

**The Centre focuses on introducing socially relevant themes in the courses offered to the students. As part of this vision courses offered by the Centre have components relating to protection of environment and gender sensitization.**

## **International Organizations**

**Semester: 3<sup>rd</sup>**

**Credits: 04**

**Course Code: CIR629C**

**Marks:100**

### **Course Objective**

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

### **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.

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.
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.

## **Gender and Violence**

**Semester:3<sup>rd</sup>**

**Course Code: CIR630E**

**Credits:04**

**Max. Marks: 100**

### **Course objective**

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

### **Unit III: Gender and armed conflict**

- I. Gender and 'New Wars'; Impact of armed conflict on women
- II. Changing 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)

##### **Suggested readings:**

1. Butler, J. (1999). *Gender Trouble: feminism and the subversion of identity*, Routledge
2. 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
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*
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 Peace- building*. 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. Stiglmyer, 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

### **Principles of International Environmental Law**

**Semester: 4th**

**Marks: 100**

**Code: CIR678E**

**Credits: 04**

#### **Course Objective**

Environmental issues, from loss of biodiversity to depletion of ozone layer to climate change, have emerged as an integral part of international relations. Over the years the international community has adopted certain basic principles for the protection of the global environment.

This course introduces students to the basic principles of international environmental law with a

specific focus on sustainable development. Towards the end the course focuses on the issues of the Global South and discusses the conceptual understanding as well evolution of the principle of Common but Differentiated Responsibilities. By exploring these principles, students will gain insight into how international law can help address pressing environmental issues.

### **Unit I:**

- I. Overview of Contemporary Environmental Issues
- II. UN Conferences on Environment: Stockholm Conference, Rio Conference, Rio+20 M
- III. Multilateral Environmental Agreements (MEAs): Overview

### **Unit II:**

- I. Environment and Development
- II. Sustainable Development: conceptual understanding, scope
- III. Sovereignty and trans boundary environmental harm

### **Unit III:**

- I. Principle of Preventive Action
- II. Precautionary Principle
- III. Polluter Pays Principle

### **Unit IV:**

- I. Introduction to Common but Differentiated Responsibilities:
- II. Principle 07 of the Rio Declaration
- III. Dynamism in CBDR: contentious issues
- IV. Evolution of CBDR: From Kyoto Protocol to the Paris Agreement

### **Pedagogy and Assessment:**

The teaching learning process will be mostly based on classroom debates and interactions. Students will be provided readings relating to key concepts in political theory. The students 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 continuous assessment process consisting of a Midterm exam (consisting of 30 Marks), internal assessment (consisting of 20 Marks) and an End Term Examination (consisting of 50 Marks). Internal assessment will be based on components like presentations, viva, group discussions etc.

### **Suggested Readings:**

1. Bharat H Desai (ed.) (2022). *Envisioning our Environmental Future: Stockholm+50 and Beyond*, IOS Press.
2. Bharat H Desai (2013). *Environment and Development: Making Sense of the Predicament of*

the Developing Countries, *World Focus*, Issue 401, 1-8.

3. French, Duncan (2000). Developing States and International Environmental Law: The Importance of Differentiated Responsibilities. *The International and Comparative Law Quarterly*, 49 (01), 35-60.

4. Handl (2012). *Declaration Of The United Nations Conference On The Human Environment (Stockholm Declaration), 1972 And The Rio Declaration On Environment And Development, 1992*; available at [http://legal.un.org/avl/pdf/ha/dunche/dunche\\_e.pdf](http://legal.un.org/avl/pdf/ha/dunche/dunche_e.pdf)

5. Honkonen, Tuula (2009). *The Common but Differentiated Responsibility Principle in Multilateral Environmental Agreements*. The Hague: Kluwer Law International.

