



ISLAMIC UNIVERSITY OF SCIENCE & TECHNOLOGY AWANTIPORA, KASHMIR

Centre for International Relations

Modern Political Theory

Semester: 3rd

Course Code: CIR623C

Credits: 04

Max. Marks: 100

Course Objectives : This course is a survey of modern political theory, examining the revolutionary challenges to classical and modern political philosophy, and interrogating and addressing, in the process, some important questions and themes such as: What is modern about modern Political theory? What are the possibilities and limits of Political Theory? What are the core modern political values and how do they signify an age of progress? More specifically, how does modernity signify an age of progress in terms of ideas and knowledge about the social world? The course is assumed to not only develop a critical understanding of the key concepts, theories, and debates in modern political theory, but to enable students to apply modern political theories to concrete political issues, policies, and practices. Since the course is set to explore the historical, cultural, and intellectual contexts that have shaped modern political thought, it is expected to deepen students' awareness of diverse political perspectives, ideologies, and values.

Unit–I Political Theory and Modernity

- I. Politics-Mill, Rawls, Schmitt, and Habermas
- II. What Political Theory? Political Theory: the search for standards, rules and laws
- III. Nature, growth and evolution of Political Theory;
- IV. Classical, Modern and Contemporary Political Theory
- V. Modernity as a political problem

Unit–II Political Theory and Science of Politics

- I. Positivism and its impact on Political Theory
- II. Behaviouralism and Post-behaviouralism
- III. Modernism and Post-modernism

Unit–III: Of the ideologies and Political Theory

- I. Liberalism—Classical, Modern and Neo-Liberalism.



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- II. Marxism-Debates on Historical Materialism. Critique of Capitalism: Alienation,
- III. Exploitation Neo-Marxism: The Orthodox School Vs. Revisionists
- IV. Feminism: Critique of Science and Rationality. Theories of the Public/Private, and Equality/Difference

Unit-IV Different Debates before the Contemporary

- I. Frankfurt School of Thought: Critical Theory with special reference to Marcuse and Habermas
- II. Debates on End of Ideology and End of History
- III. Clash of Civilizations and its critique

Suggested Readings

1. Miller, D., and L. Siedentop. (1983) (eds.). *The Nature of Political Theory*. The Clarendon Press.
2. Mahajan, G. (ed.). (1998). *Democracy, Difference and Social Justice*. Oxford University Press.
3. Gray, J. (1989). *Liberalism: Essays in Political Philosophy*. Routledge
4. Botwinick, and W.E.Connolly (2001) (ed.). *Democracy and Vision- Sheldon Wolin and the Vicissitude of the Political*, PrincetonUniversityPress
5. Brecht (1965). *A Political Theory: The Foundation of Twentieth Century Political Thought*.
6. Cobban. (1953). The Decline of Political Theory, *Political Science Quarterly*, LXVIII, pp. 321-337.
7. Axfröd, B., G.K.Browning, R.Huggins, B.Rosamond & J.Turner. (1997). *Politics: Introduction*. Routledge.
8. Bell. D. (1965). *The End of Ideology*. The Free Press.
9. D.Easton. (1997). *The Future of the Post behavioural Phase in Political Science*, in *Contemporary Empirical Political Theory*, K. R. Monroe (ed.), University of California Press.
10. D. Easton. (1953). *The Political System: An Inquiry into the State of Political Science*. Wiley.
11. Germino, D. (1967). *Beyond Ideology: The Revival of Political Theory*. Harper and Row.
12. Fukuyama, F. (1992). *The End of History and the Last Man*. Harmondsworth, Penguins.



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13. Sabine, G.H. (1939). What is Political Theory? *Journal of Politics*,1(I).
14. Strauss, L. (1959). *What is Political Philosophy and Other Studies*. Glencoe, The Free Press.
15. Lipson, L. (1996). *The Great Issues of Politics: An Introduction to Political Science*, University of California, Prentice Hall of India Pvt. Ltd.
16. Mulhall, S., A. Swift. (1992). *Liberals and Communitarians*. Blackwell.
17. Wolin, S. (1969). Political Theory as a Vocation. *American Political Science Review*, LXII, pp. 1062-82.
18. Joseph, S. (2004). *Political Theory and Power*, Foundation Books.
20. Vincent, A. (1992). *Modern Political Ideologies*. Blackwell.



