**Shyama Prasad Mukherji College**

**Teaching Plan (2022-23)**

O 3.8: Political Science II

Subject: B. El.Ed. III year

Annual Mode

Course: Some New Issues in Politics

5 Lectures Per Week

Teacher: Dr. Kshetrimayum Subarta Singh

Introduction: A reprisal of the concerns of the politics (4 Weeks)

1. From Institutional to State-centered conceptions of the politics to politics as a study of relations of Power in the society.
2. The entry of hitherto marginal groups and issues into the political mainstream.
3. The transformation of the global balance of power in the late twentieth century.

**Readings:**

1. **Held, D. (ed.) *Political Theory Today*, Stanford University Press: California, 1981.**
2. **Leftwitch, A. (ed). *What is Politics*, Blackwell Publishers: London, 1984.**
3. **Wignaranjan, (P.) (ed.). *New Social in the South: Empowering the People*, Zed: London, 1992.**

**Learning Objectives: This chapter will introduce the concept of politics and power and how they are intrinsically linked each other. This chapter will also able to learn students the conceptual category called ‘marginalised with opposed to dominant’ and how their activities and engagement with the state redefined the notion of politics.**

Unit 1. Gender (7 weeks)

1. The challenge of political theory from the concept gender.
2. Major issues in feminist politics: women’s access to employment, property and other resources- capitalist development in post-colonial societies and their impact on women’s issues relating to ‘body politics’ (sexual Violence, access to abortion, intrusive and harmful contraceptive method purveyed in the south by multinational companies), sexism in legal discourse- feminism and other legal discourse.
3. Indian Women’s Movement: central issues, ideological differences within the movement, relationship with other movements.

**Readings:**

1. **Catherine, A. M. *Feminism Unmodified*, Harvard University Press: Cambridge, 1987.**
2. **Barrett, M. *Women’s Oppression Today: Problem Marxist Analysis,* NLB: London, 1987.**
3. **Jaggar, A. *Feminist Politics and Human Nature,* Rowman and Allanheld: New Jersey, 1983.**
4. **Kapur, R. and B. Crossman. *On Women, Equality and the Constitution: Through the Looking Glass of Feminism,* National Law School Journal, 1983, Vol. 1**
5. **Kumar, R. *The History of Doing*, Kali for Women: New Delhi, 1993.**

**Learning Outcome: After completing this course, the students will be able to:**

* **Understand the concept of patriarchy, feminism, gender, family, community and state.**
* **Able to learn the complex web of relationship between women and state.**
* **Understand the history of women’s movement around the world and its intersection with mainstream politics, livelihood and rights.**

Unit 3. Environment and Development (7 Weeks)

1. The challenge to the dominant development paradigms from the perspectives of the environment: Critique of Post-enlightenment rationality and instrumental reason (Frankfurt School, Gandhi and Postmodernist thought.)
2. The debate on appropriate technology, sustainable development, traditional systems/ practice of medicines, indigenous systems of management of water, soil, forests.
3. the ecology movement - history and context of the emergence of western movements (Greenpeace, Friends of Earth, CND) and non-western movements (Chipko, Silent Valley, NBA and Other Examples from Latin America and South East Asia). Relationship with these movements with the state, mainstream political parties and other social movements (e.g. trade union, women’s and civil rights movements).
4. The contradictions of dominant international economic order and the agenda of the environment- the use of environment concerns by the industrialised North as a weapon against South.

**Readings:**

1. **Alvares, C. *Decolonizing History, Technology and Culture in India China and the West1492 to the Present Day,* The Other Indian Press: Goa, 1979.**
2. **Banerjee, B.N. *Can the Gangas be Cleaned?,* D.K. Publishers: Delhi, 1989.**
3. **Guha, R. *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya*, Oxford University Press: Delhi, 1991.**
4. **Nandy, A. *The Intimate Enemy : The Loss and Recovery of Self Under Colonialism,* Oxford University Press: Delhi, 1984.**
5. **Mies, M. and V. Shiva. *Ecofeminism,* Kali For Women: New Delhi, 1993.**

**Learning Objectives: This unit will introduce students the idea of Development and its intricate relationship with environment. Students will able to learn dominant development strategies and their impact on different state and societies. This will enable students to understand development paradigm historically and in economics and sociology today thereby delineate in understanding to the way in which different parts of the political space seek to contest and constitute it. This chapter will also enable students to understand history of global environmentalism. At the end of this unit, students will able to understand competing concept of development and will able to see that development is not primarily an economic issue, but also needs to be understood comprehensively.**

Unit 3. The Changing Character of Socialism (5 Weeks)

1. The main features of socialist thought upto the 1980s.
2. Characteristics of socialist countries upto 1980s.
3. Challenges after 1980s.
4. the collapse of Soviet Union and Eastern Europe
5. features of crisis response from within socialism
6. impact on post-colonial societies/third world countries

**Readings:**

1. **Birki, R.N. (ed.) *Socialism,* St. Martin Press: London, 1985.**
2. **Blackburn, R. *After the Fall, Collapse of Communism and Future of Socialism*, Verso: London, 1991.**
3. **Bottomore, T. *The Dictionary of Marxist Thought*, Basil Blackwell: Oxford, 1983.**
4. **Cavin, Kitchin. *Special Issue on Rethinking Socialism,* Third World Quarterly, Routledge: London and New York, 1983.**
5. **Parekh, B. *The Concept of Socialism*, Ambika: New Delhi, 1976.**
6. **Miliband, R. *Marxism and Politics,* Oxford University Press: London, 1977.**

**Learning Objectives: This chapter will introduce concept of socialism and socialist thought to the students. This will enable students to learn rise of socialist state and its demise around the world.**

Unit 4. The changing character of Capitalism (5 Weeks)

1. From laissez-faire to welfare state
2. Capitalism in 1980: Thatcherism and Reaganomics
3. Transnational Companies and their role in post-colonial countries.

**Readings:**

1. **Carnoy, M. *The State and Political Theory,* Princeton University Press: Princeton, 1984.**

**Learning Objectives: The students will learn the concept as well as historical context of the emergence of capitalism and its promises and problems, issues and debates. Students will know principals of Thatcherism and Reaganomics. Further, the study of role of international organization in transforming the world economy will equip the students to understand the process of evolution of capitalism.**

**Teaching Method:**

I will use varied pedagogical techniques including class projects (in individual and group mode), Assignments and class presentations to create a participative learning environment in the classes. Flipped classroom method will extensively be used to make teaching learning more participative learning. Lectures are organized in a manner to learn basic vocabulary and perspectives in Politics. Examples from current and contemporary issues will be selectively discussed to enable students learnt a deeper understanding of the topic. To improve teaching learning process, I use educational technologies such as ICT, MOOCs, Google classroom, etc.

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

**Internal Assessment**

Assessment will be conducted after completion of every chapter and structured feedback will be given to the students. They are structured in such a way to asses learning outcomes of students as follows:

* **language and presentations**
* **subjective as well as objective knowledge of the topics**
* **applications**
* **evaluation of communication and analytical skills of students through regular class presentations and group discussions**

**Reading package**

Reading materials are compiled and available at the beginning of session. The reading package includes the prescribe readings list as well as other materials from various sources.

Students are referred to e-course modules such as ILLL, University of Delhi and UGC e-pathshala.

**Teaching Assessment**

After the completion of syllabi, I will request students to furnish valuable feedbacks on my teaching. This will immensely help to improve my teaching in future.