible great power?." *Third World Quarterly* 32, no. 9 (2011): 1607-1621.
9. Ayres, Alyssa. *Our time has come: How India is making its place worldwide*. Oxford University Press, 2017.
10. Miller, Manjari Chatterjee. *Wronged by empire: Post-imperial ideology and foreign policy in India and China*. Stanford University Press, 2020.
11. Zhao Tingyang, *All Under Heaven: The Tianxia System for A possible World Order*, University of California Press, 2021
12. Brook, Timothy, Michael van Walt van Praag, and Miek Boltjes, eds. *Sacred mandates: Asian international relations since Chinggis Khan*. University of Chicago Press, 2018.
13. Goh, Evelyn. *The struggle for order: Hegemony, hierarchy, and transition in post-Cold War East Asia*. Oxford University Press, USA, 2013.



14. Spruyt, Hendrik. *The world imagined: collective beliefs and political order in the Sinocentric, Islamic, and Southeast Asian international societies*. Cambridge University Press, 2020.
15. Kang, David C. *East Asia before the West: Five centuries of trade and tribute*. Columbia University Press, 2010.
16. Mearsheimer, John J. "Bound to fail: The rise and fall of the liberal international order." *International security* 43, no. 4 (2019): 7-50.
17. Kang, David C. "Hierarchy, balancing, and empirical puzzles in Asian international relations." *International Security* 28, no. 3 (2003): 165-180
18. Kishore Mahbubani, *The New Asian Hemisphere: The Irresistible Shift of Global Power to the East* (New York: Public Affairs, 2008).
19. Stephen P. Cohen, *India: Emerging Power* (New Delhi: Oxford University Press, 2001).
20. Sumit Ganguly (ed.), *India as an Emerging Power* (London: Frank Cass, 2003).
21. Wang Jisi, "China's Search for a Grand Strategy A Rising Great Power Finds Its Way", *Foreign Affairs*(2011) pp.68-79
22. Amitav Acharya, *The End of American World Order*, (Cambridge: Polity, 2014).
23. Joseph S. Nye, Jr., *Is the American Century Over?*, (Cambridge : Polity, 2015).

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

## **DSE-CH-301 Chinese Foreign Policy**

### **Course Description:**

This course is divided into two parts. In the first part, students would be acquainted with the evolution of Chinese foreign policy post-1949, and then learn about the objectives and tools of Chinese foreign policy as well as the factors and sources that play a role in the making of foreign policy. In the second part, the students would learn about China's relations with the major and neighbouring powers. The rationale behind this study is to understand the Chinese foreign policy behavior and its implications for global politics.

### **Course Objective**

1. To understand the evolution of Chinese foreign policy post-1949.
2. To learn about the objectives and tools of Chinese foreign policy as well as the factors and sources that plays a role in the making of foreign policy.
3. To learn about China's relations with the major and neighboring powers.

### **Course Outcome**

1. Assess the Chinese foreign policy behavior and its implications for global politics.
2. Assess the bilateral relations between China and the major powers/neighbouring countries.



## Course Outline

1. Evolution of China's Foreign Policy & the Key Concepts
2. Chinese Foreign Policy-making Process
3. Determinants of Chinese Foreign Policy
4. The Tools of China's Foreign Policy
5. The Drivers of China's Foreign Policy
6. New Issues in Chinese Foreign Policy
7. China and the Great Powers
8. China and West Asia
9. China and South Asia
10. China and East Asia
11. China and the EU
12. China and Africa/ Latin America

## Reading List

1. Shaun Breslin, ed., Handbook of China's International Relations (London: Routledge, 2010).
2. Hongyi Lai, The Domestic Sources of China's Foreign Policy (London: Routledge, 2010).
3. Marc Lanteigne, Chinese Foreign Policy: An Introduction (London: Routledge, 2009).
4. Sujian Gao and ShipingHua, New Dimensions of Chinese Foreign Policy (Lexington books, 2007).
5. Alastair Iain Johnston and Robert S. Ross, eds., New Directions in the Study of China's Foreign Policy (Stanford: Stanford University Press, 2006).
6. David Shambaugh, Power Shift: China and Asia's New Dynamics (Berkeley: University of California Press, 2005).
7. Yong Deng and Fei-Ling Wang, China Rising: Power and Motivation in Chinese Foreign Policy Boulder: Rowman& Littlefield Publishers, Inc., 2005).
8. Guoli Liu, Chinese Foreign Policy in Transition (New York: Walter de Gruyter, Inc., 2004).
9. David M. Lampton, ed., The Making of Chinese Foreign and Security Policy in the Era of Reform, 1978-2000 (Stanford: Stanford University Press, 2001).
10. Denny Roy, China's Foreign Relations (Maryland: Rowman& Littlefield Publishers, Inc., 1998).
11. Andrew J. Nathan and Robert S. Ross, The Great Wall and the Empty Fortress (New York: W.W. Norton & Company, 1997).
12. Thomas W. Robinson and David Shambaugh, Chinese Foreign Policy: Theory and Practice (Oxford: Clarendon Press, 1994).
13. Samuel S. Kim, ed., China and the World: New Directions in Chinese Foreign Policy (London: Westview Press, 1989).
14. Harold C. Hinton, Communist China in World politics (London: Macmillan, 1966).
15. Zheng Wang, Never Forget National Humiliation (New York: Columbia University Press, 2012).

