**PAPER: Themes in Comparative Political Theory**

**Discipline Specific Elective - (DSE) B. A (Prog)**

**SEMESTER: V**

**SESSION: June- Nov. 2021**

**TEACHER NAME: Dr. Anuranjita Wadhwa**

SYLLABUS:

Unit 1

 Distinctive features of Indian and Western political thought

Unit 2

Western Thought: Thinkers and Themes

a. Aristotle on Citizenship

 b. Locke on Rights

 c. Rousseau on inequality

d. J. S. Mill on liberty and democracy

e. Marx and Bakunin on State

Unit 3

 Indian Thought: Thinkers and Themes

 a. Kautilya on State

b. Tilak and Gandhi on Swaraj

c. Ambedkar and Lohia on Social Justice

 d. Nehru and Jayaprakash Narayan on Democracy

e. Pandita Ramabai on Patriarchy

COURSE DESCRIPTION

This course aims to familiarize students with the need to recognize how conceptual resources in political theory draw from plural traditions. By chiefly exploring the Indian and Western traditions of political theory through some select themes, the overall objective of this course is to present before the students the value and distinctiveness of comparative political theory. The course focuses on the historical context in which political theorists have developed their thinking. There are distinctive features attached with the Indian and Western political thought and they are influenced by their political, social and economic contextual setting of their own times.

There are different themes in Comparative Political Theory, the course while confining to political theory focuses on developing students’ abilities, to appreciate the depth and complexity of the Western tradition in political theory and their abilities to analyze and to make theoretical arguments of their own,alongwith appreciating the traditions of Indian Political thought in different periods.

TEACHING TIME:

12 Weeks approximately five days of a week

Classes

The course is organized around daily lectures and tutorials as per the time table. The nature of lectures is discussion on the Western and Indian traditions . Students are encouraged to make theoretical arguments of their own to enable them to appreciate the development of political theory characterized by continuity and change. Students will be provided with reading assignments each to help them follow the course content. The lecture will be given according to reading material. Internal Assessment of 25 marks will be given to the students based on activities like assignment, presentation and class test. Some quiz competitions are also conducted through classroom application. There are 5 marks for attendance as part of internal assessment.

UNIT WISE BREAKUP OF SYLLABUS:

Unit 1

 Distinctive features of Indian and Western political thought (8 lectures)

The topic is initiated with a discussion on the difference between political theory and political thought followed by an understanding of the genesis of political ideas, features of Western and Indian Political Thought.

Unit 2

Western Thought: Thinkers and Themes (26 lectures)

a. Aristotle on Citizenship

b. Locke on Rights

c. Rousseau on inequality

d. J. S. Mill on liberty and democracy

e. Marx and Bakunin on State

The objective of the unit is to conceptualize resources drawn from some of the prominent Western political thinkers. An analysis of Aristotle views on Citizenship is extensively made by examining justification of slavery, qualities required to qualify as a citizen and its validity in contemporary times. Defining the concept of rights, Locke’s claim that rights are natural to man, discussion on property rights and the universality of his views in all societies at all times. Discussion on our understanding of equality and as understood in the philosophies of thinkers; origin of inequality according to Rousseau and his conception of General Will. Mill’s view on liberty particularly freedom of thought and expression and critical appraisal of Mill’s definition of Liberty. Discussion on as to why Mill considered Democracy as essential form of government and the problems of representative democracy. Marx’s theory of state entails a discussion of Dialectical and Historical Materialism, Bakunin identification of the flaws of the state and his views on alternative method of social organization.

Unit 3

Indian Thought: Thinkers and Themes (26 lectures)

a. Kautilya on State

 b. Tilak and Gandhi on Swaraj

 c. Ambedkar and Lohia on Social Justice

d. Nehru and Jayaprakash Narayan on Democracy

e. Pandita Ramabai on Patriarchy

The unit includes discussion on selective themes of different Indian political theorists. Kautilya’s concept of state with an emphasis on the elements of state and the mandala theory of state, the concept of Swaraj for Gandhi and as discussed by Tilak unfolds their understanding. Ambedkar as a champion of civil rights of the deprived sections of the society made a strong plea for social justice, Lohia’s elaboration of equality in the Indian context. An interesting comparison between Jawaharlal Nehru and Jayaprakash Narayan outlines the characteristics of democracy. Pandita Ramabai views on Patriarchy and how she went ahead and talked on extreme subjects of her times are discussed.

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

REFRENCES

Dallmayr, F. (2009) ‘Comparative Political Theory: What is it good for?’, in Shogimen, T. and Nederman, C. J. (eds.) Western Political Thought in Dialogue with Asia. Plymouth, United Kingdom: Lexington, pp. 13-24.

Parel, A. J. (2009) ‘From Political Thought in India to Indian Political Thought’, in Shogiman, T. and Nederman, C. J. (eds.) Western Political Thought in Dialogue with Asia. Plymouth, United Kingdom: Lexington, pp. 187-208.

