**Shyama Prasad Mukherji College**

**University of Delhi**

**Teaching Plan (January-June)**

**Course and Year: B.A. (Hons) II Year**

**Semester: IV Semester**

**Taught individually or shared: Individual**

**Paper: Political Process and Institutions in Comparative Perspectives**

**Faculty: Dr.Ksh. Subarta Singh**

**No. of Classes** (per week)**: 5 Class + 2 Tutorial Class**

**Course Objective**

In this course students will be trained in the application of comparative methods to the study of politics. The course is comparative in both what we study and how we study. In the process the course aims to introduce undergraduate students to some of the range of issues, literature, and methods that cover comparative politics.

**Course Learning Outcomes**

The paper will equip students with an in-depth understanding of different political systems and regime types. Students would be able to contrast unitary and federal, democratic and authoritarian systems. It will help students to develop analytical skills to reflect institutional structures and their functioning such as party systems, electoral systems. It will provide insight into the process of evolution of nation state in the context of West and post-colonial societies. Students will develop insights into the process of democratization in post-colonial, postauthoritarian and post-communist societies.

**Time framework of syllabus to be completed**

**Unit 1: Forms of Government**

**a) Unitary and Federal System**

**b) Regime Types: Democratic, Authoritarian, Populism and Totalitarian**

**10 Lectures**

Essential Readings:

M. Burgess, (2006) Comparative Federalism: Theory and Practice. London: Routledge, pp. 135-161.

R. Watts, (2008) ’Introduction’, in Comparing Federal Systems.Montreal and Kingston: McGill Queen’sUniversity Press, pp. 1-27.

Michael G. Roskin, Robert L. Cord, James A. Medeiros and Walter S. Johnes “Unitary or Federal Systems”, pp 54-60.

Michael G. Roskin, Robert L. Cord, James A. Medeiros and Walter S. Johnes “Regimes”, pp 86-100.

Cas Mudde and Cristobal Rovira Kaltwasser (2017), *Populism, A Very Short Introduction*, Oxford University Press.

**Additional Reading:**

R. Saxena, (2011) ‘Introduction’, in Saxena, R (eds.) Varieties of Federal Governance: MajorContemporary Models. New Delhi: Cambridge University Press, pp. xii-x1.

**Unit II: Electoral System-** Definition and procedures, Types of election system  **(2) Lecture)**

1. **First Past the Post (3 Lectures)**
2. **Proportionate Representation (3 Lectures)**
3. **Mixed Representation (3 Lectures)**

**10 Lectures**

Essential Readings:

A. Heywood, (2002) ‘Representation, Electoral and Voting’, in Politics. New York: Palgrave, pp. 223-245.

A. Evans, (2009) ‘Elections Systems’, in J. Bara and M. Pennington, (eds.) Comparativepolitics. New Delhi: Sage Publications, pp. 93-119.

Additional Reading:

R. Moser, and S. Ethan, (2004) ‘Mixed Electoral Systems and Electoral System Effects:Controlled Comparison and Cross-national Analysis’, in Electoral Studies.pp. 575-599.

**Unit III: Party System**

**Historical contexts of emergence of the party system and types of parties**

**10 Lectures**

Essential Readings:

A. Cole, (2011) ‘Comparative Political Parties: Systems and Organizations’, in J. Ishiyama, andM.Breuning, (eds)21st CenturyPolitical Science: A Reference Book. Los Angeles: Sage Publications, pp. 150-158.

A.Heywood, (2002) ‘Parties and Party System’, in Politics. New York : Palgrave, pp. 247-268.

Additional Readings:

B. Criddle, (2003) ‘Parties and Party System’, in R. Axtmann, (ed.) Understanding DemocraticPolitics: An Introduction. London: Sage Publications, pp. 134-142.

**Unit IV: Nation State**

**What is nation–state? Historical evolution in Western Europe and postcolonial contexts ‘Nation’ and ‘State’: debates**

**10 Lectures**

Essential Readings:

W. O’Conner, (1994) ‘A Nation is a Nation, is a Sate, is a Ethnic Group, is a ...’, in J.Hutchinson and A. Smith, (eds.)Nationalism.Oxford: Oxford University Press, pp. 36-46.

K. Newton, and J. Deth, (2010) ‘The Development of the Modern State ‘, in Foundations ofComparative Politics: Democracies of the Modern World. Cambridge: Cambridge UniversityPress, pp. 13-33.