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

## **DSE-TW-303 Taiwan Political System**

### **Course Description**

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

### **Course Objectives**

1. Familiarize the Students' with knowledge on the evolution and nature of Political system and political processes of Taiwan
2. Examine various facets of its society like culture, economy, ethnicity and religion and its impact on its evolving political system
3. Explore the evolution of the process of Democratization in Taiwan's polity and its comparison in the East Asian context and world in general

### **Course Outcomes**

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

### **Course Outline**

- 1) A brief political history of Taiwan
- 2) KMT regime and its political culture
- 3) Emergence of democracy and pluralistic politics
- 4) Party politics and their ideologies
- 5) Growth of Taiwanese nationalism
- 6) A brief introduction to Taiwanese society (culture, family, gender and education)
7. Taiwan's economy and globalization
- 7) Religion and politics

### **Reading List**

1. Cheng tian Kuo, Religion and Democracy in Taiwan, NewYork, State Univ. of New York Press, 2009
2. Ching T. S Leo, Becoming Japanese: Colonial Taiwan and the Politics of Identity Formation, Berkeley: Univ.of California, 2001
3. Bruce Jacobs. J, Democratizing Taiwan, Leiden, Brill, 2012,

4. Chow Peter C Y., Taiwan in the Global Economy: From Agrarian Economy to an Exporter of High- tech Products, USA, Praeger, 2002
5. Fell Dafydd, Government and Politics in Taiwan, London, Routledge, 2012
6. Hughes, C.W, Taiwan and Chinese Nationalism, NewYork: Routledge, 1997
7. Joel D. Aberbach, David Dollar and Kenneth Sokoloff (eds.), The Role of the State in Taiwan's Development, London. M. E Sharpe, 1994
8. Roy D, Taiwan : A Political History, Ithaca, N.Y : Cornell Univ.press 1998
9. Shambaugh, D.L., Contemporary Taiwan, London: Oxford Univ.Press, 1999
10. Rigger Shelley, Politics in Taiwan, London, Routledge, 1999
11. Rigger Shelley. From Opposition to Power: Taiwan's Democratic Progressive Party, Lynne Rienner Publishers, 2001
12. Rubinstein, Murray, ed. Taiwan: A New History, New york, M.E Sharpe, 2015
13. Taylor J., The Generalissimo's Son: Chiang Ching-Kuo and the Revolution in China and Taiwan, Cambridge, Mass.: Harvard Univ. Press, 2000
14. Wu, J J., Taiwan's Democratization: Forces Behind the New Momentum, London: Oxford Univ. Press, 1995
15. Harrell, S,J. Huang, Cultural Changes in Postwar Taiwan, Boulder, Colo.: Westview Press, 1994

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

## **DSE-JP-301 Japanese Management Practices**

### **Course Descriptions**

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

### **Course Objectives**

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

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

### **Course Outline**

1. Socio-cultural roots of Japan's industrial relations – Transition from merchant houses to zaibatsu (family-owned business enterprises) to multinational companies and the continuity of the Confucian values in management practices
2. Features of industrial relations in Japan – lifetime employment system, hierarchy in decision- making, enterprise unionism
3. Japanese and western practices in work culture – Hierarchy vs. meritocracy, group identity vs. individual identity, generalist vs. specialist, vertical mobility vs. horizontal mobility
4. The Japanese management model and management practices
5. .Labour-management relations
6. Management issues in Japan's financial corporation
7. Gender discrimination in the Japanese management system
8. Transferring and adapting management practices to overseas enterprises
9. Recession in the Japanese economy and its impact on industrial relations in Japan

### Reading List

1. Abegglen, James C. and Stalk, George. Kaisha: The Japanese Corporation, New York: Basic Books, 1985.
2. Dlugos, G. and Weiermair, K., ed. Management under Differing Value Systems, New York: de Gruyter, Walter, 1981.
3. Dore, R.P. British Factory-Japanese Factory, University of California Press, 1973.
4. Koike, Kazuo. Understanding Industrial Relations in Modern Japan, New York: St. Martins Press, 1988.
5. Hemmert, Martin and Christian Oberlander, eds. Technology and Innovation in Japan: Policy and Management for the Twenty-First Century, Routledge, London, 1998.
6. Gibney, Frank, ed. Unlocking the Bureaucrat's Kingdom: Deregulation and the Japanese Economy, Washington: Brookings Institution Press, 1998.
7. Levine, Solomon B. and Kawada, Hisashi, Human Resources in Japanese Industrial Development, Princeton, NJ: Princeton University Press, 1980
8. Okochi, k. Karsh, B., and Levine, S.B. (eds.), Workers and Employers in Japan, Princeton, NJ: Princeton University Press, and University of Tokyo Press, 1973.
9. Suzuki, Yoshitaka. Japanese Management Structures, 1920-80, London: Macmillan, 1991.
10. Yui, Tsunehiko, and Nakagawa (ed). Japanese Management in Historical Perspective, Fuji Business History Conference XV, Tokyo: University of Tokyo Press, 1989.

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

## **DSE-JP-303     India-Japan Relations**

### **Course Description**

This course will focus on the Buddhist link, discovery of sea routes, changing Japanese perceptions of India in the 18<sup>th</sup> and 19<sup>th</sup> centuries, Indological studies in Japan and Imperial strategies (1885-1921), early trade links: the 19<sup>th</sup> and 20<sup>th</sup> centuries, Japan in Indian nationalist discourse, Japan and the Indian National Movement, Japan and independent India, contemporary cultural relations and mutual policy concerns in Japan-India relations.