6. IPCC (1990), Intergovernmental Panel on Climate Change, *Policymaker Summary of Working Group I (Scientific Assessment of Climate Change)*; available at [https://www.ipcc.ch/site/assets/uploads/2018/05/ipcc\\_90\\_92\\_assessments\\_far\\_wg\\_I\\_spm.pdf](https://www.ipcc.ch/site/assets/uploads/2018/05/ipcc_90_92_assessments_far_wg_I_spm.pdf)

7. Kaswan, Alice (2013). Seven Principles for Equitable Adaptation. *Sustainable Development Law & Policy*, 13(01), 41-69.

8. Pauwelyn, Joost (2013). The End of Differential Treatment for Developing Countries? Lessons from the Trade and Climate Change Regimes. *Review of European Community and International Environmental Law*, 22(01), 29-41.

9. Rajamani, Lavanya (2016). Ambition and Differentiation in the 2015 Paris Agreement: Interpretative Possibilities and Underlying Politics. *International and Comparative Law Quarterly*. 65(02), 493-514.

10. Rajamani, Lavanya (2006). The Nature, Promise and Limits of Differential Treatment in the Climate Change Regime. *Yearbook of International Environmental Law*, 16, Issue 01, pp. 81- 118.

11. Rajamani, L., & Peel, J. (Eds.) (2021), *The Oxford Handbook of International Environmental Law*, Oxford University Press.

12. Sands, P (2003). *Principles of International Environmental Law*, Cambridge University Press.

13. Singh, D., Sant, G., & Sreenivas, A. (2009). Climate Change: Separating the Wheat from the Chaff. *Economic and Political Weekly*, 44(05), 19-22.

14. Thakur, S. (2021). From Kyoto to Paris and Beyond: The Emerging Politics of Climate Change. *India Quarterly*, 77(03), 366-383.

15. United Nations Climate Change, *Warsaw International Mechanism for Loss and Damage associated with Climate Change Impacts (WIM)*, available at <https://unfccc.int/topics/adaptation-and-resilience/workstreams/loss-and-damage/warsaw-international-mechanism>

16. UN Department of Economic and Social Affairs, *Background note on the USD 100 billion goal in the context of UNFCCC process, in relation to advancing on SDG indicator 13.a.1*. available at [https://unstats.un.org/sdgs/tierIII-indicators/files/13.a.1\\_Background.pdf](https://unstats.un.org/sdgs/tierIII-indicators/files/13.a.1_Background.pdf)



## **Gender Issues in International Relations**

**Semester: 3<sup>rd</sup>**

**Course Code: CIR102C**

**Credits: 4**

**Marks: 100**

### **Course outcome**

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. 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 of Gender; Gender as a social construct
- II. Definition of masculinity and femininity; effects on lived experiences of men and women Socio-cultural understanding of gender in South Asia
- III. Gender Development theories (Biological, socialization, cognitive)

### **Unit II**

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

### **Unit III**

- I. Gender and armed conflict
- II. Gender and 'NewWars'
- III. Impact of armed conflict on women
- IV. Change in gender roles during armed conflict
- V. Rape and exploitation in armed conflicts (case studies)
- VI. Women beyond victimhood to agency (case studies) Gender-aware budgeting

### **Unit IV**

- I. Gender and International Law
- II. Women and the United Nations (UN Women)

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

**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.

**Suggested readings:**

1. Butler, J. (1999). *Gender Trouble: feminism and the subversion of identity*, Routledge
2. Buvinic, M, Morrison, A. R, A. WaafasOfosu-Amaah, A. W. & MirjaSjoblom, 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. Mazurana, D. E., Raven-Roberts, A. & Jane L. Parpart, J. L (2005). *Gender, conflict, and peacekeeping*, Rowman & Littlefield
9. Merry, S. E (2006). *Human Rights and Gender Violence: Translating International Law into Local justice*, London and USA, University of Chicago Press
10. 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
11. Mohanty, C. T (2003). *Feminism without Borders: Decolonizing Theory, Practicing Solidarit*
12. Moser, C. & Clark, F (Eds.) (2001). *Victims, Perpetrators or Actors? Gender, Armed Conflict and Political Violence*, London & New York, Zed Books