 Pantham, Th. (1986) ‘Introduction: For the Study of Modern Indian Political Thought’, in Pantham, Th. & Deutch, K. L. (eds.) Political Thought in Modern India. New Delhi: Sage, pp. 9-16.

Burns, T. (2003) ‘Aristotle’, in Boucher, D and Kelly, P. (eds.) Political Thinkers: From Socrates to the Present. New York: Oxford University Press, pp. 73-91.

 Waldron, J. (2003) ‘Locke’, in Boucher, D. and Kelly, P. (eds.) Political Thinkers: From Socrates to the Present. New York: Oxford University Press, pp. 235-252.

Boucher, D. (2003) ‘Rousseau’, in Boucher, D. and Kelly, P. (eds.) Political Thinkers: From Socrates to the Present. New York: Oxford University Press, pp. 235-252.

 Kelly, P. (2003) ‘J.S. Mill on Liberty’, in Boucher, D. and Kelly, P. (eds.) Political Thinkers: From Socrates to the Present. New York: Oxford University Press, pp. 324-359.

Wilde, L. (2003) ‘Early Marx’, in Boucher, D. and Kelly, P. (eds.) Political Thinkers: From Socrates to the Present. New York: Oxford University Press, pp. 404-435.

Mehta, V. R. (1992) Foundations of Indian Political Thought. New Delhi: Manohar Publishers, pp. 88-109.

 Inamdar, N.R. (1986) ‘The Political Ideas of Lokmanya Tilak’, in Panthan, Th. & Deutsch, K. L. (eds.) Political Thought in Modern India. New Delhi: Sage, pp. 110-121.

 Patham, Th. (1986) ‘Beyond Liberal Democracy: Thinking With Democracy’, in Panthan, Th. & Deutsch, K.L. (eds.) Political Thought in Modern India. New Delhi: Sage, pp. 325-46.31 Zelliot, E. (1986). ‘The Social and Political Thought of B.R. Ambedkar’, in Panthan, Th. & Deutsch, K. L.(eds.) Political Thought in Modern India. New Delhi: Sage, pp. 161-75.

 Anand Kumar, ‘Understanding Lohia’s Political Sociology: Intersectionality of Caste, Class, Gender and Language Issue’ Economic and Political Weekly. Vol. XLV: 40, October 2008, pp. 64-70. Pillai,

 R.C. (1986) ‘The Political thought of Jawaharlal Nehru’, in Panthan, T. & Deutsch, K. L. (eds.) Political Thought in Modern India. New Delhi: Sage pp. 260-74.

Jha, M. (2001) ‘Ramabai: Gender and Caste’, in Singh, M.P. and Roy, H. (eds.) Indian Political Thought:Themes and Thinkers, New Delhi: Pearson.

Additional Resources:

Aristotle, Politics, Chapters, trans. C.D.C. Reeve (called “Politics”) Indianapolis: Hackett, 1998. Mill, J. S. On Liberty, 1859.

Kautilya, Arthasastra

Gandhi, Hind Swaraj, 1909.

Sparks, Ch. and Isaacs, S. (2004) Political Theorists in Context. London: Routledge.

Boucher, D. and Kelly, P. (eds.) Political Thinkers: From Socrates to the Present, New York: Oxford University Press.

J. Spellman, (1964), Political Theory of Ancient India: A Study of Kingship from the Earliest time to Ceirca AD 300, Oxford: Clarendon Press.

 Readings in Hindi

 सी. एल. वेपर (1954), राजदशरनकासाधयन, इलाहबाद: िकताब महल.

जे. पी. सूद (1969), पाशातराजनीितकिचं तन , जय पकाश नाथ और कं पनी.

बी. एम. शमार, भारतीयराजनीितकिवचारक, रावत पकाशन, 2005

 **LESSON – PLAN**

 **DEPARTMENT OF POLITICAL SCIENCE**

**DEMOCRACY AND GOVERNANCE -VI SEM**

**(DSE PAPER ) –B.A(Prog)**

**January-April 2022**

**TEACHER NAME: Dr. Anuranjita Wadhwa**

**1.Structure and Process of Governance:**

 Indian Model of Democracy, Parliament, Party Politics and Electoral behaviour, Federalism, The Supreme Court and Judicial Activism, Units of Local Governance (Grassroots Democracy) Political Communication ‐Nature,Forms and Importance Lectures 15

 **2. Ideas, Interests and Institutions in Public Policy:**

a. Contextual Orientation of Policy Design

 b. Institutions of Policy Making

 **Regulatory Institution** – SEBI, TRAI, Competition Commission Of India,Corporate Affairs.

 **Lobbying Institutions**: Chambers of Commerce and Industries, Trade Unions, Farmers Associations, etc.

**3.Contemporary Political Economy of Development** **in India:** Policy Debates over Models of Development in India, Recent trends of Liberalisation of Indian Economy in different sectors, E‐governance.