### **Course Objectives**

1. To understand the history of the relations between India and Japan
2. To study contemporary issues in India –Japan relations
3. To analyze theories of International relations from the perspective of India-Japan relations.

### **Course Outcome**

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

### **Course Outline**

1. The Buddhist link
2. Discovery of sea routes: India as a maritime link between East and West
3. Changing Japanese perceptions of India in the 18<sup>th</sup> and 19<sup>th</sup> centuries
4. Indological studies in Japan and Imperial strategies (1885-1921)
5. Early trade links: the 19<sup>th</sup> and 20<sup>th</sup> centuries
6. Japan in Indian nationalist discourse
7. Japan and the Indian National Movement
8. Japan and independent India: Political and economic relations
9. Contemporary cultural relations
10. Japan and India: mutual policy concerns
11. India – Japan and World

### **Reading list**

1. Barnett, Yukiko Sumi. "India in Asia: Ōkawa Shūmei's Pan-Asian Thought and his Idea of India in Early Twentieth-Century Japan" in Journal of the Oxford University History Society, no.1 (2004)
2. Chaudhari, Saroj Kumar. Hindu Gods and Goddesses in Japan. New Delhi: Vedam Books, 2003.
3. .Kesavan, K. V. (ed) Building a Global Partnership: Fifty years of Indo-Japanese Relations. New Delhi: Lancers Books, 2004.
4. Lebra, Joyce C. Jungle Alliance: Japan and the Indian National Army. Singapore: Asia Pacific Press, 1971.

5. Li, Narangoa and Robert Cribb (eds). Imperial Japan and National Identities in Asia, 1895-194, .London and New York: Routledge, 2003.
6. Murthy, P.A. Narasimha. India and Japan: Dimensions of their Relations: Historical and Political. New Delhi: ABC pub House, 1986.
7. Murthy, P.A. Narasimha. India and Japan: Dimensions of Their Relations: Economic and Cultural. New Delhi: ABC Pub. House, 1993.
8. Nakane, Chie and Masao Naito (eds). Towards Understanding Each Other: Fifty Years' History of India-Japan Mutual Studies, Tokyo: Kyodo Printing Co., 2000.
9. Panda, Rajaram and Yoo Fukazawa (eds). India and Japan: Blossoming of a New Understanding. New Delhi: Lancers' Books, 2004.
9. Thakur, Upendra. India and Japan: A Study in Interactions During 5 and 14 centuries. .Delhi: Abhinav Publications, 1992.
10. Yamaguchi, Hiroichi and Haruka Yanagisawa (eds). Tradition and Modernity: India and Japan: Towards the Twenty-First Century. Delhi: Munshiram Manoharlal Publishers Pvt. Ltd., 1997.

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

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

### **Course Description**

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

### **Course Objectives**

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

### **Course Outcome**

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

### **Course Outline**

1. Determinants of foreign policy
2. Foreign policy making institutions
3. Historical legacies: Korea and the world
4. Korea and Cold War
5. Authoritarianism, the developmental state, and foreign policy behavior
6. North East Asia's strategic environment and S. Korea
7. S. Korea and India: Emerging relationship
8. Globalization (seggyehwa), multilateralism, and regionalism
9. Unification and north-south relations

## 10. Cultural diplomacy of South Korea

### Reading List

1. Tayal, Skand R. India and the Republic of Korea: Engaged Democracies, New Delhi: Routledge, 2014.
2. Cho, S.S. Korea in World Politics, 1940-50: An Evaluation of American Responsibility, University of California Press, Berkeley, 1967.
3. Eberstadt, Nicholas. Korea Approaches Reunification, Armonk, New York: M.E. Sharpe, 1995
4. Han, Sung-joo, and Robert Myers (ed). Korea: The Year 2000, Washington DC: UPA. Hart-Landsberg, Martin. Division, Reunification and US Foreign Policy, New York, Monthly Review Press, 1998.
5. Kaushik, Ram Pal. The crucial years of non-alignment: USA, Korean War and India, New Delhi, Kumar Bros., Rajesh Publications, India, 1972.
6. Kihl, Young Wham (ed). Korea and the World: Beyond the Cold War, Boulder, Co. Westview, 1994
7. Kim, Dalchoong, SooEon Moon and Chung Min Lee (ed) .The New World Order and Korea Challenges and Prospects Towards the Year 2000, Seoul: KAIS.
8. Sharma, R.C. ed. Korea, India and the Third World, New Delhi, Rajesh Publications, 1989.
9. Il Sakong, eds. The Political Economy of Korea-United States Cooperation, Institute for International Economics, Institute for Global Economics, Seoul, 1995.
10. Lee, Geun. "A Theory of Soft Power and Korea's Soft Power Strategy."The Korean Journal of Defense Analysis.21 (2), pp.205-218, 2009.
11. Kim, Samuel S. The Two Koreas and the Great Powers, New York: Cambridge University Press, 2006.

### Facilitating the Achievement of Course Learning Outcomes

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

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

### Course Description

Students will continue learning a language that they chose in the 'EA 104 Course', namely Chinese, Japanese, or Korean. She/he will pursue the same language in this semester also.

