

**MAHATMA GANDHI UNIVERSITY**

**MA PROGRAMME  
POLITICS AND HUMAN RIGHTS**

**OBE Scheme and Courses (2020-2022 Batch onwards)**



**School of International Relations and Politics  
Mahatma Gandhi University  
Kottayam-686560  
KERALA**

## **MA Programme (Politics and Human Rights)**

Human Rights (HR) has been an established subject and a critical domain of politics and international relations (IR) for more than half a century. The concept and concerns of HR have, however, been expanding during the last three hundred years incorporating a wide range of subjects and rights, which transcend political, ideological and cultural differences/peculiarities of the countries as well as the peoples across the world. The post-war international system has further witnessed the emergence of a world HR culture with liberty, emancipation, education and universalism as integral components of that culture.

The field of HR studies with its characteristic inter-related disciplinary concerns of politics, development, civil society, gender, environment, law, justice etc., and encompassing a wide spectrum of national, international and non-governmental/non-state actors, has brought forth a world wide web of disciplinary concerns such as Political Science, Development studies, Gender studies, Environmental studies, Ethnic studies, Subaltern studies, Conflict Resolution and Peace studies, Disarmament studies etc. This is certainly a vast and expanding domain of social and political research particularly in the context of the changes currently underway in the global matrix of trade and political economy. The academic programme attempts to grapple with this vast corpus of knowledge and ground level realities of HR while focusing on the global and national concerns of HR, peace, order, equality, justice, etc.

The programme of MA (Politics and Human Rights) is so designed as to facilitate and encourage both theoretical and empirical studies, thereby setting a background for students to have greater interest in HR. The objective here is to generate a deep and critical awareness among the students about the HR question in its national and international dimensions.

The rationale behind the programme is to enable the students (1) to appreciate the growing importance of HR both as an academic enterprise as well as a concern of the contemporary era in all its aspects;(2) to critically evaluate the contending theories of HR;(3) to analyze the social concerns such as development, gender, ecology, and civil society within a HR perspective; and (4) to choose and construct an appropriate design for an empirical investigation of a HR case from a local level experience.

# MA (Politics and Human Rights)

## Scheme and Courses (2020 Regulation)

### Semester I

Sl.No.	Title	Internal	External	Total Credits	Teaching/seminar/tutorial (per week)
Course: 1.	Core	40%	60%	4	10 hours
Course: 2.	Core	40%	60%	4	10 hours
Course: 3.	Core	40%	60%	4	10 hours
Course: 4	Core	40%	60%	4	10 hours
Course: 5	Elective	40%	60%	4	10 hours

### Semester II

Sl. No.	Title	Internal	External	Total Credits	Teaching/seminar/tutorial (per week)
Course: 6.	Core	40%	60%	4	10 hours
Course: 7.	Core	40%	60%	4	10 hours
Course: 8.	Core	40%	60%	4	10 hours
Course: 9	Core	40%	60%	4	10 hours
Course: 10	Elective	40%	60%	4	10 hours

### Semester III

Sl. No.	Title	Internal	External	Total Credits	Teaching/seminar/tutorial (per week)
Course: 11.	Core	40%	60%	4	10 hours
Course: 12	Core	40%	60%	4	10 hours
Course: 13	Core	40%	60%	4	10 hours
Course: 14	Open	40%	60%	4	10 hours
Course: 15	Elective	40%	60%	4	10 hours

### Semester IV

Sl. No.	Title	Internal	External	Total Credits	Teaching/seminar/tutorial (per week)
Course: 16	Core	40%	60%	4	10 hours
Course: 17	Core	40%	60%	4	10 hours
Course: 18	Elective	40%	60%	4	10 hours
Dissertation:19	Compulsory	40%	60%	6	Full Semester
Viva Voce: 20	Compulsory		100%	2	End Semester
<b>Grand Total</b>				<b>80</b>	<b>Four Semesters</b>

**MA (Politics and Human Rights)**  
**Courses-Core/Elective/Open (I Semester)**

<b>Sl. No.</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Course Status</b>	<b>Credits</b>
1	SIR MP C 01	Introduction to Political Thought	C	4
2	SIR MP C 02	Post-War World	C	4
3	SIR MP C 03	Political Geography and Area Studies	C	4
4	SIR M C 04	State and Politics in India	C	4

**ELECTIVES**

<b>Sl. No.</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Course Status</b>	<b>Credits</b>
5	SIR MP E 21	Theories of Globalization	E	4
6	SIR MP E 22	Introduction to Indian Constitution	E	4
7	SIR MP E 23	State and Politics in Kerala	E	4
8	SIR MP E 24	Human Rights	E	4
9	SIR MP E 25	Gender and Politics	E	4

## MA (Politics and Human Rights)

### Courses-Core/Elective/Open (II Semester)

Sl. No.	Course Code	Course Title	Course Status	Credits
1	SIR MP C 05	Political Theory	C	4
2	SIR MPC 06	Introduction to International Relations	C	4
3	SIR MP C 16	Introduction to Human Rights	C	4
4	SIR MP C 08	Public Administration	C	4

### **ELECTIVES**(Select one elective course)

Sl. No.	Course Code	Course Title	Course Status	Credits
5	SIR MP E 26	West Asia and North Africa in World Politics	E	4
6	SIR MP E 27	Contemporary Debates in Indian Political Theory	E	4
7	SIR MP E 28	Urbanisation Global Cities and Spatial Configurations	E	4
8	SIR MP E 29	Labour Migration, Citizenship and Governance	E	4

## MA (Politics and Human Rights)

### Courses-Core/Elective/Open (III Semester)

Sl. No.	Course Code	Course Title	Course Status	Credits
1	SIR MP C 17	Theories of Human Rights	C	4
2	SIR MP C 10	Comparative Politics	C	4
3	SIR MP C 11	Introduction to Research Methodology	C	4

### ELECTIVES

Sl. No.	Course Code	Course Title	Course Status	Credits
4	SIR MP E 31	Refugees in International Politics	E	4
5	SIR MP E 32	Politics of Climate Change	E	4
6	SIR MP E 33	Human Rights and International Relations	E	4
7	SIR MP E 34	Public Policy in India	E	4
8	SIR MP E 35	India's Defence Policy	E	4

**MA (Politics and Human Rights)**  
**Courses-Core/Elective/Open (IV Semester)**

Sl. No.	Course Code	Course Title	Course Status	Credits
1	SIR MP C 12	International Political Economy	C	4
2	SIR MP C 18	Human Rights in India	C	4

**ELECTIVES**

Sl. No.	Course Code	Course Title	Course Status	Credits
3	SIR MP E 39	Modern German Political Philosophy	E	4
4	SIR MP E 40	Health Policy	E	4
5	SIR MP E 41	The Indian Diaspora		
6	SIR MP E 43	Issues in International Relations	E	4
7	SIR MP E 44	Politics of Modernity in Kerala	E	4
8	SIR MP E 45	Local Governance and Public Policy in India	E	4
9	SIR MP E 46	Issues in Human Rights	E	4
10	SIR MP E 47	Media and International Relations		
11	SIR MP E 48	Internship	E	4
12	SIR MP E 49	Dalit and Tribal Politics in India	E	4
13	SIR MP E 50	China and the Global System	E	4

**COMPULSORY**

S. No.	Course Code	Course Title	Course Status	Credits
1	SIR MP C 14	Dissertation	C	6
2	SIR MP C 15	Viva Voce	C	2

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## **M.A Politics & HR - FIRST SEMESTER**

### **CORE COURSES**

#### **PAPER – I**

#### **INTRODUCTION TO POLITICAL THOUGHT**

<b>Programme</b>	MA Politics and IR/ MA Politics and HR/ MA Politics PPG
<b>Semester</b>	<b>I</b>
<b>Course Status</b>	<b>Core</b>
<b>Course Code</b>	<b>SIR MP C 01</b>
<b>Course Title</b>	<b>Introduction to Political Thought</b>
<b>Credits</b>	<b>4</b>
<b>Course Description</b> The course is a combination of moral and political philosophies. Both being normative components of philosophy the purpose of the course is to see how different philosophers, starting from Plato of ancient Greece, have organized their concepts to answer the questions of “What is morally right?”, “How society should be structured in order to allow human flourishing?”, and “What makes societal structures legitimate?”The course introduces different philosophical modes through which societal structures and human actions can be interpreted.	
<b>Course Objectives</b> <ol style="list-style-type: none"><li>1. Training students in reading the major writings in political philosophy</li><li>2. Introduction of the logic of arguments in different political and moral Philosophies</li><li>3. Schooling the students to formulate their own philosophical projects</li></ol>	
<b>Course Outcomes</b> <ol style="list-style-type: none"><li>1. Students will get know how to approach philosophical writings</li><li>2. Students will be equipped with philosophical knowledge of politics which they can use to analyse any social and political issue</li><li>3. Unlearning the fundamental concepts of political and moral life</li></ol>	
<b>Pedagogic Methods</b>	

Pedagogic Methods: Lectures, Seminars (Both traditional as well as group works and presentations based on home readings and small research), Tutorials, Role-Playing sessions. Evaluation (Broadly): 40 percent continuous assessment/ 60 percent external examination Course Content through Short Internships and mentoring linkages with NGOs, Journalists, and Research Organizations.

### **Course Evaluation and Grading Criteria**

Internal Assessment: 40 Marks -20 marks for Assignment/ Article

Review/Seminar presentation; 20 Marks for two internal tests (one in offline and one in onlinemode)

End Semester External Examination: 60 marks

### **Course Content (Modules)**

#### **Module I : Ancient Greek Political Thought**

**Plato:** Socratic Citizenship, Ideal State, Philosophers and Kings, Just City, Allegory of the Cave and the Divided Line

**Aristotle:** Concept of Nature, Theory of Justice, Mixed Regime and the Rule of Law, Teleological Moral Reasoning

#### **Module II : Discovery of “New Continent” in Politics**

Niccolò Machiavelli: New Modes and Orders, Realism, Modern Secular Nation State, Discovery of America

#### **Module III : Social Contract**

Thomas Hobbes: State of Nature, Social Contract ,Absolutism, Sovereign State

John Locke: Labour, Private Property, State of Nature, Constitutional Government

J.J. Rousseau: State of Nature, Civilization and Property, General Will, Social Contract

#### **Module IV : Utilitarianism**

Jeremy Bentham: Principles of Utility

J. S. Mill: Maximum Happiness Principle, On Liberty, Laissez Faire State,

Consequentialism

#### **Module V : Marxism**

Karl Marx: Theory of state and Revolution, Laws of Motion of Capital: Argument in Capital Vol:1, Primitive Accumulation

Lenin: Theory of Imperialism, Wars and Revolution

Mao- Tse-Tung: Cultural Revolution, On Contradictions

### **Essential Readings List**

Aristotle ;*Politics* (Translated by Benjamin Jowett ) Batoche Books Kitchener 1999

Aristotle; *The Nichomachean Ethics* Penguin Books London 1976

Bentham, Jeremy ; *An Introduction to the Principles of Morals and Legislation* Batoche Books Kitchener 2000

Elliott, Gregory; *Althusser: The Detour of Theory*; Historical Materialism Book Series Vol:13 Brill Publishers Boston 2006

Hobbes, Thomas: *Leviathan*, Penguin, London 1985

Locke, John; *Two Treatises of Government and A Letter Concerning Toleration*; Yale University Press New Haven and London 2003

Machiavelli, Niccolò; *The Prince*; Rowland Classics: electronic Series 1999

Marx, Karl; *Capital: A Critique of Political Economy*; Vol:1; Penguin Books in association with New Left Review 1976

McTaggart, John Ellis McTaggart; *Studies in the Hegelian Dialectic*; Batoche Books Kitchener 1999

Mill, John Stuart; *On Liberty*; Batoche Books Kitchener 2001

Ollman, Bertell; *Dance of the Dialectic*; University of Illinois Press Urbana and Chicago 2003

Plato, Republic, Penguin, London 2007

Plato; *Five Great Dialogues*; Lois Ropes Loomis (ed); Gramercy Books; New York 1969

Poulantzas, Nicos; *Classes in Contemporary Capitalism*; NLB, 7 Carlisle Street, London WI 1975

Rousseau, Jean-Jacques; *The Social Contract and the First and Second Discourses*; Yale University Press New Haven and London 2002

Sir William Molesworth, Bart (ed); *The English Works of Thomas Hobbes*; C Richard Printers London 1975

## **PAPER - II**

### **POST WAR WORLD**

<b>Programme</b>	MA Politics and IR/ MA Politics and HR/ MA Politics PPG
<b>Semester</b>	<b>I</b>
Course Status	<b>Core</b>
Course Code	<b>SIR MP C 02</b>
Course Title	<b>Post war World</b>
Credits	<b>4</b>
<b>Course Description</b>	
This course familiarizes the student with the major international developments of the	

post cold war period which begins in 1945 and ends in the early nineties. A brief background to the period in a nutshell is also envisaged.

### **Course Objectives**

The course tries to discard traditional orientations as much as possible by looking at issues from different perspectives. Since most of the available literature is western oriented, the student is encouraged to search for differing approaches.

### **Course Outcomes**

The course eventually provides the relevant information with regard to the different issues and events. It also forms the background for several other courses ranging from theory to area studies.

### **Pedagogic Methods**

Pedagogic Methods: Lectures, Seminars, Tutorials, Role-Playing sessions.

### **Course Evaluation and Grading Criteria**

Internal Assessment: 40 Marks -20 marks for Assignment/ Article

Review/Seminar presentation; 20 Marks for internal tests. End Semester

External Examination: 60 marks

### **Course Content (Modules)**

1.Introduction/ Background

2.The Cold War – Origins of the Cold War-Containment-Marshall Plan-North Atlantic Treaty Organization-The German Problem-European Co-operation- Cuban Crisis.

3. Decolonisation in Asia and Africa- Colonialism-Impacts of the two world wars-Factors that contributed to decolonization-The challenges of decolonisation.

4. The Korean Crisis- The Background-The invasion of 1950- United States intervention-The Chinese intervention- Cease fire-The division of Korea.

5. War in Vietnam-The Background-Phases of the War-Geneva Conference- United States intervention- Vietnamese reactions- Escalation of the war- Implications for the neighbourhood- Peace.

6. The Soviet Union and Eastern Europe-Background-Soviet domination of East Europe-Post Stalinist developments- Hungary-Poland-Albania-Brezhnev Doctrine.

7.United States and Latin America- Traditional United States interests-Cold War period- Guatemala- Cuba-Chile-Nicaragua-El Salvador-Grenada.

8. Détente- International Relations at the end of the nineteen sixties-Impetus for détente-Political settlement in Europe-Developments in the Third World- Arms Limitation Talks.

9. Disintegration of the Soviet Union- Failure of the Soviet mission- Communist Party- Economic performance-Agriculture-Industry-Defence spending- Cultural and religious policies- National question-External factors- Gorbachev.

### **List of Essential Readings**

Applebaum, Anne (2012) *Iron Curtain: The Crushing of Eastern Europe, 1944-1956* (London: Penguin).

Bandyopadhyay, Sekhar (2012) *Decolonization in South Asia* (New Delhi: Orient Blackswan).

Bell, P.M.H. and Mark Gilbert (2016) *The World Since 1945: An International History* (London: Bloomsbury Academic).

Calvocoressi, Peter (2008) *World Politics since 1945* (London: Longman).

Cumings, Bruce (2011) *The Korean War: A History* (New York: Modern Library).

Gaddis, John Lewis (2006) *The Cold War: A New History* (New York: Penguin).

Grandin, Greg (2007) *Empire's Workshop: Latin America, the United States, and the Rise of the New Imperialism* (New York: Holt).

Hanhimäki, Jussi M. (2013) *The Rise and Fall of Détente* (Dulles: Potomac).

Hargreaves, John D (2016) *Decolonization in Africa* (London: Routledge).

Hastings, Max (2019) *Vietnam: An Epic Tragedy, 1945-1975* (New York: Harper Perennial).

Herring, George c. (2013) *America's Longest War: The United States and Vietnam, 1950-1975* (New York: McGraw Hill).

Jeffrey, Robin (1981) *Asia: The Winning of Independence* (London: Macmillan).

Kieninger, Stephan (2018) *The Diplomacy of Détente: Cooperative Security Policies from Helmut Schmidt to George Shultz* (New York: Routledge).

Lowe, Peter (2000) *The Korean War* (New York: St Martin's).

Mingst, Karen A. and Ivan M. Arreguín-Toft (2010) *Essentials of International Relations* (New York: Norton).

Otfinoski, Steven (2019) *A Step Into History: The Cold War* (New York: Scholastic Inc.).

Roskin, Michael G. (2019) *The Rebirth of East Europe* (London: Pearson).

Sakwa, Richard (1999) *The Rise and Fall of the Soviet Union* (London: Routledge).

Sebestyen, Victor (2010) *Revolution 1989: The Fall of the Soviet Empire* (New York: Vintage).

Taffet, Jeffrey and Dustin Walcher (2017) *The United States and Latin America: A History with Documents* (London: Routledge).

**PAPER – III**  
**POLITICAL GEOGRAPHY AND AREA STUDIES**

<b>Course Code</b>	<b>SIR MP C 03</b>
<b>Name of the Course</b>	<b>Political Geography and Area Studies</b>
<b>Course Type</b>	Core
<b>Course Credits</b>	Four
<b>Description</b>	As a field that overlaps on the one hand with human geography and on the other with regional or area studies political geography has become an inevitable premise for global political understandings and constructive engagements. This course engages with the economic and geopolitical patterns at regional levels. Thus it addresses the many lacks in international relations levels of analysis that gets a lot general. Regional peculiarities, deep understandings of regional diversities through history, as well as fundamental geographical and historical background of states as institutional order, become important. Histories of statehood, questions of space and power in contemporary political geography, territoriality, the state, geopolitics gets focus in this course. Geopolitics was among the pioneering theoretical explanations of geographical factors in realms like war and peace.
<b>Course Objectives</b>	The course objective will be to draw on key sources of information that facilitates studying regional characteristics and thereby into comprehensive analysis of states and their relations. But the pedagogical trajectory proceeds

	through regional diversities and allows learners specializations in regions through tutorials and seminars.
<b>Learning Outcomes</b>	<p>The specific <b>learning outcomes</b> of this core course are:</p> <ul style="list-style-type: none"> <li>• To learn the genealogy of nation-state systems as a dominant form of organizing territory and people</li> <li>• The know the distinct political orders in various regions and investigate particularities</li> <li>• To gain an overview of political and economic geography of the world as well as the political map</li> <li>• To have an analytical ability to unravel political and cultural trends in regions</li> <li>• To identify key data and publication sources and terms in political geography as well as basic statistical and political texts</li> <li>• To explain regional conflicts and state priorities in changing contexts of sovereignties</li> <li>• To enhance discussion, presentation and writing of relevant areas</li> </ul>
<b>Pedagogic Methods</b>	Lectures, Seminars (Both traditional as well as group works and presentations based on home readings and small research), Tutorials, Role-Playing sessions.
<b>Evaluation</b>	40 percent continuous assessment/ 60 percent external examination
<b>Content through Modules</b>	<p><b>Module 1:</b> Significance of Geography and Regional Study  What is Political Geography- Scope of the idea/ Levels of geographic studies: state, region and international/ Territory and Nation State: how is state organised, from territory to single functional unit/ homogeneity and coherence, viability of nationalism as an option/ Territory and the International: geographic divisions, religious and linguistic diversity mapped, relations between states, decolonization., globalisation and international relations after globalisation (regions coming back- Global urban processes)/ Territory and the Regional: diversity and multidisciplinary approaches, why no singular model in comparative studies/ regional peculiarities/ Sub regional levels</p> <p><b>Module 2:</b> State Levels: Early forms  History of first states and the ways they got organised/ State and forces against state/ Religion, property and law: Implications for state development and peculiarity/ why did sovereign states appear  Reading/ Ideas:</p> <ul style="list-style-type: none"> <li>• Hobbes: Leviathan / Basic theory; social contract and the rule of absolute sovereign for the protection of commonwealth/ war of all against all and state of nature</li> <li>• Locke: Peaceful commonwealth/ role of natural law/ classical liberalism</li> <li>• Marx: Separation of the state and civil society/ Base and Superstructure/ role of bourgeoisie/ individual growth and state debt</li> <li>• Fukuyama: Origins of Political Order/ From tribal society to institutionalised state</li> </ul> <p><b>Module 3:</b> Nation State and State Level in Political Geography  Sovereign states to nation states/ Appearance of nation states through cases (reference work by learners)/ Theories of nationalism/ Issues in nation building/ Nationalism in context (cases)</p> <p><b>Module 4:</b> International Level in Political Geography  Nation building and European expansion/ the age of discoveries and nationalism/ problems in distant governance/ Independence/ west and the rest – (Role play workshops that compare national symbols like anthems or liberation songs)</p>



	<p><b>Module 5: Regional and Sub-Regional Levels</b>  New states that emerge with colonial collapse/ legacies of empires/ territorial states as against nation states/ Regionalism as hidden in bipolar worlds and globalisation and as emergent in the twenty first century/ Global Urban Nodes/ Sub-regional levels: Failed states, separatism and its reasons (with close tutorials and seminars on sub-regional tendencies like the Scottish, Catalanian, Uyghur or separatisms like in Kosovo, or Crimea)</p>
<p><b>Extended Reference</b></p>	<p><b>Extended Reference:</b></p> <ul style="list-style-type: none"> <li>• Acharya, Amitav (2007), “The Emerging Regional Architecture of World Politics”, <i>World Politics</i>, 59, pp 629-652.</li> <li>• Agnew, J.A, K. Mitchell &amp; G. Ó Tuathail (eds.). 2003. <i>Power</i>. In <i>A companion to political geography</i>, Malden: Blackwell Pub.</li> <li>• Alan Pred. Place as historically contingent process: Structuration and the time-geography of becoming places. <i>Annals of the Association of American Geographers</i>, 74(2):279–297, 1984.</li> <li>• Albert, Mathias and Paul Reuber (2007), “Introduction: The Production of Regions in the Emerging Global Order-Perspectives on ‘Strategic Regionalization’”, <i>Geopolitics</i>, 12(4), pp 549-554.</li> <li>• Allan Pred. Structuration and place: On the becoming of sense of place and structure of feeling. <i>Journal for the Theory of Social Behaviour</i>, 13(1):45–68, 1983.</li> <li>• Anderson, Benedict. 1991. <i>Imagined Communities: Reflections on the Origin and Spread of Nationalism</i>. London, UK: Verso.</li> <li>• Andrew Gelman. <i>Red State, Blue State, Rich State, Poor State: Why Americans Vote the Way they Do</i>. Princeton University Press, Princeton, NJ, 2010.</li> <li>• Anthony C Gatrell. <i>Distance and space: a geographical perspective</i>. <i>Contemporary problems in geography</i>. Oxford University Press, New York, 1983.</li> <li>• Barkey, Karen and Mark von Hagen. 1997. <i>After Empire: Multiethnic Societies and Nation-Building: The Soviet Union and the Russian, Ottoman, and Habsburg Empires</i>. Boulder, CO: Westview.</li> <li>• Bassin, M. 2007. Civilisations and their discontents: Political geography and geopolitics in the Huntington thesis. <i>Geopolitics</i>, 12: 351-374.</li> <li>• Brenner, N., and N. Theodore. 2005. Neoliberalism and the urban condition. <i>City</i>, 9(1): 101-107.</li> <li>• C. Flint. Whither the individual, whither the context? <i>Political Geography</i>, 15(2):147–151, 1996.</li> <li>• Cara Wong. <i>Boundaries of Obligation in American Politics: Geographic, National, and Racial Communities</i>. Cambridge University Press, New York, 2010.</li> <li>• Clastres, Pierre. 1989. <i>Society against the State</i>. Trans. Robert Hurley and Abe Stein. New York: Zone Books.</li> <li>• Clastres, Pierre. 1994. <i>Archaeology of Violence</i>. Trans. Jeanine Herman. New York: Semiotext(e).</li> <li>• Deleuze, Gilles, and Félix Guattari. 1987. <i>A Thousand Plateaus</i>. Trans. Brian Massumi. Minneapolis: University of Minnesota Press.</li> <li>• Fawn, Rick (2009), “‘Regions’ and their study: wherefrom, what for and whereto? <i>Review of International Studies</i>, 35, pp 5-34.</li> <li>• Ferguson, Brian. 2013b. “The Prehistory of War and Peace in Europe and the Near East.” Chapter 11 in Fry 2013b.</li> </ul>

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- Sassen, Saskia. 2002. Locating cities on global circuits. *Environment & Urbanization*, v. 4, n. 1, p. 13-30.
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## PAPER – IV

### STATE AND POLITICS IN INDIA

<b>Programme</b>	MA Politics and IR/ Politics and HR, Politics PPG
<b>Semester</b>	First
<b>Course Status</b>	Core
<b>Course Code</b>	<b>SIR MP C 04</b>
<b>Course Title</b>	State and Politics in India

#### Course Description

This course has been designed to develop a critical understanding of the salient features of the state and politics in India. It discusses the nature and trends in Indian politics. One of the objectives of the course is to introduce the history and evolution of political processes and institutional dynamics in contemporary India. It will look at the salient features of the Indian constitution and institutional arrangement at the National and state level. Studying the process of interaction between politics and society-caste, tribe and religion in contemporary India will be a significant component of the course. The course also intends to enable students to develop a critical perspective on Indian politics and identify the major issues confronting around it.

### **Course Objectives**

**The course enables the student to:**

- Introduce the salient features of Indian politics.
- Recognise the nature and trends in Indian politics.
- Introduce the history and evolution of political processes and institutional dynamics in contemporary India.
- Identify and reflect on the major issues confronting Indian politics.

### **Learning Outcomes**

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

- Critically evaluate the social, political and economic variables for a proper understanding of the plurality and complexity of Indian society and polity.
- Develop a critical perspective on Indian politics.
- Conceptually grasp the institutional dynamics and political processes in contemporary India.
- Identify major challenges to Indian democracy.

### **Pedagogic Methods**

Lectures/ Tutorials/Assignments/Group Discussions/Audio-Visual

### **Course Evaluation and Grading Criteria**

- ✓ Internal Assessment: 60 Marks -20 marks for Assignment/ Article Review/Seminar presentation; 20 Marks for two internal tests (one in offline and one in online mode)
- ✓ End Semester External Examination: 60 marks

### **Course Contents**

#### **Module I: Approaches to the Study of Politics in India and the Nature of Indian State**

Nature of the Indian State- Approaches and views to the study of the Indian state- Perspectives of Indian Nationalism

#### **Module II: History and Evolution of State and Political System in India**

Legacies of the Colonial State- State formation and Reorganisation- changing nature of Indian Politics- Liberalisation and Economic Reforms

#### **Module III: Indian Constitution and Institutional Functioning**

Making of the Indian Constitution – Constitutional development and basic features of Indian constitution- Structure and Functions of Important institutions of Indian union- Executive, Legislature and Judiciary- centre-state relations.

#### **Module IV: Party System and Power Structure in India**

National and regional parties: Social and ideological bases; a transformation to a multiparty system and coalition politics, Identity Politics- caste/ class/ gender/ religion, regional

aspirations, determinants of voting behaviour

### **Module V: Debates and Issues on State and Politics in India**

Corruption; Naxalism; Regionalism; Communalism; Secessionism/insurgency; Changing nature of Federalism; Citizenship; Democracy; Secularism; Nationalist legacies; Unity and Integrity; Development and Social Transformation.

#### **Essential Readings**

- Agarwal, R.C. (2000). *Indian Political System*. S Chand and Company.
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- Gupta, D.C. (1991). *Indian Government and Politics*. Vikas Publishing House.
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- Kothari, Rajani. (1970) *Politics in India*. Orient Longman.

#### **Additional Readings**

- Austin, Granville (1999). *Working a Democratic Constitution: The Indian Experience*. Oxford University Press.
- Basu, Durga Das. (2013). *Introduction to the Constitution of India*. Lexis Nexis Butterworths Wadhwa.
- Bhargava, Rajeev. (1993). *Secularism and Its critics Robert W. Stern. Changing India: Bourgeois Revolution on the Subcontinent*. Cambridge University Press.
- Brass, P.R. (1974) *Language, Religion and Politics in North India*. Cambridge University Press.
- Chandra, Bipin. (2009). *History of Modern India*. Orient Blackswan Pvt Ltd.
- Chandra. Bipin et al (1989). *India's struggle for independence*. Penguin.
- Chatterjee, P. (1993). *The Nation and its Fragments: Colonial and Postcolonial Histories*. Princeton University Press.
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Sharma, Rajendra. (2018, June). A Review of the Marxist Approach to the Study of Politics in India. *Journal of Advances and Scholarly Researches in Allied Education*, Vol. XV, Issue No 4, ISSN 2230- 7540.

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## **ELECTIVE COURSES**

### **PAPER – I THEORIES OF GLOBALISATION**

<b>Course Code</b>	<b>SIR MPE 21</b>
<b>Name of the Course</b>	<b>Theories of Globalisation</b>
<b>Course Type</b>	Elective
<b>Semester</b>	One
<b>Course Credits</b>	Four
<b>Description</b>	In contemporary discourse globalisation is synonymous to free market policies or economic liberalization, multiculturalism or Americanization/ Westernization, international legal regime, information technology as well as imaginations of global integration (global village).
<b>Course Objectives</b>	This course seeks a grounded understanding of the term “globalization” as the <b>prime objective</b> , and considers this crucial to contemporary political and academic debate. It engages with such motifs the outcome seeks to move further pedagogically.
<b>Learning Outcomes</b>	Thus <b>the learning objective</b> is to understand globalization, as historically informed, politically-contested and replete with struggles. <ul style="list-style-type: none"><li>• Analytical capability to use time and space as recurring themes like in complex situations like ‘annihilation’ of space with speed or technology for instance.</li><li>• Explanations of processes as distinct power laden cultural experiences as well.</li><li>• Writings that can normatively rethink the taken for granted theories and political assumptions.</li></ul>
<b>Pedagogic Methods</b>	Lectures, Tutorial groups, Interpretative exercises of historical documents, Presentations and Discussions as well as interdisciplinary workshops
<b>Evaluation</b>	(Broadly): 40 percent continuous assessment/ 60 percent external examination
<b>Content through Modules</b>	<b>1. Globalisation: History of the Idea</b> 1.1 Mediations of Technology 1.2 Suggestions in Literature and Social Theory 1.3 Resonances in Political Theory <b>2. Contemporary Social Theories of Globalisation</b> 2.1 Cultural Dimension: Arjun Appadurai 2.2 Globalisation and Modernity: Anthony Giddens 2.3 Globalisation and Time: Manuel Castells 2.4 Time-Space Compression: David Harvey <b>3. Multiculturalism and Cosmopolitanism as a Category of Globalisation</b> 3.1 Multiculturalism or the Cultural Logic of Contemporary Capitalism 3.2 Debating the Global Liberal Cosmopolitanism <b>4. Globalisation and Normative Challenges: Through Cases</b> 4.1 Ecological Order 4.2 Post National Constellations 4.3 Global Cities 4.4 Neoliberal paradigms of Globalisation
<b>Extended Reference</b>	Appadurai, A., 1996, Modernity At Large: Cultural Dimensions Of Globalization, Minneapolis: University of Minnesota Press. Archibugi, Daniele, Held, David, and Koehler, Martin (eds.), 1998, Re-



imagining Political Community: Studies in Cosmopolitan Democracy, Stanford: Stanford University Press.

Beitz, Charles, 1999, *Political Theory and International Relations*, Princeton: Princeton University Press.

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Harvey, David, 1989, *The Condition of Postmodernity*, Oxford: Blackwell.

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Heidegger, Martin, 1950, “The Thing,” in *Poetry, Language, Thought*, New York: Harper & Row, 1971.

Held, David, 1995, *Democracy and the Global Order: From the Modern State to Cosmopolitan Governance*, Stanford: Stanford University Press.

Held, David, McGrew, Anthony, Goldblatt, David, and Perraton, Jonathan, 1999, *Global Transformations: Politics, Economics and Culture*, Stanford: Stanford University Press.

Kymlicka, Will, 1999, “Citizenship in an Era of Globalization: A Response to Held,” in Ian Shapiro and Casiano Hacker-Cordon (eds.), *Democracy’s Edges*, Cambridge: Cambridge University Press.

Kern, Stephen, 1983, *The Culture of Time and Space, 1880–1918*, Cambridge, MA: Harvard University Press.

Marx, Karl, 1848, “Communist Manifesto,” in Robert Tucker (ed.), *The Marx-Engels Reader*, New York: Norton, 1979.

Maus, Ingeborg, 2006, “From Nation-State to Global State or the Decline of Democracy,” *Constellations*, 13: 465–84.

McLuhan, Marshall, 1964, *Understanding Media: The Extensions of Man*, New York: McGraw Hill.

Mearsheimer, John J., 2003, *The Tragedy of Great Politics*, New York: Norton.

Miller, David, 2012, *National Responsibility and Global Justice*, Oxford: Oxford University Press.

Miller, David, 2013, *Justice for Earthlings: Essays in Political Philosophy*, Cambridge: Cambridge University Press.

Modelski, George, 1972, *Principles of World Politics*, New York: Free Press.

Nagel, Thomas, 2005, “The Problem of Global Justice,” *Philosophy and Public Affairs*, 33: 113–47.

Nussbaum, Martha C., et al., 1996, *For Love of Country: Debating the Limits of Patriotism*, Boston: Beacon Press.

Pogge, Thomas, 2001, “Priorities of Global Justice,” *Metaphilosophy*, 32: 6–24.

—, 2002, *World Poverty and Human Rights: Cosmopolitan Responsibilities and Reforms*, Cambridge: Polity Press.

Rawls, John, 1993, *Political Liberalism*, New York: Columbia University Press.

	<p>Robertson, R., 1992, <i>Globalization: Social Theory and Global Culture</i>, London: Sage.</p> <p>Rosa, Hartmut, 2013, <i>Social Acceleration: A New Theory of Modernity</i>, New York: Columbia University Press.</p> <p>Ruggie, John Gerard, 1993, "Territoriality and Beyond: Problematizing Modernity in International Relations," <i>International Organization</i>, 47: 139–74.</p> <p>Scheuerman, William E., 2004, <i>Liberal Democracy and the Social Acceleration of Time</i>, Baltimore: Johns Hopkins Press.</p> <p>Schivelbusch, Wolfgang, 1978, "Railroad Space and Railroad Time," <i>New German Critique</i>, 14: 31–40.</p> <p>Scholte, Jan Aart, 2000, <i>Globalization: A Critical Introduction</i>, New York: St. Martin's.</p> <p>Stiglitz, Joseph E., 2018, <i>Globalization and Its Discontents Revisited: Anti-Globalization in the Era of Trump</i>, New York: Norton &amp; Co.</p> <p>Tomlinson, John, 1999, <i>Globalization and Culture</i>, Cambridge: Polity Press.</p> <p>Virilio, Paul, 1977, <i>Speed and Politics</i>, New York: Semiotext[e], 1986.</p> <p>Brock, Gillian, and Harry Brighouse (eds.), 2005, <i>The Political Philosophy of Cosmopolitanism</i>, Cambridge, Cambridge University Press.</p> <p>Brown, Garrett Wallace, 2009, <i>Grounding Cosmopolitanism: From Kant to the Idea of a Cosmopolitan Constitution</i>, Edinburgh: Edinburgh University Press.</p> <p>Wallerstein, Immanuel. 2004. <i>World-systems analysis: An introduction</i>. Duke University Press.</p> <p>Wallerstein, Immanuel. 1974. <i>The Modern World-System I: Capitalist Agriculture and the Origins of the European World-Economy in the Sixteenth Century</i>. New York: Academic Press</p> <p>Zizek, Slavoj. 1997. Multiculturalism, or, the Cultural Logic of Multinational Capitalism. <i>New Left Review</i> I/225, September-October.</p> <p>Sassen, Saskia. 1998. <i>Globalization and Its Discontents</i>. New Press</p>
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**PAPER – II**  
**INTRODUCTION TO INDIAN CONSTITUTION**

<b>Programme</b>	MA Politics and IR/ MA Politics and HR/ MA Politics PPG
<b>Semester</b>	Semester I
<b>Course Status</b>	ELECTIVE
<b>Course Code</b>	<b>SIR MP E 22</b>
<b>Course Title</b>	INTRODUCTION TO INDIAN CONSTITUTION
<b>Course Credit</b>	4

### Course Objectives

The objective of the course is to familiarize the students with the core ideas and values enshrined in the Indian Constitution and enable them to critically review the working of various institutions created under the Constitution. The course has been designed to cover the evolution and various stages in the development of Indian Constitution. The course also intended to achieve a critical understanding among the students about the nature of rights and duties of the citizens included in the constitution of India. Course also aims to develop greater appreciation on the values of liberty, equality and social justice.