 **4. Dynamics of Civil Society:** New Social Movements and Various interests, Role of NGO’s, Understanding the political significance of Media and Popular Culture.

**Course Description-**

This Paper tries to explain the institutional aspects of democracy and how institutions function within a constitutional framework. It further delves into how democracy as a model of governance can be complimented by institution building.

**TEACHING TIME –** 12 weeks Approximately, five days of a week

**CLASSES**- Lectures are organized in a manner to learn basic objectives. The course is organized around daily lectures as per the time table. I extensively use interactive method to make the class more lively and engaging . Students will be given reading materials according to the course content. This reading material will be used for giving lecture in the classroom. Internal Assessment of 25 marks will be given to the students based on activities like assignment , presentation or test ect. Some quiz competition are also conducted through classroom application.

**UNIT WISE BREAK UP OF SYLLABUS**

**Unit-1**

**Structure and process of governance** **:-** This unit dealswith the Indian model of democracy , emphasizing on parliamentary democracy and federalism also includes party politics and electoral behavior. Then about the role of supreme court as the final interpreter of the constitution & judicial activism , then the democracy at the grass root level example Panchayati raj & Municipal institutions.

**Unit-2**

**Ideas , Interests and Institutions in Public Policy**  :- This unit explains what is public policy , how institutions affect public policies and its impact on social ,justice, role of experts in policy making , how public policy is developed , planning commission , regulatory institutions like SEBI,TRAI’S function and powers .Also includes lobbying institutions like trade unions , farmers association, ect.

**Unit-3**

**Contemporary Political Economy of Development in India :-**  This unit includes the policy debates over models of development in India , recent trends of liberalization of Indian economy in different sector and E- governance .

**Unit-4**

**Dynamics of Civil Society :-**  This unit explains what is civil society & its dynamics and the new social movements like environmental movement , women’s right movement, ect and its various interests ,Role of NGO’S , The role of media in strengthening civil society and popular culture.

**ASSESSMENT**

**Internal Assessment: 25 Marks**

Internal assessment will be conducted on three different modes

1) Written assignment

2) Presentation

3) Class Test

1) Students will be assessed at different stages during the course learning process. After completing every unit they will be asked to take part in group discussions on any one important event or issue relevant for that unit. They will also do one presentation and one assignment. this assignment will be in the form of essay writing in which students will also mention references. The topic for the first assignment will be shared in class by the end of the first week of February and presentation will be given in the month of March after the mid semester break.

2) There will be a Class Test of 10 marks. Which will take place tentatively in the fourth week of April.

Additionally there are 5 marks for Attendance

**ESSENTIAL READINGS-**

Agarwal B, Environmental Management, Equity and Ecofeminism: Debating India’s Experience, Journal of Pesant Studies, Vol. 25, No. 4, pp. 55‐95.

 Atul Kohli (ed.), The Success of India’s Democracy, Cambridge University Press, 2001. Corbridge, Stuart and John Harris, Reinventing India: Liberalisation, Hindu Nationalism and Popular Democracy OUP, 2000.

 J.Dreze and A.Sen, India: Economic Development and Social Opportunity,Clarendon, 1995

Saima Saeed, Screening the Public Sphere: Media and Democracy in India,2013

 Nick Stevenson, Understanding Media Cultures, 2002 Fuller, C.J. (ed.) Caste Today, Oxford University Press, 1997 Himat Singh, Green Revolution Reconsidered: The Rural World of Punjab, OUP, 2001.

Jagdish Bhagwati, India in Transition: Freeing The Economy, 1993.

 Joseph E. Stiglitz, Globalisation and its Discontents, WW Norton, 2003. Patel, I.G., Glimpses of Indian Economic Policy: An Insider View, OUP, 2002.

 Rajni Kothari and Clude Alvares, (eds.) Another Revolution Fails: an investigation of how and why India’s Operation Flood Project Touted as the World’s Largest Dairy Development Program Funded by the EEC went off the Rails, Ajanta, New Delhi, 1985.

Smitu Kothari, Social Movements and the Redefinition of Democracy, Boulder, Westview, 1993.

 Qah, John S.T., Curbing Corruption in Asia: A C Comparative Study of Six Countries, Eastern University Press, 2003.

 Vasu Deva, E‐Governance In India : A Reality, Commonwealth Publishers,2005

M.J.Moon, The Evolution of Electronic Government Among Municipalities: Rheoteric or Reality, American Society For Public Administration, Public Administration Review, Vol 62, Issue 4, July –August 2002

Pankaj Sharma, E‐Governance: The New Age Governance, APH Publishers,2004

 Pippa Norris, Digital Divide: Civic Engagement, Information Poverty and the Internet in Democratic Societies, Cambridge: Cambridge University Press, 2001.