Additional Reading:

A. Heywood, (2002), ‘The State’, in Politics. New York: Palgrave, pp. 85-102

**Unit V: Gendering Comparative Politics: Institutions and Processes (10 lectures)**

a. Political Representation

b. Women in Conflict and Peace

Essential Readings:

Baldez Lisa (2010). *Symposium.* The Gender Lacuna in Comparative Politics. March 2010 | Vol. 8/No. 199-205

Beckwith Karen (2010). Comparative Politics and the Logics of a Comparative Politics of Gender. *American Political Science Association.* Vol. 8, No. 1 (March 2010), pp. 159-168

John Rod Martin and Hague Harrop McCormick (2019). “Political Participation”. pp 216-232. London: Macmillan international and Red Globe Press.

Garrisoned Mind “Women and Arms Conflicts in South Asia”, edited by Laxmi Murthy and Mitu Verma (eds). Introduction Chapter. New Delhi, Speaking Tiger.

**Additional Readings**

Caraway Teri L. (2010). *American Political Science Association.* Vol. 8, No. 1 (March 2010), pp. 169-175.

Schwindt- Leslie A. Bayer (2010). Comparison and Integration: A Path toward a Comparative Politics of Gender, *American Political Science Association,* Vol. 8, No. 1 (March 2010), pp. 177- 63.

Krook Mona Lena (2011). Gendering Comparative Politics: Achievements and Challenges. *Politics & Gender 7(1),* pp 99-105

Syllabus Revision: 5 lectures

**Total Lecture: 55 Lectures**

**Additional Reading Materials and Resources**

Tapal Biswal

[**http://vle.du.ac.in/**](http://vle.du.ac.in/)

[**http://epgp.inflibnet.ac.in/**](http://epgp.inflibnet.ac.in/)

**Teaching Method**

At the very beginning of each topic, I will discuss the structure of the topic viz-a-viz my lecture, important themes which are expected to cover, time line of the topic, etc.

The lectures are organized to understand basic comparative method and their applications in the study of politics. I will extensively use interactive teaching method to make the class more lively and engaging. Examples from current and contemporary issues are selectively discussed to enable students learnt a deeper understanding of the topic. I will use Power Presentation Technique (PPT) extensively to enhance presentation, accessibility of comparative chart and overall comprehension of students.

After the completion of syllabus, I will have a thorough review of the syllabus and discuss how to prepare for examination.

**Internal Assessment**

Internal assessment will be conducted on three different dates. First assessment will be taken as project assignment in the first of February. The other two assessments will be conducted as class test in the last week of February and the last week of March. They are evaluated on certain parameters such as conceptual clarity and contents, writing skills, understanding of the topic and how they can relate to contemporary social and political issues.

**Tutorial Class**

Tutorial classes are held twice in a week. The whole class is divided into two groups. Each group is met once in a week. The tutorial classes are organised in such a way to address specific needs of different students. Discussion on class assignments, discussions to clarify doubts, writing practice, etc. are few highlights of tutorial classes.

**Reading package**

Reading materials are compiled and available to them at the start of session. The reading package includes the prescribe list of the readings in the syllabus as well as other materials from various sources such as course modules from ILLL, University of Delhi and UGC e-pathshala. However, I will encourage students to read reading package and participate in class discussion.

**Teaching Assessment**

After the completion of syllabi, I will request students to furnish valuable feedbacks on my teaching on plain paper without giving their names and roll numbers. This will immensely help to improve my teaching in future.

**Teaching-Learning Process**

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| Unit | Course Learning Outcome | Teaching learning Activities | Assessment Method |
| 1. Forms of Government | Student will learn  different forms of  government like unitary, federal, democratic, totalitarian | Theory lectures and  examples from the  globe help student  understand the nuances of specific forms of government | Student will be  encouraged to have  discussion on merits  and demerits of  different forms and  desirability for India |
| 1. Electoral System | Electoral systems have been key to understand  the political systems | Comparative study  through lectures and  presentation by  students on different  electoral systems | Students will be asked to prepare  project on similar  systems but different  outcomes or  assignments on  classics |
| 1. Parties and Party System | Students will learn the emergence of parties and party system | Theoretical study  through classics and  Power point  presentation of  comparative study of  elections system | Student will review  some classics and  demonstrate working  of parties by grouping  themselves |
| 1. Nation-State | To understand the  evolution and  development of nation- state | Lectures and study of classics to understand the Nation and state  debate in West and East | Students will be  encouraged to prepare project on comparative study of emergence of nation-state |
| 1. Gendering Comparative Politics | To understand the  comparative politics  through the perspective of gender | By focusing on themes like women representation and  women in conflict and peace the teaching will try to analyze the role of women | Students may study role of women in Indian context by doing interview survey or data analysis form the  state studied |