### Learning Outcomes

#### Learning Outcomes:

On completion of this course, students should:

- Have improved their understanding of the legacy of the National Movement and the constitutional development in the country;
- Be able to analyse and critically review the core values and the philosophical foundations of the Indian Constitution;
- Have improved their understanding of the rights and duties of the Indian citizens and be able to critically review the violations of such rights in the Indian context;
- Be able to *develop and uphold the values of liberty, equality and social justice in all social relations* and interpret and suggest relevant policy measures to protect such core values and principles enshrined in the Indian constitution.

### Pedagogic Methods

**Pedagogic Methods:** Lectures, Seminars (Both traditional as well as group works and presentations based on home readings and small research), Tutorials, Role-Playing sessions. Evaluation (Broadly): 40 percent continuous assessment/ 60 percent external examination Course Content through Short Internships and mentoring linkages with NGOs, Journalists, and Research Organizations.

### Course Evaluation and Grading Criteria

Internal Assessment: 40 Marks -20 marks for Assignment/ Article Review/Seminar presentation; 20 Marks for internal test.

End Semester External Examination: 60 marks

## COURSE CONTENT

### Module I: Making of the Constitution:

- Making of India's Constitution- Colonial experiments
- Legacy of National Movement
- Constituent Assembly Debates and the Drafting Committee
- Major features of the Constitution

### Module II: Philosophy/ Core values of the Constitution

- Preamble and Secularism
- Fundamental Rights and Duties

- Directive Principles of State Policy
- Welfare State

### **Module III: Constitutional Developments in India**

- Democracy and Social Justice
- National Integration
- Basic Structure Debate
- Emergency Provisions and Constitutional Amendments

### **Module IV: Institutions of Governance:**

- Union Executive: President, Prime Minister and Council of Ministers
- Union Parliament: Structure, Role and Functioning, Parliamentary Committees
- Judiciary: Supreme Court, High Court, Judicial Review, Judicial Activism, Judicial Reform.
- Executive and Legislature in the States: Governor, Chief Minister, State Legislature

### **Module V: Decentralization and Federalism in India:**

- Nature of Indian Federalism- Strong Centre Framework
- Unitary Provisions and Adaptation- Inter- State- Council
- Local Government Institutions: Functioning and Reforms
- Recent Trends in Indian Federalism

### **Module VI: Regulatory and Governance Institutions:**

- NITI Aayog ; Election Commission of India; National Human Rights Commission ; Central Information Commission, National Commission for Women; National Commission for Minorities; National Commission for Scheduled Castes; National Commission for Scheduled Tribes; Comptroller and Auditor General; Lok Pal and Lokayukta.

### **Reading List**

Vanaik and R. Bhargava (eds) (2010). *Understanding Contemporary India: Critical Perspectives*, New Delhi: Orient Blackswan

A.G. Noorani (2000): *Constitution questions in India: The President, Parliament and the States*, New Delhi: Oxford University Press.

Austin, Granville (2003). *The Indian Constitution: Cornerstone of a Nation*. New Delhi: Oxford,

Austin, Granville (2013). *Working of a Democratic Constitution: the Indian Experience*. New Delhi: Oxford.

B. Chakravarthy & K.P Pandey (2006). *Indian Government and Politics*, New Delhi: Sage.

Bajpai. Kanti and Pant V. Harsh (2013). *India's Foreign Policy: A Reader*, New Delhi: Oxford University Press.

Basu, Durga Das (2005). *Introduction to the Constitution of India*. New Delhi: Printice Hall

Bhagwati, Jagdish and Panagariya, Aravind (2012). *India's Tryst with Destiny*. London: Collins Business.

Bhatia, Goutam (2018). *The Transformative Constitution: A Radical Biography in Nine Acts*. New Delhi: HarperCollins India.

Brass, Paul R (1997). *The Politics of India Since Independence*. New Delhi: Cambridge.

Chakkravarthy, Bidut (2007). *Indian Politics and Society since Independence: Events, Processes*

*and Ideology*. New Delhi: Routledge

De, Rohit. (2018). *A People's Constitution. The Everyday Life of Law in the Indian Republic*. Princeton: Princeton University Press.

G. Austin (2004). *Working of a Democratic Constitution of India*, New Delhi: Oxford University Press.

Government of India (2019). *Constitution of India*, Government of India, Ministry of Law and Justice Legislative Department

Government of India, (2020). *The Constitution of India by Dr. B.R. Ambedkar 2020 Edition* Paperback – 1 January 2020

Govt. of India (2015). *The Constitution of India*. New Delhi: Ministry of law, Justice and Company Affairs.

Kashyap, Subash C (2009). *Parliament of India: Myths and Realities*, New Delhi: National Publishing House.

Kashyap, Subash C (2009). *Our Constitution*. New Delhi: NBT.

Khosla, Madhav (2012). *The Indian Constitution*. New Delhi: Penguin

Kumar, Raj (2011). *Ambedkar and Constitution*, New Delhi: Commonwealth Publication.

M. Laxmikanth (2016). *Indian Polity for Civil Services Examinations*, New Delhi: Tata McGraw Hills.

Mitra, Subrata K (2011). *Politics in India: Structure, Process and Policy*. New Delhi: Routledge

N. Chandhoke & Priyadarshini (eds) (2009). *Contemporary India: Economy, Society, Politics*, New Delhi: Oxford University Press.

N.G Jayal and P.B. Maheta, (eds.) (2010). *Oxford Companion to Indian Politics*, New Delhi: Oxford University Press.

Pal, S. (2014). *India's Constitution –Origins And Evolution (Constituent Assembly Debates, Lok Sabha Debates On Constitutional Amendments And Supreme Court Judgments); Vol. 1*. New Delhi: Lexis Nexis.

Pandey J. N. (2019). *Constitutional Law of India*, Central Law Agency,

Singh, M.P & Saxena, R. (2008). *Indian Politics: Contemporary Issues and Concerns*. New Delhi: PHI Learning.

**PAPER – III**  
**STATE AND POLITICS IN KERALA**

<b>Programme</b>	MA Politics and IR/ MA Politics and HR/ MA Politics PPG
<b>Semester</b>	One
<b>Course Status</b>	Elective
<b>Course Code</b>	<b>SIR MP E 23</b>
<b>Course Title</b>	STATE AND POLITICS IN KERALA
<b>Course Teacher</b>	
<b>Course Description</b>	
The course aims to create an in-depth knowledge of modern Kerala, its history, polity and economy. It has been structured to provide a detailed account of the evolution of socio-political processes, social and political movements, governmental actions, etc. that led to the formation of present day Kerala. The course also gives a comprehensive analysis of Kerala economy, its contemporary challenges and the problems faced by some of the important sections of the state.	
<b>Course Objectives</b>	
<ol style="list-style-type: none"> <li>1. To introduce the historical setting of emergence of state and politics in Kerala</li> <li>2. Demonstration the role of various socio-political processes, social and political movements, and leaders in the making of modern Kerala</li> <li>3. To give a comprehensive analysis of Kerala economy, its contemporary challenges</li> </ol>	
<b>Learning Outcomes</b>	
By the end of the course students should be able to: <ol style="list-style-type: none"> <li>1. Understand the evolution of state, society and politics in Kerala and the underlying socio- economic and political forces that shaped it;</li> <li>2. Critically review the institutional development and the growth of democracy in Kerala;</li> <li>3. Evaluate the role of political parties and new social movements in the socio- political development of Kerala;</li> <li>4. Critically review the development discourse and its link with Kerala Model of Development;</li> <li>5. Review the nature and dimensions of Kerala's decentralization experience and the role of citizen and SHGs in grass root development;</li> </ol>	
<b>Pedagogic Methods</b>	
Lectures, Seminars (Both traditional as well as group works and presentations based on home readings and small research), Tutorials, Role-Playing sessions.	
<b>Course Evaluation and Grading Criteria</b>	
Internal Assessment: 40 Marks -20 marks for Assignment/ Article Review/Seminar presentation; 20 Marks for two internal tests (one in offline and one in online mode) End Semester External Examination: 50 marks	
<b>Course Contents (Modules)</b>	
<b>MODULE-I: Evolution of State, Society and Politics in Kerala</b>	
Caste – Class structure in Colonial Kerala- Impact of Colonialism and Role of Missionaries- Social Reform Movements- Peasants and Working Class Movements- Evolution of Political Parties-Congress and Communist Parties- National Movement in Kerala (Major phases in Travancore, Cochin and Malabar).	

**MODULE-II: Post Independent Era- Legislature and Social Change**

Evolution of Legislature, Executive and Civil Service - Changing Role and Functions of Legislature in Kerala

**MODULE-III: Political System and Political development in Kerala**

Party System and Electoral Politics- Coalition Politics- Trade Unionism- Interest and Pressure Groups; New Social Movement; Dalit, Women and Environmental Movements

**MODULE-IV: Problems of Economic Development and Growth**

Land Reform; Land Rights in Contemporary Kerala- Agriculture, Industry and the Service Sector in Kerala- Kerala Model of Development

**MODULE- V: Decentralization and Local Governance in Kerala**

Evolution of Local Self Government in Kerala- Decentralized Planning and Participatory Development- Self Help Groups- Kudumbasree and Women Empowerment

**Essential Reading List****Core Readings**

Chakraborty Achin (2005) "Kerala's Changing Development Narratives", *Economic and Political Weekly*, 40(6) February, pp. 541-547.

Dreze, Jean and Amartya Sen (1996) *India: Economic Development and Social Opportunity*, Oxford University Press, New Delhi.

Heller P. (1999) *The Labour of Development: Workers and the Transformation of Capitalism in Kerala, India*, Ithaca, Cornell University Press.

Biju, M.R (1997): *Politics of Democracy and Decentralisation in India: A Case Study of Kerala*, Delhi: Atlantic

Chander, N. Jose (ed.) (1986): *Dynamics of State Politics: Kerala*, New Delhi: Sterling.

Chander, Jose (1981): *Legislative Process in Kerala*, Trivandrum: KAPS.

Chandrika, C. S (2014): *Keralathile Sthree Charithrangal, Sthree Munnetangal*, Kottayam: D C Books.

Chentharassery, T.H.P (2014): *Ayyankali-Adhashthitharude Padathalavan*, Trivandrum: Mythri Books.

Cherian, P.J. (ed.) (1999): *Perspectives on Kerala History*, Trivandrum: KCHR.

Desai, A. R (2011): *Social Background of Indian Nationalism*, New Delhi: Popular Prakashan.

Franke, Richard W. and Barbara H. Chasin (1992): *Kerala: Development through Radical Reform*, New Delhi: Promilla & Co.

Ganesh, K. N. (ed.)(2004): *Culture and Modernity: Historical Explorations*, Thenjippalam: University of Calicut.

Ganesh, K.N (2003): *Keralathinte Samoohika Prathissanthy*, Trissur: Centre for Social Studies.

Gopakumar, P F (2007): *Keraleeya Navodhanam*, Trivandrum: Chintha Publications.

Gopakumar, G. (1986): *Regional Political Parties and State Politics*, New Delhi, Deep and Deep publishers.

Gopalan, A.K. (1992): *Ente Jeevitha Katha*, Trivandrum: Chintha Publications.

Heller, Patrick (2000): *The Labor of Development: Workers and the Transformation of Capitalism in Kerala, India*, Ithaca: Cornell University Press.

Isaac, Thomas and Richard W. Franke (2000): *Local Democracy and Development: People's Campaign for Decentralized Planning in Kerala*, New Delhi: Leftword

Jacob, Saji (2011): *Secularisation and Communalisation in Kerala: Challenges for Civil Society*, Saarbrücken: VDM Verlag Dr. Müller

Jeffrey, Robin, (2001) *Politics, Women and Well Being: How Kerala became a 'Model'*, Oxford University Press, New Delhi.

Jeffrey, Robin, (1994), *The Decline of Nair Dominance: Society and Politics in Travancore 1847-1908*, Manohar, New Delhi.

John, John P. (1983): *Coalition Governments in Kerala*, Trivandrum: Institute for the Study of Public Policy and Management.

Joseph, T.M (ed.) (2009): *Decentralised Governance and Development*, Delhi: Deep and Deep.

Kannan, K.P., (1998) 'Political Economy of Labour and Development in Kerala', *Economic and Political Weekly*, 33(52): 61-70.

Kjosavik, Darley Jose and Nadarajah Shanmugaratnam (2015): *Political Economy of Development in India: Indigeneity in Transition in the State of Kerala*, Abingdon: Routledge.

Kochu, K. K (2013): *Dalith Nerkazhakkal*, Kottayam: Raven Publications.

Kunhaman, M. (2002): *Globalisation: A Subaltern Perspective*, Thiruvananthapuram: Center for Subaltern Studies.

Kunhikannan, T. P. (2013): *Gadgil Reportum Kerala Vikasanavum*, Kozhikode: Mathrubhoomi Books

Kurian, Mathew V. (1986): *The Caste – Class Formations: A Case Study of Kerala*, New Delhi: BR Publishing Corporation

Kurup, K K N (1989): *Agrarian Struggles in Kerala*, Trivandrum: CBH Publishers.

Malaviya, H D (1958): *Kerala: A Report to the Nation*, New Delhi: People's Publishing House.

Mammen, P.M (1981): *Communism vs Communalism; A study of Socio-Religious Communities and Political Parties in Kerala:1892-1970* (Calcutta: Minerva)

Menon, A. Sreedhara (1987): *Political History of Modern Kerala*; Kottayam: DC Books.

Menon, A. Sreedhara (2006): *A Survey of Kerala History*, Chennai: Viswanathan Publishers.

Menon, P.K.K.(1972): *The History of Freedom Movement in Kerala*, Thiruvnanthapuram: Government Press

Mohan, P. Sanal (2015): *Modernity of Slavery: Struggle against Caste Inequality in Colonial Kerala*, New Delhi: Oxford University Press.

Nair, A. Balakrishnan (1994): *The Government and Politics of Kerala: Structure, Dynamics and Development*, Trivandrum: Indira Publishers.

Namboodiri, D. Damodaran (1999): "Caste and Social Reformation Movements in Kerala," in P J Cherian (ed.), *Perspectives on Kerala History*, Trivandrum: KCHR.

Namboodiripad, E. M. S (1984): *Kerala Society and Politics: An Historical Survey*. New Delhi: National Book Centre.

Nossiter, T.J. (1982): *Communism in Kerala: A Study in Political Adaptation*, New Delhi: Oxford University Press.

Oommen, M.A (ed.) (1999): *Kerala Development Experiences*, Institute of Social Sciences, New Delhi, Concept Publishing Company.

Oommen, T.K. (1985): *From Mobilization to Institutionalization: The Dynamics of Agrarian Movement In Kerala*, New Delhi: Popular Prakashan.

Oommen T. K. (2009) "Development Policy and the Nature of Society: Understanding



the Kerala Model” *Economic and Political Weekly*, 44(13) 28 March, pp. 25-31.

Osella, Filippo and Caroline Osella (2000): *Social Mobility in Kerala: Modernity and Identity in Conflict*, London: Pluto Press.

Panicker, K.N (2009): *Colonialism, Culture and Resistance*, New Delhi: Oxford University Press.

Parayil, Govindan (ed.) (2000): *Kerala: The Development Experience*, London: Zed Books

Parayil, Govindan and Sreekumar T. T. (2003) “Kerala’s Experience of Development and Change,” *Journal of Contemporary Asia*, Vol. 33(4): 465-92.

Prakash, B.A., Jerry Alwin et al. (eds.) (2018): *Kerala’s Economic Development: Emerging Issues and Challenges*, New Delhi: Sage.

Raman, K. Ravi (ed.) (2010): *Development, Democracy and the State: Critiquing the Kerala Model of Development*, Abingdon: Routledge

Ramanathaiyer, Sundar and Stewart MacPherson (2019): *Social Development in Kerala: Illusion or Reality?* Abingdon: Routledge.

Tharamangalam, Joseph (ed.) (2006): *Kerala: The Paradoxes of Public Action and Development*, Hyderabad: Orient Longman.

Zacharia, K.C. (2012): *Kerala's Gulf Connection, 1998-2011: Economic and Social Impact of Migration*, Hyderabad: Orient Blackswan.

Zacharia, K.C., P.R.Gopinathan Nair, S.Irudaya Rajan (2006): *Return Emigrants in Kerala: Welfare, Rehabilitation and Development*, New Delhi: Manohar.

Zacharia, K.C., E.T.Mathew and S. Irudaya Rajan (eds.) (2003): *Dynamics of Migration in Kerala: Dimensions, Differentials and Consequences*, Hyderabad: Orient Longman.

**PAPER – IV**  
**GENDER AND POLITICS**

<b>Programme</b>	MA Politics and IR/ MA Politics and HR/ MA Politics PPG
<b>Semester</b>	First
<b>Course Status</b>	Elective
<b>Course Code</b>	<b>SIR MP E 25</b>
<b>Course Title</b>	Gender and Politics
<b>Course Credit</b>	4
<b>Course Description</b>	
<p>The transition from Women’s Studies to Gender studies registers a major disciplinary change in the field of social sciences, with substantive influence on reimagining methods of social enquiry. Studies in femininities and masculinities have made revolutionary changes through critiquing foundational systems of knowledge. Further, the dialogues at the transnational civil collectives have made a great influence in interpreting social issues from diverse points of views. Many such deliberations are part of studies in gender, and have made inroads even into the local official attempts for conventional programmes such as ‘empowering women”. Gender studies have also influenced critical views on patriarchal power locations and have problematised spaces including family, relationships, access and rights in civil spaces, fair representation at the level of policy making and the legal domain. It has also induced a rights based debate addressing the application of the concept of free equals, based on new scholarship on citizenship. Trans and queer peoples’ rights agenda has also been highly mobile, inducing serious changes in the conception of humanity, a situation, usually conceived as male centric one. As an independent domain in political science, gender studies have reshaped perceptions on articulation of interests for demanding and attaining rights at all spheres of human activity. In the global politics, such inclusive processes have created tangible social achievements. This political development is attaining more acceptances in the discussions on equality, freedoms, recognition and identity. Critiques of nationalism, democracy, patriarchy etc., from the stand point of gender studies have infused a new dimension in academic and social fields of action. The course is preliminarily aimed to equip the students with critical personal and academic capabilities that could enable them to conduct independent enquiries on gender questions, both at the academic and popular realm. Open discussions on patriarchal culture, sexualities, heteronormativity, and its critics will form the major class room transactions. The course urges the students to think freely. Students are encouraged to participate in discussion pertaining to social and individual locations of gender questions. Students are required to participate in the discussions and interact with different personalities involved in gender justice movements.</p>	
<b>Course Objectives</b>	
<p><b>The course enables the student to:</b></p> <ul style="list-style-type: none"> <li>➤ Familiarizing with the history of evolution of gender studies and its applications in the study of political science;</li> <li>➤ To introduce the students to the contributions of discipline of gender studies and their affect on contemporary theories in political science;</li> <li>➤ To introduce the students to people, organizations at different level, academic works, major social events regarding gender rights;</li> </ul>	

- To create spaces inside and outside the classroom to develop well-informed, presentation and writing of relevant areas including legal aspects.

### **Learning Outcomes**

**Upon completion of the course, student will be able to:**

- Foster academic abilities for working on theoretical developments and dynamics of social processes related to advancements in gender studies;
- Understanding and critiquing the everyday life aspects from a gender lens;
- Understanding the global processes, analysis of legal processes in relevant local, national and international spheres;
- To develop a perspective on the global multilateral agenda of gender justice with focus on Transgender/queer peoples rights;
- To help attain analytical abilities in doing research on Gender studies

**Pedagogic Methods:**

Pedagogic Methods: Lectures, Seminars (Both traditional as well as group works and presentations based on home readings and small research), Tutorials, Role-Playing sessions.

### **Course Evaluation and Grading Criteria**

- ✓ Internal Assessment: 40 Marks -20 marks for Assignment/ Article Review/Seminar presentation; 20 Marks for internal test.
- ✓ End Semester External Examination: 60 marks

### **Course Contents**

**I. Feminisms**

Introduction to waves of Feminism  
 Civil and Political Rights (Mary Wollstonecraft)  
 Social Construction of Femininity (Simone de Beauvoir)  
 Radical trends (Mary Dal, Kate Millet)

**II. Conceptualizing Gender:**

Evolutions of the idea of Gender (locating trans from canon to modern law in India)  
 Gender and Social Construction: interrogating texts (visual culture & public sphere- Laura Mulvey)  
 Gender and Power- Social construction of powerlessness  
 Scope

**III Gender and Politics**

Gender and Citizenship- concept of graded citizenship with reference to transgenders  
 Caste, race and gender (Bell Hooks, Uma Chakravarti)  
 Gender and State (IPC sec. 377, Transgender policy in Kerala)  
 Gender rights movements in Kerala (history of queer movements)

**IV. Gender and Class**

Sex work as an identity (Nalini Jameela)  
 Feminization of Labour  
 Workplaces and gender (Transgender experiences at work- a case study of Kerala)

**V. Gender and Sexualities**

Critique of Heteronormativity: Locating cultural violence in Malayalam proverbs, folk traditions  
 Masculinities- Gender regimes (R W Connell)  
 Sexual Orientation and Gender Identity (SOGI)

## Queer Identities-Discussion on Key terms

### Essential Readings

- Agarwal, B. (1994). *A Field Of One's Own: Gender and Land Rights In South Asia*. Cambridge: Cambridge University Press.
- Barbin, H. (2010). *Herculine Barbin*. New York: Vintage Books.
- Beauvoir, S. D. (1953). *The Second Sex*. London: Jonathan Cape.
- Butler, J. (1990). *Gender Trouble, Feminism and the Subversion of Identity*. New York: Routledge.
- Butler, J. (1993). *Bodies that Matter: On the Discursive Limits of Sex*. London: Routledge.
- Chakravarti, U. (2003). *Gendering Caste: through a feminist lens*. Calcutta: Stree.
- Connell, R. W. (2005). *Masculinities*. California: University of California.
- Daly, M. (1990). *Gyn Ecology: The Meta ethics of Radical Feminism*. United States of America: Beacon Press.
- Hooks, B. (1982). *Ain't I a Woman*. Pluto Press: London.
- Laqueur, T. (2003). *Making Sex: Body and Gender from the Greeks to Freud*. Harvard: Harvard University Press.
- Mernissi, F. (1991). *Veil and the Male Elite: A Feminist Interpretation of Women's Rights in Islam*. Perseus Books.
- Mernissi, F. (1991). *Women and Islam: An Historical and Theological Enquiry*. Oxford: Basil Blackwell
- Mernissi, F. (1997). *The Forgotten Queens of Islam*. Minneapolis: University of Minnesota Press.
- Millet, K. (2000). *Sexual Politics*. Illinois: University of Illinois Press.
- Mulvey, L. (1989). *Visual and Other Pleasure*. UK: MacMillan.
- Pilcher, J., & Whelehan, I. (2004). *50 key concepts in Gender Studies*. London: sage.
- Weeks, J. (2010). *Sexuality*. Routledge: London.
- Wollstonecraft, M. (1996). *A Vindication of the Rights of Women*. London: Dover publications.

### Optional Readings

- Ahmed, Sara (2000): *Strange Encounters: Embodied Others in Postcoloniality*, London and New York: Routledge.
- Alcoff, Linda Martin (2006): *Visible Identities, Race, Gender, and the Self*, New York: Oxford University Press.
- Chatterjee, P. (2004). *The Politics of the Governed Reflections on Popular Politics in most of the World*. New York: Columbia University Press.
- Cornwall, A. & Lindisfarne, N (1994): *Dislocating Masculinity: Comparative Ethnographies*, London: Routledge.
- Chodorow J, Nancy (1989): *Feminist and Psychoanalytic Theory*,
- Disch&Hawkesworth (ed.) (2016): *The Oxford Handbook of Feminist Theory*, New York: Oxford University Press
- Dudink, S et.al (ed.) (2007): *Representing Masculinity: Male citizenship in Modern Western Culture*, UK: Palgrave MacMillan
- Dworkin, Andrea,(1974): *Women Hating*, New York: Dutton.
- Dworkin, A. (2007). *Intercourse*. New York: Basic Books.
- Edwards, Tim (2006) *Cultures of Masculinity*, London: Routledge
- Evans, Mary et.al. (ed.) (2018): *The Sage Handbook of Feminist Theory*, New York: Oxford

Fuss, D (1991):*Inside/out: Lesbian Theories Gay Theories*, New York: Routledge.

Gardner, C. V. (2006). *Historical Dictionary of Feminist Philosophy*. USA: The Scarecrow Press.

Jithesh, T (2009): *CinemayudeVyakaranam*, Kozhikode, Olive Publications

Jones, A. (Ed.). (2013). *A Critical Inquiry into Queer Utopia*. New York: Palgrave Macmillan.

Jung, Carl (1989): *Aspects of Masculine*, London: Routledge

Jung, Carl (1969): *On the Nature of Psyche*, Princeton: Princeton University Press

Jung, Carl (1963): *Aspects of Feminine*, London: Routledge

Agamben. Giorgio, *Homo Saucer*, Stanford University Press, 1998

Benhabib, Sylla, *The Rights of Others : Aliens, Residents and Citizens*, 2004

Butler, J. (1990). *Gender Trouble, Feminism and the Subversion of Identity*. New York: Routledge.

Butler, J. (1993). *Bodies that Matter: On the Discursive Limits of Sex*. London: Routledge.

Kimmel, Michael S. & Michael A. Messner, (ed.)(2010):*Men's Lives*, Boston: Allyn & Bacon

Knust, J. W. (2006). *Abandoned to Lust*. New York: Columbia University Press.

Lerner, K. L., Lerner, B. W., & Lerner, A. W. (Eds.). (2006). *Gender Issues and Sexuality*. Thomson Gale.

McInnis, J (1998):*The End of Masculinity*, Buckingham: Open University Press.

Morgan, D.H.G (1992): *Discovering Men*, London: Routledge.

Nagy, Sharlene & Biber, Hesse (ed.) (2010): *Handbook of Feminist Research*, New York: Sage publications

Olesky, Dorota & Heran (ed.)(2011) *The Limits of Gendered Citizenship*, New York: Sage Publications

Polity Reader (1994): *The Polity Reader in Gender Studies*, Oxford: Polity Press

Propp, Vladimir (1928): *Morphology of Folktale*, Austin: University of Texas Press

Radhakrishnan, P.S (2013): *CharithravumChalachithravum: Deshyabhavanayude Harsha Moolyangal*, Kozhikode.Olive Publications.

Radhakrishnan, Ratheesh (2006): *Masculinity and Structuring of the Public Domain on Kerala: A History of Contemporary*,

Redfern, C., & Aune, K. (2010). *Reclaiming the F Word: The New Feminist Movement*. London: Zed Books.

Sontag, S. (n.d.). *The Pornographic Imagination*.

Whitehead, Stephen M (2002): *Men and Masculinities: Key themes and New Directions*, Cambridge: Polity

#### **Articles**

Baron, Ava (2006): "Masculinity, the Embodied Male Worker, and the Historian's Gaze," *International Labor and Working-Class History*, no.69, pp. 143–160.

Chopra, Radhika, et al (2000): "Understanding Masculinity," *Economic and Political Weekly*, vol. 35, no. 19, pp. 1607–1609.

Connell, R. W & James W. Messerschmitt (2005): "Hegemonic Masculinity: Rethinking the Concept," *Gender and Society*, vol. 19, no. 6, pp. 829–859.

Currie, D (1993): *The Canadian Journal of Sociology / Cahiers Canadiens De Sociologie*, 18(2), 215-220.

Donaldson, Mike (2003): "What Is Hegemonic Masculinity?" *Theory and Society*, vol. 22, no. 5, pp. 643–657

Ford, KristieA (2000): "Doing Fake Masculinity, Being Real Men: Present and Future Constructions of Self among Black College Men," *Symbolic Interaction*, vol. 34, no. 1, 2011, pp. 38–62.

Fournier, Valeries and Smith Warren (2006): "Scripting Masculinity," *Ephemera Articles: Theory and Politics in Organization*. Vol6 (2).

Gukan, Hasan & SerttasAybika (2017): "The Representation of Masculinity in Cinema and on Television: An Analysis of Fictional Male Character," *European Journal of Multidisciplinary Studies*, Volume 5(2)

Harvey, Karen (2002): "the Century of sex? Gender, Body and Sexuality in the Long Eighteenth Century," *The Historical Journal*, Vol 45(4), 899-916.

Holt, Douglas B, et al.(2004): "Man-of-Action Heroes: The Pursuit of Heroic Masculinity in Everyday Consumption," *Journal of Consumer Research*, vol. 31, no. 2, pp. 425-440.

Inhorn, M (2012): "Hegemonic Masculinity. In the New Arab Man: Emergent Masculinities, Technologies, and Islam in the Middle East," (pp. 39-62).

King, Angela (2004): "The Prisoner of Gender: Foucault and the Disciplinary of the Female Body," *Journal of International Women's Studies*, Issue 5(2) 29-39.

Osella, Filippo, and Caroline Osella (2000): "Migration, Money and Masculinity in Kerala," *The Journal of the Royal Anthropological Institute*, vol. 6, no. 1, 2000, pp. 117-133

Osella, Filippo and Caroline Osella (2002) "Malayali young Men and their movie Heroes,"

Schippers, M (2007): "Recovering the Feminine Other: Masculinity, Femininity, and Gender Hegemony." *Theory and Society*, 36(1), 85-102.

Sparks, Richard (1996): "Masculinity and Heroism in the Hollywood Blockbuster: The Culture Industry and Contemporary Images of Crime and Law Enforcement," *The British Journal of Criminology*, vol. 36, no. 3, pp. 348-360

Sreehari, A.C. (2008): "Makings of the Man: A History of Eighty Years [1928-2008] Of Malayalam Movies," *Proceedings of the Indian History Congress*, vol. 69, pp. 1239-1242.

Wise, Sheila J (2001): "Redefining Black Masculinity and Manhood: Successful Black Gay Men Speak Out," *Journal of African American Men*, vol. 5, no. 4, pp. 3-22.

Wright, M. (2011). *Elizabeth Wolstenholme Elmy and the Victorian Feminist Movement: The Biography Of an Insurgent Woman*. Manchester: Manchester University Press.

#### OnlineResources

- <https://www.jstor.org/?refreqid=search%3A9d9608771bf6531ff6af6199a4446859>
- <https://www.britannica.com/>
- Uyare Movie Review: If At Once They Clip Your Wings, Fly Again <https://feminisminindia.com/2019/06/04/uyare-film-review/>
- 'Uyare' review: A poignant tale of courage and survival - The Week   
<https://www.theweek.in/review/movies/2019/04/26/Uyare-review-A-poignant-tale-of-courage-and-survival.html>
- 'Uyare' film review: Poignant, classy drama worth cheering for- The New Indian Express   
<http://www.newindianexpress.com/entertainment/review/2019/apr/27/uyare-film-review-poignant-classy-drama-worth-cheering-for-1969473.html>
- 'Uyare' movie review: Despite minor quibbles, film soars high on Parvathy's wings - The Hindu   
<https://www.thehindu.com/entertainment/movies/uyare-movie-review-despite-minor-quibbles-film-soars-high-on-parvathys-wings/article26956855.ece>
- Masculinity in Thomas Carlyle's "On Heroes, Hero-Worship and the Heroic in History"   
<http://www.victorianweb.org/authors/carlyle/heroes/covert17.html>
- Heroes, Villains, and Their Portrayal in Film by Carlos Benavides on Prezi   
<https://prezi.com/ph7obliaoo0t/heroes-villains-and-their-portrayal-in-film/>
- As Kabir Singh battles brickbats, a look at Malayalam cinema's recent subversion of

toxic alpha males- Entertainment News, Firstpost

<https://www.firstpost.com/entertainment/as-kabir-singh-battles-brickbats-a-look-at-malayalam-cinemas-recent-subversion-of-toxic-alpha-males-6915701.html>

- Greater visibility of the gentler, nearly non-violent masculinity in Kerala - The Hindu BusinessLine

<https://www.thehindubusinessline.com/blink/know/body-of-ridicule/article9867654.ece>

- Changing Masculinity in Malayalam Film

<http://www.thesouthindianpost.com/entertainment/changing-masculinity-in-malayalam-movies>

- June\_2016\_1466077982\_\_30.pdf

[https://www.worldwidejournals.com/paripex/recent\\_issues\\_pdf/2016/June/June\\_2016\\_1466077982\\_\\_30.pdf](https://www.worldwidejournals.com/paripex/recent_issues_pdf/2016/June/June_2016_1466077982__30.pdf)

- The Proppian Analysis for Fiction | Owlcation

<https://owlcation.com/humanities/The-Proppian-Analysis-for-Fiction>

- The Heroic Journey – a Jungian Perspective - FrithLuton.com

- <https://frithluton.com/articles/heroic-journey-jungian-perspective/>

**MAHATMA GANDHI UNIVERSITY**

**MA PROGRAMME**

**POLITICS AND HUMAN RIGHTS**

**OBE Scheme and Courses (2020-2022 Batch onwards)**



**School of International Relations and Politics  
Mahatma Gandhi University  
Kottayam-686560  
KERALA**



## **MA Programme (Politics and Human Rights)**

Human Rights (HR) has been an established subject and a critical domain of politics and international relations (IR) for more than half a century. The concept and concerns of HR have, however, been expanding during the last three hundred years incorporating a wide range of subjects and rights, which transcend political, ideological and cultural differences/peculiarities of the countries as well as the peoples across the world. The post-war international system has further witnessed the emergence of a world HR culture with liberty, emancipation, education and universalism as integral components of that culture.

The field of HR studies with its characteristic inter-related disciplinary concerns of politics, development, civil society, gender, environment, law, justice etc., and encompassing a wide spectrum of national, international and non-governmental/non-state actors, has brought forth a world wide web of disciplinary concerns such as Political Science, Development studies, Gender studies, Environmental studies, Ethnic studies, Subaltern studies, Conflict Resolution and Peace studies, Disarmament studies etc. This is certainly a vast and expanding domain of social and political research particularly in the context of the changes currently underway in the global matrix of trade and political economy. The academic programme attempts to grapple with this vast corpus of knowledge and ground level realities of HR while focusing on the global and national concerns of HR, peace, order, equality, justice, etc.

The programme of MA (Politics and Human Rights) is so designed as to facilitate and encourage both theoretical and empirical studies, thereby setting a background for students to have greater interest in HR. The objective here is to generate a deep and critical awareness among the students about the HR question in its national and international dimensions.

