

MAHATMA GANDHI UNIVERSITY

**MA Programmes of the School of International
Relations and Politics [SIRP]**

Programmes [MA Politics and Human Rights]

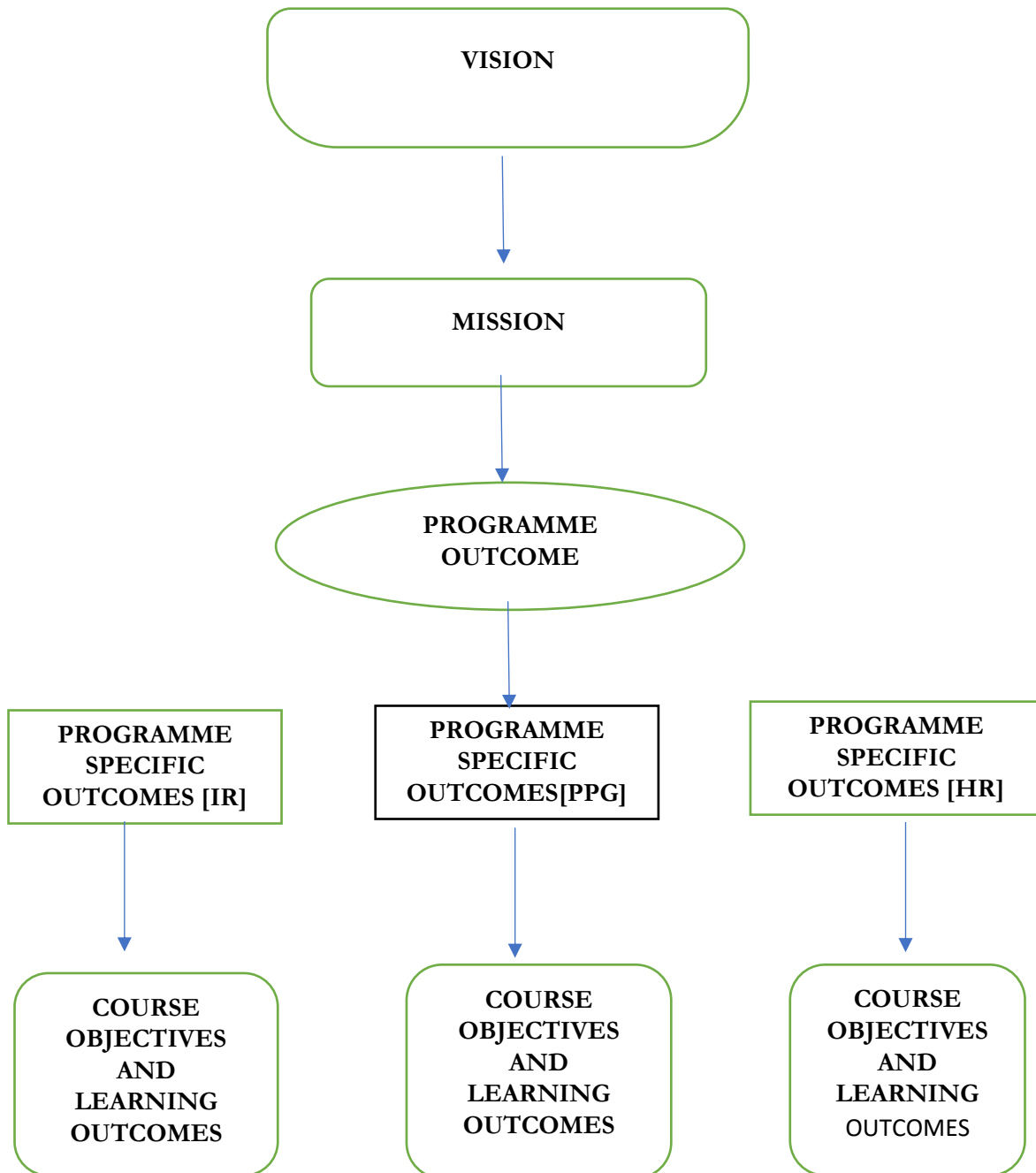
Course Syllabus/ Evaluation (2021-2023 Batch onwards)



School of International Relations and Politics

**Mahatma Gandhi University
Kottayam-686560
KERALA**

OBE STRUCTURE [SIRP]



Graduate Attributes of MGU Students

- 1. Interdisciplinary Knowledge, Skills and Attitude.** MGU Graduates should be able to acquire interdisciplinary and cross disciplinary knowledge base, skills and attitudes as a consequence of the learning they engage with their programme of study. These qualities should equip students to live and work in a rapidly changing and complex world.
- 2. Equity, Sustainability, Diversity and Inclusiveness.** MGU graduates should acquire the spirit of equity, sustainability, diversity and inclusiveness during their course of study. They should acquire all the ethical values to enable them to act as dignified citizens Graduate Attribute
- 3. Societal Interaction/Community Service.** MGU graduates should have the ability to disseminate knowledge and actively engage with the world through community service.
- 4. Net Working and Collaboration.** MGU Graduates should acquire skills to be able to collaborate and net work with educational institutions, research organizations and industrial units in India and abroad. Graduate Attribute
- 5. Lifelong Learning.** MGU graduates should be life long learners for the pursuit of knowledge for either personal or professional reasons. This should enhance social inclusion, active citizenship, personal development, self-sustainability as well as competitiveness and employability.

Programme Outcomes (PO) of Mahatma Gandhi University

PO 1: Critical Thinking and Analytical Reasoning. Capability to analyse, evaluate and interpret evidence, arguments, claims, beliefs on the basis of empirical evidence; reflect relevant implications to the reality; formulate logical arguments; critically evaluate practices, policies and theories to develop knowledge and understanding; able to envisage the reflective thought to the implication on the society.

PO 2 : Scientific Reasoning and Problem Solving. Ability to analyse, discuss, interpret and draw conclusions from quantitative/qualitative data and experimental evidences; and critically evaluate ideas, evidence and experiences from an unprejudiced and reasoned perspective; capacity to extrapolate from what one has learned and apply their competencies to solve problems and contextualise into research and apply one's learning to real life situations.

PO 3: Multidisciplinary/Interdisciplinary/Transdisciplinary Approach. Acquire interdisciplinary /multidisciplinary/transdisciplinary knowledge base as a consequence of the learning they engage with their programme of study; develop a collaborative-multidisciplinary/interdisciplinary/transdisciplinary- approach for formulate constructive arguments and rational analysis for achieving common goals and objectives.

PO 4: Communication Skills. Ability to reflect and express thoughts and ideas effectively in verbal and nonverbal way; Communicate with others using appropriate channel; confidently share one's views and express herself/himself; demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner and articulate in a specific context of communication.

PO 5: Leadership Skills. Ability to work effectively and lead respectfully with diverse teams; setting direction, formulating an goal, building a team who can help achieve the goal, motivating and inspiring team members to engage with that goal, and using management skills to guide people to the right destination, in a smooth and efficient way.

PO 6: Social Consciousness and Responsibility. Ability to contemplate of the impact of research findings on conventional practices, and a clear understanding of responsibility towards societal needs and reaching the targets for attaining inclusive and sustainable development.

PO 7: Equity, Inclusiveness and Sustainability. Appreciate equity, inclusiveness and sustainability and diversity; acquire ethical and moral reasoning and values of unity, secularism and national integration to enable to act as dignified citizens; able to understand and appreciate diversity, managing diversity and use of an inclusive approach to the extent possible.

PO 8: Moral and Ethical Reasoning. Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Capable of demonstrating the ability to identify ethical issues related to one's work and living as a dignified person in the society.

PO 9: Networking and Collaboration. Acquire skills to be able to collaborate and network with scholars in an educational institution, professional organisations, research organisations and individuals in India and abroad.

PO 10: Lifelong Learning. Ability to acquire knowledge and skills, including "learning how to learn", that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development/reskilling.

PROGRAMME SPECIFIC OUTCOMES: MA PROGRAMME (POLITICS AND HUMAN RIGHTS)

The **Programme Specific Outcomes (PSOs)**, through courses, in the Politics and Human Rights (HR) stream has become 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, **through the specific courses and their objectives**, 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.

THE COURSE OBJECTIVES- LEARNING OUTCOMES AND EVALUATIONS:

The courses that comprise the specific Masters level programmes offered at the school are **attuned in their course objectives towards envisaged towards outcomes that can be contextually evaluated**. Though these start from acquisitions of basic knowledge of the components in each stream, viz. International Relations and Politics, Public Policy and Governance as well as Human Rights, they make sense of the specific matters therein and apply such knowledge to address themes delineated in course modules.

The specific course objectives in each specific programme feed into the larger programme outcomes. This is done also by the interdisciplinary engagements as well as bringing in emergent fields of study as mentioned in the over-arching programme structure. In going beyond paradigms of national-international into global, critiquing development, understanding regionalities, bringing in newer domains like ecologies, gender, migrations or urbanisation, **the course objectives entail higher learning outcomes that evaluate existing frames in each domain and come out with re-evaluations and constructive suggestions in seminars, working papers, and workshops**.

The Evaluations:

Following the outcome based educational methods, evaluations can no more be singular in frame and unreflective in form. So, a course on West Asian regional context, will be evaluated on terms and technique different from another one on ethnography and yet another one on international theory. These **evaluations, though start from basic learning objectives, goes into critical analysis and evaluations** that gets stressed in exam. The school feels a need to engage creatively with the scenarios that come under each of its specific programmes, and so the workshops, and seminar as well as occasional student papers focus on **the evaluative and constructive outcomes and will be course dependent. This is indicated along with the respective course syllabus.**

Courses through Semesters

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

Sl. No.	Course Code	Course Title	Course Status	Credits
1	IR M 21 C 01	Political Theory	C	4
2	IR M 21 C 02	State and Politics in India	C	4
3	IR M 21 C 03	Political Geography and Area Studies	C	4
4	IR M 21 C 04	Public Administration	C	4

ELECTIVES

Sl. No.	Course Code	Course Title	Course Status	Credits
5	IR M 21 E 21	Global Political Ethnography	E	4
6	IR M 21 E 22	Introduction to Indian Constitution	E	4
7	IR M 21 E 23	Human Rights and International Relations	E	4
8	IR M 21 E 24	Decentralisation and Local Governance	E	4

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

Sl. No.	Course Code	Course Title	Course Status	Credits
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1	IR M 21 C 05	Introduction to Political Thought	C	4
2	IR M 21 C 06	Introduction to International Relations	C	4
3	IR M 21 C 07	Foreign Policy of India	C	4
4	IR M 21 C 16	Introduction to Human Rights	C	4

ELECTIVES (Select one elective course)

Sl. No.	Course Code	Course Title	Course Status	Credits
5	IR M 21 E 25	West Asia and North Africa in World Politics	E	4
6	IR M 21 E 26	Contemporary Debates in Indian Political Theory	E	4
7	IR M 21 E 27	Urbanisation Global Cities and Spatial Configurations	E	4
8	IR M 21 E 28	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	IR M 21C 17	Theories of Human Rights	C	4
2	IR M 21 C 10	Comparative Politics	C	4
3	IR M 21 C 11	Introduction to Research Methodology	C	4

ELECTIVES

Sl. No.	Course Code	Course Title	Course Status	Credits
4	IR M 21 E 29	Refugees in International Politics	E	4
5	IR M 21 E 30	Politics of Climate Change	E	4
6	IR M 21 E 31	Human Rights and International Relations	E	4
7	IR M 21 E 45	Local Governance and Public Policy in India	E	4
8	IR M 21 E 33	India's Defence Policy	E	4

OPEN COURSES

S. No.	Course Code	Course Title	Course Status	Credits
1	IR M21 O 34	Issues in Contemporary International Relations	Open	4
2	IR M21 O 35	Critical Issues in Human Rights	Open	4
3	IR M21 O 36	Political Ecology and Dimensions of the Anthropocene	Open	4

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

Sl. No.	Course Code	Course Title	Course Status	Credits
1	IR M 21 C 12	International Political Economy	C	4
2	IR M 21 C 19	Human Rights in India	C	4

ELECTIVES

Sl. No.	Course Code	Course Title	Course Status	Credits
3	IR M 21 E 37	Modern German Political Philosophy	E	4
4	IR M 21 E 38	Health Policy	E	4
5	IR M 21 E 39	The Indian Diaspora		
7	IR M 21 E 41	Issues in International Relations	E	4
8	IR M 21 E 42	Politics of Modernity in Kerala	E	4
9	IR M 21 E 44	Issues in Human Rights	E	4
10	IR M 21 E 45	Media and International Relations	E	4
11	IR M 21 E 46	Internship	E	4
12	IR M 21 E 47	Dalit and Tribal Politics in India	E	4
13	IR M 21 E 48	China and the Global System	E	4

COMPULSORY

S. No.	Course Code	Course Title	Course Status	Credits
1	IR M 21 C 14	Dissertation	C	6
2	IR M21 C 15	Viva Voce	C	2

SYLLABI

Course Code	IR M 21 C 01
Name of the Course	Political Theory
Course Type	Core
Course Credits	Four
Description	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, Barenness, Social Capital, Legitimation, Citizenship, Public Sphere, and Public Action.
Course Objectives	<ul style="list-style-type: none"> ▪ CO1- Foster academic abilities for research on theoretical developments in Political Theory. ▪ CO2- Evolve critical understanding on the everyday life aspects from a theoretical perspective. ▪ CO3- Develop Understanding on the political processes in relevant local, national and international spheres.
Learning Outcomes	<ul style="list-style-type: none"> • [LO1] Foster academic abilities for research on theoretical developments in Political Theory. • [LO 2] Evolve critical understanding on the everyday life aspects from a theoretical perspective. • [LO 3] Develop Understanding on the political processes in relevant local, national and international spheres
Pedagogic Methods	<u>72 Hours</u> of Learning Comprises of <ul style="list-style-type: none"> • Lectures • Seminars (Both traditional as well as group works and presentations based on home readings and small research) • Tutorials • Mock Sessions
Evaluation	<ul style="list-style-type: none"> ✓ 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

<p>Content through Modules</p> <p>POs Mapped to COs and Los</p>	<p>Module 1: Introduction [PO 1,2/ CO 1,23/ LO 2,3] (a) Intellectual History of Political Science (b) History of Political Theory: Western and Non-Western Traditions</p>
	<p>Module 2: Introduction to Political Theory [PO 2,3,4/ CO 1,2,3/ LO 4]</p> <ul style="list-style-type: none"> • Positivism (Hume, Comte, Durkheim) • Historicism (Hegel, Marx and Engels, Frankfurt School) • Structuralism (Levi-Strauss, Saussure, Althusser)
	<p>Module 3: Major Traditions and Confronts of Political Theory [PO 4/ CO 2/ LO 3]</p> <ol style="list-style-type: none"> a) Behaviouralism and Post-Behaviouralism (David Easton, Mortan Kaplan) b) System Theory and Structural-functionalism (David Easton, Gabriel Almond, Sidney Verba,) c) Modernisation and Political Development (Lucian Pye, David Apter, S. Huntington.) d) Political Culture and Political Socialisation: Gabriel Almond, S Verba- Civic Culture) e) Elite Theories (Pareto, Mosca, R. Michael, C. Wright Mills, Schumpeter)
	<p>Module 4: Power and Ideologies [PO 1/ CO 2,3/ LO 4]</p> <ul style="list-style-type: none"> • 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)
	<p>Module 5: Critique of Modernity and Development [PO 3/ CO 1,2/ LO 4]</p> <ul style="list-style-type: none"> ▪ 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.

Extended Reference

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- Taylor, E. Victor and Winquist, E. Charles (1998), Postmodernism, Routledge Publishers London.
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- O. Neil, Brenda and Gidengil, Elisabeth (2006): Gender and Social Capital, Routledge Publishers.
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- Belsey, Catherine (2002): Poststructuralism A very short introduction, Oxford University Press.
- Cavalloro, Dani (1998): The Body For Beginners, Orient Longman.
- Said, Edward W. (1992): The Question of Palestine, Vintage Publishers.
- Gudavarthy, Ajay (2014): Maoism, Democracy and Globalisation, Sage Publications.

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| | <ul style="list-style-type: none">• Roy, Arundhati (2013): <i>The Algebra of Infinite Justice</i>, Penguin Publishers.• Rosen, Michael and Wolff Jonathan (2006): <i>An Introduction to Political Philosophy</i>, Oxford University Press.• Passmore, Kevin (2006): <i>Fascism A Very Short Introduction</i>, Oxford University Press.• Vincent, Andrew (1995): <i>Modern Political Ideologies</i>, Blackwell Publishers.• Hall, John A. (1998): <i>The State of the Nation</i>, Cambridge University Press. |
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Course Code	IR M 21 C 04
Name of the Course	PUBLIC ADMINISTRATION
Course Type	CORE
Course Credits	Four
Description	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.
Course Objectives	<ul style="list-style-type: none"> ● CO1- To Understand and observe the evolution and ongoing debates to the discipline of Public Administration. ● CO2-To Identify and analyse different approaches to the study of Public Administration. ● CO3- To Introduce and evaluate various theories of Public Administration. ● CO4-To Survey and discuss the paradigm shift in the field of public administration. ● CO5-To Compare and estimate the changing nature and challenges to the study of Comparative and Development Administration. ● CO6-To Develop an understanding about the Contemporary discourses in public administration.
Learning Outcomes	<p>On completion of this course, students should:</p> <ul style="list-style-type: none"> ● [LO 1] Develop a better understanding of actual working of the public administration along with its theoretical underpinnings and practices. ● [LO 2] Demonstrate analytical prowess to grasp the issues and concerns of administration and public. ● [LO 3] Develop skills and aptitude to lead and manage the public and non-profit organization. ● [LO 4] Discuss, debate and communicate effectively on any issues concerning administration politics and society. ● [LO 5] Be able to contribute/develop/formulate a public policy response to social or economic problems.
Pedagogic Methods	<p><u>72 Hours</u> of Learning Comprises of</p> <ul style="list-style-type: none"> ● Lectures ● Seminars ● Tutorials ● Flipped classrooms ● Problem Based Learning (PBL)

Evaluation	<ul style="list-style-type: none"> ✓ Internal Assessment: 40 Marks -20 marks for Assignment/ Article Review/Seminar presentation; 20 Marks for internal tests ✓ End Semester External Examination: 60 marks
Content through Modules <u>POs Mapped to COs and Los</u>	<p>Module 1: Public Administration: Meaning, Evolution and Scope [PO 1,2,3/ CO 2,3/ LO 2,3]-</p> <ul style="list-style-type: none"> • Public Administration: meaning, nature and scope • Public and Private Administration • Evolution of the discipline: Different stages and ongoing concerns • Public Administration and globalization
	<p>Module 2: Approaches to Public Administration [PO 3/ CO 5,6/ LO 4,5]</p> <ul style="list-style-type: none"> • Traditional-Philosophical, Historical, Legal, Institutional • Modern- Marxist, Ecological, Behavioural, Developmental • Contemporary-Contingency, Rational Choice, Public Choice.
	<p>Module 3: Theories of Public Administration [PO 4,5/ CO 1,2/ LO 3]</p> <ul style="list-style-type: none"> • 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>Module 4: 4. Comparative and Development Administration [PO 2/ CO 1/ LO 3,4]</p> <ul style="list-style-type: none"> • 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>Module 5: Contemporary Discourses</p> <p>[PO 4/ CO 3,4/ LO 6]</p> <ul style="list-style-type: none"> • 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>Extended Reference</p>	<ul style="list-style-type: none"> • AlakaDhameja (Ed), 2003. Contemporary Debates in Public Administration, New Delhi, • Avasti R. and Maheswari S.R., (2009). Public Administration, Agra, LaxmiNarain Agarwal. • Basu, Rumki (2018), Public Administration, Concepts and Theories. New Delhi: Sterling, • Basu, Rumki. (2019), Public Administration in the 21st century: A Global South Perspective. New York and London: Routledge • Bhattacharya, Mohit (RPA), (2013) Restructuring Public Administration: A New Look, New Delhi: Jawahar Publishers • Bhattacharya, Mohit, (2016). New Horizons of Public Administration, Willford Press, • Buck Susan J. and Morgan Betty N.,(2005). Public Administration in Theory and Practice, Raymond W. Cox III, Pearson Education, New Delhi. • Chakrabarty, Bidyut&Mohit Bhattacharya (2005), Public Administration: A Reader. New Delhi: OUP, • Chakravarty, Bidyut& Prakash Chand (2018), Public Administration in a Globalizing World. New Delhi: Sage. • Chandler J A (2017), Public policy and private interest: ideas, self-interest and ethics in public policy, Routledge • D. Ravindra Prasad, V. Sivalinga Prasad, (2010). Administrative Thinkers, Sterling Publishers, • Dahiya, Sewa Singh and Ravindra Singh (2014), Comparative Public Administration. New Delhi, Sterling,. • Duncan Black (1969). "Lewis Carroll and the Theory of Games," American Economic Review, 59(2), pp. 206–210 • Esping-Andersen, G. 1990 <i>The Three Worlds of Welfare Capitalism</i>. Cambridge: Polity • Eva Poluha, Mona Rosendahl (2002). Contesting 'Good' Governance: Crosscultural Perspectives on Representation, Routledge

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- Tom Christensen, Per Lægreid , (2001), New Public Management: The Transformation of Ideas and Practice, Ashgate, the University of Michiga
- *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.
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Course Code	IR M 21 C 03
Name of the Course	Political Geography and Area Studies
Course Tutor	Dr. Mathew A Varghese
Course Type	Core
Course Credits	Four
Description	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.
Course Objectives COs	<ul style="list-style-type: none"> • CO 1- The course objective will be to draw on key sources of information that facilitates studying regional characteristics • CO 2- Thereby a comprehensive <u>analysis</u> of states and their relations is sought. • CO 3- The pedagogical trajectory proceeds through regional diversities and allows learners <u>evaluation</u> of regions through tutorials and seminars.
Learning Outcomes LOs	<p>The specific learning outcomes of this core course are:</p> <ul style="list-style-type: none"> • LO 1- To learn the genealogy of nation-state systems as a dominant form of organizing territory and people. The know the distinct political orders in various regions and investigate particularities • LO 2- To gain an overview of political and economic geography of the world as well as the political map

	<ul style="list-style-type: none"> • LO 3- To have an analytical ability to unravel political and cultural trends in regions. To identify key data and publication sources and terms in political geography as well as basic statistical and political texts • LO 4- To evaluate and explain regional conflicts and state priorities in changing contexts of sovereignties • LO 5- To enhance discussion, presentation and writing of relevant areas
Pedagogic Methods	<p>72 Hours of Learning Comprises of:</p> <ul style="list-style-type: none"> • Lectures • Seminars (Both traditional as well as group works and presentations based on home readings and small research) • Tutorials • Role-Playing sessions.
Evaluation	<p>40 percent continuous assessment emphasizes the key ideas in the field as well as the frames in political geography.</p> <p>60 percent external examination emphasizes analytical queries that also stresses on evaluative understanding of regions and scales in terms of the specific perspectives in the modules</p>
Content through Modules POs Mapped to COS and LOs	<p>Module 1: Significance of Geography and Regional Study: 20 percent [PO 1,2,3/ CO 1,2/ LO 1,2]</p> <p>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>Module 2: State Levels: Early forms: 20 percent [PO 1,2,3/ CO 1,2,3/ LO 1,2,3,4,5]</p> <p>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"> • 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 • Locke: Peaceful commonwealth/ role of natural law/ classical liberalism • Marx: Separation of the state and civil society/ Base and Superstructure/ role of bourgeoisie/ individual growth and state debt • Fukuyama: Origins of Political Order/ From tribal society to institutionalised state
	<p>Module 3: Nation State and State Level in Political Geography: 20 percent [PO 1,2,3/ CO 1,2,3/ LO 1,2,3,4,5]</p> <p>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>Module 4: International Level in Political Geography: 20 percent [PO 1,2,3/ CO 1,2,3/ LO 1,2,3,4,5]</p> <p>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>Module 5: Regional and Sub-Regional Levels: 20 percent [PO 1,2,3/ CO 1,2,3/ LO 1,2,3,4,5]</p> <p>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, Catalonian, Uyghur or separatisms like in Kosovo, or Crimea)</p>
<p>Extended Reference</p>	<p>Extended Reference:</p> <ul style="list-style-type: none"> • Acharya, Amitav (2007), “The Emerging Regional Architecture of World Politics”, <i>World Politics</i>, 59, pp 629-652. • Agnew, J.A, K. Mitchell & G. Ó Tuathail (eds.). 2003. <i>Power</i>. In <i>A companion to political geography</i>, Malden: Blackwell Pub. • 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. • 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. • 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. • Anderson, Benedict. 1991. <i>Imagined Communities: Reflections on the Origin and Spread of Nationalism</i>. London, UK: Verso. • 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. • Anthony C Gatrell. <i>Distance and space: a geographical perspective</i>. <i>Contemporary problems in geography</i>. Oxford University Press, New York, 1983. • 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. • Bassin, M. 2007. Civilisations and their discontents: Political geography and geopolitics in the Huntington thesis. <i>Geopolitics</i>, 12: 351-374. • Brenner, N., and N. Theodore. 2005. Neoliberalism and the urban condition. <i>City</i>, 9(1): 101-107. • C. Flint. Whither the individual, whither the context? <i>Political Geography</i>, 15(2):147–151, 1996.