14. Ness, C. D (2008). *Female Terrorism and Militancy: Agency, Utility, and Organization*, Routledge Press
15. 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)
16. Stiglmayer, A, Faber, M. & Gutman, R. (1994).*Mass rape: the war against women in Bosnia-Herzegovina*, Nebraska Press
17. Totten, S (2008). *Plight and Fate of Women During and Following Genocide*, Transaction

## **Contemporary Issues in International Relations**

**Course Code: CIR152C**

**Credits: 04**

**Marks: 100**

**Semester: 6<sup>th</sup>**

### **Course Objective**

This course would provide a comprehensive examination of current and pressing challenges in the global arena, including geopolitical conflicts, environmental issues, terrorism, human rights concerns, global health crises, and economic interdependence. Through critical analysis, students will gain a deeper understanding of the complexities of contemporary international relations, develop skills to assess potential solutions to global challenges, and foster a global perspective while engaging in informed discussions on diverse perspectives and opinions.

### **Unit 1: Global Governance and Climate Change**

- I. Climate change as a security threat
- II. International efforts to address climate change
- III. The role of major powers in climate negotiations

### **Unit 2: Globalization and Emerging Threats**

- I. The influence of technology on international politics and security (cyber security, artificial intelligence)
- II. Globalization and transnational terrorism
- III. Global health and pandemics: The role of international organizations in managing global health crises
- IV. Migration and refugee crisis

### **Unit 3: Emerging Powers and Geopolitics**

- I. Rising powers and their impact on the international system
- II. Geopolitical rivalries and regional dynamics (e.g., China-US relations, Russia-EU/US relations)

### III. The future of global power balance and multipolarity

#### **Unit 4: Global Economic Inequality**

- I. The causes and consequences of economic inequality at the global level
- II. International economic systems and their impact on inequality
- III. Efforts to address poverty and promote economic development in developing countries

#### **Pedagogy and Assessment:**

The students will be introduced by the concerned teacher to some of the pressing issues in international relations. The course would employ a dynamic pedagogical approach, incorporating interactive lectures, case studies, debates, and group discussions to foster active student engagement and critical thinking. 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 classroom attendance and viva voce of relevant theme- based assignments.

#### **Suggested Readings**

1. Aoyama, R. (2016). "One belt, one road: China's new global strategy. *Journal of Contemporary East Asia Studies*, 5(2), 3-22.
2. Baylis, J., Smith, S., & Owens, P. (Eds.). (2011). *The Globalization of World Politics: An Introduction to International Relations* (5th edition). Oxford University Press.
3. Cimbala, S. J. (2017). Nuclear proliferation in the twenty-first century: realism, rationality, or uncertainty?. *Strategic Studies Quarterly*, 11(1), 129-146.
4. Das, K. C. (2017). The making of one belt, one road and dilemmas in South Asia. *China Report*, 53(2), 125-142.
5. Ebinger, Charles K & Zambetakies, Evie (2009), The Geopolitics of Arctic Melt, available at [https://www.brookings.edu/wp-content/uploads/2016/06/11\\_arctic\\_melt\\_ebinger\\_zambetakis.pdf](https://www.brookings.edu/wp-content/uploads/2016/06/11_arctic_melt_ebinger_zambetakis.pdf)
6. Frieden, J. A., Lake, D. A., & Schultz, K. A. (2019). *World Politics: Interests, Interactions, Institutions*. New York: W. W. Norton & Company.
7. Garrett, L. (1995). *The Coming Plague: Newly Emerging Diseases in a World Out of Balance*. New York: Farrar, Straus, and Giroux.
8. Gilpin, R. (2003). *Global Political Economy: Understanding the International Economic Order*. Orient Longman.
9. Goldstein, J. S. (2008). *International Relations* (6th Edition). Pearson Publishers.
10. Gostin, L. O., & Friedman, E. A. (2014). *Ebola: A Crisis in Global Health Leadership*. New York: Oxford University Press.
11. Harkavy, R. E. (1981). Pariah states and nuclear proliferation. *International Organization*, 135-163. Heywood, A. (2014). *Global politics*. Macmillan International Higher Education.
12. Heywood, A. (2011). *Global Politics* (2nd Edition). Palgrave Macmillan.
13. Mearsheimer, John (1990), Why We Will Soon Miss the Cold War, *The Atlantic*, available