The rationale behind the programme is to enable the students (1) to appreciate the growing importance of HR both as an academic enterprise as well as a concern of the contemporary era in all its aspects;(2) to critically evaluate the contending theories of HR;(3) to analyze the social concerns such as development, gender, ecology, and civil society within a HR perspective; and (4) to choose and construct an appropriate design for an empirical investigation of a HR case from a local level experience.

# MA (Politics and Human Rights)

## Scheme and Courses (2020 Regulation)

### Semester I

Sl.No.	Title	Internal	External	Total Credits	Teaching/seminar/tutorial (per week)
Course: 1.	Core	40%	60%	4	10 hours
Course: 2.	Core	40%	60%	4	10 hours
Course: 3.	Core	40%	60%	4	10 hours
Course: 4	Core	40%	60%	4	10 hours
Course: 5	Elective	40%	60%	4	10 hours

### Semester II

Sl. No.	Title	Internal	External	Total Credits	Teaching/seminar/tutorial (per week)
Course: 6.	Core	40%	60%	4	10 hours
Course: 7.	Core	40%	60%	4	10 hours
Course: 8.	Core	40%	60%	4	10 hours
Course: 9	Core	40%	60%	4	10 hours
Course: 10	Elective	40%	60%	4	10 hours

### Semester III

Sl. No.	Title	Internal	External	Total Credits	Teaching/seminar/tutorial (per week)
Course: 11.	Core	40%	60%	4	10 hours
Course: 12	Core	40%	60%	4	10 hours
Course: 13	Core	40%	60%	4	10 hours
Course: 14	Open	40%	60%	4	10 hours
Course: 15	Elective	40%	60%	4	10 hours

### Semester IV

Sl. No.	Title	Internal	External	Total Credits	Teaching/seminar/tutorial (per week)
Course: 16	Core	40%	60%	4	10 hours
Course: 17	Core	40%	60%	4	10 hours
Course: 18	Elective	40%	60%	4	10 hours
Dissertation:19	Compulsory	40%	60%	6	Full Semester
Viva Voce: 20	Compulsory		100%	2	End Semester
<b>Grand Total</b>				<b>80</b>	<b>Four Semesters</b>

**MAHATMA GANDHI UNIVERSITY**  
**SCHOOL OF INTERNATIONAL RELATIONS AND POLITICS**  
**SYLLABUS**

**MA Politics (Politics and Human Rights)**

**Courses-Core/Elective (II Semester)**

Sl. No.	Course Code	Course Title	Course Status	Credits
1	SIR MP C 05	Political Theory	C	4
2	SIR MP C 06	Introduction to International Relations	C	4
3	SIR MP C 16	Introduction to Human Rights	C	4
4	SIR MP C 08	Public Administration	C	4

**ELECTIVES** (Select one elective course)

Sl. No.	Course Code	Course Title	Course Status	Credits
5	SIR MP E 26	West Asia and North Africa in World Politics	E	4
6	SIR MP E 27	Contemporary Debates in Indian Political Theory.	E	4
7	SIR MP E 28	Urbanisation Global Cities and Spatial Configurations	E	4
8	SIR MP E 29	Labour Migration, Citizenship and Governance	E	4

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**SYLLABUS**

<b>Programme</b>	MA Politics and IR/ MA Politics and HR/ MA Politics PPG
<b>Semester</b>	TWO
<b>Course Status</b>	Core
<b>Course Code</b>	<b>SIR MP C 05</b>
<b>Course Title</b>	<b>Political Theory</b>
<b>Course Description</b>	
<p>Encouraging and assisting students to familiarise with various theories and concepts of political processes including micro political realities of everyday life is the main objective of this course. Political ideas across a broad time period are discussed in relation to various types of powers they co-existed with. The range of theories considered varies from classical ones to recent articulations. The courses also broadly address few key words which appear as crosscutting themes in all five units. These forms are Modernity, Power, Exclusion and Inclusion, Gender, Bareness, Social Capital, Legitimation, Citizenship, Public Sphere, and Public Action.</p>	
<b>Course Objectives</b>	
<p>Foster academic abilities for research on theoretical developments in Political Theory.          Evolve critical understanding on the everyday life aspects from a theoretical perspective.          Develop Understanding on the political processes in relevant local, national and international spheres</p>	
<b>Learning Outcomes Upon</b>	
<b>completion of the course, student will be able to:</b>	
<p>Develop research presentations based on specific theoretical aspects to academic audiences          Apply theoretical acumen to problematise a given political situation.          Develop abilities to critically evaluate commonplace arguments and positions on political life using intellectual history of the discipline.          Develop abilities to critically read important texts in political science theory.</p>	

### **Pedagogic Methods**

- Lectures, Seminars (Both traditional as well as group works and presentations based on home readings and small research), Tutorials, Mock Sessions

### **Course Evaluation and Grading Criteria**

- ✓ Evaluation 40 percent continuous assessment/ 60 percent external examination  
Internal Assessment: 40 Marks -25 marks for Assignment/ Article Review/Seminar presentation; 15 Marks for two internal tests (one in offline and one in online mode)
- ✓ End Semester External Examination: 60 marks

## **Course Contents**

### **Modules**

#### **I. Introduction to:**

**(a) Intellectual History of Political Science**

**(b) History of Political Theory: Western and Non-Western Traditions**

#### **II. Introduction to Political Theory**

- Positivism (Hume, Comte, Durkheim)
- Historicism (Hegel, Marx and Engels, Frankfurt School)
- Structuralism (Levi-Strauss, Saussure, Althusser)

#### **III. Major Traditions and Confronts of Political Theory**

- Behaviouralism and Post-Behaviouralism (David Easton, Mortan Kaplan)
- System Theory and Structural-functionalism (David Easton, Gabriel Almond, Sidney Verba,)
- Modernisation and Political Development (Lucian Pye, David Apter, S. Huntington.)
- Political Culture and Political Socialisation: Gabriel Almond, S Verba- Civic Culture)
- Elite Theories (Pareto, Mosca, R. Michael, C. Wright Mills, Schumpeter)

#### **IV. Power and Ideologies**

- Theories of State and Civil Society: Max Weber, Frederick Engels, Gramsci
- Liberalism and Neoliberalism (Keynes, Hayek)
- Marxism, Neo-Marxism and Post- Marxism (Marx, Herbert Marcuse, Gramsci)
- Theories of Authoritarianism and Democracy: Hannah Arendt (Totalitarianism), Agamben (Homo Saucer)

- Feminist and Gender Theories: Second Sex Beauvoir , Performativity-Judith Butler)

## **V. Critique of Modernity and Development**

- Modernity-- Colonial experiences (Ashis nandy- Intimate Enemy)
- Post Colonialism and Cultural Theory: Edward Said, Gayatri Spivak,
- Post Positivist trends and Post-Modernism: Lyotard- Postmodern condition, Derrida (Deconstruction), Foucault (power)
- Political Perspectives of Ambedkar: (Annihilation of Caste, Graded Inequality) and Gandhi (Satyagraha), Bikhu Parekh.

## **Readings**

### **Reading List**

1. Leopold, David and Stears, Marc (2008): Political Theory: Methods and Approaches, Oxford University Press, New York.
2. Pantham, Thomas and Kenneth, L. Deutsch (1986): Political Thought in Modern India, Sage Publications, New Delhi.
3. Lal, Vinay (2009): The Political Hinduism The Religious Imagination in Public Spheres, Oxford University Press, New York.
4. Ray, Rabindra (1988): The Naxalites and their Ideology, Oxford University Press, Delhi.
5. Bevir, Mark; Hargis, Jill and Rushing, Sara (2007): Histories of Postmodernism, Routledge New York.
6. Sarkar, Sumit (2007): Beyond Nationalist Frames, Permanent Black Publishers, Delhi.
7. Salkever, Stephen (2009): Ancient Greek Political Thought, Cambridge University Press.
8. Grafton, Anthony and Jardine, Lisa (1986): From Humanism to the Humanities, Duckworth Publications, London.
9. Jameson, Frederic (1998): The Cultural Turn Selected Writings on the Postmodernism 1983-1998, Verso Publications, London.
10. Chatterjee, Partha (2010): Empire and Nation, Columbia University Press.
11. Boucher, David and Kelly, Paul (2003): Political Thinkers from Socrates to the Present, 2<sup>nd</sup> Edition, Oxford University Press.
12. Nussbaum, Martha (2007): The Clash Within Democracy, Harvard University Press.
13. Vanaik, Achin (2013): Political Science, Volume 3, Indian Political Thought, Oxford University Press.
14. Taylor, E. Victor and Winqvist, E. Charles (1998), Postmodernism, Routledge Publishers London.
15. Nandy, Ashis (2009): The Writings of Ragni Kothari, Orient Blackswan, New Delhi.
16. O. Neil, Brenda and Gidengil, Elisabeth (2006): Gender and Social Capital, Routledge Publishers.
17. Jayal, Gopal Niraja and Mehta, Bhanu Pratap (2010): The Oxford Companion to Politics in

India, Oxford University Press, New Delhi.

18. Norris, Christopher and Roden, David (2003): Derrida, Sage Publications, London.
19. Foucault, Michel (2002): The Order of Things, Tavistock Publications.
20. Baxi, Upendra (2007): Human Rights in Post-Human World, Oxford University Press, New Delhi.
21. Biswal, Tapan (2015): Governance and Citizenship, Vinod Vasishtha Books Pvt Ltd.
22. Macann, Christopher (1993): Four Phenomenological Philosophers, Routledge.
23. Belsey, Catherine (2002): Poststructuralism A very short introduction, Oxford University Press.
24. Cavalloro, Dani (1998): The Body For Beginners, Orient Longman.
25. Said, Edward W. (1992): The Question of Palestine, Vintage Publishers.
26. Gudavarthy, Ajay (2014): Maoism, Democracy and Globalisation, Sage Publications.
27. Roy, Arundhati (2013): The Algebra of Infinite Justice, Penguin Publishers.
28. Rosen, Michael and Wolff Jonathan (2006): An Introduction to Political Philosophy, Oxford University Press.
29. Passmore, Kevin (2006): Fascism A Very Short Introduction, Oxford University Press.
30. Vincent, Andrew (1995): Modern Political Ideologies, Blackwell Publishers.
31. Hall, John A. (1998): The State of the Nation, Cambridge University Press.

**MAHATMA GANDHI UNIVERSITY**  
**SCHOOL OF INTERNATIONAL RELATIONS AND POLITICS**

**SYLLABUS**

<b>Programme</b>	MA Politics and IR/ MA Politics and HR/ MA Politics PPG
<b>Semester</b>	Two
<b>Course Status</b>	Core
<b>Course Code</b>	SIR MP C 06
<b>Course Title</b>	<b>Introduction to International Relations</b>
<b>Credits</b>	4

**Course Description**

This Course is designed to provide the student with an introduction to the study of International Relations. The Course introduces the core concepts and the contemporary debates in International Relations. It focuses primarily upon concepts and perspectives which one may employ in understanding and describing the behavior of nations. The primary objective is to provide the student with some ability to interpret and assess international events from a more critical perspective. The Global political arena has changed markedly over the last decade, and understanding some of the major factors behind these changes is a primary goal of this class. The course is analytical and policy oriented: students are expected to evaluate and make concrete suggestions and alternative proposal for contemporary situations.

**Course Objectives**

- To introduce the basic concepts and the contemporary debates in IR;
- To develop critical thinking and alternative perspectives in global issues and events in IR;
- To identify the sub fields within IR;
- To examine the increasing influence of IR in daily life.

**Learning Outcomes**

On completion of this course, students should:

- Have improved their critical thinking and understanding about the nature of contemporary international relations;
- Be able to equip with the conceptual tools necessary to efficaciously comprehend the fundamental forces, processes and actors, militating within the international system;
- Have improved their understanding of the nature of global system and its increasing influence in the daily life of the people;
- Be able to interpret and suggest relevant policy measures in the realm of foreign policy, diplomacy, security challenges, economic diplomacy etc.. in complex policy environment and thereby develop a career in government and other reputed policy institutes in India and abroad.



### **Pedagogic Methods**

Lectures, Seminars, Tutorials, flipped classrooms; Problem Based Learning (PBL).

### **Course Evaluation and Grading Criteria**

Internal Assessment: 40 Marks -20 marks for Assignment/ Article Review/Seminar presentation; 20 Marks for internal tests

End Semester External Examination: 60 marks

### **Course Contents**

#### **MODULE-I: Introduction and Basic concepts of IR:**

- a) Introduction: Why study IR – Development of IR as discipline – International System/International Society- Impact of Globalisation - Global South and IR
- b) Actors and processes in IR: States and Non-State Actors (IGO's, NGO's, MNC's and terrorist groups).
- c) Power: Definition and Exercising Power – Elements of National Power, Soft Power and Its relevance in the contemporary IR study.
- d) National Interest and Foreign Policy – Determinants of FP – Foreign Policy Making – India, USA and China
- e) Balance of Power – Bi-Polar/Unipolar/Multi-Polar and Non-Polarity- Soft balancing.

#### **MODULE-II: Diplomacy, Foreign Policy and International Law**

Foreign Policy of USA      Foreign Policy of China

#### **MODULE-III: Issues in Contemporary IR:**

International Terrorism      Nuclear Proliferation  
Human Security      Climate Change and Environmental Security  
Energy Security      Natural resource scarcity  
Pandemics and Disaster Management

#### **MODULE-IV : Regional and International Organizations:**

UN Reform – EU -SAARC – BIMSTEC-SCO- BRICS-RCEP

#### **MODULE-V : Global Power Shift and IR:**

Power Transition Theory and the Rise of China  
Trump Doctrine and the Decline of US led Liberal Order  
India as an Emerging Power  
Global Uncertainty and the Debate on Post COVID 19 World Order

### **Essential Reading List**

Andrew Gamble and Anthony Payne (1996): Regionalism and World Order (ed), Macmillan: London.

Andrew F. Hart & Bruce D. Jones (2010-2011), How Do Rising Powers Rise?, Survival, vol. 52 no. 6, December –January, pp. 63–88.

Baylis, John and Steve Smith (2011): *The Globalisation of World Politics*, New York: Oxford University Press .

Barston, R.P. (1988): *Modern Diplomacy*, London: Longmans.

Benjamin Rivlin (2005): The UN Reform Conundrum, American Foreign Policy Interests, 27: 365–384.

Berridge, G.R. (1995): *Diplomacy: Theory and Practice*, Hemel Hempsted: Harvester Wheatsheaf.

Buzan, Barry and Richard Little (2000): *International Systems in World History: Remaking the Study of*

- International Relations*, Cambridge: Cambridge University Press.
- Buzan. Barry and Ole Waever (2003): *Region and Powers: The Structure of International Security*, Cambridge: Cambridge University Press.
- Craig A. Snyder (ed) (2008): *Contemporary Security and Strategy*, Palgrave Macmillan: New York.
- Deutsch, Karl W. (1988): *The Analysis of International Relations*, New Jersey: Prentice Hall.
- Derek McDougal (2012): Responses to 'Rising China' in the East Asian Region: soft balancing with accommodation, *Journal of Contemporary China*, 21(73), January, 1–17.
- Georg, Jim (1994): *Discourse of Global Politics: A Critical (Re) Introduction to International Relations*
- Jacques E. C. Hymans (2009): India's Soft Power and Vulnerability, *India Review*, vol. 8, no. 3, July–September, pp. 234–265.
- Joseph Y. S. Cheng (2011): The Shanghai Co-operation Organization: China's Initiative in Regional Institutional Building, *Journal of Contemporary Asia*, 41:4, 632-656.
- Linklater, Andrew and Hidemi Suganami (2006): *The English School of International Relations: A Contemporary Reassessment*, Cambridge: Cambridge University Press.
- Mary Martin and Taylor Owen (2010): The Second Generation of Human Security: lessons from the UN and EU Experience, *International Affairs* 86: 1, 211-224.
- Michael Sheehan (2010): *International Security: An Analytical Survey*, Viva Books: New Delhi.
- Muthiah Alagappa (2009): *Nuclear Weapons and Security in 21<sup>st</sup> Century Asia The Long Shadow*, Oxford University Press: New Delhi.
- Nayar, Baaldev Raj and T.V. Paul (2004): *India in the World Order: Searching for Major Power Status*, Cambridge: Cambridge University Press.
- Paul R. Viotti and Mark V. Kauppi (2007): *International relations and World Politics: Security, Economy, Identity*, Pearson: Delhi.
- Paul, T.V. (2009): *The Tradition of Non-use of Nuclear Weapons*, Stanford: Stanford University Press.
- Paul, T. V. (2005): Soft Balancing in the Age of U.S. Primacy, *International Security*, Volume 30, Number 1, Summer 2005 pp. 46-71
- Pravin N. Sheth (2005): *Global Terrorism: Melting Border, Hardened Walls*, Rawat Publications: New Delhi.
- Richard Rosecrance (2006): Power and International Relations: The Rise of China and Its Effects, *International Studies Perspectives* 7, 31–35.
- Seethi K.M.(2009): Perils of Nuclear Renaissance, *Indian Journal of Politics and International Relations*, vol. 1, July-December
- Spruyt, Hendrik (2009): *The Sovereign State and Its Competitors: An Analysis of Systems Change*, Princeton University Press.
- Stern, Geoffrey (2000): *The Structure of International Society*, London: Pinter Publishers.
- Stuart A. Bremer and Barry B. Hughes (1990): *Disarmament and Development: A Design for the Future?* Engle Wood Cliffs: New Jersey.
- Tanja A. Börzel and Thomas Risse (2010): Governance without a state: Can it work? *Regulation & Governance*, 4, 113–134.
- Thomas Wilkins (2010): The new 'Pacific Century' and the rise of China: an international relations perspective, *Australian Journal of International Affairs*, 64:4, 381-405
- Vinodan.C. (2009): Dilemmas of Energy Security in India: Issues in Indo- US Nuclear Deal, *Indian Journal of Politics and International Relations*, vol. 2, July-December.
- Vinodan.C. (2010): Energy, Environment and Security in South Asia, *International Journal of South Asian Studies*, vol.3, no.1, pp 1-12

**MAHATMA GANDHI UNIVERSITY**  
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**SYLLABUS**

<b>Course Code</b>	<b>SIR MP C 16</b>
<b>Name of the Course</b>	<b>Introduction to Human Rights</b>
<b>Course Type</b>	Core
<b>Semester</b>	Second
<b>Course Credits</b>	Four
<b>Description</b>	The course follows on basic queries as to what constitutes rights as well as the changing organisational order with a focus on international regime. There is a focus on normative and theoretical grounds of rights as well as the philosophy of human rights that addresses questions about the existence, content, nature, universality, or legal status of human rights.
<b>Course Objectives</b>	This basic course has as its prime <b>objective</b> , an entry into the concept of human rights, its evolution and political justification.
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• After this initial engagement a more <b>reflective outcome</b> in the course, through a module, seeks to contextualise human rights on different broad themes and thereby dwell upon a critique of the dominant discourses.</li> <li>• The learner gains a basic ability to explain the contexts of human rights issues in contemporaneity</li> <li>• The ability to conceptually place and interpret official documents of human rights</li> </ul>
<b>Pedagogic Methods</b>	Lectures/ Close readings of human rights documents/ media analysis/ presentations based on short research
<b>Evaluation</b>	40 percent continuous assessment/ 60 percent external examination
<b>Content through Modules</b>	<p><b>Conceptual and Theoretical Understanding of Human Rights</b></p> <p>1.1 Evolution of Human Rights 1.2 Principles and Theories of Human Rights 1.3 Political Justification of Human Rights</p> <hr/> <p><b>Which Rights are Human Rights?</b></p> <p>2.1 Civil and Political Rights 2.2 Social Rights 2.3 Rights of Women, Minorities, and Groups 2.4 Environmental Rights</p> <hr/> <p><b>Organisational Infrastructure for Human Rights</b></p> <p>3.3 International Relations, Democracy, and Human Rights 3.2 Organizations Related to Human Rights 3.3 Instruments of Human Rights and Covenants</p>

	<p><b>Contextualizing Human Rights: Reading Cases</b></p> <p>4.1 Legal Regimes</p> <p>4.2 Political Ecology of Human Rights</p> <p>4.3 Political Economy of Human Rights</p> <p>4.4 Gendering Rights</p>
<p><b>Extended Reference</b></p>	<p>Beetham, D., 1995, “What Future for Economic and Social Rights?” <i>Political Studies</i>, 43: 41–60.</p> <p>Bell, D., 2013, “Climate Change and Human Rights.” <i>WIREs Climate Change</i>, 4: 159–170.</p> <p>Bodansky, D., 2010, “Introduction: Climate Change and Human Rights: Unpacking the Issues,” <i>Georgia Journal of International &amp; Comparative Law</i>, 38: 511–524.</p> <p>Buchanan, A., 2013, <i>The Heart of Human Rights</i>, Oxford: Oxford University Press.</p> <p>Corradetti, C. (ed.), 2012, <i>Philosophical Dimensions of Human Rights</i>, New York: Springer.</p> <p>Donnelly, J., 2012, <i>International Human Rights</i>, 4th edition, Philadelphia: Westview Press.</p> <p>—, 2013, <i>Universal Human Rights in Theory and Practice</i>, 3rd edition, Ithaca, NY and London: Cornell University Press.</p> <p>Dworkin, R., 2011, <i>Justice for Hedgehogs</i>, Cambridge, MA: Harvard University Press.</p> <p>Glendon, M., 2001, <i>A World Made New: Eleanor Roosevelt and the Universal Declaration of Human Rights</i>, New York: Random House.</p> <p>Griffin, J., 2008, <i>On Human Rights</i>, Oxford: Oxford University Press.</p> <p>Holder, C. and Reidy, D., (eds.), 2013, <i>Human Rights: The Hard Questions</i>, Cambridge: Cambridge University Press.</p> <p>Ignatieff, M., 2004, <i>The Lesser Evil</i>, Princeton: Princeton University Press.</p> <p>Lauren, P., 2003, <i>The Evolution of International Human Rights</i>, 2nd edition, Philadelphia: University of Pennsylvania Press.</p> <p>Nussbaum, M., 2000, <i>Women and Human Development: The Capabilities Approach</i>, Cambridge, MA: Harvard University Press.</p> <p>Orend, B., 2002, <i>Human Rights: Concept and Context</i>, Peterborough, Ont.: Broadview Press.</p> <p>Pogge, T., 2002, <i>World Poverty and Human Rights: Cosmopolitan Responsibilities and Reforms</i>, Cambridge: Polity Press.</p> <p>Rawls, J., 1971, <i>A Theory of Justice</i>, Cambridge, MA: Harvard University Press</p> <p>Sen, A., 2004, “Elements of a Theory of Human Rights,” <i>Philosophy &amp; Public Affairs</i>, 32: 315–356.</p> <p>Talbott, W., 2010, <i>Human Rights and Human Well-Being</i>, Oxford: Oxford University Press.</p> <p>Tuck, W., 1979, <i>Natural Rights Theories: Their Origin and Development</i>,</p>

Cambridge: Cambridge University Press.

Vanderheiden, S., 2008, *Atmospheric Justice: A Political Theory of Climate Change*, New York: Oxford University Press.

Waldron, J., 2018, "Human Rights: A Critique of the Raz/Rawls Approach," in Etinson, A. (ed.), *Human Rights: Moral or Political?*, Oxford: Oxford University Press.

Wenar, L., 2015, *Blood Oil*, Oxford: Oxford University Press.

**MAHATMA GANDHI UNIVERSITY**  
**SCHOOL OF INTERNATIONAL RELATIONS AND POLITICS**

**SYLLABUS**

<b>Name of the course</b>	<b>PUBLIC ADMINISTRATION</b>
<b>Course type</b>	<b>CORE</b>
<b>Course credits</b>	<b>4</b>
<b>Course Code</b>	<b>SIR MP C 08</b>
<b>Course Description</b>	<p><b>Course Description</b></p> <p>The subject of public administration is an inherent part of Political Science and International Relations. Studying the fundamentals of public administration helps the students to improve their understanding of the state and its style of governance. The Course aims at discussing the basic principles and theories of public administration. Besides, this course enlightens the students on the distinction between public and private administration, trends in structural and accountability facets in the era of globalization.</p>
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To Understand and observe the evolution and ongoing debates to the discipline of Public Administration.</li> <li>• To Identify and analyse different approaches to the study of Public Administration.</li> <li>• To Introduce and evaluate various theories of Public Administration.</li> <li>• To Survey and discuss the paradigm shift in the field of public administration.</li> <li>• To Compare and estimate the changing nature and challenges to the study of Comparative and Development Administration.</li> <li>• To Develop an understanding about the Contemporary discourses in public administration</li> </ul>
<b>Learning outcomes of the course</b>	<ul style="list-style-type: none"> <li>• Develop a better understanding of actual working of the public administration along with its theoretical underpinnings and practices.</li> <li>• Demonstrate analytical prowess to grasp the issues and concerns of administration and public.</li> <li>• Develop skills and aptitude to lead and manage the public and non-profit organization.</li> <li>• Discuss, debate and communicate effectively on any issues concerning administration politics and society.</li> <li>• Be able to contribute/develop/formulate a public policy response to social or economic problems.</li> </ul>

<b>Pedagogic Methods</b>	Lectures/Tutorials/Assignments/Group Discussions/Audio-Visual
<b>Course Evaluation and Grading Criteria</b>	Internal Assessment: 50 Marks -25 marks for Assignment/ Article Review/Seminar presentation; 25 Marks for internal tests End Semester External Examination: 50 marks
<b>Course contents</b>	<p><b>Module-I: Public Administration: Meaning, Evolution and Scope</b></p> <p>Public Administration: meaning, nature and scope, Public and Private Administration- Evolution of the discipline: Different stages and ongoing concerns - Public Administration and globalization</p> <p><b>Module-II: Approaches to Public Administration</b></p> <p>Traditional-Philosophical, Historical, Legal, Institutional - Modern-Marxist, Ecological, Behavioural, Developmental - Contemporary-Contingency, Rational Choice, Public Choice.</p> <p><b>Module-III: Theories of Public Administration</b></p> <p>Classical and Neo-classical Theories - Scientific Management Theory- F. W. Taylor, Administrative Theory-Henry Fayol, Bureaucratic Theory - Max Weber, Human Relations Theory - Elton Mayo, Behavioural - Chester Bernard, Decision Making Theory- Herbert Simon. Modern Theories – Systems theory-Norbert Wiener, Structural functional and Ecological Theory- F W Riggs, Motivation Theory -Abraham Maslow. NewPublic Administration-New Public Management -New Public Service. Theories of leadership and motivation. Organisational Communication: Theories and Principles, Information Management in the organization Managing Conflict in the Organization: Mary Parker Follett Management by Objectives- Peter Drucker</p> <p><b>Module-V: Comparative and Development Administration</b></p> <p>Comparative Public Administration: Meaning, Importance and challenges - Administrative systems - UK – France – India – USA - Significance, Changing nature and challenges to Development Administration; Bureaucracy and development</p> <p><b>Module-VI: Contemporary Discourses</b></p> <p>Governance - Good governance- E-Governance - Peoples' Participation in Governance- Social Auditing-Citizen's Charter - State, Market and Civil Society in Governance - Social media and active citizenry, changing political environment, interest groups.</p>
<b>Reading List</b>	<p><b>Essential Readings:</b></p> <p>AlakaDhameja (Ed), 2003. Contemporary Debates in Public Administration, New Delhi,</p> <p>Avasti R. and Maheswari S.R., (2009). Public Administration, Agra, LaxmiNarain Agarwal.</p> <p>Basu, Rumki (2018), Public Administration, Concepts and Theories. New Delhi: Sterling,</p> <p>Basu, Rumki. (2019), Public Administration in the 21st century: A Global South Perspective. New York and London: Routledge</p> <p>Bhattacharya, Mohit (RPA), (2013) Restructuring Public Administration:</p>

	<p>A New Look, New Delhi: Jawahar Publishers</p> <p>Bhattacharya, Mohit, (2016). <i>New Horizons of Public Administration</i>, Willford Press,</p> <p>Buck Susan J. and Morgan Betty N.,(2005). <i>Public Administration in Theory and Practice</i>, Raymond W. Cox III, Pearson Education, New Delhi.</p> <p>Chakrabarty, Bidyut&amp;Mohit Bhattacharya (2005), <i>Public Administration: A Reader</i>. New Delhi: OUP,</p> <p>Chakravarty, Bidyut&amp; Prakash Chand (2018), <i>Public Administration in a Globalizing World</i>. New Delhi: Sage.</p> <p>Chandler J A (2017), <i>Public policy and private interest: ideas, self-interest and ethics in public policy</i>, Routledge</p> <p>D. Ravindra Prasad, V. Sivalinga Prasad, (2010). <i>Administrative Thinkers</i>, Sterling Publishers,</p> <p>Dahiya, Sewa Singh and Ravindra Singh (2014), <i>Comparative Public Administration</i>. New Delhi, Sterling,.</p> <p>Duncan Black (1969). "Lewis Carroll and the Theory of Games," <i>American Economic Review</i>, 59(2), pp. 206–210</p> <p>Esping-Andersen, G. 1990 <i>The Three Worlds of Welfare Capitalism</i>. Cambridge: Polity</p> <p>Eva Poluha, Mona Rosendahl (2002). <i>Contesting 'Good' Governance: Crosscultural Perspectives on Representation</i>, Routledge</p> <p>Fox, Charles J; Miller, Hugh T. (1995), <i>Post modern public administration: Toward discourse</i> London Sage Publications</p> <p>Goel, S.L. (2003). <i>Advanced Public Administration</i>, Deep &amp; Deep Publications.</p> <p>Henry, Nicholas. (2004). <i>Public Administration and Public Affairs</i>, New Delhi; Prentice- Hall of India</p> <p>Iversen, T. and Cusack, T. 2000. 'The causes of welfare state expansion'. <i>World Politics</i>,</p> <p>Kathleen McLaughlin, Stephen P Osborne, Ewan Ferlie, (2002). <i>New Public Management: Current Trends and Future Prospects</i>, Routledge, London and New York,</p> <p>Maheshwari S.R., (2003). <i>Administrative Theory: An Introduction</i>, Macmillan India Ltd, New Delhi</p> <p>Milwi, Joshua O., (2014) <i>Public Administration: Theory and practice</i>, Delhi Mangalam publications</p> <p>Monkelbaan, Joachim (2019), <i>Governance for the Sustainable Development Goals : Exploring an integrative framework of theories, tools, and competencies</i>, Springer</p> <p>Ongaro, Edoardo (2017), <i>Philosophy and Public Administration</i>, Edward Elgar Publishing Press</p> <p>P. K. Saini, (2008). <i>Financial Administration in India: Changing Contours And Emerging Challenges</i>, Deep and Deep Publications Private Limited, New Delhi</p>
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- Sapru, R.K. (2014), Development Administration, New Delhi, Sterling Publishers, 2014
- Shafritz Jay M. and Hyde, Albert C.(ed.), (1987). Classics of Public Administration, Chicago, Illinois: The Dorsey Press
- Shafritz, Jay M. (2017), Introducing public administration / New York Routledge
- Sharma M.P. and Saldana B. L., (2001), Public Administration in Theory and Practice, Allahabad, KitabMahal
- Sharma, M P and Sadana, B L.( 2015), Public Administration in Theory and Practice Allahabad : KitabMahal,
- Shrivastava, Vidya Bhushan (2016), Theory and Practice in public administration, New Delhi, Sterling Publishers
- Tom Christensen, Per Lægred , (2001), New Public Management: The Transformation of Ideas and Practice, Ashgate, the University of Michigan
- Additional Readings:**
- Amreshwar Avasthi and Shriram Maheshwari (2016), Public administration Agra Lakshmi Narain Agarwal
- Arora, R.K. and Sharma, S. (eds.), (1992). Comparative and Development Administration, Ideas and Action, Jaipur: Arihat.
- Arora, Ramesh and Goyal, (1989). Indian Public Administration, Institutions and Issues, New Delhi: Wishwa Publications.
- Bava, Noorjahan. (2010). Public Administration in the 21<sup>st</sup> Century, New Delhi: Kanishka Publishers.
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- Bidyut Chakrabarty, (2008), The Governance Discourse: A Reader (Hardcover), Oxford University Press.
- Donald Menzel and Harvey White (eds) 2011. The State of Public Administration: Issues, Challenges and Opportunity. New York: M. E. Sharpe.
- Fadia BL, Fadia Kuldeep (2008), Public Administration: Administrative Theories and Concepts, Agra, Sahitya Bhawan Publications.
- Frederickson, H.G (1990). New Public Administration, Alabama: University of Alabama Press
- Fry, Brian R. (1989). Mastering Public Administration: From Max Weber to Dwight Waldo, New Jersey: Chatham House.
- Ghai, K.K. (2013) Major Governments, Political System of U.K., USA, Switzerland, France and China, New Delhi, Kalyani Publishers
- Gulick, Luther & Urwick, L. (ed.) (1937). Papers on the Science of Administration, New York: Institute of Public Administration.
- Henry Nicholas (2006), Public Administration and Public Affairs, New Delhi, Prentice Hall of India.

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**ELECTIVES** (Select one elective course)

**SYLLABUS**

<b>Programme</b>	MA Politics and IR/ MA Politics and HR/ MA Politics PPG
<b>Semester</b>	Second
<b>Course Status</b>	Elective
<b>Course Code</b>	<b>SIR MP E 26</b>
<b>Course Title</b>	West Asia and North Africa in World Politics

**Course Description**

The region that encompasses Western Asia and Northern Africa (WANA) is one of the most dynamic and volatile zones in the world plagued by external interventions, internal conflicts and regional Wars. The affluence by natural resources like oil, instability due to authoritarian regimes and diversity of population make the region a great potential and relevance to study. Historically the WANA region has been shaped by the power struggle between external actors or outside powers. This was the situation during the period of colonialism, two World Wars and the Cold War. The competition between superpowers defines the fate of the region even in the postCold War era. Nowadays, international media has been giving heavy coverage to various issues related to the region. It needs to answer so many questions to have a clear picture of the dynamic region. How do events in the WANA region affect the global political economy? Why are there so many Wars in the region? Why do global powers interest to intervene on the regional issues? This course will address these questions by analysing various stages of international relations of WANA from World War I to the present Great Power policies.

**Course Objectives**

**The course enables the student to:**

- Familiarize with the unique history and geopolitics of WANA
- Understand the role of international institutions and super powers in shaping the modern WANA
- Learn to engage critically with the academic works and media reporting on the region

## Learning Outcomes

Upon completion of the course, student will be able to:

- Identify historical and contemporary factors influencing politics and international relations of West Asia and North Africa
- Gain insights on the roles of religion, nationalist movements and external actors in defining and designing the region
- Analyse the local, regional, and global issues shaping the geopolitics of WANA

## Pedagogic Methods

Lectures/ Tutorials/Assignments/Group Discussions/Audio-Visual

## Course Evaluation and Grading Criteria

- ✓ Internal Assessment: 40 Marks -20 marks for Assignment/ Article Review/Seminar presentation; 20 Marks for two internal tests (one in offline and one in online mode)
- ✓ End Semester External Examination: 60 marks

## Course Contents

**Module I-** West Asia and North Africa (WANA): An Introduction

Significance of Area Studies in international relations- Geostrategic Location- Historical Importance- Religious Holiness- Demography- Economic Status- Political System

**Module II-** WANA during World Wars

Collapse of Ottoman Empire- Mandatory System- political Islam and Arab Nationalism- Formation of New States

**Module III:** Regional Issues in World Politics

Palestine Problem - Nuclear Issue- Arab Spring- Refugee Crises- Extremism- Kurdish Issue

**Module IV:** Relationship between Regional Powers and Global powers

Foreign Intervention, Regional and International Relations of Egypt, Libya, KSA, Iran and Turkey- Policy of the U.S., European Union, China and India towards WANA

**Module V:** Dynamics of Regional Power Order

Failed States – Regional Organisations – Regional Rivalry- Militant groups

## Essential Readings

Anderson, Lisa. (2004). Scholarship, Policy, Debate and Conflict: Why We Study the Middle East and Why It Matters. *Middle East Studies Association Bulletin*, 38 (1).

