**TEACHING PLAN for Academic Year 2022-2023**

**DEPARTMENT OF POLITICAL SCIENCE**

**PAPER: Introduction to Comparative Government and Politics**

**Core Course**

**SEMESTER 3**

**June-Nov. 2021**

**TEACHER NAME – Dr. Deepti Srivastava**

SYLLABUS:

Unit 1 Understanding Comparative Politics (8 lectures)

i. Nature and scope

ii. Going beyond Eurocentrism

Unit 2 Historical context of modern government (16 lectures)

i. Capitalism: meaning and development: globalization

ii. Socialism: meaning, growth and development

 iii Colonialism and Decolonization: meaning, context, forms of colonialism;

 Anticolonialism struggles and process of decolonization

Unit 3 Themes for comparative analysis (24 lectures)

 A comparative study of constitutional developments and political economy in the

 following countries: Britain, Brazil, Nigeria and China.

COURSE DESCRIPTION

This course aims to familiarise students to basic concepts, methods and scope of comparative politics, different approaches their strengths and weaknesses. The objective is to provide deeper understanding of structures and functions of institutions in comparative perspective. The course will examine politics in a historical framework while engaging with various themes of comparative analysis in developed and developing countries. The historical context of modern state, constitutional development and their political economy could be understood with specific references; such as capitalism with reference to Britain, socialism with reference to China, colonialism and decolonization with reference to Brazil and Nigeria.

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 and LEARNING OUTCOMES

Unit 1 Understanding Comparative Politics (8 lectures)

i. Nature and scope

ii. Going beyond Euro-centrism

This topic will be introduced with the objective to enhance students’ knowledge regarding the paper, in general, and the overall concept of Euro-centric and beyond Euro-centric, in particular. Along with the basic idea and nature of Comparative Politics, wide range of other issues such as scope, relevance and importance of comparison will also be explained to develop deep and extensive understanding on the subject.

Unit 2 Historical context of modern government (16 lectures)

i. Capitalism: meaning and development: globalization

ii. Socialism: meaning, growth and development

 iii Colonialism and Decolonization: meaning, context, forms of colonialism;

 Anticolonialism struggles and process of decolonization

The main objective of this unit is to explain different concepts related to the modern government such as capitalism, socialism, colonialism and decolonization. So far as capitalism is concerned, in this, emergence of capitalism as an economic system as well as an ideology with its historical evaluation will be discussed. In socialism apart from the reason for its emergence, its growth across the world will also be examined. In addition to that the focal point of socialism which is the relevance of the concept in the contemporary world will also be analysed in depth so that students’ will develop reflective thinking and ability to ask relevant questions pertinent to the topic. Lastly the process of colonialism, decolonization most importantly anti-colonial struggles in different third world countries will be analysed by focusing on Indian freedom struggle. After studying this unit, students will be able to develop their own analytical viewpoint of aforementioned concepts.

Unit 3 Themes for comparative analysis (24 lectures)

 A comparative study of constitutional developments and political economy in the

 following countries: Britain, Brazil, Nigeria and China.

This Unit will be introduced with the objective to make students understand the evolution of constitutional process and political economy in a number of countries ranging from unitary system to federal system as well as from military rule and constitutional monarchy to liberal – democratic system. Studying different political systems from different continents across the world will introduce students to a range of political regimes, culture and their political economy. Students will learn to delineate ways to understand how state relates to the economy and how culture shapes the political discourse in a particular context. After developing thorough understanding, a comparative analysis of theses four aforementioned countries will be dealt. In this context merits and demerits of the political system of the countries will also be examined in a way so that students will develop their own analytical view points regarding these topics.

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

J. Kopstein, and M. Lichbach, (eds), (2005) Comparative Politics: Interests, Identities, and

Institutions in a Changing Global Order. Cambridge: Cambridge University Press, pp.1-5;

16-36; 253-290.

M. Mohanty, (1975) ‘Comparative Political Theory and Third World Sensitivity’, in

Teaching Politics, Nos. 1 and 2, pp. 22-38

Additional Readings:

A. Roy, (2001) ‘Comparative Method and Strategies of Comparison’, in Punjab Journal of

Politics. Vol. xxv (2), pp. 1-15.