### Course Objectives

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



### **Course Outcome**

Gain knowledge of scripts, basic grammar and students would be able to recognize, read and speak elementary level of the language.

#### **Course Outline**

##### **A) CHINESE**

Spoken skill

Writing: Phonetic script and learn more than 200 Chinese characters Grammar

Listening exercises

##### **B) JAPANESE**

Spoken skills

Writing: Phonetic script (Hiragana and Katakana), about 80 Chinese characters (kanji)

##### **C) KOREAN**

Spoken skills

Writing: Hanja: More than 200 words

Grammar

Listening exercises

#### **Readings**

1. Textbook: Bharti Korean basic, Delhi, University of Delhi Press, 2003, Lessons: 15-30
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, 200
6. Shyokyuu nihongo, jou, tokyou gaikokugo ryuugakusei nihongokyouiku centa, nihongono Bonjinsha, tokyou, 2010
7. Shyokyuu nihongo, bunporensyuucho, tokyou gaikokugo ryuugakusei nihongokyouiku centa, nihongono Bonjinsha, tokyou, 2010
8. Shyokyuu nihongo, tangocho, tokyou gaikokugo ryuugakusei nihongokyouiku centa, nihongono Bonjinsha, tokyou, 2010
9. Shyokyuu nihongo, kanjirensyuucho, tokyou gaikokugo ryuugakusei nihongokyouiku centa, nihongono Bonjinsha, tokyou, 2010
10. Elementary Chinese Readers, Chinese Edition Sinolingua, 2008
11. Teaching material will also include texts from current newspapers and periodicals. The content of the course and the reading materials will be decided by the course teacher concerned at the beginning of each semester.

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

Thorough classroom teaching/assignments for internal assessment/ exams, performing art and participating in quizzes.

## **DSC-EA-401 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-EA-402 Science and Technology in East Asia**

### **Course Description**

This course explores the historical development and contemporary significance of science and technology in East Asia, focusing primarily on China, Japan, and Korea. Students will examine the unique cultural, political, and economic factors that have shaped scientific and technological progress in the region.

### **Course Objective**

This course is designed to provide students with a thorough understanding of the historical development, cultural influences, and global impact of scientific and technological advancements in countries such as China, Japan, Taiwan and South Korea.

It will help students enhance their critical thinking skills and interdisciplinary awareness by examining the interaction of societal elements, such as Confucianism, contrasting regional innovations in fields such as robotics and biotechnology with Western methodologies, and evaluating contemporary issues such as AI ethics and international cooperation.

### Course Outline

1. Ancient scientific traditions and innovations in East Asia
2. Western scientific methods in East Asia
3. Impacts of Modernisation and Industrialisation on S & T
4. Post-World War II technological advancements and economic growth
5. Military industrial Innovation
6. Agricultural Innovations
7. Robotics, artificial intelligence, biotechnology and current trends in R&D
8. Environmental challenges and sustainable technology initiatives
9. Government policies and scientific and technological advancement
10. Technological Innovation and Great Powers

### Reading List

1. Samuels, Richard J. " *Rich Nation, Strong Army*": *National Security and the Technological Transformation of Japan*. Cornell University Press, 2018.
2. Hayami, Yujiro. *Induced innovation and agricultural development in East Asia*. East-West Center, 1997.
3. Andrade, Tonio. *The gunpowder age: China, military innovation, and the rise of the West in world history*. Princeton University Press, 2017.
4. Cheung, Tai Ming. *Forging China's military might: A new framework for assessing innovation*. JHU Press, 2014.
5. Holroyd, Carin. *Green Japan: Environmental technologies, innovation policy, and the pursuit of green growth*. University of Toronto Press, 2018.
6. Bray, Francesca. "Technics and civilization in late imperial China: an essay in the cultural history of technology." *Osiris* 13 (1998): 11-33.
7. Frumer, Yulia. "Translating time: Habits of Western-style timekeeping in late Edo Japan." *Technology and Culture* 55, no. 4 (2014): 785-820.
8. Kang, Hyeok Hweon. "Reverse engineering as history and method: The Portuguese espingarda in Chosŏn Korea." *History and Technology* 38, no. 2-3 (2022): 144-166.
9. Yue, Meng. "Hybrid science versus modernity: The practice of the Jiangnan arsenal, 1864-1897." *East Asian Science, Technology, and Medicine* 16 (1999): 13-52.
10. Trebat, Nicholas M., and Carlos Aguiar De Medeiros. "Military modernization in Chinese technical progress and industrial innovation." *Review of Political Economy* 26, no. 2 (2014): 303-324.
11. Yu, Q. Y. *The implementation of China's science and technology policy*. Bloomsbury Publishing USA, 1999.