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Research Methodology

Semester: 3rd

Course Code: CIR621C

Credits: 4

Marks: 100

Course objectives: The primary objective of this course is to present multiple methodological frameworks and research tools which are available to M.A student in designing and undertaking their research projects. The course intends to introduce the students to 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 utilized to structure the study of world politics, which include both qualitative and quantitative modes of inquiry. It intends to familiarize 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. Defining research problem and significance of research problem
- II. Review of literature, conceptual framework.
- III. Meaning and importance of sampling, types, bias and error in sampling

Unit 3- Qualitative Data Collection and Analysis Techniques

- I. Meaning of qualitative research, Construction of questionnaires



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- II. Interview: semi-structured, structured and unstructured.
- 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 Techniques

- I. Quantitative data analysis: Presenting results/interpretations and drawing inferences
- II. Statistics in social research: frequency distribution, graphs, charts, histograms,
- III. Measures of central tendency: mean, median, mode
- IV. Levels of measurement, issues of reliability and validity.

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.

Suggested Readings:

1. Ahuja Ram. (2001). *Research Methods*, Rawat Publications.
2. Bailey Kenneth D. (1992). *Methods of Social Science Research*. The Free Press.
3. Berg, Bruce L. (1989). *Qualitative Research Methods for Social Sciences*, Allyn & Bacon.
4. Bourque, L., and Eve Fielder. (1995). *How to Conduct Self-Administered and Mail Surveys: Learning Objectives*. Sage.
5. Earl R. Babie. (1998). *The Practice of Social Research*. Wardsworth Publications



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6. Fowler, Floyd J.Jr. (1995). *Improving Survey Questions:Design and Evaluation*. Sage.
7. Paul K. F.(1993). *Against Method*. Biddles Ltd.
8. William J.G., P. K. Hatt. (1952). *Methods in Social Research*, McGraw- Hill.
9. Yin, R.K. (1989). *Case Study Research Design and Methods*. Sage Publications.



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International Law

Semester: 3rd

Course Code: CIR622C

Credits: 04

Marks:100

Objectives:

A rule-based international order is essential for effective and peaceful functioning of international society. This course aims to provide students with an understanding of international law, including fundamental principles of conduct among global actors. The curriculum covers essential topics such as international economic law, the increasing significance of international organizations, and the use of arbitration for settlement of disputes. Moreover, the course delves into contemporary issues such as climate change, disaster management, and the role of IPRs in the context of access to Covid-19 vaccines.

UNIT 1: Introduction to International Law

- I. Nature and implementation
- II. Sources of International Law: Treaties: reservation, ratification, the case of unequal treaties
- III. Customary international law: overview
- IV. International Law and the Global South

UNIT 2: Major Actors in International Law

- I. State: Recognition
- II. Montevideo Convention on Rights and Duties of States
- III. Introduction to the law of State Responsibility
- IV. International Organizations: Growing Role (critical assessment),



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V. Regulating MNCs: Overview of UN Guiding Principles

UNIT 3: Settlement of International Disputes

- I. Use of force under international law: Framework
- II. Arbitration: Main features, case studies
- III. The International Court of Justice: Contentious and Advisory Jurisdiction; case studies

UNIT 4 : International Economic Law

- I. International Trade Law: Most Favored Nation Treatment, National Treatment, overview of the Dispute Settlement Mechanism
- II. International Investment Law: key issues
- III. Global South and International Economic Law: NIEO and CERD, current debates

UNIT 5: Contemporary Issues in International Law

- I. Climate Change: Climate change as a human rights issue
- II. IPRs: Covid and vaccine inequity
- III. Disaster Management and International Law

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.