 Ghanshyam Shah [ed.], Social Movements and The State, Sage Publication, 2002

Su H. Lee, Debating New Social Movements: Culture, Identity, and Social Fragmentation , Rawat Publishers, 2010

 S. Laurel Weldon ,When Protest Makes Policy : How Social Movements Represent Disadvantaged Groups, Michigan Publishers, 2011

 Richard Cox, Production, Power and World Order, New York, Columbia University Press,1987

**Additional Readings**

Baxi, Upendra and Bhikhu Parekh, (ed.) Crisis and Change in Contemporary India, New Delhi, Sage, 1994.

Bidyut Chakrabarty, Public Administration: A Reader, Delhi Oxford University Press, 2003.

 Elaine Kamarck, Government Innovation Around the World: Occasional Paper Series, John F Kennedy School of Government, 2003

 Kothari, Rajini, Politics in India, Delhi, Orient Longman, 1970.

 Mackie, Gerry, Democracy Defended, New York, Cambridge University Press, 2003.

Mahajan, Gurpreet (ed.), Democracy, Difference and Social Justice, New Delhi, Oxford University Press, 2000.

Menon, Nivedita, (ed.), Gender and Politics in India, New Delhi, Oxford University Press, 2001.

Mohanty, Manoranjan, Peoples Rights: Social Movements and the State in the Third World, Sage, New Delhi, 1998.

**WOMEN POWER AND POLITICS**

**(GENERIC PAPER )**

**B.A (Hons.) SEMESTER- IV**

**January-April 2022**

**TEACHER NAME: Dr. Anuranjita Wadhwa**

SYLLABUS

Unit 1

Groundings (6 weeks)

1. Patriarchy (2weeks)

a. Sex-Gender Debates

b. Public and Private

c. Power

2. Feminism (2 weeks)

Family, Community, State (2weeks)

a. Family

b. Community

c. State

Unit 2

Movements and Issues (6 weeks)

1. History of the Women’s Movement in India (2 weeks)

2. Violence against women (2 weeks)

3. Work and Labour (2 weeks)

a. Visible and Invisible work

b. Reproductive and care work

c. Sex work

Course Description

 The course inaugurates with the question of women’s mechanism, putting up with it women’s empowerment, politics, and historical movements. It also points to women as radical/revolutionary social representatives. The session is intricately connected with the questions regarding the social structures, community, marginalized groups, and relations in gender inequality. This is also figurative to the new forms and structures of precarious work and labour under the new economy. The central attempt will be paid to feminism as an approach and opinion to women empowerment. The course is divided into broad units, each of which is divided into three sub-units.

TEACHING TIME – 12 weeks approximately, five days of a week

CLASSES

Lectures are organized in a manner to learn basic objectives. The course is organized around daily lectures as per the time table. I extensively use interactive method to make the class more lively and engaging . Students will be given reading materials according to the course content. This reading material will be used for giving lecture in the classroom. Internal Assessment of 25 marks will be given to the students based on activities like assignment , presentation or test ect. Some quiz competition are also conducted through classroom application.

UNIT WISE BREAK UP OF SYLLABUS

Unit- I (Weeks 1-6)

 1. Patriarchy:

The introduction of the concept of patriarchy has been made to explain the cause of this hierarchical relationship of domination and unequal subordination relation between men and women. To radical feminists gender inequalities are an outcome of the system of patriarchy, a system of male dominance.

a. Sex-Gender Debates

This unit will familiarize us with the commonsensical perception of sex and gender as a system, roles of gender and criticism of sex-gender as a binary division. This also points out how gender is constructed as a paradox and how sexing of the body takes place. Therefore, the social and cultural basis of the distinction between men and women, their relationship of inequality and the subordination and oppression of women must be examined.

b. Public and Private

The discussion on private/public dichotomy has been central to the western liberal political thought and so also forms an important part of feminism and women’s struggle for suffrage and equal political participation. Private denotes the activities which take place within the sphere of domestic, and public comprises the activities related to business, politics, law, and governance.

c. Power

The feminist theory is devoted to the tasks of critiquing women’s subordination, analyzing the intersections between sexism and other forms of subordination such as racism, heterosexism, and class oppression, and envisioning the possibilities for both individual and collective resistance to such subordination.

However, a significant strand of feminist theorizing of power starts with the contention that the conception of power as power-over, domination, or control is implicitly masculinist. In order to avoid such masculinist connotations, many feminists from a variety of theoretical backgrounds have argued for a reconceptualization of power as a capacity or ability, specifically, the capacity to empower or transform oneself and others.

 2. Feminism:

The very fact that a notion to highlight the condition of women evolved in the 19th century, and came to be known as feminism. Firstly, it appeared that women were gradually asserting themselves to get the right to be treated like human beings. Secondly, they were also by now convinced that this change in their position was possible thanks to the liberalizing and equalizing forces unleashed in the world by the capitalist-socialist combine. And this combine had become a major force to reckon with by the end of the 9th century and start of the 20th century.

a. Family, Community and State

This unit deals with three different perspectives to engage with the subject of family as a form of social institution. It examines the role and position of women within family, community and state.

