

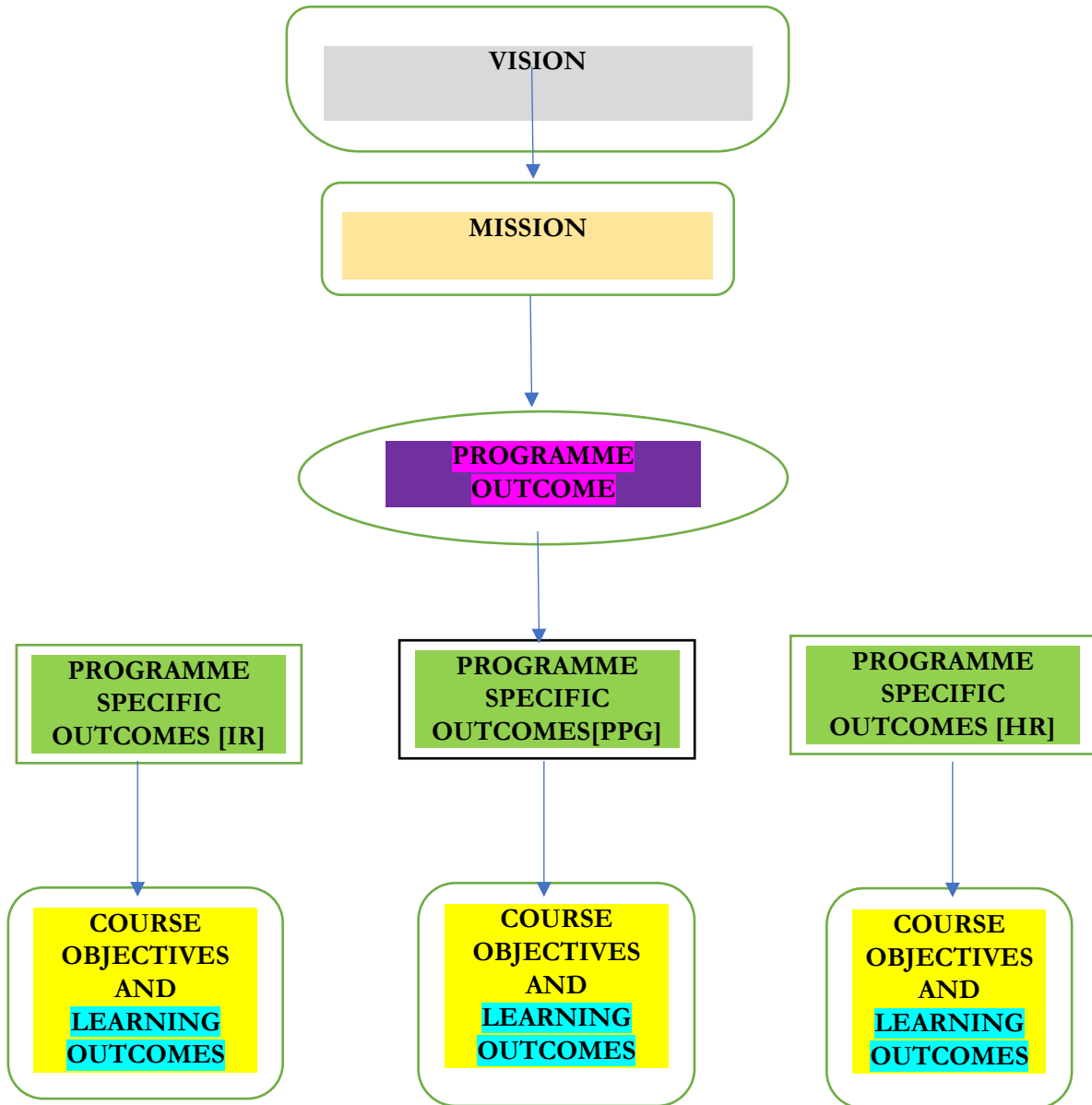
**OBE SYLLABUS**  
**2021- 2023**  
**MASTERS LEVEL**



**SIRP**

School of International  
Relations and Politics  
Mahatma Gandhi University

## ***OBE STRUCTURE [SIRP]***



The MA programmes have been envisaged to introduce students to the broad fields of theoretical as well as empirical questions encompassed by International Relations & Politics, Human Rights as well as Public Policy and Governance- all have programme specific outcomes. Overall, the programmes examine the ideas on which modern societies are based and, through an examination of several countries and issues, evaluates the different systems, processes and social/political forces in operation in the world today.

The programme currently underway in the School of International Relations and Politics has been designed with the aim of not replicating traditional courses but invigorating the interactive realm of Political Science and International Relations keeping in mind the epistemological unity of the interactive mode and the emerging interdisciplinary concerns and frontier areas of social sciences. The school has also kept in perspective the developments that have been taking place in the global political, ecological, economic, cultural and strategic landscape. The programme has been periodically monitored, reviewed and redesigned in such a way as to strengthen the frontier areas of Political Science.

### **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.

## CURRICULUM

### PROGRAMME OUTCOMES (PO) -PG-SIRP

At the completion of the Post Graduate Programme, the student will be able to accomplish the following programme outcomes.

GPO No.	Graduate Programme Outcomes
PO.1	<b>Critical Thinking:</b> Ability to engage in independent and reflective thinking in order to understand logic connections between ideas.
PO.2	<b>Effective Communication:</b> Development of communication skills for effectively transmitting and receiving information that focuses on acquiring knowledge, problem solving, improving on arguments and theories thereby paving the way for better employability and entrepreneurship.
PO.3	<b>Social Consciousness:</b> Acquire awareness towards gender, environment, sustainability, human values and professional ethics and understand the difference between acting, responding and reacting to various social issues.
PO.4	<b>Multidisciplinary Approach:</b> Combining various academic disciplines and professional specializations to cross borders and redefine problems in order to explore solutions based on the new understanding of complex situations.
PO.5	<b>Subject Knowledge:</b> Acquiring knowledge at a higher level that would help develop the necessary skills, fuel the desire to learn and contribute to the field of expertise thereby providing valuable insights into learning and professional networking with the aim of catering to the local, national and global developmental needs.
PO.6	<b>Lifelong Learning:</b> Understanding the necessity of being a lifelong learner for personal enrichment, professional advancement and effective participation in social and political life in a rapidly changing world.

1. **The Programme Specific Outcome (PSO), of Politics and HR** 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.

**PSO 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

**PSO 2:** To critically evaluate the contending theories of HR

**PSO 3:** To analyze the social concerns such as development, gender, ecology, and civil society within a HR perspective

**PSO 4:** To choose and construct an appropriate design for an empirical investigation of a HR case from a local level experience.

2. **The Programme Specific Outcomes (PSO), of Politics and IR** are to develop a high level of understanding of the contemporary political and social issues in their national and international contexts, through courses therein. But it also moves beyond ideas of the national and international into other coordinates like, regional, global or urban for example. It also aims to develop analytical skills in students that can be applied in a wide range of careers. Studies in Politics and International Relations are a vital part of an education for life and work in the contemporary world and combine well with other humanities and social science disciplines.

**PSO 1:** To introduce students to the broad fields of theoretical as well as empirical questions encompassed by Political Science and International Relations.

**PSO 2:** To examines the ideas on which modern societies are based and, through an examination of several countries and issues, evaluates the different systems, processes and social/political forces in operation in the world today.

**PSO 3:** To analyse the national, international, regional or global political systems and the manner in which they have evolved, with attention given to a range of contemporary issues.

3. **The programme specific outcomes (PSO) of the MA stream in Public Policy and Governance** is mainly to equip students to take up a wide range of positions including teaching and research in the frontier areas of Political Science, Public Policy and International Relations. The global dynamics has changed considerably since the 1990s. Some even suggested that the nation-state's ability to determine effective national policy has withered with the growth of economic globalisation. The programme specific objectives come in the context of sheer pace of social change present a formidable demand on practitioners and students of public policy as the world entered the 21st century.

**PSO 1:** To introduce students to the broad fields of theoretical as well as empirical questions encompassed by Political Science, Public Policy and International Relations.

**PSO 2:** To identify, explain, and apply key concepts and terms underlying Public Policy and Governance, grasping public policy and Governance as unfolding dynamics in an interdisciplinary mode.

**PSO 3:** To create enabling environments that allow students to demonstrate a grasp of the global environment in both Public Policy and Governance and address pertinent policy questions and imperatives.

**PSO 4:** To provides ample opportunities for academic as well as policy initiatives through internships, social labs and extension activities and with interdisciplinary emphasis.

### **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.

### Choosing appropriate action verb- Course & Learning Outcome [LO]

In the process of writing learning outcomes, action verbs that facilitates alignment of program and course learning outcomes and course learning outcomes are used. When writing course learning outcomes, it is anticipated how student learning will be assessed in relation to each expectation.

Both Course and Learning outcomes are coded in accordance to the values assigned based on levels in the taxonomy deployed. COs and LOs are thus Remember (1), Understand (2), Apply (3), Analyse (4), Evaluate (5), Create (6).

Levels of Learning	Action Verbs
Level 6: Creating	<b>Create:</b> generating, planning, producing, composing
Level 5: Evaluating	<b>Evaluate:</b> checking, critiquing, assessing, concluding
Level 4: Analysing	<b>Analyze:</b> differentiating, organizing, attributing, comparing, outlining
Level 3: Applying	<b>Apply:</b> executing, implementing, classifying, calculating, constructing
Level 2: Understanding	<b>Understand:</b> interpreting, exemplifying, classifying, summarizing, inferring, comparing, explaining
Level 1: Remembering	<b>Remember:</b> recognizing, recalling, describing, listing

## OUTCOME BASED SYLLABUS

<b>Course Code</b>	IR M 21 C 03
<b>Name of the Course</b>	<b>Political Geography and Area Studies</b>
<b>Course Tutor</b>	<b>Dr. Mathew A Varghese</b>
<b>Course Type</b>	Core
<b>Course Credits</b>	Four
<b>Description</b>	As a field that overlaps on the one hand with human geography and on the other with regional or area studies political geography has become an inevitable premise for global political understandings and constructive engagements. This course engages with the economic and geopolitical patterns at regional levels. Thus it addresses the many lacks in international relations levels of analysis that gets a lot general. Regional peculiarities, deep understandings of regional diversities through history, as well as fundamental geographical and historical background of states as institutional order, become important. Histories of statehood, questions of space and power in contemporary political geography, territoriality, the state, geopolitics gets focus in this course. Geopolitics was among the pioneering theoretical explanations of geographical factors in realms like war and peace.
<b>PSO:</b>  <b>HR</b> <b>IR</b> <b>PPG</b>	  <b>HR: 3</b> <b>PPG: 3</b> <b>IR: 1,2,3</b>
<b>Course Objectives</b> <b>COs</b>	<ul style="list-style-type: none"> <li>• CO 1- The course objective will be to draw on key sources of information that facilitates studying regional characteristics</li> <li>• CO 2- Thereby a comprehensive <u>analysis</u> of states and their relations is sought.</li> <li>• CO 3- The pedagogical trajectory proceeds through regional diversities and allows learners <u>evaluation</u> of regions through tutorials and seminars.</li> </ul>
<b>Learning Outcomes</b> <b>LOs</b>	<p>The specific <b>learning outcomes</b> of this core course are:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• LO 2- To gain an overview of political and economic geography of the world as well as the political map</li> <li>• 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</li> <li>• LO 4- To evaluate and explain regional conflicts and state priorities in changing contexts of sovereignties</li> <li>• LO 5- To enhance discussion, presentation and writing of relevant areas</li> </ul>



<b>Pedagogic Methods</b>	72 Hours of Learning Comprises of: <ul style="list-style-type: none"> <li>• Lectures</li> <li>• Seminars (Both traditional as well as group works and presentations based on home readings and small research)</li> <li>• Tutorials</li> <li>• Role-Playing sessions.</li> </ul>
<b>Evaluation</b>	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
<b>Content through Modules</b>  <b>POs and PSOs Mapped to COS and LOs</b>	<p><b>Module 1: Significance of Geography and Regional Study</b>  [PO 1,2,3/ PSO-3, 1,2/ 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><b>Module 2: State Levels: Early forms</b>  [PO 1,2,3/ PSO-3, 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"> <li>• Hobbes: Leviathan / Basic theory; social contract and the rule of absolute sovereign for the protection of commonwealth/ war of all against all and state of nature</li> <li>• Locke: Peaceful commonwealth/ role of natural law/ classical liberalism</li> <li>• Marx: Separation of the state and civil society/ Base and Superstructure/ role of bourgeoisie/ individual growth and state debt</li> <li>• Fukuyama: Origins of Political Order/ From tribal society to institutionalised state</li> </ul> <p><b>Module 3: Nation State and State Level in Political Geography</b>  [PO 1,2,3/ PSO-1, 3, 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><b>Module 4: International Level in Political Geography</b></p>

	<p>[PO 1,2,3/ PSO-1, 3, ,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> <hr/> <p><b>Module 5: Regional and Sub-Regional Levels</b>  [PO 1,2,3/ PSO-1, 3, ,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, Catalanian, Uyghur or separatisms like in Kosovo, or Crimea)</p>
<p><b>Extended Reference</b></p>	<p><b>Extended Reference:</b></p> <ul style="list-style-type: none"> <li>• Acharya, Amitav (2007), “The Emerging Regional Architecture of World Politics”, <i>World Politics</i>, 59, pp 629-652.</li> <li>• Agnew, J.A, K. Mitchell &amp; G. Ó Tuathail (eds.). 2003. <i>Power</i>. In <i>A companion to political geography</i>, Malden: Blackwell Pub.</li> <li>• Alan Pred. Place as historically contingent process: Structuration and the time-geography of becoming places. <i>Annals of the Association of American Geographers</i>, 74(2):279–297, 1984.</li> <li>• Albert, Mathias and Paul Reuber (2007), “Introduction: The Production of Regions in the Emerging Global Order-Perspectives on ‘Strategic Regionalization’”, <i>Geopolitics</i>, 12(4), pp 549-554.</li> <li>• Allan Pred. Structuration and place: On the becoming of sense of place and structure of feeling. <i>Journal for the Theory of Social Behaviour</i>, 13(1):45–68, 1983.</li> <li>• Anderson, Benedict. 1991. <i>Imagined Communities: Reflections on the Origin and Spread of Nationalism</i>. London, UK: Verso.</li> <li>• Andrew Gelman. <i>Red State, Blue State, Rich State, Poor State: Why Americans Vote the Way they Do</i>. Princeton University Press, Princeton, NJ, 2010.</li> <li>• Anthony C Gatrell. <i>Distance and space: a geographical perspective</i>. <i>Contemporary problems in geography</i>. Oxford University Press, New York, 1983.</li> <li>• Barkey, Karen and Mark von Hagen. 1997. <i>After Empire: Multiethnic Societies and Nation-Building: The Soviet Union and the Russian, Ottoman, and Habsburg Empires</i>. Boulder, CO: Westview.</li> <li>• Bassin, M. 2007. Civilisations and their discontents: Political geography and geopolitics in the Huntington thesis. <i>Geopolitics</i>, 12: 351-374.</li> <li>• Brenner, N., and N. Theodore. 2005. Neoliberalism and the urban condition. <i>City</i>, 9(1): 101-107.</li> <li>• C. Flint. Whither the individual, whither the context? <i>Political Geography</i>, 15(2):147–151, 1996.</li> </ul>