Continuous Assessment process consisting of internal assessments and an end term examination that is scheduled at the end of the semester shall be used to grade students.



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Suggested Readings:

1. Anghie, A. (2007). *Imperialism, sovereignty and the making of international law* (Vol. 37). Cambridge University Press.
2. Anghie, A. (2006). *The evolution of international law: colonial and postcolonial realities*. *Third World Quarterly*, 27(5), 739-753.
3. Beckett, J., & Cali, B. (2010). *Customary International Law*. *International Law for International Relations*, 122-40
4. Brownlie Ian, (2008). *Principles of Public International Law*, Oxford University Press
5. *Charter of the United Nations*, available at <https://www.un.org/en/about-us/un-charter/full-text>
6. Chimni B.S. (2006), *Third World Approaches to International Law: A Manifesto*, *International Community Law Review*, 8, 3-27, available at <https://www.jnu.ac.in/sites/default/files/Third%20World%20Manifesto%20BSChimni.pdf>
7. Chimni, B. S. (2004). *International institutions today: an imperial global state in the making*. *European Journal of International Law*, 15(1), 1-37.
8. Craven, M. (2005). *What happened to unequal treaties? The continuities of informal empire*. *Nordic Journal of International Law*, 74(3-4), 335-382.
9. Crawford, J., & Crawford, J. R. (2006). *The creation of states in international law*. Oxford University Press.
10. De Jonge, A. (2014). *From unequal treaties to differential treatment: Is there a role for equality in treaty relations?*. *Asian Journal of International Law*, 4(1), 125-151.
11. Dunoff J (2016), *The law and politics of international Organizations*, in Jacob K Cogan, Ian Hurd and Ian Johnstone (eds), *The Oxford Handbook of IO*, available at <https://academic.oup.com/edited-volume/41309/chapter-abstract/352056312?redirectedFrom=fulltext>
12. Khor, M. (2002). *Rethinking intellectual property rights and TRIPS*. *Global intellectual property rights: Knowledge, access and development*, 201-213.
13. Pauwelyn, J. H., Guzman, A., & Hillman, J. A. (2016). *International trade law*. Aspen Publishing.
14. Salomon, M. E. (2013). *From NIEO to Now and the Unfinishable Story of Economic Justice*. *International & Comparative Law Quarterly*, 62(1), 31-54.



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15. Sauvant, K. P. (2008). *The rise of international investment, investment agreements and investment disputes*. In Appeals Mechanism in International Investment Disputes. New York: OUP.
16. Shaw, Malcolm N, (2008). *International Law*, Cambridge University Press.
17. *The UN Guiding principles on Business and Human Rights*, available at https://www.ohchr.org/sites/default/files/documents/publications/guidingprinciplesbusinesshr_en.pdf
18. *Vienna Convention on the Law of Treaties* (1969), available at https://legal.un.org/ilc/texts/instruments/english/conventions/1_1_1969.pdf
19. WTO, *Overview: the TRIPS Agreement*, available at https://www.wto.org/english/tratop_e/trips_e/intel2c_e.htm
20. WTO, *TRIPS and Public Health*, available at https://www.wto.org/english/tratop_e/trips_e/pharmpatent_e.htm



ISLAMIC UNIVERSITY OF SCIENCE & TECHNOLOGY AWANTIPORA, KASHMIR

Centre for International Relations

International Organizations

Semester: 3rd

Course Code: CIR629C

Credits: 04

Marks:100

Course objectives: The course will explore the history, evolution, and development of international organizations, including their institutional design and decision-making processes. Students will gain an understanding of the various actors involved in international organizations, including states, non-state actors, and regional organizations. The course will also examine the effectiveness of regional organizations in crisis management and peacekeeping, as well as the role of international organizations in addressing contemporary global issues such as refugees, labor, and environment. By the end of the course, students will have a thorough understanding of the opportunities and challenges faced by international organizations in promoting global cooperation and maintaining international order.

