

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 Examinations	Two Term Examinations	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:

System Theory, Structural Functional Theory, Marxist-Leninist Theory

Unit-III:

Executive, Legislature and Judiciary of U.K., U.S.A., France, Switzerland and China

Unit- IV:

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

Unit-V:

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

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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)

2020-23

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			THEORY				PRACTICAL			Th	T	P	CREDITS			
			SEM	Univer	Two	Term	Exam	ers	ASSESS					SEM	Univer	Teach
BAHNPOLSC402	SOC. SC., ARTS & HUM	Modern Political Philosophy	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

Political Modernism: Meaning and Concept

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

Liberalism: Classical Liberalism, Modern Liberalism and Contemporary Liberalism

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 nt*	END SEM University Exam	Assessment nt*					
BAHNPOLSC 403	Citizenship In A Globalizing World	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 with reference to Kant.

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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.