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Name of the Course	International Political Economy
Course Tutor	Dr. Mathew A Varghese
Course Type	Core
Course Credits	Four
Description	

	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.
Course Objectives COs	CO 1- Provides basic political foundations and the premises of world economies. CO 2- This will not be a technical course in economics. It is a course that emphasizes analytical skills in political economy in global contexts amongst students coming from different backgrounds.
Learning Outcomes	An intended learning outcome 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"> • LO 1- The students will also be able to critically evaluate key theoretical propositions and paradigms. • LO 2- They can craft a design of contemporary IPE systems • LO 3- They can compare and contrast policies according to theoretical evaluations and political contextualization.
Pedagogic Methods	72 Hours of Learning will comprise: Lectures, Seminars (Both traditional as well as group works and presentations based on home readings and small research) Tutorials
Evaluation	40 percent continuous assessment evaluated students along their ability to critically analyse contentious political economic scenarios. The design sides of IPE orders are also stressed. 60 percent external assessment focused more on comparative, and analytical skills on policies. The evaluative and political contextualization of global economy also becomes important while designing questions.
Content through Modules	Module 1: Introduction to the study of International Political Economy: 20 percent [PO 1,7,10/CO1/LO 1]
POs Mapped with COs and LOs	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)
	Module 2: Post-War Institutional Context: 15 percent [PO 1,7,10/CO1/LO 1] 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:

	<p>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> <hr/> <p>Module 3: Changing Institutional Order: 20 percent</p> <p>[PO 2,3,10/CO1, 2/LO 1,2]</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.</p> <p>(Main Reading: Gallagher/ Prashad/ Weaver/ Van de Graaf- Part 3.2)</p> <hr/> <p>Module 4: Brief Genealogy of Globalisation: 15 percent</p> <p>[PO 2,3,10/CO1, 2/LO 1,2]</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>Module 5: Contemporary Global Economy: Problematising International Premises through Pointers / Comparing policies and political actions during recessions, crisis, and challenges to global capitalism: 30 percent</p> <p>[PO 1,2,3,10/CO1, 2/LO 1,2,3]</p> <ol style="list-style-type: none"> 1. Multinational Corporations 2. International Monetary Fund (IMF) and World Bank 3. World Trade Organisation (WTO) and trade policies 4. Corporate State 5. Urbanisation 6. Brexit and European Monetary Union 7. Special Economic Zones 8. Global Environmental Politics 9. Pandemics 10. War Economy 11. Financial Crisis
Extended Reference	<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>

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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

Course Code	IR M 21 C 06
Name of the Course	Introduction to International Relations
Course Tutor	Dr. C Vinodan
Course Type	Core
Course Credits	Four
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	<ul style="list-style-type: none"> ● CO1- To introduce the basic concepts and the contemporary debates in IR; ● CO2-To develop critical thinking and alternative perspectives in global issues and events in IR; ● CO3-To identify the sub fields within IR; ● CO4-To examine the increasing influence of IR in daily life.
Learning Outcomes	<ul style="list-style-type: none"> ● [LO 1] Have improved their critical thinking and understanding about the nature of contemporary international relations; ● [LO 2] Be able to equip with the conceptual tools necessary to efficaciously comprehend the fundamental forces, processes and actors, militating within the international system; ● [LO 3] Have improved their understanding of the nature of global system and its increasing influence in the daily life of the people; ● [LO 4] 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	<u>72 Hours</u> of Learning Comprises of <ul style="list-style-type: none"> ● Lectures ● Seminars ● Tutorials ● Flipped classrooms ● Problem Based Learning (PBL)

Evaluation	<ul style="list-style-type: none"> ✓ Internal Assessment: 40 Marks -20 marks for Assignment/ Article Review/Seminar presentation; 20 Marks for internal tests ✓ End Semester External Examination: 60 marks
Content through Modules <u>POs Mapped to COs and Los</u>	<p>Module 1: Introduction and Basic concepts of IR: [PO 1/ CO 2,4/ LO 1,2,3]</p> <ul style="list-style-type: none"> • Introduction: Why study IR – Development of IR as discipline – International System/International Society- Impact of Globalisation - Global South and IR • Actors and processes in IR: States and Non-State Actors (IGO’s, NGO’s, MNC’s and terrorist groups). • Power: Definition and Exercising Power – Elements of National Power, Soft Power and Its relevance in the contemporary IR study. • National Interest and Foreign Policy – Determinants of FP – Foreign Policy Making – India, USA and China • Balance of Power – Bi-Polar/Unipolar/Multi-Polar and Non-Polarity-Soft balancing.
	<p>Module 2: Diplomacy, Foreign Policy and International Law [PO 3/ CO 1,2,3/ LO 3]</p> <ul style="list-style-type: none"> • Foreign Policy of USA • Foreign Policy of China
	<p>Module 3: Issues in Contemporary IR: [PO 2/ CO 4/ LO 2]</p> <ul style="list-style-type: none"> • International Terrorism • Nuclear Proliferation • Human Security • Climate Change and Environmental Security • Energy Security • Natural resource scarcity • Pandemic and Disaster Management
	<p>Module 4: Regional and International Organizations: [PO 1,2,3/ CO 2,3,4/ LO 3]</p> <ul style="list-style-type: none"> • UN Reform • EU • SAARC • BIMSTEC • SCO • BRICS • RCEP

	<p>Module 5: Global Power Shift and IR: [PO 4/ CO 1/ LO 2]</p> <ul style="list-style-type: none"> • 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
<p>Extended Reference</p>	<ul style="list-style-type: none"> • 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 21st Century Asia The Long Shadow, Oxford University Press: New Delhi.

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Course Code	IR M 21 C 08
Name of the Course	Post war World
Course Type	CORE
Course Credits	Four
Description	This course familiarizes the student with the major international developments of the post c old 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	<ul style="list-style-type: none"> • CO1- To understand issues of Post war world from different perspectives.. • CO2-To Identify and analyse different approaches towards studying the Post war world. • CO3- To gain critical insights apart from Eurocentric notions of the Second World War.

	<ul style="list-style-type: none"> • CO4-To Survey and discuss the paradigm shift in approaching the subject.
Learning Outcomes	<p>On completion of this course, students should:</p> <ul style="list-style-type: none"> • [LO 1] Provides the relevant information with regard to the different issues and events. • [LO 2] Demonstrate analytical prowess to grasp the issues and concerns of post war world. • [LO 3] It forms the background for several other courses ranging from theory to area studies. .
Pedagogic Methods	<p><u>72 Hours</u> of Learning Comprises of</p> <ul style="list-style-type: none"> • Lectures • Seminars • Tutorials • Flipped classrooms • Problem Based Learning (PBL)
Evaluation	<ul style="list-style-type: none"> ✓ Internal Assessment: 40 Marks -20 marks for Assignment/ Article Review/Seminar presentation; 20 Marks for internal tests ✓ End Semester External Examination: 60 marks
Content through Modules <u>POs Mapped to COs and Los</u>	<p>Module 1: Introduction/ Background [PO 1,2/ CO 2/ LO 3,4]</p> <ul style="list-style-type: none"> • The Cold War • Origins of the Cold War • Containment • Marshall Plan • North Atlantic Treaty Organization • The German Problem • European Co-operation • Cuban Crisis.
	<p>Module 2: Decolonisation in Asia and Africa [PO 3/ CO 2,3/ LO 3,4]</p> <ul style="list-style-type: none"> • Colonialism-Impacts of the two world wars • Factors that contributed to decolonization • The challenges of decolonisation.
	<p>Module 3: The Korean Crisis [PO 3/ CO 4,5/ LO 1,2]</p> <ul style="list-style-type: none"> • The Background

	<ul style="list-style-type: none"> • The invasion of 1950 • United States intervention • The Chinese intervention • Cease fire • The division of Korea.
	<p>Module 4: War in Vietnam-</p> <p>[PO 4/ CO 4/ LO 3,4]</p> <ul style="list-style-type: none"> • The Background-Phases of the War-Geneva Conference • United States intervention- Vietnamese reactions • Escalation of the war- Implications for the neighbourhood • Peace.
	<p>Module 5: The Soviet Union and Eastern Europe</p> <p>[PO 1/ CO 3/ LO 1,2]</p> <ul style="list-style-type: none"> • Background-Soviet domination of East Europe • Post Stalinist developments- Hungary-Poland-Albania • Brezhnev Doctrine. • Détente • Disintegration of the Soviet Union.
<p>Extended Reference</p>	<p>Applebaum, Anne (2012) <i>Iron Curtain: The Crushing of Eastern Europe, 1944-1956</i> (London: Penguin).</p> <p>Bandyopadhyay, Sekhar (2012) <i>Decolonization in South Asia</i> (New Delhi: Orient Blackswan).</p> <p>Bell, P.M.H. and Mark Gilbert (2016) <i>The World Since 1945: An International History</i> (London: Bloomsbury Academic).</p> <p>Calvocoressi, Peter (2008) <i>World Politics since 1945</i> (London: Longman).</p> <p>Cumings, Bruce (2011) <i>The Korean War: A History</i> (New York: Modern Library).</p> <p>Gaddis, John Lewis (2006) <i>The Cold War: A New History</i> (New York: Penguin).</p>

	<p>Grandin, Greg (2007) <i>Empire's Workshop: Latin America, the United States, and the Rise of the New Imperialism</i> (New York: Holt).</p> <p>Hanhimäki, Jussi M.(2013) <i>The Rise and Fall of Détente</i> (Dulles: Potomac).</p> <p>Hargreaves, John D (2016) <i>Decolonization in Africa</i>(London: Routledge).</p> <p>Hastings, Max (2019) <i>Vietnam: An Epic Tragedy, 1945-1975</i> (New York: Harper Perennial).</p> <p>Herring, George c. (2013) <i>America's Longest War: The United States and Vietnam, 1950-1975</i> (New York:McGraw Hill).</p> <p>Jeffrey, Robin (1981) <i>Asia: The Winning of Independence</i> (London: Macmillan).</p> <p>Kieninger, Stephan (2018) <i>The Diplomacy of Détente: Cooperative Security Policies from Helmut Schmidt to George Shultz</i> (New York: Routledge).</p> <p>Lowe, Peter (2000) <i>The Korean War</i> (New York: St Martin's).</p> <p>Mingst,Karen A. and Ivan M. Arreguín-Toft (2010) <i>Essentials of International Relations</i> (New York: Norton).</p> <p>Otfinoski, Steven (2019)<i>A Step Into History: The Cold War</i>(New York: Scholastic Inc.).</p> <p>Roskin, Michael G. (2019)<i>The Rebirth of East Europe</i>(London Pearson).</p> <p>Sakwa, Richard (1999) <i>The Rise and Fall of the Soviet Union</i> ((London: Routledge).</p> <p>Sebestyen, Victor (2010) <i>Revolution 1989: The Fall of the Soviet Empire</i> (New York: Vintage).</p> <p>Taffet, Jeffrey and Dustin Walcher (2017) <i>The United States and Latin America: A History with Documents</i>(London:Routledge).</p>
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Course Code	IR M 21 C 09
Name of the Course	INTERNATIONAL RELATIONS THEORY
Course Tutor	Dr. C Vinodan
Course Type	CORE
Course Credits	Four
Description	The objective of this course is to deal with the major theoretical orientations in the discipline of politics and international relations and to give students the necessary theoretical and methodological training in analysing world affairs. The course also aims to introduce the key assumptions of the international relations theory as a part of social science and as an analytic tool, focusing on the specific problems of war and peace, foreign policy decision-making, etc. The course covers the works that address major theoretical paradigms, including Realism, Liberalism, Constructivism, Marxism, and the English School. It also puts light on some other perspectives such as International Political Economy, Critical Theory, Post structuralism, and non-Western International Relations Theory. This course is also expected to act as a catalyst for students to think creatively and critically in search of 'global' or more 'international' international relations that is inclusive of non-Western experiences, traditions and interactions and

	critical of the western domination and eurocentric bias of mainstream IR and its neglect of the history, politics and contributions made by non-Western traditions of thought and theorizing.
Course Objectives	<ul style="list-style-type: none"> • CO1- To introduce diverse traditions and School of thoughts in International Relations; • CO2- To develop a critical insight of IR theories to understand and analyse the nature of international politics and how it is to be conceptualized, understood and studied in distinct geo-cultural settings; • CO3- To develop critical thinking and alternative perspectives in global issues and events in IR; • CO4- To improve the understanding of Global IR and the need for more focus on non-western perspectives in the discipline of international relations.
Learning Outcomes	<p>On completion of this course, students should:</p> <ul style="list-style-type: none"> • [LO 1] Have improved their critical thinking and be able apply various theories and methods for studying politics and international relations; • [LO 2] Be able to analyse and critically review the key assumptions and arguments of the mainstream IR theories; • [LO 3] Have improved their understanding of Global IR and why non-western perspectives are needed in the discipline of international relations; • [LO 4] 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	<p><u>72 Hours</u> of Learning Comprises of</p> <ul style="list-style-type: none"> • Lectures • Seminars • Tutorials • Flipped classrooms • Problem Based Learning (PBL)
Evaluation	<ul style="list-style-type: none"> ✓ Internal Assessment: 40 Marks -20 marks for Assignment/ Article Review/Seminar presentation; 20 Marks for internal tests ✓ End Semester External Examination: 60 marks
Content through Modules <u>POs Mapped to COs and Los</u>	<p>Module 1: Nature of IR theory</p> <p>[PO 1/ CO 3,4 / LO 3,4,5]</p> <ul style="list-style-type: none"> • Positivism and Post-positivism • Historicism and New Historicism Level of Analysis • ‘Great Debates’ in IR

	<p>Module 2: Realist theory of IR:</p> <p>[PO 1,2/ CO 4,5/ LO 1,2]</p> <ul style="list-style-type: none"> • Historical Antecedents • Realist theory of IR: 20th Century • Neorealism <hr/> <p>Module 3: Contemporary Liberal theories of IR</p> <p>[PO 1,2,3/ CO 1/ LO 3,4]</p> <ul style="list-style-type: none"> • Liberal Internationalism • Neoliberalism <hr/> <p>Module 4: Positivist theories:</p> <p>[PO 4/ CO 3/ LO 5]</p> <ul style="list-style-type: none"> • International Systems Theory • Communication Theory • Game & Decision-Making Theories <hr/> <p>Module 5: Historicist Theories of IR- Marxism and IR</p> <p>[PO 1,3,4/ CO 2.5/ LO 4]-</p> <ul style="list-style-type: none"> • Theories of Imperialism – • Gramsci and IR
<p>Extended Reference</p>	<p>Amin, Samir (1997): <i>Capitalism in the Age of Globalisation</i>, London: Zed Books.</p> <p>Bajpai, Kanti and Siddharth Mallavarapu, eds. (2005): <i>International Relations in India: Bringing Theory Back Home</i>, New Delhi: Orient Longman.</p> <p>Bull, Hedley (2002): <i>The Anarchical Society: A Study of Order in World Politics</i>, Basingstoke: Palgrave.</p> <p>Burchill, Scott and Andrew Linklater eds. (1996): <i>Theories of International Relations</i>, New York: St.Martin’s Press.</p> <p>ChChatterjee Shibashis(1997): “Neorealism in International Relations,” <i>International Studies</i>, 34(1), January- March.</p> <p>Christian Reus-smit and Duncan Snidal (eds.) (2010): <i>The Oxford Handbook of International Relations</i>, Oxford: Oxford University Press.</p> <p>Dougherty, James E., Robert L. Pfaltzgrah (1971): <i>Contending Theories of International Relations</i>, Philadelphia: JB Lippincott Company.</p> <p>Dunne, Tim, Milja Kurki and S. Smith (2010): <i>International Relations Theories: Discipline and Diversity</i>, Oxford: Oxford University Press.</p> <p>Frankel, Joseph, <i>Contemporary International Theory and the Behaviour of States</i>, Oxford: Oxford University Press.</p>

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Gill, Stephen (1993): *Gramsci, Historical Materialism and International Relations*, Cambridge: Cambridge University Press.

Gilpin, Robert (2010): *Global Political Economy : Understanding The International Economic Order*, Hyderabad : Orient BlackSwan

Griffiths, Martin (1999): *Fifty Thinkers in International Relations*, London: Routledge.

Wenger, Andreas and Doron Zimmermann (2004): *International Relations: From the Cold War to the Globalised World*, New Delhi: Viva Books.

Holsti, K.J. (1991): *International Politics: A Framework for Analysis*, New Delhi: Prentice Hall

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Knorr , Klaus (ed.)(1987): *Power, Strategy and Security*, New Delhi: Asian Books.

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Kessler, Clive S. (2000): "Globalisation: another false universalism," *Third World Quarterly*, 21(6), December.

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Linklater, Andrew, ed. (2000): *International Relations: Critical Concepts in Political Science* Volumes 1-5 London: Routledge.

Neuman, Stephanie G. (1998): *International Relations Theory and the Third World*, London: Macmillan.

Ordeshook, Peter (1986): *Game Theory and Political Theory*, Cambridge: Cambridge University Press, 1986).

PhiPhilopott, Daniel, "The Religious Roots of Modern International Relations," *World Politics*, Vol.52, No.2, January 2000.

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Smith, Steve, Ken Booth, et al. eds.(1996): *International Relations Theory: Positivism and Beyond*, Cambridge: Cambridge University Press.

Spegele, Roger (1996): *Political Realism in International Theory*, Cambridge: Cambridge University Press.

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

Taylor, Trevor ed. (1978): *Approaches and Theory in International Relations*, London: Longman.

Thornton, A. P. (1977): *Imperialism in the Twentieth Century*, Minnesota: Macmillan.

Viotti, Paul R., Mark V. Kauppi (2007): *International Relations and World Politics*, New Delhi: Pearson Education.

