**DEPARTMENT OF POLITICAL SCIENCE**

**BHARATI COLLEGE**

**UNIVERSITY OF DELHI**

**Paper Name - Public Opinion and Survey Research**

**Nature of the paper – Skill Based Ability Enhancement Paper (Elective)**

**Teacher Name – Dr. Anuradha Singh**

**June-Nov. 2021**

**Course – BA (Prog) Sem 3**

COURSE DESCRIPTION

This course will introduce the students to the debates, principles and practices of public opinion polls in the context of democracies, with special reference to India. It will familiarize the students with the principles and practice of survey research and conceptualizing and measuring public opinion using quantitative methods.

TECHING PEDAGOGY AND CLASSES

The course is organised around daily classroom lectures as per the allotted time table. Students will be given reading materials and handouts each week to help them follow the course content. These readings will then be discussed in detail within the class through focus group discussions and open forums wherein the entire class can participate.

LEARNING OUTCOMES

Since this is a skill-based paper, the aim is to train students to understand the

importance of public opinion in a democracy and the role of survey research in social

science in general and comprehending the working of a democratic political system

in particular. Students would learn about the methods used for conducting surveys

and interpreting survey data.

TEACHING TIME

12 Weeks Approximately

UNIT WISE BREAK UP OF SYLLABUS

Unit 1

Introduction to the course (6 lectures)

Definition and characteristics of public opinion, conceptions and characteristics, debates about its role in a democratic political system, uses for opinion poll

Unit 2

Measuring Public Opinion with Surveys: Representation and sampling (6 lectures)

a. What is sampling? Why do we need to sample? Sample design.

b. Sampling error and non-response

c. Types of sampling: Non random sampling (quota, purposive and snowball sampling); random

sampling: simple and stratified

Unit 3

Survey Research (5 lectures)

a. Interviewing: Interview techniques pitfalls, different types of and forms of interview

b. Questionnaire: Question wording; fairness and clarity.

Unit 4

Quantitative Data Analysis (5 lectures)

a. Introduction to quantitative data analysis

b. Basic concepts: correlational research, causation and prediction, descriptive and inferential

Statistics

Unit 5

Interpreting polls (4 lectures)

Prediction in polling research: possibilities and pitfalls

Politics of interpreting polling

ASSESSMENT

Internal Assessment – 25 Marks

Students opting for this course will primarily be assessed and marked on the following modes:

1.) Written Assignment

2.) Presentation

1) Two written assignment of 5 marks. Students will have to write one essay based

Assignment which helps them prepare for the way answers are written during semester exams. The topic of the assignment will be shared by end of January of the first week of February.

2.) They will make presentations based on their interest through using ICT through power point etc. (10 Marks)

Additionally, there are 5 marks for Class Attendance (as mandated by the University rules).

Essential References:

I. Introduction to the course

R. Erikson and K. Tedin, (2011) American Public Opinion, 8th edition, New York:

Pearson

Longman Publishers,. pp. 40-46.

G. Gallup, (1948) A guide to public opinion polls Princeton, Princeton University

Press, 1948.

Pp. 3-13.

II. Measuring Public Opinion with Surveys: Representation and sampling

G. Kalton, (1983) Introduction to Survey Sampling Beverly Hills, Sage Publication.

Lokniti Team (2009) ‘National Election Study 2009: A Methodological Note’,

Economic and

Political Weekly, Vol. XLIV (39)

Lokniti Team, (2004) ‘National Election Study 2004’, Economic and Political Weekly,

Vol.XXXIX (51).

‘Asking About Numbers: Why and How’, Political Analysis (2013), Vol. 21(1): 48-69,

(first published online November 21, 2012)

III. Survey Research

H. Asher, (2001) ‘Chapters 3 and 5’, in Polling and the Public: What Every Citizen

Should

Know, Washington DC: Congressional Quarterly Press.

R. Erikson and K. Tedin, (2011) American Public Opinion, 8th edition, New York,

Pearson

Longman Publishers, pp. 40-46.

IV. Quantitative Data Analysis

A. Agresti and B. Finlay, (2009) Statistical methods for the Social Sciences, 4th

edition, Upper saddle river, NJ: Pearson-Prentice Hall,

S. Kumar and P. Rai, (2013) ‘Chapter 1’, in Measuring Voting Behaviour in India, New

Delhi:

Sage.

V. Interpreting polls

R. Karandikar, C. Pyne and Y. Yadav, (2002) ‘Predicting the 1998 Indian Parliamentary

Elections’, Electoral Studies, Vol. 21, pp.69-89.