12. Arnold, Walter. "Science and technology development in Taiwan and South Korea." *Asian Survey* 28, no. 4 (1988): 437-450.
13. Guo, Yuanlin. "The philosophy of science and technology in China: Political and ideological influences." *Science & Education* 23 (2014): 1835-1844.
14. Appelbaum, Richard P., Cong Cao, Xueying Han, Rachel Parker, and Denis Simon. *Innovation in China: Challenging the global science and technology system*. John Wiley & Sons, 2018.
15. Fang, Zhen. "Assessing the impact of renewable energy investment, green technology innovation, and industrialization on sustainable development: A case study of China." *Renewable Energy* 205 (2023): 772-782.
16. ESCAP, UN. "Evolution of science, technology and innovation policies for sustainable development: the experience of China, Japan, the Republic of Korea and Singapore." (2018).
17. Lee, Pei-Chun, and Hsin-Ning Su. "Evolution of science, technology and innovation policy in Asia: Case of China, South Korea, Japan and Taiwan." In *2015 Portland International Conference on Management of Engineering and Technology (PICMET)*, pp. 184-191. IEEE, 2015.
18. Walker, Brett L. "Meiji modernization, scientific agriculture, and the destruction of Japan's Hokkaido wolf." *Environmental History* 9, no. 2 (2004): 248-274.
19. Tinn, Honghong. "Modeling Computers and Computer Models: Manufacturing Economic-Planning Projects in Cold War Taiwan, 1959–1968." *Technology and Culture* 59, no. 4 (2018): S66-S99.
20. Ding, Jeffrey. "Technology and the rise of great powers: how diffusion shapes economic competition." (2024): 1-320.

### **DSE-EA-401 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
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**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.

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

### **Course Description**

This course aims to analyse China's position in the global political economy, considering how its economic interactions have significantly impacted both the Chinese and global political economy. These statecrafts also alter established norms, values, and material interests of global economic governance. The course focuses on Chinese foreign trade, foreign direct investment (FDI), free trade agreements (FTAs), developmental aid, International Economic organizations, internationalization of the RMB, and the political economy of technology.

### **Course Objective**

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

### **Course Outcome**

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

### **Course Outline**

1. Chinese Global Economic Statecraft
2. Rise of China and International Economic Organizations
3. China, WTO and IMF
4. Chinese Foreign Trade
5. Chinese Investment Abroad: Strategy and Influence
6. Internationalization of RMBs:
7. Chinese Free Trade Agreements
8. Intellectual Property Rights: Unfair Chinese Economic Practices and Theft
9. Chinese Economic Sanctions
10. Chinese International Development Aid Strategy
11. China and Political Economy of Technology

### **Readings**

Atwell, William S. "Ming China and the emerging world economy, c. 1470–1650." *The Cambridge History of China* 8, no. 2 (1998): 376-416.

Trocki, Carl. *Opium, empire and the global political economy: A study of the Asian opium trade 1750-1950*. Routledge, 2012.

Xiaotong, Zhang, and James Keith. "From wealth to power: China's new economic statecraft." *The Washington Quarterly* 40, no. 1 (2017): 185-203.

Norris, William J. *Chinese economic statecraft: Commercial actors, grand strategy, and state control*. Cornell University Press, 2016.

Kent, A., 1997. China, international organizations and regimes: the ILO as a case study in organizational learning. *Pacific Affairs*, pp.517-532.

Hameiri, Shahar, and Lee Jones. "China challenges global governance? Chinese International Development Finance and the AIIB." *International Affairs* 94, no. 3 (2018): 573-593.

He, Kai, and Huiyun Feng. "Leadership transition and global governance: Role conception, institutional balancing, and the AIIB." *The Chinese Journal of International Politics* 12, no. 2 (2019): 153-178.

Qian, Jing, James Raymond Vreeland, and Jianzhi Zhao. "The Impact of China's AIIB on the World Bank." *International Organization* 77, no. 1 (2023): 217-237.

Mavroidis, Petros C., and André Sapir. *China and the WTO: why multilateralism still matters*. Princeton University Press, 2021.

Wang, Shaoguang. "The social and political implications of China's WTO membership." *Journal of Contemporary China* 9, no. 25 (2000): 373-405.

Fewsmith, Joseph. "The political and social implications of China's accession to the WTO." *The China Quarterly* 167 (2001): 573-591.

Ferdinand, Peter, and Jue Wang. "China and the IMF: from mimicry towards pragmatic international institutional pluralism." *International Affairs* 89, no. 4 (2013): 895-910.

Wang, Jue. "China-IMF collaboration: Toward the leadership in global monetary governance." *Chinese Political Science Review* 3, no. 1 (2018): 62-80.

Stephen Krasner, "State Power and the Structure of International Trade," *World Politics* 28, (3) 1976: 317-47.

Joanne Gowa and Edward Mansfield, "Power Politics and International Trade," *American Political Science Review* 87, (2) 1993: 408-20.

Deng, Ping. "Outward investment by Chinese MNCs: Motivations and implications." *Business horizons* 47, no. 3 (2004): 8-16.

Dong, Yan, Jinhuan Tian, and Jingjing Ye. "Environmental regulation and foreign direct investment: Evidence from China's outward FDI." *Finance Research Letters* 39 (2021): 101611.

Frankel, Jeffrey. "Internationalization of the RMB and Historical Precedents." *Journal of Economic Integration* 27, no. 3 (2012): 329-365.

Huang, Yukon, and Clare Lynch. "Does Internationalizing the RMB make sense for China." *Cato J.* 33 (2013): 571.

Zeng, Ka. "China's free trade agreement diplomacy." *The Chinese Journal of International Politics* 9, no. 3 (2016): 277-305.

Ye, Min. "China and competing cooperation in Asia-Pacific: TPP, RCEP, and the new Silk Road." *Asian Security* 11, no. 3 (2015): 206-224.

Zeng, Ka. "Multilateral versus bilateral and regional trade liberalization: Explaining China's pursuit of free trade agreements (FTAs)." *Journal of Contemporary China* 19, no. 66 (2010): 635-652.

