

Elective Papers on East Asia under Choice based Credit system for Undergraduate students

Code No. of Paper	Title of Paper	Theory	Internal Assessment	Credit
EA-CBCS-501	The Historical Development of Chinese Civilisation	75	25	6 (5+1)
EA-CBCS-502	Pre-Modern Japan (1603-1868)	75	25	6 (5+1)
EA-CBCS-503	Colonialism and Modernity in Korea	75	25	6 (5+1)
EA-CBCS-504	China's Rise and East Asia	75	25	6 (5+1)
EA-CBCS-505	Modern Japan (1868-1973)	75	25	6 (5+1)
EA-CBCS-506	Korean Peninsula after the World War II	75	25	6 (5+1)

Elective Papers on East Asia under Choice based Credit system for Undergraduate students

(EA-CBCS-501) The Historical Development of Chinese Civilisation

Course Description:

This course aims to familiarize students with the emergence and development of Chinese civilisation in the imperial period. It aims to elucidate key features of China's civilisation – including its philosophy, government, culture, material development and social institutions – within a broadly chronological framework. The approach adopted stresses both the unique features of China's civilisation as well as its interconnectedness with the outside world. The projects could have a comparative study with India.

1. Emergence of Chinese Civilisation

John K. Fairbank, *China: A New History* (Cambridge, Mass., Harvard University Press, 1992), pp. 4-25, 33-40.

Project: On a map of China, draw its major rivers and mountain systems. Also identify at least two major archaeological sites, the ancient capital cities of Chang'an and Luoyang, and the Great Wall of China.

2. Confucianism and Other Classical Chinese Belief Systems

W.T. de Bary et al., *Sources of Chinese Tradition*, Vol. 1 (New York, Columbia University Press, 1960), pp. 15-33, 48-51, 62-63.

Project: Identify the main Confucian, Daoist and Legalist masters, and the major literary works identified with these three schools. Write 2-3 sentences on each.

3. The Formation of the Unified Chinese Empire

Valerie Hansen, *The Open Empire: A History of China to 1600* (NY and London, W.W.Norton & Co, 2000), pp. 96-149.

Project: Make a timeline of the most important Chinese dynasties.

4. Buddhism in China

Arthur Wright, *Buddhism in Chinese History*, (Stanford, Calif., Stanford University Press, 1959), pp.108-129.

Project: Identify the main centres of Buddhism in China, the main schools of Chinese Buddhism and the three most famous Chinese pilgrims who travelled to India. Plot the routes by which they travelled to and from India.

5. Transition from an Aristocratic to a "Gentry" Society

John K. Fairbank, *China: A New History* (Cambridge, Mass., Harvard University Press, 1992), pp. 83-87, 93-107.

Project: Write a 2-page description of the civil service exam system and its role in imperial China.

6. The Mature Chinese Empire

Frederick Wakeman, "High Ch'ing", in James B. Crowley (ed.), *Modern East Asia: Essays in Interpretation*, (New York: Harcourt, Brace & World, 1970), pp 1-28.

Project: Make a map of the Chinese empire as it was by the middle of the nineteenth century. Which territories were added through the conquests of the emperors of the last (Qing) dynasty?

7. Social and Economic Change from the 11th to 18th Centuries

John K. Fairbank, *China: A New History* (Cambridge, Mass., Harvard University Press, 1992), pp.88-92, **and** William T. Rowe, *China's Last Empire: The Great Qing* (Cambridge, Mass., Harvard University Press, 2009), pp.122-148.

Project: Make a chart showing some of the most important exports of China in this period and trading routes connecting China with the rest of the world.

8. China and the World before the Nineteenth Century

Mark Mancall, "The Ch'ing Tribute System: An Interpretive Essay", in John K. Fairbank (ed.), *The Chinese World Order* (Cambridge, Mass., Harvard University Press, 1968), pp. 63-89.

Project: What was the relationship between tribute and trade in the relations of the Chinese empire with other countries? Answer in about 600 words.

Additional Readings

- J.K. Fairbank, "Maritime and Continental in China's History", in *Cambridge History of China*, (Cambridge: Cambridge University Press, 1983), Vol. 12, No. 1, pp. 1-27.
- Xinru Liu, *The Silk Road in World History*, (New York: Oxford University Press, 2010).
- Ichisada Miyazaki, *China's Examination Hell: The Civil Service Examinations in Imperial China*, (New York, Weatherhill, 1976).
- F.W. Mote, *Imperial China, 900-1800*, (Cambridge, Mass.: Harvard University Press, 1999).
- Paul Ropp (ed.). *The Heritage of China*, Berkeley & Los Angeles, (California: University of California Press, 1990).
- Jonathan D. Spence, *Emperor of China: Self-Portrait of K'ang-Hsi*, (New York: Alfred A. Knopf, 1974).

