

RESEARCH METHODOLOGY

Semester: 3rd
Credit: 4

Course Code: CIR621C
Marks: 100

Objectives:

The primary objective of this course is to present multiple methodological frameworks and research tools which are available to MA students in designing and undertaking their research projects. The course intends to introduce to the students the importance of constructing a sustainable research design and deciding methods of collecting evidence and data to corroborate the claims of the research. A wide variety of approaches can be utilised to structure the study of world politics, which include both qualitative and quantitative modes of inquiry. It intends to familiarise the students with different quantitative and qualitative practices that are available as research tools in International Relations. Most importantly, this course will equip students to design and conduct research which will enable them to integrate the context of their interest areas into their research design.

Unit 1-

Social Science Research: Philosophical Foundation

- i. Idea of Research; Positivism, Post-Positivism.
- ii. Relation between science, theory and fact
- iii. Epistemological, ethical and experimental problems faced in social research.

Unit 2-

Research Design

- i. Review of literature
- ii. Research Question
- iii. Defining research problem and significance of research problem (Rationale and Objective)
- iv. Conceptual framework and Method
- v. Hypothesis

Unit 3-

Qualitative Data Collection and Analysis Techniques

- i. Meaning of qualitative research
- ii. Interviewing; semistructured, structured and unstructured interviews
- iii. Qualitative data analysis, general principles and approaches of data reduction, data display and drawing inferences
- iv. Use of computers in qualitative data collection and analysis

Unit 4-

Quantitative Data Collection and Analysis

- i. Techniques Construction of questionnaires
- ii. Meaning and importance of sampling, types, bias and error in sampling
- iii. Levels of measurement, issues of reliability and validity
- iv. Quantitative data analysis: Presenting results/ interpretations and drawing inferences
- v. Statistics in social research: frequency distribution, graphs, charts, histograms, Measures of central tendency: mean, median, mode

Unit 5-

Ethics in Social Science Research & Thesis Writing

- i. Meaning of Plagiarism and its problems
- ii. Importance of adhering to rules of referencing/ citation.
- iii. Learning about bibliography/ references: APA Style etc.

Pedagogy and Assessment

Participatory pedagogy will be used in class based on class room debates and discussions. Students will be provided with relevant reading material and will be expected to go through the readings in advance. The assessment will be based on a Mid-Term exam (consisting of 30 Marks), internal assessment (consisting of 20 Marks) and End term Examination (consisting of 50 Marks). Internal assessment will be carried on the basis of participation in classroom discussions, submission of assignments and attendance.

Suggested Readings:

- Ahuja Ram, (2001) Research Methods, Jaipur: Rawat Publications.
- Bailey Kenneth D., (1992), Methods of Social Science Research New York: The Free Press.
- Berg, Bruce L., (1989), Qualitative Research Methods for Social Sciences, Boston: Allyn & Bacon.
- Bourque, Linda and Eve Fielder (1995), How to Conduct Self-Administered and Mail Surveys: Learning Objectives, Thousand Oaks, CA: Sage.
- Earl R. Babie, (1998). The Practice of Social Research , New York: Wardsworth Publications
- Fowler, Floyd J. Jr. (1995). Improving Survey Questions: Design and Evaluation, Thousand Oaks, CA: Sage.
- Paul K. Feyerabend (1993). Against Method, Great Britain: Biddles Ltd.
- William J. Goode, P K Hatt (1952). Methods in Social Research, New York: McGraw-Hill
- Yin, R. K. (1989), Case Study Research Design and Methods, Newburg Park, C.A: Sage Publications

INTERNATIONAL LAW

Semester: 3rd

Course Code: CIR622C

Credits: 4

Marks: 100

Objectives:

A rule-based international order is essential for effective and peaceful functioning of international society. This course introduces students to international law and familiarizes them with basic rules of conduct among global actors. The course addresses important aspects like nature of international law, sources of international law, concept of state responsibility and UN system. Subsequently, the course also addresses important areas of international law like international trade and environment.

UNIT 1

What is International Law?

Nature and Evolution of International Law

Sources of International Law

UNIT 2

Major Actors in International Law:

State:

What constitutes a State?