Unit I: International regimes, Institutions and Organizations: An Introduction

- I. Regimes and Institutions: An Introduction
- II. What is an IO?
- III. The Origins and Types of IOs.
- IV. Why are IOs created? How are IOs designed?
- V. Different theoretical approaches to IOs.
- VI. Why are some IOs more effective than others?

Unit II: International Organizations and Global Governance

- I. Understanding Global Economic Governance: Multilateralism, Regimes and IOs
- II. The Bretton Woods System and Global Economic Governance
- III. The UN's Role in Global Governance
- IV. Global Governance and the 'Crises' of Legitimacy



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Unit III: International Organizations and Crisis Management

- I. The League of Nations and the idea of a collective security system
- II. The Evolution of United Nations Security Council (UNSC): From pacific settlement to collective security
- III. Peacekeeping operations and the Responsibility to Protect (R2P)
- IV. NATO and collective defence in Europe

Unit IV: Regional Organizations: Assessing Effectiveness and Success Across Different Regions

- I. European Union
- II. African Union
- III. South Asian Association for Regional Cooperation
- IV. Association of Southeast Asian Nations
- V. Arab League
- VI. Shanghai Cooperation Organization

Unit V: International Organizations and Contemporary issues

- I. IOs and Environment
- II. IOs and Health
- III. IOs and Refugees
- IV. IOs and Labour

Pedagogy and Assessment

This course aims to provide students with a comprehensive understanding of the role and significance of international organizations in contemporary global politics. Through lectures, readings, and class discussions, students will explore the evolution, functions, and challenges of international organizations. Specifically, this course will examine how international organizations contribute to global governance and address transnational issues, such as peace and security, economic development, human rights, and environmental sustainability. By the end of the course, students will have gained a nuanced understanding of the role and impact of international organizations in global politics and will be able to evaluate their strengths and weaknesses.



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The assessment will be 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 discussion/ Submissions of review essays and classroom attendance.

Suggested Readings

1. Abbott, K. W., & Snidal, D. (1998). Why states act through formal international organizations. *The Journal of Conflict Resolution*, 42(1), 3-32.
2. Acharya, A. (2004). How ideas spread: Whose norms matter? Norm localization and institutional change in Asian regionalism. *International Organization*, 58(2), 239-275.
3. Acharya, A. (2016). *Why Govern?: Rethinking Demand and Progress in Global Governance*. Cambridge University Press.
4. Armstrong, D., Lloyd, L., & Redmond, J. (2004). *International Organization in World Politics*. Macmillan Education UK.
5. Axelrod, R., & Keohane, R. O. (1985). Achieving cooperation under anarchy: Strategies and institutions. *World Politics*, 38(1), 226-254.
6. Barkin, J. S. (2019). *International Organization Theories and Institutions* (2nd ed.). Palgrave Macmillan.
7. Barnett, M., & Solingen, E. (2007). Designed to fail or failure of design? The origins and legacy of the Arab League. In A. Acharya & A. I. Johnston (Eds.), *Crafting Cooperation: Regional International Institutions in Comparative Perspective* (pp. 180-220). Cambridge University Press.
8. Barnett, M. N., & Finnemore, M. (1999). The politics, power, and pathologies of international organizations. *International Organization*, 53(4), 699-732.
9. Barnett, M., & Finnemore, M. (2005). *Rules for the world: International organizations in global politics*. Cornell University Press. Finnemore, M., & Sikkink, K. (1998). International norm dynamics and political change. *International organization*, 52(4), 887-917.
10. Gutner, T. L. (2019). *International Organizations in World Politics* (3rd ed.). CQ Press.
11. Hurd, I. (1999). Legitimacy and Authority in International Politics. *International Organization*, 53(2), 379-390.