at<https://www.theatlantic.com/past/docs/politics/foreign/mearsh.htm>

14. Mearsheimer, John (2014), Why the Ukraine Crisis Is the West's Fault: The Liberal Delusions That Provoked Putin, *Foreign Affairs*, 93 (5), pp. 77-84.

15. Njølstad, O. (Ed.). (2010). *Nuclear proliferation and international order: challenges to the Non- Proliferation Treaty*. Routledge.

16. Ploberger, C. (2017). One belt, One road–China’s new grand strategy. *Journal of Chinese Economic and Business Studies*, 15(3), 289-305.

17. Smith, N. R. (2018). The re-emergence of a ‘mirror image’ in West–Russia relations?. *International Politics*, 55(5), 575-594.

18. Sørensen, G. (2016). *Rethinking the new world order*. Macmillan International Higher Education. Stuenkel, O. (2016). Do the BRICS possess soft power?. *Journal of Political Power*, 9(3), 353-367.

19. Quiggin, John, *Neoliberalism: Rise, Decline and Future Prospects*, in Cahil, Damien *et al*, The Sage Handbook of Neoliberalism, Sage Publications Ltd.

## **Introduction to the Concepts of Peace and Conflict**

**Course Code: CIR021**

**Credits: 02**

**Semester: Autumn (August-December)**

**Marks:50**

### **Unit I**

I. An overview of the concepts of ‘peace ’and ‘conflict’; Definitions of peace and conflict; Positive and negative peace; positive and negative conflict

II. Importance of perceptions in conflict

III. Introduction to and definitions of terms used in conflict studies (peacemaking, peace keeping and peace building; conflict management, conflict resolution and conflict transformation)

IV. Levels of conflict (inter- and intra-personal, local, regional and global) Interdisciplinary approach of peace and conflict studies.

### **Unit II**

I. The Seville Statement on Violence

II. Theories of conflict (Basic Human Needs, Relative Deprivation and Theory of Protracted Social Conflict)

III. Intervention and its types (negotiation, mediation and arbitration)

### **Unit III**

I. Conflict analysis – importance and limitations: case studies

II. Conflict mapping: case studies

III. Escalation and de-escalation of conflict

- IV. Gender dimensions of peace and conflict
- V. Environmental security and peace

**Suggested readings:**

1. Abdalla, A., et al. (2002). Understanding C.R. SIPABIO: A Conflict Analysis Model. In Say Peace: Conflict Resolution Training Manual for Muslim Communities (pp. 44-51). Virginia, USA: The Graduate School of Islamic and Social Sciences.
2. Burton, John W. (1993). Conflict Resolution as a Political Philosophy. In Conflict Resolution Theory and Practice: Integration and Application. (pp. 55-64).
3. Ed. Dennis J. D. Sandole and Hugo van der Merwe. Manchester and New York: Manchester University Press., pp. 55-64. Summary by Mariya Yevyukova. Retrieved June 1, 2009, from <http://www.colorado.edu/conflict/transform/burton.htm>, Fisher et al., (2000). Working with Conflict: Skills and Strategies for Action. London and New York: Zed Books Ltd.
4. Mitchell, C.R. (1981). *The Structure of International Conflict*. London and New York: Macmillan Press Limited.
5. Richard E Rubenstein, (n.d.). *Basic Human Needs: the Next Steps in Theory Development*. Retrieved June 19, 2009, from [http://www.gmu.edu/academic/ijps/vol6\\_1/Rubenstein.htm](http://www.gmu.edu/academic/ijps/vol6_1/Rubenstein.htm) Rubin, J. Z.,
6. Pruitt, D. G., & Kim, S. H. (1994). *Social Conflict: Escalation, Stalemate and Settlement* (4th ed.). USA: McGraw Hill, Inc.
7. Wilmot, W., & Hocker, J., (1998). *Interpersonal Conflict*. New York: McGraw Hills.,
8. J. (n. d.), Relative Deprivation. Retrieved June 15, 2009, from <http://www.malcolmread.co.uk/JockYoung/relative.htm>