M. McDermott and K. A. Frankovic, (2003) ‘Horserace Polling and Survey Methods

Effects: An Analysis of the 2000 Campaign’, Public Opinion Quarterly 67, pp. 244-264.

Additional Suggested Readings:

K. Warren, (2001) ‘Chapter 2’, in In Defense of Public Opinion Polling, Boulder:

Westview Press, pp. 45-80.

W. Cochran, (2007) ‘Chapter 1’, Sampling Techniques, John Wiley &amp; Sons.

G. Gallup, (1948) A Guide to Public Opinion Polls. Princeton: Princeton University

Press, pp. 14-20; 73-75.

D. Rowntree (2000) Statistics Without Tears: an Introduction for Non

Mathematicians, Harmond sworth: Penguin.

Classical Political Philosophy

**Core Course - (CC) Credit:6**

**SEMESTER 5**

**June-Nov. 2021**

**TEACHER NAME: Dr. Anuradha Singh**

**SYLLABUS**

Unit 1

Text and Interpretation (1 week)

Unit 2

Antiquity

Plato (2 weeks)

Philosophy and Politics, Virtues, Justice, Philosopher King/Queen, Communism, Plato on Democracy,

Women and Guardianship, Philosophic Education and Good

Aristotle (2 weeks)

Forms, Virtue, man as zoon politikon, Citizenship, Justice, State and Household,

Classification of governments

Unit 3

Interlude:

Machiavelli (2 weeks)

Vice and Virtue, Analyzing Power through Prince, Religion and morality, Republicanism, statecraft

Unit 4

Possessive Individualism

Hobbes (2 weeks)

Human nature, State of Nature, Social Contract and role of consent, State and sovereignty

Locke (2 weeks)

Laws of Nature, Natural Rights, Justification of Property, Right to Dissent

Course Descriptions

This course goes back to Greek antiquity and familiarizes the students with the manner in which the political questions were first posed and are being answered in normative ways. The aim is to introduce to the students the questions, ideas and values of political philosophy which are being addressed by the political philosophers as part of contemporary political thinking. In this manner students would be familiarized with the theoretical origins of key concepts in political science.

Course Learning Outcomes

By the end of the course students would be able to:

• Understand how to read and decode the classics and use them to solve contemporary

socio-political problems.

• Connect with historically written texts and can interpret it in familiar way (the way

Philosophers think).

• Clearly present their own arguments and thoughts about contemporary issues and develop

ideas to solve them through logical validation.

References

I. Text and Interpretation

T. Ball, (2004) ‘History and Interpretation’ in C. Kukathas and G. Gaus, (eds.) Handbook

of Political Theory, London: Sage Publications Ltd. pp. 18-30.

Rawls, J. Lectures on the History of Political Philosophy, Harvard University Press, London,

Introduction: 1-20.

Q. Skinner, (2002) ‘Vision of Politics’ Volume I, Meaning and understanding in the history of Ideas, Cambridge: Cambridge University Press, pp57-89.

II. Antiquity

Plato, Republic, Chapters, trans. G.M.A Grube, revised by C.D.C. Reeve. Indianapolis: Hackett, 1992.

Plato, Sanford Encyclopaedia of Philosophy, https://plato.stanford.edu/entries/plato/

A. Skoble and T. Machan, (2007) Political Philosophy: Essential Selections. New Delhi: Pearson Education, pp. 9-32.

R. Kraut, (1996) ‘Introduction to the study of Plato’, in R. Kraut (ed.) The Cambridge

Companion to Plato. Cambridge: Cambridge University Press, pp. 1-50.

C. Reeve, (2009) ‘Plato’, in D. Boucher and P. Kelly, (eds) Political Thinkers: From Socrates to the Present, Oxford: Oxford University Press, pp. 62-80.

Aristotle, Politics, Chapters, trans. C.D.C. Reeve (called “Politics”) Indianapolis: Hackett,1998

Aristotle, Stanford Encyclopaedia of Philosophy, https://plato.stanford.edu/entries/aristotlepolitics/

A. Skoble and T. Machan, (2007) Political Philosophy: Essential Selections. New Delhi: Pearson

Education, pp. 53-64.

T. Burns, (2009) ‘Aristotle’, in D. Boucher, and P. Kelly, (eds) Political Thinkers: From Socrates to the

Present. Oxford: Oxford University Press, pp.81-99.