	<ul style="list-style-type: none"> <li>• Cara Wong. Boundaries of Obligation in American Politics: Geographic, National, and Racial Communities. Cambridge University Press, New York, 2010.</li> <li>• Clastres, Pierre. 1989. <i>Society against the State</i>. Trans. Robert Hurley and Abe Stein. New York: Zone Books.</li> <li>• Clastres, Pierre. 1994. <i>Archaeology of Violence</i>. Trans. Jeanine Herman. New York: Semiotext(e).</li> <li>• Deleuze, Gilles, and Félix Guattari. 1987. <i>A Thousand Plateaus</i>. Trans. Brian Massumi. Minneapolis: University of Minnesota Press.</li> <li>• Fawn, Rick (2009), “‘Regions’ and their study: wherefrom, what for and whereto? Review of International Studies, 35, pp 5-34.</li> <li>• Ferguson, Brian. 2013b. “The Prehistory of War and Peace in Europe and the Near East.” Chapter 11 in Fry 2013b.</li> <li>• Flint, C. 2003. Dying for a “P”? Some questions facing contemporary political geography. <i>Political Geography</i>, 22(6): 617–620.</li> <li>• Foucault, Michel. 1997. <i>Society Must Be Defended</i>. Trans. David Macey. New York: Picador.</li> <li>• Foucault, Michel. 2000. <i>Power: The Essential Works of Foucault</i>. Ed. James Faubion. New York: New Press.</li> <li>• Foucault, Michel. 2008. <i>The Birth of Biopolitics</i>. Trans. Graham Burchell. New York: Palgrave Macmillan.</li> <li>• Gary King. Why context should not count. <i>Political Geography</i>, 15:159–164, 1996.</li> <li>• Gellner, Ernest. 1983. <i>Nations and Nationalism</i>. Ithaca, NY: Cornell University Press.</li> <li>• Glassner, Martin Ira and Chuck Fahrer (2004), <i>Political Geography</i>, John Wiley, New Jersey.</li> <li>• Graeber, David. 2012. <i>Debt: The First 5,000 Years</i>. New York: Melville House.</li> <li>• Harvey, David. 2001. <i>Spaces of capital: towards a critical Geography</i>. New York: Routledge.</li> <li>• Harvey, David. 2005. <i>A brief history of neoliberalism</i>. Oxford: Oxford University Press.</li> <li>• Huntington, S. 1993. The clash of civilizations? <i>Foreign Affairs</i>, 72(3): 22-49.</li> <li>• Jane Jacobs. <i>The death and life of great American cities</i>. Vintage, 1992.</li> <li>• John Agnew (1994), The territorial trap: The geographical assumptions of international relations theory, <i>Review of International Political Economy</i>, 1 (1).</li> <li>• John Agnew. Mapping politics: how context counts in electoral geography. <i>Political Geography</i>, 15(2):129–146, 1996.</li> <li>• John Agnew. Maps and models in political studies: a reply to comments. <i>Political Geography</i>, 15(2):165–167, 1996.</li> <li>• Kant, Immanuel. 1991 (1795). “Perpetual Peace: A Philosophical Sketch.” In <i>Kant: Political Writings</i>, Trans. H. Nisbet, 93–130. Cambridge: Cambridge University Press.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Lester, Alan (2008), Empire, in Kevin R. Cox, Murray Low and Jennifer Robinson (eds.), Sage Handbook of Political Geography, Sage, London.</li> <li>• Mann, Michael. 1995. "A Political Theory of National-ism and its Excesses." Pp. 44–64 in <i>Notions of Nationalism</i>, edited by S. Periwal. Budapest: Central European University.</li> <li>• Robert D. Sack (1983), Human Territoriality: A Theory, <i>Annals of the Association of American Geographers</i>, 73 (1).</li> <li>• Sahlins, Marshall. 1972. <i>Stone Age Economics</i>. New York: Aldine Atherton.</li> <li>• Sassen, Saskia. 2002. Locating cities on global circuits. <i>Environment &amp; Urbanization</i>, v. 4, n. 1, p. 13-30.</li> <li>• Scott, James C. 2009. <i>The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia</i>. New Haven, Conn.: Yale University Press.</li> <li>• Scott, James C. 2017. <i>Against the Grain: A Deep History of the Earliest States</i>. New Haven, Conn.: Yale University Press.</li> <li>• Sen, Amartya. 1977. "Rational Fools: A Critique of the Behavioural Foundations of Economic Theory." <i>Philosophy and Public Affairs</i> 6, no. 4: 317–44.</li> <li>• Shapiro Michael J. (2003), Chapter 18, Nation-states, in John Agnew, Katharyne Mitchell and Gerard Toal (eds.), <i>A Companion to Political Geography</i>, Blackwell, Oxford.</li> <li>• Smith, Neil. 2003. Foreward. In Lefebvre, Henry. <i>The urban revolution</i>. Minneapolis: University of Minnesota Press: vii-xxiii.</li> <li>• Soja, Edward W. 2000. <i>Postmetropolis: critical studies of cities and regions</i>. Oxford: Blackwell.</li> <li>• Stanley Milgram. <i>The Individual in a Social World</i>. Pinter and Martin, London, 2010.</li> <li>• Tilly, Charles. 1975. "Western State-Making and Theories of Political Transformation." Pp. 601–686 in <i>The Formation of National States in Western Europe</i>. Princeton, NJ: Princeton University Press.</li> <li>• Tilly, Charles. 1994. "States and Nationalism in Europe, 1492–1992." <i>Theory and Society</i> 23:131–46.</li> <li>• Vayrynen, Raimo (2003), "Regionalism: Old and New", <i>International Studies Review</i>, 5 (1), pp 25-51.</li> <li>• W. Brustein. Mapping politics: how mode of production counts in electoral geography. <i>Political Geography</i>, 15(2):153–158, 1996.</li> <li>• Wendy K. Tam Cho and Thomas J. Rudolph. Emanating political participation: Untangling the spatial structure behind participation. <i>British Journal of Political Science</i>, 38(2), 2008.</li> <li>• Wittfogel, Karl. 1957. <i>Oriental Despotism: A Comparative Study of Total Power</i>. New Haven, Conn.: Yale University Press.</li> </ul>
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<b>Course Code</b>	IR M21 O 36
<b>Name of the Course</b>	<b>Political Ecology and Dimensions of the Anthropocene</b>
<b>Course Tutor</b>	<b>Dr. Mathew A Varghese</b>
<b>Course Type</b>	Open Course
<b>Course Credits</b>	4 Credits
<b>Description</b>	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.
<b>PSO:</b>	OPEN COURSE- ALL PSOs THAT ENTAILS INTERDISCIPLINARITY/ TRANSDISCIPLINRITY
<b>Course Objectives COs</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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</li> </ul>

	<p>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.</p>
<p><b>Learning Outcomes LOs</b></p>	<p>The significant learning outcomes through the modules, include, the ability to:</p> <ul style="list-style-type: none"> <li>• LO1- Understand and explain the origins of debates in political ecology, as well as the contributions of political ethnography into discussions of environmental transformations</li> <li>• LO2- Application of perspectives in political ecology to unravel the assumptions in Malthusian assumptions like scarcity and perspectives of nature/culture</li> <li>• 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.</li> <li>• LO4- The key analytical question addressed will be as to how social scientists can contribute to ‘grand challenges’ signified by ‘age of humans’.</li> </ul> <p>The learner will also be able to explain, evaluate, speak and write clearly about the aforesaid changes.</p>
<p><b>Pedagogic Methods</b></p>	<p>72 Hours of Learning Comprises of:</p> <ul style="list-style-type: none"> <li>• Lectures</li> <li>• Workshops that place Anthropocene situations in Context</li> <li>• Seminars (Both traditional as well as group works and presentations based on home readings and small research)</li> <li>• Tutorials.</li> </ul>
<p><b>Evaluation</b></p>	<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>
<p><b>Content through Modules</b></p> <p><b>POs and PSOs Mapped to COS and LOs</b></p>	<p>Module 1: What is Political Ecology?</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> <hr/> <p>Module 2: The Nature/Culture Divides</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</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> <hr/> <p>Module 4: Forms of ecological violence</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</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><b>Extended Reference</b></p>	<p>Module 1</p> <ul style="list-style-type: none"> <li>• Aldo Leopold. 1949. “The Land Ethic” in <i>A Sand County Almanac</i>, New York: Oxford University Press.</li> <li>• 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.</li> <li>• Paul Robbins. “Introduction.” In <i>Political Ecology: A Critical Introduction</i>. Wiley-Blackwell</li> <li>• Paul Robbins. “Political versus Apolitical Ecologies” and “A Tree with Deep Roots.” In <i>Political Ecology: Introduction</i>. Wiley-Blackwell.</li> <li>• Paul Robbins. “The Critical Tools” and “Political Ecology Emerges.” In <i>Political Ecology: A Critical</i></li> <li>• Richard Peet and Michael Watts. 1996. “Liberating Political Ecology.” In <i>Liberation Ecologies: Environment, Development, Social Movements</i>. Routledge.</li> </ul> <p>Module2</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>

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- Nancy Peluso. 1995. "Whose Woods Are These? Counter-Mapping Forest Territories in Kalimantan, Indonesia." *Antipode*. 27(4).
- Jake Kosek. 2006. "Smokey Bear is a White Racist Pig." In *Understories: The Political Life of Forests in Northern New Mexico*. Duke University Press.
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- Eben Kirsky and Stefan Helmreich. 2010. "The Emergence of Multispecies Ethnography." *Cultural Anthropology*. 25 (4).
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<b>Course Code</b>	IR M 21 C 12
<b>Name of the Course</b>	<b>International Political Economy</b>
<b>Course Tutor</b>	<b>Dr. Mathew A Varghese</b>
<b>Course Type</b>	Core
<b>Course Credits</b>	Four
<b>Description</b>	This will be an introductory course on international political economy (IPE). The period in focus will be the international economic system mostly since the Second World War. Particular reference will be made to contemporary issues. The international issues could also have domestic explanations as well as manifestations. The global context will be brought in through a brief genealogy of current version of globalisation.
<b>PSO:</b> <b>HR</b> <b>IR</b> <b>PPG</b>	HR: 2,3 PPG: 1,3 IR: 1,2,3
<b>Course Objectives</b> <b>COs</b>	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.
<b>Learning Outcomes</b> <b>LOs</b>	An <b>intended learning outcome</b> is to provide explanatory frames that could eventually be deployed to problematise some of the paradigms of international studies. <ul style="list-style-type: none"> <li>• LO 1- The students will also be able to critically evaluate key theoretical propositions and paradigms.</li> <li>• LO 2- They can craft a design of contemporary IPE systems</li> <li>• LO 3- They can compare and contrast policies according to theoretical evaluations and political contextualization.</li> </ul>
<b>Pedagogic Methods</b>	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
<b>Evaluation</b>	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.

<p><b>Content through Modules</b></p> <p><b>POs and PSOs Mapped to COS and LOs</b></p>	<p><b>Module 1: Introduction to the study of International Political Economy</b></p> <p>[PO 1,7,10/CO1/LO 1]</p> <p>What is distinct about International Political Economy- Modern Genealogy of the discipline- Economics and Social Sciences- Significant debates in the realm of IPE- Analytical approaches compared: liberalism, dependency, mercantilism (Main Reading: Oatley- Chapter One/ Underhill/ Van de Graaf- Introductory Chapter )</p>
	<p><b>Module 2: Post-War Institutional Context</b></p> <p>[PO 1,7,10/CO1/LO 1]</p> <p>The emergent nation states and new institutional processes- Reduced role for private or non-state interests – The coming into being of the new state system: States dealing with issues that they had little familiarity with (e.g. trade and commerce)  (Main Reading: Ikenberry/ Oatley-Chapter one, five and ten/ Gilpin- Chapters Six to Ten)</p>
	<p><b>Module 3: Changing Institutional Order</b></p> <p>[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. (Main Reading: Gallagher/ Prashad/ Weaver/ Van de Graaf- Part 3.2)</p>
	<p><b>Module 4: Brief Genealogy of Globalisation</b></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  (Main Readings: Harvey- Introduction and Chapter one/ Rennie Short- Chapter Four/ Oatley- Chapter fifteen/ Hardt and Negri-Part 1.1)</p>
	<p><b>Module 5: Contemporary Global Economy: Problematising International Premises through Pointers / Comparing policies and political actions during recessions, crisis, and challenges to global capitalism</b></p> <p>[PO 1,2,3,10/CO1, 2/LO 1,2,3]</p>

	<ol style="list-style-type: none"> <li>1. Multinational Corporations</li> <li>2. International Monetary Fund (IMF) and World Bank</li> <li>3. World Trade Organisation (WTO) and trade policies</li> <li>4. Corporate State</li> <li>5. Urbanisation</li> <li>6. Brexit and European Monetary Union</li> <li>7. Special Economic Zones</li> <li>8. Global Environmental Politics</li> <li>9. Pandemics</li> <li>10. War Economy</li> <li>11. Financial Crisis</li> </ol>
<p><b>Extended Reference</b></p>	<p>Albrow, M. (1996). <i>The Global Age</i>, Cambridge: Polity Press.</p> <p>Anderson, P. (1998). <i>The Origins of Postmodernity</i>, London: Verso.</p> <p>Arrighi, Giovanni. (1994). <i>The Long Twentieth Century: Money Power and the Origins of Our Times</i>. London: Verso.</p> <p>Baylis, Smith &amp; Owen (2008): <i>Globalisation of World Politics: Introduction to International Relations</i>, Oxford: Oxford University Press.</p> <p>David Held and Anthony McGrew (eds.). (2000). <i>The Global Transformations Reader: an introduction to the globalization debate</i>, Polity press.</p> <p>Fergusson, James and Akhil Gupta. (2002). "Spatialising States: Toward an Ethnography of Neoliberal Governmentality." <i>American Ethnologist</i> 29. No. 4: 981-1002.</p> <p>Gallagher, Kevin P. (2007), 'Understanding Developing Country Resistance to the Doha Round', <i>Review of International Political Economy</i> 15(1): 62-85.</p> <p>Gilpin, Robert (2010): <i>Global Political Economy: Understanding The International Economic Order</i>, Hyderabad : Orient BlackSwan .</p> <p>Goldstein, J.L., D. Rivers, and M. Tomz. (2007), 'Institutions in International Relations: Understanding the Effects of the GATT and the WTO on World Trade'. <i>International Organization</i>, 61 no 1 p. 37-67.</p> <p>Hardt, Michael and Antonio Negri. (2000). <i>Empire</i>. Cambridge: Harvard University Press.</p> <p>Harvey, David. 2003. <i>The New Imperialism</i>. Oxford: Oxford University Press.</p> <p>Harvey, David. 2007. <i>A Brief History of Neoliberalism</i>. Oxford University Press.</p> <p>Hocking, B. (2004): 'Changing the Terms of Trade Policy Making: from the "Club" to the "Multistakeholder" Model,' <i>World Trade Review</i> 3 (1), pp. 3-26</p> <p>Ikenberry, John (1992), 'A World Economy Restored: Expert Consensus and the Anglo-American Postwar Settlement', <i>International Organization</i> 46:1, pp. 289-321.</p> <p>Lenin, Vladimir I. (1939). <i>Imperialism: The Highest Stage of Capitalism: A popular Outline</i>. New York: International Publishers.</p> <p>Noble, Gregory W. and John Ravelhill. (2000 ). <i>The Asian Financial Crisis and the Architecture of Global Finance</i>. Cambridge University Press.</p> <p>Oatley, Thomas. (2016). <i>International Political Economy: Interest and Institutions in the Global Economy</i>. Pearson/Longman.</p>

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

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

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

**Possible Journal References:**

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

<b>Course Code</b>	IR M 21 E 27
<b>Name of the Course</b>	<b>Urbanisation Global Cities and Spatial Configurations</b>
<b>Course Tutor</b>	<b>Dr. Mathew A Varghese</b>
<b>Course Type</b>	Elective
<b>Course Credits</b>	Four
<b>Description</b>	This introductory course to urbanisation processes pays attention to the genealogy of Cities, character of Urban Spaces, possibilities and limits of cities as global and local ethnographic sites, the past, present and future of Urban Spaces/cities, cities in relation to other cities (inter-urban processes), as well as the relationships with political, economic, social and historical materialisations; be they nation-states or a global configurations.
<b>PSO:</b>  <b>HR</b> <b>IR</b> <b>PPG</b>	<b>HR: 3</b> <b>PPG: 1,2,3,4</b> <b>IR: 1,2,3</b>
<b>Course Objectives Cos [1-5]</b>	<p>The objective of the course is to have a social scientific and ethnographic engagement with themes like the relationship between the rural and urban, political economy and inequality, urban life and its cultural and social dynamics, space and place, race and exclusion, and cities and citizenship.</p> <p>This course on urban processes can be qualitatively enhanced when <b>working in conjunction with a functional urban lab as well as interdisciplinary political ecology programmes</b>. There will be hands on engagements through seminar programmes, tutorials, films, as well as possible field extensions global cities, post- 90s cities, and southern cities, etc. there could be documentation of processes that take place in city spaces like protest; exclusions, development and reforms, migrations, environment and disaster,</p>

	<p>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"> <li>▪ <b>CO1</b>-The <b>Course outcome levels</b> starts at the first level of understanding urban motifs.</li> <li>▪ <b>CO2</b>-Then it moves to <u>application</u> of such concepts into contexts like urban ecology and planning.</li> <li>▪ <b>CO3</b>-There is the objective of <u>analysis</u>, comparison and categorization of urban processes that follows as a higher-level objective.</li> <li>▪ <b>CO4</b>-Then modules like spatial paradigms work on possible creative theorizations.</li> <li>▪ <b>CO5</b>-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.</li> </ul>
<p><b>Learning Outcomes LOs</b></p>	<p>Key <b>learning outcomes</b> come through ethnographic engagements with specific city processes and cases as well as broader social scientific analysis of literature. Cities will be understood as complex spaces that create, sustain, and transgress various forms of social and cultural distinction. There are also the broader historic, social, economic, and political phenomena that the city and its spatial organization reveal. Modules encourage participant-observation and the translation of this experience into ethnographic written vignettes. The learner gains:</p> <ul style="list-style-type: none"> <li>• [LO 1] Basic fluency in some of the central debates in urban studies and possibilities of ethnographic methods in city constructions</li> <li>• [LO 2] Apply understanding to analysis and interpretation of specific urban phenomena</li> <li>• [LO 3] Evaluation and thereby analytical leads into global urban turns, plans, and transformations</li> <li>• [LO 4] Unpacking urban processes during contingent contexts like the pandemic, floods or other disasters</li> </ul>



	<ul style="list-style-type: none"> <li>• [LO 5] Conceptualization of society, culture, and history through an exploration of Cities as a site of ethnographic inquiry.</li> </ul>
<b>Pedagogic Methods</b>	<p><u>72 Hours</u> of Learning Comprises of</p> <ul style="list-style-type: none"> <li>➤ Lectures</li> <li>➤ Seminars <ul style="list-style-type: none"> <li>• Traditional Seminars</li> <li>• Group Discussions</li> <li>• Works and presentations based on home readings and small research</li> </ul> </li> <li>➤ Tutorials.</li> </ul>
<b>Evaluation</b>	<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"> <li>• Understanding</li> <li>• Creation</li> <li>• Analysis</li> </ul> <p>Externals comprise of analytical and critical questions that assess</p> <ul style="list-style-type: none"> <li>• Understanding</li> <li>• Application</li> <li>• Evaluation</li> <li>• Creation</li> </ul>
<b>Content through Modules</b>	<p><b>Module 1: Introduction to Urban Studies</b></p> <p><b>[PO 1, 10/ CO 1,2/ LO 1] – 15 Percent</b></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>
	<p><b>Module 2: Urban Political Economy</b></p>