Ayubi, Nazih. (1995). *Over-stating the Arab State: Politics and Society in the Middle East*. I.B. Tauris.

Baram, Amatzia. (1990, October). Territorial Nationalism in the Middle East. *Middle Eastern Studies*, 26 (4), 425-448.

- Beblawi, Hazem. (1987). The Rentier State in the Arab World. *Arab Studies Quarterly*, 9 (4), 383-398.
- Chomsky, Noam. (2003). *Middle East Illusions: Including Peace in the Middle East? Reflections on Justice and Nationhood*. Rowman & Littlefield Publishers.
- Cleveland, William L. (2004). *A History of the Modern Middle East* (3<sup>rd</sup> ed.). Westview Press.
- Culcasi, Karen. (2010, October). Constructing and Naturalizing the Middle East. *Geographical Review*, 100 (4), 583-597.
- Dalacoura, Katerina. (2012). The 2011 Uprisings in the Arab Middle East: Political Change and Geopolitical Implications. *International Affairs*, 88 (1), 63–79.
- Davison, Roderic H. (1960, July). Where is the Middle East? *Foreign Affairs*, 38, 665-675.
- Del Sarto, Raffaella. (2017). Contentious Borders in the Middle East and North Africa: Context and Concepts. *International Affairs*, 93 (4), 767–787. [https://www.chathamhouse.org/sites/default/files/publications/ia/INTA93\\_4\\_01\\_Del%20Sarto.pdf](https://www.chathamhouse.org/sites/default/files/publications/ia/INTA93_4_01_Del%20Sarto.pdf)
- Drysdale, Alasdair., Gerald H., & Blake (1985). *The Middle East and North Africa: A Political Geography*. Oxford University Press.
- Farsoun, Samih K. (1988). Oil, State, and Social Structure in the Middle East. *Arab Studies Quarterly*, 10 (2), Spring: 155-175.
- Fawaz, Gerges. (1991). The Study of Middle East International Relations: A Critique. *British Journal of Middle Eastern Studies*, 18 (2), 208-220.
- Fawcett, Louise. (2013). *International Relations of the Middle East* (3<sup>rd</sup> ed). Oxford University Press.
- Fromkin, David. (1989). *A Peace to End All Peace: The Fall of the Ottoman Empire and the Creation of the Modern Middle East*. Henry Holt
- Halliday, Fred. (2005). *The Middle East in International Relations: Power, Politics and Ideology*. Cambridge University Press.
- Harik, Iliya. (1985, April). The Origins of the Arab State System. *International Spectator*, 20 (2), 20-32.
- Hill, Enid. (1999). First World, Third World, Globalizing World: Where Is the Middle East? *Arab Studies Quarterly*, 21 (3), Summer: 73-95.
- Hinnebusch, Raymond. (2015). *The International Politics of the Middle East* (2<sup>nd</sup> ed), Manchester University Press.
- Hiro, Philip. (1996). *Dictionary of the Middle East*. Mac Millan.
- Hitti, Philip K. (1946). Conflicts in the Arab East. *The Virginia Quarterly Review*, 22 (1), WINTER: 32-47.
- Kamrava, Mehran. (2005). *The Modern Middle East: A Political History since the First World War*. University of California Press.
- Mamdani, Mahmood. (2004). *Good Muslim, bad Muslim: America, the Cold War, and the Roots of Terror*. Pantheon Books.

- Mearsheimer, John J., & Steven M. Walt. (2006). The Israel Lobby and U.S. Foreign Policy. *Middle East Policy*, 13(3), 29-87.
- Morris, Benny. (2001). *Righteous Victims: A History of the Zionist-Arab Conflict, 1881- 2001*. Vintage Books.
- Owen, Roger. (2000). *State Power and Politics in Making of the Modern Middle East*. Routledge.
- Pappe, Ilan. (2005). *The Israel/Palestine Question*. Routledge
- Rubin, Barry. (2002). *The Tragedy of the Middle East*. Cambridge University Press.
- Said, Edward. (1992). *The Question of Palestine (2nd Edition)*. Vintage Books.
- Sharabi, Hisham. (1988). *Neopatriarchy: A Theory of Distorted Change in Arab Society*. Oxford University Press.
- Tessler, Mark. (2002, April). Islam and Democracy in the Middle East: The Impact of Religious Orientations on Attitudes toward Democracy in Four Arab Countries. *Comparative Politics*, 34 (3). <http://polisci.lsa.umich.edu/documents/islamAndDemocracy.pdf>
- Teti, Andrea. (2007). Bridging the Gap: IR, Middle East Studies and the Disciplinary Politics of the Area Studies Controversy. *European Journal of International Relations*, 13(1), 117– 145.
- The Project on Middle East Political Science. (POMEPS) (2015, September, 17). *International Relations Theory and a Changing Middle East*, POMEPS Studies. 16. [https://pomeps.org/wp-content/uploads/2015/09/POMEPS\\_Studies\\_16\\_IR\\_Web1.pdf](https://pomeps.org/wp-content/uploads/2015/09/POMEPS_Studies_16_IR_Web1.pdf)
- The Project on Middle East Political Science (POMEPS). (2019, March). *Shifting Global Politics and the Middle East*, POMEPS Studies. 34. [https://pomeps.org/wpcontent/uploads/2019/03/POMEPS\\_Studies\\_34\\_Web.pdf](https://pomeps.org/wpcontent/uploads/2019/03/POMEPS_Studies_34_Web.pdf)

### **Additional Readings**

- Bates, Robert. (1997). Area Studies and the Discipline: A Useful Controversy? *PS: Political Science and Politics*, 30 (2), 166-169. <http://www.jstor.org/view/10490965/ap020039/02a00030/0?frame=noframe&userID=807a4f2f@nyu.edu/01cce4403500501d8753b&dpi=3&config=jstor>
- Bilgin, Pinar. (2006). What Future for Middle Eastern Studies? *Futures*, 38, 575–585.
- Borshchevskaya, Anna. (2017, June, 15). *Russia's Strategic Objectives in the Middle East and North Africa*. Testimony submitted to the House Foreign Affairs Subcommittee on the Middle East and North Africa. <https://docs.house.gov/meetings/FA/FA13/20170615/106128/HHRG-115-FA13-WstateBorshchevskayaA-20170615.pdf>
- Del Sarto, Raffaella A., et al. (2019, February). *Interregnum: The Regional Order in the Middle East and North Africa After 2011, Middle East and North Africa Regional Architecture (MENARA): Mapping Geopolitical Shifts, Regional Order and Domestic Transformations*. Final Reports, No.1. [https://www.iai.it/sites/default/files/menara\\_fr\\_1.pdf](https://www.iai.it/sites/default/files/menara_fr_1.pdf)

- Ehteshami, Anoushiravan. (2014). Middle East Middle Powers: Regional Role, International Impact', *Uluslararası İlişkiler*, 11 (42), 29-49. [https://www.uidergisi.com.tr/wp-content/uploads/2016/06/42\\_1.pdf](https://www.uidergisi.com.tr/wp-content/uploads/2016/06/42_1.pdf)
- Evans H. Garland. (2009, January). America and the Middle East. *Pakistan Horizon*, 62 (1), 43-49.
- Facon, Isabelle. (2017, July). Russia's Quest for Influence in North Africa and the Middle East. *FOU DATIONN pour la RECHERCHE STRATÉGIQUE*, <https://www.frstrategie.org/web/documents/programmes/observatoire-du-monde-arabomusulman-et-du-sahel/publications/en/8.pdf>
- Hofmann, Murad Wilfried. (2010, January – June). European Perspectives on Middle East Affairs. *Policy Perspectives*, 7 (1), 79-90.
- J. Peter, Pham. (2009 May/June). China's Surge in the Middle East and Its Implications for U.S. Interests. *American Foreign Policy Interests* 31, No. 3, 177-193.
- Ogbogu, Jennifer. (2015, August). Impact of Middle East Terrorism on North Africa. *Counter Terrorist Trends and Analyses*, 7 (7), 11-17.
- Said, Edward. (1978). *Orientalism*. Vintage Books.
- Said, Edward. (2001). *The End of the Peace Process: Oslo and After*. Vintage Books.
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- Woodhouse, C. M. (2009, January). Britain and the Middle East. *Pakistan Horizon*, 62 (1), 81-106.
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- Bromley, Smark. (2018). *Arms Transfer and SALW Controls in the Middle East and North Africa: Mapping Capacity-Building Effort*. SIPRI Background Paper. [https://www.sipri.org/sites/default/files/2018-11/bp\\_1811\\_att\\_mena\\_1.pdf](https://www.sipri.org/sites/default/files/2018-11/bp_1811_att_mena_1.pdf)
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- Gartenstein-Ross, Daveed. (2015, April). The Crisis in North Africa Implications for Europe and Options for EU Policymakers, Netherlands Institute of International Relations. <https://www.clingendael.org/sites/default/files/pdfs/The%20crisis%20in%20North%20Afric>

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Gause, F. Gregory. (1999). Systemic Approaches to Middle East International Relations. *International Studies Review*, 1 (1), Spring: 11-31.

Katerina Dalacoura. (2005, October). US Democracy Promotion in the Arab Middle East Since 11 September 2001: A Critique. *International Affairs (Royal Institute of International Affairs 1944)*, 81 (5), 963-979.

Keddie, Nikki R. (1973, July). Is There a Middle East? *International Journal of Middle East Studies*, 4 (3), 255-271.

Kumaraswamy, P.R. (2006, March). Who Am I? The Identity Crisis in the Middle East. *Middle East Review of International Affairs* 10, No.1, 63-73.

Legrenzi, Matteo. (2013, March). *Regionalism and Regionalization in the Middle East: Options and Challenges*. International Peace Institute (IPI). [https://www.ipinst.org/wpcontent/uploads/publications/ipi\\_e\\_pub\\_regionalism\\_me.pdf](https://www.ipinst.org/wpcontent/uploads/publications/ipi_e_pub_regionalism_me.pdf)

Lustick, Ian. (1997). The Absence of Middle Eastern Great Powers: Political Backwardness in Historical Perspective. *International Organization*, 51 (4): 653-683.

Makdisi, Karim. (2018, December). *Palestine and the Arab–Israeli Conflict: 100 Years of Regional Relevance and International Failure*. Middle East and North Africa Regional Architecture: MENARA Working Papers No. 27. [http://www.menaraproject.eu/wpcontent/uploads/2018/12/menara\\_wp\\_27.pdf](http://www.menaraproject.eu/wpcontent/uploads/2018/12/menara_wp_27.pdf)

Makovsky, David. (2001 March – April). Middle East Peace through Partition. *Foreign Affairs*, 80 (2), 28-45.

### **Middle Eastern Press (All in English):**

Al-Jazeera (Regional), <http://english.aljazeera.net>

Al-Ahram Weekly (Egypt), <http://weekly.ahram.org.eg/index.htm>

Jordan Times (Jordan), <http://www.jordantimes.com/>

Daily Star (Lebanon), [www.dailystar.com.lb](http://www.dailystar.com.lb)

Now Lebanon (Lebanon), <http://www.nowlebanon.com/Default.aspx> Iran Daily (Iran), [www.iran-daily.com](http://www.iran-daily.com)

Tehran Times (Iran) <http://www.tehrantimes.com>

The Turkish Daily News (Turkey), [www.turkishdailynews.com](http://www.turkishdailynews.com)

Gulf News (UAE), <http://www.gulfnews.com> Arab News (Saudi Arabia), [www.arabnews.com](http://www.arabnews.com)

Azzaman (The Times) (Iraq), <http://www.azzaman.com/english/>

Middle East Times (Egypt), [www.metimes.com](http://www.metimes.com)

Haaretz (Israel) [www.haaretzdaily.com](http://www.haaretzdaily.com)

The Jerusalem Post (Israel), [www.jpost.com](http://www.jpost.com)

**MAHATMA GANDHI UNIVERSITY**  
**SCHOOL OF INTERNATIONAL RELATIONS AND POLITICS**  
**SYLLABUS**

<b>Programme</b>	MA Politics and IR/ MA Politics and HR/ MA Politics PPG
<b>Semester</b>	TWO
<b>Course Status</b>	Elective
<b>Course Code</b>	<b>SIR MP E 27</b>
<b>Course Title</b>	Contemporary Debates in Indian Political Theory
<b>Course Description</b>	
<p>This course introduces students to the conflicting ideas of what India is at present, and where it might be heading in future. The course aims to keep the students familiarise with the perspectives and arguments of Indian thinkers and scholars about the classical and contemporary ideas and issues pertaining to Nationalism, Development, State, Identity, Secularism and the like. Therefore, the focus is on the various related discourses of cultural, social, political, and economic those are the sites of intense debate.</p>	
<b>Course Objectives</b>	
<ul style="list-style-type: none"> <li>• To equip students to understand and apply concepts and ideas in the field of politics to the specific Indian context;</li> <li>• To make students familiar with the contemporary debates about the concepts of state, nationalism, secularism and the like;</li> <li>• To inculcate interests in reading and analysing Indian politics and to develop research capabilities;</li> </ul>	
<b>Learning Outcomes</b>	
<p><b>Upon completion of the course, student will be able to:</b></p> <ul style="list-style-type: none"> <li>• Ability to connect concepts in politics with the political processes in India</li> <li>• Developing sensitivity to diverse social backgrounds and capability to appreciate different perspectives</li> <li>• Analysing political problems, conflicts and tensions in all their complexities</li> </ul>	
<b>Pedagogic Methods</b>	
<ul style="list-style-type: none"> <li>• Lectures, Online/Offline Discussions</li> </ul>	



### Course Evaluation and Grading Criteria

- ✓ Evaluation 40 percent continuous assessment/ 60 percent external examination  
Internal Assessment: 40 Marks -20 marks for Assignment/ Group  
Discussion/Seminar presentation; 20 Marks for internal test (online/offline mode)
- ✓ End Semester External Examination: 60 marks

### Course Contents

#### Modules

#### I. Nationalism

- (i) Rabindranath Tagore
- (ii) Partha Chatterjee
- (iii) Ashish Nandy

#### II. State and Development

- (i) Atul Kohli
- (ii) Rudolph and Rudolph
- (iii) Amartya Sen
- (iv) P Sainath

#### III. Secularism

- (i) Rajeev Bhargava
- (ii) Akeel Bilgrami
- (iii) Bikhu Parekh
- (iv) TN Madan

#### IV. On Gender

- (i) Tanika Sarkar
- (ii) Nivedita Menon

#### V. Caste Question

- (i) BR Ambedkar
- (ii) Jyotirao Phule
- (iii) Gopal Guru

### Readings

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- Kohli, Atul, Democracy and Development in India: From Socialism to Pro-Business, Oxford University Press, New Delhi, 2010
- Bilgrami, Akeel, Secularism, Identity, and Enchantment, The Orient Black Swan, New Delhi, 2015
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- Swati Ganguly and Abhijit Sen (eds.) *Rabindranath Tagore and the Nation : Essays in Politics, Society and Culture*, Punascha in association with Viswabharati, Kolkata, 2011.
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- Thomas Pantham, *Political Theories and Social Reconstruction: A Critical Survey of the Literature on India*, New Delhi, Sage, 1995

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**SCHOOL OF INTERNATIONAL RELATIONS AND POLITICS**

**SYLLABUS**

<b>Course Code</b>	SIR MP E 28
<b>Name of the Course</b>	<b>Urbanisation Global Cities and Spatial Configurations</b>
<b>Course Type</b>	Elective
<b>Semester</b>	Two
<b>Course Credits</b>	Four
<b>Description</b>	This introductory course to urbanisation processes pays attention to the genealogy of Cities, character of Urban Spaces, possibilities and limits of cities as global and local ethnographic sites, the past, present and future of Urban Spaces/cities, cities in relation to other cities (inter-urban processes), as well as the relationships with political, economic, social and historical materialisations; be they nation-states or a global configurations.
<b>Course Objectives</b>	<p>The objective of the course is to have a social scientific and ethnographic engagement with themes like the relationship between the rural and urban, political economy and inequality, urban life and its cultural and social dynamics, space and place, race and exclusion, and cities and citizenship.</p> <p>This course on urban processes can be qualitatively enhanced when <b>working in conjunction with a functional urban lab as well as interdisciplinary political ecology programmes</b>. There will be hands on engagements through seminar programmes, tutorials, films, as well as possible field extensions global cities, post- 90s cities, and southern cities, etc. there could be documentation of processes that take place in city spaces like protest; exclusions, development and reforms, migrations, environment and disaster, labour; and analysis of places of racial, ethnic, class and gender division. Multimodal pedagogic engagements with specific frames like urban ecology, urban geography, urban planning, political ecology and urban spatiality can also come in by ways of workshops and inter-institutional collaborations.</p>
<b>Learning Outcomes</b>	<p>Key <b>learning outcomes</b> come through ethnographic engagements with specific city processes and cases as well as broader social scientific analysis of literature. Cities will be understood as complex spaces that create, sustain, and transgress various forms of social and cultural distinction. There are also the broader historic, social, economic, and political phenomena that the city and its spatial organization reveal. Modules encourage participant-observation and the translation of this experience into ethnographic written vignettes. The learner gains:</p> <ul style="list-style-type: none"> <li>• Basic fluency in some of the central debates in urban studies and possibilities of ethnographic methods in city constructions</li> <li>• Evaluation and thereby analytical leads into global urban turns, plans, and transformations</li> <li>• Apply understanding to analysis and interpretation of specific urban phenomena</li> <li>• Unpacking urban processes during contingent contexts like the</li> </ul>

	<p>pandemic, floods or other disasters</p> <ul style="list-style-type: none"> <li>• Conceptualisation of society, culture, and history through an exploration of Cities as a site of ethnographic inquiry.</li> </ul>
<b>Pedagogic Methods</b>	Lectures, Seminars (Both traditional as well as group works and presentations based on home readings and small research), Tutorials.
<b>Evaluation</b>	(Broadly): 40 percent continuous assessment/ 60 percent external examination
<b>Content through Modules</b>	<p><b>Module 1:</b> Introduction to Urban Studies Cities through History / Understanding and Representing the Modern City/ Ecological Perspectives (Chicago School, Social Spatial, Natural and Built Environment)/ Urban Ethnographic tradition</p> <p><b>Module 2:</b> Urban Political Economy Cities, Industrialization and Socio-Spatial Change/ Capitalism and Urban Dynamics/ Elites Political Power and Urban Dynamics/ Informalities and mobilities in the cities</p> <p><b>Module 3:</b> Socio Cultural Processes and Globalisation Class, Race, Ethnicity, Gender and Culture in the Cities/ Social Networks, public spaces and the city/ Global cities/ Planetary Urbanisation/ Postmodern geographies of cities</p> <p><b>Module 4:</b> Introduction to Spatial Paradigms Urban as a multi-scalar process of socio-spatial transformation (Henri Lefebvre)/ Everydayness (Michel deCerteau/ Henri Lefebvre)/ Post-metropolis (Edward Soja)/ Neoliberalism and the city (Neil Brenner/ David Harvey)</p> <p><b>Module 5:</b> Unpacking ‘Smart Cities’ and City-Plans Idea of smartness/ Algorithmic governance/ City during disasters or pandemics: Designs and Plans/ The jargon of ‘resilience’/ Urban processes during climate change and pandemics</p>
<b>Extended Reference</b>	<p>Borja, Jordi and Castells, Manuel. 1997. Local and global: the management of cities in the information age. Oxon: Earthscan.</p> <p>Brenner, Neil (Ed.). 2015. Critique of urbanization: selected essays. Berlin: Bauverlag.</p> <p>Brenner, Neil and Schmid, Christian. 2015. Towards a new epistemology of the urban? City, v. 19, n. 2-3, p. 151-182.</p> <p>Burgess, Ernest W., and Robert E. Park. 1984. The City. Chicago, IL: University Of Chicago Press.</p> <p>Castells, Manuel. 2002. The Castells Reader on Cities and Social Theory. Edited by Ida Susser. Malden, MA: Blackwell Publishing Limited.</p> <p>Certeau, Michel de. 1984. The Practice of Everyday Life. Berkeley: University of California Press.</p> <p>Dawson, Ashley. 2019. Extreme Cities: The Peril and Promise of Urban Life in the Age of Climate Change. London, UK: Verso.</p> <p>Elden, Stuart. 2001. Understanding Henri Lefebvre theory and the possible. New York: Continuum.</p> <p>Fainstein, Susan, and Scott Campbell. 2002. Readings in Urban Theory. Malden,</p>

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Merrifield, Andy. 2002. *Metromarxism: A Marxist Tale of the City*. New York, NY: Routledge.

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**MAHATMA GANDHI UNIVERSITY**  
**SCHOOL OF INTERNATIONAL RELATIONS AND POLITICS**

**SYLLABUS**

<b>Programme</b>	MA Politics and IR/ MA Politics and HR/ MA Politics PPG
<b>Semester</b>	II
<b>Course Status</b>	Elective
<b>Course Code</b>	<b>SIR MP E 29</b>
<b>Course Title</b>	Labour Migration, Citizenship and Governance
<b>Course Credit</b>	4

**Course Description**

Most people in present day world are deeply connected at individual levels to migration. Migration is part of personal histories, family and national economies. While the purpose of migrations differs, the dynamics of human movement mainly in the form of economic migration has emerged an innovative category in the field of inter-disciplinary social science scholarship. Human political identities became central aspects of discourses related to all types of migrations, and the issue of human rights guarantees for migrants, especially from political establishments is a question that has been dealt in different ways. This course focuses on social history of migration, analysis of migrant and state policies, political analysis of citizenship factors, comparative analysis of policies and laws in different spaces and historical periods. This course situates the social, economic and cultural dimensions of values accorded to persons in the processes of migrations. It explores Intra and Trans-disciplinary approaches for the promotion of inclusive social and political processes. However, policy oriented academic training on governance is another key aspect of the course. Strengthening the governance of migration mostly on aspects of regulation, skill development and legalization have been on the advent since last two centuries. Across the world, migration policies of the recent times indicate widening resistance towards free, right based and safe migration wherein the concept of citizenship becomes important. The international migration governance dialogues and processes since last two decades till the Global Compact on Migration and other such civil-institutional initiatives relating to migrant/refugee rights are also considered for the course in a detailed manner.

**Course Objectives**

**The course enables the student to:**

- Understand the role Global and multilateral rights initiatives which influence policies of migration at different political spaces.
- To encourage direct contact with scholars/experts/media persons/activists and labour rights activists field of studies Learn to engage critically with issues in governance.
- is to develop capacities for further research in the key areas like migration governance, ideas of citizenship

## Learning Outcomes

Upon completion of the course, student will be able to:

- To help identify the important landmarks in transnational/Global Migration rights Initiatives.
- to attain theoretical clarity regarding the infusion of the concept of citizenship into studies on migration governance

## Pedagogic Methods

Lectures/ Tutorials/Assignments/Group Discussions/Audio-Visual Short Internships and mentoring linkages with NGOs, Journalists, and Research Organizations.

## Course Evaluation and Grading Criteria

Internal Assessment: 40 Marks -20 marks for Assignment/ Article Review/Seminar presentation; 20 Marks for internal test.

End Semester Examination: 60 marks

## Course Contents

### Module 1:

Thematic co-relation between international labour migration, citizenship and governance.  
Evolution of the rights, migration governances of select countries  
Forced and involuntary migration, indentured labour  
The concept of contemporary slavery

### Module 2:

Emerging issues in migration and citizenship (legal aspects of migration)  
Multilateral and Global Initiatives in labour Migration since 1990s  
Theories of citizenship (Locke, Kant and Seyla Benhabib)  
Migrants residency rights (liberative and restrictive)  
Feminization of labour

### Module 3:

Migrant Community and Diaspora: Thematic Differentiations.  
Cultural and social dimensions of Migration.  
Migrant governance: Different Models.

### Module 4:

ILO and migrant rights discourses (ILO)  
Rights Based Approaches to migration governance  
Global Compact for Migration  
Migration and development debates: Regional Agenda and Tripartite Engagements.

### Module 5:

Documentation, Welfare and Rights Protection  
Comparative analyses of Select countries; India, Belgium, Sweden and Germany.



## Essential Readings

### References

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**MAHATMA GANDHI UNIVERSITY**

**MA PROGRAMME**

**POLITICS AND HUMAN RIGHTS**

**OBE Scheme and Courses (2020-2022 Batch onwards)**



**School of International Relations and Politics  
Mahatma Gandhi University  
Kottayam-686560  
KERALA**

## **MA Programme (Politics and Human Rights)**

Human Rights (HR) has been an established subject and a critical domain of politics and international relations (IR) for more than half a century. The concept and concerns of HR have, however, been expanding during the last three hundred years incorporating a wide range of subjects and rights, which transcend political, ideological and cultural differences/peculiarities of the countries as well as the peoples across the world. The post-war international system has further witnessed the emergence of a world HR culture with liberty, emancipation, education and universalism as integral components of that culture.

The field of HR studies with its characteristic inter-related disciplinary concerns of politics, development, civil society, gender, environment, law, justice etc., and encompassing a wide spectrum of national, international and non-governmental/non-state actors, has brought forth a world wide web of disciplinary concerns such as Political Science, Development studies, Gender studies, Environmental studies, Ethnic studies, Subaltern studies, Conflict Resolution and Peace studies, Disarmament studies etc. This is certainly a vast and expanding domain of social and political research particularly in the context of the changes currently underway in the global matrix of trade and political economy. The academic programme attempts to grapple with this vast corpus of knowledge and ground level realities of HR while focusing on the global and national concerns of HR, peace, order, equality, justice, etc.

The programme of MA (Politics and Human Rights) is so designed as to facilitate and encourage both theoretical and empirical studies, thereby setting a background for students to have greater interest in HR. The objective here is to generate a deep and critical awareness among the students about the HR question in its national and international dimensions.

The rationale behind the programme is to enable the students (1) to appreciate the growing importance of HR both as an academic enterprise as well as a concern of the contemporary era in all its aspects;(2) to critically evaluate the contending theories of HR;(3) to analyze the social concerns such as development, gender, ecology, and civil society within a HR perspective; and (4) to choose and construct an appropriate design for an empirical investigation of a HR case from a local level experience.

# MA (Politics and Human Rights)

## Scheme and Courses (2020 Regulation)

### Semester I

Sl.No.	Title	Internal	External	Total Credits	Teaching/seminar/tutorial (per week)
Course: 1.	Core	40%	60%	4	10 hours
Course: 2.	Core	40%	60%	4	10 hours
Course: 3.	Core	40%	60%	4	10 hours
Course: 4	Core	40%	60%	4	10 hours
Course: 5	Elective	40%	60%	4	10 hours

### Semester II

Sl. No.	Title	Internal	External	Total Credits	Teaching/seminar/tutorial (per week)
Course: 6.	Core	40%	60%	4	10 hours
Course: 7.	Core	40%	60%	4	10 hours
Course: 8.	Core	40%	60%	4	10 hours
Course: 9	Core	40%	60%	4	10 hours
Course: 10	Elective	40%	60%	4	10 hours

### Semester III

Sl. No.	Title	Internal	External	Total Credits	Teaching/seminar/tutorial (per week)
Course: 11.	Core	40%	60%	4	10 hours
Course: 12	Core	40%	60%	4	10 hours
Course: 13	Core	40%	60%	4	10 hours
Course: 14	Open	40%	60%	4	10 hours
Course: 15	Elective	40%	60%	4	10 hours

### Semester IV

Sl. No.	Title	Internal	External	Total Credits	Teaching/seminar/tutorial (per week)
Course: 16	Core	40%	60%	4	10 hours
Course: 17	Core	40%	60%	4	10 hours
Course: 18	Elective	40%	60%	4	10 hours
Dissertation:19	Compulsory	40%	60%	6	Full Semester
Viva Voce: 20	Compulsory		100%	2	End Semester
<b>Grand Total</b>				<b>80</b>	<b>Four Semesters</b>

**MAHATMA GANDHI UNIVERSITY**  
**SCHOOL OF INTERNATIONAL RELATIONS AND POLITICS**

**SEMESTER – 111**  
**MA (Politics and Human Rights)**

**Courses-Core/Elective/Open (III Semester)**

<b>Sl. No.</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Course Status</b>	<b>Credits</b>
1	SIR MP C 17	Theories of Human Rights	C	4
2	SIR MP C 10	Comparative Politics	C	4
3	SIR MP C 11	Introduction to Research Methodology	C	4

**ELECTIVES**

<b>Sl. No.</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Course Status</b>	<b>Credits</b>
4	SIR MP E 31	Refugees in International Politics	E	4
5	SIR MP E 32	Politics of Climate Change	E	4
6	SIR MP E 33	Human Rights and International Relations	E	4
7	SIR MP E 34	Public Policy in India	E	4
8	SIR MP E 35	India's Defence Policy	E	4

**MAHATMA GANDHI UNIVERSITY**  
**SCHOOL OF INTERNATIONAL RELATIONS AND POLITICS**

**SYLLABUS**

<b>Programme</b>	MA Politics and Human Rights
<b>Semester</b>	Three
<b>Course Status</b>	Core
<b>Course Code</b>	<b>SIR MP C 17</b>
<b>Course Title</b>	<b>Theories of Human Rights</b>

The objective of this course is to identify and critically review the evolution and major theoretical foundations of human rights. Its history encompasses the abolition of slavery and the introduction of women's rights as well as our failure to prevent the human rights violations around the world. The focus of the course is to conceptualize the various perspectives evolved in the development of human rights ranging from liberal traditions to the contemporary discourse.

**Course Outcomes:**

On completion of this course, students should:

- Have improved their theoretical understanding and be able to conceptualise the contenting issues in human rights;
- Be able to provide convincing explanations to various human rights problems in the real world;
- Be able to provide alternative policy suggestions to protect human rights and promote dignity of life of the individual.

**Module 1 - Conceptualising Human Rights**

Meaning, Nature, and Historical Development of Human Rights – Magna Charta(1215) – The English Bill of Rights (1689) – The United States Declaration of Independence (1776) - The French Declaration of the Rights of Men and Citizen (1789) – Russian Revolution (1917) - The politics of human rights - Generations of Human Rights - Universalism vs. Cultural Relativism

**Module 2 – Theories and Approaches: Liberal Perspectives**

John Lock; Jean Jacques Rousseau Rousseau; Thomas Paine; J.S. Mill; Immanuel Kant; Classical Liberalism, Neo-liberalism

**Module 3 – Theories and Approaches: Marxian / Critical Perspectives**

Karl Marx; Antonio Gramsci; Rosa Luxemburg

State, Citizenship and Human Rights: Giorgio Agamben ; Hannah Arendt, Sylva Benhabib  
 Feminist Approaches- Gender and Human Rights- Judit Butler

**Module 4 – Theories and Approaches – Non – Western Perspectives**

Gandhian Perspective; Nelson Mandela; B.R.Ambedkar;

**Module 5 – Human Rights and Human Security**

Human Security: Meaning and Elements  
 Human Development: Mahbub Ul Haq  
 Development as Freedom- Amartya Sen  
 Freedom from Fear- Kofi Annan

## Selected Readings

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- Monshipouri, Mahmood (2017): *Information Politics, Protests, and Human Rights in the Digital Age*, Cambridge: Cambridge University Press.
- Morgan, Rhiannon and Turner, Bryan s. (ed.) (2009): *Interpreting Human Rights: Social Science Perspectives*, London: Routledge.
- Parekh, Sarena (2008): *Hanna Ardent and the Challenge of Modernity: A Phenomenology of Human Rights*, New York: Routledge.
- Perry, Michael J (2007): *Toward a theory of Human Rights: Religion, Law, Courts*; Cambridge: Cambridge University Press.
- Piotrowicz, Ryszard and Conny Rijken (2017): *Routledge Handbook of Human Trafficking*, London: Routledge.
- Turner, Bryan S (2006): *Vulnerability and Human Rights*, Pennsylvania: Pennsylvania State University
- Vincent, Andrew (2010): *The Politics of Human Rights*, New Delhi: Oxford University Press.

### ***DOCUMENTS (United Nations)***

1. International Bill of Rights: Universal Declaration of Human Rights (UDHR).
2. International Covenant on Civil and Political Rights (ICCPR).
3. International Covenant on Economic, Social and Cultural Rights (ICESCR).
4. Convention on the Elimination of All Forms of Discrimination against Women (CEADAW)
5. Convention on the Prevention and Punishment of the Crime of Genocide (CPPCG)
6. International Convention on the Elimination of All Forms of Racial Discrimination (ICEFRD)
7. UNDP Human development Report 1994

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Unit-I The Basic Concepts: Individual, Group, State, Civil Society, Liberty, Freedom, Equality, Just ...

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Human Values: Humanity, Compassion, Virtues. Indian Concepts: Raj Neeti, Lok Neeti, Danda Neeti, Nya ...

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Liberal Perspective: Locke, Rousseau, Thdmas Paine, J. S. Mill, A. V Dicey. ...

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Marxian Perspective: Marx, Gramsci, Rosa Luxemburg. ...

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Critical Theory: Horbeumors. ...

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Feminist Perspective: Gender specificity, Patriarchy, Private and Public independent and interdependent individual ...

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Gandhian Perspective (Ruskin, Thoreau, Tolstoy): State, Power, Swaraj, Rights and Duties. ...

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Dalit Perspective: Phule, Narayna Guru, Ambedkar. Amartya Sen: Development as Freedom.

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**MAHATMA GANDHI UNIVERSITY**  
**SCHOOL OF INTERNATIONAL RELATIONS AND POLITICS**

**SYLLABUS**

<b>Programme</b>	MA Politics and IR/ MA Politics and HR/ MA Politics PPG
<b>Semester</b>	Three
<b>Course Status</b>	Core
<b>Course Code</b>	<b>SIR MP C 10</b>
<b>Course Title</b>	COMPARATIVE POLITICS
<b>Course Description</b>	
<p>The course is designed to offer key theoretical and methodological issues in comparative politics. It is intended to enhance our understanding of politics, state, government, capitalism, democracy, development, civil society, parties and interest groups, social movements from a comparative perspective. The course seeks to examine; the diversity of political systems in today's world; the historical development of a country's state; its political economy; its key political institutions; its mode and extent of representation and participation; its current and future dilemmas; its place in the world system and the key factors such as globalisation that influence the function of political systems today.</p>	
<b>Course Objectives</b>	
<ol style="list-style-type: none"> <li>1. Create a good understanding of the field of comparative politics, including big concepts, and theoretical approaches.</li> <li>2. Understand the meaning of fundamental concepts in comparative political analysis including the state, nations, society, regimes and multi-level governance.</li> <li>3. Improve their understanding of research in the field of comparative politics.</li> <li>4. Acquire a deeper understanding and knowledge of the usefulness, possibilities and the limitations of pursuing research with a comparative perspective.</li> </ol>	
<b>Learning Outcomes</b>	
<ol style="list-style-type: none"> <li>1. Student will get know the diversity of theoretical approaches in comparative politics.</li> <li>2. Student will be able to locate these theories in their historical background.</li> <li>3. Will equip students to take part in comparative research .</li> </ol>	
<b>Pedagogic Methods</b>	
Lectures, Seminars (Both traditional as well as group works and presentations based on home readings and small research), Tutorials, Role-Playing sessions.	
<b>Course Evaluation and Grading Criteria</b>	
Internal Assessment: 40 Marks -20 marks for Assignment/ Article Review/Seminar presentation; 20 Marks for two internal tests (one in offline and one in online mode) End Semester External Examination: 50 marks	
<b>Course Contents (Modules)</b>	
<b>MODULE I</b>	
Introduction to Comparative Politics: Conceptual and Methodological Issues; Theories and Approaches.	
<b>MODULE II</b>	
Colonialism and decolonization: forms of colonialism, anti-colonial struggles and decolonization; Nationalism: European and non-European.	