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12. Hurd, I. (2019). *International Organizations: Politics, Law, Practice* (3rd ed.). Cambridge University Press.
13. Katz Cogan, J., Hurd, I., & Johnstone, I. (Eds.). (2016). *The Oxford Handbook of International Organizations*. Oxford Handbooks. Oxford Academic. (Online Edition)
14. Kenealy, D., Peterson, J., & Corcoran, M. P. (2013). *The European Union: How does it work?* Oxford University Press.
15. Keohane, R. O. (1982). The Demand for International Regimes. *International Organization*, 36(2), 325-355. Keohane, Robert O., and David G. Victor. 2011. The Regime Complex for Climate Change. *Perspectives on Politics*, 9 (1) (March): 7-24.
16. Laurie, N. (2010). The peacemaking effectiveness of regional organizations. *Conflict, Security & Development*, 10(1), 31-55.
17. Mearsheimer, J. (1994-95). The false promise of international institutions. *International Security*, 19, 5-49.
18. Mitchell, R. B. (1994). Regime design matters. *International Organization*, 48(3), 425-458.
19. Nielsen, D. L., & Tierney, M. J. (2003). Delegation to international organizations: Agency theory and World Bank environmental reform. *International organization*, 57(2), 241-276.
20. Nooruddin, I., & Simmons, J. W. (2006). The Politics of Hard Choices: IMF Programs and Government Spending. *International Organization*, 60(4), 1001-1033.
21. Reinalda, B. (2016). *Routledge Handbook of International Organization*. London: Routledge.
24. Stone, R. W. (2008). The scope of IMF conditionality. *International organization*, 62(4), 589-620.
25. Thakur, R. (2016). *The United Nations, Peace and Security: From Collective Security to the Responsibility to Protect* (2nd ed.). Cambridge: Cambridge University Press.
26. Voeten, E. (2005). The political origins of the UN Security Council's ability to legitimize the use of force. *International organization*, 59(3), 527-557.



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Centre for International

Foreign Policy of Major Powers

Semester: 3rd

Course Code: CIR628E

Credits: 04

Max.Marks:100

Course objectives : This paper intends to introduce students to the understanding and critical evaluation of foreign policies of the most influential powers in the international political system, with the aim of understanding the engagement between major powers of the world and the subsequent structure of the international system thereof.

UNIT 1

- I. Introduction to Foreign Policy.
- II. Meaning, nature and scope of Foreign Policy.
- III. Structure, institutions and determinants of foreign policy.
- IV. Local, regional and global variables impacting formation of foreign policy .

UNIT 2

- I. India's Foreign Policy: Historical Dimensions and Determinants of Indian Foreign Policy.
- II. India's Nuclear and Security Policies.
- III. India's Foreign Economic Policy.
- IV. India's Relationship with Major Powers: USA, Pakistan, China and Russia.

UNIT 3

- I. US Foreign Policy: Determinants.
- II. Unilateralism and hegemony.
- III. Collective security and terrorism.
- IV. US Indo - Pacific Strategy.



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UNIT 4

- I. Chinese Foreign Policy: Maoist Influence.
- II. Major aims and objectives and foreign policy.
- III. China's Position in the contemporary world.

UNIT 5



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I. Brief preview of Foreign Policy of major SAARC countries.

Pedagogy and Assessment:

Pedagogical objectives in the paper have two functions. First to teach the students about the process by which the foreign policy is made and second, to enhance the student's ability to imagine alternate perspectives through case teachings and problem based learning.

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

Assessment will be based on a Mid-Term examination (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 presentations to be made in the classrooms and classroom attendance.

Suggested Readings:

1. Athwal, Amardeep, (2014). *China India Relations: Contemporary Dynamics*, Routledge
2. Cox, Michael, Doug Stokes (Eds.) (2012). *US Foreign Policy*, Oxford University Press
3. Ganguly, Sumit, (2011). *India's Foreign Policy*, Oxford University Press
4. Garwar, John W, (2001). *Protracted Contest: Sino-Indian Rivalry in the Twentieth Century*, Oxford University Press
5. Ghosh, Partha S, (1989). *Cooperation and conflict in South Asia*, Manohar Publishers
6. Kaplan, Robert D, (2011). *Monsoon: The Indian Ocean and the Future of American Power*, Random House
7. Lanteigne, Marc, (2009). *Chinese Foreign Policy: An Introduction*, Routledge
8. Malone, David M, (2011). *Does the Elephant Dance?*, Contemporary Indian Foreign Policy, Oxford University Press
9. Malone, David M., C.Raja Mohan, and Srinath Raghavan, (Eds.) (2015). *The Oxford handbook of Indian Foreign Policy*, Oxford University Press
10. Mohan, C Raja, (2003). *Crossing The Rubicon*, Penguin Publication