J. Blondel, (1996) ‘Then and Now: Comparative Politics’, in Political Studies. Vol. 47 (1), pp.

152-160.

N. Chandhoke, (1996) ‘Limits of Comparative Political Analysis ‘, in Economic and Political

Weekly, Vol. 31 (4), January 27, pp.PE 2-PE2-PE8

R. Suresh, (2010) Economy & Society -Evolution of Capitalism, New Delhi, Sage

Publications, pp. 151-188; 235-268.

G. Ritzer, (2002) ‘Globalization and Related Process I: Imperialism, Colonialism,

Development, Westernization, Easternization’, in Globalization: A Basic Text. London:

Wiley-Blackwell, pp. 63-84.

Additional Readings:

M. Dobb, (1950) ‘Capitalism’, in Studies in the Development of Capitalism. London:

Routledge and Kegan Paul Ltd, pp. 1-32.

E. Wood, (2002) ‘The Agrarian origin of Capitalism’, in Origin of Capitalism: A Long View.

London: Verso, pp. 91-95; 166-181.

A. Hoogvelt, (2002) ‘History of Capitalism Expansion’, in Globalization and Third World

Politics. London: Palgrave, pp. 14-28.

A. Brown, (2009) ‘The Idea of Communism’, in Rise and Fall of Communism, Harpercollins

(e-book), pp. 1-25; 587-601.

J. McCormick, (2007) ‘Communist and Post-Communist States’, in Comparative Politics in

Transition, United Kingdom: Wadsworth, pp. 195-209

Additional Readings:

R. Meek, (1957) ‘The Definition of Socialism: A Comment’, The Economic Journal. 67 (265),

pp. 135-139.

P. Duara, (2004) ‘Introduction: The Decolonization of Asia and Africa in the Twentieth

Century’, in P. Duara, (ed), Decolonization: Perspective From Now and Then. London:

Routledge, pp. 1-18.

J. Chiryankandath, (2008) ‘Colonialism and Post-Colonial Development’, in P. Burnell, et.

al, Politics in the Developing World. New Delhi: Oxford University Press, pp. 31-52.

**TEACHING PLAN for Academic Year 2021-2022**

**DEPARTMENT OF POLITICAL SCIENCE**

**PAPER: Colonialism and Nationalism in India**

**Discipline Specific Elective’ (DSE)**

**SEMESTER- 6**

**January- April 2022**

**TEACHER NAME – Dr. Deepti Srivastava**

SYLLABUS:

Unit 1 Colonialism and Nationalism:

a. Main perspectives on colonialism: Liberalism, Marxism, Postcolonialism

b. Approaches to the study of nationalism in India: Nationalist, Imperialist,

 Marxist, and Subaltern interpretations

Unit 2 Colonial Rule in India and its impact:

a. Constitutional developments and the colonial state

b. Colonial ideology of civilizing mission: Utilitarians and Missionaries

c. Impact on agriculture, land relations, industry and ecology

Unit 3 Reform and Resistance:

a. The 1857 rebellion

b. Major social and religious movements

c. Education and the rise of the new middle class

Unit 4 Nationalist Politics and Expansion of its Social Base

a. Phases of the Nationalist Movement: Liberal constitutionalist, Swadeshi

 and the Radicals, Formation of the Muslim League

b. Gandhi and mass mobilisation: Non-cooperation, Civil Disobedience,

 and Quit India Movements

c. Socialist alternatives: Congress socialists, Communists

d. Communalism in Indian Politics

e. The two-nation theory, negotiations over partition

Unit 5 Social Movements

a. The Women’s Question: participation in the national movement and its

 impact

b. The Caste Question: anti-Brahmanical Politics

c. Peasant, Tribals, and Workers movements

COURSE DESCRIPTION

The purpose of this course is to help students understand historically the advent of colonialism in India and the emergence of the discourse on nationalism as a response to it. The aim is to engage with theoretical explanations of colonialism and nationalism in India at the same time study the social, political and institutional practices that unfolded in that period, gradually paving way towards independence and democracy in India. This paper will help students to develop analytical skills in respect to political and institutional practices prior to Indian independence. It will provide insight into the process of evolution of nation freedom struggle in the context of post-colonial societies such as India.