	<p>Walker R.B.J. (1993): <i>Inside/Outside: International Relations as Political Theory</i>, Cambridge: Cambridge University Press.</p> <p>Waltz, Kenneth (1979): <i>Theory of International Politics</i>, London: Addison-Wesley Publishing.</p> <p>Whittaker, David J. (1997): <i>United Nations in the Contemporary World: The Making of the Contemporary World</i>, London, UK:</p> <p>Williams, Mare (1989): <i>International Relations in the Twentieth Century: A Reader</i>, New York: New York University Press.</p>
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Course Code	IR M 21 E 31
Name of the Course	HUMAN RIGHTS AND INTERNATIONAL RELATIONS
Course Type	Core
Course Credits	Four
Description	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.
Course Objectives	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:

	<ul style="list-style-type: none"> • CO1- Have improved their ability to think critically and express their thoughts clearly through their written assignments; • CO2- 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; • CO3- Have improved their understanding of the different disciplinary approaches to the study of human rights; • CO4- Have improved their understanding of the role and limitations of the major human rights movements, legal instruments and enforcement mechanisms.
Learning Outcomes	<ul style="list-style-type: none"> • [LO 1] 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: • [LO 1] Have improved their ability to think critically and express their thoughts clearly through their written assignments; • [LO 1] 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; • [LO 1] Have improved their understanding of the different disciplinary approaches to the study of human rights; • [LO 1] Have improved their understanding of the role and limitations of the major human rights movements, legal instruments and enforcement mechanisms.
Pedagogic Methods	<p><u>72 Hours</u> of Learning Comprises of</p> <ul style="list-style-type: none"> • Lectures • Seminars • Tutorials • Flipped classrooms • Problem Based Learning (PBL)
Evaluation	<ul style="list-style-type: none"> ✓ Internal Assessment: 40 Marks -20 marks for Assignment/ Article Review/Seminar presentation; 20 Marks for internal tests ✓ End Semester External Examination: 60 marks
Content through Modules <u>POs Mapped to COs and Los</u>	<p>Module 1: Evolution of Human Rights [PO 4/ CO 2/ LO 3,5]-</p> <ul style="list-style-type: none"> • 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 <p>Module 2: United Nations and Human Rights [PO 3/ CO 4/ LO 5]-</p> <ul style="list-style-type: none"> • International Bill of Rights: Universal Declaration of Human Rights (UDHR)

	<ul style="list-style-type: none"> • 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)
	<p>Module 3: Practices/Violations of Human Rights [PO 1/ CO 5/ LO 3,4]-</p> <ul style="list-style-type: none"> • Genocide • Apartheid • War as an instrument of Foreign Policy (Iraq, Afganistan) • Humanitarian Intervention • Right to Self- Determination
	<p>Module 4: Non- Traditional Challenges and Human Rights [PO 2,3,4/ CO4,5/ LO 1]-</p> <ul style="list-style-type: none"> • Climate Change and Disasters • Pandemics and Right to Health • Terrorism and Transnational Crimes • Global Migration and Refugees • Food and Water Security
	<p>Module 5: Realising Human Rights [PO 1,2/ CO 4/ LO 5]</p> <ul style="list-style-type: none"> • 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)
<p>Extended Reference</p>	<ul style="list-style-type: none"> • 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.

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- Frost, Mervyn (2002): Constituting Human Rights: Global Civil Society and the Society of Democratic States, London, Routledge.
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- 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.
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- 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.
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	<ul style="list-style-type: none"> • 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 Journal of Religious Ethics, Vol.26, No.2, (Fall, 1998), pp. 319-328. • Wilkins, Burleigh, (2008): Rawls on Human Rights: A Review Essay, The Journal of Ethics, Vol. 12, No. 1, (2008), pp. 105- 122.
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Course Code	IR M 21 E 32
Name of the Course	Public Policy in India
Course Type	Elective
Course Credits	Four
Description	Investigation into public policy in India by reading various policy drafts is the telos 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.
Course Objectives	CO1- Training students in reading policy documents in the Indian republic CO2- Presentation of ideological and moral positions of public policy in India CO3- Comparison of India’s public policies with other countries
Learning Outcomes	Students attending Public Policy in India will be trained to: <ul style="list-style-type: none"> • [LO 1] Improve their ability to critically evaluate various policies adopted by the government from time to time; • [LO 2] Be able to suggest alternative policy suggestions for improving quality of life of the people. • [LO 3] Improve their understanding of the different disciplinary approaches to the study of Public Policy; • [LO 4] Improve their capability to interpret public policy with reference to social, economic, ecological and political complexities of India

Pedagogic Methods	<u>72 Hours</u> of Learning Comprises of <ul style="list-style-type: none"> • Lectures • Seminars • Tutorials • Flipped classrooms • Problem Based Learning (PBL)
Evaluation	<ul style="list-style-type: none"> ✓ Internal Assessment: 40 Marks -20 marks for Assignment/ Article Review/Seminar presentation; 20 Marks for internal tests ✓ End Semester External Examination: 60 marks
Content through Modules <u>POs Mapped to COs and Los</u>	<p>Module 1: Introduction [PO 4,5/ CO 3/ LO 2]-</p> <ul style="list-style-type: none"> • 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 <hr/> <p>Module 2: Education Policy [PO 2/ CO 4,5/ LO 2]-</p> <ul style="list-style-type: none"> • Evolution of Education Policy • National Education Policy – 2020 • Public Expenditure on Education in India • Right to Education Act • Corporatization of Education System <hr/> <p>Module 3: Economic Policy [PO 1,2,3/ CO 3,4/ LO 5]-</p> <ul style="list-style-type: none"> • 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 <hr/> <p>Module 4: Social Policy [PO 2,3/ CO 4/ LO 5]-</p> <ul style="list-style-type: none"> • Social Welfare Programmes • National Livelihood Initiatives • Social Justice and Inclusion • Women Reservation’s Bill • Reservations in Corporate Sector

	<p>Module 5: Environmental Policy [PO 4/ CO 2,4/ LO 3,4]-</p> <ul style="list-style-type: none"> • 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
<p>Extended Reference</p>	<ul style="list-style-type: none"> • 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, Sukhadeo 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.

Course Code	IR M 21 E 27
Name of the Course	Urbanisation Global Cities and Spatial Configurations
Course Tutor	Dr. Mathew A Varghese
Course Type	Elective
Course Credits	Four
Description	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.
Course Objectives [CO/ 1-5]	<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 working in conjunction with a functional urban lab as well as interdisciplinary political ecology programmes. 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> <ul style="list-style-type: none"> ▪ CO1-The <u>Course outcome levels</u> starts at the first level of understanding urban motifs. ▪ CO2-Then it moves to <u>application</u> of such concepts into contexts like urban ecology and planning.

	<ul style="list-style-type: none"> ▪ CO3-There is the objective of <u>analysis</u>, comparison and categorization of urban processes that follows as a higher-level objective. ▪ CO4-Then modules like spatial paradigms work on possible creative theorizations. ▪ CO5-The aforesaid levels give the learner to <u>evaluate</u> existing global urban models and configurations, in order to have a basic platform for critical evaluations and suggestions for city designs.
<p>Learning Outcomes</p>	<p>Key learning outcomes 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"> • [LO 1] Basic fluency in some of the central debates in urban studies and possibilities of ethnographic methods in city constructions • [LO 2] Apply understanding to analysis and interpretation of specific urban phenomena • [LO 3] Evaluation and thereby analytical leads into global urban turns, plans, and transformations • [LO 4] Unpacking urban processes during contingent contexts like the pandemic, floods or other disasters • [LO 5] Conceptualization of society, culture, and history through an exploration of Cities as a site of ethnographic inquiry.
<p>Pedagogic Methods</p>	<p><u>72 Hours</u> of Learning Comprises of</p> <ul style="list-style-type: none"> ➤ Lectures ➤ Seminars <ul style="list-style-type: none"> • Traditional Seminars • Group Discussions • Works and presentations based on home readings and small research ➤ Tutorials.
<p>Evaluation</p>	<p>(Broadly): 40 percent continuous assessment/ 60 percent external examination</p> <p>Internals are based on urban design discussions, tutorials and policy analysis</p>

	<p>The learning objectives focus on:</p> <ul style="list-style-type: none"> • Understanding • Creation • Analysis <p>Externals comprise of analytical and critical questions that assess</p> <ul style="list-style-type: none"> • Understanding • Application • Evaluation • Creation
<p>Content through Modules</p> <p><u>POs Mapped to COs and LOs</u></p>	<p>Module 1: Introduction to Urban Studies</p> <p>[PO 1, 10/ CO 1,2/ LO 1] – 15 Percent</p> <p>Cities through History / Understanding and Representing the Modern City/ Ecological Perspectives (Chicago School, Social Spatial, Natural and Built Environment)/ Urban Ethnographic tradition</p> <hr/> <p>Module 2: Urban Political Economy</p> <p>[PO 2/ CO 1,2,3/ LO 1,2,3]- 15 Percent</p> <p>Cities, Industrialization and Socio-Spatial Change/ Capitalism and Urban Dynamics/ Elites Political Power and Urban Dynamics/ Informalities and mobilities in the cities</p> <hr/> <p>Module 3: Socio Cultural Processes and Globalisation</p> <p>[PO 2,3/ CO 3,4,5/ LO 3,4,5]- 20 Percent</p> <p>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>Module 4: Introduction to Spatial Paradigms</p> <p>[PO 3/ CO 4, 5/ LO 4,5]- 25 Percent</p> <p>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> <hr/> <p>Module 5: Unpacking ‘Smart Cities’ and City-Plans</p> <p>[PO 3/ CO5/ LO 4,5]- 25 Percent</p> <p>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>
<p>Extended Reference</p>	<ul style="list-style-type: none"> • Borja, Jordi and Castells, Manuel. 1997. Local and global: the management of cities in the information age. Oxon: Earthscan. • Brenner, Neil (Ed.). 2015. Critique of urbanization: selected essays. Berlin: Bauverlag. • Brenner, Neil and Schmid, Christian. 2015. Towards a new epistemology of the urban? City, v. 19, n. 2-3, p. 151-182. • Burgess, Ernest W., and Robert E. Park. 1984. The City. Chicago, IL: University Of Chicago Press. • Castells, Manuel. 2002. The Castells Reader on Cities and Social Theory. Edited by Ida Susser. Malden, MA: Blackwell Publishing Limited. • Certeau, Michel de. 1984. The Practice of Everyday Life. Berkeley: University of California Press. • Dawson, Ashley. 2019. Extreme Cities: The Peril and Promise of Urban Life in the Age of Climate Change. London, UK: Verso. • Elden, Stuart. 2001. Understanding Henri Lefebvre theory and the possible. New York: Continuum.

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Course Code	IR M 21 E 37
Name of the Course	Modern German Political Philosophy
Course Tutor	Dr. Mathew A Varghese
Course Type	Elective
Course Credits	Four
Description	The conceived philosophical orientation 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, Jurgen Habermas 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.
Course Objectives COs	<ul style="list-style-type: none"> • CO1-The course, through ‘select excerpts’, examines closely how recent German political theory has developed as a set of responses to problems of political life. • CO2- There will be an exploratory/ analytic exercise for each module that brings about the philosophical objective of reflection. • CO3- There will be contextualization and development or extrapolation of the perspectives.

Learning Outcomes LOs	<ul style="list-style-type: none"> • LO1 The learning outcomes 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. • LO2 With the interpretations of the twentieth century works commentaries may be made. • LO3 Use of Hermeneutic Strategies • LO4 The knowledge could be applied for independent reasoning on themes like sovereignty, fascism, public sphere, cities, capitalism and consumption. • LO5 There will be an intended outcome of differentiating historical circumstances and contexts, as well as drafting complex philosophical and interpretative texts.
Pedagogic Methods	<p>The 72 hours of learnings comprises of:</p> <ul style="list-style-type: none"> • Discussions and short interim papers. • Presentations that focus on interpretation and extrapolation of themes • Suggestions through workshops/ tutorials
Evaluation	<p>40 percent continuous assessment will be made through reading and analysis of dense philosophical texts and on the usage of strategies of hermeneutics and reasoning</p> <p>60 percent external examination will be through long conceptual essays on motifs mentioned in syllabus which has to be correlated with the key texts that will be referred to.</p>
Content through Modules POs mapped to COs and LOS	<p>1. Carl Schmitt: Sovereignty: 20 percent [PO 1,2,3,7/CO 1-3/LO 1-5]</p> <p>1.2 Limits of the Political (Critique of Liberalism)</p> <p>1.3 State of Exception</p> <hr/> <p>2. Eric Fromm and Wilhelm Reich: Fascism: 20 percent [PO 1,2,3,7/CO 1-3/LO 1-5]</p> <p>2.1 On Freedom and Totalitarianism</p> <p>2.2 Mass Psychology of Fascism</p> <hr/> <p>3. Jurgen Habermas: Public Sphere: 20 percent [PO 1,2,3,7/CO 1-3/LO 1-5]</p> <p>3.1 Structural Transformation of the Public Sphere</p> <p>3.2 Religion in the Public Sphere</p> <hr/> <p>4. Walter Benjamin: City, Capitalism and Consumption: 20 percent</p>

	<p>[PO 1,2,3,7/CO 1-3/LO 1-5]</p> <p>4.1 Arcades</p> <p>4.2 Capitalism as Religion</p> <hr/> <p>5. Hannah Arendt: Totalitarianism and Bureaucracy: 20 percent</p> <p>[PO 1,2,3,7/CO 1-3/LO 1-5]</p> <p>5.1. Origins of Totalitarianism</p> <p>5.2. Banality of Evil</p>
<p>Extended Reference</p>	<p>Agamben, Giorgio. 2005. <i>State of Exception</i>. 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. <i>The Arcades Project</i>. (Trans) Howard Eiland</p> <p>Benjamin, Walter. 2008. <i>The Work of Art in the Age of Its Technological Reproducibility, and Other Writings on Media</i>. Edited by Michael W. Jennings, Brigid Doherty and Thomas Y. Levin. Harvard University Press.</p> <p>Bowie, Andrew. 2003. <i>Introduction to German Philosophy: From Kant to Habermas</i>. Polity.</p> <p>Calhoun, Craig, ed. 1993. <i>Habermas and the Public Sphere</i>. MIT Press</p> <p>Fromm, Erich. 1941. <i>Escape from freedom</i>. New York: Holt, Rinehart and Winston.</p> <p>Fromm, Erich. 1980. <i>Beyond the Chains of Illusion: My Encounter with Marx & Freud</i>. London: Sphere. Books</p> <p>Fromm, Erich. 2001. <i>The Fear of Freedom</i>. Routledge Classics.</p> <p>Habermas, Jurgen. 1989. <i>The Structural Transformation of the Public Sphere</i>, T. Burger and F. Lawrence (trans). Cambridge, MA: MIT Press.</p> <p>Habermas, Jurgen. 2006. <i>Religion in the public sphere</i>. <i>European Journal of Philosophy</i> 14: 1–25, J. Gaines (trans.).</p> <p>Habermas, Jurgen; Sara Lennox; Frank Lennox. 1974. <i>The Public Sphere: An Encyclopedia Article (1964)</i>. <i>New German Critique</i>, No. 3. (Autumn, 1974), pp. 49-55.</p> <p>Kevin McLaughlin. Harvard University Press.</p> <p>Reich, Wilhelm. 1946. <i>The Mass Psychology of Fascism</i>: Trans. by Theodore P. Wolfe. Orgone Institute Press, New York.</p> <p>Schmitt, Carl. 1988 (1926). <i>The Crisis of Parliamentary Democracy</i>. Ellen Kennedy, trans. MIT Press.</p> <p>Schmitt, Carl. 2007 (1932). <i>The Concept of the Political</i>. George D. Schwab, trans. University of Chicago Press.</p> <p>Schmitt, Carl. <i>Political Theology. Four Chapters on the Concept of Sovereignty</i>. 2005 (1922). trans. by G. Schwab, Chicago: University of Chicago Press.</p> <p>Thornhill, Chris. 2000. <i>Political Theory in Modern Germany: An Introduction</i>. Polity.</p>

	Thornhill, Chris. 2007. German Political Philosophy: The metaphysics of law. Routledge.
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Course Code	IR M 21 E 33
Name of the Course	INDIA'S DEFENCE POLICY
Course Tutor	Dr. C Vinodan
Course Type	Elective
Course Credits	Four
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	<ul style="list-style-type: none"> • CO1- To introduce the basic concepts and contemporary debates in security studies; • CO2- To identify the major issues and challenges in India's defence and national security strategy; • CO3- To develop critical thinking and alternative perspectives in security studies; • CO4- To critically review India's defence and security alliance with major powers; • CO5- To examine the economic and social dimensions of India's defence strategy.
Learning Outcomes	<p>On completion of this course, students should:</p> <ul style="list-style-type: none"> • [LO 1] Have improved their critical thinking and understanding about the contemporary debates in security studies; • [LO 2] Be able to critically analyse and conceptualise the factors, processes and actors involved in India's defence and national security policy making, ; • [LO 3] Have improved their understanding of the nature of challenges confronting India at the global/regional and national level; • [LO 4] 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	<u>72 Hours</u> of Learning Comprises of <ul style="list-style-type: none"> • Lectures • Seminars • Tutorials • Flipped classrooms • Problem Based Learning (PBL)
Evaluation	<ul style="list-style-type: none"> ✓ Internal Assessment: 40 Marks -20 marks for Assignment/ Article Review/Seminar presentation; 20 Marks for internal tests ✓ End Semester External Examination: 60 marks
Content through Modules <u>POs Mapped to COs and Los</u>	<p>Module 1: Introduction and Evolution of India’s Defence Policy: [PO .../ CO.../ LO ...]-</p> <ul style="list-style-type: none"> • 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 <hr/> <p>Module 2: Maritime Dimensions of India’s Defence Policy: [PO .../ CO.../ LO ...]-</p> <ul style="list-style-type: none"> • Indian Ocean and India’s Security • India and South China Sea Dispute • Indo- Pacific • Rise of China and the BRI Project <hr/> <p>Module 3: India’s Non- Traditional Security Challenges: [PO .../ CO.../ LO ...]-</p> <ul style="list-style-type: none"> • Climate Change and Energy Security • Terrorism • Pandemics and Disasters • Internal Security Challenges- the Maoist insurgency in India <hr/> <p>Module 4: India’s Defence Cooperation with Major Powers [PO .../ CO.../ LO ...]-</p> <ul style="list-style-type: none"> • USA • Russia • France <hr/> <p>Module 5: Economic and Social Dimensions of India’s Defence Policy. [PO .../ CO.../ LO ...]-</p>

	<ul style="list-style-type: none"> • India's defence Expenditure • Defence Procurement • Social Impact of defence policy • Alternative Approaches to Security: Human Security
Extended Reference	<ul style="list-style-type: none"> • Adm. Arun Prakash (Retd) (2011): China's Maritime Challenge in the Indian Ocean, <i>Maritime Affairs: Journal of the National Maritime Foundation of India</i>, 7:1, 1-16. • Arjun, Subramaniam (2012): "Challenges of Protecting India From Terrorism", <i>Terrorism and Political Violence</i>, 24:396-414. • Baylis, John and Steve Smith (2001): <i>The Globalisation of World Politics</i>, Oxford University Press: New York. • Barry , Buzan (1983): <i>People, States, and Fear: The National Security Problem in International Relations</i>, Great Britain: John Spiers. • Bobbing, Ross and Gordon, Sandy(eds) (1992): <i>India's Strategic Future</i>, Delhi: Oxford University Press. • C.Vinodan (2009): "Dilemmas of Energy Security in India: Issues in Indo-Indo-US nuclear Deal", <i>Indian Journal of Politics and International Relations</i>, vol 2 No 2, • C.Vinodan (2011): "Terrorism and Nuclear Security South Asia: The Case of Pakistan", <i>International Journal of South Asian Studies</i>, Vol. 4, No. 2. • C.Vinodan (2012): "Strategic Dimensions of China's South China Sea Policy: Implications for International Relations", <i>South Asian Journal of Diplomacy</i>, Vol. 3, No. 3. • C.Vinodan(2012): <i>Maritime Dimensions of Energy Security: China and South China Sea Dispute</i>, in Pavthran K.S (2013), <i>Foreign Policy and Maritime Policy of India</i>, New Delhi: New Century Publishers , • C.Vinodan, Shibu M. George (2010): "Energy Security in India", <i>Social Science in Perspectives</i> , Vol 2, No 2. • Chunhao Lou (2012): <i>US-India-China Relations in the Indian Ocean: A Chinese Perspective</i>, <i>Strategic Analysis</i>, 36:4, 624-639. • Harsh V. Pant (2013): "India-Russia Ties and India's Strategic Culture: Dominance of a Realist Worldview", <i>India Review</i>, vol. 12, no. 1, pp. 1-19 • Hiroaki Nakanishi (2013): <i>Rethinking India's Nuclear Policy: Credible Minimum Nuclear Deterrence as a Dynamic Transformation of Nuclear Option Open</i>, 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", <i>Journal of the Indian Ocean Region</i>, 9:1, 1-5 • Kanti P. Bajpai and Harsh V. Pant (2013): <i>India's National Security: A Reader</i>, New Delhi: Oxford University Press. • Malik V.P, <i>Defence Planning in India</i>, ORF, Security Studies Series. • Mohanan B (2013): <i>India's National Security</i>, New Delhi: New Century Publishers,

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- 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.