Shi, Wei. "The paradox of Confucian determinism: Tracking the root causes of intellectual property rights problem in China." *The John Marshall Review of Intellectual Property Law* 7, no. 3 (2008): 454-468.

Robert A. Pape, "Why Economic Sanctions Do Not Work," *International Security* 22, (2) 1997: 90-136.

Reilly, James. "China's unilateral sanctions." *The Washington Quarterly* 35, no. 4 (2012): 121-133.

Xue, Ye. "Fear and Greed: Mapping the Australian Debate on China's Economic Sanctions." *Pacific focus* 37, no. 1 (2022): 5-35.

Reilly, James. "Counting on China? Australia's strategic response to economic interdependence." *Chinese Journal of International Politics* 5, no. 4 (2012): 369-394.

Woods, Ngaire. "Whose aid? Whose influence? China, emerging donors and the silent revolution in development assistance." *International affairs* 84, no. 6 (2008): 1205-1221.

Brautigan, Deborah. "Aid 'with Chinese characteristics': Chinese foreign aid and development finance meet the OECD-DAC aid regime." *Journal of international development* 23, no. 5 (2011): 752-764.

Reilly, James. "A norm-taker or a norm-maker? Chinese aid in Southeast Asia." *Journal of Contemporary China* 21, no. 73 (2012): 71-91.

Brazys, Samuel, and Krishna Chaitanya Vadlamannati. "Aid curse with Chinese characteristics? Chinese development flows and economic reforms." *Public Choice* 188, no. 3-4 (2021): 407-430.

Kennedy, Andrew B., and Darren J. Lim. "The innovation imperative: technology and US-China rivalry in the twenty-first century." *International Affairs* 94, no. 3 (2018): 553-572.

Schell, Orville, and John Delury. *Wealth and power: China's long march to the twenty-first century*. Random House Trade Paperbacks, 2014.

Daniel Drezner, 'State structure, technological leadership and the maintenance of hegemony', *Review of International Studies* 27: 1, 2001, pp. 3–25;

Mark Zachary Taylor, *The politics of innovation: why some countries are better than others at science and technology* (Oxford: Oxford University Press, 2016);

Andrew B. Kennedy, 'Slouching tiger, roaring dragon: comparing India and China as late innovators', *Review of International Political Economy* 23: 2, 2016, pp. 1–28;

Joel W. Simmons, *The politics of technological progress* (Cambridge: Cambridge University Press, 2016).

Miller, Chris. *Chip war: the fight for the world's most critical technology*. Simon and Schuster, 2022.

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

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

## **EAS-CH-402 India-China Relations**

### **Course Description**

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

### **Course Objective**

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

### **Course Outcome**

1. Employ a comparative approach to explore the nature of India-China relations.
2. Evaluate the prospects of competition and cooperation in India-China relations.
3. Explore how the two countries define the Asian power balance.

## Course Outline

1. Overview of India-China relations
2. Comparing polity and economy
3. The role of the leaders and implications
4. Core issues defining the bilateral relations
5. External variables defining the bilateral relations
6. Competing regionalism
7. Competing neighbourhood spaces
8. Competing maritime spaces

## Reading List

1. Steven A. Hoffmann, India and the China Crisis (Delhi: Oxford University Press, 1990).
2. Kanti P. Bajpai and Amitabh Mattoo, eds., The peacock and the dragon: India-China relations in the 21<sup>st</sup> century (New Delhi: HarAnand Publications, 2000).
3. C.V. Ranganathan and Vinod C. Khanna, India and China: The Way Ahead after “Mao’s India War” (New Delhi: Har-Anand, 2000).
4. John Garver, Protracted Contest: Sino-Indian Rivalry in the Twentieth Century (Seattle: University of Washington Press, 2001).
5. Sidhu, Waheguru Pal Singh, and Jing Dong Yuan eds. China and India: Cooperation or Conflict?(Lynne Rienner Publishers, 2003)
6. Francine R. Frankel & Harry Harding, Eds., The India-China Relationship: What the United States Needs to Know (New York: Columbia University Press, 2004).
7. Jonathan, Holslag, China and India: Prospects for Peace (Columbia University Press, 2009).
8. Mohan Malik, China and India: Great Power Rivals (Boulder: First Forum Press, 2011).
9. Lal, Rollie. Understanding China and India: Security Perspectives for the United States and the World. New York: Praeger, 2006. [SEP]
10. Liu Xinru, Ancient India and ancient China: trade and religious exchanges, AD [SEP]1-600. (Delhi: Oxford University Press, 1988).
11. Mehra, Parshotam. The McMahon Line and after: a study of the triangular contest on India’s north-eastern frontier between Britain, China and Tibet, 1904-47 (Delhi: Macmillan, 1974).
12. Saint-Mezard, Isabelle and James K. Chin, eds. China and India: Political and [SEP]Strategic Perspectives(Hong Kong: Univ. of Hong Kong, 2005).
13. George J. Gilboy and Eric Heginbotham, Chinese and Indian Strategic Behaviour: Growing Power and Alarm (Cambridge: Cambridge University Press, 2012).
14. Andrew Bingham Kennedy, The International Ambitions of Mao and Nehru: National Efficacy Beliefs and the Making of Foreign Policy (Cambridge: Cambridge University Press, 2012).