	<p><b>[PO 2/ CO 1,2,3/ LO 1,2,3]- 15 Percent</b></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>
	<p><b>Module 3: Socio Cultural Processes and Globalisation</b></p> <p><b>[PO 2,3/ CO 3,4,5/ LO 3,4,5]- 20 Percent</b></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><b>Module 4: Introduction to Spatial Paradigms</b></p> <p><b>[PO 3/ CO 4, 5/ LO 4,5]- 25 Percent</b></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>
	<p><b>Module 5: Unpacking ‘Smart Cities’ and City-Plans</b></p> <p><b>[PO 3/ CO5/ LO 4,5]- 25 Percent</b></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
<b>Extended Reference</b>	<ul style="list-style-type: none"> <li>• Borja, Jordi and Castells, Manuel. 1997. Local and global: the management of cities in the information age. Oxon: Earthscan.</li> <li>• Brenner, Neil (Ed.). 2015. Critique of urbanization: selected essays. Berlin: Bauverlag.</li> <li>• Brenner, Neil and Schmid, Christian. 2015. Towards a new epistemology of the urban? City, v. 19, n. 2-3, p. 151-182.</li> <li>• Burgess, Ernest W., and Robert E. Park. 1984. The City. Chicago, IL: University Of Chicago Press.</li> <li>• Castells, Manuel. 2002. The Castells Reader on Cities and Social Theory. Edited by Ida Susser. Malden, MA: Blackwell Publishing Limited.</li> <li>• Certeau, Michel de. 1984. The Practice of Everyday Life. Berkeley: University of California Press.</li> <li>• Dawson, Ashley. 2019. Extreme Cities: The Peril and Promise of Urban Life in the Age of Climate Change. London, UK: Verso.</li> <li>• Elden, Stuart. 2001. Understanding Henri Lefebvre theory and the possible. New York: Continuum.</li> <li>• Fainstein, Susan, and Scott Campbell. 2002. Readings in Urban Theory. Malden, MA: Blackwell Publishing Limited.</li> <li>• Gotham, Kevin F. 2009. Creating liquidity out of spatial fixity: the secondary circuit of capital and the subprime mortgage crisis. International Journal of Urban and Regional Research, v. 3, n. 2, p. 355-371.</li> <li>• Harvey, David. 1989. From managerialism to entrepreneurialism: the transformation in urban governance in late capitalism. Human Geography, v. 71, n.1, p. 3-17.</li> <li>• Harvey, David. 2001. Spaces of capital: towards a critical Geography. New York: Routledge.</li> <li>• Harvey, David. 2005. A brief history of neoliberalism. Oxford: Oxford University Press.</li> <li>• Harvey, David. 2007. Neoliberalism and the city. Studies in Social Justice, v. 1, n. 1, p. 2-13.</li> <li>• Harvey, David. 2014. Cities or urbanization? In Brenner, Neil (Ed.). Implosions/explosions: towards a study of planetary urbanization. Berlin: Verlag GmbH: 52-66.</li> <li>• King, Anthony D. 1991. Global Cities: Post-imperialism and the Internationalization of London. New York, NY: Routledge.</li> </ul>

	<ul style="list-style-type: none"> <li>• Lefebvre, Henri. 1971. <i>Everyday life in the modern world</i>. New York: Harper &amp; Row.</li> <li>• Lefebvre, Henri. 1991. <i>The production of space</i>. Oxford: Blackwell.</li> <li>• Lefebvre, Henri. 2001. Comments on a new state form. <i>Antipode</i>, v. 33, n. 5, p. 769-782.</li> <li>• Lefebvre, Henri. 2003. <i>The urban revolution</i>. Minneapolis: University of Minnesota Press.</li> <li>• Lefebvre, Henri. 2009. Space. In Brenner, Neil and Elden, Stuart (Ed.). <i>State, space, world: selected essays - Henri Lefebvre</i>. Minneapolis: University of Minneapolis Press: 186-195.</li> <li>• Lefebvre, Henri. 2014. <i>Critique of everyday life</i>. London: Verso.</li> <li>• Lefebvre, Henri. 2014. Dissolving city, planetary metamorphosis. In Brenner, Neil(Ed.). <i>Implisions/explosions: towards a study of planetary urbanization</i>. Berlin: Verlag GmbH: 566-570.</li> <li>• Legates, Richard, and Frederick Stout. 2007. <i>The City Reader</i>. New York, NY: Routledge.</li> <li>• Logan, John and Molotch, Harvey. 1987. <i>Urban fortunes: the political and economy of place</i>. Berkeley: University of California Press.</li> <li>• Marcuse, Peter. 2012. Whose right(s) to what city? In Brenner, Neil; Marcuse, Peter; Mayer, Magrit (Ed.). <i>Cities for people, not for profit: critical urban theory and the right to the city</i>. London: Routledge:24-41.</li> <li>• Merrifield, Andy. 2002. <i>Metromarxism: A Marxist Tale of the City</i>. New York, NY: Routledge.</li> <li>• Merrifield, Andy. 2013. The urban question under planetary urbanization. <i>International Journal of Urban and Regional Research</i>, v. 37, n. 3, p. 909-922.</li> <li>• Mollenkopf, John Hull. 1983. <i>The Contested City</i>. Princeton, NJ: Princeton University Press.</li> <li>• Sassen, Saskia. 2001. <i>The Global City: New York, London, Tokyo</i>. Princeton, NJ: Princeton University Press.</li> <li>• Sassen, Saskia. 2002. Locating cities on global circuits. <i>Environment &amp; Urbanization</i>, v. 4, n. 1, p. 13-30.</li> <li>• Slobodian Q. 2018. <i>Globalists: The End of Empire and the Birth of Neoliberalism</i>. Cambridge, MA: Harvard University Press.</li> <li>• Smith, Neil. 2003. Foreward. In Lefebvre, Henry. <i>The urban revolution</i>. Minneapolis: University of Minnesota Press: vii-xxiii.</li> <li>• Soja, Edward W. 1989. <i>Postmodern geographies: the reassertion of space in critical social theory</i>. London: Verso.</li> <li>• Soja, Edward W. 1996. <i>Postmodern geographies: journeys to Los Angeles and other real-and-imagined places</i>. Cambridge: Blackwell.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Soja, Edward W. 2000. Postmetropolis: critical studies of cities and regions. Oxford: Blackwell.</li> <li>• Sugrue, Thomas J. 2005. The Origins of the Urban Crisis: Race and Inequality in Postwar Detroit. Princeton, NJ: Princeton University Press.</li> <li>• Whyte, William Foote. 1993. Street Corner Society: The Social Structure of an Italian Slum. Chicago, IL: University Of Chicago Press.</li> </ul>
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<b>Course Code</b>	IR M 21 E 37
<b>Name of the Course</b>	<b>Modern German Political Philosophy</b>
<b>Course Tutor</b>	<b>Dr. Mathew A Varghese</b>
<b>Course Type</b>	Elective
<b>Course Credits</b>	Four
<b>Description</b>	The conceived <b>philosophical orientation</b> of the course is that of an active exploration into themes of contemporary relevance. For this it focuses on five modern German Political philosophers works from the twentieth century: Carl Schmitt, Eric Fromm, Wilhelm Reich, 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.
<b>PSO:</b> <b>HR</b> <b>IR</b> <b>PPG</b>	HR: 1 PPG: 3  IR: 1,2,3
<b>Course Objectives</b> <b>COs</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• CO2- There will be an exploratory/ analytic exercise for each module that brings about the <b>philosophical objective</b> of reflection.</li> <li>• CO3- There will be contextualization and development or extrapolation of the perspectives.</li> </ul>
<b>Learning Outcomes</b> <b>LOs</b>	<ul style="list-style-type: none"> <li>• LO1 The <b>learning outcomes</b> include fostering dialogues with modern German philosophical texts with thematic foci. This includes ability to read and interpret original excerpts and the contexts of exponents.</li> <li>• LO2 With the interpretations of the twentieth century works commentaries may be made.</li> <li>• LO3 Use of Hermeneutic Strategies</li> </ul>

	<ul style="list-style-type: none"> <li>• LO4 The knowledge could be applied for independent reasoning on themes like sovereignty, fascism, public sphere, cities, capitalism and consumption.</li> <li>• LO5 There will be an intended outcome of differentiating historical circumstances and contexts, as well as drafting complex philosophical and interpretative texts.</li> </ul>
<b>Pedagogic Methods</b>	<p>The 72 hours of learnings comprises of:</p> <ul style="list-style-type: none"> <li>• Discussions and short interim papers.</li> <li>• Presentations that focus on interpretation and extrapolation of themes</li> <li>• Suggestions through workshops/ tutorials</li> </ul>
<b>Evaluation</b>	<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>
<b>Content through Modules</b>  <b>POs and PSOs Mapped to COS and LOs</b>	<p>1. <b>Carl Schmitt: Sovereignty</b> [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>
	<p>2. <b>Eric Fromm and Wilhelm Reich: Fascism</b> [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>
	<p>3. <b>Jurgen Habermas: Public Sphere</b> [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>

	<p><b>4. Walter Benjamin: City, Capitalism and Consumption</b></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>
<b>Extended Reference</b>	<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 &amp; 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. Political Theology. Four Chapters on the Concept of Sovereignty. 2005 (1922). trans. by G. Schwab, Chicago: University of Chicago Press.</p> <p>Thornhill, Chris. 2000. Political Theory in Modern Germany: An Introduction. Polity.</p> <p>Thornhill, Chris. 2007. German Political Philosophy: The metaphysics of law. Routledge.</p>
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<b>Course Code</b>	IR M 21 E 30
<b>Name of the Course</b>	<b>Politics of Climate Change</b>
<b>Course Tutor</b>	<b>Dr. Mathew A Varghese</b>
<b>Course Type</b>	Elective
<b>Course Credits</b>	Four
<b>Description</b>	Climate change for sure has emerged as the dominant motif in political discourse and defining issues of the twenty first century. It is an interdisciplinary ground, where the scientific understandings of climate in a significant way, by nineteenth century, enter into visible dialogues with contentious political processes.
<b>PSO:</b> <b>HR</b> <b>IR</b> <b>PPG</b>	<p>HR: 1,2,3</p> <p>PPG: 1,2,3,4</p> <p>IR: 1,2,3</p>
<b>Course Objectives</b> <b>COs</b>	<p>CO1-The <b>objective</b> of this course will be to equip the students to comprehend the ongoing discussions on climate, and ecology as integral part of emergent socio-political scenarios.</p> <p>CO2-There will be a critical focus on climatic ‘knowledge generation process’,</p> <p>CO3-Analysis and evaluation of portrayal of ‘such issues’, and the ways governmental, non-governmental as well as international institutions handle matters.</p>
<b>Learning Outcomes</b> <b>LOs</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>



	<ul style="list-style-type: none"> <li>• 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’.</li> </ul>
<b>Pedagogic Methods</b>	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.
<b>Evaluation</b>	(Broadly) 40 percent continuous assessment/ 60 percent external examination
<b>Content through Modules</b>  <b>POs and PSOs Mapped to COS and LOs</b>	Module - I <b>Climate in Perspective:</b> [PO 1/ CO 1/LO 1,2]  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 <b>Climate within Paradigms of Development:</b> [Through reading of documents and key texts] [PO 1,2,3/ CO 1-3/LO 1,2]  <ul style="list-style-type: none"> <li>• Climate Change becomes a Problem: Early texts of <i>Svante Arrhenius</i> and <i>Jean-Baptiste Joseph Fourier</i></li> <li>• Ecology into Public Discourse: <i>Silent Spring</i> and into 70s and 80s</li> <li>• Bruntland Report-Sustainable Development Goals</li> <li>• Review of Rio de Janeiro Earth Summit 1992 to Paris Summit 2015 and Follow ups</li> <li>• Pope Francis’ encyclical <i>Laudato Si’: On Care for Our Common Home.</i></li> </ul>
	Module - III <b>Contemporary Discourse and Institutional Context of Climate Change:</b> [PO 1,2,3/ CO 1-3/LO 1,2]  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]
	Module – IV <b>Climate through Political ecology/geography:</b> [PO 1,2,3,7,10/ CO 1-3/LO 1,2]

	<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"> <li>• <i>Crutzen, P.J. &amp; Stoermer, E.F.</i>- The Anthropocene: Discussion.</li> <li>• Discussion of the <i>Western Ghats Ecology Panel Report</i> in the context of climate.</li> </ul>
<p><b>Extended Reference</b></p>	<ul style="list-style-type: none"> <li>• Arnold, David &amp; Ramachandra Guha (eds.) (1996): <i>Nature, Culture &amp; Imperialism: Essays on the Environmental History of South Asia</i>, Delhi: Oxford University Press.</li> <li>• Baviskar, Amita(1996): <i>In the Belly of the River</i>, Delhi: Oxford University Press.</li> <li>• Bill McKibben. (1989). <i>The End of Nature</i>. Anchor.</li> <li>• Cahill, Damien Melinda Cooper, Martijn Konings, David Primrose. (2018). <i>The SAGE Handbook of Neoliberalism</i>. Sage Publications.</li> <li>• Calvert, Peter and Susan Calvert(1999): <i>The South, The North and the Environment</i>, London: Pinter.</li> <li>• Clark, Duncan and Grantham Research Institute. (2012). What's Redd and will it help tackle climate change?. <i>The Guardian</i>. [<a href="https://www.theguardian.com/environment/2012/dec/19/what-is-redd-climate-change-deforestation">https://www.theguardian.com/environment/2012/dec/19/what-is-redd-climate-change-deforestation</a>].</li> <li>• Crutzen, P.J. &amp; Stoermer, E.F. (2000). "The 'Anthropocene'". <i>Global Change Newsletter</i>. <b>41</b>: 17–18.</li> <li>• Dobson, A (ed.) (1999): <i>Fairness and Futurity: Essays on Environmental Sustainability and Dimensions of Social Justice</i>, Oxford: Oxford University Press.</li> <li>• Dobson, A.(2000): <i>Green Political Thought</i>, London: Routledge.</li> <li>• Dryzek, John S.(1997): <i>The Politics of the Earth: Environmental Discourses</i>, Oxford: Oxford University Press.</li> <li>• Gadgil, Madhav and Ramachandra Guha. (1992): <i>This Fissured Land: And Ecological History of India</i>, OUP.</li> <li>• Gorz, Andre. (1983): <i>Ecology as Politics</i>, Pluto Press.</li> <li>• Guha, Ramachandra &amp; Alier, Juan Martinez (1997): <i>Varieties of Environmentalism: Essays North &amp; South</i>, London: Earthscan.</li> <li>• Guha, Ramachandra (2014): <i>Environmentalism: A Global History</i>. Penguin: Allen Lane.</li> <li>• Guha, Ramachandra(1992): <i>The Unquiet Woods</i>, Delhi: Oxford University Press.</li> <li>• Gupta, Joyeeta Nicolien van der Grijp, Onno Kuik. (2012). <i>Climate Change, Forests and REDD: Lessons for Institutional Design</i>. Routledge.</li> <li>• Johnston, R. J. Nature(1996): <i>State and Economy: A Political Economy of the Environment</i>, Chichester: John Wiley &amp; Sons.</li> <li>• Knight, Sam. (2015). The incredible plan to make money grow on trees. <i>The Guardian</i> [<a href="https://www.theguardian.com/world/2015/nov/24/redd-papua-new-guinea-money-grow-on-trees">https://www.theguardian.com/world/2015/nov/24/redd-papua-new-guinea-money-grow-on-trees</a>].</li> </ul>