### **MODULE III**

Nature of State: Classes and Social Forces; Constitutionalism and Forms of Political System.

### **MODULE IV**

Democratisation: democratic transition and consolidation; Formal/Informal Structures and Functions of Government: Legislature-Executive-Judiciary-Interest Groups-Non-Governmental Organisations

### **MODULE V**

Political Participation, Party System and Electoral Process; Electoral Reforms and Experiences; Civil Society and New Social Movements; Human Rights, Gender and Political Violence; Ethnicity and Religion; Development and Underdevelopment: Impact of Globalisation.

*(The key issues and categories of Comparative Politics need to be examined in the light of experiences from the Western and non-Western political systems – e.g. United States, Britain, France, India, Russia, and China)*

#### **Essential Reading List**

- Almond, Gabriel(1996): *Comparative Politics: A Theoretical Framework*, New York: Harper Collins.
- Almond, Gabriel(2002): *Ventures in Political Science*, Colorado: Rienner.
- Almond G.A. Sidney Verba(1989): *The Civic Culture Revisited*, New Delhi: Sage.
- Almond, Gabriel A., Bingham Powell Jr.(1988): *Comparative Politics Today: A World View*, London: Scott, Foresman and Company.
- Althusser L.(1971): *Lenin and Philosophy and Other Essays*, London: New Left Books.
- Amin, Samir(1997): *Capitalism in the Age of Globalization*, London: Zed Books.
- Apter, Davis(1987): *Rethinking Development: Modernisation, Dependency and Postmodern Politics*, New Delhi: Sage.
- Bahadur, Kalim (ed.) (1984): *South Asia in Transition—Conflicts and Tensions*, New Delhi: Patriot.
- Babu, Ramesh(ed.)(1998): *Globalisation and the South Asian State*, New Delhi: South Asian Publishers.
- Bara, Judith and Mark Pennington (2009): *Comparative Politics*, New Delhi: Sage.
- Bellamy, Richard(1993): *Theories and Concepts of Politics*, Manchester: Manchester University Press.
- Boix, Carles and Susan C. Stokes (eds.) (2007): *The Oxford Handbook of Comparative Politics*, Oxford: Oxford University Press.
- Butter, David(ed.)(1981): *Democracy at the Polls: Comparative Study of Competitive National Elections*, Washington, DC,: American Enterprise Institute for Public Policy.
- Calvert, Peter(1983): *Politics, Power and Revolution: An Introduction to Comparative Politics*, Sussex: Wheatsheaf.
- Chilcote, Ronald H.(1994): *Theories of Comparative Politics: The Search for a Paradigm Reconsidered*, Boulder, CO: Westview Press.
- Crotty, William (ed.), *Looking to the Future: The Theory and Practice of Political Science* Vol.1 (Illinois: North Western University Press, 1991).
- Crotty, William (ed.)(1991): *Comparative Politics, Policy and International Relations* Vol.2 Illinois: North Western University Press.
- Daniele, Caramani (ed.)(2008): *Comparative Politics*, New Delhi: Oxford University Press.
- Danzigor, James N.(1994): *Understanding the Political World: A Comparative Introduction to Political Science*, London: Longman.
- Dogan, Mattei(1984): *How to Compare Nations*, New Delhi: Vision Books.
- Dunn, John(1985): *Rethinking Modern Political Theory*, Cambridge: Cambridge University Press.
- Easton, David(1979): *A Systems Analysis of Political Life*, Chicago: The University of Chicago Press.
- Finer S.E.(1970): *Comparative Government: An Introduction to the Study of Politics* Middlesex: Penguin.

- Green, December, and Luehrmann Laora (2004): *Comparative Politics of the Third World: Linking Concepts and Cases*, New Delhi: Viva.
- Gunnar, Heckscher (2010): *The Study of Comparative Government and Politics*, New York: Taylor & Francis.
- Hague, Rod, Martin Harrop and Shaun Breslin(1982): *Comparative Government: An Introduction*, London: Macmillan.
- Haq, Mahbub(1997): *Development in South Asia 1997*, Karachi: Oxford University Press.
- Hood, Stephen J.(2004): *Political Development and Democratic Theory: Rethinking Comparative Politics*, New Delhi: Prentice-Hall.
- Jalal, Ayesha(1995): *Democracy and Authoritarianism in South Asia: A Comparative and Historical perspective*, New Delhi: Cambridge University Press.
- Kamrava, Mehran(1996): *Understanding Comparative Politics: A Framework for Analysis* London: Routledge.
- LeDuc, Lawrence, Richard G. Niemi, Pippa Norris(1996): *Comparing Democracies: Elections and Voting in Global Perspective*, New Delhi: Sage.
- Lichbach ,Mark Irving and Alan S. Z. (2009): *Comparative Politics: Rationality, Culture and Structure*, New Delhi: Cambridge University Press.
- Lijphart, Arend(1989): *Democracy in Plural Societies: A Comparative Exploration* Bombay: Popular Prakashan.
- Stephen Hopgood(2000): "Reading the Small Print in Global Civil Society: The Inexorable Hegemony of the Liberal Self," *Millennium*, Vol.29, No.1.
- Held, David(1998): *Political Theory and the Modern State*, Delhi: Worldview.
- Held, David (ed.)(1995): *Political Theory Today*, Oxford: Polity Press.
- Mayer, Lawrence, D. Patterson and Frank Thames (eds.) (2009): *Contending Perspectives in Comparative Politics*, Washington: CQ Press.
- Mc Naughton, Neil(1996): *Success in Politics: A Comparative Study for Advanced Level*, London: John Murray.
- Mahajan, Gurpreet (ed.)(1998): *Democracy, Difference and Social Justice*, New Delhi: Oxford University Press.
- McNaughton, Neil(1996): *Politics: A Comparative Study for Advanced Level*, London: John Murray.
- Miliband R.(1977): *Marxism and Politics*, London: Oxford University Press.
- Mitra, Subrata(ed.)(1990): *The Post Colonial States in South Asia*, New York: Harvester Wheat sheaf.
- Newton, Kenneth & D. Jan Wran (2010): *Foundations of Comparative Politics*, New York: C University Press.
- Tonquist, Olle(1999): *Politics and Development: A Critical Introduction*, London: Sage.
- Shastri, Amita and Jeyaratnam Wilson(2001): *The Post-Colonial States of South Asia: Democracy, Identity, Development and Security*, Richmond, Surrey: Curzon.
- Stepan, Alfred(2001): *Arguing Comparative Politics*, Oxford: Oxford University Press.
- Strange, Susan(1996): *The Retreat of the State: The Diffusion of Power in the World Economy*, Cambridge: Cambridge University Press.

**MAHATMA GANDHI UNIVERSITY**  
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**SYLLABUS**

<b>Programme</b>	MA Politics and IR/ MA Politics and HR/ MA Politics PPG
<b>Semester</b>	III
<b>Course Status</b>	CORE
<b>Course Code</b>	<b>SIR MP C 11</b>
<b>Course Title</b>	<b>Introduction to Research Methodology</b>
<b>Course Credit</b>	4
<b>Course Description/ Objectives/Outcome</b>	
<p>This course is designed with the aim of offering an interdisciplinary research perspective to the students. The course explores various research methods (both qualitative and quantitative) used in Social Sciences by drawing upon a range of philosophical, theoretical and empirical research questions that are current in the Social Sciences. The philosophical and theoretical aspects of the course will comprise an exploration of various theories, concepts and terms that are part of the research methodology. The empirical aspects will provide a broad understanding of various research methods and techniques, besides dealing with the practical realm of research. The specific outcome of the course is to help students complete a research proposal with academic rigor.</p>	
<b>Learning Outcomes</b>	
<p><b>Upon completion of the course, student will be able to:</b></p> <ul style="list-style-type: none"> <li>◆ develop the necessary methodological knowledge and skill in undertaking scientific social research;</li> <li>Understand and Exemplify knowledge about basics of research methodology</li> <li>Learn and Apply various research designs</li> <li>Understand and Apply the sampling types and techniques</li> <li>Understand and Apply tools and techniques of data collection</li> <li>Understand and Apply statistical techniques in social science</li> </ul>	
<b>Pedagogic Methods</b>	
<p>Lectures, Seminars (Both traditional as well as group works and presentations based on home readings and small research), Tutorials, Role-Playing sessions, short internships etc..</p>	
<b>Course Evaluation and Grading Criteria</b>	
<p>Internal Assessment: 40 Marks -20 marks for Assignment/ Article Review/Seminar presentation; 20 Marks for internal test.</p> <p>End Semester External Examination: 60 marks</p>	
<b>Course Contents</b>	
<p><b>Unit I: Introduction- Approaches and Methods of Inquiry</b>          Why Social Research- significance -Ontological and Epistemological Dimensions of Research;</p>	

Ontology, Epistemology and Methodology; Difference between Method and Methodology; Types of research – Descriptive Vs. Analytical, Applied Vs. Fundamental, Quantitative Vs. Qualitative, Conceptual Vs. Empirical; Positivism and Post –Positivism.

### **Unit II-Selection and Formulation of Research Problem**

Defining and formulating the research problem - Selecting the problem - Necessity of defining the problem; **Literature Review**- importance of literature review in defining problem –Critical literature review – Identifying gap areas from literature review – Formulation of hypothesis.

### **Unit III- Research design and methods**

Research design – Basic Principles- Need of research design — Features of good design – Important concepts relating to research design –Types of research design- Exploratory Research Design –Descriptive Research Designs –Experimental Design; Concept of Independent & Dependent variables - Statement of the problem- **Developing a research proposal .**

### **Unit IV – Data Collection and Analysis : Methods and Techniques**

Execution of the research – Types of data - Sources of data - Primary and secondary sources – web as a source – searching the web - Methods of data collection:

- A. Quantitative Modes: Sampling Methods, Survey research, questionnaires and structured interview; structured observation; content analysis.
- B. Qualitative Modes: analytic induction; ethnography; focus groups; participant observation; semi-structured interview; unstructured interview; textual analysis.
- C. Data Processing and Analysis strategies - Data Analysis with Statistical Packages - Hypothesis-testing - Generalization and Interpretation.

### **Unit V – Research Ethics and Report Writing**

Ethical issues - ethical committees - Commercialisation – Copy right – royalty- Reproduction of published material – Plagiarism - Citation and acknowledgement; **Reporting and thesis writing** – Structure and components of scientific reports - Types of report – Illustrations and tables - Bibliography, referencing and footnotes .

### **Essential Readings**

Baert, P. (2005): *Philosophy of the Social Sciences: Towards Pragmatis*, Cambridge: Polity Press.

Bernard , Russell H. (2000): *Social Research Methods*, New Delhi: Sage.

Booth, Ken. & Smith, S., eds. (1995): *International Relations Theory Today*, Cambridge: Polity Press.

Burchill, Scott. and Linklater, A., eds. (2001): *Theories of International Relations*, Basingstoke: Palgrave.

Butler, J. (1990). *Gender Trouble, Feminism and the Subversion of Identity*. New York: Routledge.

Butler, J. (1993). *Bodies that Matter: On the Discursive Limits of Sex*. London: Routledge.

Carr, E.H. (1986): *What is History*, revised edition ed. R.W. Davies, Harmondsworth: Penguin.

Connell, R. W. (2005). *Masculinities*. California: University of California.

Derrida, *Writing and Difference* (1967) University of Chicago Press.

Dougherty, J.E. and Pfaltzgraff, R.L. (2001): *Contending Theories of International Relations: A Comprehensive Survey*, New York/London: Longman.

*Foucault, M (1972) The Archaeology of Knowledge*, translated by A. Sheridan Smith, New York: Harper and Row.

Foucault, Michel (2004):*The Bio politics*, Palgrave Macmillan.

Galtung, Johan (1967): *Theory and Methods of Social Research*, London: George Allen Unwin.

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- Gill, Stephen (1993): *Gramsci, Historical Materialism and International Relation*, Cambridge: Cambridge University Press.
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- HesseBiber, S.N. & Leavy, Patricia (2006): *The Practice of qualitative Research*, New Delhi: Sage.
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- Imre Lakatos (1995): *The Methodology of Scientific Research Programmes, Philosophical Papers*, volume I, edited by John Worrall and Gregory Currie, Cambridge: Cambridge University Press.
- Kothari, C.R. (1990): *Research Methods & Techniques*, New Delhi: Wiley Eastern Ltd.
- Krippendorff, E. (1982): *International Relations as a Social Science*, Brighton: Harvester.
- Kubalkova V., A.A.Cruickshank (1980): *Marxism and Theory of International Relations*, London: Routledge.
- Kuhn, Thomas (1969): *The Structure of Scientific Revolutions*, Chicago and London: Chicago.
- Lazarsfeld, P.F., Rosenberg, M., eds. (1995): *The Language of Social Research. A Reader in the Methodology of Social Research*, New York: The Free Press.
- Linklater, Andrew (1990): *Beyond Realism and Marxism: Critical Theory and International Relations*, Basingstoke: Macmillan.
- Nagel, Ernest (1961): *The Structure of Science: Problems in the Logic of Scientific Explanation*, New York.
- Popper, Karl (1991): *The Poverty of Historicism*, London: Routledge.
- Popper, Karl (1991): *Conjectures and Refutations*, London: Routledge.
- Sarukkai, Sunder (2008): *Indian Philosophy and Philosophy of Science*, New Delhi: Motilal Banarasidass Publication.
- Seethi, K.M.(2011): "Social Sciences in Transition: Value-Rationality beyond Rigid Boundaries," *Social Science Perspectives*, March-June.
- Seethi, K.M.(2009): "Contested Terrains of State and Civil Society: Between Philosophy and Praxis," *Indian Journal of Politics and International Relations*, Vol.2, No.2, July-December.
- Walker R.B.J. (1993): *Inside/Outside: International Relations as Political Theory* Cambridge: Cambridge University Press.
- Weber, Max (1904/1949): "Objectivity in Social Science and Social Policy" in *The Methodology of the Social Sciences*, E. A. Shils and H. A. Finch (ed. and trans.), New York: Free Press.
- Weber, Max (1949): *Methodology of the Social Sciences* (Translated and edited by Edward A. Shils and Henry A.Finch), Glencoe, Ill.: The Free Press.



**MAHATMA GANDHI UNIVERSITY**  
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**ELECTIVES- SYLLABUS**

<b>Programme</b>	MA Politics and IR/ MA Politics and HR/ MA Politics and PPG
<b>Semester</b>	Second
<b>Course Status</b>	Elective
<b>Course Code</b>	<b>SIR MP E 31</b>
<b>Course Title</b>	Refugees in International Politics
<b>Course Description</b>	
<p>The refugee crisis is one of the most complicated and human right issues in the world today. Most of the regions in the world are directly or indirectly a part of this massive human displacement tragedy. From Afghanistan, Myanmar and Syria to South Sudan, the Democratic Republic of Congo and Venezuela, millions of people being driven from their mother country by various reasons are on the rise. This course explores the causes and consequences of forced migration across the globe and responses of the international community to this issue. It will focus particularly on forced migration linked to human rights violations, political instability, war and persecution. It would further provide a context for an analysis of the history, dynamics and current global scenario of refugee in international politics with particular emphasis given to the troubled regions in Asia and Africa since both these continents have been the major theatres of global refugee movement.</p>	
<b>Course Objectives</b>	<p><b>The course enables the student to:</b></p> <ul style="list-style-type: none"> <li>• Examine the key actors, interests and norms that shapes the international refugee regime and international responses to other forms of displacement.</li> <li>• Identify the underlying features of contemporary refugee crises and how these features help to shape the discourses and negotiations in international politics.</li> <li>• Study the international laws and conventions governing the rights of refugees and to analyse how the local communities, national governments and international institutions respond to it.</li> </ul>
<b>Learning Outcomes</b>	<p><b>At the end of the course the student will be able to:</b></p> <ul style="list-style-type: none"> <li>▪ Evaluate the current, policy-relevant research on international forced migration</li> <li>▪ Critically examine the concepts, legal frameworks, literature and data on forced migration and refugees in specific</li> <li>▪ Understand and analyze the fundamental norms underpinning the</li> </ul>

	global refugee regime.
<b>Pedagogic Methods</b>	Lectures/ Tutorials/Assignments/ Group Discussions/Audio-Visual
<b>Course Evaluation</b>	Internal Assessment: 40 Marks -20 marks for Assignment/ Article Review/Seminar presentation; 20 Marks for two internal tests (one in offline and one in online mode) End Semester External Examination: 60 marks
<b>Course Contents</b>	
<p><b>Module I:</b> Refugee Crises: Conceptual analysis &amp; Contemporary Dimensions Definition, history and overview, global scale, scope and significance of refugee studies, spatial mobility in social theory, international law and conventions for refugees</p> <p><b>Module II:</b> Refugee Crises: Case Studies Causes, trends and status of refugees in Asia and Africa: Palestinian, Afghan, Rohingya, Libyan and Syrian refugees, Status of refugees in host states</p> <p><b>Module III:</b> Impact of Refugee Crises Attitude of host states, Impact on society, politics and economy of host states, case studies: Europe and West Asia</p> <p><b>Module IV:</b> Response to Refugee Situations: Role of Humanitarian Actors National, Regional and International Actors: UNHCR, UNRWA, Red Cross, Red Crescent, NGOs, achievements, failure and challenges.</p> <p><b>Module V:</b> Strategies of Negotiations and Solutions Issue of citizenship and identity in a globalized world, questions of repatriation, rehabilitation and resettlement, Urgent needs.</p>	
<b>Essential Reading List</b>	
<p>Aalborg University. (2020). <i>Global Refugee Studies</i>. <a href="https://www.en.aau.dk/education/master/development-international-relations/specialisations/global-refugee-studies">https://www.en.aau.dk/education/master/development-international-relations/specialisations/global-refugee-studies</a></p> <p>Ahsan Ullah AKM. (2010). Rohingya Refugees to Bangladesh: Historical Exclusions and Contemporary Marginalization. <i>Journal of Immigrant and Refugee Studies</i>, 9(2).</p> <p>Amnesty International (2015, June). <i>The Global Refugee Crisis: A Conspiracy of Neglect</i>.</p> <p>Betts, Alexander &amp; Loesher G (2010), <i>Refugees in International Relations</i>, Oxford University Press.</p> <p>Betts, Alexander (2009). <i>Forced Migration and Global Politics</i>. Wiley-Blackwell.</p> <p>Black, Richard (2001). Fifty Years of Refugee Studies: From Theory to Policy. <i>International Migration Review</i>, 35 (1), 57–78. Special Issue: UNHCR at 50: Past, Present and Future of Refugee Assistance.</p> <p>Bocco, Riccardo (2010). UNRWA and the Palestinian Refugees: A History within History. <i>Refugee</i></p>	

- Survey Quarterly*, 28 (2 & 3), 229- 252.
- Cameron, B. T (2014). Reflections on Refugee Studies and the Study of Refugees: Implications for Policy Analysts. *Journal of Management & Public Policy*, 6 (1), 4-13.
- Castles, Stephen and Davidson A (2005). *Citizenship and Migration: Globalization and Politics of Belonging*. Routledge.
- Castles, Stephen and Miller J. M (2003). *The Age of Migration: International Population Movements in the Modern World* (Third Edition), MacMillan.
- Chakrabarthy, Manik (1998). *Human Rights and Refugees: Problems, Laws and Practices*. Deep & Deep.
- Chimni, B. S. (2009). The Birth of a 'Discipline': From Refugee to Forced Migration Studies. *Journal of Refugee Studies*, 22(1), 11-29. <https://pdfs.semanticscholar.org/b99f/f718dd72ac614ba8444bed6d8067da507466.pdf>
- Christensen, Asger and Harild N (2009). Forced Displacement, the Development Challenge, Conflict, Crime and Violence Issues Note, *Social Development Department*, The World Bank.
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- Iqbal, Zaryab (2009). The Geo-Politics of Forced Migration in Africa, 1992–2001. *Conflict Management and Peace Science*, 24(2), 105 – 119.
- Jacobsen, Karen (1996). Factors Influencing the Policy Responses of Host Governments to Mass Refugee Influxes. *International Migration Review*, 30(3), 655- 678.
- Loescher, Gil et al. (2008). *Protracted Refugee Situations: Political, Human Rights and Security Implications*. United Nations University Press, Tokyo.
- Long, Lynne. D. and Oxford E. (2004). *Coming Home: Refugees, Migrants and those who Stayed Behind*.

University of Pennsylvania Press.

Morris, Benny (2004). *The Birth of the Palestinian Refugee Problem Revisited*. Cambridge University Press.

Muggeridge H. & Dona G. (2006). "Back Home? Refugees" Experiences of their First Visit back to their Country of Origin. *Journal of Refugee Studies*, 19 (4),415-432.

Newman, Edward (2003). Refugees, International Security, and Human Vulnerability: Introduction and Survey In Edward Newman and Joanne van Selm (Eds.), Refugees and Forced Displacement: International Security, Human Vulnerability, and the State. United Nations University Press.

Nicholson, Frances and Turoney P. (2004). *Refugees Rights and Realities: Evolving International Concepts and Regimes*. Cambridge University Press.

Pini, Justin (2008). Political Violence and the African Refugee Experience. *International Affairs Review*. <http://www.iaar-gwu.org/node/19>

Schmeidl, Susanne (2002). Security Dilemmas: Long-Term Implications of the Afghan Refugee Crisis. *World Quarterly*, 23(1),7-29.

Steiner, Nikalus & Gibney Mark et al. (eds) (2003). *Problems of Protection: The UNHCR, Refugees and Human Rights*, Routledge.

Teitelbaum, Michael (1984). Immigration, Refugees, and Foreign Policy. *International Organization*, 38 (3), 429- 450.

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Stein, Barry N. (1986). Durable Solutions for Developing Country Refugees. *International Migration Review*, 20 (2),264- 282.

### **Additional Readings**

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Crisis Group Middle East Report (2014, October 9). *Bringing Back the Palestinian Refugee Question*, No.156, Belgium.

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- Seteney, Shami (1993).The Social Implications of Population Displacement and Resettlement: An Overview with a Focus on the Arab Middle East. *International Migration Review*, 27 (1), 4-33.
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Impacts of Massive Refugee Populations on Host Developing Countries as well as other Countries.

United Nations Office for the Coordination of Humanitarian Affairs UNOCHA (2014). World humanitarian Data and Trends.

United Nations Relief and Work Agency UNRWA (2007, January). *The United Nations and Palestine Refugees..*

Weiner M. (1996). Bad Neighbors, Bad Neighborhoods: An Inquiry into the Causes of Refugee Flows. *International Security*, Summer, 21 (1), 5-42.

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**SYLLABUS**

<b>Course Code</b>	<b>SIR MP E 32</b>
<b>Name of the Course</b>	<b>Politics of Climate Change</b>
<b>Course Type</b>	Elective
<b>Semester</b>	Three
<b>Course Credits</b>	Four
<b>Description</b>	Climate change for sure has emerged as the dominant motif in political discourse and defining issues of the twenty first century. It is an interdisciplinary ground, where the scientific understandings of climate in a significant way, by nineteenth century, enter into visible dialogues with contentious political processes.
<b>Course Objectives</b>	The <b>objective</b> of this course will be to equip the students to comprehend the ongoing discussions on climate, and ecology as integral part of emergent socio-political scenarios. There will be a focus on climatic ‘knowledge generation process’, portrayal of ‘such issues’, and the ways governmental, non-governmental as well as international institutions handle matters.
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• A <b>learning outcome</b> of this course is to have politically informed comprehension of the leading motifs in developmental discourse, as grounded in specific situations where climate often in the abstract, feature.</li> <li>• Possible theorizations through political ecology or geography are envisaged, through discussions of instances, events, scientific outputs, movies, stories or documentaries; that attempts to turn the ‘abstract’ to ‘concrete’.</li> </ul>
<b>Pedagogic Methods</b>	Lectures, Seminars (Both traditional as well as group works and presentations based on home readings and small research), Tutorials.
<b>Evaluation</b>	(Broadly) 40 percent continuous assessment/ 60 percent external examination
<b>Content through Modules</b>	<p>Module - I  <b>Climate in Perspective:</b> Climate within Ecology as a political theme- Emergence of Climatic Issues and Knowledge –Industrialization and Resource extraction- Global Warming: Climate Change, Desertification and Problems of waste Disposal</p> <hr/> <p>Module - II  <b>Climate within Paradigms of Development:</b> [Through reading of documents and key texts]</p> <ul style="list-style-type: none"> <li>• Climate Change becomes a Problem: Early texts of <i>Svante Arrhenius</i> and <i>Jean-Baptiste Joseph Fourier</i></li> <li>• Ecology into Public Discourse: <i>Silent Spring</i> and into 70s and 80s</li> <li>• Bruntland Report-Sustainable Development Goals</li> <li>• Review of Rio de Janeiro Earth Summit 1992 to Paris Summit 2015 and Follow ups</li> </ul> <ul style="list-style-type: none"> <li>• Pope Francis’ encyclical <i>Laudato Si’: On Care for Our Common Home</i>.</li> </ul>

	<p><b>Module - III</b>  <b>Contemporary Discourse and Institutional Context of Climate Change:</b> Normative Challenges of Global Warming- The Fetish of Carbon and Carbon Trade- Crony Capitalism and Land-Economizing of Environment- Politics of Conservation and Sustainable Development- Ecology of Affluence and Development [Through analysis of select-documents]</p> <hr/> <p><b>Module – IV</b>  <b>Climate through Political ecology/geography:</b> Critique of Mitigation and Adaptation arguments. Cases of REDD+ (Reducing Emissions from Deforestation and Degradation+) and Compensatory Afforestation Management and Planning Authority (CAMPA).</p> <ul style="list-style-type: none"> <li>• <i>Crutzen, P.J. &amp; Stoermer, E.F.</i>- The Anthropocene: Discussion.</li> <li>• Discussion of the <i>Western Ghats Ecology Panel Report</i> in the context of climate.</li> </ul>
<p><b>Extended Reference</b></p>	<ul style="list-style-type: none"> <li>• Arnold, David &amp; Ramachandra Guha (eds.) (1996): <i>Nature, Culture &amp; Imperialism: Essays on the Environmental History of South Asia</i>, Delhi: Oxford University Press.</li> <li>• Baviskar, Amita(1996): <i>In the Belly of the River</i>, Delhi: Oxford University Press.</li> <li>• Bill McKibben. (1989). <i>The End of Nature</i>. Anchor.</li> <li>• Cahill, Damien Melinda Cooper, Martijn Konings, David Primrose. (2018). <i>The SAGE Handbook of Neoliberalism</i>. Sage Publications.</li> <li>• Calvert, Peter and Susan Calvert(1999): <i>The South, The North and the Environment</i>, London: Pinter.</li> <li>• Clark, Duncan and Grantham Research Institute. (2012). What's Redd and will it help tackle climate change?. <i>The Guardian</i>. [<a href="https://www.theguardian.com/environment/2012/dec/19/what-is-redd-climate-change-deforestation">https://www.theguardian.com/environment/2012/dec/19/what-is-redd-climate-change-deforestation</a>].</li> <li>• Crutzen, P.J. &amp; Stoermer, E.F. (2000). "The 'Anthropocene'". <i>Global Change Newsletter</i>. <b>41</b>: 17–18.</li> <li>• Dobson, A (ed.) (1999): <i>Fairness and Futurity: Essays on Environmental Sustainability and Dimensions of Social Justice</i>, Oxford: Oxford University Press.</li> <li>• Dobson, A.(2000): <i>Green Political Thought</i>, London: Routledge.</li> <li>• Dryzek, John S.(1997): <i>The Politics of the Earth: Environmental Discourses</i>, Oxford: Oxford University Press.</li> <li>• Gadgil, Madhav and Ramachandra Guha. (1992): <i>This Fissured Land: And Ecological History of India</i>, OUP.</li> <li>• Gorz, Andre. (1983): <i>Ecology as Politics</i>, Pluto Press.</li> <li>• Guha, Ramachandra &amp; Alier, Juan Martinez (1997): <i>Varieties of Environmentalism: Essays North &amp; South</i>, London: Earthscan.</li> <li>• Guha, Ramachandra (2014): <i>Environmentalism: A Global History</i>. Penguin: Allen Lane.</li> <li>• Guha, Ramachandra(1992): <i>The Unquiet Woods</i>, Delhi: Oxford University Press.</li> <li>• Gupta, Joyeeta Nicolien van der Grijp, Onno Kuik. (2012). <i>Climate Change, Forests and REDD: Lessons for Institutional Design</i>.</li> </ul>



	<p>Routledge.</p> <ul style="list-style-type: none"> <li>• Johnston, R. J. Nature(1996): <i>State and Economy: A Political Economy of the Environment</i>, Chichester: John Wiley &amp; Sons.</li> <li>• Knight, Sam. (2015). The incredible plan to make money grow on trees. The Guardian [https://www.theguardian.com/world/2015/nov/24/redd-papua-new-guinea-money-grow-on-trees].</li> <li>• McCully, Patrick(1996): <i>Silenced Rivers: The Ecology and Politics of Large Dams</i>, London: Zed Books.</li> <li>• Moore, Jason W. (2016). <i>Anthropocene or Capitalocene?: Nature, History, and the Crisis of Capitalism</i>. PM Press.</li> <li>• Naomi Klein (2019). <i>On Fire: The Burning Case for a Green New Deal</i>, Allen Lane.</li> <li>• Oreskes, Naomi (December 2004). "The Scientific Consensus on Climate Change". <i>Science</i>. 306 (5702): 1686.</li> <li>• Oreskes, Naomi. (2020). <i>Science on a Mission: How Military Funding Shaped What We Do and Don't Know about the Ocean</i>, University of Chicago Press.</li> <li>• Perreault, Tom, Gavin Bridge , James McCarthy (Eds). (2015): <i>The Routledge Handbook of Political Ecology</i>, Routledge International Handbooks.</li> <li>• Rajalakshmi, T.K. (2016, June). Forest rights under siege. <i>Frontline</i> [https://frontline.thehindu.com/the-nation/forest-rights-under-siege/article8701025.ece].</li> <li>• Redclift, Michael(1997): <i>Political Economy of Environment: Red &amp; Green Alternatives</i>, London: Methuen.</li> <li>• Robbins, Paul and Sarah A. Moore and John Hintz (Eds.): (2014). <i>Environment and Society: A Critical Introduction</i>, Wiley-Blackwell.</li> <li>• Saxena, K.B. (2019). Compensatory Afforestation Fund Act and Rules: Deforestation, Tribal Displacement and an Alibi for Legalised Land Grabbing. <i>Social Change</i>49(1) 23–40.</li> <li>• Shiva, Vandana(1989): <i>Staying Alive: Women, Ecology &amp; Survival in India</i>, New Delhi: Kali for Women.</li> <li>• Shrivastava, Aseem and Ashish Kothari (2012): <i>Churning the Earth: The Making of Global India</i>, Penguin Books India: New Delhi.</li> <li>• Zalasiewicz, Jan; et al. (2015). "When did the Anthropocene begin? A mid-twentieth century boundary level is stratigraphically optimal". <i>Quaternary International</i>. 383: 196–203.</li> </ul>
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**MAHATMA GANDHI UNIVERSITY**  
**SCHOOL OF INTERNATIONAL RELATIONS AND POLITICS**

**SYLLABUS**

<b>Programme</b>	MA Politics and IR / M.A Politics and HR / M.A. PPG
<b>Semester</b>	Three
<b>Course Status</b>	Elective
<b>Course Code</b>	<b>SIR MP E 33</b>
<b>Course Title</b>	<b>HUMAN RIGHTS AND INTERNATIONAL RELATIONS</b>
<b>Credits</b>	4
<b>Course Description/ Objectives</b>	
<p>The objective of this course is to critically review the evolution and role of human rights in the theory and practice of international relations and global politics. The idea of human rights has driven revolutions and progress for more than two hundred years. Its history encompasses the abolition of slavery and the introduction of women’s rights as well as our failure to prevent the human rights violations around the world. It played a significant role in the founding of the United Nations and has found a new relevance in the last three decades with the emergence of non traditional challenges to human survival. These include climate change, outbreak of pandemics, disasters, displacement and forced migration, natural resource scarcity, terrorism and other transnational challenges. The course also aims to provide a basic introduction to international human rights, their conceptual and historical foundations, as well as the main international legal instruments and institutions aimed at protecting and promoting human rights worldwide. Throughout the course, case studies will be used to illustrate the range of human rights problems for a better understanding of the course.</p>	
<b>Learning Outcomes</b>	
<p>The combination of theoretical approaches, legal analysis and an investigation into specific historical events, contemporary issues and case studies will enable students to acquire key skills in the application of human rights to their research and practice in a variety of areas. On completion of this course, students should:</p> <ul style="list-style-type: none"> <li>Have improved their ability to think critically and express their thoughts clearly through their written assignments;</li> <li>Be able to identify the human rights violations by state and non- state actors in the contemporary world and suggest measures for the protection and promotion of human rights;</li> <li>Have improved their understanding of the different disciplinary approaches to the study of human rights;</li> <li>Have improved their understanding of the role and limitations of the major human rights movements, legal instruments and enforcement mechanisms.</li> </ul>	
<b>Pedagogic Methods</b>	
Lectures, Seminars, Tutorials, flipped classrooms; Problem Based Learning (PBL).	

### Course Evaluation and Grading Criteria

Internal Assessment: 40 Marks -20 marks for Assignment/ Article Review/Seminar presentation;  
20 Marks for internal test

End Semester External Examination: 60 marks

### Course Contents

#### Module. 1- Evolution of Human Rights

The Idea of Human Rights – Western and Non- Western Perspectives

Philosophical traditions of human rights

Cultural Relativism and Human Rights Practices

Democracy and Human Rights

International Relations and human rights

#### Module. 2- United Nations and Human Rights

International Bill of Rights: Universal Declaration of Human Rights ( UDHR)

International Covenant on Civil and Political Rights (ICCPR)

International Covenant on Economic, Social and Cultural Rights (ICESCR)

Human Rights Council (HRC)

UN High Commissioner for Refugees (UNHCR)

#### Module. 3 – Practices/Violations of Human Rights

Genocide

Apartheid

War as an instrument of Foreign Policy ( Iraq, Afganistan)

Humanitarian Intervention

Right to Self- Determination

#### Module. 4 – Non- Traditional Challenges and Human Rights

Climate Change and Disasters

Pandemics and Right to Health

Terrorism and Transnational Crimes

Global Migration and Refugees

Food and Water Security

#### Module. 5 . Realising Human Rights

Role of NGOs and Civil Society

Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)

Convention on the Prevention and Punishment of the Crime of Genocide (CPPCG)

International Convention on the Elimination of All Forms of Racial Discrimination (ICEFRD)

International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families (CMW)

### Essential Reading List

Laqueur, Walter and Rubin, Barry (Ed.)(1979): *Human Rights Reader* , New York: Meridian Publications.

Parekh, Sarena (2008): *Hanna Ardent and the Challenge of Modernity: A Phenomenology of Human Rights*, New York: Routledge.

Chandler, David (ed.) (2002): *Rethinking Human Rights: Critical Approaches to International Politics*, New York: Palgrave Macmillan.

Fagan, Andrew (2009): *Human Rights: Confronting Myths and Misunderstandings*, Cheltenham: Edward Elgar.