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 and LEARNING OUTCOME

Unit 1 Colonialism and Nationalism: (16 lectures)

a. Main perspectives on colonialism: Liberalism, Marxism, Postcolonialism

b. Approaches to the study of nationalism in India: Nationalist, Imperialist,

 Marxist, and Subaltern interpretations

 This topic will be introduced with the objective to enhance students’ knowledge regarding the paper, in general, and the importance of approaches, in particular. First this unit will be initiated with a deep and extensive analysis of different approaches of Colonialism, in which three major perspectives- liberalism, Marxism and post- colonialism will be examined along with their merits and demerits. In connection with that a comprehensive analysis will be done for the nationalist approach in which the focus will be on Nationalist, Marxist, Imperialist and subaltern explanation. Overall comparison and discussion on these topics will be done so that students will develop deep and extensive understanding on the subject.

Unit 2 Colonial Rule in India and its impact: (10 lectures)

a. Constitutional developments and the colonial state

b. Colonial ideology of civilizing mission: Utilitarians and Missionaries

c. Impact on agriculture, land relations, industry and ecology

The concepts of colonialism and nationalism could not be understood unless it is dealt in the context of constitutional development during colonial time and more specifically the colonial ideology of Brtishers. Keeping this in view the main objective of this unit is to explain the process of colonialism, its impact on different social, political and economic spheres of life and also the ideological background through which the whole colonial rule was justified in British India. In this connection the idea of civilizing mission will be dealt from Utilitarians and Missionaries point of view. Apart from that A deep and comprehensive analysis of colonial rule will also be discussed in way that students will be come to know that how colonial policy ruined all the sectors from agriculture to ecology. After studying this unit, students will be able to develop their own analytical viewpoint on the subject

Unit 3 Reform and Resistance: (10 lectures)

a. The 1857 rebellion

b. Major social and religious movements

c. Education and the rise of the new middle class

This Unit will be introduced with the objective to make students understand the historical importance of 1857 rebellion and its social political, economic and military impact and more particular the overall strategy of Colonial rule which got change after this incident. Along with that major social and religious movements will also be explained by focusing more on the importance of the movements that how these movements played vital role in changing the attitude as well as bringing the social and political awareness amongst the common people. In the unit the most central topic which will be dealt analytically is education that how colonial education policy changed the societal structure and gave rise to the new class and that was middle class.

Unit 4 Nationalist Politics and Expansion of its Social Base (20 lectures)

a. Phases of the Nationalist Movement: Liberal constitutionalist, Swadeshi and the Radicals,

Formation of the Muslim League

b. Gandhi and mass mobilisation: Non-cooperation, Civil Disobedience,

 and Quit India Movements

c. Socialist alternatives: Congress socialists, Communists

d. Communalism in Indian Politics

e. The two-nation theory, negotiations over partition

In this unit lectures will be based on the study of classics to understand Gandhian ideology, his philosophy and how he converted freedom struggle into mass movement or national movement, for this theoretical explanation and views of different political thinkers on Gandhian ideology will be discussed. In addition to that, different political movements from non- cooperation to Quit India and their impact more particularly different political changes after each movement will also be critically evaluated. Further the different phases of congress especially the emergence of Congress Socialist party and Communist parties will be lso taken into account. And lastly, the most important sub-topic on which the whole paper is based on is Two Nation theory. In that the narrative of two nation theory and how it ultimately came up with partion of India will be dealt deeply so that students will be able to construct their analytical point on the partition of India.

Unit 5 Social Movements (5 lectures)

a. The Women’s Question: participation in the national movement and its

 impact

b. The Caste Question: anti-Brahmanical Politics

c. Peasant, Tribals, and Workers movements

To understand this topic, an explanation of different social and political uprisings along with their importance for colonial India will be done in this unit. By analyzing Women movement and others such as caste, peasant, tribals and workers movement, students will get to know that how these movements brought social awareness and exploitative nature of colonial rule altogether amongst the common masses. Peasant movement played very important role in spreading out the nationalist sentiments during colonial period. Finally this paper will help students to develop analytical skills in respect to political and institutional practices prior to Indian independence. It will provide insight into the process of evolution of nation freedom struggle in the context of post-colonial societies such as India.

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

Chandra, B. (1999) Essays on Colonialism, Hyderabad. Orient Longman, pp.1-22.