 Concept of State Responsibility

International Organizations:

 Conceptual Understanding

 The United Nations

UNIT 3

Settlement of International Disputes:

Peaceful Settlement of disputes

Dispute resolution through the process of arbitration

International Court of Justice: Statute of ICJ; Contentious and Advisory Jurisdiction; case studies

UNIT 4

Use of Force by States:

Just War doctrine; use of force under the UN Charter

Concept of self-defense and collective security

Intervention; meaning of Intervention, grounds of Intervention; case studies

UNIT 5

Overview of International Criminal Law:

 Individual Criminal Responsibility in International Law

Overview of International Trade Law:

Most Favored Nation Treatment, National Treatment, Dispute Settlement Mechanism

Overview of International Environmental Law:

Outline of Multilateral Agreements (MEAs)

Law relating to Climate Change (UNFCCC, Kyoto Protocol, Paris Agreement)

Pedagogy:

The teaching learning process will be mostly based on classroom interactions. Students will be provided readings and related course material. The students are expected to go through the readings in advance and then engage in relevant discussions and debates in the classroom.

Suggested Readings:

Brownlie Ian, (2008). *Principles of Public International Law*, Oxford University Press

Brownlie, Ian (ed.), *Basic Documents in International law*, Oxford University Press

Desai, Bharat H (2010), *Multilateral Environmental Agreements Legal Status of the Secretariats*, New York: Cambridge University Press.

Guzman, Andrew T, & Pauwelyn Joost, *International Trade Law*, Walters Kluwer Law and Business, New York: 2012.

Kapoor, S. K, *International Law and Human Rights*, Central Law Agency

Kranso, Jean E, (2005). *The United Nations*, Viva Books Private Limited

May, Larry (2007). *War Crime and Just War*, Cambridge University Press

Orord, Anne (2007). *Reading Humanitarian Intervention: Human Rights And the Use of Force In International Law*, Cambridge University Press

Schwartzenberger, (2006). Tina (Ed.), *International Law*, Weigle Publishers

Shaw, Malcolm N, (2008). *International Law*, Cambridge University Press

Simpson, Gerry, *Law*, (2007). *War & Cry: War Crimes Trials And The Reinvention of International Law*, Blackwell Publications

Sturchler, Nikolos, (2007). *The Threat of Force In International Law*, Cambridge University Press

Totten, Samuel, (2004). *A Century of Genocide*, Routledge, London

What is the Kyoto Protocol?; available at [What is the Kyoto Protocol? | UNFCCC](#)

What is the Paris Agreement?, available at [What is the Paris Agreement? | UNFCCC](#)

What is the United Nations Framework Convention on Climate Change?; available at [What is the United Nations Framework Convention on Climate Change? | UNFCCC](#)

World Trade Organization: Dispute Settlement; available at [WTO | Dispute settlement gateway](#)

INTERNATIONAL ORGANIZATIONS

Semester: 1st
Credits: 4

Course Code: CIR629C
Marks: 100

Objectives:

International organisations are formal example of multilateralism. These are informal organisations through which states make collective decisions. However, the formal organisations ensure to states individual prosperity and freedom. International organisations ensure freedom in trade and commerce by laying down common procedures and standards for all the states. Moreover, International organisations advance international peace. The objective of the paper is to acquaint students with major international organisations, their types and functionality. Moreover, critical evaluation would be made about the working of these international organisations in international politics.

UNIT 1

Introduction to International Organization: Meaning, Scope and Importance
Types of International Organizations

UNIT 2

The League of Nations: Structure and working; Successes and Failures
The UN System: origin, structure and working
Reforming the UN system: Major issues
Specialized UN agencies: UNESCO, UNICEF, UNDP, UNEP, UNWOMEN

UNIT 3

Major regional organizations: European Union, Organization of African Unity, South Asian Association for Regional Cooperation

UNIT 4

Major Regional Organizations Continued: Association of South-East Asian Nation, Organization of Islamic Countries, Arab League, Organization of American States
Important Economic Organizations and their impact: International Monetary Fund, World Trade Organization, World Bank, Organization for Economic Cooperation and Development

UNIT 5

The New International Economic Order
Collective Security through International Organizations: Theory and Practice
International Organizations and Environmental Issues

Pedagogy and Assessment

The Teacher assigned with the course will provide an overview of the International organisations in international Politics. Moreover, the importance of the international organisations in contemporary world would be critically analysed. Relevant study

material will be provided along with classroom deliberations so to enable the students comprehend the working of these organisations.

The assessment will be a Mid-Term exams (consisting of 30 Marks), Internal Assessment (Consisting of 20 Marks) and End Term Examination (Consisting of 50 Marks. Internal assessment will be carried on the basis of participation in class room discussion/ Submissions of review essays and classroom attendance.