- Morgan, Rhiannon and Turner, Bryan S. (ed.) (2009): *Interpreting Human Rights: Social Science Perspectives*, London: Routledge.
- Turner, Bryan S (2006): *Vulnerability and Human Rights*, Pennsylvania: Pennsylvania State University Press.
- Oxford, Anne (2003): *Reading Humanitarian Intervention: Human Rights and the Use of Force in International Law*, Cambridge: Cambridge University Press.
- Flaherty, Michael O (ed.)(2007): *The Human Rights Field Operation: Law, Theory and Practice*, Hampshire: Ashgate Publishing Limited.
- Dembour, Marie-Benedicte (2006): *Who Believe in Human Rights? Reflections on the European Convention*; Cambridge: Cambridge University Press.
- Perry, Michael J (2007): *Toward a theory of Human Rights: Religion, Law, Courts*; Cambridge: Cambridge University Press.
- Wincent, R.J (1986): *Human Rights and International Relations*, Cambridge, Cambridge University Press.
- Nussbaum, Martha (2010): *Creating Capabilities: The Human Development Approach*, Cambridge, Harvard University Press.
- Frost, Mervyn (2002): *Constituting Human Rights: Global Civil Society and the Society of Democratic States*, London, Routledge.
- Kohen, Ari (2007): *In Defence of Human Rights: A non-Religious Grounding in a Pluralistic World*, London, Routledge.
- Angle, Stephen C (2004): *Human Rights and Chinese Thought: A Cross Cultural Inquiry*, Cambridge, Cambridge University Press.
- Flood, Patric James (1998): *The Effectiveness of UN Human Rights Institutions*, London, Praeger.
- Pelaez, Ana Gonzalez (2005): *Human Rights and World Trade: Hunger in International Society*, London, Routledge.
- Garcia, Saladin Meckled and Cali, Basak (2006): *The Legalization of Human Rights: Multidisciplinary Perceptiveness on Human Rights and Human Rights Law*, London, Routledge.
- Evans, Tony (2005): *The Politics of Human Rights: A Global Perspective*, London, Pluto Press.
- Pollack, Kenneth M (et.al.) (2011): *The Arab Awakening: America and the Transformation of the Middle East*, Washington. D.C, Brookings Institution Press.
- Laqueur, Walter and Rubin, Barry (Ed.)(1979): *Human Rights Reader*, New York: Meridian Publications.
- Parekh, Sarena (2008): *Hanna Ardent and the Challenge of Modernity: A Phenomenology of Human Rights*, New York: Routledge.
- Chandler, David (ed.) (2002): *Rethinking Human Rights: Critical Approaches to International Politics*, New York: Palgrave Macmillan.
- Fagan, Andrew (2009): *Human Rights: Confronting Myths and Misunderstandings*, Cheltenham: Edward Elgar.
- Morgan, Rhiannon and Turner, Bryan S. (ed.) (2009): *Interpreting Human Rights: Social Science Perspectives*, London: Routledge.
- Turner, Bryan S (2006): *Vulnerability and Human Rights*, Pennsylvania: Pennsylvania State University

Press.

Oxford, Anne (2003): *Reading Humanitarian Intervention: Human Rights and the Use of Force in International Law*, Cambridge: Cambridge University Press.

Flaherty, Michael. O (ed.)(2007): *The Human Rights Field Operation: Law, Theory and Practice*, Hampshire: Ashgate Publishing Limited.

Dembour, Marie-Benedicte (2006): *Who Believe in Human Rights? Reflections on the European Convention*; Cambridge: Cambridge University Press.

Perry, Michael J (2007): *Toward a theory of Human Rights: Religion, Law, Courts*; Cambridge: Cambridge University Press.

Wincent,R.J(1986): *Human Rights and International Relations*, Cambridge, Cambridge University Press.

Nussbam,Martha (2010): *Creating Capabilities: The Human Development Approach*, Cambridge, Harvard University Press.

Frost, Mervyn (2002): *Constituting Human Rights: Global Civil Society and the Society of Democratic States*, London, Routledge.

Kohen, Ari (2007): *In Defence of Human Rights: A non-Religious Grounding in a Pluralistic World*, London, Routledge.

Angle, Stephen .C (2004): *Human Rights and Chinese Thought: A Cross Cultural Inquiry*, Cambridge, Cambridge University Press.

Flood, Patric James (1998): *The Effectiveness of UN Human Rights Institutions*, London, Praeger.

Pelaez, Ana Gonzalez (2005): *Human Rights and World Trade: Hunger in International Society*, London, Routledge.

Garcia, Saladin Meckled and Cali, Basak (2006): *The Legalization of Human Rights: Multidisciplinary Perceptiveness on Human Rights and Human Rights Law*, London, Routledge.

Evans, Tony (2005): *The Politics of Human Rights: A Global Perspective*, London, Pluto Press.

Pollack, Kenneth.M (et.al.) (2011): *The Arab Awakening: America and the Transformation of the Middle East*, Washington. D.C, Brooking Institution Press.

### **ARTICLES**

Longlois, Stephane Leman (2002): *Constructing a Common Language: The Function of Nuremberg in the Problematization of Postapartheid Justice*, *Law & Social Enquiry*, Vol. 27, No.1 (winter, 2002), pp. 79- 100.

Longman, Timothy (2001): *Church Politics and the Genocide in Rwanda*, *Journal of Religion in Africa*, Vol.31, Fasc. 2, Religion and War in the 1990's (May 2001) pp: 163- 186

Messer, Ellen,(1993): *Anthropology and Human Rights*, *Annual Review of Anthropology*, Vol.22b (1993), pp. 221-249.

Lawrence, Justice,(1944): *The Nuremberg Trial*, *International Affairs ( Royal Institute of International Affairs 1944)*, Vol.23, No.2 (Apr. 1947), pp. 151-159.

Ingram, David,(2003): *Between Political Liberalism and Post-National Cosmopolitanism: Toward an Alternative theory of Human Rights*, *Political Theory*, Vol.31, No.3 (Jan. 2003), pp. 359- 391

Pagden, Anthony,(2003): *Human Rights, Natural Rights, and Europe Imperial Legacy*, *Political Theory*, Vol. 31, No.2, (Apr. 2003), pp. 171- 199.

- Stanb, Ervin, (2000): Genocide and Mass Killing: Origins, Prevention, Healing and Reconciliation, Political Psychology, Vol.21, No.2, (Jan. 2000), pp. 367- 382.
- Sesag, Fatmata Lovetta, ( 2004): Where There is No ‘ Safe Heaven’: Human Rights Abuses of Sierra Leonean women at Home and in Exile, Agenda, No. 59, Women In War (2004), pp. 22- 31
- Chase, Anthony Tirado, (2003): The State and Human Rights: Governance and Sustainable Human Development in Yemen, International Journal of Politics, Culture and Society, Vol. 17, No.2, (Winter, 2003), pp. 213-236.
- Thoronton, William.H, (2000): Back to Basics: Human Rights and Power Politics in the New Moral Realism, International Journal of Politics, Culture and Society, Vol. 14, No.2, (winter, 2000), pp. 315- 332.
- Pogge, Thomas, (2000): The International Significance of Human Rights, The Journal of Ethics, Vol. 4, No. ½, (Jan.- Mar. 2000), pp. 45- 69.
- Neumayer, Eric,(2005): Do International Human Rights Treaties Improve Respect for Human Rights? , The Journal of Conflict Resolution, Vol. 49, No. 6, (Dec. 2005), pp. 925- 953.
- Johnson, James Turner, (1998): Human Rights and Violence in Contemporary Context, The

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**SYLLABUS**

<b>Programme</b>	MA Politics and IR/ MA Politics and HR/ MA Politics PPG
<b>Semester</b>	<b>III</b>
Course Status	<b>Elective</b>
Course Code	<b>SIR MP E 34</b>
Course Title	<b>Public Policy in India</b>
Credits	<b>4</b>
<b>Course Description</b>	
Investigation into public policy in India by reading various policy drafts is the <i>telos</i> of this course. Policy documents will be reviewed to see how citizen body is disciplined. Students will be trained to read and evaluate various policy documents of the Indian republic. The course is more of a case study type.	
<b>Course Objectives</b>	
<ol style="list-style-type: none"> <li>1. Training students in reading policy documents in the Indian republic</li> <li>2. Presentation of ideological and moral positions of public policy in India</li> <li>3. Comparison of India's public policies with other countries</li> </ol>	
<b>Course Outcomes</b>	
<p>Students attending Public Policy in India will be trained to:</p> <ol style="list-style-type: none"> <li>1. Improve their ability to critically evaluate various policies adopted by the government from time to time;</li> <li>2. Be able to suggest alternative policy suggestions for improving quality of life of the people.</li> <li>3. Improve their understanding of the different disciplinary approaches to the study of Public Policy;</li> <li>4. Improve their capability to interpret public policy with reference to social, economic, ecological and political complexities of India.</li> </ol>	
<b>Pedagogic Methods</b>	
<p>Pedagogic Methods: Lectures, Seminars (Both traditional as well as group works and presentations based on home readings and small research), Tutorials, Role-Playing sessions.  Evaluation (Broadly): 40 percent continuous assessment/ 60 percent external examination  Course Content through Short Internships and mentoring linkages with NGOs, Journalists, and Research Organizations.</p>	
<b>Course Evaluation and Grading Criteria</b>	
<p>Internal Assessment: 40 Marks -20 marks for Assignment/ Article Review/Seminar presentation; 20 Marks for two internal tests (one in offline and one in online mode)  End Semester External Examination: 50 marks</p>	

## **Course Content (Modules)**

### **MODULE-I: Introduction**

- Origins of Public Policy India, Public Policy and Nation building, Actors and Process in Public Policy Making in India, Civil Society and Social Media, ICT and Good Governance

### **MODULE-II: Education Policy**

Evolution of Education Policy, National Education Policy – 2020, Public Expenditure on Education in India, Right to Education Act, Corporatization of Education System

### **MODULE-III: Economic Policy**

New Economic Policy of 1991, Liberalization and Growth of Indian Economy Mixed Economy to Globalization –Impact, Debate on Economic Growth Vs Economic Development, Poverty and Economic Policy

### **MODULE-IV: Social Policy**

Social Welfare Programmes, National Livelihood Initiatives ,Social Justice and Inclusion, Women Reservation’s Bill, Reservations in Corporate Sector

### **MODULE-V: Environmental Policy**

Environment Protection Act, 1986, National Conservation Strategy and Policy Statement on Environment and Development, 1992, Policy Statement for the Abatement of Pollution, 1992, National Environment Policy, 2006, Environmental Impact Assessment (Draft) 2020

## **Essential Readings List**

Agarwal, J. C. (2009), Education policy in India, Neha Publishers & Distributors.

Anne O. Krueger , (2002), Economic Policy Reforms and the Indian Economy (ed.), University of Chicago Press, Chicago.

Bijoy Chandra Mohapatra (2013), Reservation Policy in India, Neha Publishers & Distributors.

Dev , Mahendra (2008), Inclusive Growth in India, Oxford Collected Essays.

Dube , Akhilesh (1997), Commercialization of education in India: Policy, law, and justice, A.P.H. Pub. Corp.

Esharenana E. Adomi, (2010), Frameworks for ICT Policy: Government, Social and Legal Issues, IGI Global Snippet.

Government of India, National Cyber Security Policy, 2013.

Government of India, National Policy on Information and Communication Technology, 2012.

Kim J. Andreasson , (2011), Cybersecurity: Public Sector Threats and Responses, CRC Press, Taylor and Francis Group, Boca Raton.

P. T. Bauer, (2011), Indian Economic Policy and Development, Routledge, New York.

Ram Ayodhya Singh (2012), Caste Based Reservation Policy and Human Development in India, Globus Press.

S. K. Modi (2013), Discrimination Caste System And Reservation Policy of Modern India, Neha Publishers & Distributors

Sen , Amartya (2000), Social Exclusion: Concept, Application and Scrutiny, Papers No.1. Asian Development Bank

Sharma Arvind (2005), Reservation and Affirmative Action: Models of Social Integration, Sage.

Siddheswar Prasad(1993), New Economic Policy: Reforms and Development, Mittal Publications, New Delhi.

Thorat, Sukhdeo and Umakant (2004), Caste, Race and Discrimination –Discourses in International Context, Indian Institute of Dalit Studies and Rawat Publishers, New Delhi and Jaipur.

Zeinab Karake-Shalhoub, Lubna Al Qasimi , (2010), Cyber Law and Cyber Security in Developing and Emerging Economies, Edward Elgar Publishing House, Cheltenham, UK.



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**SCHOOL OF INTERNATIONAL RELATIONS AND POLITICS**

**SYLLABUS**

<b>Programme</b>	MA Politics and IR/ MA Politics and HR/ MA Politics PPG
<b>Semester</b>	III
<b>Course Status</b>	Elective
<b>Course Code</b>	<b>SIR MP E 35</b>
<b>Course Title</b>	<b>INDIA'S DEFENCE POLICY</b>
<b>Credits</b>	4

**Course Description**

This Course is designed to provide the student with an introduction to Defence and National Security studies. The Course introduces the core concepts and the contemporary debates in India's Defence and National Security policy. It focuses primarily upon concepts and perspectives which one may employ in understanding and describing the defence and national security policy of India in the globalised era. The primary objective is to provide the student with some ability to review and assess the major challenges and policy initiatives pertinent to the realm of India's defence and national security from a more critical perspective. India's strategic and security environment has changed markedly over the last decade due to transformation in the global security environment and nontraditional security challenges, and understanding some of the major factors behind these changes is a primary goal of this class. The course is analytical and policy oriented: students are expected to evaluate and make concrete suggestions and alternative proposal for contemporary situations.

**Course Objectives**

- To introduce the basic concepts and contemporary debates in security studies;
- To identify the major issues and challenges in India's defence and national security strategy;
- To develop critical thinking and alternative perspectives in security studies;
- To critically review India's defence and security alliance with major powers;
- To examine the economic and social dimensions of India's defence strategy .

**Learning Outcomes**

On completion of this course, students should:

- Have improved their critical thinking and understanding about the contemporary debates in security studies;
- Be able to critically analyse and conceptualise the factors, processes and actors involved in India's defence and national security policy making, ;
- Have improved their understanding of the nature of challenges confronting India at the global/regional and national level;
- Be able to interpret and suggest relevant policy measures in the realm of foreign policy, diplomacy, security challenges, economic diplomacy etc.. in complex policy environment and thereby develop a career in government and other reputed policy institutes in India and abroad.

### **Pedagogic Methods**

Lectures, Seminars, Tutorials, flipped classrooms; Problem Based Learning (PBL).

### **Course Evaluation and Grading Criteria**

Internal Assessment: 40 Marks -20 marks for Assignment/ Article Review/Seminar presentation; 20 Marks for internal tests

End Semester External Examination: 60 marks

### **Course Contents**

#### **MODULE-I: Introduction and Evolution of India's Defence Policy:**

- Traditional and Non- Traditional Security Challenges
- India and the Global Strategic and Security Environment.
- Evolution of India Strategic Culture and Defence Policy.
- Deterrence Strategy and India's Nuclear Policy

#### **MODULE-II: Maritime Dimensions of India's Defence Policy:**

- Indian Ocean and India's Security
- India and South China Sea Dispute
- Indo- Pacific
- Rise of China and the BRI Project

#### **MODULE-III: Indias Non- Traditional Security Challenges:**

- Climate Change and Energy Security
- Terrorism
- Pandemics and Disasters
- Internal Security Challenges- the Maoist insurgency in India

#### **MODULE-IV: India's Defence Cooperation with Major Powers**

- USA Russia France

#### **MODULE-V: Economic and Social Dimensions of India's Defence Policy.**

- India's defence Expenditure
- Defence Procurement
- Social Impact of defence policy
- Alternative Approaches to Security: Human Security

### **Essential Reading List**

Adm. Arun Prakash (Retd) (2011): China's Maritime Challenge in the Indian Ocean, *Maritime Affairs: Journal of the National Maritime Foundation of India*, 7:1, 1-16.

Arjun, Subramaniam (2012): "Challenges of Protecting India From Terrorism", *Terrorism and Political Violence*, 24:396-414.

Baylis, John and Steve Smith (2001): *The Globalisation of World Politics*, Oxford University Press: New York.

Barry , Buzan (1983): *People, States, and Fear: The National Security Problem in International Relations*, Great Britain: John Spiers.

Bobbing, Ross and Gordon, Sandy(eds) (1992): *India's Strategic Future*, Delhi: Oxford University Press.

C.Vinodan (2009): "Dilemmas of Energy Security in India: Issues in Indo-Indo-US nuclear Deal", *Indian Journal of Politics and International Relations*, vol 2 No 2,

C.Vinodan (2011): "Terrorism and Nuclear Security South Asia: The Case of Pakistan", *International Journal of South Asian Studies*, Vol. 4, No. 2.

- C.Vinodan (2012): “Strategic Dimensions of China’s South China Sea Policy: Implications for International Relations”, *South Asian Journal of Diplomacy*, Vol. 3, No. 3.
- C.Vinodan( 2012): *Maritime Dimensions of Energy Security: China and South China Sea Dispute*,in Pavthran K.S( 2013), *Foreign Policy and Maritime Policy of India*, New Delhi: New Century Publishers ,
- C.Vinodan, Shibu M. George (2010): “Energy Security in India”, *Social Science in Perspectives* , Vol 2, No 2.
- Chunhao Lou (2012): US–India–China Relations in the Indian Ocean: A Chinese Perspective, *Strategic Analysis*, 36:4, 624-639.
- Harsh V. Pant ( 2013): “India-Russia Ties and India's Strategic Culture: Dominance of a Realist Worldview”, *India Review*, vol. 12, no. 1, pp. 1–19
- Hiroaki Nakanishi (2013): Rethinking India’s Nuclear Policy: Credible Minimum Nuclear Deterrence as a Dynamic Transformation of Nuclear Option Open, Working Paper No. 71, South Asia Institute Department of Political Science Heidelberg University.
- Jivanta Schttli (2013): “Special issue: Power, politics and maritime governance in the Indian Ocean”, *Journal of the Indian Ocean Region*, 9:1, 1-5
- Kanti P. Bajpai and Harsh V. Pant (2013): *India’s National Security: A Reader*, New Delhi: Oxford University Press.
- Malik V.P, Defence Planning in India, ORF, Security Studies Series.
- Mohanan B (2013): *India’s National Security*, New Delhi: New Century Publishers,
- Norrin M. ripsman and T. V. Paul (2010): *Globalization and the National Security State*, New Delhi: Oxford University Press
- Patrick M. Morgan (1977): *Deterrence Aconceptual Analysis*, US: SAGE Publications.
- Patrick M. Morgan (2003): *Deterrence Now*, Cambridge: Cambridge University Press.
- Pavthran K.S ( 2013): *Foreign Policy and Maritime Policy of India*, New Delhi: New Century Publishers.
- Robert Powell, (1990): *Nuclear deterrence theory: The search for credibility*, Cambridge: Cambridge University Press.
- S. Kulshrestha (2012): Security in the Indian Ocean Region: Role of India by Rockin Th. Singh, *Strategic Analysis*, 36:3, 501-503
- Sharma, R.C.(ed)(1991): *India’s Borders*, New Delhi: Scholars’ Publishing Forum.
- Singh, Jaswant(1999): *Defending India*, Bangalore: Macmillan India Ltd.
- SIPRI Year Books.
- T.V. Paul (2009): *The Tradition of Non-Use of Nuclear Weapons*, Stanford: Stanford University Press
- T.V. Paul , Patrick M . Morgan & James J . Wirtz (2009): *Complex Deterrence: Strategy in the Global Age*, London, The University of Chicago Press.
- Toshi Yoshihara (2012): Chinese Views of India in the Indian Ocean: A Geopolitical Perspective, *Strategic Analysis*, 36:3, 489-500.
- Tracey Skillington (2012): Climate change and the human rights challenge: Extending justice beyond the borders of the nation state, *The International Journal of Human Rights*, 16:8, 1196-1212
- Walter C. Ladwig III (2012): A Neo-Nixon Doctrine for the Indian Ocean: Helping States Help Themselves, *Strategic Analysis*, 36:3, 384-399.
- Yann-Huei Song (2010): The South China Sea Workshop Process and Taiwan's Participation, *Ocean Development & International Law*, 41:3, 253-269.

# **MAHATMA GANDHI UNIVERSITY**

## **MA PROGRAMME**

**POLITICS AND HUMAN RIGHTS**

**OBE Scheme and Courses (2020-2022 Batch onwards)**



**School of International Relations and Politics  
Mahatma Gandhi University  
Kottayam-686560  
KERALA**

## **MA Programme (Politics and Human Rights)**

Human Rights (HR) has been an established subject and a critical domain of politics and international relations (IR) for more than half a century. The concept and concerns of HR have, however, been expanding during the last three hundred years incorporating a wide range of subjects and rights, which transcend political, ideological and cultural differences/peculiarities of the countries as well as the peoples across the world. The post-war international system has further witnessed the emergence of a world HR culture with liberty, emancipation, education and universalism as integral components of that culture.

The field of HR studies with its characteristic inter-related disciplinary concerns of politics, development, civil society, gender, environment, law, justice etc., and encompassing a wide spectrum of national, international and non-governmental/non-state actors, has brought forth a world wide web of disciplinary concerns such as Political Science, Development studies, Gender studies, Environmental studies, Ethnic studies, Subaltern studies, Conflict Resolution and Peace studies, Disarmament studies etc. This is certainly a vast and expanding domain of social and political research particularly in the context of the changes currently underway in the global matrix of trade and political economy. The academic programme attempts to grapple with this vast corpus of knowledge and ground level realities of HR while focusing on the global and national concerns of HR, peace, order, equality, justice, etc.

The programme of MA (Politics and Human Rights) is so designed as to facilitate and encourage both theoretical and empirical studies, thereby setting a background for students to have greater interest in HR. The objective here is to generate a deep and critical awareness among the students about the HR question in its national and international dimensions.

The rationale behind the programme is to enable the students (1) to appreciate the growing importance of HR both as an academic enterprise as well as a concern of the contemporary era in all its aspects;(2) to critically evaluate the contending theories of HR;(3) to analyze the social concerns such as development, gender, ecology, and civil society within a HR perspective; and (4) to choose and construct an appropriate design for an empirical investigation of a HR case from a local level experience.

# MA (Politics and Human Rights)

## Scheme and Courses (2020 Regulation)

### Semester I

Sl .No.	Title	Internal	External	Total Credits	Teaching/seminar/tutorial (per week)
Course: 1.	Core	40%	60%	4	10 hours
Course: 2.	Core	40%	60%	4	10 hours
Course: 3.	Core	40%	60%	4	10 hours
Course: 4	Core	40%	60%	4	10 hours
Course: 5	Elective	40%	60%	4	10 hours

### Semester II

Sl. No.	Title	Internal	External	Total Credits	Teaching/seminar/tutorial (per week)
Course: 6.	Core	40%	60%	4	10 hours
Course: 7.	Core	40%	60%	4	10 hours
Course: 8.	Core	40%	60%	4	10 hours
Course: 9	Core	40%	60%	4	10 hours
Course: 10	Elective	40%	60%	4	10 hours

### Semester III

Sl. No.	Title	Internal	External	Total Credits	Teaching/seminar/tutorial (per week)
Course: 11.	Core	40%	60%	4	10 hours
Course: 12	Core	40%	60%	4	10 hours
Course: 13	Core	40%	60%	4	10 hours
Course: 14	Open	40%	60%	4	10 hours
Course: 15	Elective	40%	60%	4	10 hours

### Semester IV

Sl. No.	Title	Internal	External	Total Credits	Teaching/seminar/tutorial (per week)
Course: 16	Core	40%	60%	4	10 hours
Course: 17	Core	40%	60%	4	10 hours
Course: 18	Elective	40%	60%	4	10 hours
Dissertation:19	Compulsory	40%	60%	6	Full Semester
Viva Voce: 20	Compulsory		100%	2	End Semester
<b>Grand Total</b>				<b>80</b>	<b>Four Semesters</b>

**MA (Politics and Human Rights)**  
**Courses-Core/Elective/Open (IV Semester)**

Sl. No.	Course Code	Course Title	Course Status	Credits
1	SIR MP C 12	International Political Economy	C	4
2	SIR MP C 18	Human Rights in India	C	4

**ELECTIVES**

Sl. No.	Course Code	Course Title	Course Status	Credits
3	SIR MP E 39	Modern German Political Philosophy	E	4
4	SIR MP E 40	Health Policy	E	4
5	SIR MP E 41	The Indian Diaspora		
6	SIR MP E 43	Issues in International Relations	E	4
7	SIR MP E 44	Politics of Modernity in Kerala	E	4
8	SIR MP E 45	Local Governance and Public Policy in India	E	4
9	SIR MP E 46	Issues in Human Rights	E	4
10	SIR MP E 47	<b>Media and International Relations</b>		
11	SIR MP E 48	Internship	E	4
12	SIR MP E 49	Dalit and Tribal Politics in India	E	4
13	SIR MP E 50	China and the Global System	E	4

**COMPULSORY**

S. No.	Course Code	Course Title	Course Status	Credits
1	SIR MP C 14	Dissertation	C	6
2	SIR MP C 15	Viva Voce	C	2

## SYLLABUS- MA HR- FOURTH SEMESTER (2020-22)

<b>Course Code</b>	SIR MP C 12
<b>Name of the Course</b>	<b>International Political Economy</b>
<b>Course Type</b>	Core
<b>Semester</b>	Four
<b>Course Credits</b>	Four
<b>Description</b>	This will be an introductory course on international political economy (IPE). The period in focus will be the international economic system mostly since the Second World War. Particular reference will be made to contemporary issues. The international issues could also have domestic explanations as well as manifestations. The global context will be brought in through a brief genealogy of current version of globalisation.
<b>Course Objectives</b>	The <b>course objective</b> here is to provide, basic political foundations and the premises of world economies. This will not be a technical course in economics. Rather it is a course meant for students coming from different backgrounds.
<b>Learning Outcomes</b>	An <b>intended learning outcome</b> is to provide explanatory frames that could eventually be deployed to problematise some of the paradigms of international studies. <ul style="list-style-type: none"> <li>• The students will also be able to critically evaluate key theoretical propositions and paradigms.</li> <li>• They can craft a design of contemporary IPE systems</li> <li>• They can compare and contrast policies according to theoretical evaluations and political contextualization.</li> </ul>
<b>Pedagogic Methods</b>	Lectures, Seminars (Both traditional as well as group works and presentations based on home readings and small research), Tutorials
<b>Evaluation</b>	(Broadly) 40 percent continuous assessment/ 60 percent external examination
<b>Content through Modules</b>	<p><b>Module 1:</b> Introduction to the study of International Political Economy</p> <p>What is distinct about International Political Economy- Modern Genealogy of the discipline- Economics and Social Sciences- Significant debates in the realm of IPE- Analytical approaches compared: liberalism, dependency, mercantilism (Main Reading: Oatley- Chapter One/ Underhill/ Van de Graaf- Introductory Chapter )</p> <hr/> <p><b>Module 2:</b> Post-War Institutional Context</p> <p>The emergent nation states and new institutional processes- Reduced role for private or non-state interests – The coming into being of the new state system: States dealing with issues that they had little familiarity with (e.g. trade and commerce)</p> <p>(Main Reading: Ikenberry/ Oatley-Chapter one, five and ten/ Gilpin- Chapters Six to Ten)</p>



	<p><b>Module 3: Changing Institutional Order</b></p> <p>The case of the postwar period, the breakdown of the Bretton Woods system of pegged exchange rates in the early 1970s- OPEC and Oil Cartels- the Uruguay Round and the WTO as an institution- IMF and the World Bank: New Frames of Development. (Main Reading: Gallagher/ Prashad/ Weaver/ Van de Graaf- Part 3.2)</p> <hr/> <p><b>Module 4: Brief Genealogy of Globalisation</b></p> <p>Globalisation through history as movements of people- Globalisation as an outcome of capitalist processes-Neoliberal Globalisation: Post Modern/ post industrial context- Empire: New Sovereignty- Urbanisation</p> <p>(Main Readings: Harvey- Introduction and Chapter one/ Rennie Short- Chapter Four/ Oatley- Chapter fifteen/ Hardt and Negri-Part 1.1)</p> <hr/> <p><b>Module 5: Contemporary Global Economy: Problematising International Premises through Pointers / Comparing policies and political actions during recessions, crisis, and challenges to global capitalism</b></p> <ol style="list-style-type: none"> <li>1. Multinational Corporations</li> <li>2. International Monetary Fund (IMF) and World Bank</li> <li>3. World Trade Organisation (WTO) and trade policies</li> <li>4. Corporate State</li> <li>5. Urbanisation</li> <li>6. Brexit and European Monetary Union</li> <li>7. Special Economic Zones</li> <li>8. Global Environmental Politics</li> <li>9. Pandemics</li> <li>10. War Economy</li> <li>11. Financial Crisis</li> </ol>
<p><b>Extended Reference</b></p>	<p>Albrow, M. (1996). <i>The Global Age</i>, Cambridge: Polity Press.</p> <p>Anderson, P. (1998). <i>The Origins of Postmodernity</i>, London: Verso.</p> <p>Arrighi, Giovanni. (1994). <i>The Long Twentieth Century: Money Power and the Origins of Our Times</i>. London: Verso.</p> <p>Baylis, Smith &amp;Owen (2008): <i>Globalisation of World Politics: Introduction to International Relations</i>, Oxford: Oxford University Press.</p> <p>David Held and Anthony McGrew (eds.). (2000). <i>The Global Transformations Reader: an introduction to the globalization debate</i>, Polity press.</p> <p>Fergusson, James and Akhil Gupta. (2002). "Spatialising States: Toward an Ethnography of Neoliberal Governmentality." <i>American Ethnologist</i> 29. No. 4: 981-1002.</p> <p>Gallagher, Kevin P. (2007), 'Understanding Developing Country Resistance to the Doha Round', <i>Review of International Political Economy</i> 15(1): 62-85.</p> <p>Gilpin, Robert (2010): <i>Global Political Economy: Understanding The International Economic Order</i>, Hyderabad : Orient BlackSwan .</p> <p>Goldstein, J.L., D. Rivers, and M. Tomz. (2007), 'Institutions in International Relations: Understanding the Effects of the GATT and the WTO on World Trade'. <i>International Organization</i>, 61 no 1 p. 37-67.</p> <p>Hardt, Michael and Antonio Negri. (2000). <i>Empire</i>. Cambridge: Harvard University Press.</p>

Harvey, David. 2003. *The New Imperialism*. Oxford: Oxford University Press.

Harvey, David. 2007. *A Brief History of Neoliberalism*. Oxford University Press.

Hocking, B. (2004): 'Changing the Terms of Trade Policy Making: from the "Club" to the "Multistakeholder" Model,' *World Trade Review* 3 (1), pp. 3-26

Ikenberry, John (1992), 'A World Economy Restored: Expert Consensus and the Anglo-American Postwar Settlement', *International Organization* 46:1, pp. 289-321.

Lenin, Vladimir I. (1939). *Imperialism: The Highest Stage of Capitalism: A popular Outline*. New York: International Publishers.

Noble, Gregory W. and John Ravelhill. (2000). *The Asian Financial Crisis and the Architecture of Global Finance*. Cambridge University Press.

Oatley, Thomas. (2016). *International Political Economy: Interest and Institutions in the Global Economy*. Pearson/Longman.

Ravenhill, John (Ed.). (2016). *Global Political Economy*. Oxford.

Short, John Rennie. (1996). *The Urban Order: An Introduction to Urban Geography*. Wiley-Blackwell.

Shrivastava, Aseem and Ashish Kothari. (2012). *Churning the Earth: The Making of Global India*. Penguin Books India: New Delhi.

Strange, Susan (1996): *The Retreat of the State: The Diffusion of Power in the World Economy*, Cambridge: Cambridge University Press.

Underhill, Geoffrey R.D. (2000). "State, Market, and Global Political Economy: Genealogy of an (Inter-?) Discipline". *International Affairs (Royal Institute of International Affairs 1944-)*, Vol. 76, No.4, pp. 805-824.

Van de Graaf, Thijs, Benjamin K. Sovacool, Arunabha Ghosh, Florian Kern and Michael T. Klare (Eds.). (2016). *The Palgrave Handbook of the International Political Economy of Energy*. Palgrave MacMillan.

Weaver, Catherine. (2007). 'The World's Bank and the Bank's World', *Global Governance* 13:4 pp. 493-512.