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11. Mohan, C Raja, (2012). *Samudra Manthan: Sino Indian Rivalry in the Indo Pacific*, Carnegie Endowment for International Peace.
12. Rochester, J. Martin, (2010). *Fundamental Principles of International Relations*, Westview
13. Press Sikri, Rajiv, (2009). *Challenge and Strategy: Rethinking India's foreign Policy*, Sage Publications
Small, Andrew, (2015). *The China Pakistan Axis: Asia's New Geopolitics*, Random House
14. Snyder, Glenn H, (1997). *Alliance Politics*, Cornell University Press
15. Walt, Stephen M, (1987). *The Origins of Alliances*, Cornell University Press.



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Diplomacy

Semester: 3rd

Course Code: CIR627E

Credits: 04

Marks: 100

Course objectives:

In contemporary world, relations among states are complicated. Diplomacy is an important instruments through which nation-states 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 this course is designed to introduce students to the theory as well as practice of diplomacy. Besides, getting acquainted with diplomatic history and various concepts and institutions of diplomacy the students would also be introduced to its practice as well.

UNIT I Introduction to Diplomacy

- I. Diplomacy: Meaning, Evolution, Scope and Importance
- II. Diplomatic History: Insights from Kautilya, Sun Tzu, Machiavelli, Nicolson and Kennan
- III. Theoretical Perspectives in Diplomacy: IR and Diplomacy

UNIT II Types and Institutions of Diplomacy

- I. Bilateral, Multilateral, Summit, Quit and Secret
- II. Public, Digital, Coercive, Economic, Religious, Track II and III
- III. Diplomatic Missions, High Commissions, Embassies and Consulates

UNIT III Diplomatic Law

- I. Diplomatic Privileges Act 1708
- II. Vienna Convention 1961



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III. Diplomats: Role and Functions Diplomatic Immunity and Privileges

UNIT IV Diplomacy in India-Pakistan Relations

I. India-Pakistan Nuclear Diplomacy

II. Role of Mediation: A Case of Indus Water Treaty Role of Track II and Track III diplomacy

III. Challenges to Diplomacy in Contemporary Times

Pedagogy and Assessment:

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

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 presentations to be made in classrooms and classroom attendance.

Suggested Readings:

1. Barston, R. P. (2019). Modern diplomacy. Routledge.
2. Berridge, G. R. (2022). Diplomacy: theory and practice. Springer Nature.
3. Berridge, G., Keens-Soper, M., & Otte, T. (2001). Diplomatic theory from Machiavelli to Kissinger. Springer.
4. Constantinou, C. M., Kerr, P., & Sharp, P. (Eds.). (2016). The SAGE handbook of diplomacy. Sage.
5. Cooper, A. F., Heine, J., & Thakur, R. (Eds.). (2013). The Oxford handbook of modern diplomacy. OUP Oxford.



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6. Cooper, R. (2021). *The Ambassadors: Thinking about Diplomacy from Machiavelli to Modern Times*. Hachette UK.
7. Jönsson, C., & Hall, M. (2005). *Essence of diplomacy*. Springer.
8. Kissinger, H. (1995). *Diplomacy*: Simon & Schuster
9. Mattingly, G. (1988). *Renaissance diplomacy*. Courier Corporation.
10. Nicholas B. & Stephen W. (Eds.) (2011). *The New Economic Diplomacy: Decisionmaking and Negotiation in International Economic Relations*, Ashgate Publishing, New Delhi
11. Nye, J. (2004). *Soft Power: The Means to Success in World Politics*, Public Affairs
12. Pigman, G. (2010). *Contemporary diplomacy*. Polity.
13. Rana , K. . 2007). *Asian Diplomacy: The Foreign Ministries Of China, India, Japan*,
14. Rochester, J. Martin, (2010). *Fundamental Principles of International Relations*: Westview Press.
15. Snow, N. & Philip M. T. (Eds.). (2009). *Routledge Handbook of Public Diplomacy*,
16. Walter, J.M. (2007). *The Public Diplomacy Reader*, The Institute of World Politics.