	<ul style="list-style-type: none"> <li>• McCully, Patrick(1996): <i>Silenced Rivers: The Ecology and Politics of Large Damns</i>, London: Zed Books.</li> <li>• Moore, Jason W. (2016). <i>Anthropocene or Capitalocene?: Nature, History, and the Crisis of Capitalism</i>. PM Press.</li> <li>• Naomi Klein (2019). <i>On Fire: The Burning Case for a Green New Deal</i>, Allen Lane.</li> <li>• Oreskes, Naomi (December 2004). "The Scientific Consensus on Climate Change". <i>Science</i>. 306 (5702): 1686.</li> <li>• Oreskes, Naomi. (2020). <i>Science on a Mission: How Military Funding Shaped What We Do and Don't Know about the Ocean</i>, University of Chicago Press.</li> <li>• Perreault, Tom, Gavin Bridge , James McCarthy (Eds). (2015): <i>The Routledge Handbook of Political Ecology</i>, Routledge International Handbooks.</li> <li>• Rajalakshmi, T.K. (2016, June). Forest rights under siege. <i>Frontline</i> [<a href="https://frontline.thehindu.com/the-nation/forest-rights-under-siege/article8701025.ece">https://frontline.thehindu.com/the-nation/forest-rights-under-siege/article8701025.ece</a>].</li> <li>• Redclift, Michael(1997): <i>Political Economy of Environment: Red &amp; Green Alternatives</i>, London: Methuen.</li> <li>• Robbins, Paul and Sarah A. Moore and John Hintz (Eds.): (2014). <i>Environment and Society: A Critical Introduction</i>, Wiley-Blackwell.</li> <li>• Saxena, K.B. (2019). Compensatory Afforestation Fund Act and Rules: Deforestation, Tribal Displacement and an Alibi for Legalised Land Grabbing. <i>Social Change</i>49(1) 23–40.</li> <li>• Shiva, Vandana(1989): <i>Staying Alive: Women, Ecology &amp; Survival in India</i>, New Delhi: Kali for Women.</li> <li>• Shrivastava, Aseem and Ashish Kothari (2012): <i>Churning the Earth: The Making of Global India</i>, Penguin Books India: New Delhi.</li> <li>• Zalasiewicz, Jan; et al. (2015). "When did the Anthropocene begin? A mid-twentieth century boundary level is stratigraphically optimal". <i>Quaternary International</i>. 383: 196–203.</li> </ul>
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<b>Course Code</b>	<b>IR M21 E 36</b>
<b>Name of the Course</b>	<b>INTERNATIONAL ORGANIZATION</b>
<b>Course Tutor</b>	Dr. Aparna Eswaran
<b>Course Type</b>	Elective
<b>Course Credits</b>	Four
<b>Description</b>	The course aims to explore the conceptual and theoretical aspects of International Organization and explain the role of specific international organizations in international politics. The course will start by analytically examining the processes involved in International organization such as the creation and design of IOs and the decision-making processes involved. It will then proceed to gauge the impact and policy effectiveness of IOs in specific issue area domains, including security, human rights, trade, finance, health, environment, migration and labour rights and gender equality. For each of those domain areas, the course will analyze the construction and framing of global issues, the creation or selection of international organizations aimed at addressing them and the effectiveness of the organizations in addressing these issues.
<b>Programme specific Outcome (PSOs)</b>	<p>PSO 1: To introduce students to the broad fields of theoretical as well as empirical questions encompassed by Political Science and International Relations.</p> <p>PSO 2: To examine the ideas on which modern societies are based and, through an examination of several countries and issues, evaluates the different systems, processes and social/political forces in operation in the world today.</p> <p>PSO 3: To analyse the national, international, regional or global political systems and the manner in which they have evolved, with attention given to a range of contemporary issues.</p>
<b>Course Objectives COs</b>	<ul style="list-style-type: none"> <li>• <b>CO1-</b> The key aim of the course is to understand International Organization as an ongoing process and a field of study.</li> <li>• <b>CO2-</b> The course seeks to give students an understanding of the major theoretical and empirical aspects of the role of international organizations in international politics</li> <li>• <b>CO3 -</b> To develop a deeper understanding of both similarities and differences between international organizations and of their effective contribution to the governance of global issues.</li> <li>• <b>CO4-</b> To evaluate the Legitimacy, Accountability, and Effectiveness of IOs in Contemporary World Politics.</li> <li>• <b>CO 5-</b> To critically analyze international organizational regimes in specific issue areas and its overall impact on world order</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>CO 6-</b> To understand and explain the transformational consequences of international organization.</li> </ul>
<b>Learning Outcomes LOs</b>	<p>On completion of this course, students should:</p> <ul style="list-style-type: none"> <li>• <b>[LO 1]</b> Demonstrate a thorough understanding of the core debates on international organizations</li> <li>• <b>[LO 2]</b> Engage with this literature critically by developing their own argumentation about the effectiveness of specific international organizations</li> <li>• <b>[LO 3]</b> Explain the main theoretical approaches and empirical issues in the study of international organizations</li> <li>• <b>[LO 4]</b> Develop alternative understandings of IO Influence on States, IO Behavior, and IO Reform</li> </ul>
<b>Pedagogic Methods</b>	<p><i>72 Hours of Learning Comprises of</i></p> <p>Lectures/ Tutorials/Assignments/Group Discussions/Audio-Visual Engagement</p>
<b>Evaluation</b>	<p>✓ <i>Internal Assessment: 40 Marks -20 marks for Class participation along with Assignment/ Review Article/ Book Review/Seminar presentation; 20 Marks for internal tests</i></p> <p>✓ <i>End Semester External Examination: 60 marks</i></p>
<b>Content through</b>	<p><b>Module – I</b></p> <p><b>Theories and Concepts in International Organization: 25 Percent</b> [PO 1, 3/ PSO 1, 2/CO 1/LO 1,4]</p> <ul style="list-style-type: none"> <li>a) International Organization as a Concept</li> <li>b) Rationalist and Constructivist Perspectives on IOs</li> <li>c) On Design of IOs</li> <li>d) Autonomy, Delegation and Leadership</li> <li>e) Change and Legitimacy in International Organization</li> <li>f) Limits and Pathologies</li> </ul>
<b>Modules POs Mapped to COs and Los</b>	<p><b>Module – II</b></p> <p><b>The UN System: 25 Percent</b> [PO 1, 8/ PSO 2,3/ CO 2,3,6/LO 1,2]</p> <ul style="list-style-type: none"> <li>a) Evolution of International Organizations; 19th Century Developments; The League of Nations and the Establishment of the United Nations</li> <li>b) The United Nations System–Legal Framework and Structural Aspects</li> <li>c) Armed Conflicts: Peacekeeping, Peacemaking and Peace building</li> <li>d) Meeting the Challenges of Development: Specialized Agencies of the UN</li> <li>e) Setting Norms and Standards in the Field of Human Rights</li> <li>f) Evaluation of the UN System: Proposals for Reforms</li> </ul>

	<p><b>Module – III</b>  <b>International Economic and Financial Organizations:</b> 20 Percent  [PO 1, 7/ PSO 1,2/CO 1,4/LO 2,4]</p> <p>a) Bretton Woods Institutions: The International Monetary Fund and the World Bank Group  b) The World Trade Organization  c) India and International Economic and Financial Organizations  d) Prospects for Change and Reform</p> <hr/> <p><b>Module – IV</b>  <b>International Regional Organizations:</b> 15 Percent  [PO 1, 3/PSO 1, 2,3/ CO 2, 3 /LO 3,4]</p> <p>a) Regionalism: Theory and Concept  b) Regional Organizations across the World</p> <hr/> <p><b>Module – V</b>  <b>International Organizations and Specific Issue Areas:</b> 15 Percent  [PO 3,7,8/PSO1, 3/ CO 5, 6/LO 2,3]</p> <p>a) Environment : The regime for the protection of the ozone layer; International treaties on climate change  b) Health: WHO  c) Human Rights  d) Labour Rights  e) Migration  f) Gender Equality</p>
<b>Extended Reference</b>	
	<ul style="list-style-type: none"> <li>● Andrew Moravcsik, <i>The Choice for Europe</i>. Cornell University Press. 1998.</li> <li>● Anne Marie Slaughter. <i>A New World Order</i>. Princeton: Princeton University Press, 2004</li> <li>● Brian Frederking and Paul F. Diehl, eds., <i>The Politics of Global Governance: International Organizations in an Interdependent World</i>, fifth edition (Lynne Rienner, 2015).</li> <li>● David Armstrong, Lorna Lloyd and John Redmond, <i>International Organisation in World Politics</i>. (Basingstoke: Palgrave, 2004) third edition [ISBN 978-1403903037]</li> <li>● Ian Hurd. <i>International Organizations: Politics, Law, Practice</i> (Cambridge: Cambridge University Press).3rd edition of 2017.</li> <li>● John Ikenberry, <i>After Victory. Institutions, Strategic Restraint, and the Rebuilding of Order After Major Wars</i>. Princeton: Princeton University Press. 2001.</li> </ul>

- Joseph Schwartzberg, *Revitalizing the United Nations: Reform Through Weighted Voting*. New York: Institute for Global Policy. 2004.
- Karen Alter, *Establishing the Supremacy of European Law: The Making of an International Rule of Law in Europe*. Oxford University Press. 2003.
- Lloyd Gruber, *Ruling the World: Power Politics and the Rise of Supranational Institutions*. Princeton: Princeton University Press. 2000.
- Margaret Keck and Kathryn Sikkink, *Activists Beyond Borders: Advocacy Networks in International Politics*, Cornell University Press. 1998.
- Margaret P. Karns, and Karen A. Mingst *International Organizations: The Politics and Processes of Global Governance*. (Boulder, Colo.: Lynne Rienner, 2015) third edition [ISBN 978-1626371514]
- Mark Pollack, *The Engines of European Integration: Delegation, Agency, and Agenda Setting in the EU*. Oxford University Press. 2003.
- Michael Barnett and Martha Finnemore, *Rules for the World: International Organizations in Global Politics*. Cornell University Press, 2004.
- Michael Barnett, *Eyewitness to a Genocide*. Cornell University Press. 2003.
- Paul Diehl, *The Politics of Global Governance: International Organizations in an Interdependent World*. Lynn Rienner, 2001.
- Robert O. Keohane and Joseph S. Nye, *Power and Interdependence*, fourth edition (Longman, 2012).
- Sebastian Mallaby, *The World's Banker: A Story of Failed States, Financial Crises, and the Wealth and Poverty of Nations*. New York: Penguin Press. 2004.
- Thomas D. Zweifel, *International Organizations and Democracy: Accountability, Politics, and Power*, Lynn Rienner. 2006.
- Thomas G. Weiss, David P. Forsythe, Roger A. Coate, and Kelly-Kate Pease, *The United Nations and Changing World Politics*, seventh edition (Westview, 2014).
- Volker Rittberger *International Organization* (Basingstoke: Macmillan/Red Globe Press). 3rd edition of 2019.

<b>Course Code</b>	<b>IR M 21 E 52</b>
<b>Name of the Course</b>	<b>Gender, Human Rights and Political Violence in South Asia'</b>
<b>Course Tutor</b>	Dr. Aparna Eswaran
<b>Course Type</b>	Elective
<b>Course Credits</b>	Four
<b>Description</b>	This course introduces students to historical and contemporary issues relating to women and gender in South Asia with special focus on political violence and human rights. It critically examines the complex social, political, economic and legal contexts in which gender issues are embedded and their impact on the status of women and gender relations across South Asia. Over the duration of the course, we will compare and contrast certain South Asian with particular focus on issues of nationalism, development and political participation.
<b>Programme specific Outcome (PSOs)</b>	<p>PSO 1: To introduce students to the broad fields of theoretical as well as empirical questions encompassed by Political Science and International Relations.</p> <p>PSO 2: To examine the ideas on which modern societies are based and, through an examination of several countries and issues, evaluates the different systems, processes and social/political forces in operation in the world today.</p> <p>PSO 3: To analyse the national, international, regional or global political systems and the manner in which they have evolved, with attention given to a range of contemporary issues.</p>
<b>Course Objectives COs</b>	<ul style="list-style-type: none"> <li>• <b>CO1-</b> Explore the key concepts related to women and gender in South Asia.</li> <li>• <b>CO2-</b> Analyze the historical roots, particularly the role of colonialism, on gender relations and women's rights in South Asia</li> <li>• <b>CO3 -</b> Examine the obstacles to gender equality in South Asia</li> <li>• <b>CO4 -</b> Gain an understanding of contemporary issues related to women and gender in key South Asian countries.</li> </ul>
<b>Learning Outcomes LOs</b>	<p>On completion of this course, students should:</p> <ul style="list-style-type: none"> <li>• <b>[LO 1]</b> Develop an understanding of issues of gender and women in contemporary South Asia and be able to contextualize them in specific political, cultural and historical trajectories.</li> <li>• <b>[LO 2]</b> Be able to identify how gendered identities and notions of agency in South Asian contexts are shaped.</li> <li>• <b>[LO 3]</b> Demonstrate an understanding of how gender impacts lives of citizens in a particular issue area of concern in South Asia</li> </ul>



<b>Pedagogic Methods</b>	72 Hours of Learning Comprises of Lectures/ Tutorials/Assignments/Group Discussions/Audio-Visual Engagement
<b>Evaluation</b>	✓ <i>Internal Assessment: 40 Marks -20 marks for Class participation along with Assignment/ Review Article/ Book Review/Seminar presentation; 20 Marks for internal tests</i> ✓ <i>End Semester External Examination: 60 marks</i>
<b>Content through</b>	
<b>Modules POs Mapped to COs and Los</b>	<b>Module – I</b> <b>South Asian Feminisms: 25 Percent</b> [PO 1, 6/PSO 2,3/ CO 1/LO 1,3] a) Unthinking Eurocentrism in Thinking about Gender b) Postcolonial Feminism in South Asia c) South Asian Perspective on Gender
	<b>Module – II</b> <b>Gender, Nation and Political Violence: 25 Percent</b> [PO 1, 7/ PSO 1, 2, 3/CO 2,3/LO 1,2] a) Nation and Gender b) Religion and Gender in South Asia c) Community, Caste and Gender
	<b>Module – III</b> <b>Gender, Labour and Development: 25 Percent</b> [PO 1, 3,8/PSO 1,,2,3/ CO 1,2,4/LO 1,2,3] a) Gender and Development in South Asia b) Gender and Work – Reproductive Labour, Care Work and Sex Work c) Sexual Harassment and Workplace
	<b>Module – IV</b> <b>Feminist Movements and Human Rights in South Asia: 25 Percent</b> [PO 1,3,6 /PSO 1, 2/ CO 3,4 /LO 2,3]  a) Feminist Movements in South Asia b) Right to Sexuality c) Militarism, Conflict, Peace building and Gender in South Asia
<b>Extended Reference</b>	
	<ul style="list-style-type: none"> <li>▪ Amina Jamal. “Global Discourses, Situated Traditions and Muslim Women’s Agency in Pakistan”. <i>South Asian Feminisms</i>. 2020.</li> <li>▪ Amrita Basu. “Resisting the Sacred and the Secular” in <i>Resisting the Sacred and the Secular</i> by Patricia Jeffrey and Amrita Basu Eds, Kali for Women, New Delhi. 2001.</li> </ul>

- Amrita Chhachhi “The State, Religious Fundamentalism and women-Trends in South Asia”, *Economic and Political Weekly*, Vol. 24, Issue No. 11, 18 Mar, 1989
- Ather Zia *Resisting Disappearance. Military Occupation & Women’s Activism in Kashmir* by. Seattle: University of Washington Press. 2019
- Carmel Christy *Sexuality and Public Space in India: Reading the Visible*. Routledge, 2017
- Chandra Talpade Mohanty "Under Western Eyes" Revisited: Feminist Solidarity through Anticapitalist Struggles." *Signs: Journal of Women in Culture and Society* 28.2: 499-535.
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- Farida Shaheed. “Women’s Experiences of Identity, Religion and Activism in Pakistan” in *Resisting the Sacred and the Secular* by Patricia Jeffrey and Amrita Basu Eds, Kali for Women, New Delhi. 2001
- Flavia Agnes, “From Shah Bano to Kausar Bano: Contextualizing the “Muslim Woman” within a Communalized Polity.” (2012)
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- Mrinalini Sinha. “Gendered nationalism: from women to gender and back again?” in *Routledge Handbook of Gender in South Asia*. Edited by Leela Fernandes. 2014.
- Naila Kabeer. “The Quest for National Identity: women, Islam and the State in Bangladesh”. *Feminist Review*, no 37 (1991): 38-58
- Navaneetha Mokkal Maruthur. (2020). *Unruly Figures: Queerness, Sex Work and the Politics of Sexuality in Kerala*.
- Nayanika Mookherjee. *The Spectral wound: Sexual violence, public memories, and the Bangladesh war of 1971*. Duke University Press, 2015.
- *Resisting Disappearance: Military Occupation and Women’s Activism in Kashmir* by Ather Zia,
- Ritu Menon and Kamla Bhasin. *Abducted Women, the State and Questions of Honor: Three Perspectives on the Recovery Operations in Post-Partition India*. Pp 119-133.
- Saadia Toor. *The Political Economy of moral regulation in Pakistan: Religion, gender and class in postcolonial context*. Routledge Handbook of Gender in South Asia. Edited by Leela Fernandes. 2014
- Seira Tamang, *The Politics of ‘Developing Nepali Women’*. In *Perspectives on Modern South Asia: A Reader in Culture, History, and*

*Representation*, ed. Visweswaran, Kamala. Malden, MA: John Wiley & Sons, 2011. 280–88

- Sharika Thiranagama. *In My Mother's House: Civil War in Sri Lanka*. Foreword by Gananath Obeyesekere. Philadelphia: University of Pennsylvania Press. Indian Edition published by Zubaan Books 2013
- Tanika Sarkar 'A Book of Her Own. A Life of Her Own: Autobiography of a Nineteenth-Century Woman'. *History Workshop*, No. 36, *Colonial and Post-Colonial History*. 1993, 35-65
- University of Washington Press, 2019

<b>Course Code</b>	
<b>Name of the Course</b>	<b>Culture, Affect, and Identity in International Relations</b>
<b>Course Tutor</b>	Dr. Aparna Eswaran
<b>Course Type</b>	Elective
<b>Course Credits</b>	Four
<b>Description</b>	This course examines the categories of culture, affect and identity and its use in deeper analysis of international relations. The course will introduce and critically examine the contexts and discourses around culture in the study of world politics. Identity and different modes of emotions like, anger, pity, humiliation, nostalgia will be studied in interdisciplinary contexts and its theoretical relevance and practical applicability in IR will be explored
<b>Programme specific Outcome (PSOs)</b>	<p>PSO 1: To introduce students to the broad fields of theoretical as well as empirical questions encompassed by Political Science and International Relations.</p> <p>PSO 2: To examine the ideas on which modern societies are based and, through an examination of several countries and issues, evaluates the different systems, processes and social/political forces in operation in the world today.</p> <p>PSO 3: To analyse the national, international, regional or global political systems and the manner in which they have evolved, with attention given to a range of contemporary issues.</p>
<b>Course Objectives (COs)</b>	<ul style="list-style-type: none"> <li>• <b>CO1-</b> Explore the key theoretical concepts related to culture, identity and affect and its theoretical pertinence for the discipline of International Relations</li> <li>• <b>CO2-</b> Analyze the historical contexts and events within world politics where the effects of culture, affect and identity can be studied</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>CO3</b> – Examine how categories like culture and emotions have an effect on ‘doing’ IR- in diplomacy, in norm setting of International organizations, in public perceptions of world affairs</li> <li>• <b>CO4</b> – Introduce the categories of race, gender and other newly emerging axis of identities that have an effect on the study of International Relations</li> </ul>
<b>Learning Outcomes (LOs)</b>	<p>On completion of this course, students should:</p> <ul style="list-style-type: none"> <li>• <b>[LO 1]</b> Develop an understanding of critical concepts related to culture, affect and identity and be equipped to contextualize them in specific political, cultural and historical trajectories.</li> <li>• <b>[LO 2]</b> Be able to critically analyze and produce in writing how popular culture reflects contemporary issues in IR</li> <li>• <b>[LO 3]</b> Demonstrate an understanding of how Race and Gender affects the study and doing of International Relations</li> <li>• <b>[LO 4]</b> Develop an interdisciplinary understanding of affect and its relevance in the study of IR.</li> </ul>
<b>Pedagogic Methods</b>	<p><i>72 Hours of Learning Comprises of</i></p> <p>Lectures/ Tutorials/Assignments/Group Discussions/Audio-Visual Engagement</p>
<b>Evaluation</b>	<p>✓ <i>Internal Assessment: 40 Marks -20 marks for Class participation along with Assignment/ Review Article/ Book</i></p> <p><i>Review/Seminar presentation; 20 Marks for internal tests</i></p> <p>✓ <i>End Semester External Examination: 60 marks</i></p>
<b>Content through</b>	<p><b>Module – I</b></p>