Course Code	IR M 21 E 21
Name of the Course	Global Political Ethnography
Course Tutor	Dr. Mathew A Varghese
Course Type	Innovative-Elective
Course Credits	Four
Description	<p>In recent decades there has been an obvious move of states from sovereign entities to those that bear the influence of global politics. The debt crisis in states like Greece or the interventions in others like Iraq are varied instances. This course on global political ethnography introduces micro level analysis into an intersection of political ethnography and global ethnography. There is a move from place bound localized contexts of classical ethnography into globalised social dynamics manifested in distinct contexts.</p> <p>It is also a fact that the globalisation post 1990s brought in newer challenges in fields where ethnography has been a norm, like anthropology or sociology. Multi-sited work got deployed to comprehend phenomena that were spread across. This also was a cause of moving from static notions of community, culture or identity. Connections and relationships human beings weave across places through history and beyond conceptual categories also become important.</p>
Course Objectives CO-1-5	<ul style="list-style-type: none"> ▪ CO1- The course opens up a methodology to <u>understand</u> material transactions and money through changing orders, actors, or technologies. ▪ CO2- On an <u>applied and creative</u> side, the ethnography course tries to break down the macro level abstract conceptual pointers in policies and governance regimes into concrete micro level manifestations in life-contexts and thus unpack policies, economic decisions and institutional behavior. ▪ CO3-The different directives as they emerge in situations of social and cultural life are brought under <u>analytical</u> lenses ▪ CO4- There will be a deployment of methods to <u>evaluate</u> changing orders as regimes (state or non-state) with particular effects. There could also be specific reference to thematic like climate change, migration, development, or resources at the level of the distinct processes initiated to address global problems.
Learning Outcomes	<ul style="list-style-type: none"> • LO 1- Introducing emergent fields in which political ethnography as well as multi-sited ethnography is developing. • LO 2- Comprehension of meanings and affects of policies, economic choices and prescriptions among human beings. • LO 3- Unpack the assemblages of material-resources, knowledge and their genealogies. • LO 4- Analyzing, explaining and marking out the mediations of money, exchange, social norms, or governance objectifications through ground level analysis. • LO 5- Constructing global political ethnographic fields that could be explored. Writing short research papers
Pedagogic Methods	<p>72 Hours of Learning Comprises of:</p> <ul style="list-style-type: none"> • Lectures • Marking-out field contexts

	<ul style="list-style-type: none"> • Thematic seminars, presentations, tutorials on ethnographic methods • Framing multi-sited ethnographic fields
Evaluation	<p>Innovative framing of ethnographic contexts and practice base assessments during the continuous assessments (40 percent)</p> <p>For the external evaluations queries that evaluate ethnographic field situations And ethnographic analysis is emphasized (60 percent)</p>
Content through Modules POS mapped to Cos and LOs	<p>Module 1: Introducing Global Political Ethnography: 20 percent [PO 1/ CO 1/LO 1,2]</p> <p>Grounding the Abstract- Impacts of structural changes- Globalisation in context- Ethnographic focus on actors, political institutions, attendant practices and materialities</p> <p>Module 2: Global Policies and Governance through Human Structures: 15 percent [PO 1,3/ CO 1,3/LO 3,4,5]</p> <p>Policy as a field- Policy and Power- Policy as a cultural agent- Governance in ‘post-welfare’ landscape- Governmentality and subjectivity- ‘Anti-politics Machine’</p> <p>Module 3: Materials and Knowledge in Human Transactions: 20 percent [PO 1,2/ CO 1,3/LO 2,4]</p> <p>History of Commodities- material culture- digital materiality- knowledge in transactions- Commodity fetishism- Social life of things- Natural Resources</p> <p>Module 4: Capital through Social Configurations: 15 percent [PO 1,2/ CO 1,2/LO 3,4]</p> <p>Money as an affect- Capital through communities- Manifestations of inequality through cases- Development aid- Ethnography of neoliberalism – Magical reactions/effects</p> <p>Module 5: (Practice Oriented Module): 30 percent [PO 1,2,3,10/CO 2, 4/ LO 5]</p> <p>Marking out Fields for Ethnographic Explorations (broad themes)/ Doing Multi-sited ethnography</p>
Extended Reference	<ul style="list-style-type: none"> • Appadurai, Arjun. (2002). Globalization (edited volume). Durham, NC: Duke University Press. • Appadurai, Arjun. 2016 Banking on Words: The Failure of Language in the Age of Derivative Finance. The University of Chicago Press. • Appadurai, Arjun (ed.). (1988).The Social Life of Things: Commodities in Cultural Perspective. Cambridge University Press. • Auyero, Javier, Lauren Joseph and Matthew Mahler. (2007). New Perspectives in Political Ethnography. Springer. • Bailey, Frederik G. (ed.) (1970) Stratagems and Spoils: A Social Anthropology of Politics, Oxford: Blackwell. • Ball, Stephen J. (1990) ‘Management as moral technology’, in S.J.Ball (ed.) Foucault and Education: Disciplines and Knowledge, London: Routledge. • Ball, Stephen J. (1990) Politics and Policy Making in Education, London: Routledge.

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Course Code	IR M 21 E 38
Name of the Course	Health Policy
Course Tutor	Dr. C Vinodan
Course Credits	Four
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	<ul style="list-style-type: none"> • CO1- To introduce the basic concepts and significance of health and health security; • CO2- To develop critical understanding on the constraints of public policy in addressing public health issues; • CO3- To identify the emerging challenges in the areas of health policy and health security; • CO4- To develop critical thinking and alternative perspectives in global health issues in IR, Human Rights and Public policy studies; • CO5- 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; • CO6- To examine the increasing influence of public health policy in daily life.
Learning Outcomes	<p>On completion of this course, students should:</p> <ul style="list-style-type: none"> • [LO 1] Have improved their critical thinking and understanding about the emerging challenges of public health issues in India; • [LO 2] 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; • [LO 3] Have improved their understanding of the nature of global health governance and its increasing influence in the daily life of the people; • [LO 4] 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	<p><u>72 Hours</u> of Learning Comprises of</p> <ul style="list-style-type: none"> • Lectures • Seminars • Tutorials • Flipped classrooms • Problem Based Learning (PBL)
Evaluation	<ul style="list-style-type: none"> ✓ Internal Assessment: 40 Marks -20 marks for Assignment/ Article Review/Seminar presentation; 20 Marks for internal tests ✓ End Semester External Examination: 60 marks
Content through Modules <u>POs Mapped to COs and Los</u>	<p>Module 1: Introduction [PO 1,2/ CO 2,3,4/ LO 1,2,3]-</p> <ul style="list-style-type: none"> • Defining the concept of health and health security • Health and Human Security • Pandemics and Public health • Climate change and Health Security

	<p>Module 2: Public Health System in India [PO 2,3/ CO 1,2/ LO5,6]-</p> <ul style="list-style-type: none"> • Evolution of India’s Health System • Health Financing • Right to Health and Inclusive Health Governance- Patents and Access to Medicine • Community Health Programme: Role of NGOs • India’s Health System : Challenges And Constraints
	<p>Module 3: Health Policy Implementation: Case studies [PO 4,5/ CO 3,4,5/ LO 3,4]-</p> <ul style="list-style-type: none"> • National Health Policies of India (1983,2002 and 2017)- The National Rural Health Mission(NRHM) and National Urban Health Mission (NUHM) • Health Insurance: Ayushman Bharat Yojana • India’s Public Health Response to HIV/AIDS Epidemic • India’s Public Health Response Covid 19 Pandemic
	<p>Module 4: Global Health Governance [PO 4/ CO 2,3/ LO 1,2]-</p> <ul style="list-style-type: none"> • Role of World Health Organisation (WHO) • Global Health financing- The Global Fund, World Bank • Health (Vaccine) Diplomacy- India, China, Russia and US • IPR Regime and Health Security
<p>Extended Reference</p>	<ul style="list-style-type: none"> • 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, July2020. • 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.

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Course Code	IR M21 O 36
Name of the Course	Political Ecology and Dimensions of the Anthropocene
Course Tutor	Dr. Mathew A Varghese
Course Type	Open Course
Course Credits	4 Credits
Description	The course introduces political ecology as a powerful interdisciplinary critique of understandings and evaluations of ecological changes. It also becomes a method of mapping political, economic, as well as social factors into modes and means of environmental transformations. The course points towards the significant paradigmatic shift implied in the insertion of politics to ecology, the dispossessed (human/ non-human), conservation debates, and questions the understandings of environment as separate from the social structures.
Course Objectives COs	<ul style="list-style-type: none"> • CO1- The course objective is to introduce young scholars to the major tenets of political ecology, with a focus on approaches like political ethnography in emerging contexts across the world. There will be exposure to key debates like the relationships between ecology and violence, Malthusian notions of scarcity and limits, implications of conservation, resource perspectives and hydro-politics. • CO2- A major learning trajectory of this innovative open course is to engage with the emergent dialogues on the Anthropocene as a new phase in world social history. There will be a critical engagement with the key thematic, therein as well through a political ecological reading of the anthropocene. • CO3- Innovative Outcomes: Through the course the post graduate students will also get exposed to another ‘outcome based’ environment, wherein they can in effect design outputs in multimodal and multifocal ways of understanding. • CO4- This course of political ecology is not limited to the standard modular orders and evaluations; but stretches learning to social laboratories with academic motifs. So there could be practical hand-on workshops that deal with concrete situations, that encourage explorative research that bring out presentations, write-ups, seminar modes, video productions, media labs, as well as possible small internships in concerned realms. • CO5- This, with interdisciplinary methodologies works into cross-cultural perspectives on the social ecological conditions. The exposure to the methods and engagements with newer outputs and evaluations helps the scholar become better informed participants in today’s sophisticated socio-political orders. Through the innovative course we make a space of interaction open with similar academic ventures and work in synergy with other schools within the university as well as institutions and research spaces outside.
Learning Outcomes LOs	The significant learning outcomes through the modules, include, the ability to:

	<ul style="list-style-type: none"> • LO1- Understand and explain the origins of debates in political ecology, as well as the contributions of political ethnography into discussions of environmental transformations • LO2- Application of perspectives in political ecology to unravel the assumptions in Malthusian assumptions like scarcity and perspectives of nature/culture • LO3- The use of paradigms to explain and evaluate global issues in historical, cultural and geographical context as well as the possible identification of challenges to understanding complex political epochal situations like anthropocene and approaches to understand transformations in ecologies. • LO4- The key analytical question addressed will be as to how social scientists can contribute to ‘grand challenges’ signified by ‘age of humans’. <p>The learner will also be able to explain, evaluate, speak and write clearly about the aforesaid changes.</p>
Pedagogic Methods	<p>72 Hours of Learning Comprises of:</p> <ul style="list-style-type: none"> • Lectures • Workshops that place Anthropocene situations in Context • Seminars (Both traditional as well as group works and presentations based on home readings and small research) • Tutorials.
Evaluation	<p>40 percent continuous assessment emphasizes interdisciplinary discussions and short papers on political ecological scenarios or reviews of select works</p> <p>60 percent external examination comprises of long essays addresses key questions about the anthropocene/’age of humans’</p>
Content through Modules	<p>Module 1: What is Political Ecology? 20 percent</p> <p>[PO 1,3/CO1,2/LO 1]</p> <p>The origins of political ecology and its futures/ Political and apolitical ecology/ Environment Development, and social movements/ Critical tools in Political Ecology: Themes Strategies and Practices.</p>
POs Mapped to COs And LOs	<p>Module 2: The Nature/Culture Divides: 20 percent</p> <p>[PO 1,3/CO1,2,3/LO 1,2]</p> <p>Nature, the wild and human place in nature/ nature as a keyword/ the production of nature/ Histories of natures and cultures/ Colonial ways of seeing and uneven developments</p>
	<p>Module 3: Boundaries, Accumulations and Economizing Environment: 20 percent</p> <p>[PO 1,23/CO 2,3,4/LO 2,3]</p> <p>The histories of enclosures and boundary making practices/ Primitive accumulation and accumulations by dispossession/ fictitious commodities/ Economizing ecologies: Crony capitalism, Carbon Fetish and Land Grab.</p>

	<p>Module 4: Forms of ecological violence: 20 percent</p> <p>[PO 1,2,3/CO 3,4,5/LO 2,3,4]</p> <p>Scarcity, security and the language of terror/ geopolitics and resource management: fossil fuels and hydro-politics/ poverty, food, consumption and questions of gender/ disciplining of environment and ecologies of exclusion/ paradigms of conservation and sustainable development/ critique of adaptation-mitigation</p> <hr/> <p>Module 5: Dimensions of the Anthropocene: 20 percent</p> <p>[PO 1,23/CO 2,3,4,5/LO 2,3,4]</p> <p>Anthropocene and its premises/ Thinking politics during the anthropocene/ dealing with hybridities and entanglements and inter-species interactions/ implications for geopolitics and institutional thinking/ political ecology of the anthropocene</p>
<p>Extended Reference</p>	<p>Module 1</p> <ul style="list-style-type: none"> • Aldo Leopold. 1949. "The Land Ethic" in <i>A Sand County Almanac</i>, New York: Oxford University Press. • Mike Davis. 2001. "The Origins of the Third World." In <i>Late Victorian Holocausts: El Niño Famines and the Making of the Third World</i>. Verso. • Paul Robbins. "Introduction." In <i>Political Ecology: A Critical Introduction</i>. Wiley-Blackwell • Paul Robbins. "Political versus Apolitical Ecologies" and "A Tree with Deep Roots." In <i>Political Ecology: Introduction</i>. Wiley-Blackwell. • Paul Robbins. "The Critical Tools" and "Political Ecology Emerges." In <i>Political Ecology: A Critical</i> • Richard Peet and Michael Watts. 1996. "Liberating Political Ecology." In <i>Liberation Ecologies: Environment, Development, Social Movements</i>. Routledge. <p>Module2</p> <ul style="list-style-type: none"> • Castree, N. 2001. Marxism, Capitalism and the Production of Nature, in N. Castree and B. Braun (eds) <i>Social Nature: Theory, Practice and Politics</i>. Oxford: Blackwell, pp. 189-207. • Donna Haraway. 1984. "Teddy Bear Patriarchy: Taxidermy in the Garden of Eden, New York City, 1908-1936." <i>Social Text</i>. 11. • Raymond Williams. 1983 (1976). "Nature." In <i>Keywords: A Vocabulary of Culture and Society</i>. Oxford. • Roderick Neumann. 1995. "Ways of Seeing Africa: Colonial Recasting of African Society and Landscape in Serengeti National Park." <i>Ecumene</i>. 2(2). • Smith, N. 1984. <i>Uneven Development</i>, Preface, Introduction and Chapter 2, "The Production of Nature" Oxford: Blackwell, pp. vii-xv, 32-65.

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Module 3

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- Nancy Peluso. 1995. "Whose Woods Are These? Counter-Mapping Forest Territories in Kalimantan, Indonesia." *Antipode*. 27(4).
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- Susanna Hecht. 1996. "Invisible Forests: The Political Ecology of Forest Resurgence in El Salvador." In *Liberation Ecologies: Environment, Development, Social Movements*. Routledge.

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- Kaplan, R. 1994. "The Coming Anarchy." *The Atlantic*. February.
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- Malthus, T. 1798. Chapters 1. In *An Essay on the Principle of Population*.

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Module 5

- Anna Tsing. 2000. "Inside the Economy of Appearances." *Public Culture*. 12(1).
- Laura Ogden. 2011. Chapters 1, 2, and 3. *Swamplife: People, Gators, and Mangroves Entangled in the Everglades*. University of Minnesota Press.

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Course Code	IR M 21 C 16
Name of the Course	Introduction to Human Rights
Course Type	Core
Course Credits	Four
Description	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.
Course Objectives COs	<ul style="list-style-type: none"> • CO1 This basic course has as its prime objective, an entry into the concept of human rights, • CO2 It emphasizes an <u>analysis</u> of its evolution and political justification. • CO3 It also focusses on the <u>evaluation</u> of contexts wherein rights become contested
Learning Outcomes LOs	<ul style="list-style-type: none"> • LO1 After this initial engagement a more reflective outcome 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. • LO2 The learner gains a basic ability to explain the contexts of human rights issues in contemporaneity • LO 3The ability to conceptually place and interpret official documents of human rights
Pedagogic Methods	The 72 Hours of Learning Comprises of: <ul style="list-style-type: none"> • Lectures • Close readings of human rights documents • Media analysis • Presentations based on short research

<p>Evaluation</p>	<p>40 percent continuous assessment emphasizes the understanding side of the evolution of human rights as well as the different contexts wherein rights feature. Seminars and papers assess this.</p> <p>60 percent external examination focus on critical understandings through relevant queries on contexts, evolution and also analysis of the different presentations of scenarios</p>
<p>Content through Modules</p> <p>POs Mapped with COs and LOs</p>	<p>Conceptual and Theoretical Understanding of Human Rights [PO 1,2/CO1/LO1]</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>Which Rights are Human Rights? [PO 1,2/CO1,2/LO1,2]</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>Organisational Infrastructure for Human Rights [PO 1,2/CO1,2/LO1,2]</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> <hr/> <p>Contextualizing Human Rights: Reading Cases [PO 1,2,3,10/CO1,2,3/LO1,2,3]</p> <p>4.1 Legal Regimes 4.2 Political Ecology of Human Rights 4.3 Political Economy of Human Rights 4.4 Gendering Rights</p>
<p>Extended Reference</p>	<p>Beetham, D., 1995, "What Future for Economic and Social Rights?" Political Studies, 43: 41–60.</p> <p>Bell, D., 2013, "Climate Change and Human Rights." WIREs Climate Change, 4: 159–170.</p> <p>Bodansky, D., 2010, "Introduction: Climate Change and Human Rights: Unpacking the Issues," Georgia Journal of International & Comparative Law, 38: 511–524.</p>

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Course Code	IR M 21 E 40
Name of the Course	Human Rights in India
Course Type	Core
Course Credits	Four
Description	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.
Course Objectives	<ul style="list-style-type: none"> • CO1- To introduce the basic concepts and significance of Human Rights. • CO2- To develop critical understanding Human Rights. • CO3- To study evolution of Human Rights. • CO4- To study violations of Human Rights in different parts of the world. • CO5- To understand safeguards of Human Rights in Indian context.
Learning Outcomes	<p>On completion of this course, students should:</p> <ul style="list-style-type: none"> • [LO 1] After this initial engagement a more reflective outcome 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. • [LO 2] The learner gains a basic ability to explain the contexts of human rights issues in the Indian context • [LO 3] The ability to conceptually place and criticallyinterpret various aspects ofof human rights, its violations and need for protection and promotion.
Pedagogic Methods	<p><u>72 Hours</u> of Learning Comprises of</p> <ul style="list-style-type: none"> • Lectures • Seminars • Tutorials • Flipped classrooms • Problem Based Learning (PBL)

Evaluation	<ul style="list-style-type: none"> ✓ Internal Assessment: 40 Marks -20 marks for Assignment/ Article Review/Seminar presentation; 20 Marks for internal tests ✓ End Semester External Examination: 60 marks
Content through Modules <u>POs Mapped to COs and Los</u>	Module 1: Conceptual and Theoretical Understanding of Human Rights [PO 4,5/ CO 3/ LO 4,5]- <ul style="list-style-type: none"> • Meaning and Evolution of Human Rights • Principles and Theories/Approaches of Human Rights- Western, Marxian and Third World • Different Generations of Human Rights
	Module 2: Human Rights and Indian Constitution [PO 1,2,3/ CO 5/ LO 4,5]- <ul style="list-style-type: none"> • Constitutional Provisions- Preamble, Fundamental Rights and Directive Principles of state Policy • Civil and Political Rights • Social Rights- Right to Dignity • Rights of Women, Minorities, and Social groups • Environmental Rights • Cultural and Educational rights- Right to Education
	Module 3: Organizational Safeguards for Human Rights [PO 1,5/ CO 3,4,5/ LO 5,6]- <ul style="list-style-type: none"> • Universal Declaration of Human Rights • Organizations Related to Human Rights-Human Rights Council • Instruments of Human Rights and Covenants
	Module 4: Human Rights Violations and Safeguards in the Indian context [PO 1,2/ CO 2/ LO 3,4]- <ul style="list-style-type: none"> • Poverty, illiteracy, marginalization and social exclusion • Violence against women and children • Safeguards of Human Rights- role of Judiciary, PIL, NHRC • Human Rights Movements in India

Extended Reference

- 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 & Comparative Law*, 38: 511–524.
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- Dworkin, R., 2011, *Justice for Hedgehogs*, Cambridge, MA: Harvard University Press.
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- Holder, C. and Reidy, D., (eds.), 2013, *Human Rights: The Hard Questions*, Cambridge: Cambridge University Press.
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- Sen, A., 2004, "Elements of a Theory of Human Rights," *Philosophy & Public Affairs*, 32: 315–356.
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- 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.

Course Code	IR M 21 E 30
Name of the Course	Politics of Climate Change
Course Tutor	Dr. Mathew A Varghese
Course Type	Elective
Course Credits	Four
Description	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.
Course Objectives COs	CO1-The objective 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. CO2-There will be a critical focus on climatic ‘knowledge generation process’, CO3-Analysis and evaluation of portrayal of ‘such issues’, and the ways governmental, non-governmental as well as international institutions handle matters.
Learning Outcomes LOs	<ul style="list-style-type: none"> • LO 1-To attain a politically informed comprehension of the leading motifs in developmental discourse, as grounded in specific situations where climate often in the abstract, feature. • LO2- 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’.
Pedagogic Methods	72 Hours of Learnings Comprises of: Lectures, Seminars (Both traditional as well as group works and presentations based on home readings and small research) Following Conferences Tutorials.
Evaluation	(Broadly) 40 percent continuous assessment/ 60 percent external examination
Content through Modules	Module - I Climate in Perspective: 25 Percent [PO 1/ CO 1/LO 1,2]
POs mapped to COs and LOs	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
	Module - II Climate within Paradigms of Development: [Through reading of documents and key texts]: 25 Percent [PO 1,2,3/ CO 1-3/LO 1,2] <ul style="list-style-type: none"> • Climate Change becomes a Problem: Early texts of <i>Svante Arrhenius</i> and <i>Jean-Baptiste Joseph Fourier</i> • Ecology into Public Discourse: <i>Silent Spring</i> and into 70s and 80s

	<ul style="list-style-type: none"> • Bruntland Report-Sustainable Development Goals • Review of Rio de Janeiro Earth Summit 1992 to Paris Summit 2015 and Follow ups • Pope Francis’ encyclical <i>Laudato Si’: On Care for Our Common Home</i>. <p>Module - III Contemporary Discourse and Institutional Context of Climate Change: 25 Percent [PO 1,2,3/ CO 1-3/LO 1,2]</p> <p>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> <p>Module – IV Climate through Political ecology/geography: 25 percent [PO 1,2,3,7,10/ CO 1-3/LO 1,2]</p> <p>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"> • <i>Crutzen, P.J. & Stoermer, E.F.- The Anthropocene: Discussion.</i> • Discussion of the <i>Western Ghats Ecology Panel Report</i> in the context of climate.
Extended Reference	<ul style="list-style-type: none"> • Arnold, David & Ramachandra Guha (eds.) (1996): <i>Nature, Culture & Imperialism: Essays on the Environmental History of South Asia</i>, Delhi: Oxford University Press. • Baviskar, Amita(1996): <i>In the Belly of the River</i>, Delhi: Oxford University Press. • Bill McKibben. (1989). <i>The End of Nature</i>. Anchor. • Cahill, Damien Melinda Cooper, Martijn Konings, David Primrose. (2018). <i>The SAGE Handbook of Neoliberalism</i>. Sage Publications. • Calvert, Peter and Susan Calvert(1999): <i>The South, The North and the Environment</i>, London: Pinter. • Clark, Duncan and Grantham Research Institute. (2012). What's Redd and will it help tackle climate change?. <i>The Guardian</i>. [https://www.theguardian.com/environment/2012/dec/19/what-is-redd-climate-change-deforestation]. • <i>Crutzen, P.J. & Stoermer, E.F. (2000). "The 'Anthropocene'". Global Change Newsletter. 41: 17–18.</i> • Dobson, A (ed.) (1999): <i>Fairness and Futurity: Essays on Environmental Sustainability and Dimensions of Social Justice</i>, Oxford: Oxford University Press. • Dobson, A.(2000): <i>Green Political Thought</i>, London: Routledge. • Dryzek, John S.(1997): <i>The Politics of the Earth: Environmental Discourses</i>, Oxford: Oxford University Press. • Gadgil, Madhav and Ramachandra Guha. (1992): <i>This Fissured Land: And Ecological History of India</i>, OUP.