(EA-CBCS-502) Pre-Modern Japan (1603-1868)

Course Description:

The course provides a broad outline of pre-modern Japan. It covers economic and social organizations as well as growth of commerce and urbanization in Japan before the advent of the western notion of modernity in the country. The paper would also like to bring in condition of peasantry during the process of transformation. Intellectual turmoil and discourse of the time and its implication for domestic and foreign policy of Japan would be taught to enhance the comprehension of the era in students. Finally, the paper would also touch upon the advent of modernity in Japan. The projects could have a comparative study with India.

1. Political Organization

Marius B. Jansen, *Making of Modern Japan*, (Cambridge MA: Harvard University Press, 2000), pp. 32-62

Project: The impact of the Sankin Kotai system

2. Economic organization

Sydney Crawcour, "The Premodern Economy" in Arthur E. Tiedemann, ed., *An Introduction to Japanese Civilization*, (Columbia: Columbia University Press, 1974), pp. 461-486

3. Social Organization

Marius B. Jansen, *Making of Modern Japan*, (Cambridge MA: Harvard University Press, 2000), pp. 96-126.

Project: Trace changes in the status of samurai during the pre modern period.

4. Growth of Commerce and urbanization

Marius B. Jansen, *Making of Modern Japan*, (Cambridge MA: Harvard University Press, 2000), pp. 127-158.

Project: List the five most urbanized cities in the world in the eighteenth century and state the reasons for their high degree of urbanization.

5. Impact of Economic Changes and Peasant protests

Marius B. Jansen, *Making of Modern Japan*, (Cambridge MA: Harvard University Press, 2000), pp. 223-256.

Project: Why did sericulture develop in pre modern Japan?

6. Japan's Foreign Policy in the Pre-modern period

Marius B. Jansen, *Making of Modern Japan*, (Cambridge MA: Harvard University Press, 2000), pp. 63-95.

7. Intellectual currents: Confucianism, Western learning and National Learning

Marius B. Jansen, *Making of Modern Japan*, (Cambridge MA: Harvard University Press, 2000), pp. 187-222.

Project: Why was the spread of literacy so high in Japan compared to other countries during the pre modern period?

8. Internal Crisis, External Pressures and Downfall of Tokugawa dynasty

John Whitney Hall, Donald H. Shively and William H. McCullough, eds., *Cambridge History of Japan, Volume 5*, (Cambridge: Cambridge University Press, 1999), pp. 308-366.

Additional Readings

- George H. Tsukahira, *Sankin Kotai System: Feudal Control in Tokugawa Japan*, (Cambridge MA: Harvard University Press, 1966).
- T.C. Smith, *Agrarian Origins of Modern Japan*, (Stanford: Stanford University Press, 1959).
- Chie Nakane and Shinzaburo Oishi, ed., *Social and Economic antecedents of Modern Japan*, (Tokyo: University of Tokyo Press, 1990).
- Stephen Vlastos, *Peasant Protests and Uprisings in the Tokugawa Period*, (California: University of California Press, 1986).
- Tetsuo Najita and Irwin Scheiner, ed., *Japanese Thought in the Tokugawa Period, 1600-1868: Methods and Metaphors*, (Chicago: University of Chicago Press, 1978).
- E. H. Norman, *Japan's Emergence as a Modern State* (Toronto: UTB Distribution, 2000).

(EA-CBCS-503) Colonialism and Modernity in Korea

Course Description:

The course seeks to understand background and context of the colonisation of Korea by Japan. It begins with learning about pre-colonial Korean context and discourse of modernity along with the opening of Korea to the outside world. Whereas most of the scholars in Korea were debating about Chinese and Japanese responses toward the Western influences, there was another school in Korea which was looking to evolve indigenous response and articulation to modernity and capitalism. The course would also try to create an understanding in students about the nature of colonialism in Korea by bringing in debate related to capitalist development as well as gender relations. The projects could have a comparative study with India.

1. Decline of the Chosun Dynasty

Bruce Cumings, *Korea's Place in the Sun: A Modern History*, (New York and London: W.W. Norton and Company, 1997), Chapter 2, pp. 86-138.

Project: Chosun Society was divided in four classes. Describe all the four classes in brief.

2. Opening of 'Hermit Kingdom' and Sadaechui

Andre Schmid, *Korea Between Empires, 1895-1919*, (New York: Columbia University Press, 2002), Chapter 2, pp. 55-100.