<b>Modules POs Mapped to COs and Los</b>	<p><b>Culture in International Relations</b></p> <p>15 Percent</p> <p>[PO 1, 3/ PSO 2/CO 1/LO 1,2]</p> <ul style="list-style-type: none"> <li>a) Understanding Culture in IR- Clash of Civilizations Debate</li> <li>b) National and Diasporic Cultures- Imagined Homelands</li> <li>c) Cultural Diplomacy</li> <li>d) Cultural Relativism</li> </ul>
	<p><b>Module – II</b></p> <p><b>Popular Culture, Visual Culture and World Politics</b></p> <p>10 Percent</p> <p>[PO 1, 3/ PSO2, 3/ CO 1,2, 3/LO 3,4]</p> <ul style="list-style-type: none"> <li>a) Visual Culture and IR</li> <li>b) Political Cartoons</li> <li>c) Comics, Graphic Novels and World Politics</li> </ul>
	<p><b>Module – II</b></p> <p><b>Affect in International Relations</b></p> <p>25 Percent</p> <p>[PO 1, 3,7/ PSO 1, 2,3/ CO 1,2, 3/LO 3,4]</p> <ul style="list-style-type: none"> <li>d) Emotions in International Relations: Anger and Humiliation</li> <li>e) International Politics of Care and Pity</li> <li>f) Nostalgia in International Affairs</li> </ul>

	<p><b>Module – IV</b></p> <p><b>Memory and Memorialization</b></p> <p>25 percent</p> <p>[PO 1, 3,6/PSO 1, 2/ CO 1, 2,,4/LO 1, 3,4]</p> <p>a)Memories of Colonial Past</p> <p>b) Politics of Memorialization in Post-Conflict Societies</p> <p>c) Collective Memory and International Relations</p> <p>d) Politics of Reconciliation</p> <hr/> <p><b>Module – V</b></p> <p><b>Identities in IR</b></p> <p>25 Percent</p> <p>[PO 1, 3,8/ PSO 2, 3/CO 1,4/LO 1,3]</p> <p>a) Constructing Collective Identity</p> <p>b) Gendered Identity and IR</p>
<b>Extended Reference</b>	<ul style="list-style-type: none"> <li>● Acharya, Amitav, 'How Ideas Spread: Whose Norms Matter? Norm Localization and Institutional Change in Asian Regionalism', International Organization, 58 (2) Spring, 2004: 239-275.</li> </ul>

- Appiah, Kwame Anthony, 'Race, Culture, Identity: Misunderstood Connections', The Tanner Lectures on Human Values, University of California at San Diego, 27-28 October 1994, [https://tannerlectures.utah.edu/\\_documents/a-to-z/a/Appiah96.pdf](https://tannerlectures.utah.edu/_documents/a-to-z/a/Appiah96.pdf).
- Appiah, Kwame Anthony, 'The Politics of Identity', *Dædalus* 135 (4), Fall 2006: 15-22.
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- Callahan, William A., 'Introduction: Visualizing International Relations', *Sensible Politics: Visualizing International Relations* (New York, 2020; online edn, Oxford Academic, 20 Feb. 2020)
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- Cox, Robert, W, 2000, 'Thinking about Civilizations', *Review of International Studies*, vol. 26, Dec., pp. 217-234.
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- Gupta, Akhil and James Ferguson, 'Beyond "Culture": Space, Identity, and the Politics of Difference', *Cultural Anthropology* 7 (1), Feb., 1992: 6-23.
- Hall, Todd H., *Emotional Diplomacy: Official Emotion on the World Stage*



- Huntington, Samuel P., 'The Clash of Civilizations?' *Foreign Affairs* 72 (3), Summer 1993: 22- 49.
- Hutchison, Emma and Roland Bleiker, 'Theorizing Emotions in World Politics', *International Theory* 6, no. 4 (2014): 491-514.
- Hutchison, Emma, *Affective Communities in World Politics: Collective Emotions After Trauma* (Cambridge: Cambridge University Press, 2016).
- Jervis, Robert, *Perception and Misperception in International Politics* (Princeton: Princeton University Press, 1976).
- Kacowicz, Arie M. 2005: Norms of Peace. Peaceful Settlement and Uti Possidetis, in: Kacowicz, Arie M.: *The Impact of Norms in International Society: The Latin American Experience, 1881-2001*, 71-124.
- Karl Gustafsson, Todd H Hall, The Politics of Emotions in International Relations: Who Gets to Feel What, Whose Emotions Matter, and the "History Problem" in Sino-Japanese Relations, *International Studies Quarterly*, Volume 65, Issue 4, December 2021, Pages 973–984.
- Kinsella, Helen M. 2005: Discourses of difference: civilians, combatants, and compliance with the laws of war, in: *Review of International Studies* 31:S1: 163-185.
- Mouffe C. (2018) *For a Left Populism*, New York: Verso Books.
- Murdie, Amanda M./Davis, David R. 2012: Shaming and Blaming: Using Events Data to Assess the Impact of Human Rights INGOs, in: *International Studies Quarterly* 56: 1, 1-16.
- Oded Löwenheim & Gadi Heimann (2008) *Revenge in International Politics*, *Security Studies*, 17:4, 685-724.
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<https://doi.org/10.1057/jird.2012.23>
- Taylor, Charles, *Sources of Self: The Making of Modern Identity* (Cambridge, MA: Harvard University Press, 1989), chapters 1 & 2.

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- Todd H. Hall (2011) *We will not Swallow This Bitter Fruit: Theorizing a Diplomacy of Anger*, *Security Studies*, 20:4, 521-555
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**MAHATMA GANDHI UNIVERSITY**  
**SCHOOL OF INTERNATIONAL RELATIONS AND POLITICS**  
**SYLLABUS**

<b>Programme</b>	MA Politics and IR/ Politics and HR, Politics PPG
<b>Semester</b>	Second
<b>Course Status</b>	Core
<b>Course Code</b>	Sir M IV C 1743
<b>Course Title</b>	Foreign Policy of India
<b>Course Teacher</b>	Dr. Lirar Pulikkalakath
<b>Course Description</b>	
<p>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.</p>	
<p><b>PSO 1:</b> To introduce students to the broad fields of theoretical as well as empirical questions encompassed by Political Science and International Relations.</p> <p><b>PSO 2:</b> To examines the ideas on which modern societies are based and, through an examination of several countries and issues, evaluates the different systems, processes and social/political forces in operation in the world today.</p> <p><b>PSO 3:</b> To analyse the national, international, regional or global political systems and the manner in which they have evolved, with attention given to a range of contemporary issues.</p>	
<b>Course Objectives</b>	
<p><b>The course enables the student to:</b></p> <ol style="list-style-type: none"> <li>1. Examine the fundamentals of foreign policy-making in India</li> <li>2. Encourage the students to critically analyse various issues confronting foreign policy</li> </ol>	

of India.

3. Assess the continuity and changes in India's external relation.
4. Examine the traditional and new issues affecting the foreign policy-making of India.

### **Learning Outcomes**

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

1. Analyse the factors determining India's foreign policy
2. Understand India's engagement with its neighbours and superpowers
3. Assess and analyse the nature and implications of India's relation with international institutions, different regions and nations
4. Evaluate India's response to emerging and existing issues in international relations

### **Pedagogic Methods**

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

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

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

### **Course Contents**

#### **Module I: Diplomacy and Foreign Policy: Conceptual and Historical Background**

Definition- Nature- Evolution of the concepts- Scope - Types of Diplomacy

[PO 1,2,3/ PSO-3,1,2/CO 1,2/ LO 1,2]

#### **Module II: Foreign policy of India: An Overview**

Legacies- Strategic Thinkers- Determinants- Principles- Structure and Process- Phases of Indian Foreign Policy

[PO 1,2,3/ PSO-3,1,/CO 1,2/ LO 3,4]

#### **Module III: India's engagement with Superpowers and International Institutions**

USA- Russia- China- EU- UN- SAARC- ASEAN- G-77- G- 20- BRICS- BIMSTEC

[PO 2,3/ PSO-3,1,/CO 1,2/ LO 2,4]

#### **Module IV: India and its Neighbours**

Policy towards Immediate and Extended Neighbours- Defence- Energy Security- Trade

[PO 2,3/ PSO-3,1,/CO 1,2/ LO 1,3]

**Module V: India and major International Issues**

UNSC Reform- Terrorism- Maritime Security- International Migration- Palestine Problem- Environmental Governance- Military Intervention- Nuclear Issue

[PO 2,3/ PSO-3,1,/CO 1,2/ LO 1,3]

**Essential Readings**

**Essential Readings**

- Alam A., Mohammad (2015). *Contours of India's Foreign Policy*. Oxford University Press.
- Annapurna, Nautiyal (1996). *India and the New World order*. South Asian Publishers.
- Appadorai A.( 1985). *India's Foreign Policy and Relations*. South Asian Publishers.
- Bajpai, Kanti & Pant, Harsh V (2015). *India's Foreign Policy A Reader*. Oxford University Press.
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- Helmsath, Charles and Mansingh, Surjit (1971). *A Diplomatic History of Modern India*. Allied.

Jain, B. M. (2008). *Global Power: India's Foreign Policy 1947-2006*. Lexington Books.

Jayapalan, N. (2001). *Foreign policy of India*. Atlantic Publishers & Distributors.

Jha, Nalini Kant (2003). *South Asia in 21st Century: India, Her Neighbours and the Great Powers*. South Asian Publishers.

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Khanna V.N.( 2010). *The Foreign Policy of India*. Vikas Publishing House.

Kirk, J. A. (2016). The Evolution of India's Nuclear Policies. In S. Ganguly, *India's Foreign Policy Retrospect and Prospect* (Eleventh ed., pp. 275-300). New Delhi: Oxford.

Sikri, Rajiv (2009). *Challenge and Strategy; Rethinking India's foreign policy*. Sage.

Sinha, A. and M. Mohta (eds) (2003). *Indian Foreign Policy: Challenges and Opportunities*. Academic Foundation.

Sood, R. (2018). India and the US.-it's complicated. *The Hindu*. September 01.

Thakker, A. (2018). India at the United Nations: An Analysis of Indian Multilateral Strategies on International Security and Development. *ORF*.

Yadav R.S. & Suresh. D. (2009). *India's Foreign Policy: Contemporary Trends*. Shipra Publications.

### **Additional Readings**

Chandra, Bipan (2000). *India After Independence 1947-2000*. Penguin.

Cohen S. P. (2002). India Emerging Power. In Wilson, Jeyaratnam and Dalton, Dennis (Eds). *The States of South Asia*, Oxford University Press.

Krishna, Sankaran (1999). *Postcolonial Insecurities: India, Sri Lanka, and the Question of Nationhood*. University of Minnesota Press.

Kukreja, Veena (1991). *Civil-Military Relations in South Asia: Pakistan, Bangladesh, and*

*India*. Sage Publications

Muni S.D. (2009). *India's Foreign Policy: The Democracy Dimension*. Cambridge University.

Muni, S. D. and Muni, Anuradha (1984) *Regional Cooperation in South Asia* (National).

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Rajan, Sreeranga M. (1993). *Studies on India's Foreign Policy*. ABC Pub. House.

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Scott, David (ed.) (2011). *Hand Book of India's International Relations*. Routledge.

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## SCHOOL OF INTERNATIONAL RELATIONS AND POLITICS

### SYLLABUS

<b>Programme</b>	MA Politics and IR/ Politics and HR, Politics PPG
<b>Semester</b>	First
<b>Course Status</b>	Core
<b>Course Code</b>	IR M 21 C 02
<b>Course Title</b>	Indian State and Politics
<b>Course Teacher</b>	Dr. Lirar Pulikkalakath

#### **Course Description**

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.

**PSO 1:** To introduce students to the broad fields of theoretical as well as empirical questions encompassed by Political Science and International Relations.

**PSO 2:** To examines the ideas on which modern societies are based and, through an examination of several countries and issues, evaluates the different systems, processes and social/political forces in operation in the world today.

**PSO 3:** To analyse the national, international, regional or global political systems and the manner in which they have evolved, with attention given to a range of contemporary issues.



### **Course Objectives**

**The course enables the student to:**

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

### **Learning Outcomes**

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

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

### **Pedagogic Methods**

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

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

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

### **Course Contents**

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

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

[PO 1,2,3/ PSO-3,,1,2/CO 1,2/ LO 1,2]

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

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

[PO 2,3/ PSO-1,2/CO 1,2,4/ LO 1,2]

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

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

[PO 1,2,/ PSO-,1,2/CO 1,2,3/ LO 1,2]

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

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

[PO 1,2,3/ PSO-2,3,4/CO 1,2/ LO 1,2]

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

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

[PO 2,3/ PSO-2,3,4/CO 1,2/ LO 1,2]

### **Essential Readings**

Agarwal, R.C. (2000). *Indian Political System*. S Chand and Company.

Austin, G. (1999). *Indian Constitution: Corner Stone of a Nation*. Oxford University Press.

Baxi, U., & B. Parekh. (1994). *Crisis and Change in Contemporary India*. Sage.

Bhambari, C.P. (1993). *Politics in India*. Cibra Publications.

Bhargava, Rajeev. (2019). How to Rescue Genuine Secularism. *The Hindu*, 28 May.

Bombwall, K.R & L.P. Choudhary. (1968). *Aspects of Democratic Government and Politics in India*. Atma Ram and Sons.

Brass, Paul R. (1989). *The Politics of India since Independence*. Orient Longman.

Chakraborty, Bidyut & R.K., Pandey. (2008). *Indian Government and Politics*. Sage.

Chakraborty, Bidyut. (2005). *Forging power: Coalition Politics in India*. Oxford University Press.

Chandra, Bipin et al. (2017). *India since Independence*. Penguin.

Chatterjee, Patha. (1988). *State and Politics in India*. Oxford University Press.

Cobridge, S., & J. Harriss. (2001). *Reiventing India: Liberalization, Hindu Nationalism and Popular Democracy*. Oxford University Press.

Desai, A.R. (1981, March). Relevance of the Marxist Approach to the Study of Indian Society. *Sociological Bulletin*, 30 (1).

Fadia, B.L. (1996). *Indian Government and Politics*. Sahitya Bhavan.

Frankel, F.R., & et.al. (2000). *Transforming India: Social and Political Dynamics of Democracy*. OUP.

Frankel, F.R., & Rao, M.S.A. (1989). *Dominance and State Power in Modern India: Doctrine of a Social Order*. OUP.

Guha, Ramachandra. (2008). *India After Gandhi: The History of the World's Largest Democracy*. Harper Perennial

Gupta, D.C. (1991). *Indian Government and Politics*. Vikas Publishing House.

Harrison, Horst (1977). *Political Parties in India*. Meenakshi Prakashan.

Hasan, Zoya. (2004). *Parties and Party Politics in India: Themes in Politics*. Oxford University Press.

Jayal, N. G. & Maheta, P. B. (2010). *Oxford Companion to Indian Politics*. Oxford University Press.

Jha, Pravin Kumar. (2012). *Indian Politics in Comparative Perspective*. Pearson.

Johari, J C. (2001). *Indian Government and Politics*. Shoban Nagin Lai & Co

Madan, T.N. (1997). *Modern Myths, Locked Minds: Secularism and Fundamentalism in India*. OUP.

Narang, A.S. (1996). *Indian Government and Politics* (Latest edition). Geetanjali Publishing House.

Parekh, Bhikhu. (2015). *Debating India: Essays on Indian Political Discourse Debating India: Essays on Indian Political Discourse*. Oxford University Press.

Kothari, Rajani. (1970) *Politics in India*. Orient Longman.

### **Additional Readings**

Austin, Granville (1999). *Working a Democratic Constitution: The Indian Experience*. Oxford University Press.

Basu, Durga Das. (2013). *Introduction to the Constitution of India*. Lexis Nexis Butterworths Wadhwa.

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

Brass, P.R. (1974) *Language, Religion and Politics in North India*. Cambridge University Press.

Chandra, Bipin. (2009). *History of Modern India*. Orient Blackswan Pvt Ltd.

Chandra. Bipin et al (1989). *India's struggle for independence*. Penguin.

Chatterjee, P. (1993). *The Nation and its Fragments: Colonial and Postcolonial Histories*. Princeton University Press.

Chatterjee, Partha. (1993). *The Nation and its Fragments: Colonial and Postcolonial Histories*. Princeton University Press.

Chaube, S.K. (1973) *Constituent Assembly of India: Springboard of Revolution*. PPH.

Cobridge, S., & Hariss, J. (2001). *Reinventing India: Liberalization, Hindu Nationalism and Popular Democracy*. OUP.

Frankel, Francine., Hasan, Zoya., Bhargava, Rajeev., & Arora Balveer. (2000) *Transforming India*. Oxford University Press.

Fuller, C. & Jaffrelot, C. (1998). *The BJP and the Compulsions of Politics in India*. OUP.

Gallanter, Marc. (1984). *Competing Equalities, Law and Backward classes in India*. OUP.