Suggested Readings:

- Barnett, Martha Finnemore, (2005). *Rules for the World: International Organizations in Global Politics*: Cornell University Press
- Macqueen, Norrie, (2010). *The United Nations*: Oneworld Publications
- Maurya, M L, (2008). *International Economic Organizations*: Shree Publishers & Distributors
- Tavares, Rodrigo, (2009). *Regional Security: The Capacity of International Organizations*: Routledge
- Toussaint, Eric, Damien Millet, Judith Abdel Gadir. *Debt, the IMF, and the World Bank: Sixty Questions, Sixty Answers*: Monthly Review Press
- Trivedi, Sonu, (2005). *A Handbook of International Organisations*: Atlantic

DIPLOMACY

Semester: 3rd

Credit:4

Course Code: CIR627E

Marks: 100

Course objectives: In contemporary world, relations among states are very much complicated. Diplomacy is an important instrument through which nations sort-out their issues. As an instrument of foreign policy its applications involves lots of skill and adroitness. Thus in order to understand the contemporary international politics the study of Diplomacy assumes great importance. In this context the students would be given introduction to the major concepts of diplomacy. The last section of the paper will study the application of diplomacy in indo-Pak relations.

UNIT 1:

- I. Diplomacy: Meaning, Scope and Importance
- II. Approaches to Diplomacy: Liberal, Marxist, Realist and Neo-Realist

UNIT II:

- I. Diplomatic treatises; Prince (Machiavelli) and Arthashastra (Kautilya)

UNIT III:

- I. Diplomatic Missions, High Commissions and Embassies
- II. Diplomats: roles and functions, immunities and privileges

UNIT IV:

- I. Types of Diplomacy: Conventional and unconventional bi-lateral diplomacy; Multi-Lateral Diplomacy; Track II and Track III Diplomacy.
- II. Role of NGOs in negotiation and mediation

UNIT V:

- I. Role of diplomacy in the Indo-Pak relationship: Track I Track II and Track III diplomacy
- II. Diplomacy and the new information revolution
- III. Scope for trade and economic diplomacy in India-Pakistan relations

Pedagogy and Assessment

The teaching learning process will be mostly based on class room debates and interaction. Students will be provided reading relating to key concepts in diplomacy. The students are expected to go through the readings in advance and then engage in relevant discussions and debates with the concerned teacher as well as other students. The assessment will be based on Mid-term Examination (consisting of 20 Marks) and end term Examination (consisting of 50 Marks). Internal assessment will be carried on the basis of participation in class room discussions submission of review essays and classroom attendance.

Suggested Readings

Kissinger, Henry, (1995). *Diplomacy*: Simon & Schuster
Nicholas Bayne & Stephen Woolcock (Eds.) (2011). *The New Economic Diplomacy: Decisionmaking and Negotiation in International Economic Relations*, Ashgate Publishing, New Delhi
Nye, Joseph, (2004). *Soft Power: The Means to Success in World Politics*, Public Affairs
Rana , Kishan S, (2007). *Asian Diplomacy: The Foreign Ministries Of China, India, Japan, Singapore, And Thailand*, Oxford University Press
Rochester, J. Martin, (2010). *Fundamental Principles of International Relations*: Westview Press
Snow, Nancy & Philip M. Taylor, (Eds.). (2009). *Routledge Handbook of Public Diplomacy*, Routledge
Walter, J.M. (2007). *The Public Diplomacy Reader*, The Institute of World Politics

DEMOCRACY AND IDENTITY POLITICS IN SOUTH ASIA

Semester: 3rd
Credits: 4

Course Code: CIR626E
Marks: 100

Course Objectives: The politics and demography of South Asia as a region has been a field of enquiry across disciplines. This paper examines two important variables in South Asia-Democracy and Identity that are prerequisite for understanding politics of the region. This paper would introduce a detailed political assessment of all countries that make up South Asia under the domains of Nationalism, Colonialism, Religion, Polity, Governance, Conflicts and Cooperation. This paper aims to achieve critical engagement of students with the interplay of identity, democracy, Conflicts, Social and Political movements that have shaped up South Asia as a region.

UNIT I

- I. South Asia Land and its people: Geo-Political setting, diversities of race, language and religion, natural human resources.
- II. Political Systems: monarchical and republican, presidential and parliamentary, evolution and growth of party systems.

UNIT II

- I. Colonialism and Nationalism. Nationalism: theoretical insights into narratives and nations. British colonialism: patterns and features of colonialism, nature of colonial impact, nationalist movements.
- II. The leaders and makers of modern South Asia: Gandhi, Jinnah, Nehru, Tagore

Unit III

- I. States and institutions in South Asia: India, Pakistan, Bangladesh, Nepal, Sri Lanka, Afghanistan
- II. Regional Cooperation in South Asia: SAARC: Genesis and growth of SAARC, challenges and prospects
- III. South Asia: wars and military history.