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

## **EAS-TW-401 Taiwan’s Foreign Policy**

## Course Description



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

### **Course Objectives**

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

### **Course Outcomes**

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

### **Course Outline**

1. A brief history of cross-strait relations from Ming era to the present
2. Taiwan's foreign policy and international space in the Cold War and post Cold War
3. Taiwan's mainland policy from 1949 to the present
4. The PRC's Taiwan policy from 1949 to the present
5. US-China-Taiwan triangular relations
6. Taiwan's economy and cross-strait relations
7. Taiwanese nationalism and cross-strait relations
8. India and Taiwan relations

### **Reading List**

1. Bernkopf Nancy Tucker, ed., Dangerous Strait: The US-Taiwan-China Crisis, Newyork: Columbia Univ. Press, 2005
2. Bush Richard C, At cross-purposes: US-Taiwan Relations since 1942 , Armink: M.E sharpe, 2004
3. Chase Michael C. E , Taiwan's Security policy: External Threats and Domestic Politics, Boulder: Lynne Rienner, 2008
4. Hickey Dennis V V. Foreign Policy Making in Taiwan: From Principle to Pragmatism, New York, Rutledge, 2007
5. Hickey, D V V. Taiwan's security in the changing international syste, Boulder, Colo. Lynne Rienner Publisher, 1997
6. Hicky D V V, United States- Taiwan Security ties: from Cold war to beyond containment, New York: Praeger, 1994
7. I yuan ed. Cross- strait relations at the turning point: Institution, Identity and Democracy, Taipei: InternationalRelations, 2008

8. Lewis and Litai vXue, Imagined Enemies: China Prepares for Uncertain War, Stanford: Stanford Univ. press, 2006
9. Roy D, Taiwan : A Political History, Ithaca, N.Y : Cornell Univ.press 1998
10. Rubinstein, Murray, ed. Taiwan: A new history, New york, M.E Sharpe, 2015
11. Schubert , Routledge Handbook of Contemporary Taiwan, London, Routledge, 2016
12. Swaine, D . Taiwan's national security, defense policy, and weapons procurement process. Santa Monica. Calif.: Rand,1999
13. Swaine Michael D. and James C Mulvenon, , Taiwan's foreign and defense policies, Santa Monica. Calif.: Rand, 2001
14. Young Deng and Fei Ling wang,eds., China Rising, UK, Oxford 2005
15. Jean-Mare F.Blanchard and Dennis V. Hickey, eds., New Thinking about the Taiwan Issue: Theoretical Insights into itsorigins, Dynamics and Prospects, London & New York, Routledge, 2012.

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

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

### **Course Description**

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

### **Course Objectives**

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

### **Course Outcome**

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

### **Course Outline**

1. Meiji Restoration and the carryover from the past.
2. The Transition Period and creation of Institutions
3. Agriculture in Economic Development in the pre-War Era
4. Industrial Development in the pre War Er
5. Foreign Trade and its Impact in the pre War Era
6. Education and Growth
7. War and its Impact

8. Occupation Reforms and their impact
9. Recovery and Technology Transfer
10. High growth period 1955-1973
11. Foreign Trade in the post War Era
12. Role of the State
13. Comparative Issues for late comers

### Reading List

1. Smith, Thomas C. 1968. Political Change and Industrial Development in Japan: Government Enterprise, 1868 – 1880 (Stanford: Stanford University Press).
2. Kunita, Yoshihara 1979. Japanese Economic Development: A Short Introduction (Tokyo: Oxford University Press)
3. Hugh Patrick and Henry Rosovsky (eds), 1976. ASIA'S NEW GIANT: How the Japanese Economy Works (Washington, D.C.: The Brookings Institution)
4. The Cambridge History of Japan Volume 5 The Nineteenth Century (ed.) Maurice B. Jansen 1989
5. The Cambridge History of Japan Volume 6 The Twentieth Century (ed.) Peter Duus 1988
6. Hayami, Yujiro et al. 1991 The Agricultural Development of Japan: A Century's Perspective Tokyo: University of Tokyo Press.
7. Waswo and Nishida eds 2003. Farmers and Village Life in Twentieth-Century Japan London: Routledge Curzon.
8. Kazushi Ohkawa and Gustav Ranis (eds), 1985. Japan and the Developing Countries (Oxford: Basil Blackwell).
9. Francks, Penelope., 1992. Japanese Economic Development: Theory and Practice (London and New York: Routledge).
10. Johnson, Chalmers., 1982. MITI and the Japanese Miracle: Government's Role (California: Stanford University Press).
11. Ryutaro Komiya et al (eds), 1988. Industrial Policy of Japan (Tokyo: Academic Press, Inc).
12. Hane, Mikiso., 1982 Peasant, Rebels and Outcasts: The Underside of Modern Japan (New York: Pantheon Books).
13. Tsurumi, E. Patricia., 1988. The Other Japan: Postwar Realities (Armonk, New York:: M.E.Sharpe, Inc).
14. Hayashi, Takeshi 1990. The Japanese Experience in Technology: From Transfer to Self-Reliance (Tokyo: United Nations University Press).
15. Ozawa, Terutomo., 1974. Japan's Technological Challenge to the West: Motivation and Accomplishment, 1950 - 1974 (MIT Press).