- Geholot, N.S. (1996). *Indian Government and Politics*. Rawat.
- Harrison, S. (1960). *India: The Most Dangerous Decades*. Princeton University Press.
- Hasan, Zoya. (2000). *Politics and the State in India (Readings in Indian Government and Politics)*. Sage.
- Ilbert, C. (1922). *The Government of India*. Oxford.
- J. Hasan, S.N. Jha & R. Khan. (1989). *The State, Political Process and Identity*. Sage.
- Jaffrelot, C. (1996). *The Hindu Nationalist Movement in India*. Columbia University Press.
- Johari, J.C. (1996). *Indian Political System*. Arnol Publications.
- Kamal, K.L. (1969). *Party Politics in an Indian State*. S. Chand and Co.
- Karat, P. (1973). *Language and Nationality Politics in India*. Orient Longman.
- Karuna Karan, K. (1975). *Coalition Government in India*. Has.
- Kashyap, Subhash. (1997). *Coalition Government and Politics in India*. Uppal Publications.
- Kaviraj, Sudipta. (1997) *Politics in India*. OUP.
- Khilnani, S. (1997). *The Idea of India*. Hamish Hamilton.
- Khilnani, S. (1997). *The Idea of India*. Hamish Hamilton.
- Khilnani, S. (1997). *The Idea of India*. Hamish Hamilton.
- Kohli, Atul. (1991). *Democracy and Discontent: India's growing crisis of governability*. CUP.
- Kohli, Atul. (2001). *The Success of India's Democracy*. CUP.
- Kothari, R. (1970). *Caste and Politics in India*. Orient Longman.
- Kothari, R. (1970). *Caste and Politics in India*. Orient Longman.
- Kothari, R. (1988) *State Against Democracy: In Search for Humane Governance*. Ajanta.
- Kumar, A. (1999). *Nation-Building in India: Culture, Power and Society* (ed.). Radiant

Publishers.

Paul, Brass R. (2010). *Routledge Handbook of South Asian Politics, India, Pakistan, Bangladesh, Sri Lanka and Nepal*. Routledge.

Raman, Sunder. (1988). *Indian Government and Politics*. Allied Publishers.

Sathyamurthy, T.V. (1996). *Social Change and Political Discourse in India: Structures of Power, Movements of Resistance*, Vol. 4, OUP.

Sharma, Rajendra. (2018, June). A Review of the Marxist Approach to the Study of Politics in India. *Journal of Advances and Scholarly Researches in Allied Education*, Vol. XV, Issue No 4, ISSN 2230- 7540.

Vanaik, A. & Bhargava, R. (2010). *Understanding Contemporary India: Critical Perspectives*. Orient Blackswan.

Weiner, M. (1999). *The Indian Paradox: Essays in Indian Politics*. Sage.

**MAHATMA GANDHI UNIVERSITY**

**SCHOOL OF INTERNATIONAL RELATIONS AND POLITICS**

**SYLLABUS**

<b>Programme</b>	MA/ MSc
<b>Semester</b>	Third

<b>Course Status</b>	Open
<b>Course Code</b>	SIR MP O 36
<b>Course Title</b>	Issues in Contemporary International Relations
<b>Course Teacher</b>	Dr. Lirar Pulikkalakath
<b>Course Description</b>	
<p>What are the major issues happening across the world? Who are the actors involved in it? How can we solve these issues? The dynamics of interactions among people, nations and regions present global issues that affect the stability and security of international community and international order. This course primarily strives to address these questions and issues, while enhancing knowledge in the area of international affairs. Over the past few decades, globalisation has changed the international social, political and economic arena in different ways. In the current world order, different kinds of new actors participate than ever before to create and address a variety of issues. Many issues such as the problems linked to the sovereignty of the state, underdevelopment, human rights, global terrorism, environment protection, international migration, etc. go beyond state borders and are matters of international cooperation, dispute and response. The course is designed in a manner to encourage students to engage in debate on various aspects of such kind of issues around the world.</p>	
<p><b>PSO 1:</b> To introduce students to the broad fields of theoretical as well as empirical questions encompassed by Political Science and International Relations.</p> <p><b>PSO 2:</b> To examines the ideas on which modern societies are based and, through an examination of several countries and issues, evaluates the different systems, processes and social/political forces in operation in the world today.</p> <p><b>PSO 3:</b> To analyse the national, international, regional or global political systems and the manner in which they have evolved, with attention given to a range of contemporary issues.</p>	
<b>Course Objectives</b>	<p><b>The course enables the student to:</b></p> <ol style="list-style-type: none"> <li>1. Analyse a variety of concepts and contemporary issues discussed in the international relations discipline.</li> <li>2. Get aware of the relationship between states and the role of</li> </ol>

	<p>non-state actors in the development of International Relations.</p> <p>3. Focus recent important international issues by way of case studies and theoretical approaches.</p>
<p><b>Learning Outcomes</b></p>	<p><b>At the end of the course the student will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Understand the key concepts, issues and themes of international relations.</li> <li>2. Get skills in applying different approaches, frameworks and perspectives to address, analyse, and understand the issues in contemporary international relations.</li> <li>3. Discuss and debate the role of national and international actors involved in global affairs in general and international issues in specific</li> </ol>
<p><b>Pedagogic Methods</b></p>	<p>Lectures/ Tutorials/Assignments/ Group Discussions/Audio-Visual</p>
<p><b>Course Evaluation</b></p>	<p>Internal Assessment: 50 Marks -25 marks for Assignment/ Article Review/Seminar presentation; 25 Marks for two internal tests (one in offline and one in online mode)</p> <p>End Semester External Examination: 50 marks</p>
<p><b>Course Contents</b></p>	
<p><b>Module I: International Relations: An Introduction</b></p> <p>History and scope of the discipline- rise of the modern state system- approaches to the study of IR- the Cold War and the rise of U.S. hegemony</p> <p>[PO 2,3/ PSO-1,2/CO 1,2,3/ LO 1,2]</p>	
<p><b>Module II: Globalisation and Challenges to Developing Countries</b></p> <p>Globalization and (under)development- population explosion- human rights issues- international migration and refugee crisis</p> <p>[PO 2,3/ PSO-1,2/CO 1,2,3/ LO 2,3]</p>	
<p><b>Module III: International Relations of Environmental Issues</b></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>[PO 1,3/ PSO-1,2/CO 1,2,3/ LO 2,3]</p>	



**Module IV:** Regional and Global Security Issues

Political instability in third world countries- energy security- cyber security- arms proliferation- Non State actors- terrorism and counter terrorism

[PO 2,3/ PSO-1,2/CO 1,2,3/ LO 2,3]

**Module V:** India and Issues in Contemporary International Relations

Impact of global issues- relation with neighbouring countries- issue of immigration- Issues of Indian Diaspora- reform of the UNO

[PO 2,3/ PSO-1,2/CO 1,2,3/ LO 2,3,4]

**Essential Reading List**

Baylis, John & Smith S (Eds) (2014). *The Globalization of World Politics: An Introduction to International Relations*. OUP.

Betts, Alexander & Loescher G (Eds) (2011). *Refugees in International Relations*. Oxford University Press.

Brown C & Ainley K (2009). *Understanding International Relations* (4th ed). Palgrave

Bull, Hedley (1977). *The Anarchical Society: A Study of Order in World Politics*. Macmillan.

Buzan B. & Lawson G. (2015). *The Global Transformation: History, Modernity and the Making of International Relations: CUP*.

Castles, Stephen & Davidson A. (2005). *Citizenship and Migration: Globalization and Politics of Belonging*. Routledge

Castles, Stephen & Miller M. J. (2003). *The Age of Migration: International Population Movements in the Modern World* (Third Edition). MacMillan.

Christian, Reus -Smith & Snidal D (eds.) (2008). *Oxford Handbook of International Relations*.

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.

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

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

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

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

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

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

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

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

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

Slaw, M. (2013). *Genocide and International Relations, Charging Patterns in the Transitions*

*of the Late Modern World*. Cambridge University Press.

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

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

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

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

V. K. Fouskas (2007). *The Politics of Conflict*. Routledge.

Vogler, J. & Mark I. (Eds) (1996). *The Environment and International Relations: Global Environmental Change Programme*. Routledge.

Walt, S. (1998). *International Relations: One World, Many Theories*. Foreign Policy, Spring.

Walt, S. (2015,Nov/Dec, 42-51). ISIS as a Revolutionary State. *Foreign Affairs*.

Welsh, J. M. (Eds) (2004). *Humanitarian Interventions and International Relations*. Oxford University Press.

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

**SYLLABUS**

<b>Programme</b>	MA Politics and IR/ MA Politics and HR/ MA Politics and PPG
<b>Semester</b>	Second
<b>Course Status</b>	Elective
<b>Course Code</b>	SIR MP E 31
<b>Course Title</b>	Refugees in International Politics

<b>Course Teacher</b>	Dr. Lirar Pulikkalakath
<p style="text-align: center;"><b>Course Description</b></p> <p>The refugee crisis is one of the most complicated and human right issues in the world today. Most of the regions in the world are directly or indirectly a part of this massive human displacement tragedy. From Afghanistan, Myanmar and Syria to South Sudan, the Democratic Republic of Congo and Venezuela, millions of people being driven from their mother country by various reasons are on the rise. This course explores the causes and consequences of forced migration across the globe and responses of the international community to this issue. It will focus particularly on forced migration linked to human rights violations, political instability, war and persecution. It would further provide a context for an analysis of the history, dynamics and current global scenario of refugee in international politics with particular emphasis given to the troubled regions in Asia and Africa since both these continents have been the major theatres of global refugee movement.</p>	
<p><b>PSO 1:</b> To introduce students to the broad fields of theoretical as well as empirical questions encompassed by Political Science and International Relations.</p> <p><b>PSO 2:</b> To examines the ideas on which modern societies are based and, through an examination of several countries and issues, evaluates the different systems, processes and social/political forces in operation in the world today.</p> <p><b>PSO 3:</b> To analyse the national, international, regional or global political systems and the manner in which they have evolved, with attention given to a range of contemporary issues.</p>	
<b>Course Objectives</b>	<p><b>The course enables the student to:</b></p> <ul style="list-style-type: none"> <li>• Examine the key actors, interests and norms that shapes the international refugee regime and international responses to other forms of displacement.</li> <li>• Identify the underlying features of contemporary refugee crises and how these features help to shape the discourses and negotiations in international politics.</li> <li>• Study the international laws and conventions governing the rights of refugees and to analyse how the local communities, national governments and international institutions respond to it.</li> </ul>

<b>Learning Outcomes</b>	<p><b>At the end of the course the student will be able to:</b></p> <ul style="list-style-type: none"> <li>▪ Evaluate the current, policy-relevant research on international forced migration</li> <li>▪ Critically examine the concepts, legal frameworks, literature and data on forced migration and refugees in specific</li> <li>▪ Understand and analyze the fundamental norms underpinning the global refugee regime.</li> </ul>
<b>Pedagogic Methods</b>	Lectures/ Tutorials/Assignments/ Group Discussions/Audio-Visual
<b>Course Evaluation</b>	<p>Internal Assessment: 40 Marks -20 marks for Assignment/ Article Review/Seminar presentation; 20 Marks for two internal tests (one in offline and one in online mode)</p> <p>End Semester External Examination: 60 marks</p>

### **Course Contents**

**Module I: Refugee Crises: Conceptual analysis & Contemporary Dimensions**

Definition, history and overview, global scale, scope and significance of refugee studies, spatial mobility in social theory, international law and conventions for refugees

[PO 1,2,3/ PSO-1,2/CO 1,2/ LO 1,2]

**Module II: Refugee Crises: Case Studies**

Causes, trends and status of refugees in Asia and Africa: Palestinian, Afghan, Rohingya, Libyan and Syrian refugees, Status of refugees in host states

[PO 2,3/ PSO-1,2/CO 1,2/ LO 2]

**Module III: Impact of Refugee Crises**

Attitude of host states, Impact on society, politics and economy of host states, case studies: Europe and West Asia

[PO 2,3/ PSO-1,2,3/CO 1,2/ LO 2,4]

**Module IV: Response to Refugee Situations: Role of Humanitarian Actors**

National, Regional and International Actors: UNHCR, UNRWA, Red Cross, Red Crescent, NGOs, achievements, failure and challenges.

[PO 2,3/ PSO-2,3/CO 1,2/ LO 1, 2,4]

### **Module V: Strategies of Negotiations and Solutions**

Issue of citizenship and identity in a globalized world, questions of repatriation, rehabilitation and resettlement, Urgent needs.

[PO 1,3/ PSO-2,3/CO 1,2/ LO 2,4]

#### **Essential Reading List**

Aalborg University. (2020). *Global Refugee Studies*.  
<https://www.en.aau.dk/education/master/development-international-relations/specialisations/global-refugee-studies>

Ahsan Ullah AKM. (2010). Rohingya Refugees to Bangladesh: Historical Exclusions and Contemporary Marginalization. *Journal of Immigrant and Refugee Studies*, 9(2).

Amnesty International (2015, June). *The Global Refugee Crisis: A Conspiracy of Neglect*.

Betts, Alexander & Loesher G (2010), *Refugees in International Relations*, Oxford University Press.

Betts, Alexander (2009). *Forced Migration and Global Politics*. Wiley-Blackwell.

Black, Richard (2001). Fifty Years of Refugee Studies: From Theory to Policy. *International Migration Review*, 35 (1), 57–78. Special Issue: UNHCR at 50: Past, Present and Future of Refugee Assistance.

Bocco, Riccardo (2010). UNRWA and the Palestinian Refugees: A History within History. *Refugee Survey Quarterly*, 28 (2 & 3), 229- 252.

Cameron, B. T (2014). Reflections on Refugee Studies and the Study of Refugees: Implications for Policy Analysts. *Journal of Management & Public Policy*, 6 (1), 4-13.

Castles, Stephen and Davidson A (2005). *Citizenship and Migration: Globalization and*

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Castles, Stephen and Miller J. M (2003). *The Age of Migration: International Population Movements in the Modern World* (Third Edition), MacMillan.

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

Chimni, B. S. (2009). The Birth of a 'Discipline': From Refugee to Forced Migration Studies. *Journal of Refugee Studies*, 22 (1), 11-29.  
<https://pdfs.semanticscholar.org/b99f/f718dd72ac614ba8444bed6d8067da507466.pdf>

Christensen, Asger and Harild N (2009). Forced Displacement, the Development Challenge, Conflict, Crime and Violence Issues Note, *Social Development Department*, The World Bank.

Clark T (2004). *The Global Refugee Regime: Charity, Management and Human Rights*. Trafford, Canada.

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

Fagen W, Patricia (2007). *Iraqi Refugees: Seeking Stability in Syria and Jordan*. Institute for the Study of International Migration. Georgetown University.

Ferris E. G. (2003). The Role of Non-Governmental Organizations in the International Refugee Regime from Problems of Protection: The UNHCR In Niklaus Steiner, Mark Gibney, Gil Loescher(Eds.), *Refugees and Human Rights*, Routledge.

Gartenstein-Ross, Daveed et al. (2015, April). *The Crisis in North Africa: Implications for Europe and Options for EU Policymakers*, Clingendae (Netherlands Institute of International Relations).

Gibney, Mathew, J (2004). *The Ethics and Politics of Asylum: Liberal Democracy and the Response to Refugees*. Cambridge University Press.

Grahl-Madsen (1966). *The Status of Refugees in International Law*. A.W. Sijthoff. Leyden.

International Rescue Committee IRC (2015, September). *The Refugee Crisis in Europe and*

*the Middle East: A Comprehensive Response.*

Iqbal, Zaryab (2009). The Geo-Politics of Forced Migration in Africa, 1992–2001. *Conflict Management and Peace Science*, 24(2), 105 – 119.

Jacobsen, Karen (1996). Factors Influencing the Policy Responses of Host Governments to Mass Refugee Influxes. *International Migration Review*, 30(3), 655- 678.

Loescher, Gil et al. (2008). *Protracted Refugee Situations: Political, Human Rights and Security Implications*. United Nations University Press, Tokyo.

Long, Lynne. D. and Oxford E. (2004). *Coming Home: Refugees, Migrants and those who Stayed Behind*. University of Pennsylvania Press.

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

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

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

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

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

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

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

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



UNHCR (2000). *The State of the World's Refugees: Fifty Years of Humanitarian Action*, Oxford University Press.

UNHCR (2003). *Framework for Durable Solutions*. Switzerland.

UNHCR (2010, December). (1951). (1967). *Convention and Protocol Relating to the Status Of Refugees. UNHCR Convention Relating to the Status of Refugees. Protocol Relating to the Status of Refugees*. Geneva. [www.unhcr.org](http://www.unhcr.org).

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

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

### **Additional Readings**

Colson E. (2003). Forced Migration and the Anthropological Response. *Journal of Refugee Studies*, 16(1), 1-18.

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

Crisp, Jeff, et al.(2009).*Surviving in the City, a Review of UNHCR's Operation for Iraqi Refugees in Urban Areas of Jordan, Lebanon and Syria*. United Nations High Commissioner for Refugees, Switzerland.

Cutts, Mark, et al. (2000). *The State of the World's Refugees 2000: Fifty Years of Humanitarian Action*, Oxford University Press/UNHCR.

Harper, Andrew (2008,March). Iraq's Refugees: Ignored and Unwanted. *International Review of the Red Cross*, 90(869).

Harrell-Bond, B. (2002, February). Can Humanitarian Work with Refugees be Humane? *Human Rights Quarterly*, 24 (1), 51-85

Hathway J. C(2002). Refugee Law Is Not Immigration Law. *Refugee Survey*,38-45.

Helton, Arthur. C. (2002). *The Price of Indifference: Refugees and Humanitarian Action in*

*the New Century*. Oxford University Press.

Katerina D. (2012). The 2011 uprisings in the Arab Middle East: political change and geopolitical implications. *International Affairs*, 88(1), 63-79.

Khallaf, Shaden (2013, August). Displacement in the Middle East and North Africa: Between an Arab Winter and the Arab Spring. *International Affairs*. Issam Fares Institute for Public Policy and International Affairs American University of Beirut, Working Paper Series # 17.

Khawaja M. (2003). Migration and the Reproduction of Poverty: The Refugee Camps in Jordan. *International Migration*, 41(2), 27-56.

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

<b>Programme</b>	MA Politics and IR/ Politics and HR, Politics and PPG
<b>Semester</b>	Four
<b>Course Status</b>	Elective
<b>Course Code</b>	SIR MP E 41
<b>Course Title</b>	The Indian Diaspora
<b>Course Teacher</b>	Dr. Lirar Pulikkalakath

**Course 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.

**PSO 1:** To introduce students to the broad fields of theoretical as well as empirical questions encompassed by Political Science and International Relations.