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Gender and Violence

Semester: 3rd

Course Code: CIR630E

Credits: 04

Max. Marks: 100

Course 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 analyze 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 I: Introduction, origin and development

- I. Definition and understanding of Gender
- II. Definitions and understanding of masculinity and femininity
- III. Socio-cultural understanding of gender in South Asia
- IV. Gender Development Theories (Biological, socialization, cognitive)

Unit II: Feminism

- I. Definition and waves of feminism
- II. Feminist theories:
 - Liberal Feminism
 - Difference Feminism
 - Marxist and Socialist Feminism
 - Radical Feminism
 - Postcolonial Feminism
 - Ecofeminism
 - Postmodern Feminism



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Unit III: Gender and armed conflict

- I. Gender and 'New Wars'; Impact of armed conflict on women
- II. Change in gender roles, positive and negative, during armed conflict
- III. Rape and exploitation in armed conflicts (case studies)
- IV. Women beyond victimhood to agency (case studies)
- V. Globalised militarism and its effect on gender: causes and remedies
- VI. Gender, Peacekeeping and Peacebuilding
- VII. Gender aware budgeting

Unit IV

Gender and International Law

- I. Women and the United Nations (UN Women)
- II. Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)
- III. UN Security Council Resolution 1325 (Women, Peace and Security Agenda), and subsequent UN Resolutions on the rights of women
- IV. Millennium Development Goals; achievements and failures
- V. Sustainable Development Goals
- VI. Gender and environment; impact of environmental hazards and natural disasters on women

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)



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Suggested readings:

1. Butler, J. (1999). *Gender Trouble: feminism and the subversion of identity*, Routledge
2. Buvinic, M, Morrison, A. R, A. Waafas Ofosu-Amaah, A. W. & Mirja Sjoblom, M (2008). *Equality for Women: Where Do We Stand on Millennium Development Goal 3?*, World Bank Publications
3. Davies, M. (Ed.) (1994). *Women and Violence: Realities and Responses Worldwide*. London and New Jersey: Zed Books Ltd.
4. El-Bushra, J. & Sahl, I. M. G (2005). *Cycles of Violence, Gender Relations and Armed Conflict*. Nairobi, ACORD.
5. Joshua, G. (2003). *War and Gender: How Gender Shapes the War System and Vice Versa*, Cambridge University Press
6. Judith Grant, (1993). *Fundamental feminism: contesting the core concepts of feminist theory*, Routledge
7. Kabeer, N. (1994). "Connecting, Extending, Reversing: Development from a Gender Perspective", *Reversed Realities*, pp. 69-94
8. Kaldor, M. (2013). "In Defence of New Wars." *Stability*, 2 (1): 4,1-16. DOI: <https://doi.org/10.5334/sta.at>
9. 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>.
10. Mazurana, D. E., Raven-Roberts, A. & Jane L. Parpart, J. L (2005). *Gender, conflict, and peacekeeping*, Rowman & Littlefield
11. Merry, S. E (2006). *Human Rights and Gender Violence: Translating International Law into Local justice*, London and USA, University of Chicago Press
12. 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
13. Mohanty, C. T (2003). *Feminism without Borders: Decolonizing Theory, Practicing Solidarity*