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Course Code	IR M 21 E 22
Name of the Course	INTRODUCTION TO INDIAN CONSTITUTION
Course Tutor	Dr. Mary Senterla P.S.
Course Type	Elective
Course Credits	Four
Description	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 the Indian Constitution. The course also intended to achieve a critical understanding among the students of the nature of rights and duties of the citizens included in the constitution of India. The course also aims to develop a greater appreciation of the values of liberty, equality, and social justice.
Course Objectives [CO/ 1-5]	Write about your course objectives and classify them into: <ul style="list-style-type: none"> ▪ CO1- The objective of the course is to analyze the core ideas and values enshrined in the Indian Constitution ▪ CO2- A critical understanding among the students about the nature of rights and duties of the citizens included in the constitution of India. ▪ CO3- To develop a greater appreciation of the values of liberty, equality, and social justice. ▪ CO4- To understand the working of the Indian political system and critically evaluate the powers and functions of the organs of government. ▪ CO5- To enable them to critically review the working of various institutions created under the Constitution ▪ CO6- To enable students to develop a critical perspective on Indian politics and identify the major issues confronting it.
Learning Outcomes	Learning Outcomes The specific learning outcomes of this elective course are: <ul style="list-style-type: none"> ▪ LO-1 Have improved their understanding of the legacy of the National Movement and the constitutional development in the country; ▪ LO-2 Be able to analyze and critically review the core values and the philosophical foundations of the Indian Constitution;

	<ul style="list-style-type: none"> ▪ LO-3 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. ▪ LO-4 Be able to <i>develop and uphold the values of liberty, equality, and social justice in all social and political relations</i> and interpret and suggest relevant policy measures to protect such core values and principles enshrined in the Indian constitution. ▪ LO -5 To open new vistas for discussion, presentation, dissertation, and publications of relevant topics.
Pedagogic Methods	72 Hours of Learning Comprises Lectures, Seminars, Tutorials, flipped classrooms; Problem Based Learning (PBL); field trips, and group projects.
Evaluation	Internal Assessment: 40 Marks -20 marks for Assignment/ Article Review/Seminar presentation; 20 Marks for two internal tests (one offline and one in online mode) 60 percent external examination emphasizes analytical queries that also stress the evaluative understanding of the areas and scales in terms of the specific perspectives in the modules. Course Content through Short Internships and mentoring linkages with NGOs, Journalists, and Research Organizations.
Content through Modules <u>POs Mapped to COs and Los</u>	<p>Module I: Making of the Constitution: [PO 1,5,6,8,9/ CO 1,2,3, / LO 1,2,4,5]</p> <ul style="list-style-type: none"> ➤ Making of India’s Constitution- Colonial experiments ➤ Legacy of National Movement ➤ Constituent Assembly Debates and the Drafting Committee ➤ Major features of the Constitution <hr/> <p>Module II: Philosophy/ Core values of the Constitution [PO 1,5,6,8,9/ CO 1,2,3, / LO 2,3,4,5]</p> <ul style="list-style-type: none"> ➤ Preamble and Secularism

- Fundamental Rights and Duties
- Directive Principles of State Policy
- Welfare State

Module III: Constitutional Developments in India

[PO 1,5,6,8,9/ CO 1,2,3,4 / LO 2,3,4,5]

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

Module IV: Institutions of Governance:

[PO 1,5,6,8,9/ CO 2,3,4,5,6 / LO 2,3,4,5]

- 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:

[PO 1,5,6,8,9/ CO 2,3,4,5,6 / LO 2,3,4,5]

- 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

	<p>Module VI: Regulatory and Governance Institutions: [PO 1,5,6,8,9/ CO 3,4,5 / LO 3,4,5]</p> <ul style="list-style-type: none"> ➤ 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.
<p>Extended Reference</p>	<p style="text-align: center;">Extended Reference</p> <p>Vanaik and R. Bharghava (eds) (2010). <i>Understanding Contemporary India: Critical Perspectives</i>, New Delhi: Orient Blackswan</p> <p>A.G. Noorani (2000): <i>Constitution questions in India: The President, Parliament and the States</i>, New Delhi: Oxford University Press.</p> <p>Austin, Granville (2003). <i>The Indian Constitution: Cornerstone of a Nation</i>. New Delhi: Oxford,</p> <p>Austin, Granville (2013). <i>Working of a Democratic Constitution: the Indian Experience</i>. New Delhi: Oxford.</p> <p>B. Chakravarty & K.P Pandey (2006). <i>Indian Government and Politics</i>, New Delhi: Sage.</p> <p>Bajpai. Kanti and Pant V. Harsh (2013). <i>India's Foreign Policy: A Reader</i>, New Delhi: Oxford University Press.</p> <p>Basu, Durga Das (2005). <i>Introduction to the Constitution of India</i>. New Delhi: Printice Hall</p> <p>Bhagwati, Jagdish and Panagariya, Aravind (2012). <i>India's Tryst with Destiny</i>. London: Collins Business.</p> <p>Bhatia, Goutam (2018). <i>The Transformative Constitution: A Radical Biography in Nine Acts</i>. New Delhi: HarperCollins India.</p> <p>Brass, Paul R (1997). <i>The Politics of India Since Independence</i>. New Delhi: Cambridge.</p> <p>Chakravarthi, Bidut (2007). <i>Indian Politics and Society since Independence: Events, Processes and Ideology</i>. New Delhi: Routledge</p> <p>De, Rohit.(2018). <i>A People's Constitution. The Everyday Life of Law in the Indian Republic</i>. Princeton: Princeton University Press.</p> <p>G. Austin (2004). <i>Working of a Democratic Constitution of India</i>, New Delhi: Oxford University Press.</p>

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Course Code	IR M 21 E 24
Name of the Course	Decentralization and Local Self Governance
Course Tutor	Dr. Mary Senterla P.S.
Course Type	Elective
Course Credits	Four
Description	This is an introductory course that 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 public officials as well as leaders of institutions accountable for their actions. With the increasing

	<p>awareness of what freedom is i.e. exercise 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 in better delivery of social services. This attempt would enable to development of 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 the incidence of corruption. Poor governance definitely would threaten democratic stability and impede economic growth and social development. The course work shall comprise a mix of lectures, group work, discussions, case studies, field visits, etc...</p>
<p>Course Objectives [CO/ 1-5]</p>	<p>Write about your course objectives and classify them into:</p> <p>CO1- The course objective will be to understand the basic aspects/elements of governing local society through a general description of its main institutions, actors, and processes.</p> <p>CO 2- Critically evaluate a comprehensive analysis of newly emerged local government institutions and their functioning is sought.</p> <p>CO 3- The pedagogical trajectory envisages analyzing the 73rd and 74th Constitutional Amendment Act and women empowerment to provide learners with an evaluation of activities through assignments, seminars, and dissertations.</p> <p>CO4- With the increasing understanding of what freedom is i.e. exercise of rights, effective governance has become the core issue in local government institutions.</p> <p>CO5- Remember Good Governance and Public Policy definitely would strengthen democratic stability and impede economic growth and social development.</p>
<p>Learning Outcomes</p>	<p>Learning Outcomes</p> <p>The specific learning outcomes of this elective course are:</p> <p>LO-1 To analyze every citizen should best gain the benefits and strength of true democracy and understand students would enable to develop human rights with improved health, education, and standards of living.</p> <p>LO 2-Have improved their ability to critically evaluate the policy formulation process at the local level;</p> <p>LO 3 - Have acquired a basic understanding of how complex social questions can be analyzed and suggest alternative policies for improving the quality of life of the people at the local level;</p> <p>LO 4 -Have improved their understanding of the different disciplinary approaches to the study of local governance and Public Policy;</p>

	LO 5 -Have improved their capacity to work together in small groups, leadership qualities, and written and presentation skills.
Pedagogic Methods	<u>72 Hours</u> of Learning Comprises Lectures, Seminars, Tutorials, flipped classrooms; Problem Based Learning (PBL); field trips, and group projects.
Evaluation	Internal Assessment: 40 Marks -20 marks for Assignment/ Article Review/Seminar presentation; 20 Marks for two internal tests (one offline and one in online mode) 60 percent external examination emphasizes analytical queries that also stress the evaluative understanding of the areas and scales in terms of the specific perspectives in the modules. Course Content through Short Internships and mentoring linkages with NGOs, Journalists, and Research Organizations.
	<p>Module I: Decentralization [PO 1,4,6,7,8/ CO 1,2,4,5/ LO 1,2,3,4,5]</p> <ul style="list-style-type: none"> ▪ Conceptualising Decentralization ▪ Types of Decentralization –dimensions: Functional, Financial, Administrative, and Political ▪ Merits of Decentralization ▪ Decentralization and Development, Development from Below, Development from within ▪ Theories of Decentralization
	<p>Module II – Structure of Local Government in India. [PO 1,4,6,7,8/ CO 1,2,3,4,5/ LO 1,2,3,4,5]</p> <ul style="list-style-type: none"> ▪ 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

	<p>Module III – Decentralization and Local Governance in Kerala [PO 1,2,4,6,7/ CO 1,2,3,4,5/ LO 1,2,3,4,5]</p> <ul style="list-style-type: none"> ▪ Evolution of the Kerala model ▪ Citizen Participation in Local Governance-The Grama Sabha ▪ The Peoples Plan Campaign in Kerala ▪ Women Empowerment: The Kudumbasree Mission in Kerala. <hr/> <p>Module IV – Kerala Panchayathiraj Raj and Municipalities Act [PO 1,4,6,7,8/ CO 1,2,3,4,5/ LO 1,2,3,4,5]</p> <ul style="list-style-type: none"> ▪ Powers and functions of Panchayat and Urban Bodies ▪ District Planning ▪ Ombudsman and Tribunals ▪ National Rural Employment Guarantee Act 2005 <hr/> <p>Module V- Changing Role of Local Governance [PO 1,2,6,7,8/ CO 12,3,4,5/ LO 1,2,3,4,5]</p> <ul style="list-style-type: none"> ▪ Impact of Globalization on State system and governance ▪ Environment and Climate Change ▪ Disaster Management ▪ Challenges of local governance
<p>Extended Reference</p>	<p style="text-align: center;">Extended Reference</p> <p>Baviskar B.S and George Mathew ed., (2009): <i>Inclusion and Exclusion in Local Governance Field studies From Rural India</i>, SAGE: New Delhi. Biju M.R.919980: <i>Dynamics of New Panchayathiraj System: Reflections and Retrospections</i>, New Delhi: Kanishka.</p>

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	<p>Singh, Ranbir and Surat Singh (2011): <i>Local Democracy and Good Governance; Five Decade of Panchayati Raj</i>, Deep and Deep Publications: New Delhi.</p> <p>Tharakan, P. K. Michael and Vikas Rawal (2001): “Decentralisation and the People's Campaign in Kerala”, <i>Social Scientist</i>, Vol. 29(9/10), pp.1-6.</p> <p>Vaidynath, R. V. Ayyar (2009): <i>Public Policy Making in India</i>, Dorling Kindersley: Delhi.</p>
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Course Code	IR M 21 E 43
Name of the Course	Local Governance and Public Policy in India
Course Tutor	Dr. Mary Senterla P.S.
Course Type	Elective
Course Credits	Four
Description	<p style="text-align: center;">Course Description/ Objectives</p> <p>This is an introductory course that 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 public officials as well as leaders of institutions accountable for their actions. With the increasing awareness of what freedom is i.e. exercise 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 in better delivery of social services. This attempt would enable to development of 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 the incidence of corruption. Poor governance definitely would threaten democratic stability and impede economic growth and social development. The course work shall comprise a mix of lectures, group work, discussions, case studies, field visits, etc...</p>
Course Objectives [CO/ 1-5]	<p>Write about your course objectives and classify them into:</p> <ul style="list-style-type: none"> • CO1- To understand the local self-government through a general description of its main concepts, significance, and processes. • CO2- Create awareness of Governance improvement using the rights-based approach, particularly with the help of the 73rd and 74th Constitutional Amendments, and critically evaluate the challenges of functioning the local self govt. institutions.

	<ul style="list-style-type: none"> • CO3- To depict a picture of Kerala Panchayathiraj and analyze the Kerala Model Development. • CO4- Remember Good governance definitely would strengthen democratic stability and impede economic growth and social development. • CO5- Through the Case studies to evaluate the responsibility toward societal needs and reaching the targets for attaining inclusive and sustainable development.
Learning Outcomes	<p>Key learning outcomes are divided into</p> <p>On completion of this course, students should:</p> <ul style="list-style-type: none"> ▪ LO1-Have improved their ability to critically evaluate the policy formulation process at the local level; ▪ LO2 -Have acquired a basic understanding of how complex social questions can be analyzed and suggest alternative policies for improving the quality of life of the people at the local level; ▪ LO3-Have improved their understanding of the different disciplinary approaches to the study of local governance and Public Policy; ▪ LO4-Have improved their capacity to work together in small groups, leadership qualities, and written and presentation skills. ▪ LO -5 To open new vistas for discussion, presentation, dissertation, and publications of relevant topics.
Pedagogic Methods	<p><u>72 Hours</u> of Learning Comprises of</p> <p>Lectures, Seminars, Tutorials, flipped classrooms; Problem Based Learning (PBL); field trip, and group projects.</p>
Evaluation	<p style="text-align: center;">Course Evaluation and Grading Criteria</p> <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>
Content through Modules	<p>Module I - Introduction and Course Plan</p> <p>[PO 1,4,6,7,8/ CO 1,2,4,5/ LO 1,2,3,4,5]</p> <ul style="list-style-type: none"> ▪ Meaning, Nature, Scope of Local Governance

<p><u>POs Mapped to COs and Los</u></p>	<ul style="list-style-type: none"> ▪ Philosophy and Significance of Local Government ▪ Conceptualizing Decentralization ▪ Types of Decentralization –dimensions: Functional, Financial, Administrative, and Political ▪ Merits of Decentralization ▪ Decentralization and Development, Development from Below, Development from within
	<p>Module II – Structure of Local Government in India.</p> <p>[PO 1,4,6,7,8/ CO 1,2,4,5/ LO 1,2,3,4,5]</p> <ul style="list-style-type: none"> ▪ Evolution of Panchayatiraj in India ▪ Structure of Rural Local Government (73rd Constitutional Amendments in India) ▪ Structure of Urban Local Government (74th Constitutional Amendments in India) ▪ Challenges of local governance
	<p>Module III – Decentralization and Local Governance in Kerala</p> <p>[PO 1,4,6,7,8/ CO 1,2,4,5/ LO 1,2,3,4,5]</p> <ul style="list-style-type: none"> ▪ Evolution of the Kerala model ▪ Citizen Participation in Local Governance-The Grama Sabha ▪ The Peoples Plan Campaign in Kerala ▪ Kerala Panchayathiraj and Municipalities Act ▪ Powers and functions of Panchayat and Urban Bodies
	<p>Module IV –Changing Role of Local Governance</p> <p>[PO 1,4,6,7,8/ CO 2,4,5/ LO 1,2,3,4,5]</p> <p>Local Administration in Action</p> <ul style="list-style-type: none"> ▪ District Planning, State Finance Commission ▪ Social Audit, Ombudsman, and Tribunals ▪ Major Schemes and Local Governance: MGNREGA, JNNURM NRLM, Swachh Bharat, Asraya Project, Jagaratha Samithi

	<ul style="list-style-type: none"> ▪ Women Empowerment: SHGs, NHGs, The Kudumbasree Mission in Kerala <p style="text-align: center;">Module V- Local Governance and Public Policy- Case Studies</p> <p>[PO 1,4,6,7,8/ CO 1,2,4,5/ LO 1,2,3,4,5]</p> <ul style="list-style-type: none"> ▪ The Kerala Model of Development ▪ Public Health Response to COVID 19 ▪ Education and Social Security (Kerala) ▪ Tribal Development
<p>Extended Reference</p>	<p style="text-align: center;">Extended Reference</p> <p>Baviskar B.S and George Mathew ed., (2009): <i>Inclusion and Exclusion in Local Governance Field studies From Rural India</i>, SAGE: New Delhi.</p> <p>Biju M.R.19980: <i>Dynamics of New Panchayathiraj System: Reflections and Retrospections</i>, New Delhi: Kanishka.</p> <p>Bissessar, A. M. (2004): <i>Globalization and Governance: Essays on the Challenges for Small States</i>, Jefferson, N.C.: McFarland & Co.</p> <p>Considine, Mark (2005): <i>Making Public Policy</i>, Polity Press: Cambridge.</p> <p>Debroy, Bibek and P.D. Kaushik (2004): <i>Emerging Rural Development through Panchayats</i>, Academic Foundation: New Delhi.</p> <p>Government of India (2008): <i>Report of the Steering Committee on Rapid Poverty Reduction and Local Area Development for the Eleventh Five Year Plan (2007-2012)</i>, Planning Commission: New Delhi.</p> <p>Gurukkal, Rajan (2001): “When a Coalition of Conflicting Interests Decentralises: A Theoretical Critique of Decentralisation Politics in Kerala”, <i>Social Scientist</i>, 29 (9/10), pp. 60-76.</p> <p>Guy, B Peters (1998): <i>American Public Policy Promise and Performance</i>, East West Press Private Limited: New Delhi.</p> <p>Held, D. ed., (2006): <i>Models of Democracy</i>, Polity: Cambridge.</p>

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Kumar, Girish (2006): *Local Democracy in India, Interpreting Decentralization*, SAGE: New Delhi.

Mehta, Aasha Kapur and Shepherd, Andrew (2006): *Chronic Poverty and Development Policy in India*, SAGE: New Delhi.

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Munshi, Surendra Abraham, Biju Paul eds., (2004): *Good Governance, Democratic Societies And Globalisation*, New Delhi: SAGE Publication.

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Parayil, Govindan ed., (2000): *Kerala: The Development Experience; Reflections on Sustainability and Replicability*, London: Zed Books.

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Satyajit, Singh and Pradeep K. Sharma ed., (2007): *Decentralization Institutions and Politics in Rural India*, Oxford University Press: New Delhi.

	<p>Singh, Ranbir and Surat Singh (2011): <i>Local Democracy and Good Governance; Five Decade of Panchayati Raj</i>, Deep and Deep Publications: New Delhi.</p> <p>Tharakan, P. K. Michael and Vikas Rawal (2001): “Decentralisation and the People's Campaign in Kerala”, <i>Social Scientist</i>, Vol. 29(9/10), pp.1-6.</p> <p>Vaidynath, R. V. Ayyar (2009): <i>Public Policy Making in India</i>, Dorling Kindersley: Delhi.</p>
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Course Code	IR M 21 C 05
Name of the Course	Introduction to Political Thought
Course Tutor	Dr. Mary Senterla P.S.
Course Type	Core
Course Credits	Four
Description	<p>Course Description</p> <p>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.</p>

<p>Course Objectives [CO/ 1-5]</p>	<p>Write about your course objectives and classify them into:</p> <p>Course Objectives</p> <p>CO 1- The course objective will be to depict the components of moral and political philosophies which analyze how society should structure and function?</p> <p>CO 2- To seek and introduce a comprehensive understanding of different political thinkers' classical works, e.g. <i>The Politics, The Republic, etc.</i></p> <p>CO 3 To train the students in reading the major writings in political philosophy and evaluating the logic of arguments in different political and moral Philosophies.</p> <p>CO 4- The pedagogical trajectory facilitates by schooling the students to formulate their own philosophical projects.</p>
<p>Learning Outcomes</p>	<p>The specific learning outcomes of this core course are:</p> <p>LO1. To realize the students will get to know how to approach philosophical writings.</p> <p>LO2. To provide opportunities to students will be equipped with philosophical knowledge of politics which they can use to analyze any social and political issue.</p> <p>LO3. To create a critical approach and understanding of the contemporary debates related to the philosophies of ancient and modern thinkers.</p> <p>LO4. To evaluate and explain “How society should be structured in order to allow human flourishing?”</p> <p>LO5.To open new vistas for discussion, presentation, dissertation, and publications of relevant topics.</p>
<p>Pedagogic Methods</p>	<p>72 Hours of Learning Comprises:</p> <ul style="list-style-type: none"> • Lectures • Seminars (Both traditional as well as group works and presentations based on home readings and small research) • Tutorials • Role-Playing sessions.
<p>Evaluation</p>	<p>Internal Assessment: 40 Marks -20 marks for Assignment/ Article Review/Seminar presentation; 20 Marks for two internal tests (one offline and one in online mode) 60 percent external examination emphasizes analytical queries that also stress the evaluative understanding of the areas and scales in terms of the specific perspectives in the modules. Course Content through Short Internships and mentoring linkages with NGOs,</p>

	Journalists, and Research Organizations.
Content through Modules <u>POs Mapped to COs and Los</u>	Module I: Ancient Greek Political Thought [PO 1,4,6,7,8/ CO 1,2,3,4/ LO 1,2,3,4,5] 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 [PO 1,4,6,7,8/ CO 1,2,3,4/ LO 1,2,3,4,5] Niccolò Machiavelli: New Modes and Orders, Realism, Modern Secular Nation-State, Discovery of America
	Module III: Social Contract [PO 1,4,6,7,8/ CO 1,2,3,4/ LO 1,2,3,4,5] 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 [PO 1,4,6,7,8/ CO 1,2,3,4/ LO 1,2,3,4,5] Jeremy Bentham: Principles of Utility J. S. Mill: Maximum Happiness Principle, On Liberty, Laissez Faire State, Consequentialism

	<p>Module V: Marxism [PO 1,4,6,7,8/ CO 1,2,3,4/ LO 1,2,3,4,5]</p> <p>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</p>
<p>Extended Reference</p>	<p>Extended Reference</p> <p>Aristotle; <i>Politics</i> (Translated by Benjamin Jowett) Batoche Books Kitchener 1999</p> <p>Aristotle; <i>The Nichomachean Ethics</i> Penguin Books London 1976</p> <p>Bentham, Jeremy ; <i>An Introduction to the Principles of Morals and Legislation</i> Batoche Books Kitchener 2000</p> <p>Elliott, Gregory; <i>Althusser: The Detour of Theory</i>; Historical Materialism Book Series Vol:13 Brill Publishers Boston 2006</p> <p>Hobbes, Thomas: <i>Leviathan</i>, Penguin, London 1985</p> <p>Locke, John; <i>Two Treatises of Government and A Letter Concerning Toleration</i>; Yale University Press New Haven and London 2003</p> <p>Machiavelli, Nicolo ; <i>The Prince</i>; Rowland Classics: electronic Series 1999</p> <p>Marx, Karl; <i>Capital: A Critique of Political Economy</i>; Vol:1; Penguin Books in association with New Left Review 1976</p> <p>McTaggart, John Ellis McTaggart; <i>Studies in the Hegelian Dialectic</i>; Batoche Books Kitchener 1999</p> <p>Mill, John Stuart ; <i>On Liberty</i>; Batoche Books Kitchener 2001</p> <p>Ollman, Bertell; <i>Dance of the Dialectic</i>; University of Illinois Press Urbana and Chicago 2003</p> <p>Plato, Republic, Penguin, London 2007</p> <p>Plato; <i>Five Great Dialogues</i> ; Lois Ropes Loomis (ed); Gramercy Books; New York 1969</p> <p>Poulantzas , Nicos; <i>Classes in Contemporary Capitalism</i>; NLB, 7 Carlisle Street, London WI 1975</p>

	<p>Rousseau JJ; <i>The Social Contract and the First and Second Discourses</i>; Yale University Press New Haven and London 2002</p> <p>Sir William Molesworth, Bart(ed); <i>The English Works of Thomas Hobbes</i>; C Richard Printers London 1975</p>
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Course Code	IR M 21 C 10
Name of the Course	COMPARATIVE POLITICS
Course Tutor	Dr. Mary Senterla P.S.
Course Type	Core
Course Credits	Four
Description	<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>
Course Objectives [CO/ 1-5]	<p>Write about your course objectives and classify them into:</p> <p style="text-align: center;">Course Objectives</p> <ul style="list-style-type: none"> ▪ CO1. Create a good understanding of the field of comparative politics, including concepts, and theoretical approaches. ▪ CO2. Understand the meaning of fundamental concepts in the comparative political analysis including the state, nations, society, regimes, and multi-level governance. ▪ CO3. Improve their understanding of research in the field of comparative politics. ▪ CO4. Acquire a deeper understanding and knowledge of the usefulness, possibilities, and limitations of pursuing research with a comparative perspective. ▪ CO5. Critically evaluate and analyze Western and non-Western Political Systems by applying comparative methods.