The first unit of this block distinguishes between family and household, and discusses various forms of family.

The second unit of this block is concerned with the mainstream sociological theories of family, community and state and its feminist critique.

Unit- II (Weeks 6-12)

1. History of the Women’s Movement in India:

This unit deals with the issues concerning women and the evolution of the women’s movement in India from the early nineteenth century. The whole range of protests in which women have been at the center, either as subjects or as participants, either to conserve women’s position or to change it. Women’s movements are those movements that specifically acknowledge women’s oppression in relation to men separately from and beyond the unequal caste or class relationships that exist in society. In other words, feminism in India refers to the efforts and movements aimed at defining, establishing, and defending equal political, economic, and social rights and equal opportunities for women.

2. Violence against Women:

Violence against women affects women everywhere. It impacts women’s health, hampers their ability to participate fully in society, affects their enjoyment of sexual and reproductive health and rights, and is a source of tremendous physical and psychological suffering for both women and their families. The key issues which states it more worse in every forms are-

● Violence against Women is a form of discrimination and a human rights violation

● Violence against Women is not a private matter, but a human rights violation that generates state responsibility

● The gender-related killing of women and girl

3. Work and Labour:

In this Unit of the Course ‘Women in the Economy’, you will get a holistic understanding of what constitutes work for women both in public and private spaces and how the two interface in the lives of women. In the beginning you will read about how the concept of ‘work’ has been defined by international agencies and what have been the definitions of work in Indian system of accounting, what kind of changes the concept has undergone to reach its present understanding. The next section focuses on facets of work women perform in society, how it is always undervalued, remains under- enumerated in the national economy and by women themselves. In the last section of the Unit you will read about why it is important for work done by women to be duly valued and made visible in the national economy by redefining the whole concept of work vis-a-vis women. The unit also discusses on feminist debates on the issue of women and work.

a. Visible and Invisible Work

To account for visibility of women’s work is important from the perspective of their rights and also for actuality and correctness of estimation. The invisibility, unproductivity and unpaid nature of women’s work push them to a marginalized position in a capitalist society and accord lower status. Thus, on one hand, invisibility of women’s work leads to lapse in policy implications where their contribution is marginalized, making her a ‘dependent’ economic entity. On the other hand, women face oppression as a result of performing work that is not directly adding to family income. Thus, women face ‘double whammy’ as a consequence of her invisibility of work due to conceptual as well as operational biases.

b. Reproductive and Care Work

Women’s productive and reproductive roles are often described as being ‘in conflict’, as women’s increasing labour force participation has not automatically resulted in fundamental change in their childcare and domestic responsibilities. Gender stereotypes regarding women’s roles both at work and at home constrain their work opportunities and perpetuate the socio-economic model of a male breadwinner– a model which is no longer the reality in many developing and developed countries. Whilst maternity leave and part time work policies have allowed mothers to retain their participation in the workforce, they have also contributed to occupational gender segregation and discrimination, rather than triggering the labour force to adapt to working mothers’ unique needs and constraints.

c. Sex Work

Sex work is the exchange of sexual services or performances for financial or material compensation, including activities of direct physical contact between buyers and sellers as well as indirect sexual stimulation. Because of the agency associated with the term, ‘sex work’ generally refers to voluntary sexual transactions; thus, it does not refer to sex trafficking and other coerced or non-consensual sexual transactions. By ‘migrant sex worker’, we refer to anyone who has left their country of origin to go to another place, either through formal or informal ways, and works in the sex industry. Finally, when we talk about ‘migration for sex work’, we refer to a migration project whose purpose is to enter into a globalised sex work market. In many cases, these migrants were already working in the sex industry in their home country and wished to migrate to richer areas in order to increase their income.

ASSESSMENT

Internal Assessment: 25 Marks

Internal assessment will be conducted on three different modes

1) Written assignment

2) Presentation

3) Class Test

1) Students will be assessed at different stages during the course learning process. After completing every unit they will be asked to take part in group discussions on any one important event or issue relevant for that unit. They will also do one presentation and one assignment. this assignment will be in the form of essay writing in which students will also mention references. The topic for the first assignment will be shared in class by the end of the first week of February and presentation will be given in the month of March after the mid semester break.

2) There will be a Class Test of 10 marks. which will take place tentatively in the fourth week of April.

Additionally there are 5 marks for Attendance

ESSENTIAL READINGS

I. Groundings

T. Shinde, (1993) ‘Stree Purusha Tulna’, in K. Lalitha and Susie Tharu (eds), Women Writing in India, New Delhi, Oxford University Press, pp. 221-234

U. Chakravarti, (2001) ‘Pitrasatta Par ek Note’, in S. Arya, N. Menon & J. Lokneeta(eds.) Naarivaadi Rajneeti: Sangharsh evam Muddey, University of Delhi: Hindi Medium Implementation Board, pp.1-7

V Geetha, (2002) Gender, Kolkata, Stree, pp. 1-20.