Chandra, B. (1988) India’s Struggle for Independence, New Delhi. Penguin, pp.13-30.

Fulcher, J. (2004) Capitalism: A Very Short Introduction. Oxford: Oxford University Press.

Datta, G. Sobhanlal. (2007) ‘Imperialism and Colonialism: Towards a Postcolonial

Understanding’, in Dasgupta, Jyoti Bhusan (ed.) Science, Technology, Imperialism and

War. New Delhi: Centre for Studies in Civilization Publication and DK, pp 423-466.

Guha, Ranajit. (1982). Subaltern Studies, I. Oxford University Press. Delhi. pp.1-8.

Metcalf, T. (1995) ‘Liberalism and Empire’ in Metcalf, Thomas. Ideologies of the Raj.

Cambridge: Cambridge University Press, pp.28-65.

Young, R. (2003) Postcolonialism : A Very Short Introduction. Oxford: Oxford University

Press, pp. 9-68.

Bandopadhyay, S. (2015 revised edition) From Plassey to Partition and After: A History of

Modern India. New Delhi: Orient Longman, pp. 37-65; 66-138.

Sarkar, S. (1983) Modern India (1885-1847). New Delhi: Macmillan.

Sen, A.P. (2007), ‘The idea of Social reform and its critique among Hindus of Nineteenth

Century India’, in Bhattacharya, Sabyasachi (ed.) Development of Modern Indian

Thought and the Social Sciences . Vol X. New Delhi: Oxford University Press.

Guha, R. and Gadgil, M. (1989) ‘State Forestry and Social Conflict in British India’, in

Guha, R. and Gadgil, M. Past and Present: A Journal of Historical Studies. May: 123,

pp. 141-177.

Mann, M. (2004) ‘Torchbearers Upon the Path of Progress: Britain's Ideology of a Moral

and

Material Progress in India’, in Mann, M. and Fischer-Tine, H. (eds.) Colonialism as

Civilizing Mission: Cultural Ideology in British India. London: Anthem, pp. 1-26.

TEACHING PLAN for Academic Year 2021-2022

DEPARTMENT OF POLITICAL SCIENCE

**PAPER: Political Processes and Institutions in Comparative Perspective**

**Core Course**

**SEMESTER 4**

**January- April 2022**

**TEACHER NAME – Dr. Deepti Srivastava**

SYLLABUS:

Unit 1 Approaches to Studying Comparative Politics

i. Political Culture

ii. New Institutionalism

Unit 2 Electoral System

 Definition and procedures: Types of election system (First Past the Post, Proportional

 Representation, Mixed Representation

Unit 3 Party System

 Historical contexts of emergence of the party system and types of parties

Unit 4 Nation-state

 What is nation–state? Historical evolution in Western Europe and postcolonial

 contexts. ‘Nation’ and ‘State’: debates

Unit 5 Democratization

 Process of democratization in postcolonial, post- authoritarian and post-communist

 Countries

Unit 6 Federalism

 Historical context Federation and Confederation: debates around territorial division of

 power.

COURSE DESCRIPTION

In this course students will be trained in the application of comparative methods to the study of politics. The course is comparative in both what we study and how we study. In the process the course aims to introduce undergraduate students to some of the range of issues, literature, and methods that cover comparative political. This paper will help students to develop analytical skills to reflect institutional structures and their functioning such as party systems, electoral systems. It will provide insight into the process of evolution of nation state in the context of West and post-colonial societies, post-authoritarian and post-communist societies.

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 and LEARNING OUTCOMES

Unit 1 Approaches to Studying Comparative Politics

i. Political Culture

ii. New Institutionalism

 This topic will be introduced with the objective to enhance students’ knowledge regarding the paper, in general, and the importance of approaches, in particular. Along with Political Culture and New Institutionalism other approaches such as Political System and Behaviouralism will also be analysed to develop deep and extensive understanding on the subject.

Unit 2 Electoral System

 Definition and procedures: Types of election system (First Past the Post, Proportional

 Representation, Mixed Representation)

Electoral systems have been key to understand the political systems, keeping this in view the main objective of this unit is to explain the definition and importance of electoral systems and also how it works in democratic systems. Further A comparative study of these three different types of election systems (FPTP, Proportional Representation and mixed Representation) will also be done with the aim to examine the merits and demerits of these types. After studying this unit, students will be able to develop their own analytical viewpoint of electoral system of the world in general and about India, in particular.