**Introduction to International Relations**

**Course Code: CIR051**

**Credits: 02**

**Semester: Spring (March-July)**

**Marks: 50**

**Course Objective**

The paper is introductory in nature. It will provide students with a basic understanding of International Relations. Major issues in international politics will be briefly discussed and analyzed.

**Unit I: Introduction**

Understanding International Relations Key Concepts:

- a) Nation State
- b) National Interest
- c) Balance of Power
- d) Collective Security

e) Cold War

## **Unit II**

### **Major issues in Global Politics**

- I. Globalization: Responses from Developed and Developing Societies.
- II. Global terrorism: Diverse Perspectives
- III. Environmental Security

### **Suggested Readings:**

1. Baylis, John and Steven Smith, (eds.) (2008). *The Globalization of World Politics: An Introduction to International Relations*, London, OUP
2. Clark, Ian (1997). *Globalization and Fragmentation: International Relations in Twentieth Century*, Oxford University Press, London
3. Ali, Wajid (2004). *India & The Non-Aligned Movement*, Adam publishers & distributors, New Delhi.
4. Duffield, Mark (2001). *Global Governance and the New Wars: The Merging of Development and Security*, Zed Books, London
5. Snyder, Glenn H, (1997). *Alliance Politics*, Cornell University Press, London
6. Arnold, Guy (2010). *The A to Z of the Non-Aligned Movement and Third World*, Scarecrow Press,
7. Hurrell, Andrew, (1999). *Inequality, Globalization and World Politics*, Oxford University Press, London
8. Rochester, J. Martin, (2010). *Fundamental Principles of International Relations*, Westview Press, London
9. John Springhall (2001). *Decolonization since 1945: The Collapse Of European Overseas Empires*, Palgrave Macmillan, United Kingdom
10. Joshua S. Goldstein, (2009). *International Relations*, Pearson Publications, New Delhi
11. Pagare, G. K (2010). *Globalization, Migration and International Relations*, Cyber Tech Publications, New Delhi
12. Little, Richard, (2007). *The Balance of Power in International Relations*, Cambridge University Press, Hyderabad
13. McMahon, Robert J, (2003). *The Cold War: A Very Short Introduction*, Oxford University Press, London
14. Rodrick D (1999). *The New Global Economy and Developing Countries: Making Openness Work*, Overseas Development Council, Washington
15. Amin, Samir, Patrick Camiller (2006). *Beyond US Hegemony: Assessing the Prospects for a Multi-Polar World*, Zed Books, London
16. Samson, Trevor (2000). *Issues in International Relations*, Routledge Publications, London
17. Bose, Sumantra, (2010). *Contested Lands: Israel-Palestine, Kashmir, Bosnia, Cyprus, and Sri Lanka*, Harvard University Press

18. Williams, M. (1994). *International Economic Institutions and the Third World*, Harvester Wheatsheaf, London.

## **Climate Change and the Global South: Overview and Trends**

**Semester: CIR022**

**Credits: 02**

**Marks: 50**

### **Course Objective**

Because of multi-sectoral implications, Climate change has emerged as a major issue confronting international society today. Effective response to climate change involves global politics that is expressed through treaties and agreements.