M. Kosambi, (2007) Crossing the Threshold, New Delhi, Permanent Black, pp. 3-10; 40-46.

N. Menon, (2008) ‘Power’, in R. Bhargava and A. Acharya (eds), Political Theory: An Introduction, Delhi: Pearson, pp.148-157

B. Hooks, (2010) ‘Feminism: A Movement to End Sexism’, in C. Mc Cann and S. Kim(eds), The Feminist Reader: Local and Global Perspectives, New York: Routledge, pp. 51-57.

R. Delmar, (2005) ‘What is Feminism?’, in W. Kolmar & F. Bartkowski (eds) Feminist Theory: A Reader, pp. 27-37

R. Palriwala, (2008) ‘Economics and Patriliny: Consumption and Authority within the Household’ in M. John. (ed) Women's Studies in India, New Delhi: Penguin, pp. 414-423

U. Chakravarti, (2003) Gendering Caste through a Feminist Len, Kolkata, Stree, pp. 139- 159.

C. MacKinnon, ‘The Liberal State’ from Towards a Feminist Theory of State, Available at http://fair-use.org/catharine-mackinnon/toward-a-feminist-theory-of-the-state/chapter-8, Accessed: 19.04.2013.

II. Movements and Issues

I. Agnihotri and V. Mazumdar, (1997) ‘Changing the Terms of Political Discourse: Women’s Movement in India, 1970s-1990s’, Economic and Political Weekly, 30 (29), pp. 1869-1878.

R. Kapur, (2012) ‘Hecklers to Power? The Waning of Liberal Rights and Challenges to Feminism in India’, in A. Loomba South Asian Feminisms, Durham and London: Duke University Press, pp. 333-355

N. Menon, (2004) ‘Sexual Violence: Escaping the Body’, in Recovering Subversion, New Delhi: Permanent Black, pp. 106-165

P. Swaminathan, (2012) ‘Introduction’, in Women and Work, Hyderabad: Orient Blackswan,pp.1-17

J. Tronto, (1996) ‘Care as a Political Concept’, in N. Hirschmann and C. Stephano, Revisioning the Political, Boulder: Westview Press, pp. 139-156.

Darbar Mahila Samanwaya Committee, Kolkata (2011) ‘Why the so-called Immoral Traffic (Preventive) Act of India Should be Repealed’, in P. Kotiswaran, Sex Work, New Delhi, Women Unlimited, pp. 259-262

N. Jameela, (2011) ‘Autobiography of a Sex Worker’, in P. Kotiswaran, Sex Work, New Delhi: Women Unlimited, pp. 225-241

Additional Resources:

K. Millet, (1968) Sexual Politics, Available at http://www.marxists.org/subject/women/authors/millett-kate/sexualpolitics.htm, Accessed: 19.04.2013. S. de Beauvoir (1997) Second Sex, London: Vintage.

F. Engles, Family, Private Property and State, Available at http://readingfromtheleft.com/PDF/EngelsOrigin.pdf, Accessed: 19.04.2013. S. Brownmiller, (1975) Against our Wills, New York: Ballantine.

N. Menon (2008) ‘Gender’, in R. Bhargava and A. Acharya (eds), Political Theory: An Introduction, New Delhi: Pearson, pp. 224-233

R. Hussain, (1988) ‘Sultana’s Dream’, in Sultana’s Dream and Selections from the Secluded Ones – translated by Roushan Jahan, New York: The Feminist Press.

S. Ray ‘Understanding Patriarchy’, Available at http://www.du.ac.in/fileadmin/DU/Academics/course\_material/hrge\_06.pdf, Accessed:19.04.2013.

Saheli Women’s Centre, (2007) Talking Marriage, Caste and Community: Women’s Voices from 133 Within, New Delhi: monograph 114

C. Zetkin, ‘Proletarian Woman’at AvailableAThttp://www.marxists.org/archive/zetkin/1896/10/women.htm, Accessed:19.04.2013.

J. Ghosh, (2009) Never Done and Poorly Paid: Women’s Work Work in Globalising India, Delhi:Women Unlimited

Justice Verma Committee Report, Available at http://nlrd.org/womens-rightsinitiative/justice-verma-committee-report-download-full-report, Accessed: 19.04.2013.

N. Gandhi and N. Shah, (1992) Issues at Stake – Theory and Practice in the Women’sMovement, New Delhi: Kali for Women.

V. Bryson, (1992) Feminist Political Theory, London: Palgrave-MacMillan, pp. 175-180; 196-200

**Classical Political Philosophy**

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

**SEMESTER 5**

**June-Nov. 2021**

**TEACHER NAME: Dr. Anuranjita Wadhwa**

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

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Introduction: 1-20.