**Possible Journal References:**

*International Studies Quarterly* / *Global Networks* / *European Journal of International Relations* / *American Political Science Review* / *American Journal of Political Science* / *Journal of Politics* / *World Politics* / *Comparative Political Studies* / *Review of International Political Economy*

## SYLLABUS

<b>Course Code</b>	<b>SIR MP C 18</b>
<b>Name of the Course</b>	<b>Human Rights in India</b>
<b>Course Type</b>	CORE
<b>Semester</b>	Four
<b>Course Credits</b>	Four
<b>Description</b>	The course aims to provide a critical insight on the origin and dimensions of rights as well as the changing meaning of Human rights in the Indian context. The course provides critical perspectives on the various institutional structures-national and international in the protection and promotion of human rights.
<b>Course Objectives</b>	This basic course has as its prime <b>objective</b> , an entry into the concept of human rights, its evolution, violations of human rights and safeguards in the Indian context.
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• After this initial engagement a more <b>reflective outcome</b> in the course, through a module, seeks to contextualise human rights on different broad themes and thereby dwell upon a critique of the dominant discourses.</li> <li>• The learner gains a basic ability to explain the contexts of human rights issues in the Indian context</li> <li>• The ability to conceptually place and critically interpret various aspects of human rights, its violations and need for protection and promotion.</li> </ul>
<b>Pedagogic Methods</b>	Lectures/ Close readings of human rights documents/ media analysis/ presentations based on short research
<b>Evaluation</b>	(Broadly): 40 percent continuous assessment/ 60 percent external examination
<b>Content through Modules</b>	<p><b>Conceptual and Theoretical Understanding of Human Rights</b></p> <p>1.1 Meaning and Evolution of Human Rights</p> <p>1.2 Principles and Theories/Approaches of Human Rights- Western, Marxian and Third World</p> <p>1.3 Different Generations of Human Rights</p> <hr/> <p><b>Human Rights and Indian Constitution</b></p> <p>2.1 Constitutional Provisions- Preamble, Fundamental Rights and Directive Principles of state Policy</p> <p>2.2 Civil and Political Rights</p> <p>2.3 Social Rights- Right to Dignity</p> <p>2.4 Rights of Women, Minorities, and Social groups</p> <p>2.5 Environmental Rights</p> <p>2.6 Cultural and Educational rights- Right to Education</p> <hr/> <p><b>Organizational Safeguards for Human Rights</b></p> <p>3.3 Universal Declaration of Human Rights</p> <p>3.2 Organizations Related to Human Rights-Human Rights Council</p> <p>3.3 Instruments of Human Rights and Covenants</p>

	<p style="text-align: center;"><b>Human Rights Violations and Safeguards in the Indian context</b></p> <p>4.1 Poverty, illiteracy, marginalization and social exclusion</p> <p>4.2 Violence against women and children</p> <p>4.3 Safeguards of Human Rights- role of Judiciary, PIL, NHRC</p> <p>4.4 Human Rights Movements in India</p>
<p><b>Extended Reference</b></p>	<p>Beetham, D., 1995, "What Future for Economic and Social Rights?" <i>Political Studies</i>, 43: 41–60.</p> <p>Bell, D., 2013, "Climate Change and Human Rights." <i>WIREs Climate Change</i>, 4: 159–170.</p> <p>Bodansky, D., 2010, "Introduction: Climate Change and Human Rights: Unpacking the Issues," <i>Georgia Journal of International &amp; Comparative Law</i>, 38: 511–524.</p> <p>Buchanan, A., 2013, <i>The Heart of Human Rights</i>, Oxford: Oxford University Press.</p> <p>Corradetti, C. (ed.), 2012, <i>Philosophical Dimensions of Human Rights</i>, New York: Springer.</p> <p>Donnelly, J., 2012, <i>International Human Rights</i>, 4th edition, Philadelphia: Westview Press.</p> <p>—, 2013, <i>Universal Human Rights in Theory and Practice</i>, 3rd edition, Ithaca, NY and London: Cornell University Press.</p> <p>Dworkin, R., 2011, <i>Justice for Hedgehogs</i>, Cambridge, MA: Harvard University Press.</p> <p>Glendon, M., 2001, <i>A World Made New: Eleanor Roosevelt and the Universal Declaration of Human Rights</i>, New York: Random House.</p> <p>Griffin, J., 2008, <i>On Human Rights</i>, Oxford: Oxford University Press.</p> <p>Holder, C. and Reidy, D., (eds.), 2013, <i>Human Rights: The Hard Questions</i>, Cambridge: Cambridge University Press.</p> <p>Ignatieff, M., 2004, <i>The Lesser Evil</i>, Princeton: Princeton University Press.</p> <p>Lauren, P., 2003, <i>The Evolution of International Human Rights</i>, 2nd edition, Philadelphia: University of Pennsylvania Press.</p> <p>Nussbaum, M., 2000, <i>Women and Human Development: The Capabilities Approach</i>, Cambridge, MA: Harvard University Press.</p> <p>Orend, B., 2002, <i>Human Rights: Concept and Context</i>, Peterborough, Ont.: Broadview Press.</p> <p>Pogge, T., 2002, <i>World Poverty and Human Rights: Cosmopolitan Responsibilities and Reforms</i>, Cambridge: Polity Press.</p> <p>Rawls, J., 1971, <i>A Theory of Justice</i>, Cambridge, MA: Harvard University Press</p> <p>Sen, A., 2004, "Elements of a Theory of Human Rights," <i>Philosophy &amp; Public Affairs</i>, 32: 315–356.</p> <p>Talbott, W., 2010, <i>Human Rights and Human Well-Being</i>, Oxford: Oxford University Press.</p> <p>Tuck, W., 1979, <i>Natural Rights Theories: Their Origin and Development</i>, Cambridge: Cambridge University Press.</p> <p>Vanderheiden, S., 2008, <i>Atmospheric Justice: A Political Theory of Climate Change</i>, New York: Oxford University Press.</p> <p>Waldron, J., 2018, "Human Rights: A Critique of the Raz/Rawls Approach," in Etinson, A. (ed.), <i>Human Rights: Moral or Political?</i>, Oxford: Oxford University Press.</p> <p>Wenar, L., 2015, <i>Blood Oil</i>, Oxford: Oxford University Press.</p>

## **ELECTIVES**

<b>Course Code</b>	<b>SIR MP E 39</b>
<b>Name of the Course</b>	<b>Modern German Political Philosophy</b>
<b>Course Type</b>	Elective
<b>Course Credits</b>	Four
<b>Description</b>	The conceived <b>philosophical orientation</b> of the course is that of an active exploration into themes of contemporary relevance. For this it focuses on five modern German Political philosophers works from the twentieth century: Carl Schmitt, Eric Fromm, Wilhelm Reich, JurgenHabermas Walter Benjamin and Hannah Arendt. The modules have thematic foci that suggest the relevance of their work in the analysis of contemporary socio-political milieu.
<b>Course Objectives</b>	The course, through 'select excerpts', examines closely how recent German political theory has developed as a set of responses to problems of political life. There will be an exploratory/ analytic exercise for each module that brings about the <b>philosophical objective</b> of reflection, contextualization and development or extrapolation of the perspectives.
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• The <b>learning outcomes</b> include fostering dialogues with modern German philosophical texts with thematic foci. This includes ability to read and interpret original excerpts and the contexts of exponents.</li> <li>• With the interpretations of the twentieth century works commentaries may be made.</li> <li>• Use of Hermeneutic Strategies</li> <li>• The knowledge could be applied for independent reasoning on themes like sovereignty, fascism, public sphere, cities, capitalism and consumption.</li> <li>• There will be an intended outcome of differentiating historical circumstances and contexts, as well as drafting complex philosophical and interpretative texts.</li> </ul>
<b>Pedagogic Methods</b>	Discussions and short interim papers/ Presentations that focus on interpretation and extrapolation of themes/ Suggestions through workshops/ tutorials
<b>Evaluation</b>	(Broadly): 40 percent continuous assessment/ 60 percent external examination
<b>Content through Modules</b>	<p>1. <b>Carl Schmitt: Sovereignty</b></p> <p>1.2 Limits of the Political (Critique of Liberalism)</p> <p>1.3 State of Exception</p> <hr/> <p>2. <b>Eric Fromm and Wilhelm Reich: Fascism</b></p> <p>2.1 On Freedom and Totalitarianism</p> <p>2.2 Mass Psychology of Fascism</p> <hr/> <p>3. <b>JurgenHabermas: Public Sphere</b></p>

	<p>3.1 Structural Transformation of the Public Sphere</p> <p>3.2 Religion in the Public Sphere</p> <hr/> <p><b>4. Walter Benjamin: City, Capitalism and Consumption</b></p> <p>4.1 Arcades</p> <p>4.2 Capitalism as Religion</p> <hr/> <p><b>5. Hannah Arendt: Totalitarianism and Bureaucracy</b></p> <p>5.1. Origins of Totalitarianism</p> <p>5.2. Banality of Evil</p>
<p><b>Extended Reference</b></p>	<p>Agamben, Giorgio. 2005. State of Exception. Stanford University Press.</p> <p>Arendt, Hannah. 1951 (3rd ed. 1973). <i>The Origins of Totalitarianism</i>. New York: Harcourt Brace Jovanovich.</p> <p>Arendt, Hannah. 1965. <i>Eichmann in Jerusalem: A Report on the Banality of Evil</i>. New York: Viking Press.</p> <p>Benjamin, Walter. 2002. The Arcades Project. (Trans) Howard Eiland</p> <p>Benjamin, Walter. 2008. The Work of Art in the Age of Its Technological Reproducibility, and Other Writings on Media. Edited by Michael W. Jennings, Brigid Doherty and Thomas Y. Levin. Harvard University Press.</p> <p>Bowie, Andrew. 2003. Introduction to German Philosophy: From Kant to Habermas. Polity.</p> <p>Calhoun, Craig, ed. 1993. Habermas and the Public Sphere. MIT Press</p> <p>Fromm, Erich. 1941. Escape from freedom. New York: Holt, Rinehart and Winston.</p> <p>Fromm, Erich. 1980. Beyond the Chains of Illusion: My Encounter with Marx &amp; Freud. London: Sphere. Books</p> <p>Fromm, Erich. 2001. The Fear of Freedom. Routledge Classics.</p> <p>Habermas, Jurgen. 1989. The Structural Transformation of the Public Sphere, T. Burger and F. Lawrence (trans). Cambridge, MA: MIT Press.</p> <p>Habermas, Jurgen. 2006. Religion in the public sphere. European Journal of Philosophy 14: 1–25, J. Gaines (trans.).</p> <p>Habermas, Jurgen; Sara Lennox; Frank Lennox. 1974. The Public Sphere: An Encyclopedia Article (1964). New German Critique, No. 3. (Autumn, 1974), pp. 49-55.</p> <p>Kevin McLaughlin. Harvard University Press.</p> <p>Reich, Wilhelm. 1946. The Mass Psychology of Fascism: Trans. by Theodore P. Wolfe. Orgone Institute Press, New York.</p> <p>Schmitt, Carl. 1988 (1926). The Crisis of Parliamentary Democracy. Ellen Kennedy, trans. MIT Press.</p> <p>Schmitt, Carl. 2007 (1932). The Concept of the Political. George D. Schwab, trans. University of Chicago Press.</p> <p>Schmitt, Carl. Political Theology. Four Chapters on the Concept of Sovereignty. 2005 (1922). trans. by G. Schwab, Chicago: University of Chicago Press.</p>

## SIR MP E 40: Health Policy

<b>Programme</b>	MA Politics and IR/ MA Politics and HR/ MA Politics PPG
<b>Semester</b>	IV
<b>Course Status</b>	Elective
<b>Course Code</b>	<b>SIR MP E 40</b>
<b>Course Title</b>	<b>Health Policy</b>
<b>Credits</b>	4

### Course Description

This course aims to develop a critical understanding of health policy and health security in the context of the outbreak of the Covid 19 pandemics across the globe. The health care system across the world are confronting serious challenges and policy constraints in providing adequate access to medical services for all, the control of rising health care costs, and the quality of health care services and providing health security to all. The course reviews the evolution and constraints of the health policy of India. Issues of health governance, health insecurity, health financing, role of market and the role of India's pharmaceutical industry will be critically reviewed in this course.

### Course Objectives

- To introduce the basic concepts and significance of health and health security;
- To develop critical understanding on the constraints of public policy in addressing public health issues;
- To identify the emerging challenges in the areas of health policy and health security;
- To develop critical thinking and alternative perspectives in global health issues in IR, Human Rights and Public policy studies;
- To understand the strength and weaknesses in India's public health system in the context of recent outbreak of the Covid 19 pandemic and the growing menace of climate change;
- To examine the increasing influence of public health policy in daily life.

### Learning Outcomes

On completion of this course, students should:

- Have improved their critical thinking and understanding about the emerging challenges of public health issues in India;
- Be able to equip with the conceptual tools necessary to efficaciously comprehend the major forces, processes and actors involved in health policy making and implementation;
- Have improved their understanding of the nature of global health governance and its increasing influence in the daily life of the people;
- Be able to interpret and suggest relevant policy measures in the realm of health policy, health diplomacy, health financing, inclusive health governance etc..in complex policy environment and thereby develop a career in government and other reputed policy institutes in India and abroad.

### **Pedagogic Methods**

Lectures, Seminars, Tutorials, flipped classrooms; Problem Based Learning (PBL).

### **Course Evaluation and Grading Criteria**

Internal Assessment: 50 Marks -25 marks for Assignment/ Article Review/Seminar presentation; 25 Marks for internal tests

End Semester External Examination: 50 marks

### **Course Contents**

#### **Module 1: Introduction**

- A. Defining the concept of health and health security
- B. Health and Human Security
- C. Pandemics and Public health
- D. Climate change and Health Security

#### **Module 11: Public Health System in India**

- A. Evolution of India's Health System
- B. Health Financing
- C. Right to Health and Inclusive Health Governance- Patents and Access to Medicine
- D. Community Health Programme: Role of NGOs
- E. India's Health System : Challenges And Constraints

#### **Module III: Health Policy Implementation: Case studies**

- A. National Health Policies of India (1983,2002 and 2017)- The National Rural Health Mission(NRHM) and National Urban Health Mission (NUHM)
- B. Health Insurance: Ayushman Bharat Yojana
- C. India's Public Health Response to HIV/AIDS Epidemic
- D. India's Public Health Response Covid 19 Pandemic

#### **Module IV: Global Health Governance**

- A. Role of World Health Organisation (WHO)
- B. Global Health financing- The Global Fund, World Bank
- C. Health (Vaccine) Diplomacy- India, China, Russia and US
- D. IPR Regime and Health Security

### **Essential Reading List**

Alan Ingram (2005) The New Geopolitics of Disease: Between Global Health and Balarajan Y, Selvaraj S, Subramanian SV. Health care and equity in India. *Lancet*. 2011;377(9764):505–515  
Global Security, *Geopolitics*, 10:3, 522-545.  
Catherine Campbell, Social Capital, Social Movements and Global Public Health: Fighting for



- Health-Enabling Contexts in Marginalised Settings', *Social Science and Medicine*, Volume 257, July 2020.
- Christian Enemark, Biosecurity and the Risk to Global Health, In Colin McInnes, Kelley Lee and Jeremy Youde (Ed.), *The Oxford Handbook of Global Health Politics*, 2008.
- Connolly, John. "Governing Towards 'One Health': Establishing Knowledge Integration in Global Health Security Governance." *Global policy* vol. 8,4 (2017).
- Szlezák NA, Bloom BR, Jamison DT, Keusch GT, Michaud CM, Moon S, et al. (2010) *The Global Health System: Actors, Norms, and Expectations in Transition*. PLoS Med 7(1) WHO, 'Public Health: Innovation and Intellectual Property Rights', 2006.
- Bratati Banerjee (2017), D K Taneia, Health Policy & Programmes in India,
- Moorthi R S, (2001), Community Mental Health in India, Bangalore: NIMHANS
- Parks K & Parks J E, (2009), Textbook of Social and Preventive Medicine, Jabalpur: Bhanarasidas
- Diatha Krishna Sundar , Shashank Garg , Isha Garg (Eds), Public Health in India: Technology, governance and service delivery Paperback – Import, 24 November 2017
- Grépin, K.A., Pinkstaff, C.B., Shroff, Z.C. *et al.* Donor funding health policy and systems research in low- and middle-income countries: how much, from where and to whom. *Health Res Policy Sys* 15, 68 (2017).
- Lawrence O. Gostin, Benjamin Mason Meier. (2019) Introducing Global Health Law. *The Journal of Law, Medicine & Ethics* 47:4, 788-793.
- Levine RE. Power in global health agenda-setting: the role of private funding Comment on "Knowledge, moral claims and the exercise of power in global health". *Int J Health Policy Manag.* 2015;4(5):315-317.
- James W. Holsinger (Editor), Eli Capiluto (Author), F. Douglas Scutchfield Contemporary Public Health: Principles, Practice, and Policy Paperback – Import, 27 July 2021
- Jennifer Prah Ruger, The Changing Role of the World Bank in Global Health, *American Journal of Public Health*, January 2005.
- Josh Michaud and Jennifer Kates, 'Global Health Diplomacy: Advancing Foreign Policy and Global Health Interests', *Global Health: Science and Practice*, March 2013, 1(1): 24-28.
- K.Sujatha Rao (2017) DO WE CARE: India's Health System, Oxford University Press
- Lee, K., Kamradt-Scott, A. The multiple meanings of global health governance: a call for conceptual clarity. *Global Health* 10, 28 (2014).
- Narain, Jai Prakash. "Public Health Challenges in India: Seizing the Opportunities." *Indian journal of Community Medicine: Official Publication of Indian Association of Preventive & Social Medicine* vol. 41,2 (2016): 85-8.
- Nossal, G. The Global Alliance for Vaccines and Immunization—a millennial challenge. *Nat Immunol*, 5-8, 2000.
- Persaud, Albert et al. "Geopolitical determinants of health." *Industrial psychiatry journal* vol. 27,2 (2018)
- Simon Rashton, Jeremy Youde, *Routledge Handbook of Global Health Security*, Routledge, 2017.
- The Global Fund, <https://www.theglobalfund.org/en/overview/>

## **SYLLABUS**

<b>Programme</b>	MA Politics and IR/ Politics and HR, Politics and PPG
<b>Semester</b>	Four
<b>Course Status</b>	Elective
<b>Course Code</b>	SIR MP E 41
<b>Course Title</b>	The Indian Diaspora
<b>Course Description</b>	
<p>Population movement is hardly a new phenomenon throughout the history of human beings. Human resource mobility is an essential feature in the era of globalisation which has integrated world markets, networks and technologies. They are contributing to the increasing movement of various groups of people for various purposes; labourers, students, professionals and families. Here the important phenomenon is that the migrants of today are the Diaspora of tomorrow - and those of yesteryears, that of today. In Post-independence India, overseas Indians have served as a bridge of friendship and cooperation between India and host countries abroad. The Indian Diaspora is pretty much diversified in all aspects; geographically, politically, economically, socially, religiously and culturally, which account for around 30 million, spread in as many as 110 countries. These overseas Indians collectively act as an effective window for the world to India's heritage and its progress. So the common thread that binds them together is the idea of India and its intrinsic values. The Diasporas are considered as "soft power" in the realm of foreign policy strategy and also as an agent of economic development of countries of origin besides their active role in the host countries. Since this branch of study is a multidisciplinary one, the course will draw on writings in geography, history, sociology, economics, IR, postcolonial and cultural studies.</p>	
<b>Course Objectives</b>	
<p>The course enables the student to:</p> <ul style="list-style-type: none"> <li>▪ Attain knowledge of the transnational nature of the contemporary world and examine the factors led to national, territorial, and cultural reformulations of overseas Indians.</li> <li>▪ Analyze the idea of 'Indianness' inscribed in the works of writers of the Indian diaspora and to know how migrants and diaspora communities are represented in literature and films.</li> <li>▪ Understand the problems of Indian Diaspora and the policy of India towards them.</li> </ul>	
<b>Learning Outcomes</b>	
<p>Upon completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Gain an insight into the complex, fragmented and traumatic history of Indian Diaspora.</li> <li>• To explore diaspora literature and cinema deals with cultural imaginaries of identity, home and belonging.</li> <li>• Develop different perspectives on the issues of the Indian Diaspora.</li> </ul>	
<b>Pedagogic Methods</b>	
Lectures/ Tutorials/Assignments/Group Discussions/Audio-Visual	

### Course Evaluation and Grading Criteria

- ✓ Internal Assessment: 40 Marks -20 marks for Assignment/ Article Review/Seminar presentation; 20 Marks for two internal tests (one in offline and one in online mode)
- ✓ End Semester External Examination: 60 marks

### Course Contents

**Module I:** Diaspora: Definition and Types Definition- Scholastic development- Related Concepts- Types of Diaspora- International Relations and Diaspora

**Module II:** The Indian Diaspora: History, Identity and Trends Indian Migration from Pre Colonial Period to the Present: Causes, Nature and Pattern, Regional Identity- Major Indian Diaspora Communities- Recent Trends in Indian Diaspora

**Module III:** Regional and Country Profile of the Indian Diaspora- Indian Diaspora in the Africa- Europe- North America and West Asia: Social, Political and Economic Status- Status and Issues of Diaspora Communities

**Module IV:** The Indian Diaspora & Global Indian Culture- Indian Diaspora in Literature, Writers of Indian Diaspora, Indian Diaspora and Popular Culture, Bollywood, Food Culture - Indian Sport and Diaspora

**Module V:** India's Engagement with its Diaspora Diaspora Relations and Organisational Structure- Impact of Indian Diaspora on Indian Economy- Issues of NRIs and PIOs- Dual Citizenship- Case Study of Kerala Diaspora

### Essential Readings

Achebe, Chinua. (2000). *Home and Exile*. Oxford University Place.

Adams Jr, R.H. (2003, June). *International Migration, Remittances and the Brain Drain: A Study of 24 Labor- Exporting Countries*. World Bank Policy Research Working Paper No. 3069.

Azhar, Muhammad (2016) Indian migrant workers in GCC countries. *Diaspora Studies*, 9 (2)

Brah, Avtar. (1996). *Cartographies of Diaspora: Contesting Identities*. Routledge.

Brah, Avtar. (2000). Thinking through the concept of Diaspora.in Bill Ashcroft, et al. (eds.) *The Post- Colonial Studies Reader*. Routledge.

Braziel, Jana Evans & Anita Mannur. (Eds.) (2003). *Theorizing Diaspora: A reader*. Blackwell Publishing.

Brown, Judith M. (2007). *Global South Asians: Introducing the Modern Diaspora*, Cambridge University Press.

Butler, Kim D. (2001). Defining Diaspora, Refining a Course. *Diaspora*,10 (2), 189- 219.

Chanda, Rupa. &Pralok Gupta (2018). Indian Migration to the Gulf: Overview of Trends and Policy Initiatives by India, in Philippe Fargues and Nasra M. Shah (eds.), *Migration to the Gulf: Policies in Sending and Receiving Countries*, Gulf Labour Markets and Migration (GLMM) Programme, Gulf Research Center Cambridge.

Cohen, R. (2008). *Global Diasporas: An Introduction*. Routledge.

Dubey, Ajay. (2003). *Indian Diaspora: Global Identity*. Kalinga Publications.

Faist, Thomas. (2000). *The Volume and Dynamics of International Migration and Transnational Social Spaces*. Oxford University Press.

Ghosh, Lipi&Ramkrishna, Chatterjee (eds). (2004). *Indian Diaspora in Asian and Pacific Regions:*

*Culture, People, Interaction*. Rawat Publications.

Gunatilleke, Godfrey (Ed). (1986). *Migration of Asian workers to the Arab world*, Tokyo. United Nations University.

International Organization for Migration (IOM). (2020). *World Migration Report 2020*. [https://publications.iom.int/system/files/pdf/wmr\\_2020.pdf](https://publications.iom.int/system/files/pdf/wmr_2020.pdf)

International Organization for Migration, IOM (2004). *Glossary on Migration*. IOM, Geneva.

Jain, Prakash. (2007). *Indian Diaspora in West Asia: A Reader*. Lordson Publishers.

Jain, Ravindra K. (1993). *Indian Communities Abroad: Themes and Literature*. Manohar Publishers & Distributors.

Kerala State Planning Board. (2015). *Diaspora in Kerala Perspective Plan 2030*, Vol. 2, Diaspora and Migration Policy.

Kondapi, C. (1951). *Indians Overseas, 1838-1949*. Indian Council of World Affairs.

Kumar, P. (2007, April, 27). *International Migration and Development – A Case Study of India*. Draft Copy, Study commissioned by the Commonwealth Secretariat, London.

Kurian, George. & Srivastava, Ram.P., (eds.) (1986). *Overseas Indians: A Study in Adaptation*, NewDelhi. Vikas Publishing House Pvt Ltd.

Lal, Brij V. (2007). *The Encyclopedia of the Indian Diaspora*. Oxford University Press.

Levi, ScottC. (2002). *The Indian Diaspora in Central Asia and its Trade, 1500- 1900*. Brill Academic Publishers.

Markowitz, Claude. (2000). *The Global World of Indian Merchants (1750-1957)*. OUP.

Mawdsley, Emma. & McCann, Gerard. (2011). *India in Africa: Changing Geographies of Power*. Pambazuka Press.

Ministry of External Affairs. (2001). *Report of the High-Level Committee on the Indian Diaspora: Executive Summary*. Indian Council of World Affairs. <https://www.mea.gov.in/images/pdf/1-executive-summary.pdf>

Ministry of External Affairs (MEA), Government of India (GoI). (2020). *Annual Report 2019-20*. [http://www.mea.gov.in/Uploads/PublicationDocs/32489\\_AR\\_Spread\\_2020\\_new.pdf](http://www.mea.gov.in/Uploads/PublicationDocs/32489_AR_Spread_2020_new.pdf)

Mishra, Vijay. (2007). *The literature of the Indian Diaspora: Theorizing the Diasporic Imaginary*. Routledge.

Motwani, Jagat K. et al. (eds.). (1993). *Global Indian Diaspora: Yesterday, Today and Tomorrow*. Global Organization of People of Indian Origin.

Nayyar, Deepak. (1994). *Migration, Remittances and Capital Flows: The Indian Experience*. OUP

Oonk, G. (ed.). (2007). *Global Indian Diasporas: Exploring Trajectories of Migration and Theory*. Amsterdam University Press.

Premkumar, Siddharth. (2020, May, 25) The Gulf Boomerang: India's Biggest Reverse Migration from A World Devastated By COVID-19. *Outlook*.

Rajan, Irudaya S.& K.C. Zachariah. (2019, January). *Emigration and Remittances: New Evidences from the Kerala Migration Survey, 2018*. Centre for Development Studies, <http://cds.edu/wp-content/uploads/2019/01/WP483.pdf>

Safran, William. (1991). Diasporas in Modern Societies: Myths of Homeland and Return. *Diaspora*, 1 (1), 83- 99.

Sahoo, Ajaya K.&Laxmi Narayan K. (2008). *Indian Diaspora Trends and Issues*. Serials Publications.

Thomas, A.M. (2012) Diaspora: Theory and History. *South Asian Journal of Diplomacy*, ISSN: 2229-3361, 89- 105.

Varadarajan, Latha. (2010). *The Domestic Abroad: Diasporas in International Relations, London*. Oxford University Press.

Zachariah, K C & S IrudayaRajan. (2016, February,6). Kerala Migration Study 2014. *Economic & Political Weekly (EPW)*, Vol 6, 66-71.

### **Additional Readings**

Basch, L.& N. Glick-Schiller, et al. (1994). *Nations Unbound: Transnational Projects, Postcolonial Predicaments and Deterritorialized Nation-States*. Gordon and Breach.

Biswas, Shampa. (2005, March). Globalization and the Nation Beyond: The Indian-American Diaspora and the Rethinking of Territory, Citizenship, and Democracy. *New Political Science*, 27 (1), 43- 67.

Das Gupta. & Pearson M.N (Eds). (1987). *India and the Indian Ocean 1500- 1800*. Oxford University Press.

Desai, Jigna. (2004). *Beyond Bollywood: The Cultural Politics of South Asian Diasporic Film*. Routledge,

Kushner, Gilbert. (1973). *Immigrants from India in Israel; Planned Change in an Administered Community*. University of Arizona Press.

Lavie, S.& T. Swedenburg (Eds). (1996). *Displacement, Diaspora and Geographies of Identity, Durham*. Duke University Press.

Laxmi Narayan Kadekar, et al. (eds). (2009). *The Indian Diaspora: Historical and Contemporary Context*. Rawat Publications.

McPherson, K. (1993). *The Indian Ocean: A History of People and the Sea*. Oxford University Press.

Metcalf, Thomas R. (2007). *Imperial Connections: India and the Indian Ocean Arena, 1860- 1920*. Ranikhet, Permanent Black.

Ministry of External Affairs. (2001). *Non-Resident Indians and Persons of Indian Origin Division*.

Rushdie, Salman. (1992). *Imaginary Homelands: Essays and Criticism 1981-1991*. Granta.

Tinker, Hugh. (1977). *The Banyan Tree: Overseas Emigrants from India, Pakistan, and Bangladesh, Oxford*. OUP

### **Primary Reading:**

Salman Rushdie, *Midnight's Children* (1980)

RohintonMistry, *Family Matters* (2003)

AmitavGhosh, *Sea of Poppies* (2008)

## **SYLLABUS**

<b>Programme</b>	MA Politics and IR/ MA HR/ MA PPG
<b>Semester</b>	IV
<b>Course Status</b>	ELECTIVE
<b>Course Code</b>	SIR MP E 43
<b>Course Title</b>	Issues in International Relations
<p><b>Course Description</b></p> <p>What are the major issues happening across the world? Who are the actors involved in it? How can we solve these issues? The dynamics of interactions among people, nations and regions present global issues that affect the stability and security of international community and international order. This course primarily strives to address these questions and issues, while enhancing knowledge in the area of international affairs. Over the past few decades, globalisation has changed the international social, political and economic arena in different ways. In the current world order, different kinds of new actors participate than ever before to create and address a variety of issues. Many issues such as the problems linked to the sovereignty of the state, underdevelopment, human rights, global terrorism, environment protection, international migration, etc. go beyond state borders and are matters of international cooperation, dispute and response. The course is designed in a manner to encourage students to engage in debate on various aspects of such kind of issues around the world.</p>	
<b>Course Objectives</b>	<p><b>The course enables the student to:</b></p> <ul style="list-style-type: none"> <li>• Analyse a variety of concepts and contemporary issues discussed in the international relations discipline.</li> <li>• Get aware of the relationship between states and the role of non-state actors in the development of International Relations.</li> <li>• Focus recent important international issues by way of case studies and theoretical approaches.</li> </ul>
<b>Learning Outcomes</b>	<p><b>At the end of the course the student will be able to:</b></p> <ul style="list-style-type: none"> <li>▪ Understand the key concepts, issues and themes of international relations.</li> <li>▪ Get skills in applying different approaches, frameworks and perspectives to address, analyse, and understand the issues in contemporary international relations.</li> <li>▪ Discuss and debate the role of national and international actors involved in global affairs in general and international issues in specific</li> </ul>
<b>Pedagogic</b>	Lectures/ Tutorials/Assignments/ Group Discussions/Audio-Visual

<b>Methods</b>	
<b>Course Evaluation</b>	Internal Assessment: 50 Marks -25 marks for Assignment/ Article Review/Seminar presentation; 25 Marks for two internal tests (one in offline and one in online mode)  End Semester External Examination: 50 marks
<b>Course Contents</b>	
<p><b>Module I:</b> International Relations: An Introduction History and scope of the discipline- rise of the modern state system- approaches to the study of IR- the Cold War and the rise of U.S. hegemony</p> <p><b>Module II:</b> Globalisation and Challenges to Developing Countries Globalization and (under)development- population explosion- human rights issues- international migration and refugee crisis</p> <p><b>Module III:</b> International Relations of Environmental Issues Sustainable development- the notion of collective goods- natural resource exploitation and scarcity- global warming and international climate regimes- disputes over resources- nuclear proliferation and international treaties</p> <p><b>Module IV:</b> Regional and Global Security Issues Political instability in third world countries- energy security- cyber security- arms proliferation- Non State actors- terrorism and counter terrorism</p> <p><b>Module V:</b> India and Issues in Contemporary International Relations Impact of global issues- relation with neighbouring countries- issue of immigration- Issues of Indian Diaspora- reform of the UNO</p>	
<b>Essential Reading List</b>	
<p>Baylis, John &amp; Smith S (Eds) (2014). <i>The Globalization of World Politics: An Introduction to International Relations</i>. OUP.</p> <p>Betts, Alexander &amp; Loescher G (Eds) (2011). <i>Refugees in International Relations</i>. Oxford University Press.</p> <p>Brown C &amp; Ainley K (2009). <i>Understanding International Relations</i> (4th ed). Palgrave</p> <p>Bull, Hedley (1977). <i>The Anarchical Society: A Study of Order in World Politics</i>. Macmillan.</p> <p>Buzan B. &amp; Lawson G. (2015). <i>The Global Transformation: History, Modernity and the Making of International Relations: CUP</i>.</p> <p>Castles, Stephen &amp; Davidson A. (2005). <i>Citizenship and Migration: Globalization and Politics of Belonging</i>. Routledge</p> <p>Castles, Stephen &amp; Miller M. J. (2003). <i>The Age of Migration: International Population Movements in the Modern World</i> (Third Edition). MacMillan.</p> <p>Christian, Reus -Smith &amp; Snidal D (eds.) (2008). <i>Oxford Handbook of International Relations</i>.</p> <p>Clark I. (1997). <i>Globalization and Fragmentation: International Relations in the Twentieth Century</i>. Oxford University Press.</p> <p>Dinar, Shilom. (2009). Scarcity and Cooperation along International Rivers. <i>Global Environmental</i></p>	

*Politics*, 9(1), 109.

Fiddian-Qasmiyeh E. et al. (Eds) (2014). *The Oxford Handbook of Refugee and Forced Migration Studies*. Oxford University Press.

Higgins, R. & Flory, M. (2003). *Terrorism and International Law*. Routledge.

Robert Art & Robert Jervis (eds) (2012). *International Politics: Enduring Concepts and Contemporary Issues* (11th ed). Pearson.

Samson, T. (2000). *Issues in International Relations*. Routledge.

Teryima B, Ashaver (2013, Sep. -Oct.). Poverty, Inequality and Underdevelopment in Third World Countries: Bad State Policies or Bad Global Rules?. *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*, 15(6), 33-38.

Vincent, R. J. (1995). *Human Rights and International Relations*. CUP.

Zolberg A. R. Et al (1989). *Escape from Violence: Conflict and the Refugee Crisis in the Developing World*. Oxford University Press.

### **Additional Reading List**

Bajpai, Kanti & Mallavarapu S. (eds.) (2005). *International Relations in India: Bringing Theory Back Home*. Orient Longman.

Baylis J, Smith S & Owen P (eds) (2013). *The Globalization of World Politics* (6th ed). OUP

Chakrabarty, Manik (1998). *Human Rights and Refugees: Problems, Laws and Practices*. Deep & Deep.

Elhance, A. P. (2000). *Hydro-politics: Grounds for Despair, Reasons for Hope*. *International Negotiation*, 5(2), 201- 222.

Friedman J. (ed.) (2003). *Globalization, the State, and Violence*. Altamira Press.

Lutz, James M. & Lutz B. J. (2004). *Global Terrorism* (Eds). Routledge.

Mann M. (2005). *The Dark Side of Democracy: Explaining Ethnic Cleansing*. Cambridge University Press.

Mearsheimer, J (2015, September-October). *What should be the purpose of American Power?*. *The National Interest*.

Mingst, K.A. & I.M. Arreguin-Toft (2011). *Essentials of International Relations* (5th edition). Norton and Company.

Morgenthau, H. J (1948). *Politics among Nations: The Struggle for Power and Peace*. Alfred Knopf.

Rischar, J.F., (2002). *High Noon: 20 Global Problems, 20 Years to Solve Them*. Basic Books, New York

Slaw, M. (2013). *Genocide and International Relations, Changing Patterns in the Transitions of the Late Modern World*. Cambridge University Press.

Small M. & Singer J.D. (1982). *Resort to Arms: International and Civil Wars, 1816-1980*. Sage.

Steans, J. (2006). *Gender and International Relations*. Polity Press.

Stephen, M. G. (2004). *The Global Warming: Tragedy and the Dangerous Illusion of the Kyoto Protocol*. Ethics and International Affairs.

Szkariat, Monika & Katarzyra Mojska (Eds) (2016). *New Technologies as a factor of International Relations*. Cambridge Scholars Publishing.



## SYLLABUS

<b>Programme</b>	MA Politics and IR/MA Politics and HR/MA Politics PPG
<b>Semester</b>	IV
<b>Course Status</b>	Elective
<b>Course Code</b>	<b>SIR MP E 44</b>
<b>Course Title</b>	<b>POLITICS OF MODERNITY IN KERALA</b>
<b>Course Credit</b>	4
<b>Course Description</b>	
<p>This course is intended to see how entire Kerala society responded to colonial modernity and its challenges. It engages with the debates on modernity, by considering it as a process of epistemological – spatial/temporal/agential – coalescence constituting a transverse solidarity politics. The course develops a theory of knowledge that takes the experience of communities, people and their absorption of modernity with an attempt to answer the question “How modern are we”?</p>	
<b>Course Objectives</b>	
<ol style="list-style-type: none"> <li>1. To provide a theoretical understanding of colonial modernity in the context of social reform movements in Kerala.</li> <li>2. Create an in depth understanding of the modernity debates on colonial Kerala.</li> <li>3. Acquire a deeper understanding of the responses of Kerala society to colonial modernity and its challenges.</li> <li>4. To create a critical perception regarding ‘Kerala Modernity’</li> </ol>	
<b>Learning Outcomes</b>	
<ol style="list-style-type: none"> <li>1. Student will be trained to theorize colonial modernity and its process in the context of social reform movements in Kerala.</li> <li>2. Student will be able to locate modernity debates on colonial Kerala.</li> <li>3. Student will be equipped to understand the responses of Kerala society to colonial modernity and its challenges.</li> </ol>	
<b>Pedagogic Methods</b>	
Lectures, Seminars (Both traditional as well as group works and presentations based on home readings and small research), Tutorials, Role-Playing sessions.	
<b>Course Evaluation and Grading Criteria</b>	
Internal Assessment: 40 Marks -20 marks for Assignment/ Article Review/Seminar presentation; 20 Marks for internal test. EndSemester External Examination: 60 marks	
<b>Course Contents (Modules)</b>	
<b>Module I: Colonial Modernity</b>	
<p>Debates in the study of modernity: Theories of Modernity- Colonial Discourses- Universalism- Colonialism in nature- White man’s burden to civilize non-European people- A site of Colonial Modernity- The colonial elite and the discursive models- West and the touchstone of Cultural Phenomenon- Colonial Education and the Discourse of Modernity- Missionary Endeavors- The Colonial Medicine and Modernity- Language- Press as a discursive medium- Growth of periodicals in Kerala.</p>	
<b>Module II: Process of Social Reform</b>	

Debates on European Renaissance- Critique on Bengal 'Renaissance' and Kerala 'Renaissance'- Modernity in Social Reform Discourse- The rise of a capitalist industrial economy- The growth of modern state institutions- Transformations in the nature of social power.