Learning Outcomes	<p>The specific learning outcomes of this core course are:</p> <ul style="list-style-type: none"> ➤ LO1. Have improved their critical thinking and understanding of the diversity of theoretical approaches in comparative politics. ➤ LO2. Have improved their understanding of the nature of the global system and its increasing influence on the daily life of the people; ➤ LO3. Be able to apply the conceptual tools necessary to efficaciously comprehend the fundamental forces, classes, states, and non-actors, militating within the international system; ➤ LO4. To create a new political culture, especially envisage multiculturalism in the international society. ➤ LO5. Students will analyze and critically evaluate the possibilities to locate these theories in their historical background and take part in comparative research.
Pedagogic Methods	<p><u>72 Hours</u> of Learning Comprises of Lectures, Seminars, Tutorials, flipped classrooms; Problem Based Learning (PBL); field trip, and group projects.</p>
Evaluation	<p>Internal Assessment: 40 Marks -20 marks for Assignment/ Article Review/Seminar presentation; 20 Marks for two internal tests (one offline and one in online mode) 50 percent external examination emphasizes analytical queries that also stress the evaluative understanding of the areas and scales in terms of the specific perspectives in the modules. Course Content through Short Internships and mentoring linkages with NGOs, Journalists, and Research Organizations.</p>
Content through Modules <u>POs Mapped to COs and Los</u>	<p>MODULE I [PO 1,2,3,9,10/ CO 1,2,3,4/ LO 1,2,5]</p> <p>Introduction to Comparative Politics: Conceptual and Methodological Issues; Theories and Approaches.</p> <hr/> <p>MODULE II [PO 1,2,3,9,10/ CO 1,2,3,4,5/ LO 2,3,4,5]</p>

	<p>Colonialism and decolonization: forms of colonialism, anti-colonial struggles and decolonization; Nationalism: European and non-European.</p>
	<p>MODULE III [PO 1,2,3,9,10/ CO 2,3,4,5/ LO 2,3,4,5]</p> <p>Nature of State: Classes and Social Forces; Constitutionalism and Forms of Political System.</p>
	<p>MODULE IV [PO 1,2,3,9,10/ CO 2,3,4,5/ LO 2,3,4,5]</p> <p>Democratisation: democratic transition and consolidation; Formal/Informal Structures and Functions of Government: Legislature-Executive-Judiciary-Interest Groups-Non-Governmental Organisations</p>
	<p>MODULE V [PO 1,2,3,9,10/ CO 2,3,4,5/ LO 2,3,4,5]</p> <p>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. <i>(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)</i></p>
<p>Extended Reference</p>	<p>Extended Reference</p>

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Course Code	IR M 21 C 02
Name of the Course	State and Politics in India
Course Tutor	Dr. Lirar Pulikkalath
Course Type	Core
Course Credits	Four
Description	<p>How did a country with many social, economic, and cultural cleavages manage to remain democratic? The processes of state formation and the developments and debates in the post-colonial India is a matter of academic attention. 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 key issues and debates that occupied a central place confronting around it. Organised in five modules, the course deals with historical legacies and foundations of state and politics in India with reference to the making of the Indian Constitution.</p>
Course Objectives COs	<p>The course enables the student to:</p> <ul style="list-style-type: none"> • CO 1- Introduce the salient features of Indian politics. • CO 2- Recognise the nature and trends in Indian politics.

	<ul style="list-style-type: none"> • CO 3- Introduce the history and evolution of political processes and institutional dynamics in contemporary India. • CO 4- Identify and reflect on the major issues confronting Indian politics.
Learning Outcomes LOs	<p>Upon completion of the course, students will be able to:</p> <ul style="list-style-type: none"> ▪ LO 1- Critically evaluate the social, political and economic variables for a proper understanding of the plurality and complexity of Indian society and polity. ▪ LO 2- Develop a critical perspective on Indian politics. • LO 3- Conceptually grasp the institutional dynamics and political processes in contemporary India and identify major challenges to Indian democracy.
Pedagogic Methods	<p>72 Hours of Learning Comprises of</p> <p>Lectures/ Tutorials/Assignments/Group Discussions/Audio-Visual</p>
Evaluation	<p>Internal Assessment: 40 Marks:</p> <p>The internal marks is composed of 20 marks for Assignment/ Article Review/Seminar presentation and 20 marks for two internal tests (one in offline and one in online mode)</p> <p>End Semester External Examination: 60 marks</p> <p>It contains analytical questions to evaluate students' understanding of the course</p>
Content through Modules	<p>Module I: Approaches to the Study of Politics in India and the Nature of Indian State</p> <p>[PO 1, 2, 3/ CO 1/ LO 1, 2]</p> <p>Nature of the Indian State- Approaches and views to the study of the Indian state- Perspectives of Indian Nationalism</p> <p>Percentage of work: 15 percent</p>
POs Mapped to COs and Los	<p>Module II: History and Evolution of State and Political System in India</p> <p>[PO 1, 2, 3/ CO 1, 2/ LO 1, 2]</p> <p>Legacies of the Colonial State- State formation and Reorganisation- changing nature of Indian Politics- Liberalisation and Economic Reforms</p> <p>Percentage of work: 25 percent</p>
	<p>Module III: Indian Constitution and Institutional Functioning</p> <p>[PO 1, 2, 3, 6, 7/ CO 2, 3/ LO 2, 3]</p> <p>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.</p> <p>Percentage of work: 20 percent</p>

	<p>Module IV: Party System and Power Structure in India [PO 1, 2, 3, 6, 7/ CO 2, 3/ LO 2, 3]</p> <p>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</p> <p>Percentage of work: 20 percent</p> <hr/> <p>Module V: Debates and Issues on State and Politics in India [PO 1, 2, 3, 6, 7/ CO 4/ LO 3]</p> <p>Corruption; Naxalism; Regionalism; Communalism,; Secessionism/insurgency; Changing nature of Federalism; Citizenship; Democracy; Secularism; Nationalist legacies; Unity and Integrity; Development and Social Transformation.</p> <p>Percentage of work: 20 percent</p>
<p>Extended Reference</p>	<p style="text-align: center;">Essential Readings</p> <p>Agarwal, R.C. (2000). <i>Indian Political System</i>. S Chand and Company.</p> <p>Austin, G. (1999). <i>Indian Constitution: Corner Stone of a Nation</i>. Oxford University Press.</p> <p>Baxi, U., & B. Parekh. (1994). <i>Crisis and Change in Contemporary India</i>. Sage.</p> <p>Bhambari, C.P. (1993). <i>Politics in India</i>. Cipra Publications.</p> <p>Bhargava, Rajeev. (2019). How to Rescue Genuine Secularism. <i>The Hindu</i>, 28 May.</p> <p>Bombwall, K.R & L.P. Choudhary. (1968). <i>Aspects of Democratic Government and Politics in India</i>. Atma Ram and Sons.</p> <p>Brass, Paul R. (1989). <i>The Politics of India since Independence</i>. Orient Longman.</p> <p>Chakraborty, Bidyut & R.K., Pandey. (2008). <i>Indian Government and Politics</i>. Sage.</p> <p>Chakraborty, Bidyut. (2005). <i>Forging power: Coalition Politics in India</i>. Oxford University Press.</p> <p>Chandra, Bipin et al. (2017). <i>India since Independence</i>. Penguin.</p> <p>Chatterjee, Patha. (1988). <i>State and Politics in India</i>. Oxford University Press.</p> <p>Cobridge, S., & J. Harriss. (2001). <i>Reiventing India: Liberalization, Hindu Nationalism and Popular Democracy</i>. Oxford University Press.</p> <p>Desai, A.R. (1981, March). Relevance of the Marxist Approach to the Study of Indian Society. <i>Sociological Bulletin</i>, 30 (1).</p> <p>Fadia, B.L. (1996). <i>Indian Government and Politics</i>. Sahitya Bhavan.</p>

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Bhargava, Rajeev. (1993). *Secularism and Its critics Robert W. Stern. Changing India: Bourgeois Revolution on the Subcontinent*. Cambridge University Press.

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Course Code	IR M 21 C 07
Name of the Course	Foreign Policy of India
Course Tutor	Dr. Lirar Pulikkalakath
Course Type	Core
Course Credits	Four
Description	How do countries formulate their foreign policy and implement it? What are the factors influences in the foreign policy-making of India? Does the change in leadership and government make a difference in the successful foreign policy of India? India's rise to the status as a regional power in South Asia makes understanding the determinants and core of its foreign policy. The foreign policy of a country includes "all of the policies it develops to pursue its national interests

	as it interacts with other countries”. This course examines the major concepts, theories and aspects in the study of the foreign policy of India. It looks at the process of foreign policy-making, domestic, regional and international factors that influence India’s foreign policy. The course also discusses the traditions, evolution, and changes in India’s international relations.
Course Objectives COs	The course enables the student to: <ul style="list-style-type: none"> ▪ CO 1- Examine the fundamentals of foreign policy-making in India ▪ CO 2 Encourage the students to critically analyse various issues confronting foreign policy of India. ▪ CO 3- Assess the continuity and changes in India’s external relation. ▪ CO 4- Examine the traditional and new issues affecting the foreign policy-making of India.
Learning Outcomes LOs	Upon completion of the course, students will be able to: <ul style="list-style-type: none"> • LO 1- Analyse the factors determining India’s foreign policy • LO 2- Understand India’s engagement with its neighbours and superpowers • LO 3- Assess and analyse the nature and implications of India’s relation with international institutions, different regions and nations • LO 4- Evaluate India’s response to the emerging and existing issues in international relations
Pedagogic Methods	72 Hours of Learning Comprises of Lectures/ Tutorials/Assignments/Group Discussions/Audio-Visual
Evaluation	Internal Assessment: 40 Marks: The internal marks is composed of 20 marks for Assignment/ Article Review/Seminar presentation and 20 marks for two internal tests (one in offline and one in online mode) End Semester External Examination: 60 marks It contains analytical questions to evaluate students’ understanding of the course
Content through Modules	Module I: Diplomacy and Foreign Policy: Conceptual and Historical Background [PO 1, 2, 3/ CO 1/ LO 1] Definition- Nature- Evolution of the concepts- Scope - Types of Diplomacy Percentage of work: 15 percent
POs Mapped to COs and Los	Module II: Foreign policy of India: An Overview [PO 3, 6, 7/ CO 1/ LO 1] Legacies- Strategic Thinkers- Determinants- Principles- Structure and Process- Phases of Indian Foreign Policy Percentage of work: 25 percent

	<p>Module III: India's engagement with Superpowers and International Institutions</p> <p>[PO 4, 5, 6, 7/ CO 1, 2/ LO 2, 3]</p> <p>USA- Russia- China- EU- UN- SAARC- ASEAN- G-77- G- 20- BRICS- BIMSTEC</p> <p>Percentage of work: 20 percent</p> <hr/> <p>Module IV: India and its Neighbours</p> <p>[PO 6, 7, 9/ CO 1, 2, 3, 4/ LO 2, 3]</p> <p>Policy towards Immediate and Extended Neighbours- Defence- Energy Security- Trade</p> <p>Percentage of work: 20 percent</p> <hr/> <p>Module V: India and major International Issues</p> <p>[PO 4, 5, 6, 7 9/ CO 1, 2, 3, 4/ LO 4]</p> <p>UNSC Reform- Terrorism- Maritime Security- International Migration- Palestine Problem- Environmental Governance- Military Intervention- Nuclear Issue</p> <p>Percentage of work: 20 percent</p>
<p>Extended Reference</p>	<p>Alam A., Mohammad (2015). <i>Contours of India's Foreign Policy</i>. Oxford University Press.</p> <p>Annapurna, Nautiyal (1996). <i>India and the New World order</i>. South Asian Publishers.</p> <p>Appadorai A.(1985). <i>India's Foreign Policy and Relations</i>. South Asian Publishers.</p> <p>Bajpai, Kanti & Pant, Harsh V (2015). <i>India's Foreign Policy A Reader</i>. Oxford University Press.</p> <p>Bandopadhyaya, Jayantanuja (2003). <i>The Making of India's Foreign Policy</i>. Allied Publishers.</p> <p>Cheriyen, J. (2017). From Non-Alignment to Strategic Partnership. <i>Frontline</i>, September 1, 34(17), pp. 90-95.</p> <p>Dixit J.N. (2009). <i>India's Foreign Policy and its Neighbours</i>. Gyan Publications.</p> <p>Dutt, V. P. (2015). <i>India's Foreign Policy Since Independence</i>. New Delhi: National Book Trust of India.</p> <p>Ganguly, Sumit (2010). <i>India's Foreign Policy Retrospect and Prospect</i>. OUP.</p> <p>Gupta, K.R. & Shukla, V.(2009). <i>Foreign Policy of India</i>. Atlantic Publishers & Distributors.</p>

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	<p>Muni, S. D. and Muni, Anuradha (1984) <i>Regional Cooperation in South Asia</i> (National).</p> <p>Muni, S.D. & Pant, Girijesh (2005). <i>India's Search for Energy Security: Prospects for Cooperation with Extended Neighbourhood</i>. Rupa & Co. in association with Observer Research Foundation.</p> <p>Rajan, Sreeranga M. (1993). <i>Studies on India's Foreign Policy</i>. ABC Pub. House.</p> <p>Ramakrishnan, A.K. (2008, 25-30). Neoliberal Globalist Transformations in India's Foreign Policy: Implications for West Asia and North Africa. In Anwar Alam (ed.) <i>India and West Asia in the Era of Globalisation</i> New Century Publications.</p> <p>Robinson, Francis, (ed.), (1989). <i>The Cambridge Encyclopedia of India, Pakistan, Bangladesh, Srilanka, Nepal, Bhutan and Maldives</i>. Cambridge University Press.</p> <p>Schaffer, Teresita (2010). <i>India's Relations with the United States in the 21st Century</i>. Foreign Policy Making Institute.</p> <p>Scott, David (ed.) (2011). <i>Hand Book of India's International Relations</i>. Routledge.</p> <p>Sharan, Sarojini, Vivekananda, Franklin (1991). <i>Asia the 21st Critical Century: The Question of Subnationalism in South Asia : Case Studies from Sri Lanka, India, Pakistan, Bangladesh</i>. Bethany Books.</p> <p>Shastri, Amita and Wilson, Jeyaratnam (Eds). (2001). The Post-Colonial States of South Asia Democracy, In <i>Development and Identity</i>. Palgrave Macmillan.</p>
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Course Code	IR M 21 E 25
Name of the Course	West Asia and North Africa in World Politics
Course Tutor	Dr. Lirar Pulikkalakath
Course Type	Elective
Course Credits	Four
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 COs	The course enables the student to: <ul style="list-style-type: none"> • CO 1- Familiarize with the unique history and geopolitics of WANA • CO 2- Understand the role of international institutions and super powers in shaping the modern WANA ▪ CO 3- Learn to engage critically with the academic works and media reporting on the region
Learning Outcomes LOs	Upon completion of the course, students will be able to: <ul style="list-style-type: none"> ▪ LO 1- Identify historical and contemporary factors influencing politics and international relations of West Asia and North Africa ▪ LO 2- Gain insights on the roles of religion, nationalist movements and external actors in defining and designing the region • LO 3- Analyse the local, regional, and global issues shaping the geopolitics of WANA
Pedagogic Methods	72 Hours of Learning Comprises of Lectures/ Tutorials/Assignments/Group Discussions/Audio-Visual
Evaluation	Internal Assessment: 40 Marks: The internal marks is composed of 20 marks for Assignment/ Article Review/Seminar presentation and 20 marks for two internal tests (one in offline and one in online mode) End Semester External Examination: 60 marks It contains analytical questions to evaluate students' understanding of the course
Content through Modules	Module I: West Asia and North Africa (WANA): An Introduction [PO 1, 2, 3/ CO 1/ LO 1, 3] Significance of Area Studies in international relations- Geostrategic Location- Historical Importance- Religious Holiness- Demography- Economic Status- Political System Percentage of work: 15 percent
POs Mapped to COs and Los	Module II: WANA during World Wars [PO 1, 2, 3, 6, 7/ CO 1,2 / LO 2, 3]

	<p>Collapse of Ottoman Empire- Mandatory System- political Islam and Arab Nationalism- Formation of New States</p> <p>Percentage of work: 25 percent</p>
	<p>Module III: Regional Issues in World Politics</p> <p>[PO 1, 2, 3, 6, 7, 8/ CO 1, 2, 3/ LO 1, 2, 3]</p> <p>Palestine Problem - Nuclear Issue- Arab Spring- Refugee Crises- Extremism- Kurdish Issue</p> <p>Percentage of work: 20 percent</p>
	<p>Module IV: Relationship between Regional Powers and Global powers</p> <p>[PO 1, 2, 3, 6, 7/ CO 1, 2, 3/ LO 1, 2, 3]</p> <p>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</p> <p>Percentage of work: 20 percent</p>
	<p>Module V: Dynamics of Regional Power Order</p> <p>[PO 1, 2, 3, 6, 7, 8/ CO 1, 2, 3/ LO 1, 2, 3]</p> <p>Failed States – Regional Organisations – Regional Rivalry- Militant groups</p> <p>Percentage of work: 20 percent</p>
Extended Reference	<p>Essential Readings</p> <p>Anderson, Lisa. (2004). Scholarship, Policy, Debate and Conflict: Why We Study the Middle East and Why It Matters. <i>Middle East Studies Association Bulletin</i>, 38 (1).</p> <p>Ayubi, Nazih. (1995). <i>Over-stating the Arab State: Politics and Society in the Middle East</i>. I.B. Tauris.</p> <p>Baram, Amatzia. (1990, October). Territorial Nationalism in the Middle East. <i>Middle Eastern Studies</i>, 26 (4), 425-448.</p> <p>Beblawi, Hazem. (1987). The Rentier State in the Arab World. <i>Arab Studies Quarterly</i>, 9 (4), 383-398.</p> <p>Chomsky, Noam. (2003). <i>Middle East Illusions: Including Peace in the Middle East? Reflections on Justice and Nationhood</i>. Rowman & Littlefield Publishers.</p> <p>Cleveland, William L. (2004). <i>A History of the Modern Middle East</i> (3rd ed.). Westview Press.</p>

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Mearsheimer, John J., & Steven M. Walt. (2006). The Israel Lobby and U.S. Foreign Policy. *Middle East Policy*, 13(3), 29-87.

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Owen, Roger. (2000). *State Power and Politics in Making of the Modern Middle East*. Routledge.