This course focuses on the global politics around climate change from the perspective of the Global South. It discusses the evolution of the concept of Common but Differentiated Responsibilities. The last part of the course focuses on contemporary issues such as climate finance and Loss and Damage.

### **UNIT 1:**

- I. Introduction to climate change: overview of IPCC reports.
- II. Responding to climate change: mitigation and adaptation.
- III. Climate change and the Global South:
- IV. Common but Differentiated Responsibilities: Introduction, Principle 7 of the Rio Declaration.

### **UNIT 2:**

- I. Evolution of CBDR: UNFCCC, Kyoto Protocol and the Paris Agreement.
- II. Climate Finance: current status.
- III. Loss and Damage: contemporary debates.

### **Pedagogy and Assessment:**

The teaching learning process will be mostly based on classroom debates and interactions. Students will be provided readings relating to key concepts in political theory. The students 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 continuous assessment process consisting of a Midterm exam (consisting of 15 Marks), internal assessment (consisting of 10 Marks) and an End Term Examination (consisting of 25 Marks). Internal assessment will be based on components like presentations, viva, group discussions etc.



### **Suggested Readings:**

1. Alam, S., Atapattu, S., Gonzalez, C. G., & Razzaque, J. (Eds.).(2015), *International Environmental Law and the Global South*, Cambridge University Press.
2. Bharat H Desai (ed.) (2022), *Envisioning our Environmental Future: Stockholm+50 and Beyond*, IOS Press.
3. Bharat H Desai (2013), *Environment and Development: Making Sense of the Predicament of the Developing Countries*, World Focus, Issue 401, pp. 1-8.
4. French, Duncan (2000), *Developing States and International Environmental Law: The Importance of Differentiated Responsibilities*, The International and Comparative Law Quarterly, Vol. 49, Issue 01, pp. 35-60.
5. Honkonen, Tuula (2009), *The Common but Differentiated Responsibility Principle in Multilateral Environmental Agreements*, The Hague: Kluwer Law International.
6. IPCC (1990), Intergovernmental Panel on Climate Change, *Policymaker Summary of Working Group I (Scientific Assessment of Climate Change)*; available at [https://www.ipcc.ch/site/assets/uploads/2018/05/ipcc\\_90\\_92\\_assessments\\_far\\_wg\\_I\\_spm.pdf](https://www.ipcc.ch/site/assets/uploads/2018/05/ipcc_90_92_assessments_far_wg_I_spm.pdf)
7. Kaswan, Alice (2013), *Seven Principles for Equitable Adaptation*, Sustainable Development Law & Policy, Vol. 13, Issue 01, pp. 41-69.
8. Pauwelyn, Joost (2013), *The End of Differential Treatment for Developing Countries? Lessons from the Trade and Climate Change Regimes*, Review of European Community and International Environmental Law, Vol. 22, Issue 01, pp. 29-41.
9. Rajamani, Lavanya (2016), *Ambition and Differentiation in the 2015 Paris Agreement: Interpretative Possibilities and Underlying Politics*, International and Comparative Law Quarterly, Vol. 65, Issue 02, pp. 493-514.
10. Rajamani, Lavanya (2006), *The Nature, Promise and Limits of Differential Treatment in the Climate Change Regime*, Yearbook of International Environmental Law, Vol. 16, Issue 01, pp. 81-118.
11. Sands, P (2003), *Principles of International Environmental Law*, Cambridge University Press
12. Singh, D., Sant, G., & Sreenivas, A. (2009), *Climate Change: Separating the Wheat from the Chaff*, Economic and Political Weekly, 44(05), 19-22.
13. Thakur, S. (2021), *From Kyoto to Paris and Beyond: The Emerging Politics of Climate Change*, India Quarterly, 77(03), 366-383.
14. United Nations Climate Change, *Warsaw International Mechanism for Loss and Damage associated with Climate Change Impacts (WIM)*, available at <https://unfccc.int/topics/adaptation-and-resilience/workstreams/loss-and-damage/warsaw-international-mechanism>
15. UN Department of Economic and Social Affairs, *Background note on the USD 100 billion goal in the context of UNFCCC process, in relation to advancing on SDG indicator 13.a.1.* available at [https://unstats.un.org/sdgs/tierIII-indicators/files/13.a.1\\_Background.pdf](https://unstats.un.org/sdgs/tierIII-indicators/files/13.a.1_Background.pdf).