Unit 3 Party System

 Historical contexts of emergence of the party system and types of parties

This Unit will be introduced with the objective to make students understand the historical evolution of parties as well as the importance of party system for a better functioning of democratic form of government. Further the difference between parties and party system will also be analysed. In the unit different forms of party system (Duverger’s and Sartori’s classification) of the world will be the focal point to discuss with the students, so that they will be able to differentiate amongst different forms of party system and also about India that how party system in India is changing its nature at different phases.

Unit 4 Nation-state

 What is nation–state? Historical evolution in Western Europe and postcolonial

 contexts. ‘Nation’ and ‘State’: debates

In this unit lectures will be based on the study of classics to understand the Nation and state

debate in West and East. Theoretical explanation and views of different political thinkers on the emergence of nation- state will also be discussed. In addition to that the nature of state in post colonial societies will also be examined in the unit. An analysis of post- colonial states especially their failure to deliver goods, transition from democracy to autocracy or dictatorship their socio-economic problems and so on will be critically evaluated in the way so that it will help the students to enhance their knowledge on this.

Unit 5 Democratization

 Process of democratization in postcolonial, post- authoritarian and post-communist

 Countries

To understand this topic, an explanation of the concept of democracy along with the process of democratization will be done this unit. By analyzing the waves of democratization, few concepts in this context such as post-colonialism, post- authoritarianism and post communism will be dealt with the students. After that the process of democratization in all these aforementioned societies will also be elaborated extensively so that it will be clearly understood by the students that democracy is not only a form of government but it is applicable everywhere and why some of the post colonial post authoritarian and post communist countries are still far away to adopt liberal-democratic system in their own country.

Unit 6 Federalism

 Historical context Federation and Confederation: debates around territorial division of

 Power

As it seems, this is the most important unit of the paper which will be dealt thoroughly by focusing on few concepts such as federation and confederation. Difference between federation and confederation along with the emergence of federal system in the US will also be taken into account. In the unit the main features of federalism, how it is different from unitary system its merits and demerits will also be discussed. Along with that the focus will be given to the territorial division of power and its debate which will intellectually stimulate the students to explore more about concept.

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

M. Pennington, (2009) ‘Theory, Institutional and Comparative Politics’, in J. Bara and

Pennington. (eds.) Comparative Politics: Explaining Democratic System. Sage Publications,

New Delhi, pp. 13-40.

M. Howard, (2009) ‘Culture in Comparative Political Analysis’, in M. Lichback and A.

Zuckerman, pp. 134- S. (eds.) Comparative Political: Rationality, Culture, and Structure.

Cambridge: Cambridge University Press.

B. Rosamond, (2005) ‘Political Culture’, in B. Axford, et al. Politics, London: Routledge, pp.

57-81.

P. Hall, Taylor and C. Rosemary, (1996) ‘Political Science and the Three New

Institutionalism’, Political Studies. XLIV, pp. 936-957.

L. Rakner, and R. Vicky, (2011) ‘Institutional Perspectives’, in P. Burnell, et .al. (eds.)

Political in the Developing World. Oxford: Oxford University Press, pp. 53-70.

A. Heywood, (2002) ‘Representation, Electoral and Voting’, in Politics. New York: Palgrave,

pp. 223-245.

A. Evans, (2009) ‘Elections Systems’, in J. Bara and M. Pennington, (eds.) Comparative

politics. New Delhi: Sage Publications, pp. 93-119.

A. Cole, (2011) ‘Comparative Political Parties: Systems and Organizations’, in J. Ishiyama, and

M. Breuning, (eds) 21st Century Political Science: A Reference Book. Los Angeles: Sage

Publications, pp. 150-158.

W. O’Conner, (1994) ‘A Nation is a Nation, is a Sate, is a Ethnic Group, is a …’, in J.

Hutchinson and A. Smith, (eds.) Nationalism. Oxford: Oxford University Press, pp. 36-46.

K. Newton, and J. Deth, (2010) ‘The Development of the Modern State ‘, in Foundations of

Comparative Politics: Democracies of the Modern World. Cambridge: Cambridge University

Press, pp. 13-33.