**PSO 2:** To examines the ideas on which modern societies are based and, through an examination of several countries and issues, evaluates the different systems, processes and social/political forces in operation in the world today.

**PSO 3:** To analyse the national, international, regional or global political systems and the manner in which they have evolved, with attention given to a range of contemporary issues.

### **Course Objectives**

The course enables the student to:

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.
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.
3. Understand the problems of Indian Diaspora and the policy of India towards them.

### **Learning Outcomes**

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

1. Gain an insight into the complex, fragmented and traumatic history of Indian Diaspora.
2. To explore diaspora literature and cinema deals with cultural imaginaries of identity,

home and belonging.

3. Develop different perspectives on the issues of the Indian Diaspora.

### **Pedagogic Methods**

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

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

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

### **Course Contents**

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

[PO 1,2,3/ PSO-3,1,/CO 1,2/ LO 1,2]

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

[PO 2,3,/ PSO-3,1,/CO 1,2/ LO 2]

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

[PO 1,3/ PSO-3,1,/CO 1,2/ LO 1,2]

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

[PO 1,2/ PSO-3,1,/CO 1,2/ LO 1,3]

**Module V:** India's Engagement with its Diaspora Diaspora Relations and Organisational

Structure- Impact of Indian Diaspora on Indian Economy- Issues of NRIs and PIOs- Dual Citizenship- Case Study of Kerala Diaspora

[PO 1,2/ PSO-3,1,/CO 1,2/ LO 1,2]

### Essential Readings

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

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

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

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

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

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

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

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

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

### **Additional Readings**

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

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

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

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

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

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



*Division.*

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

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

**Primary Reading:**

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

Rohinton Mistry, *Family Matters* (2003)

Amitav Ghosh, *Sea of Poppies* (2008)

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

Jhumpa Lahiri, *Unaccustomed Earth* (2008)

**MAHATMA GANDHI UNIVERSITY**

**SCHOOL OF INTERNATIONAL RELATIONS AND POLITICS**

**SYLLABUS**

<b>Programme</b>	MA Politics and IR/ MA Politics and HR/ MA Politics PPG
<b>Semester</b>	Second
<b>Course Status</b>	Elective
<b>Course Code</b>	IR M 21 E 25
<b>Course Title</b>	West Asia and North Africa in World Politics
<b>Course Teacher</b>	Dr. Lirar Pulikkalakath

**Course Description**

The region that encompasses Western Asia and Northern Africa (WANA) is one of the most dynamic and volatile zones in the world plagued by external interventions, internal conflicts and regional Wars. The affluence by natural resources like oil, instability due to authoritarian regimes and diversity of population make the region a great potential and relevance to study. Historically the WANA region has been shaped by the power struggle between external actors or outside powers. This was the situation during the period of colonialism, two World Wars and the Cold War. The competition between superpowers defines the fate of the region even in the postCold War era. Nowadays, international media has been giving heavy coverage to various issues related to the region. It needs to answer so many questions to have

a clear picture of the dynamic region. How do events in the WANA region affect the global political economy? Why are there so many Wars in the region? Why do global powers interest to intervene on the regional issues? This course will address these questions by analysing various stages of international relations of WANA from World War I to the present Great Power policies.

**PSO 1:** To introduce students to the broad fields of theoretical as well as empirical questions encompassed by Political Science and International Relations.

**PSO 2:** To examines the ideas on which modern societies are based and, through an examination of several countries and issues, evaluates the different systems, processes and social/political forces in operation in the world today.

**PSO 3:** To analyse the national, international, regional or global political systems and the manner in which they have evolved, with attention given to a range of contemporary issues.

### **Course Objectives**

**The course enables the student to:**

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

### **Learning Outcomes**

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

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

### **Pedagogic Methods**

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

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

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

✓ End Semester External Examination: 60 marks

### **Course Contents**

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

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

[PO 1,2,3/ PSO3,1,2/CO 1,2/ LO 1,2]

#### **Module II- WANA during World Wars**

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

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

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

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

[PO 2,3/ PSO 1,2/CO 2,3/ LO 3,4]

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

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

[PO 2,3/ PSO 1,2/CO 2,3/ LO 2,4]

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

Failed States – Regional Organisations – Regional Rivalry- Militant groups

[PO 1,3/ PSO 2/CO 2 / LO 2,3,4]

### Essential Readings

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

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

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Cleveland, William L. (2004). *A History of the Modern Middle East* (3<sup>rd</sup> ed.). Westview Press.

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Hitti, Philip K. (1946). Conflicts in the Arab East. *The Virginia Quarterly Review*, 22 (1), WINTER: 32-47.

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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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### **Additional Readings**

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J. Peter, Pham. (2009 May/June). China’s Surge in the Middle East and Its Implications for U.S. Interests. *American Foreign Policy Interests* 31, No. 3, 177-193.

Ogbogu, Jennifer. (2015, August). Impact of Middle East Terrorism on North Africa. *Counter Terrorist Trends and Analyses*, 7 (7), 11-17.

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Sayegh, Fayeze. (1959). Arab Nationalism and Soviet-American Relations. *The Annals of the American Academy of Political and Social Science*, 324, 103-110.

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Gartenstein-Ross, Daveed. (2015, April). The Crisis in North Africa Implications for Europe and Options for EU Policymakers, Netherlands Institute of International Relations. <https://www.clingendael.org/sites/default/files/pdfs/The%20crisis%20in%20North%20Africa%20report%202015.pdf>

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

<b>Course Code</b>	<b>IR M 21 C 04</b>
<b>Name of the Course</b>	<b>PUBLIC ADMINISTRATION</b>
<b>Course Type</b>	CORE
<b>Course Credits</b>	Four
<b>Description</b>	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.
<b>PSO FOR PPG/HR/IR:</b>	<b>PPG 1,4 IR 2 HR 3</b>
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• <b>CO1-</b> To Understand and observe the evolution and ongoing debates to the discipline of Public Administration.</li> <li>• <b>CO2-</b>To Identify and analyse different approaches to the study of Public Administration.</li> <li>• <b>CO3-</b> To Introduce and evaluate various theories of Public Administration.</li> <li>• <b>CO4-</b>To Survey and discuss the paradigm shift in the field of public administration.</li> <li>• <b>CO5-</b>To Compare and estimate the changing nature and challenges to the study of Comparative and Development Administration.</li> <li>• <b>CO6-</b>To Develop an understanding about the Contemporary discourses in public administration.</li> </ul>
<b>Learning Outcomes</b>	<p>On completion of this course, students should:</p> <ul style="list-style-type: none"> <li>• [LO 1] Develop a better understanding of actual working of the public administration along with its theoretical underpinnings and practices.</li> <li>• [LO 2] Demonstrate analytical prowess to grasp the issues and concerns of administration and public.</li> <li>• [LO 3] Develop skills and aptitude to lead and manage the public and non-profit organization.</li> <li>• [LO 4] Discuss, debate and communicate effectively on any issues concerning administration politics and society.</li> <li>• [LO 5] Be able to contribute/develop/formulate a public policy response to social or economic problems.</li> </ul>
<b>Pedagogic Methods</b>	<p><u>72 Hours</u> of Learning Comprises of</p> <ul style="list-style-type: none"> <li>• Lectures</li> <li>• Seminars</li> <li>• Tutorials</li> <li>• Flipped classrooms</li> <li>• Problem Based Learning (PBL)</li> </ul>

<b>Evaluation</b>	<ul style="list-style-type: none"> <li>✓ Internal Assessment: 40 Marks -20 marks for Assignment/ Article Review/Seminar presentation; 20 Marks for internal tests</li> <li>✓ End Semester External Examination: 60 marks</li> </ul>
<b>Content through Modules</b>  <u>Pos and PSOs Mapped to COs and Los</u>	<p><b>Module 1: Public Administration: Meaning, Evolution and Scope</b>  <b>[PO 1,2,3/ PSO3/CO 2,3/ LO 2,3]-</b></p> <ul style="list-style-type: none"> <li>• Public Administration: meaning, nature and scope</li> <li>• Public and Private Administration</li> <li>• Evolution of the discipline: Different stages and ongoing concerns</li> <li>• Public Administration and globalization</li> </ul>
	<p><b>Module 2: Approaches to Public Administration</b></p> <p><b>[PO 3/ PSO1/CO 5,6/ LO 4,5]</b></p> <ul style="list-style-type: none"> <li>• Traditional-Philosophical, Historical, Legal, Institutional</li> <li>• Modern- Marxist, Ecological, Behavioural, Developmental</li> <li>• Contemporary-Contingency, Rational Choice, Public Choice.</li> </ul>
	<p><b>Module 3: Theories of Public Administration</b></p> <p><b>[PO 4,5/ PSO1/CO 1,2/ LO 3]</b></p> <ul style="list-style-type: none"> <li>• Classical and Neo-classical Theories - Scientific Management Theory- F. W. Taylor</li> <li>• Administrative Theory-Henry Fayol</li> <li>• Bureaucratic Theory - Max Weber</li> <li>• Human Relations Theory - Elton Mayo</li> <li>• Behavioural - Chester Bernard</li> <li>• Decision Making Theory- Herbert Simon.</li> <li>• Modern Theories – Systems theory-Norbert Wiener, Structural functional and Ecological Theory- F W Riggs</li> <li>• Motivation Theory -Abraham Maslow.</li> <li>• NewPublic Administration-New Public Management -New Public Service. Theories of leadership and motivation.</li> <li>• Organisational Communication: Theories and Principles</li> <li>• Information Management in the organization</li> <li>• Managing Conflict in the Organization: Mary Parker Follett</li> <li>• Management by Objectives- Peter Drucker</li> </ul>
	<p><b>Module 4: 4. Comparative and Development Administration</b></p> <p><b>[PO 2/PSO2/ CO 1/ LO 3,4]</b></p> <ul style="list-style-type: none"> <li>• Comparative Public Administration: Meaning, Importance and challenges</li> </ul>

	<ul style="list-style-type: none"> <li>• Administrative systems - UK – France – India – USA – Significance, Changing nature and challenges to Development Administration; Bureaucracy and development</li> </ul> <p><b>Module 5: Contemporary Discourses</b></p> <p><b>[PO 4/ PSO4/CO 3,4/ LO 6]</b></p> <ul style="list-style-type: none"> <li>• Governance - Good governance</li> <li>• E-Governance - Peoples’ Participation in Governance</li> <li>• Social Auditing-Citizen’s Charter - State, Market and Civil Society in Governance</li> <li>• Social media and active citizenry, changing political environment, interest groups.</li> </ul>
<p><b>Extended Reference</b></p>	<ul style="list-style-type: none"> <li>• AlakaDhameja (Ed), 2003. Contemporary Debates in Public Administration, New Delhi,</li> <li>• Avasti R. and Maheswari S.R., (2009). Public Administration, Agra, LaxmiNarain Agarwal.</li> <li>• Basu, Rumki (2018), Public Administration, Concepts and Theories. New Delhi: Sterling,</li> <li>• Basu, Rumki. (2019), Public Administration in the 21st century: A Global South Perspective. New York and London: Routledge</li> <li>• Bhattacharya, Mohit (RPA), (2013) Restructuring Public Administration: A New Look, New Delhi: Jawahar Publishers</li> <li>• Bhattacharya, Mohit, (2016). New Horizons of Public Administration, Willford Press,</li> <li>• Buck Susan J. and Morgan Betty N.,(2005). Public Administration in Theory and Practice, Raymond W. Cox III, Pearson Education, New Delhi.</li> <li>• Chakrabarty, Bidyut&amp;Mohit Bhattacharya (2005), Public Administration: A Reader. New Delhi: OUP,</li> <li>• Chakravarty, Bidyut&amp; Prakash Chand (2018), Public Administration in a Globalizing World. New Delhi: Sage.</li> <li>• Chandler J A (2017), Public policy and private interest: ideas, self-interest and ethics in public policy, Routledge</li> <li>• D. Ravindra Prasad, V. Sivalinga Prasad, (2010). Administrative Thinkers, Sterling Publishers,</li> <li>• Dahiya, Sewa Singh and Ravindra Singh (2014), Comparative Public Administration. New Delhi, Sterling.</li> <li>• Duncan Black (1969). "Lewis Carroll and the Theory of Games," American Economic Review, 59(2), pp. 206–210</li> </ul>

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- Eva Poluha, Mona Rosendahl (2002). *Contesting 'Good' Governance: Crosscultural Perspectives on Representation*, Routledge
- Fox, Charles J; Miller, Hugh T. (1995), *Post modern public administration: Toward discourse* London Sage Publications
- Goel, S.L. (2003). *Advanced Public Administration*, Deep & Deep Publications.
- Henry, Nicholas. (2004). *Public Administration and Public Affairs*, New Delhi; Prentice- Hall of India
- Iversen, T. and Cusack, T. 2000. "The causes of welfare state expansion". *World Politics*,
- Kathleen McLaughlin, Stephen P Osborne, Ewan Ferlie, (2002). *New Public Management: Current Trends and Future Prospects*, Routledge, London and New York,
- Maheshwari S.R., (2003). *Administrative Theory: An Introduction*, Macmillan India Ltd, New Delhi
- Miluwi, Joshua O., (2014) *Public Administration: Theory and practice*, Delhi Mangalam publications
- Monkelbaan, Joachim (2019), *Governance for the Sustainable Development Goals : Exploring an integrative framework of theories, tools, and competencies*, Springer
- Ongaro, Edoardo (2017), *Philosophy and Public Administration*, Edward Elgar Publishing Press
- P. K. Saini, (2008). *Financial Administration in India: Changing Contours And Emerging Challenges*, Deep and Deep Publications Private Limited, New Delhi
- Sapru, R.K. (2014), *Development Administration*, New Delhi, Sterling Publishers, 2014
- Shafritz Jay M. and Hyde, Albert C. (ed.), (1987). *Classics of Public Administration*, Chicago, Illinois: The Dorsey Press
- Shafritz, Jay M. (2017), *Introducing public administration* / New York Routledge
- Sharma M.P. and Saldana B. L., (2001), *Public Administration in Theory and Practice*, Allahabad, KitabMahal
- Sharma, M P and Sadana, B L. (2015), *Public Administration in Theory and Practice* Allahabad : KitabMahal,
- Shrivastava, Vidya Bhushan (2016), *Theory and Practice in public administration*, New Delhi, Sterling Publishers
- Tom Christensen, Per Lægveid , (2001), *New Public Management: The Transformation of Ideas and Practice*, Ashgate, the University of Michigan
- *Additional Readings:*
- Amreshwar Avasthi and Shriram Maheshwari (2016), *Public administration* Agra Lakshmi Narain Agarwal
- Arora, R.K. and Sharma, S. (eds.), (1992). *Comparative and Development Administration, Ideas and Action*, Jaipur: Arihat.

	<ul style="list-style-type: none"> <li>• Arora, Ramesh and Goyal, (1989). Indian Public Administration, Institutions and Issues, New Delhi: Wishwa Publications.</li> <li>• Bava, Noorjahan. (2010). Public Administration in the 21st Century, New Delhi: Kanishka Publishers.</li> <li>• Bhagwan, Vishnoo &amp; Bhushan, Vidya. (2005). Public Administration, New Delhi: S.Chand &amp; Co.Ltd.</li> <li>• Bidyut Chakrabarty, (2008), The Governance Discourse: A Reader (Hardcover), Oxford University Press.</li> <li>• Donald Menzel and Harvey White (eds) 2011. The State of Public Administration: Issues, Challenges and Opportunity. New York: M. E. Sharpe.</li> <li>• Fadia BL, Fadia Kuldeep (2008), Public Administration: Administrative Theories and Concepts, Agra, Sahitya Bhawan Publications.</li> <li>• Frederickson, H.G (1990). New Public Administration, Alabama: University of Alabama Press</li> <li>• Fry, Brian R. (1989). Mastering Public Administration: From Max Weber to Dwight Waldo, New Jersey: Chatham House.</li> <li>• Ghai, K.K. (2013) Major Governments, Political System of U.K., USA, Switzerland, France and China, New Delhi, Kalyani Publishers</li> <li>• Gulick, Luther &amp; Urwick, L. (ed.) (1937). Papers on the Science of Administration, New York: Institute of Public Administration.</li> <li>• Henry Nicholas (2006), Public Administration and Public Affairs, New Delhi, Prentice Hall of India.</li> </ul>
<b>Course Code</b>	<b>IR M 21 E 24</b>
<b>Name of the Course</b>	<b>Decentralization and Local Self Governance</b>
<b>Course Tutor</b>	<b>Dr. Mary Senterla P.S.</b>
<b>Course Type</b>	<b>Elective</b>
<b>Course Credits</b>	<b>Four</b>
<b>Description</b>	<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,</p>

	<p>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>
<b>PSOs of PPS,IR AND HR</b>	<p>PPG: 1,3,4</p> <p>HR:2</p> <p>IR: 3</p>
<b>Course Objectives [CO/ 1-5]</b>	<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 73<sup>rd</sup> and 74<sup>th</sup> 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>
<b>Learning Outcomes</b>	<p><b>Learning Outcomes</b></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.
<b>Pedagogic Methods</b>	72 Hours of Learning Comprises Lectures, Seminars, Tutorials, flipped classrooms; Problem Based Learning (PBL); field trips, and group projects.
<b>Evaluation</b>	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.
<b>Contents through Modules</b>  <b>POs and PSOs Mapped to Cos and LOs</b>	<p><b>Module I: Decentralization</b> [PO 1,4,6,7,8/PSO1,4/ CO 1,2,4,5/ LO 1,2,3,4,5]</p> <ul style="list-style-type: none"> <li>▪ Conceptualising Decentralization</li> <li>▪ Types of Decentralization –dimensions: Functional, Financial, Administrative, and Political</li> <li>▪ Merits of Decentralization</li> <li>▪ Decentralization and Development, Development from Below, Development from within</li> <li>▪ Theories of Decentralization</li> </ul> <p><b>Module II – Structure of Local Government in India.</b> [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"> <li>▪ Evolution of Local Government in India</li> <li>▪ Structure of Rural Local Government (73rd Constitutional Amendments in India)</li> <li>▪ Structure of Urban Local Government (74th Constitutional Amendments in India)</li> <li>▪ Local Government Finance</li> </ul>

**Module III – Decentralization and Local Governance in Kerala**

[PO 1,2,4,6,7/ PSO2,3,3/CO 1,2,3,4,5/ LO 1,2,3,4,5]

- 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.