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<p>Al-Ahram Weekly (Egypt), http://weekly.ahram.org.eg/index.htm</p> <p>Jordan Times (Jordan), http://www.jordantimes.com/</p> <p>Daily Star (Lebanon), www.dailystar.com.lb</p> <p>Now Lebanon (Lebanon), http://www.nowlebanon.com/Default.aspx Iran Daily (Iran), www.iran-daily.com</p> <p>Tehran Times (Iran) http://www.tehrantimes.com</p> <p>The Turkish Daily News (Turkey), www.turkishdailynews.com</p> <p>Gulf News (UAE), http://www.gulfnews.com Arab News (Saudi Arabia), www.arabnews.com</p> <p>Azzaman (The Times) (Iraq), http://www.azzaman.com/english/</p> <p>Middle East Times (Egypt), www.metimes.com</p> <p>Haaretz (Israel) www.haaretzdaily.com</p> <p>The Jerusalem Post (Israel), www.jpost.com</p>
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Course Code	IR M 21 E 29
Name of the Course	Refugees in International Politics
Course Tutor	Dr. Lirar Pulikkalakath
Course Type	Elective
Course Credits	Four
Description	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.
Course Objectives COs	The course enables the student to: <ul style="list-style-type: none"> • CO 1- Examine the key actors, interests and norms that shapes the international refugee regime and international responses to other forms of displacement. • CO 2- Identify the underlying features of contemporary refugee crises and how these features help to shape the discourses and negotiations in international politics. ▪ CO 3- 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.
Learning Outcomes Los	Upon completion of the course, students will be able to: <ul style="list-style-type: none"> ▪ LO 1- Evaluate the current, policy-relevant research on international forced migration ▪ LO 2- Critically examine the concepts, legal frameworks, literature and data on forced migration and refugees in specific • LO 3- Understand and analyze the fundamental norms underpinning the global refugee regime.
Pedagogic Methods	72 Hours of Learning Comprises of Lectures/ Tutorials/Assignments/Group Discussions/Audio-Visual
Evaluation	Internal Assessment: 40 Marks: The internal marks is composed of 20 marks for Assignment/ Article Review/Seminar presentation and 20 marks for two internal tests (one in offline and one in online mode) End Semester External Examination: 60 marks It contains analytical questions to evaluate students' understanding of the course
Content through Modules	Module I: Refugee Crises: Conceptual analysis & Contemporary Dimensions [PO 1, 2, 3/ CO 1/ LO 1, 2] Definition, history and overview, global scale, scope and significance of refugee studies, spatial mobility in social theory, international law and conventions for refugees Percentage of work: 15 percent
POs Mapped to COs and Los	Module II: Refugee Crises: Case Studies [PO 3, 6, 7/ CO 1/ LO 1]

	<p>Causes, trends and status of refugees in Asia and Africa: Palestinian, Afghan, Rohingya, Libyan and Syrian refugees, Status of refugees in host states Percentage of work: 25 percent</p> <hr/> <p>Module III: Impact of Refugee Crises</p> <p>[PO 3, 6, 7/ CO 1, 2/ LO 1]</p> <p>Attitude of host states, Impact on society, politics and economy of host states, case studies: Europe and West Asia</p> <p>Percentage of work: 20 percent</p> <hr/> <p>Module IV: Response to Refugee Situations: Role of Humanitarian Actors</p> <p>[PO 3, 6, 7/ CO 2/ LO 1, 2]</p> <p>National, Regional and International Actors: UNHCR, UNRWA, Red Cross, Red Crescent, NGOs, achievements, failure and challenges.</p> <p>Percentage of work: 20 percent</p> <hr/> <p>Module V: Strategies of Negotiations and Solutions</p> <p>[PO 2, 3, 6, 7/ CO 1, 2, 3/ LO 1, 2, 3]</p> <p>Issue of citizenship and identity in a globalized world, questions of repatriation, rehabilitation and resettlement, Urgent needs.</p> <p>Percentage of work: 20 percent</p>
Extended Reference	<p>Essential Reading List</p> <p>Aalborg University. (2020). <i>Global Refugee Studies</i>. https://www.en.aau.dk/education/master/development-international-relations/specialisations/global-refugee-studies</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 & 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>

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PASSIA Palestinian Academic Society for the Study of International Affairs, Special Bulletin (2004, May). *Palestinian Refugees* Jerusalem. <http://www.passia.org/publications/bulletins/Refugees/Pal-Refugees.pdf>

	<p>Schmeidl, Susanne (1997). Exploring the Causes of Forced Migration: A Pooled Time Series Analysis, 1971–1990. <i>Social Science Quarterly</i>, 78(2),284-308.</p> <p>Sirkeci I. (2005). War in Iraq: Environment of Insecurity and International Migration. <i>International Migration</i>, 43(4).</p> <p>Seteney, Shami (1993).The Social Implications of Population Displacement and Resettlement: An Overview with a Focus on the Arab Middle East. <i>International Migration Review</i>, 27 (1), 4-33.</p> <p>United Nations High Commissioner for Refugees UNHCR (2004). Economic and Social Impacts of Massive Refugee Populations on Host Developing Countries as well as other Countries.</p> <p>United Nations Office for the Coordination of Humanitarian Affairs UNOCHA (2014).World humanitarian Data and Trends.</p> <p>United Nations Relief and Work Agency UNRWA (2007, January). <i>The United Nations and Palestine Refugees..</i></p> <p>Weiner M. (1996). Bad Neighbors, Bad Neighborhoods: An Inquiry into the Causes of Refugee Flows. <i>International Security</i>, Summer, 21 (1), 5-42.</p>
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Course Code	IR M21 O 34
Name of the Course	Issues in Contemporary International Relations
Course Tutor	Dr. Lirar Pulikkalath
Course Type	Open
Course Credits	Four
Description	<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</p>

	course is designed in a manner to encourage students to engage in debate on various aspects of such kind of issues around the world.
Course Objectives COs	The course enables the student to: <ul style="list-style-type: none"> • CO 1- Analyse a variety of concepts and contemporary issues discussed in the international relations discipline. • CO 2- Get aware of the relationship between states and the role of non-state actors in the development of International Relations. • CO 3- Focus recent important international issues by way of case studies and theoretical approaches.
Learning Outcomes Los	Upon completion of the course, students will be able to: <ul style="list-style-type: none"> ▪ LO 1- Understand the key concepts, issues and themes of international relations. ▪ LO 2- Get skills in applying different approaches, frameworks and perspectives to address, analyse, and understand the issues in contemporary international relations. • LO 3- Discuss and debate the role of national and international actors involved in global affairs in general and international issues in specific
Pedagogic Methods	72 Hours of Learning Comprises of Lectures/ Tutorials/Assignments/Group Discussions/Audio-Visual
Evaluation	Internal Assessment: 40 Marks: The internal marks is composed of 20 marks for Assignment/ Article Review/Seminar presentation and 20 marks for two internal tests (one in offline and one in online mode) End Semester External Examination: 60 marks It contains analytical questions to evaluate students' understanding of the course
Content through Modules	Module I: International Relations: An Introduction [PO 1, 2, 3/ CO 1/ LO 1, 2] 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
POs Mapped to COs and Los	Percentage of work: 15 percent
	Module II: Globalisation and Challenges to Developing Countries [PO 1, 2, 3, 6, 7, 8/ CO 2/ LO 1, 2] Globalization and (under)development- population explosion- human rights issues- international migration and refugee crisis
	Percentage of work: 25 percent

	<p>Module III: International Relations of Environmental Issues</p> <p>[PO 1, 2, 3, 6. 7, 8/ CO 2, 3/ LO 3]</p> <p>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>Percentage of work: 20 percent</p> <hr/> <p>Module IV: Regional and Global Security Issues</p> <p>[PO 1, 2, 3, 6. 7, 8/ CO 2, 3/ LO 2, 3]</p> <p>Political instability in third world countries- energy security- cyber security- arms proliferation- Non State actors- terrorism and counter terrorism</p> <p>Percentage of work: 20 percent</p> <hr/> <p>Module V: India and Issues in Contemporary International Relations</p> <p>[PO 1, 2, 3, 6. 7, 8/ CO 2, 3/ LO 2, 3]</p> <p>Impact of global issues- relation with neighbouring countries- issue of immigration- Issues of Indian Diaspora- reform of the UNO</p> <p>Percentage of work: 20 percent</p>
<p>Extended Reference</p>	<p>Essential Reading List</p> <p>Baylis, John & Smith S (Eds) (2014). <i>The Globalization of World Politics: An Introduction to International Relations</i>. OUP.</p> <p>Betts, Alexander & Loescher G (Eds) (2011). <i>Refugees in International Relations</i>. Oxford University Press.</p> <p>Brown C & 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. & Lawson G. (2015). <i>The Global Transformation: History, Modernity and the Making of International Relations</i>: CUP.</p> <p>Castles, Stephen & Davidson A. (2005). <i>Citizenship and Migration: Globalization and Politics of Belonging</i>. Routledge</p> <p>Castles, Stephen & 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 & Snidal D (eds.) (2008). <i>Oxford Handbook of International Relations</i>.</p>

Clark I. (1997). *Globalization and Fragmentation: International Relations in the Twentieth Century*. Oxford University Press.

Dinar, Shilom. (2009). Scarcity and Cooperation along International Rivers. *Global Environmental 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

Buzan B. (2004). *The United States and the Great Powers: World Politics in the Twenty-First Century*. Polity Press.

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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.

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

	<p>Mingst, K.A. & I.M. Arreguin-Toft (2011). <i>Essentials of International Relations</i> (5th edition). Norton and Company.</p> <p>Morgentha, H. J (1948). <i>Politics among Nations: The Struggle for Power and Peace</i>. Alfred Knopf.</p> <p>Rischard, J.F., (2002). <i>High Noon: 20 Global Problems, 20 Years to Solve Them</i>. Basic Books, New York</p> <p>Slaw, M. (2013). <i>Genocide and International Relations, Changing Patterns in the Transitions of the Late Modern World</i>. Cambridge University Press.</p> <p>Small M. & Singer J.D. (1982). <i>Resort to Arms: International and Civil Wars, 1816-1980</i>. Sage.</p> <p>Steans, J. (2006). <i>Gender and International Relations</i>. Polity Press.</p> <p>Stephen, M. G. (2004). <i>The Global Warming: Tragedy and the Dangerous Illusion of the Kyoto Protocol</i>. Ethics and International Affairs.</p> <p>Szkariat, Monika & Katarzyra Mojska(Eds) (2016). <i>New Technologies as a factor of International Relations</i>. Cambridge Scholars Publishing.</p> <p>V. K. Fouskas (2007). <i>The Politics of Conflict</i>. Routledge.</p> <p>Vogler, J. & Mark I. (Eds) (1996). <i>The Environment and International Relations: Global Environmental Change Programme</i>. Routledge.</p> <p>Walt, S. (1998). <i>International Relations: One World, Many Theories</i>. Foreign Policy, Spring.</p> <p>Walt, S. (2015,Nov/Dec, 42-51). ISIS as a Revolutionary State. <i>Foreign Affairs</i>.</p> <p>Welsh, J. M. (Eds) (2004). <i>Humanitarian Interventions and International Relations</i>. Oxford University Press.</p>
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Course Code	IR M 21 E 39
Name of the Course	The Indian Diaspora
Course Tutor	Dr. Lirar Pulikkalakath
Course Type	Elective
Course Credits	Four

Description	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.
Course Objectives COs	The course enables the student to: <ul style="list-style-type: none"> ▪ CO 1- Attain knowledge of the transnational nature of the contemporary world and examine the factors led to national, territorial, and cultural reformulations of overseas Indians. ▪ CO 2- 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. ▪ CO 3- Understand the problems of Indian Diaspora and the policy of India towards them.
Learning Outcomes LOs	Upon completion of the course, students will be able to: <ul style="list-style-type: none"> • LO 1- Gain an insight into the complex, fragmented and traumatic history of Indian Diaspora. • LO 2- To explore diaspora literature and cinema deals with cultural imaginaries of identity, home and belonging. • LO 3- Develop different perspectives on the issues of the Indian Diaspora.
Pedagogic Methods	72 Hours of Learning Comprises of Lectures/ Tutorials/Assignments/Group Discussions/Audio-Visual
Evaluation	Internal Assessment: 40 Marks: The internal marks is composed of 20 marks for Assignment/ Article Review/Seminar presentation and 20 marks for two internal tests (one in offline and one in online mode)

	<p>End Semester External Examination: 60 marks</p> <p>It contains analytical questions to evaluate students' understanding of the course</p>
<p>Content through Modules</p> <p>POs Mapped to COs and Los</p>	<p>Module I: Diaspora: Definition and Types</p> <p>[PO 1, 2, 3/ CO 1/ LO 1, 2]</p> <p>Definition- Scholastic development- Related Concepts- Types of Diaspora- International Relations and Diaspora</p> <p>Percentage of work: 15 percent</p>
	<p>Module II: The Indian Diaspora: An Overview</p> <p>[PO 3, 6, 7/ CO 1/ LO 1]</p> <p>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</p> <p>Percentage of work: 25 percent</p>
	<p>Module III: Regional and Country Profile of the Indian Diaspora</p> <p>[PO 3, 6, 7/ CO 1, 2/ LO 1]</p> <p>Indian Diaspora in the Africa- Europe- North America and West Asia: Social, Political and Economic Status- Status and Issues of Diaspora Communities</p> <p>Percentage of work: 20 percent</p>
	<p>Module IV: The Indian Diaspora & Global Indian Culture</p> <p>[PO 3, 6, 7/ CO 2/ LO 1, 2]</p> <p>Indian Diaspora in Literature, Writers of Indian Diaspora, Indian Diaspora and Popular Culture, Bollywood, Food Culture - Indian Sport and Diaspora</p> <p>Percentage of work: 20 percent</p>
	<p>Module V: India's Engagement with its Diaspora</p> <p>[PO 2, 3, 6, 7/ CO 1, 2, 3/ LO 1, 2, 3]</p> <p>Diaspora Relations and Organisational Structure- Impact of Indian Diaspora on Indian Economy- Issues of NRIs and PIOs- Dual Citizenship- Case Study of Kerala Diaspora</p> <p>Percentage of work: 20 percent</p>

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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.

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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.

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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)

Rohinton Mistry, *Family Matters* (2003)

Amitav Ghosh, *Sea of Poppies* (2008)

Kiran Desai, *The Inheritance of Loss* (2006)

Jhumpa Lahiri, *Unaccustomed Earth* (2008)

Course Code	SIR M II E 1718
Name of the Course	Gender and Politics
Course Tutor	Dr. M V Bijulal
Course Type	Elective
Course Credits	Four
Description	<p>The transition from Womens Studies to feminism and 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.</p> <p>to develop critical personal capacities to identify relevant social issues from gender justice perspective. 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>
Course Objectives COs	<p>CO 1 - familiarizing the students with the history of evolution of gender studies and its applications in the study of political science.</p> <p>CO 2 - to introduce the students to the contributions of discipline of gender studies and their effect on contemporary theories in political science.</p> <p>CO 3 - To introduce the students to people, organizations at different level,academic works, major social events regarding gender rights.</p> <p>CO 4 -To creates spaces inside and outside the class room to develop well informed, presentation and writing of relevant areas including legal aspects.</p>

Learning Outcomes LOs	<p>LO 1 - to foster academic abilities for working on theoretical developments and dynamics of social processes related to advancements in gender studies.</p> <p>LO 2 - Understanding and critiquing the everyday life aspects from a gender lens.</p> <p>LO 3 -Understanding the global processes, analysis of legal processes in relevant local, national and international spheres</p> <p>LO 4 To develop a perspective on the global multilateral agenda of gender justice with focus on Transgender/querr peoples rights.</p> <p>LO 5 - To help attain analytical abilities in doing research on Gender studies</p>
Pedagogic Methods	<p>72 Hours of Learning Comprises of:</p> <ul style="list-style-type: none"> • Lectures • Seminars (Both traditional as well as group works and presentations based on home readings and small research) • Tutorials • Short Term Internships • Mentoring linkages with NGOs, Journalists, and Research Organizations.
Evaluation	<p>40 percent continuous assessment emphasizes the key ideas in the field as well as the frames in political geography.</p>

	<p>60 percent external examination emphasizes analytical queries that also stresses on evaluative understanding of regions and scales in terms of the specific perspectives in the modules</p>
Content through Modules POs Mapped to COs and LOs	<p>Module 1: <u>Feminisms</u></p> <p style="text-align: center;">[PO 1,5,6,8 / LO 1,2,4 / CO 1,2,3]</p> <p>Introduction to waves of Feminism Civil and Political Rights (Mary Wollstonecraft) Social Construction of Femininity (Simone de Beauvoir) Radical trends(Mary Dal, Kate Millet)</p>

Module 2: Conceptualizing Gender:

[PO 1,3,8,10 / LO 2,4 / CO 1,2,4]

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

Module 3: III Gender and Politics

[PO 3,6,9,10 / LO 1, 2,4 / CO 1,2,4]

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)

Module 4: Gender and Class

[PO 1,4,6,8 LO 2,3,4 / CO 1,2,4,5]

Sex work as an identity (Nalini Jameela)

Feminization of Labour

Workplaces and gender (Transgender experiences at work- a case study of Kerala)

Module 5: Gender and Sexualities

[PO 1,3,6,8 LO 1,2,4 / CO 1,2,4,5]

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

Extended Reference	<p>Essential Readings</p> <p>Essential Readings</p> <p>Agarwal, B. (1994). <i>A Field Of One's Own: Gender and Land Rights In South Asia</i>. Cambridge: Cambridge University Press.</p> <p>Barbin, H. (2010). <i>Herculine Barbin</i>. New York: Vintage Books.</p> <p>Beauvoir, S. D. (1953). <i>The Second Sex</i>. London: Jonathan Cape.</p> <p>Butler, J. (1990). <i>Gender Trouble, Feminism and the Subversion of Identity</i>. New York: Routledge.</p> <p>Butler, J. (1993). <i>Bodies that Matter: On the Discursive Limits of Sex</i>. London: Routledge.</p> <p>Chakravarti, U. (2003). <i>Gendering Caste: through a feminist lens</i>. Calcutta: Stree.</p> <p>Connell, R. W. (2005). <i>Masculinities</i>. California: University of California.</p> <p>Daly, M. (1990). <i>Gyn Ecology: The Meta ethics of Radical Feminism</i>. United States of America: Beacon Press.</p> <p>Hooks, B. (1982). <i>Ain't I a Woman</i>. Pluto Press: London.</p> <p>Laqueur, T. (2003). <i>Making Sex: Body and Gender from the Greeks to Freud</i>. Harvard: Harvard University Press.</p> <p>Mernissi, F. (1991). <i>Veil and the Male Elite: A Feminist Interpretation of Women's Rights in Islam</i>. Perseus Books.</p> <p>Mernissi, F. (1991). <i>Women and Islam: An Historical and Theological Enquiry</i>. Oxford: Basil Blackwell.</p> <p>Mernissi, F. (1997). <i>The Forgotten Queens of Islam</i>. Minneapolis: University of Minnesota Press.</p> <p>Millet, K. (2000). <i>Sexual Politics</i>. Illinois: University of Illinois Press.</p> <p>Mulvey, L. (1989). <i>Visual and Other Pleasure</i>. UK: MacMillan.</p> <p>Pilcher, J., & Whelehan, I. (2004). <i>50 key concepts in Gender Studies</i>. London: sage.</p> <p>Weeks, J. (2010). <i>Sexuality</i>. Routledge: London.</p> <p>Wollstonecraft, M. (1996). <i>A Vindication of the Rights of Women</i>. London: Dover publications.</p> <p>Optional Readings</p> <p>Ahmed, Sara (2000): <i>Strange Encounters: Embodied Others in Postcoloniality</i>, London and New York: Routledge.</p> <p>Alcoff, Linda Martin (2006): <i>Visible Identities, Race, Gender, and the Self</i>, New York: Oxford University Press.</p> <p>Chatterjee, P. (2004). <i>The Politics of the Governed Reflections on Popular Politics in most of the World</i>. New York: Columbia University Press.</p> <p>Cornwall, A. & Lindisfarne, N (1994): <i>Dislocating Masculinity: Comparative Ethnographies</i>, London: Routledge.</p> <p>Chodorow J, Nancy (1989): <i>Feminist and Psychoanalytic Theory</i>,</p> <p>Disch&Hawkesworth (ed.) (2016): <i>The Oxford Handbook of Feminist Theory</i>, New York: Oxford University Press</p> <p>Dudink, S et.al (ed.) (2007): <i>Representing Masculinity: Male citizenship in Modern Western Culture</i>, UK: Palgrave MacMillan</p> <p>Dworkin, Andrea,(1974): <i>Women Hating</i>, New York: Dutton.</p> <p>Dworkin, A. (2007). <i>Intercourse</i>. New York: Basic Books.</p> <p>Edwards, Tim (2006) <i>Cultures of Masculinity</i>, London: Routledge</p> <p>Evans, Mary et.al. (ed.) (2018): <i>The Sage Handbook of Feminist Theory</i>, New York: Oxford</p> <p>Fuss, D (1991): <i>Inside/out: Lesbian Theories Gay Theories</i>, New York: Routledge.</p> <p>Gardner, C. V. (2006). <i>Historical Dictionary of Feminist Philosophy</i>. USA: The Scarecrow Press.</p>
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- Articles
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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/ph7obliaoooot/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

- 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/>

Course Code	SIR M I E 1820
Name of the Course	Migration, Citizenship and Governance
Course Tutor	Dr. M V Bijulal
Course Type	Elective
Course Credits	Four
Description	<p style="text-align: center;">Course Description</p> <p>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 Tans-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.</p>
Course Objectives COs	<p>CO 1 - Understand the role Global and multilateral rights initiatives which influence policies of migration at different political spaces.</p> <p>CO 2 - 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.</p> <p>CO 3 - is to develop capacities for further research in the key areas like migration governance, ideas of citizenship</p>

Learning Outcomes LOs	<p>The specific learning outcomes of this core course are:</p> <p>LO 1 - To help identify the important landmarks in transnational/Global Migration rights Initiatives.</p> <p>LO 2 - to attain theoretical clarity regarding the infusion of the concept of citizenship into studies on migration governance</p>
Pedagogic Methods	<p>72 Hours of Learning Comprises of:</p> <ul style="list-style-type: none"> • Lectures • Seminars (Both traditional as well as group works and presentations based on home readings and small research) • Tutorials • Short Term Internships • Mentoring linkages with NGOs, Journalists, and Research Organizations.
Evaluation	<p>40 percent continuous assessment emphasizes the key ideas in the field as well as the frames in political geography.</p>

	<p>60 percent external examination emphasizes analytical queries that also stresses on evaluative understanding of regions and scales in terms of the specific perspectives in the modules</p>
Content through Modules POs Mapped to COs and LOs	<p>Module 1: Concepts and Global Scenario in Migration [</p> <p>[PO 1,3,6,8 / CO 2,3 / LO 1,2]</p> <p>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</p>

Module 2: Theoretical Dimensions and Legal Discourses

[PO 2,6,9 / CO 1,2,3 / LO 1,2]

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: Community and Governance

[PO 1,3,6 / CO 1,2,3 / LO 1,2]

Migrant Community and diaspora: Thematic Differentiations.

Cultural and social dimensions of Migration.

Migrant governance: Different Models.