### **Module III: Subaltern Resistance**

Upper Cloth Mutiny- Conversion- Temple Proclamation- Land Struggles- Malayali Memorial- Ezhava Memorial- The emergence of a vibrant Islamic public sphere and the multiplicity of religious organizations- Kerala's Mujahid Reformism- Mujahid Roots and Influences – Caste Reform Movements – Religious Reform Movements- the decline of the caste system and development of communitization (*Samudayavalkaranam*)-Sree Narayan Guru, Poykayil Yohannan, Ayyankali, Vakkom Maulavi- Democratic movements.

### **Module IV: Critique on Kerala Modernity**

Modernity and its discontents- Elimination of local cults and cultures- Cultural implication- Religiosity- Erasing the divide between nature and society- Secularization of a traditional order- Enlightenment notions of reason, secularism, universalism, civil society- Commodification and fetishization- Exploitation of human labor and human sensibility.

### **Essential Reading List**

#### **Reading List:**

- Abhimanue, C. (1990): *Ayyankali*(Mal.), Thiruvananthapuram: Department of Cultural Publication Kerala.
- Achabe, Chinua (1958): *Things Fall Apart*, London: William Heinemann Ltd.
- Amin, Samir (2009): *Eurocentrism: Modernity, Religion, and Democracy: A Critique of Eurocentrism and Culturalism*, New York: Monthly Review Press.
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- A., Sreedhara Menon (1967): *Survey of Kerala History*, Thiruvananthapuram: Sahitya Pravarthaka Co-Operative Society Ltd.
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- Balakrishnan, P K. (2008): *Jathiyavasthithiyum Keralacharithravum*(Mal.), Kottaym: DC Books.
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- Cesaire, Aime (1972): *Discourse on Colonialism*, New York: Monthly Review Press.
- Chandramohan, P (2016): *Developmental Modernity in Kerala: Narayana Guru, S.N.D.P Yogam, and Social Reform*, New Delhi: Tulika Books.
- Chakrabarty, Dipesh (1974): "The Colonial Context of the Bengal Renaissance: A Note on Early Railway- Thinking in Bengal." *Indian Economic & Social History Review* 11, January: 92-106.
- Chakravarty, Dipesh (2002): *Habitations of Modernity: Essays in the Wake of Subaltern Studies*, New Delhi: Permanent Black.
- Chatterjee, Partha (1997): *Our Modernity*, Dakar: SEPHIS/CDERSIA.
- Chentharasseril, T. H. P. (1989): *Ayyankali*(Mal.), Thiruvananthapuram: Prabhath Book House.
- Collins, Mrs Richard (2013): *Ghathakavadhham*(Mal.) Kottayam: DC Books.
- Day, Francis (1990): *The Land of the Perumals or Cochin its Past and its Present*, New Delhi: Asian Educational Services.
- Devika, J. (2005): "The Aesthetic Women: Re-forming Female Bodies and Minds Early Twentieth

- Century Keralam,” *Modern Asian Studies* 37: 461-487.
- Devika, J. (2007): *En-gendering Individuals: The Language of Reforming Early Twentieth Century Keralam*, Hyderabad: Orient Longman.
- Devika, J. and Varghese, V. J. (2010): *To Survive or to Flourish? Minority Rights and Syrian Christian Community Assertions in 20th Century Travancore/Kerala*, Working Paper 427, Thiruvananthapuram: Centre for Development Studies (CDS).
- Dirks, Nicholas B. (2001): *Castes of Mind: Colonialism and the Making of Modern India*, Princeton NJ: Princeton University Press.
- Dube, Saurabh (2001): *Untouchable Past: Religion, Identity, and Power Among a Central Indian Community, 1780-1950*, New Delhi: Sage.
- Dube, Saurabh (2017): *Subjects of Modernity: Time-space, Disciplines, Margins*, Manchester: Manchester University Press.
- Gilroy, Paul (2002): *There Aren't no Blacks in the Union Jack*, New York: Routledge.
- George, K. M. (ed) (2002): *The Malayalis: The People, Their History and Culture*, New Delhi: Cosmo Publishers.
- Gurukul, Rajan (1993-96): *Making of Modern Keralam, Report of the UGC Major Research Project*, Kottayam: School of Social Sciences, Mahatma Gandhi University.
- Iyer, L. A. Krishna (1970): *Social History of Kerala*, Madras: Book Centre Publication.
- Jayakumar, Vijayalam (1999): *Narayana Guru: A Critical Study*, New Delhi: Print World.
- Jeffrey, Robin (1974): “The Social Origins of Caste Association, 1875- 1905: The Founding of the SNDP Yogam,” *South Asia: Journal of South Asian Studies* 4 (1): 39-59.
- Jeffrey, Robin (1976): “Temple Entry Movement in Travancore 1860- 1940,” *Social Scientist* 4 (8) March: 3-27.
- Jeffrey, Robin (1981): “Religious Symbolization of the Transition From Caste to Class: The Temple Entry Movement in Travancore, 1860- 1940,” *Social Compass* 17: 269-291.
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- Gladstone, John Wilson (1984): *Protestant Christianity and People's Movements in Kerala: A Study of Christian Mass Movements in Relation to neo-Hindu Socio-religious Movements in Kerala, 1850-1936*, Thiruvananthapuram: Seminary Publications.
- Habermas, Jürgen (1987): *The Philosophical Discourse of Modernity: Twelve Lectures*. Trans. Lawrence F., Cambridge: Polity and Basil Blackwell.
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- Hall, Stuart, and Gieben, Bram (eds) (1992): *Formations of Modernity*, Cambridge: Polity Press.
- Hunt, W. S. (1920): *The Anglican Church in Travancore and Cochin 1816- 1916*, Kottayam: Church Missionary Society Press.
- Kesavan, C. (1990): *Jeevitha Samaram (Autobiography)*, Kottayam: Sahitya Pravarthaka Co-operative

Society.

- Kathanar, PalakunnelMathayiMariyam (2000): *PalakunnelVallichanteNalagamam*, Changanassery: PalakunnelMathayiMariyamKathanar Death Centenary Committee.
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- Kawashima, Kōji (1998): *Missionaries and the Hindu State: Travancore 1858–1936*, New Delhi: Oxford University Press.
- Kooiman, Dick (1984): "The Gospel of Coffee: Mission, Education and Employment in 19th Century Travancore," *Economic and Political Weekly* 19 (35) September: 1535-1544.
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- Kooiman, Dick (1991): "Conversion from Slavery to Plantation: Labour Christian Mission in South India (19th Century)," *Social Scientist* 19 (8/9) August- September: 57-71.
- Koshi, Archdeacon (2013): *Pullelikunchu*(Mal.) Kottayam: DC Books.
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- Kunjambu, Potheri (2013): *SaraswatiVijayam*(Mal.) Kottayam: DC Books.
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- Latour, Bruno (1993): *We Have Never Been Modern*. Trans. Catherine Porter, Cambridge: Harvard University Press
- Mahadevan, Kanchana (2002): "Colonial Modernity: A Critique," *Indian Literature* 46, May-June: 193-211.
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- Menon, Dilip M (1994): *Caste, nationalism and communism in south India: Malabar, 1900-1948*, Cambridge: Cambridge University Press.
- Menon, Dilip M (1997): "Caste and colonial modernity: Reading Saraswativijayam," *Studies in History* 13: 291-312.
- Menon, Dilip M (2002): *Saraswativijayam* (Book Review) New Delhi: Literary Trust. Translation of PotheriKunhambu's novel of 1893 from Malayalam.
- Menon, Dilip M (2002): "Religion and Colonial Modernity: Rethinking Belief and Identity," *Economic and Political Weekly* 37(17) April-May: 1662-1667.
- Menon, Dilip M (2010): "A Local Cosmopolitan: KesariBalakrishnaPillai and the invention of Europe for Kerala", in Sugata Bose and Kris Manjapra (ed) *Cosmopolitan Thought Zones*, London: Palgrave Macmillan.
- Menon, KizhakkeppattRamankutty (2013): *ParangodiParinayam*(Mal.) Kottayam: DC Books.
- Menon, O Chanthu (2013): *Indulekha*(Mal.) Kottayam: DC Books.
- Mohan, Sanal (2005): "Religion, Social Space and Identity: The PrathyakshaRakshaDaivaSabha and the Making of Cultural Boundaries in the Twentieth Century Kerala," *Journal of South Asian Studies* 28 (1): 35-63.

- Mohan, Sanal (2005): "Imagining Equality: Modernity and Social Transformation of Lower Castes in Colonial Kerala," Kottayam, Kerala: Thesis submitted to Mahatma Gandhi University.
- Mohan, Sanal (2006): "Narrativizing Oppression and Suffering: Theorizing Slavery," *South Asia Research* 26 (1): 5-40.
- Mohan, Sanal(2015): *Modernity of Slavery: Struggles against Caste Inequality in Colonial Kerala*, New Delhi: Oxford University Press.
- Nandy, Ashis (1989): *Science, Hegemony and Violence: A Requiem for Modernity*, New Delhi: Oxford University Press.
- Nedungadi, Appu (2013): *Kundalatha*(Mal.) Kottayam: DC Books.
- Nellimukal, Samuel (2004): *Keralatile Samuhyaparivartanam*(Mal.), Kottayam: DC Books.
- Oommen, George (1996): "Dalit Conversion and Social Protest in Travancore 1854-1890," *Bangalore Theological Forum* 27 (3-4) September-December: 69-84.
- Osella, Filippo and Osella, Caroline (2000): *Social Mobility in Kerala: Modernity and Identity in Conflict*, London: Pluto Press.
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- Pillai, C V Raman (2013): *Marthandavarma*(Mal.) Kottayam: DC Books.
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- Spivak, GayatriChakravarty(1988): "Can Subaltern Speak," in Cary Nelson and Lawrence Grossberg (eds), *Marxism and the Interpretation of Culture*, London: Macmillan.
- Spivak, GayatriChakravarty (1990): *The Post-colonial Critic: Interviews, Strategies, Dialogues* by Sarah Harasym (ed.): New York: Routledge.
- Washbrook, David (2010): "Intimations of modernity in South Asia," *South Asian History and Culture* 1(1): 125-148.

**Film Screening:**

PatherPanjali

## SYLLABUS

<b>Programme</b>	MA Politics and IR / M.A Politics and HR / M.A. PPG
<b>Semester</b>	Four
<b>Course Status</b>	Elective
<b>Course Code</b>	SIR MP E 45
<b>Course Title</b>	<b>Local Self Governance and Public Policy in India</b>
<b>Credits</b>	4
<b>Course Description/ Objectives</b>	
<p>This is an introductory course which studies the basic aspects/elements of governing local society through a general description of its main institutions, actors and processes. The basic premises of the course are that every citizen should best gain the benefits and strength of true democracy. Continuing struggles for increased rights and freedom would make the public officials as well as leaders of institutions accountable of their actions. With the increasing awareness of what freedom is i.e. exercised of rights, effective governance has become the core issue in developing countries since the 1990s. Governance improvement using the rights-based approach particularly the principles of participation, accountability and transparency (PAT) would result to better delivery of social services. This attempt would enable to develop human rights with improved health, education and standards of living. Likewise, greater trust and confidence in the political and administrative leaders would have resolved for effective and efficient government service delivery in order to curb incidence of corruption. Poor governance definitely would threaten democratic stability and impede economic growth and social development. The course work shall comprise of a mix of lectures, group work, discussions, case studies and field visits etc...</p>	
<b>Learning Outcomes</b>	
<p>On completion of this course, students should:</p> <ul style="list-style-type: none"> <li>➤ Have improved their ability to critically evaluate the policy formulation process at the local level;</li> <li>➤ Have acquired a basic understanding of how complex social questions can be analyzed and suggest alternative policies for improving quality of life of the people at the local level;</li> <li>➤ Have improved their understanding of the different disciplinary approaches to the study of local governance and Public Policy;</li> <li>➤ Have improved their capacity to work together in small groups, leadership qualities, written and presentation skills.</li> </ul>	
<b>Pedagogic Methods</b>	
Lectures, Seminars, Tutorials, flipped classrooms; Problem Based Learning (PBL); field trip and group projects.	
<b>Course Evaluation and Grading Criteria</b>	
<p>Internal Assessment: 40 Marks -20 marks for Assignment/ Article Review/Seminar presentation; 20 Marks for internal test End Semester External Examination: 60 marks</p>	

## Course Contents

### SECTION I - Introduction and Course Plan

- Meaning, Nature, Scope of Local Governance
- Philosophy and Significance of Local Government
- Evolution of Local Government
- Theories of Decentralization

### SECTION II – Structure of Local Government in India.

- Evolution of Local Government in India
- Structure of Rural Local Government (73rd Constitutional Amendments in India)
- Structure of Urban Local Government (74th Constitutional Amendments in India)
- Local Government Finance

### SECTION III – Decentralization and Local Governance in Kerala

- Evolution of the Kerala model
- Citizen Participation in Local Governance-The GramaSabha
- The Peoples Plan Campaign in Kerala
- Women Empowerment: The Kudumbasree Mission in Kerala.

### SECTION IV – Changing Role of Local Governance

- Impact of Globalisation on State system and governance
- Environment and Climate Change
- Disaster Management
- Challenges of local governance

### SECTION V- Local Governance and Public Policy- Case Studies

- The Kerala Model of Development
- Public Health Response to COVID 19
- Education and Social Security ( Kerala)
- Tribal Development

## Essential Reading List

Baviskar B.S and George Mathew ed., (2009): *Inclusion and Exclusion in Local Governance Field studies From Rural India*, SAGE: New Delhi.

Bissessar, A. M. (2004): *Globalization and Governance: Essays on the Challenges for Small States*, Jefferson, N.C.: McFarland & Co.

Considine, Mark (2005): *Making Public Policy*, Polity Press: Cambridge.

Debroy, Bibek and P.D. Kaushik (2004): *Emerging Rural Development through Panchayats*, Academic Foundation: New Delhi.

Government of India (2008): *Report of the Steering Committee on Rapid Poverty Reduction and Local Area Development for the Eleventh Five Year Plan (2007-2012)*, Planning Commission: New Delhi.

Gurukkal, Rajan (2001): "When a Coalition of Conflicting Interests Decentralises: A Theoretical Critique of Decentralisation Politics in Kerala", *Social Scientist*, 29 (9/10), pp. 60-76.

Guy, B Peters (1998): *American Public Policy Promise and Performance*, East West Press Private Limited: New Delhi.

Held, D. ed., (2006): *Models of Democracy*, Polity: Cambridge.

Hill, Michael and Peter Hupe (2003): *Implementing Public Policy*, SAGE: New Delhi.

Ingram, Helen and Steven Rathgeb Smith ed., (1995): *Public Policy for Democracy*, Frank Bros and Co: Noida.

Isaac, T. M. Thomas (2001): Campaign for Democratic Decentralisation in Kerala Source: *Social Scientist*, 29, (9/10), pp. 8-47.

Jain L.C ed., (2007): *Decentralization and Local Governance*, Orient Longman: New Delhi.

- Joseph T. M ed., (2007): *Local Governance in India, Ideas, Challenges and Strategies*, Concept Publishing Company: New Delhi.
- Kohli, Atul (2009): *Democracy and Development in India from Socialism to Pro- Business*, Oxford University Press: New Delhi.
- Kumar, Girish (2006): *Local Democracy in India, Interpreting Decentralization*, SAGE: New Delhi.
- Mehta, AashaKapur and Shepherd, Andrew (2006): *Chronic Poverty and Development Policy in India*, SAGE: New Delhi.
- Menon, Sudha ed., (2008): *Decentralized local Governance Perspectives and Experiences*, The ICFAI University Press: Hyderabad.
- Munshi, Surendra Abraham, Biju Paul eds., (2004): *Good Governance, Democratic Societies And Globalisation*, New Delhi: SAGE Publication.
- P., & O'Leary, B. (1987): *Theories of the State: The Politics of Liberal Democracy*. Meredith Press: New York.
- Parayil, Govindan ed., (2000): *Kerala: The Development Experience; Reflections on Sustainability and Replicability*, London: Zed Books.
- Ram, D. Sundar ed.,(2010): *Grassroots Palnning and Local Governance in India*, Kanishka Publishers: New Delhi.
- Satyajit, Singh and Pradeep K. Sharma ed., (2007): *Decentralization Institutions and Politics in Rural India*, Oxford University Press: New Delhi.
- Singh, Ranbir and Surat Singh (2011): *Local Democracy and Good Governance; Five Decade of Panchayati Raj*, Deep and Deep Publications: New Delhi.
- Tharakan, P. K. Michael and VikasRawal (2001): "Decentralisation and the People's Campaign in Kerala", *Social Scientist*, Vol. 29(9/10), pp.1-6.
- Vaidynath, R. V. Ayyar (2009): *Public Policy Making in India*, Dorling Kindersley: Delhi.



## **SYLLABUS**

<b>Programme</b>	MA Politics and IR/ MA Politics and HR/ MA Politics PPG
<b>Semester</b>	FOUR
<b>Course Status</b>	ELECTIVE
<b>Course Code</b>	SIR MP E 46
<b>Course Title</b>	<b>Issues in Human Rights</b>
<b>Course Description</b>	
<p>The course seeks to develop a critical interest in Human Rights and to provide an in-depth understanding of the historical evolution, theory, major issues, movements, instruments and mechanisms, related to Human Rights. The main purpose of this course is to provide students with an opportunity to have an intellectual engagement with the socio-cultural and political dimensions of human Rights Issues. It is also attempted to provide students with opportunities for developing a human rights perspective in understanding and analysing social, political and cultural issues from a human rights perspective. Human rights investigation on everyday life scenarios is promoted as well.</p>	
<b>Course Objectives</b>	
<p>To develop thinking, write research based analytical reports/presentations with suitable inputs from human rights instruments and processes.</p> <p>To help learners to infuse critical human rights perspectives in the major areas of their masters degree programme.</p> <p>To develop public speaking skills for critiquing discriminatory practices in everyday life and develop abilities to defend self and others from human rights violations</p>	
<b>Learning Outcomes Upon completion of the course, student will be able to:</b>	
<p>Foster academic abilities applying leanings to analyse social processes related to the relevant field of learners.</p> <p>Understanding and critiquing the everyday life aspects from an informed human rights perspective.</p> <p>Prepare public writing, petitions and advocacy materials for human rights protection.</p> <p>To use constitutional and legal instruments for protection of social justice.</p> <p>To help attain analytical abilities in integrating ethical and human rights components in the research undertaken by the students.</p>	
<b>Pedagogic Methods</b>	
<p>. • Pedagogic Methods: Lectures, Seminars (Both traditional as well as group works and presentations based on home readings and small research), Tutorials, Role-Playing sessions. Evaluation (Broadly): 40 percent continuous assessment/ 60 percent external examination Course Content through Short Internships and mentoring linkages with NGOs, Journalists, and Research Organizations.</p>	

### **Course Evaluation and Grading Criteria**

- ✓ Internal Assessment: 40 Marks -20 marks for Assignment/ Article Review/Seminar presentation; 20 Marks for two internal tests (one in offline and one in onlinemode)
- ✓ End Semester External Examination: 60 marks

### **Course Contents**

#### **I. Introduction to Human Rights**

- Meaning and nature of Human Rights
- Natural Rights and Human Rights
- Dignity Discourse in human rights
- Nation State and Human Rights

#### **II. Theories of Human Rights**

- Liberal Theory of Human Rights
- Marxian Theory of Rights

#### **III. Human Rights Instruments: A Critical Review**

- UDHR
- ICCPR
- ICESCR
- CEDAW
- ICERED

#### **IV. Social, Political and Cultural issues in Human Rights**

- Caste Discrimination
- Gender Bias
- Labour Rights

#### **V. National and International Human Rights Mechanism**

- UN Human Rights Council
- National and State Human Rights Commission in India
- Human Rights Activism: NGOs and Civil Society Indian Constitution: A Human Rights Reading
- Judiciary and Human Rights: Judicial Activism, Public Interest Litigations

### **Essential Readings**

#### **References**

Fenwick Helen Civil Liberties and Human Rights, , New York, Routledge Cavendish, 2008

Obrien Karen Climate Change, Ethics and Human Security, Cambridge, Cambridge University Press, 2010

RamcharanBeertland Contemporary Human Rights Ideas, G, New York, Routledge,2008

MullarsonRen Human Rights Diplomacy, New York, Routledge, 1997

SantapSanhari Mishra Human Rights an Introduction, , Hyderabad, The ictai University Press, 2007

ArjunSen Gupta Reflections on The Right to Development, ,New Delhi,Sage Publications India Pvt.Ltd,2005

Aravind Sharma Hinduism and Human Rights A Conceptual Approach, ,New Delhi, Oxford University press, 2004

Beitz Charles R The Idea Of Human Rights, Oxford, Oxford University press, 2009

Baxi, Upendra Human Rights In A Posthuman World: Critical Essays. Oxford University Press (India), 2007.

Baxi, Upendra The Future of Human Rights. Oxford University Press, 2002.

Baxi, Upendra The Rights of Subordinated Peoples(Co-written with O. Mendelsohn). Oxford University Press, 1994.

Inconvenient Forum and Convenient Catastrophe: The Bhopal Case. Bombay: NM Tripathi, 1986.

Pollis& Peter Schwab Human Rights New Perspectives , Lynne Rienner Publishers, 2000.

Author " (ShashiNathSaraswathy), Right to Equality in the Indian constitution, Concept Publishers, New Delhi, 2002.

Andrew Vincent The Politics of Human rights (2010), Oxford University Press, New York.

S.K. Pachauri Women and Human Rights, S.B. Nangia, A.P.H. Publishing Corporation, New Delhi, 1990.

R.S. Sharma and R.K. Sinha Perspectives in Human Rights Development, DurgaGanj, New Delhi, 1996.

AftabAlam Human Rights in India Issues and Challenges, Smt. Poonam Goal for Raj Publication, Model Town, Delhi, 2000.

N.R. Sharma Human Rights in the World, Mrs.Shashi Jain, SMS Highway, Jaipur, 1999.

Debi Chattergi Human Rights Theory and Practice, South Asian Publishers Pvt. Ltd., New Delhi, 2002.

Peter R. Bachr Human Rights Universality in Practice, 1999.

V.P. SinghaSehgul Human Rights in Indian Problems and Perspectives, Deep and Deep Publications, 2004.

Darren Jobirne, Human Rights and Introduction, Dorling Kindersley, South Asia, 2008.

Philpalston Labour Rights are Human Rights, Oxford Press, 2005.

ParasDiwan Human Rights and the Law Universal and India, Deep and Deep Publication, 1998.

**Electronic Sources:**

Select Articles, Reports, PowerpointPresentations in Eformat (89 Folders) distributed as course materials.

### **Additional Readings**

Haaretz (Israel) [www.haaretzdaily.com](http://www.haaretzdaily.com)  
 The Jerusalem Post (Israel), [www.jpost.com](http://www.jpost.com)

## **SYLLABUS**

<b>Programme</b>	MA Politics and IR/ Politics and HR, Politics PPG
<b>Semester</b>	Four
<b>Course Status</b>	Elective
<b>Course Code</b>	<b>SIR MP E 47</b>
<b>Course Title</b>	Media and International Relations
<b>Course Description</b>	
<p>How are the international and new media reshaping global politics? To what extent they have succeeded in their attempt to influence the international community and policymakers? Is media that have global reach able to change the nature of international relations? As a fact of the modern world order, the evaluation of power is dependent on information, communication and mass media. As the dependency of the international system on media is regularly and rapidly increasing, international actors and the international community are making use of media as a power source, a way to get to know and to respond. Now international media have integrated its audiences to the processes of peace, conflict and diplomacy and such things related to international relations. Various governments have used and still using media platforms to set their agenda. At the same time, it is equally important to know that media efforts to attract global attention have brought some of the international crises and issues to the limelight. Its active engagement with state and society has also helped to influence and pressure policymakers. Now the concepts like ‘the CNN Effect’ and ‘the Al-Jazeera Effect’, etc. have great relevance in international affairs. In addition to this, social media also can influence global affairs. This course will discuss the role and relevance of media in international relations.</p>	
<b>Course Objectives</b>	
<p><b>The course enables the student to:</b></p> <ul style="list-style-type: none"> <li>▪ Examine how political institutions and media interact to shape public thinking, debates and policies.</li> <li>▪ Study the role of social media in international relations and policymaking.</li> <li>▪ Engage with different theoretical and empirical approaches to the analysis of global mass media and public opinion</li> </ul>	

### **Learning Outcomes**

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

- Develop a critical evaluation of the effects of media framing and agenda-setting on international issues and foreign policymaking.
- Understand the conceptual, theoretical aspects of mass media and its role in international relations.
- Aware journalists' professional practices and responsibilities while covering news with global importance.

### **Pedagogic Methods**

Lectures/ Tutorials/Assignments/Group Discussions/Audio-Visual

### **Course Evaluation and Grading Criteria**

- ✓ Internal Assessment: 40 Marks -20 marks for Assignment/ Article Review/Seminar presentation; 20 Marks for two internal tests (one in offline and one in online mode)
- ✓ End Semester External Examination: 60 marks

### **Course Contents**

#### **Module I: Media and Politics: Concepts and Theories**

Mass communication- global media- theory of media politics- media and public opinion- ethical journalism- photojournalism- government regulations-political advertisement- discourses and communication- television debates

#### **Module II: Roles of Media**

Agenda building- public watchdog- political mobilization- regime legitimation- agenda setting agent

#### **Module III: 'Media Effect' and International Relations**

The CNN effect, The Al Jazeera effect, BBC documentaries- Comparison between global media coverage of First World and Third World countries

#### **Module IV: Iconic Images and Global Issues**

Global media's coverage of specific issues in India and the world- Debates of social responsibility v/s professional practice- the impact of iconic images on national and international politics

## Module V: Social Media and World Politics

Social media as channels of global journalism- Arab Spring- Twitter Diplomacy- Politicians in Social Media: Trump, Modi and Tharoor

### Essential Readings

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## SYLLABUS

<b>Course Code</b>	<b>SIR MP E 49</b>
<b>Name of the Course</b>	<b>Dalit and Tribal Politics in India</b>
<b>Course Type</b>	Elective
<b>Semester</b>	Four
<b>Course Credits</b>	Four
<b>Description</b>	The course aims to provide a critical insight on the origin and dimensions of rights as well as the changing nature of Dalit and Tribal Politics in the Indian context. The course provides critical perspectives on the various institutional structures- national and international in the protection and promotion of the rights of various marginalised social groups in India. The purpose of this course is to analyse the historical development of various forms of Dalit politics in India. This course is mainly concerned with three interrelated levels of analysis and discussion. The evolution of Dalit politics: An intellectual history of political ideas. The Dalit political ideology, programmes, forms of mobilisation, organizational structures, electoral participations, voting pattern. The Dalit politics its links with mainstream political parties at national and regional level.
<b>Course Objectives</b>	One of the most fascinating aspect of contemporary Indian politics is that the emergence of many facets of Dalit politics. In, both academic and social discourses there is growing awareness about the need to examine the role of Dalit politics in shaping the public debate about the key aspects of Indian polity and the public policy agenda. This basic course has as its prime <b>objectives</b> to develop a critical understanding of the nature and changing dynamics of Dalit and Tribal politics in India.
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Develop a critical understanding of the evolution and changing nature of Dalit and Tribal politics in India;</li> <li>• The learner gains a basic ability to explain the contexts of human rights issues of marginalized social groups in the Indian context;</li> <li>• The ability to conceptually place and critically interpret various aspects of rights, its violations and need for protection and promotion;</li> <li>• Understand the intellectual history of Dalit political ideas.</li> </ul>
<b>Pedagogic Methods</b>	Lectures/ Close readings of human rights documents/ media analysis/ presentations based on short research
<b>Evaluation</b>	(Broadly): 40 percent continuous assessment/ 60 percent external examination
<b>Course Module</b>	<b>1. Conceptual and Theoretical Understanding Rights/Social inclusion</b> 1.1 Meaning and Evolution of Dalit Politics/ Rights 1.2 Historical Background - Pre Independence: colonialism and Dalit rights 1.3 Intellectual History of Dalit Political ideas: Phule, Periar, Gandhi, Ambedkar- Post Independence Period

	<p><b>2. Reservation Policy and Inclusive Development Indian Constitution</b>  2.1 Constitutional Provisions- Preamble, Fundamental Rights and Directive Principles of state Policy  2.2 Civil and Political Rights  2.3 Social Rights- Right to Dignity  2.4 Rights of various marginalised Social groups  2.5 Cultural and Educational rights- Right to Education</p> <p><b>3. Nature of Dalit Politics and major political parties</b>  3.1 Left, Centre and Rightist Parties  3.2 Dalits and Electoral Politics  3.4 Ideology, leadership and Mobilisational strategies.</p> <p><b>4. Dalit and Tribal Rights: Violations and Safeguards in the Indian context</b>  4.1 Poverty, illiteracy, marginalization and social exclusion  4.2 Violence against Dalits and Adivasis  4.3 Safeguards of Rights- role of Judiciary, NHRC, National Commission for SC and ST.  4.4 Role of Civil Society -Dalit and Tribal Movements in India</p>
	<p><b>5. Dalit and Tribal Politics in Kerala</b></p>
<p><b>Extended Reference</b></p>	<p>Beetham, D., 1995, "What Future for Economic and Social Rights?" Political Studies, 43: 41–60.  Bell, D., 2013, "Climate Change and Human Rights." WIREs Climate Change, 4: 159–170.  Bodansky, D., 2010, "Introduction: Climate Change and Human Rights: Unpacking the Issues," Georgia Journal of International &amp; Comparative Law, 38: 511–524.  Buchanan, A., 2013, The Heart of Human Rights, Oxford: Oxford University Press.  Corradetti, C. (ed.), 2012, Philosophical Dimensions of Human Rights, New York: Springer.  Donnelly, J., 2012, International Human Rights, 4th edition, Philadelphia: Westview Press.  —, 2013, Universal Human Rights in Theory and Practice, 3rd edition, Ithaca, NY and London: Cornell University Press.  Dworkin, R., 2011, Justice for Hedgehogs, Cambridge, MA: Harvard University Press.  Glendon, M., 2001, A World Made New: Eleanor Roosevelt and the Universal Declaration of Human Rights, New York: Random House.  Griffin, J., 2008, On Human Rights, Oxford: Oxford University Press.  Holder, C. and Reidy, D., (eds.), 2013, Human Rights: The Hard Questions, Cambridge: Cambridge University Press.  Ignatieff, M., 2004, The Lesser Evil, Princeton: Princeton University Press.  Lauren, P., 2003, The Evolution of International Human Rights, 2nd edition,</p>

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## SYLLABUS

<b>Course Code</b>	<b>SIR MP E 50</b>
<b>Name of the Course</b>	<b>CHINA AND THE GLOBAL SYSTEM</b>
<b>Course Type</b>	Elective
<b>Semester</b>	Four
<b>Course Credits</b>	Four
<b>Description</b>	The course aims to provide a critical insight on the rise of China in contemporary global system. This course introduces unique angles of understanding the making of contemporary China and provides critical analysis of its politics, economy and strategy of engagements with rest of the world. The course provides critical perspectives on the role of various institutional structures- national and international in the making of China's World View. The readings cover a wide selection of contemporary Chinese writings in these areas with emphasis on the interplays of history, politics and economics. This course pays close attention to the role of global finance, the mediating powers of technology and the emergence of critical regional consciousness in response to changing world politics.
<b>Course Objectives</b>	One of the most fascinating aspects of contemporary world politics is the unprecedented rise of China in world politics. This basic course has as its prime <b>objective</b> is to develop a critical understanding of the nature and changing dynamics of the emerging global system in the twenty first century. The course is aimed at developing critical reading skills and gain in-depth understanding of contemporary China and its engagements with the world beyond the Cold War rhetoric.
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Develop a critical understanding of the evolution and changing nature of global system in the twenty first century</li> <li>• Develop critical understanding of the major theories and historical trajectory used to explain contemporary China's world view;</li> <li>• critically assess and engage in current debates about China's emerging role and attain a foundation for further, more advanced study or policy engagement with China;</li> </ul>
<b>Pedagogic Methods</b>	Lectures/ Close readings of human rights documents/ media analysis/ presentations based on short research
<b>Evaluation</b>	(Broadly): 40 percent continuous assessment/ 60 percent external examination
<b>Content through Modules</b>	<b>1. Rise of China and the debate on Asian Century</b> 1.1 Theoretical Explanations 1.2 China's Foreign policy and World view- Peaceful Rise and State power 1.3 Power transition Theory and IR

	<p>1.4 Chinas perspectives on Asian Century</p> <p><b>2. China and Global powers</b></p> <p>2.1 US- China relations</p> <p>2.2 Russia- China relations</p> <p>2.3 EU-China relations</p> <p>2.4 India- China Relations</p> <p>2.5 Japan - China</p> <p><b>3. Chinas engagement with the regions</b></p> <p>3.1 OBOR</p> <p>3.2 Neighbourhood policy – South Asia- East Asia and South East Asia</p> <p>3.5 Territorial disputes: Maritime disputes :South China Sea Boundary dispute: India China border dispute</p> <p><b>4. Rise of China and Global Governance</b></p> <p>4.1 United Nations</p> <p>4.2 Climate Change negotiations</p> <p>4.3 BRICS- SCO</p> <p>4.4 Global Commons</p>
	<p><b>5. China and the Global South</b></p>
<b>Extended Reference</b>	<p>H. Harrison <i>China (Inventing the Nation)</i> (Arnold, 2001)</p> <p>Excerpts from Yu Hua, <i>China in Ten Words</i> (London: Gerald Duckworth &amp; Co Ltd, 2012).</p> <p>Rana Mitter, <i>A Bitter Revolution: China's Struggle with the Modern World</i> (Oxford: Oxford University Press, 2004).</p> <p>Barry Naughton, <i>The Chinese Economy: Transitions and Growth</i>, (MIT, 2007) 1-11; 55-110; 375-423</p> <p>Carl Riskin, <i>China's Political Economy: the Quest for Development since 1949</i> (New York: Oxford University Press, 1987), 89-116.</p> <p>Gilboy, G. The Myth behind China's Miracle, in: <i>Foreign Affairs</i> (2004) :83 (4), 33–48.</p> <p>AsleToje (ed), <i>Will China's Rise be Peaceful? Security, Stability and Legitimacy</i>, (Oxford University Press, 2018), 22-33.</p> <p>Johan Lagerkvist, “ Curtailing China's rise before the Real Take-Off? Censorship, Social Protests, and Political Legitimacy”inAsleToje (ed), <i>Will China's Rise be Peaceful?Security, Stability and Legitimacy</i>, (Oxford University Press, 2018), 252-283.</p> <p>Wang Gungwu, ZhengYongnian (eds.) <i>China and the New International Order</i>,</p>

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Peter Nolan, *Re-balancing China: Essays on the Global Financial Crisis, Industrial Policy and International Relations* (Anthem Press, 2014), 141-176.

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Markos Kounalakis, "China's position on international intervention: A media and journalism critical discourse analysis of its case for "Sovereignty" versus "Responsibility to Protect" Principles in Syria", *China and Global Media*, 1 (3), 149-167 June 29, 2016; September 1, 2016.

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