Project: With how many countries Korea signed Treaty of Friendship and Trade between 1876 and 1885.

3. Growing Japanese Influence and Korean Responses

Andre Schmid, *Korea Between Empires, 1895-1919*, (New York: Columbia University Press, 2002), Chapter 3, pp. 101-138.

Project: Write a short essay on important two newspapers of Korea during the early-20th century.

4. Nationalism and Modernity Discourse

Henry H. Em, "Minjok as a Modern and Democratic Construct: Sin Chaeho's Historiography in Shin Gi-wook and Michael Robinson, eds., *Colonial Modernity in Korea*, (Cambridge, Mass: Harvard University Press, 1999), pp. 336-362.

Project: Compare nationalism in Korea with India during the colonial period.

5. Origin of Capitalist Modernity in Korea

Dennis McNamara, "The Keisho and the Korean Business Elite," *Journal of Asian Studies*, Vol. 48, (May, 1989), pp. 310-323 or Shin Gi-wook, "Neither "Sprouts" nor "Offspring": The Agrarian Roots of Korea Korean Capitalism," in Chang Yun-shik and Steven Hugh Lee, eds., *Transformations in Twentieth Century Korea*, (New York: Routledge, 2006), pp. 33-62.

Project: Describe pre-colonial capitalist developments in Korea.

6. Nature of Japanese Colonial Domination

Carter J. Eckart et. al., *Korea Old and New: A History*, (Seoul: Ilchokak Publishers for the Korea Institute, Harvard University, 1990), Chapter 15, 16, and 17, pp. 254-326.

Project: Japanese colonialism was most intense in Korea. What could be reasons for it?

7. Cultural Hegemony and Colonial Discourse

Michael Robinson, "Broadcasting, Cultural Hegemony, and Colonial Modernity in Korea, 1924-1945," in Shin Gi-wook and Michael Robinson, eds., *Colonial Modernity in Korea*, (Cambridge, Mass: Harvard University Press), 1999, pp. 52-69.

Project: Write a short essay on the debate in Korea during the colonial period about 'civilization' and 'race'.

8. Gender and Modernity in Korea

Kim Young-sun, "Gendered Korean Colonial Modernity: "Housewifeization" of Korean Colonial Women and the Reconfiguration of Domestic Work", *The Review of Korean Studies*, Vol. 12, No. 4, (December 2009), pp. 205-233.

Project: Make of list of ten important personalities in Colonial Korea and was there any female in them.

Additional Readings

- Michael E. Robinson, *Korea's Twentieth-Century Odyssey*, (Honolulu: University of Hawaii Press, 2007).
- Bruce Cumings, *Korea's Place in the Sun*, (NY and London: W.W. Norton, 1997).
- Chae-Jin Lee and Young Ick Lew, eds., *Korea and the Korean War*, (Seoul: Yonsei University Press, 2002).
- Korean National Commission for UNESCO, ed. *Korean History: Discovery of Its Characteristics and Developments*, (Elizabeth, NJ and Seoul: Hollym, 2004).
- Choe Yongho, Peter H. Lee, and Wm. Theodore de Bary, eds. *Sources of Korean Tradition*, volume II, (New York: Columbia University Press, 2000).
- Haggard, Kang, & Moon, Japanese Colonialism and Korean Development: A Critique, *World Development*, Vol. 25, No. 6, (1997), pp. 867-881.

(EA-CBCS-504) China's Rise and East Asia

Course Description:

Since the end of the Second World War China's rise has been the most significant event in world history. In East Asia alone China's rise in the last years of the twentieth century has changed economic, political and strategic relationships and raised concerns over the future of the region in the new century. These debates and concerns have ranged across a variety of issues but have concentrated on China's foreign policy behavior, the definition of its core interests in the region as well as its position as the driver of East Asian growth. However, the recent rise of China and its influence in the region is only one historical phase whose echoes can be found in earlier periods of China's long history. This course will attempt, therefore, to place China's rise in historical perspective while looking at the meaning of its rise in the 21st century in the East Asian Region. The projects could have a comparative study with India.

1. Background and Legacy of China's Rise

John K. Fairbank, "China's Foreign Policy in Historical Perspective," in *Foreign Affairs*, Vol. 47, No. 3 (Apr., 1969), pp. 449-463.

David Shambaugh, "Return to the Middle Kingdom? China and Asia in the Early Twenty-first Century," in David Shambaugh, ed. *Power Shift: China and Asia's New Dynamics*, (California: University of California Press, 2005), pp.23-47.