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II. Antiquity

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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 ofPhilosophy.

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

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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: FromSocrates 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.

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Education, pp. 181-209.

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

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

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University Press, Ontario, pp. 194-214.

Additional Resources:

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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.

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

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

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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 to Hobbes, 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 Thinkers from 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.

 **Understanding Ambedkar**

**(GENERIC PAPER )**

**B.A (Hons.) SEMESTER- III**

**June-Nov. 2021**

**TEACHER NAME: Dr. Anuranjita Wadhwa**

SYLLABUS

I. Introducing Ambedkar (1 week)

a. Approach to Study Polity, History, Economy, Religion and Society

II. Caste and Religion (3 weeks)

a. Caste, Untouchability and Critique of Hindu Social Order

b. Religion and Conversion

III. Women’s Question (2 weeks)

a. Rise and Fall of Hindu Women

b. Hindu Code Bill

IV. Political Vision (2 weeks)

a. Nation and Nationalism

b. Democracy and Citizenship

V. Constitutionalism (2 weeks)

a. Rights and Representations

b. Constitution as an Instrument of Social Transformation

VI. Economy and Class Question (2 weeks)

a. Planning and Development

b. Land and Labor

**Course Descriptions:**

This course is broadly intended to introduce Ambedkar’s ideas and their relevance in contemporary India, by looking beyond caste. Ambedkar’s philosophical contributions towards Indian economy and class question, sociological interpretations on religion, gender, caste and cultural issues; ideas on politics such as concepts of nation, state, democracy, law and constitutionalism are to be pedagogically interrogated and interpreted. This will help students to critically engage themselves with the existing social concerns, state and economic structures and other institutional mechanisms. This also will facilitate them to strengthen their creative thinking with a collective approach to understand on-going social, political, cultural and economic phenomena of the society.

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. Introducing Ambedkar

Essential Readings:

G. Omvedt, (2008) ‘Phule-Remembering The Kingdom of Bali’, Seeking Begumpura

Navyana, pp. 159-184.

M. Gore, (1993) The Social Context of an Ideology: Ambedkar’s Political and Social Thought,

Delhi: Sage Publication, pp. 73-122 ; 196-225.

B. Ambedkar, (1989) ‘Annihilation of Caste with a Reply to Mahatma Gandhi’, in Dr.

Babasaheb Ambedkar Writings and Speeches: Vol. 1, Education Deptt., Government

of Maharashtra, Mumbai, pp. 23-96.

Additional Readings:

E. Zelliot, (1996) ‘From Untouchable to Dalit: Essays on the Ambedkar Movement’, in

The Leadership of Babasaheb Ambedkar, Delhi: Manohar, pp. 53-78.

G. Omvedt, Liberty Equality and Community: Dr. Ambedkar’s Vision of New Social Order,

Available at http://www.ambedkar.org/research/LibertyEquality.htm, Accessed: 19.04.2013.

II. Caste and Religion

Essential Readings:

The Untouchables Who were they and why they become Untouchables?, Available at

http://www.ambedkar.org/ambcd/39A.Untouchables%20who%20were%20they\_why%20th

ey%20became%20PART%20I.htm, Accessed: 18.04.2013.

B. Ambedkar, (1987) ‘The Hindu Social Order: Its Essential Principles’, in Dr. Babasaheb

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B. Ambedkar, (2003) ‘What way Emancipation?’, in Dr. Babasaheb Ambedkar Writings and

Speeches, Vol. 17-III, Education Deptt., Government of Maharashtra, Mumbai, pp-175-201.

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Speeches, Vol. 3, Education Deptt., Government of Maharashtra, Mumbai, pp-3-92.

E. Zelliot, (2013) ‘Ambedkar’s World: The Making of Babasaheb and the Dalit Movement’, in The Religious Conversion Movement-1935-1956, Delhi, pp. 143-173.

III. Women’s Question

Essential Readings:

S. Rege, (2013) ‘Against the Madness of Manu’, in B. R. Ambedkar’s Writings on

Brahmanical Patriarchy, Navyana Publication, pp. 13-59 ; 191-232.

B. Ambedkar, (2003) ‘The Rise and Fall of Hindu Woman: Who was Responsible for It?’, in

Dr. Babasaheb Ambedkar Writings and Speeches Vol. 17- II, Education Deptt.,

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Additional Readings:

B. Ambedkar, (1987) ‘The Women and the Counter-Revolution’, in Dr. Babasaheb

Ambedkar Writings and Speeches, Vol. 3, Education Deptt., Government of Maharashtra,

Mumbai, pp. 427-437.