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14. Moser, C. & Clark, F (Eds.) (2001). *Victims, Perpetrators or Actors? Gender, Armed Conflict and Political Violence*, London & New York, Zed Books
15. Ness, C.D (2008). *Female Terrorism and Militancy: Agency, Utility, and Organization*, Routledge Press
16. 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>
17. 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 Peacebuilding*. United Nations Development Fund for Women (UNIFEM).
18. 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)
19. Stiglmayer, A, Faber, M. & Gutman, R. (1994). *Mass rape: the war against women in Bosnia-Herzegovina*, Nebraska Press
20. Totten, S (2008). *Plight and Fate of Women During and Following Genocide*, Transaction Publishers



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Non-Western Perspectives on International Relations

Semester: 3rd

Course Code: CIR631E

Credits: 04

Marks:100

Course Objectives: The course is intended to introduce students with a critical sense of the theoretical discipline of International Relations by inviting them to look beyond the dominant discourse of Eurocentrism, methodologically, conceptually as well as theoretically. Students will get acquainted with the narratives and myths about Europe/West that dominated the disciplinarily of the subject. They will know about the potential for making the subject more inclusive and representative by bringing non-Western voices within its domain. Students will be introduced to various non-Western perspectives on IR like Asian, African, Latin-American and beyond.

Unit I

- I. Introducing Eurocentrism in IR: History and Methodology
- II. Decolonizing IR: Beyond Westphalia Big Bang and Aberystwyth
- III. Non-Western IR Theory: Major Assumptions and issues

Unit II

- I. Chinese Perspectives on International Relations
- II. Indian Perspectives on International Relations East
- III. Asian Perspectives on International Relations

Unit III

- I. Arab Perspectives on International Relations
- II. African Perspectives on International Relations
- III. Latin American perspectives on International Relations



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Unit IV

- I. Interrogating the 'Global 'in Global IR
- II. Dimensions and issues of Global IR
- III. Challenges and Future Directions

Pedagogy and Assessment

The teaching learning process will be mostly based on class room debates and interactions.

Students will be provided relevant original readings related to the prescribed themes and issues of engaging with Non-Western IR. 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 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 debates and discussions, submission of review essays of recent articles/books in the emerging literature on Non-Western IR.

Suggested Readings:

1. Acharya, A. (2000). The quest for identity: International relations of Southeast Asia (Vol. 118). Singapore: Oxford University Press.
2. Acharya, A. (2011). Dialogue and discovery: In search of International Relations theories beyond the West. *Millennium*, 39(3), 619-637.
3. Acharya, A. (2014). Global International Relations (IR) and Regional WorldsA New Agenda for International Studies. *International studies quarterly*, 58(4), 647-659.
4. Acharya, A. (2014). Global International Relations (IR) and Regional WorldsA New Agenda for International Studies. *International studies quarterly*, 58(4), 647-659.
5. Acharya, A., & Buzan, B. (2007). Why is there no non-Western international relations theory? An introduction. *International relations of the Asia-Pacific*, 7(3), 287-312.
6. Acharya, A., & Buzan, B. (2019). The making of global international relations. Cambridge University Press.
7. Alejandro, A. (2018). Western dominance in international relations?: The internationalisation of IR in Brazil and India. Routledge.
8. Anievas, A. (2016). History, theory, and contingency in the study of modern international relations: the global transformation revisited. *International Theory*, 8(3), 468-480.



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9. Bernal-Meza, R. (2016). Contemporary Latin American thinking on International Relations: theoretical, conceptual and methodological contributions. *Revista Brasileira de Política Internacional*, 59.
10. Bilgin, P. (2016). How to remedy Eurocentrism in IR? A complement and a challenge for The Global Transformation. *International Theory*, 8(3), 492-501.
11. Bischoff, P. H., Aning, K., & Acharya, A. (2016). *Africa in global international relations*. London: Routledge.
12. Buzan, B. (2009). Non-Western international relations theory (pp. 11-35). A. Acharya (Ed.). Taylor & Francis.
13. Hobson, J. M. (2012). *The Eurocentric conception of world politics: Western international theory, 1760-2010*. Cambridge University Press.