UNIT IV

- I. Political Economy of the Indian State: Regionalism, Language and Federal Politics
- II. Revivalist Movements in India

UNIT V

Regional Cooperation in South Asia: Challenges of Economic Development: Economic development, structural change and social justice, economic reforms. Globalization, balance of power

Pedagogy and Assessment

The pedagogy of the paper would rely mostly on class room interactions. Students are required to go through multiple readings on each theme and be acquainted with contemporary and competing scholarly debates and narratives. Further students also need to come updated about current political events and be imaginative about possible paths that they may tread in future. Students are required to engage in debates and discussions in classroom setting.

The assessment will be based on a Mid-Term exam (consisting of 30 Marks), internal assessment (consisting of 20 Marks) and End term Examination (consisting of 50 Marks). Internal assessment will be carried on the basis of participation in class room exercises and submission of a written assignment and class room attendance.

Suggested Readings:

Anderson, Benedict (2006). *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, (Revised Edition), originally published in 1983, New York and London

Baucom, Ian (1992), (Ed.). "Nation and Narration" review of nation and Narration, Homi Bhabha, *Transition* 55, 144-153

Baylis, John, Steve Smith and Patrica Owens, (2008). *Globalization of World Politics*, Oxford University Press

Bhabha, Homi (1990), (Ed). "Introduction: Narrating the nation" in Homi K. Bhabha *Nation and Narration*, London: Routledge.

Chatterji Partha, (1993). *The Nations and Its Fragments: Colonial and Postcolonial Histories*, Princeton University Press

Chatterji, Partha (1986). *Nationalist Thought and the Colonial World: A Derivative Discourse*, New Delhi: OUP

Davis, Richards (2007). *Picturing the Nation: Iconographies of Modern India*, New Delhi, Orient Longman

Hutchison, John and Anthony D. Smith (Ed.) (1996). *Oxford reader: Ethnicity*, Oxford, OUP

Jaffrelot, Christophe (1996). *The Hindu nationalist Movement in India*, New York, Columbia University Press

Jalal, Ayesha, (2001). *Self and Sovereignty: Individual and Community in South Asian Islam Since 1850*, Routledge

Jalal, Ayesha, Sugata Bose (2005). *Modern South Asia: History, Culture and Political Economy*, Routledge

Jawaharlal Nehru (2002). *The Discovery of India*, New Delhi: OUP

Jha, Prem Shankar (1996). *Kashmir 1947: Rival Versions of History*, OUP, Delhi

Khan, Adeel (2005). *Politics of Identity: Ethnic Nationalism and State in Pakistan*, Sage Publications, New Delhi

Naipaul, V. S (1997). *India: A Wounded Civilization*, New Delhi, Penguin

Nandy, Ashis (2005). *Exile at Home*, OUP New Delhi

Nussbaum, Martha C (2007). *The Clash Within: Democracy, Religious and Violence, and India's Future*, Raniket, Permanent Black

Rabindranath Tagore (1985). *The Home and the World*, New Delhi: Penguin

Robinson, Francis (2007). *Separatism among Indian Muslims: The Politics of the United*, Cambridge University Press.

Talbot, Ian (2005). *Pakistan: A Modern History*, Hurst and Company, London

Varshney Ashustosh (1991). "India, Pakistan and Kashmir: Antinomies of Nationalism", *Asian Survey*, 31(11): pp.997-1097

GENDER AND VIOLENCE

Semester: 3rd

Course Code: CIR609E

Credits: 4

Marks: 100

Objectives: This paper will introduce students to the definition, understanding, and critique of the concept of gender. Students equipped with the understanding of gender through the lens of theories and the evolution of gender studies will be able to understand and analyse its effects on contemporary societies. A conflict analysis lens will be used to understand the role of gender during and after conflict. In the process, due care will be taken to portray women as active agents rather than passive recipients throughout history.