C. Taylor, (1995) ‘Politics’, in J. Barnes (ed.), The Cambridge Companion to Aristotle, Cambridge:

Cambridge University Press, pp. 232-258.

III. Interlude

Machiavelli, Republic, Chapters XII, XVII, XXI, Mansfield, Harvey C. (1985) The University ofChicago

Press: Chicago and London.

Machiavelli, https://plato.stanford.edu/entries/machiavelli/, Stanford Encyclopaedia of Philosophy.

A. Skoble and T. Machan, (2007) Political Philosophy: Essential Selections. New Delhi: Pearson

Education, pp. 124-130.

Q. Skinner, (2000) ‘The Adviser to Princes’, in Machiavelli: A Very Short Introduction, Oxford: Oxford

University Press, pp. 23-53.

J. Femia, (2009) ‘Machiavelli’, in D. Boucher, and P. Kelly, (eds) Political Thinkers: FromSocrates to

the Present. Oxford: Oxford University Press, pp. 163-184.

IV. Possessive Individualism

Hobbes, T. Leviathan, Chapters 1, 2, 3, Curley, Edwin (1994), Hackett Publishing Company, Inc:

Indiana.

Rawls, J. Lectures on the History of Political Philosophy, Harvard University Press, London pp.23-94.

A. Skoble and T. Machan, (2007) Political Philosophy: Essential Selections. New Delhi: Pearson

Education pp. 131-157.

D. Baumgold, (2009) ‘Hobbes’, in D. Boucher and P. Kelly (eds) Political Thinkers: From Socrates to

the Present. Oxford: Oxford University Press, pp. 189-206.

C. Macpherson (1962) The Political Theory of Possessive Individualism: Hobbes to Locke. Oxford

University Press, Ontario, pp. 17-29.

Locke, J. Two Treatise of Government (Cambridge: CUP, 1988), Book II, Chapter 1-5.

Rawls, J. Lectures on the History of Political Philosophy, Introduction: 103-38.

A. Skoble and T. Machan, (2007) Political Philosophy: Essential Selections. New Delhi: Pearson

Education, pp. 181-209.

J. Waldron, (2009) ‘John Locke’, in D. Boucher and P. Kelly, (eds) Political Thinkers: From Socrates to

the Present. Oxford: Oxford University Press, pp. 207-224.

C. Macpherson, (1962) The Political Theory of Possessive Individualism: Hobbes to Locke. Oxford

University Press, Ontario, pp. 194-214.

Additional Resources:

J. Coleman, (2000) ‘Introduction’, in A History of Political Thought: From Ancient Greece to Early

Christianity, Oxford: Blackwell Publishers, pp. 1-20.

Q. Skinner, (2010) ‘Preface’, in The Foundations of Modern Political Thought Volume I, Cambridge:

Cambridge University Press pp. ix-xv.

S. Okin, (1992) ‘Philosopher Queens and Private Wives’, in S. Okin Women in Western Political

Thought, Princeton: Princeton University Press, pp. 28-50.

R. Kraut, (1996) ‘The Defence of Justice in Plato&#39;s Republic’, in R. Kraut (ed.) The Cambridge

Companion to Plato. Cambridge: Cambridge University Press, pp. 311-337.

T. Saunders, (1996) ‘Plato&#39;s Later Political Thought’, in R. Kraut (ed.) The Cambridge Companion to

Plato. Cambridge: Cambridge University Press, pp. 464-492.

J. Coleman, (2000) ‘Aristotle’, in J. Coleman A History of Political Thought: From AncientGreece to

Early Christianity, Oxford: Blackwell Publishers, pp.120-186.

D. Hutchinson, (1995) ‘Ethics’, in J. Barnes, (ed.), The Cambridge Companion to Aristotle, Cambridge:

Cambridge University Press, pp. 195-232.

I. Hampsher-Monk, (2001) ‘Thomas Hobbes’, in A History of Modern Political Thought: Major

Political Thinkers from Hobbes to Marx, Oxford: Blackwell Publishers, pp. 1-67.

A. Ryan, (1996) ‘Hobbes&#39;s political philosophy’, in T. Sorell, (ed.) Cambridge Companion toHobbes,

Cambridge: Cambridge University Press, pp. 208-245.

R. Ashcraft, (1999) ‘Locke&#39;s Political Philosophy’, in V. Chappell (ed.) The CambridgeCompanion to

Locke, Cambridge. Cambridge University Press, pp. 226-251.