**Module IV – Kerala Panchayathiraj Raj and Municipalities Act**

[PO 1,4,6,7,8/PSO 1,4,2 CO 1,2,3,4,5/ LO 1,2,3,4,5]

- Powers and functions of Panchayat and Urban Bodies
- District Planning
- Ombudsman and Tribunals
- National Rural Employment Guarantee Act 2005

**Module V- Changing Role of Local Governance**

[PO 1,2,6,7,8/PSO 2,4 CO 12,3,4,5/ LO 1,2,3,4,5]

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

Extended Reference	Extended Reference
	<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 &amp; 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> <p>Hill, Michael and Peter Hupe (2003): <i>Implementing Public Policy</i>, SAGE: New Delhi.</p> <p>Ingram, Helen and Steven Rathgeb Smith ed., (1995): <i>Public Policy for Democracy</i>, Frank Bros and Co: Noida.</p> <p>Isaac, T. M. Thomas (2001): Campaign for Democratic Decentralisation in Kerala Source: <i>Social Scientist</i>, 29, (9/10), pp. 8-47.</p> <p>Isaac, Thomas and Franke (2000): <i>Local Democracy and Development: People's Campaign for Decentralized Planning in Kerala</i>, Leftword: New Delhi.</p> <p>Jain L.C ed., (2007): <i>Decentralization and Local Governance</i>, Orient Longman: New Delhi.</p> <p>Joseph T. M ed., (2007): <i>Local Governance in India, Ideas, Challenges and Strategies</i>, Concept Publishing Company: New Delhi.</p> <p>Joyal, Niraja Gopal et al (2006): <i>Local Governance in India</i>, Oxford University Press: New Delhi.</p> <p>Kohli, Atul (2009): <i>Democracy and Development in India from Socialism to Pro-Business</i>, Oxford University Press: New Delhi.</p> <p>Kumar, Girish (2006): <i>Local Democracy in India, Interpreting Decentralization</i>, SAGE: New Delhi.</p> <p>Mehta, Aasha Kapur and Shepherd, Andrew (2006): <i>Chronic Poverty and Development Policy in India</i>, SAGE: New Delhi.</p> <p>Menon, Sudha ed., (2008): <i>Decentralized local Governance Perspectives and Experiences</i>, The ICFAI University Press: Hyderabad.</p> <p>Munshi, Surendra Abraham, Biju Paul eds., (2004): <i>Good Governance, Democratic Societies And Globalisation</i>, New Delhi: SAGE Publication.</p> <p>P., &amp; O'Leary, B. (1987): <i>Theories of the State: The Politics of Liberal Democracy</i>. Meredith Press: New York.</p>

	<p>Parayil, Govindan ed., (2000): <i>Kerala: The Development Experience; Reflections on Sustainability and Replicability</i>, London: Zed Books.</p> <p>Ram, D. Sundar ed.,(2010): <i>Grassroots Palnning and Local Governance in India</i>, Kanishka Publishers: New Delhi.</p> <p>Satyajit, Singh and Pradeep K. Sharma ed., (2007): <i>Decentralization Institutions and Politics in Rural India</i>, Oxford University Press: New Delhi.</p> <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>
<b>Course Code</b>	<b>SIR MP C 18</b>
<b>Name of the Course</b>	<b>Public Policy Analysis</b>
<b>Course Type</b>	Core
<b>Course Credits</b>	Four
<b>Description</b>	<p>The field of public policy has assumed considerable importance in response to the increasing complexity of the government activity. The advancements of technology, changes in the social organization structures, rapid growth of urbanization added to the complexities. The study of Public Policy aspires to provide an in-depth understanding of the ills prevailing in the society and aids to identify the solutions for them. Public policy is an important mechanism for moving a social system from the past to the future and helps to cope with the future. The main objective of this foundation course is to provide an opportunity to the student to learn the basic areas of public policy on the largest gamut of its canvas</p>
<b>PSOs FOR PPG</b>	<p><b>PSO 1:</b> To introduce students to the broad fields of theoretical as well as empirical questions encompassed by Political Science, Public Policy and International Relations.</p> <p><b>PSO 2:</b> To identify, explain, and apply key concepts and terms underlying Public Policy and Governance, grasping public policy and Governance as unfolding dynamics in aninterdisciplinary mode.</p> <p><b>PSO 3:</b> To create enabling environments that allow students to demonstrate a grasp of the global environment in both Public Policy and Governance and address pertinent policy questions and imperatives.</p> <p><b>PSO 4:</b> To provides ample opportunities for academic as well as policy initiatives through internships, social labs and extension activities and with interdisciplinary emphasis.</p>

<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• CO1- Analysis of policy documents</li> <li>• CO2- Presentation of the functioning of government by interpreting policy documents</li> <li>• CO3- Equipping the students to work with policy think tanks and consultancy services</li> </ul>
<b>Learning Outcomes</b>	<p>On completion of this course, students should:</p> <ol style="list-style-type: none"> <li>1. [LO 1] Students will get know how to approach policy documents</li> <li>2. [LO 2] Students will be equipped with theoretical knowledge of policy formulation</li> <li>3. [LO 3] Training the students in working as team</li> </ol> <ul style="list-style-type: none"> <li>•</li> </ul>
<b>Pedagogic Methods</b>	<p><u>72 Hours of Learning</u> Comprises of</p> <ul style="list-style-type: none"> <li>• Lectures</li> <li>• Seminars</li> <li>• Tutorials</li> <li>• Flipped classrooms</li> <li>• Problem Based Learning (PBL)</li> </ul>
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>✓ Internal Assessment: 40 Marks -20 marks for Assignment/ Article Review/Seminar presentation; 20 Marks for internal tests</li> <li>✓ End Semester External Examination: 60 marks</li> </ul>
<b>Content through Modules</b>  <u>POs and PSOs Mapped to COs and Los</u>	<p><b>Module 1: Introduction</b>  <b>[PO 1,5/PSO1,2/ CO 3,4/ LO 2,3,4]-</b></p> <ul style="list-style-type: none"> <li>• Nature, Scope and Importance of Public Policy</li> <li>• Evolution of Public Policy and Policy Sciences</li> <li>• Public Policy and Public Administration</li> </ul> <hr/> <p><b>Module 2: Approaches to Public Policy Analysis</b>  <b>[PO 1,4,5/PSO 2,4/ CO 2,3,4/ LO 4]-</b></p> <ul style="list-style-type: none"> <li>• Process Approach</li> <li>• Positivist Approach</li> <li>• Participatory Approach</li> <li>• Normative Approach</li> </ul> <hr/> <p><b>Module 3: Morals, Theories and Process of Public Policy Making</b>  <b>[PO 3,4,5/ CO 3,4/ LO 4]-</b></p> <ul style="list-style-type: none"> <li>• Utility of Policy</li> <li>• Theories and Models of Policy Making</li> <li>• Perspectives of Policy Making Process</li> <li>• Institutions of Policy Making</li> </ul>

	<p><b>Module 4: Policy Implementation and Evaluation [PO 3,4,5/PSO3,4/CO 3,4/ LO 4]-</b></p> <ul style="list-style-type: none"> <li>• Concept of Policy Implementation.</li> <li>• Techniques of Policy Implementation.</li> <li>• Concept of Policy.</li> <li>• Evaluation.</li> <li>• Constraints of Public Policy Evaluation</li> </ul> <hr/> <p><b>Module 5: Globalization and Public Policy [PO 1,3,5/PSO1,2,4 CO 3/ LO 2,4]-</b></p> <ul style="list-style-type: none"> <li>• Global Policy Process</li> <li>• Transnational Actors' Public Policy Making,</li> <li>• Impact of Globalization on Policy Making</li> </ul>
<p><b>Extended Reference</b></p>	<p>Anderson J.E., (2006) Public Policy-Making: An Introduction, Boston,Houghton</p> <p>Bardach, Eugene (1977), The Implementation Game: What Happens After a Bill Becomes a Law, Cambridge, MA: MIT</p> <p>Bergerson, Peter J. (ed.), (1991), Teaching Public Policy: Theory, Research and Practice, Westport, RI: Greenwood Press</p> <p>Birkland Thomas A., (2005), An Introduction to The Policy Process: Theories, Concepts, And Models of Public Policy Making, Armonk; M.E. Sharpe</p> <p>Brewer, Gary D., and Peter de Leon (1983), The Foundations of Policy Analysis, Homewood, IL.: The Dorsey Press.</p> <p>Dahl, Robert and Charles Lindblom, (1976), Politics, Economics and Welfare, New York, Harper.</p> <p>Dror.Y, (1989), Public Policy making Reexamined, 2nd ed., San Francisco, Chandler.</p> <p>Dye Thomas (2008), Understanding Public Policy, Singapore, Pearson Education</p> <p>Hill Michael, (2005), The Public Policy Process, Harlow, UK; Pearson Education, 5th Edition.</p> <p>Howlett, Michael, and M. Ramesh, (1995), Studying Public Policy: Policy Cycles and Policy Subsystems, OUP, Toronto.</p> <p>Jay M. Shafritz (ed) (1998), International Encyclopedia of Public Policy and Administration, Westview Press</p> <p>Jones, C.O., (1970), An Introduction to the Study of Public Policy, Belmont, Prentice -Hall.</p>

	<p>Lerner, D. and H.D.Lasswell (eds.), (1951), The Policy Sciences, Stanford, Stanford University Press. Lindblom, C.E., and E.J., Woodhouse, (1993), The Policy making Process, 3rd ed., New Jersey., Prentice - Hall.</p> <p>McCool, Daniel C. (ed.), (1995), Public Policy Theories, Models, and Concepts: An Anthology. NJ:</p> <p>Nachmias, David, (1979), Public Policy Evaluation: Approaches and Methods, New York: St. Martin's Press.</p> <p>Prentice-Hall. Moran Mitchel and Robert Goodin, (2006), The Oxford Handbook of Public Policy, Oxford University Press, New York.</p>
<b>Course Code</b>	<b>IR M 21 C 17</b>
<b>Name of the Course</b>	<b>Public Policy: Theory and Method</b>
<b>Course Type</b>	CORE
<b>Course Credits</b>	Four
<b>Description</b>	<p>Public policy making is not merely a technical function of government; rather it is a complex interactive process influenced by the diverse nature of socio-political and other environmental forces. Public policies in the developing countries possess certain peculiarities of their own by virtue of being influenced by an unstable socio-political environment, and face various problems and challenges. This course outline of concepts and models provide useful guidance and helps the students to undertake a comprehensive investigation for the suitable models to analyze our policy making process. Course intends to make the students to understand the theoretical structures within which public policy evolves. Methods of policy formulation and implementation and comparative analysis are the major highlight of the course.</p>
<b>PSOs FOR PPG</b>	<p><b>PSO 1:</b> To introduce students to the broad fields of theoretical as well as empirical questions encompassed by Political Science, Public Policy and International Relations.</p> <p><b>PSO 2:</b> To identify, explain, and apply key concepts and terms underlying Public Policy and Governance, grasping public policy and Governance as unfolding dynamics in aninterdisciplinary mode.</p> <p><b>PSO 3:</b> To create enabling environments that allow students to demonstrate a grasp of the global environment in both Public Policy and Governance and address pertinent policy questions and imperatives.</p> <p><b>PSO 4:</b> To provides ample opportunities for academic as well as policy initiatives through internships, social labs and extension activities and with interdisciplinary emphasis.</p>

<b>Course Objectives</b>	CO1- To introduce diverse traditions and School of thoughts in Public Policy and Governance; CO2- To develop a critical insight of public policy theories to understand and analyse the nature of policy making and how it is to be conceptualized, understood and studied in distinct socio-economic-political and cultural settings; CO3- To develop critical thinking and alternative perspectives in policy studies ; CO4- To improve the understanding of contemporary theory and practice in policy making.
<b>Learning Outcomes</b>	On completion of this course, students should: <ul style="list-style-type: none"> <li>• [LO 1] Have improved their critical thinking and be able apply various theories and methods for studying public policy and governance;</li> <li>• [LO 2] Be able to analyse and critically review the key assumptions and arguments of the mainstream theories in policy studies;</li> <li>• [LO 3] Have improved their understanding of the process of policy making and ethical aspects of policy making;</li> <li>• [LO 4] Be able to interpret and suggest relevant policy measures in the realm of policy making in complex policy environment and thereby develop a career in government and other reputed policy institutes in India and abroad.</li> </ul>
<b>Pedagogic Methods</b>	<u>72 Hours</u> of Learning Comprises of <ul style="list-style-type: none"> <li>• Lectures</li> <li>• Seminars</li> <li>• Tutorials</li> <li>• Flipped classrooms</li> <li>• Problem Based Learning (PBL)</li> </ul>
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>✓ Internal Assessment: 40 Marks -20 marks for Assignment/ Article Review/Seminar presentation; 20 Marks for internal tests</li> <li>✓ End Semester External Examination: 60 marks</li> </ul>
<b>Content through Modules</b>  <u>POs and PSOs Mapped to COs and Los</u>	<b>Module 1: Models of Public Policy</b> <b>[PO 1,5/ PSO 2,3,4/CO 4/ LO 2,3]-</b> <ul style="list-style-type: none"> <li>• Vilfredo Pareto: Optimality and Improvement,</li> <li>• John Rawls: A Theory of Justice,</li> <li>• Almond Gabriel: Interest Aggregation and Articulation</li> </ul> <hr/> <b>Module 2: Models of Public Policy</b> <b>[PO 1/PSO 1,2 CO 3,4/ LO 2,3,4]-</b> <ul style="list-style-type: none"> <li>• Harold Lasswell : Policy Sciences</li> <li>• Yehezkel Dror : Mega Policy and Meta Policy</li> <li>• Charles Lindblom: Incrementalism</li> </ul>



	<p><b>Module 3: Models of Public Policy</b>  <b>[PO 1,5/PSO134/ CO 1,3,4/ LO 2,4]-</b></p> <ul style="list-style-type: none"> <li>• William Niskanen: Budget Maximizing Model</li> <li>• Elinor Ostrom : Institutional Rational Choice</li> <li>• Amartya Sen : Development as Freedom</li> </ul> <hr/> <p><b>Module 4: Concepts of Public Policy</b>  <b>[PO 5/ PSO 2/CO 3,4/ LO 2,3,4]-</b></p> <ul style="list-style-type: none"> <li>• Institutionalism</li> <li>• Process: Policy as a Political Activity</li> <li>• Public Choice</li> <li>• Strategic Planning</li> </ul> <hr/> <p><b>Module 5: State and Governance</b>  <b>[PO 1,2,5/PSO 4 CO 3,4/ LO 2,3,4]-</b></p> <ul style="list-style-type: none"> <li>• Governance as Execution of Law</li> <li>• Democratic State and Democratic Administration</li> <li>• Neo-Liberalism and Rolling Back State</li> <li>• Local Governance (Urban and rural) decentralization</li> <li>• De-concentration and Devolution</li> </ul>
<p><b>Extended Reference</b></p>	<p>Anderson J.E., (2006) Public Policy-Making: An Introduction, Boston,Houghton.</p> <p>Ashford, Doug (ed.), (1992), History and Context in Comparative Public Policy, Ithaca, NY: University of Pittsburgh Press.</p> <p>Bardach, Eugene (1977), The Implementation Game: What Happens After a Bill Becomes a Law, Cambridge, MA: MIT</p> <p>Barker, Anthony, and B. Guy Peters (eds.), (1993), The Politics of Expert Advice: Creating, Using, and Manipulating Scientific Knowledge for Public Policy, Ithica, NY: University ofPittsburgh Press.</p> <p>Barzelay, Michael (1992), Breaking Through Bureaucracy: A New Vision for Managing in Government, UCP, Berkeley, CA</p> <p>Bergerson, Peter J. (ed.), (1991), Teaching Public Policy: Theory, Research and Practice, Westport, RI: Greenwood Press.</p> <p>Birkland Thomas A., (2005), An Introduction to The Policy Process: Theories, Concepts, And Models of Public Policy Making, Armonk; M.E. Sharpe.</p> <p>Dror.Y, (1989), Public Policy making Re-examined, 2nd ed., San Francisco, Chandler.</p>

	<p>Dye Thomas (2008), <i>Understanding Public Policy</i>, Singapore, Pearson Education.</p> <p>Fischer, Frank, (1995), <i>Evaluating Public Policy</i> Chicago: Nelson Hall.</p> <p>Hill Michael, (2005), <i>The Public Policy Process</i>, Harlow, UK; Pearson Education, 5th Edition.</p> <p>Jay M. Shafritz (ed) (1998), <i>International Encyclopedia of Public Policy and Administration</i>, Westview Press.</p> <p>John Rawls (1971), <i>A Theory of Justice</i>, Harvard University Press.</p> <p>John, Peter, (2012), <i>Analysing Public Policy</i>, 2nd ed., Routledge, Taylor and Francis Group, London.</p> <p>Lasswell Harold, (1971), <i>A Preview of Policy Sciences</i>, New York, Elsevier.</p> <p>Lerner, D. and H.D.Lasswell (eds.), (1951), <i>The Policy Sciences</i>, Stanford, Stanford University Press.</p> <p>Lindblom, C.E., and E.J., Woodhouse, (1993), <i>The Policy making Process</i>, 3rd ed., New Jersey., Prentice -Hall.</p> <p>McCool, Daniel C. (ed.), (1995), <i>Public Policy Theories, Models, and Concepts: An Anthology</i>, NJ: Prentice-Hall.</p>
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