UNIT 1

Introduction, Origin and Development

Definition of Gender; Gender as a social construct

Definition of masculinity and femininity; effects on lived experiences of men and women

Socio-cultural understanding of gender in South Asia

Gender Development theories (Biological, socialization, cognitive)

UNIT 2

Feminism

Definition and waves of feminism

Feminist theories

Liberal Feminism; Historical and contemporary debates

Difference Feminism

Marxist and Socialist Feminism

Radical feminism

Postcolonial Feminism

Ecofeminism

Postmodern Feminism

UNIT 3

Gender and Armed Conflict

Gender and 'New Wars'

Impact of armed conflict on women; social, economic, psychological

Change in gender roles, positive and negative, during armed conflict

Rape and exploitation in armed conflicts (case studies)

Women beyond victimhood to agency (case studies)

Globalised militarism and its effect on gender: causes and remedies

Gender, Peace Keeping and Peace Building Gender aware Budgeting

UNIT 4

Gender and International Law

Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)

Women and the United Nations (UN Women),

UN Security Council Resolution 1325 (Women, Peace and Security Agenda) and subsequent UN Resolutions on the rights of women)

Millennium Development Goals; achievements and failures

Sustainable Development Goals

Gender and environment: women more susceptible to suffering and deaths during environmental and natural disasters

Pedagogy, grading and assessment:

A holistic understanding of gender studies is the intention of this course. Therefore, the focus will be on the Socratic method of learning through discussion and critique. Audio-visual aids in the form of documentaries will be used as a method of teaching. Paulo Friere's 'conscientization and praxis' approach will be followed to integrate theory and practice into an understanding of socio-cultural nuances and ways of changing them for the better. Reading material will be provided to students to facilitate discussions in class. It will be inclusive of a diverse range of opinions to stimulate critical dialogue.

The assessment will be based on internal assessment (20 marks), mid-term exam (30 marks), and end term exam (50 marks)

Suggested Readings:

Butler, J. (1999). *Gender Trouble: feminism and the subversion of identity*, Routledge
Buvinic, M, Morrison, A. R, A. Waafas Ofofu-Amaah, A. W. & Mirja Sjoblom, M (2008). *Equality for Women: Where Do We Stand on Millennium Development Goal 3?*, World Bank Publications

Davies, M. (Ed.) (1994). *Women and Violence: Realities and Responses Worldwide*. London and New Jersey: Zed Books Ltd.

- El-Bushra, J. & Sahl, I. M. G (2005). *Cycles of Violence, Gender Relations and Armed Conflict*. Nairobi, ACORD.
- Joshua, G. (2003). *War and Gender: How Gender Shapes the War System and Vice Versa*, Cambridge University Press
- Judith Grant, (1993). *Fundamental feminism: contesting the core concepts of feminist theory*, Routledge
- Kabeer, N. (1994). "Connecting, Extending, Reversing: Development from a Gender Perspective", *Reversed Realities*, pp. 69-94
- Kaldor, M. 2013. "In Defence of New Wars." *Stability*, 2(1): 4, 1–16. DOI: <https://doi.org/10.5334/sta.at>
- Manchanda, R. 2005. Women's Agency in Peace Building: Gender Relations in Post-Conflict Reconstruction. *Economic and Political Weekly*, 40(44/45): 4737–4745. <http://www.jstor.org/stable/4417360>.
- Mazurana, D. E., Raven-Roberts, A. & Jane L. Parpart, J. L (2005). *Gender, conflict, and peacekeeping*, Rowman & Littlefield
- Merry, S. E (2006). *Human Rights and Gender Violence: Translating International Law into Local Justice*, London and USA, University of Chicago Press
- Meyers, M. "News, violence and women", In M. Meyers, *News Coverage of Violence against Women: Engendering Blame* (pp. 1-17), London & New Delhi, SAGE Publications
- Mohanty, C. T (2003). *Feminism without Borders: Decolonizing Theory, Practicing Solidarit*
- Moser, C. & Clark, F (Eds.) (2001). *Victims, Perpetrators or Actors? Gender, Armed Conflict and Political Violence*, London & New York, Zed Books
- Ness, C. D (2008). *Female Terrorism and Militancy: Agency, Utility, and Organization*, Routledge Press
- Plumper, T and Neumayer, E. 2006. The Unequal Burden of War: The Effect of Armed Conflict on the Gender Gap in Life Expectancy. *International Organization*, 60(3): 723–754. DOI: <https://doi.org/10.1017/S0020818306060231>
- Rehn, E and Sirleaf, EJ. 2002. *Women, War and Peace: The Independent Experts' Assessment on the Impact of Armed Conflict on Women and Women's Role in Peace-building*. United Nations Development Fund for Women (UNIFEM).
- Spindel, C, Levy, E & Connor, M (2000). *With an end in sight. Strategies from the UNIFEM Trust Fund to Eliminate Violence against Women*, New York: United Nations Development Fund for Women (UNIFEM)
- Stiglmayer, A, Faber, M. & Gutman, R. (1994). *Mass rape: the war against women in Bosnia-Herzegovina*, Nebraska Press
- Totten, S (2008). *Plight and Fate of Women During and Following Genocide*, Transaction Publishers