T. Landman, (2003) ‘Transition to Democracy’, in Issues and Methods of Comparative

Methods: An Introduction. London: Routledge, pp. 185-215.

J. Haynes, (1999) ‘State and Society’, in The Democratization. Oxford: Blackwell, pp. 20-38;

39-63.

M. Burgess, (2006) Comparative Federalism: Theory and Practice. London: Routledge, pp.

135-161.

R. Watts, (2008) ’Introduction’, in Comparing Federal Systems. Montreal and Kingston:

McGill Queen’s University Press, pp. 1-27

Additional Reading:

R. Saxena, (2011) ‘Introduction’, in Saxena, R (eds.) Varieties of Federal Governance: Major Contemporary Models. New Delhi: Cambridge University Press, pp. xii-x1.

**TEACHING PLAN for Academic Year 2021-2022**

**DEPARTMENT OF POLITICAL SCIENCE**

**PAPER: India’s Foreign Policy in a Globalizing World**

**Discipline Specific Elective’ (DSE)**

SEMESTER- 5

June- Nov. 2021

TEACHER NAME – Dr. Deepti Srivastava

SYLLABUS:

Unit 1 India’s Foreign Policy: From a Postcolonial State to an Aspiring Global

Power

Unit 2 India’s Relations with the USA and USSR/Russia

Unit 3 India’s Engagements with China

Unit 4 India in South Asia: Debating Regional Strategies

Unit 5 India’s Negotiating Style and Strategies: Trade, Environment and Security

Regimes

Unit 6 India in the Contemporary Multipolar World

COURSE DESCRIPTION

This course’s objective is to teach students the domestic sources and the structural constraints on the genesis, evolution and practice of India’s foreign policy. The endeavour is to highlight integral linkages between the ‘domestic’ and the ‘international’ aspects of India’s foreign policy by stressing on the shifts in its domestic identity and the corresponding changes at the international level. Students will be instructed on India’s shifting identity as a postcolonial state to the contemporary dynamics of India attempting to carve its identity as an ‘aspiring power’. India’s evolving relations with the superpowers during the Cold War and after, bargaining strategy and positioning in international climate change negotiations, international economic governance, international terrorism and the United Nations facilitate an understanding of the changing positions and development of India’s role as a global player since independence.

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 and LEARNING OUTCOME

 Unit 1 India’s Foreign Policy: From a Postcolonial State to an Aspiring Global

Power (7 lectures)

This topic will be introduced with the objective to teach students the domestic sources and the structural constraints on the genesis, evolution and practice of India’s foreign policy. The endeavour is to highlight integral linkages between the ‘domestic’ and the ‘international’ aspects of India’s foreign policy by stressing on the shifts in its domestic identity and the corresponding changes at the international level. Students will be instructed on India’s shifting identity as a postcolonial state to the contemporary dynamics of India attempting to carve its identity as an ‘aspiring power’.

Unit 2 India’s Relations with the USA and USSR/Russia (9 lectures)

The topic will provide a deep and extensive knowledge of India’s relation with the USA as well as Russia. In this context India’s evolving relations with the superpowers during the Cold War and after, bargaining strategy and its position in international order will be dealt comrehensively. Keeping this in view the ever changing global contour such as cold war world, post- cold war world then globalised world and more sepecifically, the factors which led to bring strategic shift in US foreign policy in the aftermath of cold war and also the factors which brought India and Russia together (as a successor of Soviet Union) will be analysed. The topic will be explained in the way so that students will be able to understand the changing nature of foreign policy in order to fulfill national interests as well as international politics.

Unit 3 India’s Engagements with China (6 lectures)

This Unit will be introduced with the objective to make students understand India’s engagement with China. Considering the complications of India’s relation with china, first the historical background will be taken into account. In this connection a deep and extensive analysis of war of 1962 and post war ties between India and China will be done. In addition to that all the aspects of India’s foreign policy towards including economic, political, socio-cultural and more particularly military relations need to be crtically evaluated so that students intellectually got stimulated and will develop their own view point on the subject.