P. Ramabai , (2013), The High Caste Hindu Woman, Critical Quest, Delhi.

IV. Political Vision

Essential Readings:

B. Ambedkar, (1991) ‘What Gandhi and Congress have done to the Untouchables’, in

Dr. Babasaheb Ambedkar Writings and Speeches, Education Deptt, Government of

Maharashtra, Vol.9, pp. 40-102; 181-198; 274-297.

B. Ambedkar, (2003) ‘Conditions Precedent for the successful working of Democracy’, in

Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 17-III, Education Deptt,

Government of Maharashtra, Mumbai, pp. 472-486.

G. Aloysius, (2009). Ambedkar on Nation and Nationalism, Critical Quest, Delhi.

B. R. Ambedkar, (2003), ‘I have no Homeland’, in Dr. Babasaheb Ambedkar Writings and

Speeches Vol- 17, Education Deptt., Government of Maharashtra, Mumbai, pp-51-58.

Additional Readings:

B. Ambedkar, (2003), ‘Role of Dr. B. R. Ambedkar in Bringing The Untouchables on the

Political Horizon of India and Lying A Foundation of Indian Democracy’, in Dr. Babasaheb

Ambedkar Writings and Speeches, Vol. 17-I, Education Deptt., Government of

Maharashtra, Mumbai, pp-63-178.

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Society’, in Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 17-III, Education Deptt.,

Government of Maharashtra, Mumbai, pp. 406-409.

B. Ambedkar, (2003) ‘Failure of Parliamentary Democracy will Result in Rebellion,

Anarchy and Communism’, in Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 17-III,

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B. Ambedkar, (2003) ‘People cemented by feeling of one country, One Constitution and One

Destiny, Take the Risk of Being Independent’, in Dr. Babasaheb Ambedkar Writings and

Speeches Vol. 17-III, Education Deptt, Government of Maharashtra, Mumbai, pp. 13-59.

V. Constitutionalism

Essential Readings:

Ambedkar, Evidence before South Borough committee on Franchise, Available at

http://www.ambedkar.org/ambcd/07.%20Evidence%20before%20the%20Southborough%2

0Committee.htm, Accessed: 19.04.2013.

Constituent Assembly Debates, Ambedkar’s speech on Draft Constitution on 4th November

1948, CAD Vol. VII, Lok Sabha Secretariat, Government of India, 3rd Print, pp. 31-41.

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Additional Readings:

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Joint Parliamentary Committee Report Provision for Better Representation Demanded’,

in Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 17-I, Education Deptt,

Government of Maharashtra, Mumbai, pp. 231-243.

VI. Economy and Class Question

Essential Readings:

B. Ambedkar, (1987) ‘Buddha or Karl Marx’, in Dr. Babasaheb Ambedkar Writings and

Speeches, Vol. 3, Education Deptt., Government of Maharashtra, Mumbai, pp-442-462.

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B. Ambedkar, (1991) ‘Labor and Parliamentary Democracy and Welfare’, in Dr.

Babasaheb Ambedkar Writings and Speeches, Vol. 10, Education Deptt., Government of

Maharashtra, Mumbai, pp. 106-112; 139-143; 243-252

B. Mungekar, (2007) ‘Labour Policy’ in S. Thorat and Aryama (eds), Ambedkar in

Retrospect: Essays on Economics, Politics and Society, Delhi: Rawat Publishers, pp. 76-92.

Additional Readings:

R. Ram, (2010) ‘Dr, Ambedkar, Neo Liberal Market-Economy and Social Democracy in

India’, in Human Rights Global Focus, Vol. V (384), pp. 12-38, Available at

www.roundtableindia.co.in, Accessed: 19.04.2013.

B. Ambedkar, (2003) ‘Trade Union must Enter Politics to Protect their Interests’, in Dr.

Babasaheb Ambedkar Writings and Speeches, Vol. 17-III, Education Deptt, Government

of Maharashtra, Mumbai, pp.174-192.

B. Ambedkar, (1991) ‘Why Indian Labour determined to War’, in Dr. Babasaheb Ambedkar

Writings and Speeches, Vol. 10, Education Deptt, Government of Maharashtra, Mumbai,

pp. 36-43.

A. Teltumbde and S. Sen (eds), ‘Caste Question in India’, in Scripting the Change,

Selected Writings of Anuradha Ghandi, pp. 62- 91.

Format for Student Presentations (12)

(1) Five presentations on any original writing/speeches by B. R Ambedkar can be used by

the students for presentations (Preferably other than compulsory writings that has been

suggested in the reading list)

(2) Six Presentations on the different issues concerned to Ambedkar’s works and their

relevance in contemporary India. (Preferably other than compulsory writings that has

been suggested in the reading list)

(3) One Presentation on Critical understanding on Ambedkar’s Ideas.

References for Students’ Presentations:

1) Babasaheb Ambedkar, Writings and Speeches, 22 Volumes (Available on www.ambedkar.org)

2) Narendra Jadhav, Ambedkar Spoke, 3 Volumes

3) Any other related audio-visual source