### Facilitating the Achievement of Course Learning Outcomes:

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

## **EAS-JP-402 Japanese Foreign Policy**

### Course Description

This course will offer an understanding on the determinants of Japan's foreign policy, Japan's foreign policy making elites, unequal treaties, emergence of Japan as a great power, Japanese imperialism, Japan's China policy, militarism, aggression and the II World War, occupation and Japan-US Relations, economic interdependence, multilateralism, India-Japan relations and current concerns in Japan's foreign policy thinking

### **Course Objectives**

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

### **Course Outcome**

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

### **Course Outline**

1. The determinants of Japan's foreign policy
2. Japan's foreign policy making elites
3. Unequal treaties
4. Emergence of Japan as a great power
5. Japanese imperialism
6. Japan's China policy
7. Militarism, aggression and the II World War
8. Occupation and Japan-US Relations
9. Economic interdependence
10. Multilateralism
11. India-Japan relations
12. Current concerns in Japan's foreign policy thinking

### **Readings**

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

9. Maswood, Javed S. Japan and East Asian Regionalism. New York: Routledge, 2001.
10. Nish, Ian. Japanese Foreign Policy in the interwar years. New York: Praeger, 2002.

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

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

## **EAS-KR-401 South Korea's Economic Development**

### **Course Description**

This course covers the land Reform of the 1950s and the foundations of industrialization, the Chaebol and the State, industrialization, the social impact of industrialization, Korea's international trade, the crisis and reform in the financial sector, globalisation and regional integration and the new Korean economy: technology and the service sector.

### **Course Objectives**

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

### **Course Outcome**

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

### **Course Outline**

1. Land Reform of 1950s and foundations of industrialization
2. Rehabilitation, economic planning and policies
3. The Chaebol and the State
4. Industrialization, industrial restructuring and the role of International financial Institutions
5. Social Impact of industrialization: Urbanization, labor mobility and organization
6. Labor law, labor policies, unemployment and welfare policies in social inequality
7. Korea's international trade
8. Crisis and reform in financial sector
9. Globalization and regional integration
10. New Korean economy: technology and the service sector

### **Reading List**

1. Amsden, A. Asia's Next Giant : South Korea and Late Industrialization. Oxford University Press, Oxford, 1989.
2. Cho, Lee-jay and Young-hyung Kim (ed). Korea's Political Economy: An Institutional Perspective, Boulder, Colorado: Westview Press, 1994.

3. Clifford, M., *Troubled Tiger, Businessmen, Bureaucrats and Generals in South Korea*, M.E. Sharpe, Armonk, NY, 1994.
4. Eder, N. *Poisoned Prosperity: Development, Modernization and the Environment in South Korea*, M.E. Sharpe, Armonk, NY, 1996.
5. Gragert, Edwin, H. *Landownership Under Colonial Rule: Korea's Japanese Experience 1900- 1935*, Honolulu, University of Hawaii Press, 1994.
6. Hyung Koo-lee. *The Korean Economy*. New York: State University of New York Press, 1996.
7. Kearney, Robert P. *The Warrior Worker- The History and Challenge of South Korea's Economic Miracle*, New York, Henry Holt and Co., 1991.
8. Kuznets, Paul W. *Korean Economic Development: An Interpretative Model*, Westport: Praeger, 1994.
8. Sharma, R.C. and Kim Dal-choong. Eds. *Korea-India Tryst with Change and Development* New Delhi, Khanna Publishers, 1993.
9. Steers, Richard M., et al. *The Chaebol-- Korea's New Industrial Might*, New York, Harper and Row, 1989.
10. Woo, Jung-En. *Race to the Swift: State and Finance in Korean Industrialization*. New York: Columbia University Press, 1992.

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

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

## **EAS-SBC-403 Chinese/Japanese/Korean Language**

### **Course Description**

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

### **Course Objectives**

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

### **Course Outcome**

Gain knowledge of scripts, basic grammar and students should be able to recognize and read the language in elementary level.

### **Course Outline**

#### **A) CHINESE**

Spoken skill

Writing: Phonetic script and about 200 Chinese characters

Grammar

Listening exercises

## B) JAPANESE

Spoken skills

Writing: Phonetic script (Hiragana and Katakana), about 80 Chinese characters (kanji)

## C) KOREAN

Spoken skills

Writing: Hanja: 200 words

Grammar Listening exercises

## Readings

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. Shyokyuu nihongo,jou, tokyou gaikokugo ryuugakusei nihongokyouiku centa, nihongono Bonjinsha, tokyou, 2010
7. Shyokyuu nihongo, bunporensyuucho, tokyou gaikokugo ryuugakusei nihongokyouiku centa, nihongono Bonjinsha, tokyou, 2010
8. Shyokyuu nihongo, tangocho, tokyou gaikokugo ryuugakusei nihongokyouiku centa, nihongono Bonjinsha, tokyou, 2010
9. Shyokyuu nihongo, kanjirensyuucho, tokyou gaikokugo ryuugakusei nihongokyouiku centa, nihongono Bonjinsha, tokyou, 2010
10. Elementary Chinese Readers, Chinese Edition Sinolingua, 2008
11. Teaching material will also include texts from current newspapers and periodicals. The content of the course and the reading materials will be decided by the course teacher at the beginning of each semester.

## Facilitating the Achievement of Course Learning Outcomes:

Through classroom teaching and assignments for internal assessment/ exams, performing art and participating in quizzes.

## 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 midsemester and end-semester examinations will not be entertained.

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