I. Hampsher-Monk, (2001) A History of Modern Political Thought: Major Political Thinkersfrom

Hobbes to Marx, Oxford: Blackwell Publishers, pp. 69-116.

Readings in Hindi

सी. एल. वेपर (1954), राज दर्शन का स्वाध्ययन, इलाहबाद: ककताब महल.

जे. पी. सूद (1969), पाश्चात्य राजनीततक चच तन , जय प्रकार् नाथ और किं पनी.

Keywords

Philosophy, politics, virtue, human nature, power, republicanism, social contract, sovereignty.

**PAPER NAME: MODERN POLITICAL PHILOSPHY**

**Core Course**

**B.A (Hons,) SEMESTER-VI**

**January - April 2022**

**Teacher Name – Dr. Anuradha Singh**

SYLLABUS

Unit I

Modernity and its discourses

Unit II

Romantics

a) Jean Jacques Rousseau: Presentation themes: General Will; local or direct democracy; self-

government; origin of inequality.

b) Mary Wollstonecraft: Presentation themes: Women and paternalism; critique of Rousseau’s

idea of education; legal rights.

Unit III

Liberal socialist

a) John Stuart Mill: Presentation themes: Liberty, suffrage and subjection of women, right of

minorities; utility principle.

Unit IV

Radicals

a) Karl Marx: Presentation themes: Alienation; difference with other kinds of materialism;

class struggle.

b) Alexandra Kollontai: Presentation themes: Winged and wingless Eros; proletarian woman;

socialization of housework; disagreement with Lenin.

COURSE DESCRIPTION

Philosophy and politics are closely intertwined. We explore this convergence by identifying four

main tendencies here. Students will be exposed to the manner in which the questions of politics

have been posed in terms that have implications for larger questions of thought and existence.

Study of institutions is possible but institutional arrangements vary from society to society because

they are based on divergent sets of ideas. This realization takes us to the heart of the matter as to

what is more important- reality or ideas, facts and concepts. It may be difficult to find satisfactory

answers to these perennial questions that would satisfy everybody. However, in trying to define

them, one comes across categorization and labels that become useful took in analysis. For instance

Romantic thinks like Jean Jacques Rousseau, Mary Wollstonecraft that promotes concepts and

issues related with women equality, rights and democracy interpreted norms in society norms and

its structures differently from radical thinkers, whose main focus was capital and division of powers

at different level in society. Thinkers like John Locke defined it from liberal stand point.

TEACHING TIME

12 Weeks approximately

CLASSES

The course is organized around daily lectures as per the time table. Students will be given reading

assignments each week to help them follow the course content. These readings will be discussed in

class in detail.

UNIT WISE BREAK UP OF SYLLABUS

UNIT I (Week 1-2)

Modernity and its discourses

This section will introduce to students the idea of modernity and the discourses around modernity.

In other words, it frees thinking from age-old constraints that provides political concepts from a

different strand point.

UNIT II

Romantics (Week 3-6)

This unit will explain how the age of enlightenment produced some solid justification by prioritising

reason in philosophical endeavors but very foundation was put forward and questioned Rousseau.

This will also covers how Mary Wollstonecraft argues that inferiority to men is not natural and the

reasons for this inferiority are different.

a) Jean Jacques Rousseau: Presentation themes: General Will; local or direct democracy; self-

government; origin of inequality.

b) Mary Wollstonecraft: Presentation themes: Women and paternalism; critique of Rousseau’s

idea of education; legal rights.

UNIT III (Week 7-9)

Liberal socialist

This unit will covers liberal thought under modern political traditions. This will also define how the

idea of rights becomes central issue for thinkers to define these themes with sections like women,

and minority.

a) John Stuart Mill: Presentation themes: Liberty, suffrage and subjection of women, right of

minorities; utility principle.

UNIT IV (10-12)

Radicals

This unit will discuss two philosopher’s thoughts on segments of societies and their representations

within the society. These thinkers and their ideas will covers themes like class struggle with

division of labor.

a) Karl Marx: Presentation themes: Alienation; difference with other kinds of materialism;

class struggle.

b) Alexandra Kollontai : Presentation themes: Winged and wingless Eros; proletarian woman;

socialization of housework; disagreement with Lenin.

ASSESSMENT

Internal Assessment: 25 Marks

Students in this course will primarily have three modes of assessment:

1) Written assignment

2) Presentation

3) Class Test

1) Students will have to write one essay based assignment inclusive of bibliographies. In this assignment students will justify the theme with suitable literature. For this purpose reading material provided for the paper course and other sources like internet sites, journals and books will be used.

