

# Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore

## B.A. Honors Political Science

SUBJECT CODE	Category	SUBJECT NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		Th	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAHNPOLSC401	SOC. SC., ARTS & HUM	Comparative Government and Politics	60	20	20	0	0	5	0	0	5

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

Q/A – Quiz/Assignment/Attendance, MST Mid Sem Test.

**Course Educational Objectives (CEOs):** The student will be able to

- Identify key governmental institutions and understand their functions.
- Describe the historical factors that have shaped political institutions and structures.

**Course Outcomes (COs):** The students should be able to:

- Evaluate one's own political system, its strengths and its weaknesses, by comparing it to others.
- Evaluate and assess the political performance of a given state in terms of its policy outcomes, such as economic development, political stability, social equality, personal liberty and quality of life

### COURSE CONTENTS

#### Unit-I:

Understanding Comparative Politics: a. Nature and scope b. Going beyond Euro centrism

#### Unit-II:

Executive , legislature , and Judiciary of U.K , U.S.A and france.

#### Unit-III:

Comparative Analysis on the features of the constitutions of UK , U.S.A, France Switzerland and china .

#### Unit-IV:

Compare Federal And unitary Systems – U.S.A, INDIA and Switzerland ( Federal Systems ) UK , France and China ( Unitary Systems )

**Unit-V:** The Political Economy in third world- issues and debates . Russia USA Uk Switzerland India

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### **Suggested Readings:**

- Chandhoke N., (1996) *Limits of Comparative Political Analysis in Economic and Political Weekly*, Vol. 31 (4).
- Kopstein, and M. Lichbach, (eds), (2005) *Comparative Politics: Interests, Identities, and Institutions in a Changing Global Order*. Cambridge: Cambridge University Press.
- Mohanty M., (1975). 'Comparative Political Theory and Third World Sensitivity', in *Teaching Politics*, Nos. 1 and 2.
- *Constitutions in Authoritarian Regimes* (2013)
- *Comparative Constitutional Design* (2012)
- *Comparative Constitutional Law* (2011)

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			THEORY				PRACTICAL			Th	T	P	CREDITS			
			END SEM	Univer	Two	Term	Exam	Teach	ers					END SEM	Univer	sity
BAHNPOLSC402	SOC. SC., ARTS & HUM	<b>Modern Political Philosophy</b>	60		20		20		0		0		5	0	0	5

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; Q/A – Quiz/Assignment/Attendance, MST Mid Sem Test.

**Course Educational Objectives (CEOs):** The student will be able to

- Understand the meaning and justification of important concepts such as sovereignty, freedom, equality and rights.
- Explore rival theoretical frameworks such as natural law, utilitarianism, egalitarianism, communitarianism and Marxism, through the analysis of classic texts.

**Course Outcomes (COs):** The students should be able to:

- Acquire a detailed knowledge of some of the concepts, positions and arguments in the central literature on the topics of the course.
- Develop their ability to think independently about some of the ideas studied.
- Construct their own arguments, responding to but not merely reproducing the arguments of others.

### UNIT-I

Modernity and its discourses: Modernity and the discourses around modernity.

### UNIT-II

Romantics

Jean Jacques Rousseau: General Will; local or direct democracy; self-government; origin of inequality.

Mary Wollstonecraft: Women and paternalism; critique of Rousseau's idea of education; legal

Rights

### UNIT-III

Liberal socialist

John Stuart Mill: Liberty, suffrage and subjection of women, right of minorities; utility, principle.

### UNIT-IV

Radicals, Karl Marx: Alienation; difference with other kinds of materialism; class struggle

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### UNIT-V

Alexandra Kollontai: Winged and wingless Eros; proletarian woman; socialization of housework; disagreement with Lenin

#### Suggested Readings:

- B. Nelson, (2008). *Western Political Thought*. New York: Pearson Longman,
- C. Johnson, (ed.)(2002). *The Cambridge Companion to Mary Wollstonecraft*, Cambridge: Cambridge University Press, pp. 42-58.
- S. Ferguson, (1999). The Radical Ideas of Mary Wollstonecraft in *Canadian Journal of Political Science* XXXII (3)
- S. Hall (1992). *Formations of Modernity*. UK: Polity Press.

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		THEORY			PRACTICAL		T h	T	P	CREDITS
		END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment				
BAHNPOLSC 403	<b>Citizenship In A Globalizing World</b>	60	20	20	-	-	5	-	5	

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

**\*Teacher Assessment** shall be based on following components: Quiz/Assignment/Project/Participation in Class, given that no component shall exceed more than 10 marks.

**Course Educational Objectives (CEOs): The students will be able to:**

- To learn the concept of citizenship and its Evolution and the modern state

**Course Outcomes (Cos): The Students should be able to:**

- Explore theories of citizenship, the historical development of the concept and its practice of in an increasingly globalizing world.

### COURSE CONTENTS

#### UNIT - I

Classical conceptions of citizenship

#### Unit II

The Evolution of Citizenship and the Modern State

#### Unit III

Citizenship and Diversity

#### Unit IV

Citizenship beyond the Nation-state: Globalization and global justice

#### Unit V

The idea of cosmopolitan citizenship

### Suggested Readings

- Acharya, Ashok. (2012) **Citizenship in a Globalizing World**. New Delhi: Pearson.
- Beiner, R. (1995) **Theorizing Citizenship**. Albany: State University of New York Press.
- Oliver, D. and D. Heater (1994). **The Foundations of Citizenship**. London : Harvester Wheatsheaf.