Unit 4 India in South Asia: Debating Regional Strategies (9 lectures)

In this unit lectures will be based on the study of classics to understand India’s strategic location in South Asia in general and in Asian continent, in particular. For this theoretical explanation and views of different foreign policy analysts, diplomats on India’s position will be discussed. In addition to that, India’s neighbourhood policy towards its neighbours along with domestic political dymansion which severely affects India’s neighbourhood policy will be examined deeply. Further overall India’s regional strategies will be discussed keeping in view regional as well as extra regional factors in the context of India’s ties towards Pakistan, Bangladesh, Nepal, Bhutan and Sri Lanka and Maldives. In this perspective the importance of SAARC and its ineffectiveness during present time will also be looked into.

Unit 5 India’s Negotiating Style and Strategies: Trade, Environment and Security

Regimes (11 lectures)

To understand this topic, A brief introduction regarding various trade, environment and security treaties and protocols will be explained. Along with their importance India’s bargaining strategy and its positioning in international climate change negotiations, international economic governance, international terrorism and the United Nations facilitate will also be analysed in detail. Further an understanding of the changing positions and development of these regimes and their current status in the contemporary global world wil also be taken into account. Considering security as the most important factor and national interest of foreign policy will be looked into in such a manner so that students will understand it in a theoretical as well as in a practical aspect.

Unit 6 India in the Contemporary Multipolar World (6 lectures)

In this unit a projection will be made regarding India on the basis of its aspirations that India is emerging as a global power interms of economy, polity, socio-cuturally and more particularly militarily. In this regars all the domestic and intenational factors need to be critically evaluated and it needs to be relooked that at present where India stands on. In fact this unit will be totally dealt in a manner to help students to understand India’s forign policy and its current position in global political order.

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

S. Ganguly and M. Pardesi, (2009) ‘Explaining Sixty Years of India’s Foreign Policy’, in

India Review, Vol. 8 (1), pp. 4–19.

Ch. Ogden, (2011) ‘International ‘Aspirations’ of a Rising Power’, in David Scott (ed.),

Handbook of India’s International Relations, London: Routeledge, pp.3-31

W. Anderson, (2011) ‘Domestic Roots of Indian Foreign Policy’, in W. Anderson, Trysts with Democracy: Political Practice in South Asia, Anthem Press: University Publishing Online.

J. Bandhopadhyaya, (1970) The Making Of India's Foreign Policy, New Delhi: Allied

Publishers.

S. Mehrotra, (1990) ‘Indo-Soviet Economic Relations: Geopolitical and Ideological

Factors’, in India and the Soviet Union: Trade and Technology Transfer, Cambridge

University Press: Cambridge, pp. 8-28.

R. Hathaway, (2003) ‘The US-India Courtship: From Clinton to Bush’, in S. Ganguly (ed.),

India as an Emerging Power, Frank Cass: Portland.

A. Singh, (1995) ‘India's Relations with Russia and Central Asia’, in International Affairs,

Vol. 71 (1): 69-81.

M. Zafar, (1984), ‘Chapter 1’, in India and the Superpowers: India's Political Relations

with the Superpowers in the 1970s, Dhaka, University Press.

H. Pant, (2011) ‘India’s Relations with China’, in D. Scott (ed.), Handbook of

India’s International Relations, London: Routeledge, pp. 233-242.

A. Tellis and S. Mirski, (2013) ‘Introduction’, in A. Tellis and S. Mirski (eds.), Crux of Asia:

China, India, and the Emerging Global Order, Carnegie Endowment for International

Peace: Washington.

S. Raghavan, (2013) ‘Stability in Southern Asia: India’s Perspective’, in A. Tellis and S.

Mirski (eds.), Crux of Asia: China, India, and the Emerging Global Order, Carnegie

Endowment for International Peace: Washington.

S. Muni, (2003) ‘Problem Areas in India’s Neighbourhood Policy’, in South Asian Survey,

Vol. 10 (2), pp. 185-196. S. Muni, (2003) ‘Problem Areas in India’s Neighbourhood Policy’, in South Asian Survey, Vol. 10 (2), pp. 185-196.

S. Cohen, (2002) India: Emerging Power, Brookings Institution Press.V. Sood, (2009) ‘India

and regional security interests’, in Alyssa Ayres and C. Raja Mohan (eds), Power

realignments in Asia: China, India, and the United States, New Delhi: Sage.