## **Global Environmental Politics**

**Semester: Autumn Semester (for FYUGP)**

**Code: CIR023**

**Credits: 03**

**Marks: 75**

### **Course Objective**

Over the past few decades 'environmental issues have emerged as a key concern at the global level. Issues like climate change have occupied a Centre-stage in global environment politics. Responding to an environmental crisis involves a sustained global effort where cooperation of all states is required.

This course introduces students to key environmental issues that require global cooperation. It will familiarize students with the changing political dynamics of the response of the international community to the environmental crisis. The last part of the course focuses on climate change and its contemporary issues.

### **Unit 1**

I. Introduction

II. Environmental Issues in International Relations:

III. State sovereignty and management of global commons

IV. Overview of major environmental harm, Climate change, and loss of biodiversity

Multilateral Environmental Agreements (MEAs): overview

### **Unit 2**

I. Environment and global politics: key issues

II. Environment and Development

III. Stockholm Conference and the Rio Summit

IV. Sustainable Development: overview and discussion

V. Common but Differentiated Responsibilities and Respective Capabilities (CBDR);

IV. Conceptual understanding and changing dynamics

### **Unit 3**

1. Climate change in IR

II. CBDR and climate change

III. UNFCCC, the Kyoto Protocol and the Paris Agreement

IV. Contemporary Issues: Climate Finance, Loss and Damage

### **Suggested Readings:**

1. Chasek, P., & Downie, D. (2020). *Global environmental politics*. Routledge.
2. Cullet, P. (2008). the Global Warming regime after 2012: towards a New Focus. *Economic and Political Weekly*, 109-117.
3. Cullet, P. (1999). Differential treatment in international law: towards a new paradigm of inter-state relations. *European Journal of International Law*, 10(3), 549-582.
4. Desai, Bharat H (2013). Environment and Development: Making Sense of the Predicament of the Developing Countries. *World Focus*, 401, 1-8.
5. French, D. (2000). Developing states and international environmental law: The importance of differentiated responsibilities. *International & Comparative Law Quarterly*, 49(1), 35-60.
6. Hardin, G. (1968). The tragedy of the commons: the population problem has no technical solution; it requires a fundamental extension in morality. *Science*, 162(3859), 1243-1248.
7. Honkonen, Tuula (2009). *The Common but Differentiated Responsibility Principle in Multilateral Environmental Agreements*. The Hague: Kluwer Law International.
8. Klein, N. (2016). Let them drown. *London Review of Books*, 38(11), 11-13.
9. Pauwelyn, J. (2013). The end of differential treatment for developing countries? Lessons from the trade and climate change regimes. *Review of European, Comparative & International Environmental Law*, 22(1), 29-41.
10. *Report of the World Commission on Environment and Development: Our Common Future*: available at <http://sustainabledevelopment.un.org/content/documents/5987our-common-future.pdf>
11. Rajamani, Lavanya (2006). The Nature, Promise and Limits of Differential Treatment in the Climate Change Regime. *Yearbook of International Environmental Law*, Vol.16, Issue 01, pp. 81-118.
12. Rajamani, Lavanya (2016). Ambition and Differentiation in the 2015 Paris Agreement: Interpretive Possibilities and Underlying Politics. *International and Comparative Law Quarterly*, Vol.65, Issue 02, pp. 493-514.
13. Scholtz, W. (2008). Different Countries, One Environment: A Critical Southern Discourse on the Common but Differentiated Responsibilities Principle. *South African Yearbook of International Law*, Vol. 33, Issue 01, pp. 113-136.