Module 4: Rights-based Dialogues and Instruments

[PO 9, 7, 2 / CO 1,2,3 / LO 1,2]

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: Welfare and Rights – Case Studies

[PO 4, 9,10 / CO 1,3 / LO 1,2]

Documentation, Welfare and Rights Protection

Comparative analyses of Select countries; India, Belgium, Sweden and Germany

Extended Reference	<p>Extended Reference:</p> <p>References</p> <p>ACLU, (2012). American Civil Liberties Union, and International Human Rights Clinic, Yale Law School.</p> <p>Amjad, Rashid. (ed.) (1989). To The Gulf and Back: Studies on the Economic Impact of Asian Labour Migration. New Delhi and Geneva: International Labour Organisation, Asian Employment Programme. 1989.</p> <p>Bales, Kevin. (1999) Disposable People: New Slavery in the Global Economy. Berkeley: University of California Press.</p> <p>Bales, Kevin. (2005). Understanding global Slavery A Reader, Berkeley: University of California Press.</p> <p>Basok, Tanya. (2009). Counter-hegemonic Human Rights Discourses and Migrant Rights Activism in the US and Canada, International Journal of Comparative Sociology, London: Sage Publications, 183-205.</p> <p>Benhabib, S. (2007). 'Twilight of Sovereignty or the Emergence of Cosmopolitan Norms? Rethinking Citizenship in Volatile Times', Citizenship Studies Vol.11(1): 19–36.</p> <p>Betts, Alexander (2011). Global Migration Governance, New York: Oxford University Press.</p> <p>Bhupal Singh (2009). Structural Shifts in the Current Account of India's Balance of Payments Margin: The Journal of Applied Economic Research; Vol.3.</p> <p>Bijulal , M.V.(2012). Struggle as Political Communication: Migrant Lifeworlds and Human Rights Questions in the GCC Countries', South Asian Journal of Diplomacy, Vol. 3, No.1., School of International relations, Kottayam. Kerala.</p> <p>Chatterjee, Partha (2004) Politics of the Governed Reflections on Popular Politics in Most Part of the World, New York, Colombia University Press.</p> <p>Ditto, Mohammad Ibrahim. (2008) , GCC Labour Migration Governance, United Nations expert group meeting on, international migration and development in asia and the pacific, United Nations Economic and Social Commission for Asia and the Pacific, Population Division, Department of Economic and Social affairs, Bangkok, Thailand.</p> <p>Edward J. Malecki, and Ewers, Michel. (2007). Labor migration to world cities: with a research agenda for the Arab Gulf, Progress in Human Geography, <i>Progress in Human Geography</i>, vol. 31, no. 4 (2007), pp. 467-484.</p> <p>Jeevan Raj Sharma. (2008). Practices of Male Labor Migration from the Hills of Nepal to India in Development Discourses: Which Pathology? Gender Technology and Development, 12: 303-323, doi:10.1177/097185240901200302.</p> <p>International Migration Report (2002). United Nations, Geneva: Department of Economic and Social Affairs, Population Division.</p> <p>International Organization for Migration.(IOM). (2003). World migration report 2003: labour migration: trends, challenges and policy responses in countries of origin. Geneva: International Organization for Migration Press.</p> <p>IOM. (2012). http://www.iom.int/cms/en/sites/iom/home/about-iom-1/mission.html (accessed on 24 May, 2013).</p>
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- Ong, Aihwa. (2006). Neoliberalism as Exception: Mutations in Sovereignty and Citizenship, Durham: Duke University Press.
- Panda, Rajaram, Migration Remittances: The Emerging Scenario India Quarterly 65, 2 (2009): 167–83.
- Patterson, Orlando. (2005) Slavery and Social Death, Massachusetts: Harward University Press.
- Ratha, Dilip and Zhimei Xu. (2008): Migration and Remittances Factbook. Washington, D.C.: The World Bank.
- Sajitha Beevi Karayil (2007) Does Migration Matter in Trade? A Study of India's Exports to the GCC Countries, South Asia Economic Journal; vol8; no.1.
- The Sydney Herald (2011), Workers strike in UAE after labour riot, January 3.<http://news.smh.com.au/breaking-news-world/workers-strike-in-uae-after-labour-riot-20110103-19dz9.html>, accessed on April 4, 2013.
- Tilly Charles (2007) , Trust Networks in Transnational Migration, *Sociological Forum* , Vol. 22, No. 1 (Mar., 2007), pp. 3-24
- UNCJIN,(2000).http://www.uncjin.org/Documents/Conventions/dcatoc/final_documents_2/convention_%20traff_eng.pdf (accessed on 24 May, 2013)
- UNECOSOC, (2009) Population division, United Nations Publications Sales No. E 09 Xiii.8) http://www.un.org/esa/population/publications/2009Migration_Chart/IttMig_maps.pdf, accessed on 24 October, 2012.).
- Varghese, V.J.(2011). ‘Outside and Inside the Nation:: Narratives and the making of a productive Citizen in Kerala’ in Irudaya Rajan S (Ed) Migration, Identity and Conflict, India Migration Report, New Delhi: Rutledge .
- Zachariah K.C, Kannan K.P. and Irudaya Rajan , S. (2002). (ed). Kerala's Gulf Connection: CDS Studies on International Labour Migration from Kerala State in India. , Centre for Development Studies.

Course Code	SIR M III 1775
Name of the Course	Introduction to Research Methodology
Course Tutor	Dr. M V Bijulal
Course Type	Core
Course Credits	Four
Description	<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>
Course Objectives COs	<p>CO 1 - Facilitate application of relevant human rights aspects to the studies of students from other disciplines.</p> <p>CO 2 - Promote learning in the legal and constitutional applications in human rights</p> <p>CO 3 -Prepare students to take up effective human rights investigations using human rights methodologies.</p>
Learning Outcomes LOs	<p>The specific learning outcomes of this core course are:</p> <p>LO 1 – Undertake academic research at post graduate level</p> <p>LO 2 - Prepare proposals for external agencies for training and short-term research on consultancy basis</p> <p>LO 3 - Develop critical abilities to apply concepts of political theory in research processes</p> <p>LO 4 - Utilize skills in interdisciplinary training to innovate and explore</p> <p>LO 5 - To help attain analytical abilities in integrating ethical and human rights components in the research undertaken by the students.</p>

Pedagogic Methods	72 Hours of Learning Comprises of: <ul style="list-style-type: none"> • Lectures • Seminars (Both traditional as well as group works and presentations based on home readings and small research) • Tutorials
Evaluation	40 percent continuous assessment emphasizes the key ideas in the field as well as the frames in political geography.

	60 percent external examination emphasizes analytical queries that also stresses on evaluative understanding of regions and scales in terms of the specific perspectives in the modules
Content through Modules	Module 1: Introduction- Approaches and Methods of Inquiry [PO 1,3,7/ CO 1,2,3/ LO 1,2,4]
POs Mapped to COs and LOs	Why Social Research- significance -Ontological and Epistemological Dimensions of Research; 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.
	Module 2: Selection and Formulation of Research Problem [PO 2,3/ CO 1,2/ LO 2,3,4]
	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.
	Module 3: Research design and methods [PO 2,10 / CO 1,3/ LO 1,2,3,4]
	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 .

Module 4: Data Collection and Analysis : Methods and Techniques

[PO 2,4,9,10/ CO 1,2,3/ LO 1,2,4,5]

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.

Data Processing and Analysis strategies - Data Analysis with Statistical Packages - Hypothesis-testing - Generalization and Interpretation.

Module 5: Research Ethics and Report Writing

[PO 1,3,7,8/ CO 1,2,3/ LO 1,3,4,5]

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

<p>Extended Reference</p>	<ul style="list-style-type: none"> • Blaikie, N. W. H. (2000). <i>Designing Social Research: The Logic of Anticipation</i>, Norman Blaikie. Malden, MA, Polity Press. • Blaxter, L. (2001). <i>How to Research</i>, Loraine Blaxter, Christina Hughes, and Malcolm Tight. Buckingham: Open University Press. • Creswell, J. W. (2003). <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i>, John W. Creswell. Thousand Oaks, Calif, Sage Publications. • Gibbons, M., H. Limoges, et al. (1994). <i>The New Production of Knowledge: The Dynamics of Science and Research in Contemporary Societies</i>, Sage, London. • Hakim, C., Ed. (1987). <i>Research design: Strategy and Choices in the Design of Social Research</i>, London, Allen & Unwin. • C. Ragin and H. S. Becker Eds. <i>What is a Case? Exploring the Foundation of Social Inquiry</i>, New York, Cambridge University press. • Yin, R. K. (2003). <i>Case Study Research: Design and Methods</i>, Robert K. Yin. Thousand Oaks, Calif, Sage Publications. • Bryman, A. (2008) <i>Social Research Methods</i>, (3rd. Ed.) Oxford: Oxford University Press • Cohen, L., Manion, L. and Morrison, K. (2007) <i>Research Methods in Education</i> (6th Ed.) Abingdon: Routledge • Kuhn, T. S. (1970) <i>The Structure of Scientific Revolutions</i> 2nd Ed. Chicago, IL: University of Chicago Press • Magee, B. (1998) <i>The Story of Philosophy</i>, London: Dorling Kindersley • McQueen, P. and McQueen, H. (2010) <i>Key Concepts in Philosophy</i>, Basingstoke: Palgrave MacMillan • Thomas, G. (2009) <i>How to do your Research Project</i>, London: Sag • Perry Anderson (1981), <i>In the Tracks of Historical Materialism</i>, London • G.A. Cohen (1978), <i>Karl Marx's Theory of History: A Defence</i>, London • Jon Elster (1985), <i>Making Sense of Marx</i>, London
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Course Code	SIR M III 1754
Name of the Course	Critical Issues in Human Rights
Course Tutor	Dr. M V Bijulal
Course Type	Open
Course Credits	Four
Description	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.
Course Objectives COs	<p>CO 1 - To develop thinking, write research based analytical reports/presentations with suitable inputs from human rights instruments and processes.</p> <p>CO 2 - To help learners to infuse critical human rights perspectives in the major areas of their master's degree programme.</p> <p>CO 3 - 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>
Learning Outcomes LOs	<p>The specific learning outcomes of this core course are:</p> <p>LO 1 - Foster academic abilities applying leanings to analyse social processes related to the relevant field of learners.</p> <p>LO 2 - Understanding and critiquing the everyday life aspects from an informed human rights perspective.</p> <p>LO 3 - Prepare public writing, petitions and advocacy materials for human rights protection.</p> <p>LO 4 - To use constitutional and legal instruments for protection of social justice.</p> <p>LO 5 - To help attain analytical abilities in integrating ethical and human rights components in the research undertaken by the students.</p>

Pedagogic Methods	72 Hours of Learning Comprises of: <ul style="list-style-type: none"> • Lectures • Seminars (Both traditional as well as group works and presentations based on home readings and small research) • Tutorials • Short Term Internships/Human Rights Fact-finding missions • Mentoring linkages with NGOs, Journalists, and Research Organizations.
Evaluation	40 percent continuous assessment emphasizes the key ideas in the field as well as the frames in political geography.

	60 percent external examination emphasizes analytical queries that also stresses on evaluative understanding of regions and scales in terms of the specific perspectives in the modules
Content through Modules	Module 1: Introduction to Human Rights [PO 1,2,7/ CO 2/ LO 1,4]
POs Mapped to COs and LOs	Meaning and nature of Human Rights- addresses epistemological continuities in the changing ways by which human rights are conceived across various historical times. Also studies natural rights and human rights, how human dimensions, and considerations evolve as cultural, and political aspects. Dignity discourse in human rights- situates the need for just, equitable and dignified ways through which rights are guaranteed. Nation-state and human rights- how organized sovereign states evolve to define and defend guarantees of the rights of citizens and non-citizens
	Module 2: Theories of Human Rights [PO 3,6/ CO 2/ LO 2,4]
	Liberal theories of Human Rights. The role of political agents in facilitating rights. Changing dimensions of Human Rights. Guarantees of state are discussed Marxian theory of Human Rights. Discusses the differences offered by. Marxist interpretations of the history and human consciousness.
	Module 3: Human Rights Instruments – A critical Review [PO 6,8 / CO 2/ LO 1,4]
	Concerns of important, covenants and instruments. And offers detailed. Reading about post-World War two initiatives for Universal human rights.

Mechanisms. Offering a closer reading on the ongoing journey of hegemonic system of Human Rights and the global institutional level. Module for caste discrimination, and gender bias. Together these two keywords account for the ways of discrimination that are normalized and goat adapted to the everyday aspects of social life.

Module 4: Social, Political and Cultural Issues in Human rights
[PO 1,3,7,8/ CO 1,2,3/ LO 1,2,4]

This is gone with an emphasis on the Indian situation. There are direct indirect and contributory aspects of rights violations in the practices of such violations of labour-rights.

It discusses the plight of unorganized Workforce in the main, with specific attention to marginal communities. Labour rights discusses, the plight of workers, both from the gender and cast Dimensions of migrant workers and other marginal sections.

Caste discrimination and gender bias together account for ways of discrimination that are normalised and got adapted to everyday aspects of social life.

There are direct, indirect and contributory aspects of racist violations in the practices of such violations. Labour rights discusses the plight of unorganised workforce in the main with specific attention to marginal and oppressed communities. Labour rights discusses the plight of workers both from the gender and caste dimensions. Migrant workers and other marginal section of the population

Module 5: National and International Human Rights Mechanisms
[PO 3,9/ CO 1,2/ LO 1,3,4]

National and International human rights mechanism introduces the function of human risks institution in sovereign states, institutions functioning under the mandate of the United Nation systems.

Also gives an introduction to the functions of non-governmental institutions with human rights mandates, their actions and the discursive domain on human rights between the official and civil realm of Human Rights

<p>Extended Reference</p>	<p>Extended Reference:</p> <p>Fenwick Helen Civil Liberties and Human Rights, , New York, Routledge Cavendish, 2008</p> <p>Obrien Karen Climate Change, Ethics and Human Security, Cambridge, Cambridge University Press, 2010</p> <p>Ramcharan Beertland Contemporary Human Rights Ideas, G, New York, Routledge,2008</p> <p>Mullarson Ren Human Rights Diplomacy, New York, Routledge, 1997</p> <p>Santap Sanhari Mishra Human Rights an Introduction, , Hydrabad, The ictai University Press, 2007</p> <p>Arjun Sen Gupta Reflections on The Right to Development, ,New Delhi,Sage Publications India Pvt.Ltd,2005</p> <p>Aravind Sharma Hinduism and Human Rights A Conceptual Approach, ,New Delhi, Oxford University press, 2004</p> <p>Beitz Charles R The Idea Of Human Rights, Oxford, Oxford University press, 2009</p> <p>Baxi, Upendra <i>Human Rights In A Posthuman World: Critical Essays</i>. Oxford University Press (India), 2007.</p> <p>Baxi, Upendra <i>The Future of Human Rights</i>. Oxford University Press, 2002.</p> <p>Baxi, Upendra <i>The Rights of Subordinated Peoples</i>(Co-written with O. Mendelsohn). Oxford University Press, 1994.</p> <p><i>Inconvenient Forum and Convenient Catastrophe: The Bhopal Case</i>. Bombay: NM Tripathi, 1986.</p> <p>Pollis & Peter Schwab Human Rights New Perspectives , Lynne Rienner Publishers, 2000.</p> <p>Author " (Shashi Nath Saraswathy), Right to Equality in the Indian constitution, Concept Publishers, New Delhi, 2002.</p> <p>Andrew Vincent The Politics of Human rights (2010), Oxford University Press, New York.</p> <p>S.K. Pachauri Women and Human Rights, S.B. Nangia, A.P.H. Publishing Corporation, New Delhi, 1990.</p> <p>R.S. Sharma and R.K. Sinha Perspectives in Human Rights Development, Durga Ganj, New Delhi, 1996.</p> <p>Aftab Alam Human Rights in India Issues and Challenges, Smt. Poonam Goal for Raj Publication, Model Town, Delhi, 2000.</p>
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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. Singha Sehgul 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.

Paras Diwan Human Rights and the Law Universal and India, Deep and Deep Publication, 1998.

Electronic Sources:

Select Articles, Reports, Powerpoint Presentations in Eformat (89 Folders) distributed as course materials.

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Course Code	SIR M IV 1747
Name of the Course	State & Politics in West Asia
Course Tutor	Dr. M V Bijulal
Course Type	Core
Course Credits	Four
Description	The course seeks to develop a general interest in West Asian affairs and to provide an in-depth understanding of major issues, movements and political systems in the region. The main purpose of this course is to provide students with an opportunity to have an intellectual engagement with the politics of West Asia. Major contemporary themes like political Islam, Popular Uprisings for Democratic Rights, Arab feminism, Migration from India to west Asia , and politics and government in select countries will be taken up for in-depth study.
Course Objectives COs	<p>CO 1 - To provide an understanding of important political developments in the region since 1900</p> <p>CO 2 - Develop a clear perspective on the diversities of state systems in the region</p> <p>CO 3 - Prepare students to write analytical press writings and research papers on academic themes</p>
Learning Outcomes LOs	<p>The specific learning outcomes of this core course are:</p> <p>LO 1 - to foster academic abilities for working on social processes related to the region</p> <p>LO 2 - Understanding and critiquing the political life of the region from a theoretical perspective.</p> <p>LO 3 - Understanding the advanced areas of research on the society and people of the region and to develop research papers and proposals for higher studies and publications.</p> <p>LO 4 - To develop a perspective on the India- West Asia relations.</p>
Pedagogic Methods	<p>72 Hours of Learning Comprises of:</p> <ul style="list-style-type: none"> • Lectures • Seminars (Both traditional as well as group works and presentations based on home readings and small research) • Tutorials • Academic Collaborations with external institutions

Evaluation	40 percent continuous assessment emphasizes the key ideas in the field as well as the frames in political geography.
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	60 percent external examination emphasizes analytical queries that also stresses on evaluative understanding of regions and scales in terms of the specific perspectives in the modules
Content through Modules	<p>Module 1: West Asia: Geopolitical and Cultural Dimensions [PO 1 ,3 CO 1,2,3 / LO 1,4]</p> <p>Intellectual Traditions Orientalism State Formation in West Asia: Geopolitical Dimensions Post Colonial State in West Asia: Theoretical Perspectives</p> <p style="padding-left: 40px;">Religion and Politics in West Asia</p> <p><input type="checkbox"/> Contemporary Political Dimensions of Religious Ideas</p> <p>Nationalisms, State and Ideology</p> <p><input type="checkbox"/> Zionism <input type="checkbox"/> Pan Arabism <input type="checkbox"/> Pan Islamism <input type="checkbox"/> Kurd Nationalism <input type="checkbox"/> Arab Nationalism</p>
POs Mapped to COs and LOs	<p>Module 2: Major Issues and Conflicts [PO 1,2,3 / CO 1,2,4 / LO 1,2,4]</p> <p><input type="checkbox"/> The Palestine Question <input type="checkbox"/> Arab-Israeli Wars <input type="checkbox"/> Wars in the Gulf</p>
	<p>Module 3: III State and Politics in Select Countries [PO 1,2,3 / CO 2,4,3 / LO 1,3,4]</p> <p><input type="checkbox"/> Iran <input type="checkbox"/> Saudi Arabia <input type="checkbox"/> Syria <input type="checkbox"/> Yemen</p>

Module 4: West Asia: Economies in Transition

PO 2, 3,4,6,9 / CO 1,4 / LO 3,4]

Oil as Strategic Asset: National and International Dimensions

Transitions in the Economies and Social Policy in West Asia

Militarisation and Economy

Social Movements in West Asia

- Political Movements: Feminism: Ideology and Movements
- Contemporary Political movements: Anti Regime Movements Since 2000

Module 5: India and West Asia

PO 3,4,5,9 / CO 1,2,4 / LO 2,3]

India and West Asia

India and the Palestine Question

Migration to West Asia: Experiences of Indian Workers

<p>Extended Reference</p>	<ul style="list-style-type: none"> • Gerner, Deborah (ed.), <i>Understanding the Contemporary Middle East</i> (Boulder, Colo.: Lynne Rienner Publishers, 2000) • Esposito, John, <i>Islam: The Straight Path</i> (New York: Oxford University Press, 1998) • Badran, Margot, <i>Feminists, Islam, and Nation: Gender and the Making of Modern Egypt</i> (Princeton: Princeton University Press, 1995) • Milani, Mohsen, <i>The Making of Iran's Islamic Revolution</i> (Boulder, Colo.: Westview Press, 1994) • Zubaida, Sami, <i>Islam, the People, and the State</i> (London: I.B.Tauris, 1993) • Garfinkle, Adam, <i>Politics and Society in Modern Israel</i> (New York: M.E.Sharpe, 2000) • Ali, Sheikh R. ,<i>Oil and Power: Political Dynamics in the Middle East</i> (London: Pinter, 1987) • Halliday, Fred, <i>Iran: Dictatorship and Development</i> (Harmondsworth: Penguin, 1979) • Abrahamian, Ervand, <i>Iran Between Two Revolutions</i> (Princeton: Princeton University Press, 1982) • Helms, Christina, <i>The Cohesion of Saudi Arabia</i> (London: Croom Helm, 1982) • Hopewood, Derek (ed.), <i>The Arabian Peninsula: Society and Politics</i> (London: Allen and Unwin, 1972) • Shariati, Ali, <i>On the Sociology of Islam</i> (Berkeley: Mizan Press, 1979) • Said, Edward, <i>The Question of Palestine</i> (London: Routledge and Kegan Paul, 1979) • Said, Edward, <i>Orientalism</i> (London: Routledge and Kegan Paul, 1978) • Karpat, Kemal H., <i>Political and Social Thought in the Contemporary Middle East</i> (New York: Praeger, 1982) • Rodinson, Maxime, <i>Mohammed</i> (Harmondsworth: Penguin, 1971) • Al-Azmeh, Aziz, <i>Islams and Modernities</i> (London: Verso, 1993) • Hourani, Albert, <i>A History of the Arab Peoples</i> (London: Faber and Faber, 1991) • Anderson, Roy R., Robert F. Seibert and John G. Wagner, <i>Politics and Change in the Middle East</i> (New Jersey: Prentice Hall, 1998) • Finkelstein, Norman, <i>Image and Reality of the Israel-Palestine Conflict</i> (London: Verso, 1995) • Abidi, A.H.H., "The Iranian Revolution: Its Origins and Dimensions", <i>International Studies</i>, Vol. 18, No. 2, April-June 1979, pp.129-61. • Ramakrishnan, A.K., "Palestine: Dawn of a New Era", <i>Manorama Year Book 1994</i> (Kottayam: M.M.Publications, 1994), pp.340-47 • Ramakrishnan, A.K., "Mahatma Gandhi's Approach to Zionism and the Palestine Question", <i>Palestine Times</i> (London & Amman), Issue 86, 1998. • Ramakrishnan, A.K., "Conceptualising India-West Asia Relations: The Macro-Historical Perspective", in N.N.Vohra (ed.), <i>History, Culture and Society in India and West Asia</i> (New Delhi: Shipra and India International Centre, 2003), pp.9-16
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