2) They will have to prepare a presentation using power point presentation on a specific topic assign to them in class by the end of the first week of May.

3) There will be a Class Test of 5 marks. It will take place tentatively in the third week of June.

Quizzes on specific topics will be organized time to time after discussion with students.

Reading List

I. Modernity and its discourses

Essential Readings:

Kant. (1784) ‘What is Enlightenment?,’ available at http://theliterarylink.com/kant.html,

Accessed: 19.04.2013

S. Hall (1992) ‘Introduction’, in Formations of Modernity UK: Polity Press pages 1-16

II. Romantics

Essential Readings:

B. Nelson, (2008) Western Political Thought. New York: Pearson Longman, pp. 221-255.

M. Keens- Soper, (2003) ‘Jean Jacques Rousseau: The Social Contract’, in M. Forsyth and

M. Keens-Soper, (eds) A Guide to the Political Classics: Plato to Rousseau. New York:

Oxford University Press, pp. 171-202.

C. Jones, (2002) ‘Mary Wollstonecraft’s Vindications and their Political Tradition’ in C.

Johnson, (ed.) The Cambridge Companion to Mary Wollstonecraft, Cambridge: Cambridge

University Press, pp. 42-58.

S. Ferguson, (1999) ‘The Radical Ideas of Mary Wollstonecraft’, in Canadian Journal of

Political Science XXXII (3), pp. 427-50, Available at

http://digitalcommons.ryerson.ca/politics, Accessed: 19.04.2013.

III. Liberal Socialist

Essential Readings:

H. Magid, (1987) ‘John Stuart Mill’, in L. Strauss and J. Cropsey, (eds), History of Political.

Philosophy, 2nd edition. Chicago: Chicago University Press, pp. 784-801.

P. Kelly, (2003) ‘J.S. Mill on Liberty’, in D. Boucher, and P. Kelly, (eds.) Political

Thinkers:

From Socrates to the Present. New York: Oxford University Press, pp. 324-359.

IV. Radicals

Essential Readings:

J. Cropsey, (1987) ‘Karl Marx’, in L. Strauss and J. Cropsey, (eds) History of Political

Philosophy, 2 nd Edition. Chicago: Chicago University Press, pp. 802-828.

L. Wilde, (2003) ‘Early Marx’, in D. Boucher and P. Kelly, P. (eds) Political Thinkers:

From Socrates to the Present. New York: Oxford University Press, pp. 404-435.

V. Bryson, (1992) ‘Marxist Feminism in Russia’ in Feminist Political Theory, London:

Palgrave Macmillan, pp. 114-122

C. Sypnowich, (1993) ‘Alexandra Kollontai and the Fate of Bolshevik Feminism’

Labour/Le Travail Vol. 32 (Fall 1992) pp. 287-29555

Kollontai (1909), The Social Basis of the Woman Question, Available at

http://www.marxists.org/archive/kollonta/1909/social-basis.htm, Accessed: 19.04.2013

Additional Readings:

Bloom, (1987) ‘Jean-Jacques Rousseau’, in Strauss, L. and Cropsey, J. (eds.) History of

Political Philosophy, 2nd edition. Chicago: Chicago University Press, pp. 559-580.

Selections from A Vindication of the Rights of Woman, Available at

http://oregonstate.edu/instruct/phl302/texts/wollstonecraft/womana. html#CHAPTER%20II,

Accessed: 19.04.2013.

Skoble and T. Machan, (2007) Political Philosophy: Essential Selections, New Delhi:

Pearson Education, pp. 328-354.

Ollman (1991) Marxism: An Uncommon Introduction, New Delhi: Sterling Publishers.

G. Blakely and V. Bryson (2005) Marx and Other Four Letter Words, London: Pluto

Skoble, and T. Machan, (2007) Political Philosophy: Essential Selections, New Delhi:

Pearson Education, pp. 286-327.

Kollontai, (1977) ‘Social Democracy and the Women’s Question’, in Selected Writings of

Alexandra Kollontai, London: Allison &amp; Busby, pp. 29-74.

Kollontai, (1977) ‘Make Way for Winged Eros: A Letter to the Youth’, in Selected Writings

of Alexandra Kollontai Allison &amp; Busby, pp. 201-292.

Porter, (1980) Alexandra Kollontai: The Lonely Struggle of the Woman who defied Lenin,

New York: Dutton Children’s Books.