2. China's Rise and the New Dynamics of East Asia International Relations

David Kang, "Hierarchy and Stability in Asian International Relations," in G. John Ikenberry and Michael Mastunduno, eds., *International Relations Theory and the Asia Pacific*, (New York: Columbia University Press, 2003), pp. 163-189.

Wang Jisi, "China's Changing Role in Asia," in Kokubun Ryosei and Wang Jisi, eds., *The Rising of China and a Changing East Asia Order*, (Tokyo: Japan Center for International Exchange, 2004), pp.3-23.

Project: Make a chart comparing the eighteenth and twentieth century global strategic and economic powers.

3. China's economic rise: opportunity or challenge for East Asia?

Men Honghua, "A sustainable Chinese Economy?" in Kokubun Ryosei and Wang Jisi, eds., *The Rising of China and a Changing East Asia Order*, (Tokyo: Japan Center for International Exchange, 2004), pp. 103-118.

4. China's rise and security in the Asian century

Jack S. Levy, "Power Transition Theory and the Rise of China," in Robert S. Ross and Zhu Feng, eds., *China's Ascent: Power, Security and the Future of International Politics*, (Ithaca NY: Cornell University Press, 2008), pp. 11-33.

Chien Peng Chung, "The Spratlys and Other South China Sea Island Disputes" *Journal of Social, Political, and Economic Studies*, Vol. 24, No. 1 (Spring 1999).

Project: Make a map of the South China Seas and the East China Seas with the contesting territorial claims of different East Asian states.

5. Japan and the Rise of China

Akio Takahara, "A Japanese Perspective on China's Rise and the East Asian Order," in Robert S. Ross and Zhu Feng, eds., *China's Ascent: Power, Security and the Future of International Politics*, (Ithaca NY: Cornell University Press, 2008), pp. 218-237.

6. China and Northeast Asia

Jae Ho Chung, "China's 'Soft' Clash with South Korea: The History War and Beyond," *Asian Survey*, Vol. 49, No. 3 (May - Jun., 2009), pp. 468-483.

Kim Sung Chull, "North Korea's Relations with China: From Alignment to Active Independence" in Lam Peng Er, Colin Dürkop, eds., *East Asia's Relations with a Rising China* (Japan: Konrad-Adenauer-Stiftung, 2008), pp.101-145.

7. China and Taiwan Issue: conflict and integration

Richard Bush, "Taiwan Faces China, Attraction and Repulsion," in David Shambaugh, ed., *Power Shift: China and Asia's New Dynamics*, (California: University of California Press, 2005), pp. 170-187.

8. The Cultural impact of China's rise

Wang Gungwu, "The Cultural Implications of the rise of China," in Kokubun Ryosei and Wang Jisi, eds., *The Rising of China and a Changing East Asia Order*, (Tokyo: Japan Center for International Exchange, 2004), pp. 77-90.

Project: Chart the Sinic world in Asia.

9. China's rise and regional integration

Jusuf Wanandi, "China and Asia Pacific Regionalism," in Kokubun Ryosei and Wang Jisi, eds., *The Rising of China and a Changing East Asia Order*, (Tokyo: Japan Center for International Exchange, 2004), pp. 46-76.

Zhang Yunling and Tang Shiping, "China's Regional Strategy," in David Shambaugh, ed., *Power Shift: China and Asia's New Dynamics*, (California: University of California Press, 2005), pp. 48-70.

10. The Future of East Asia: New paradigms

David Kang, "Getting Asia Wrong: the need for New Analytical Framework," *International Security*, Vol. 27, No. 4, (Spring 2003), pp. 57-85.

Project: Build three future scenarios based on the economic and political rise of China in the 21st century.

Additional Readings

- Brantly Womack, ed. *China's rise in Historical perspective*, (New York: Rowman and Little, 2010).
- Rex Li, *A Rising China and Security in East Asia: Identity Construction and Security Discourse*, (Abingdon: Routledge, 2009).
- William A. Callahan, *China the Pessimist Nation*, (Oxford: Oxford University Press, 2010).
- Alastair Iain Johnston and Robert S. Ross, eds, *Engaging China: The Management of an Emerging Power*, (London: Routledge, 1999).
- Ming Wan, *Sino-Japanese Relations: Interaction, Logic, and Transformation*, (Washington, D.C.: Woodrow Wilson Center Press, 2006).
- David C. Kang, *China Rising: Peace, Power, and Order in East Asia*, (New York: Columbia University Press, 2007).

(EA-CBCS-505) Modern Japan (1868-1973)

Course Description:

The course would begin with the study of process and characteristics of Meiji Restoration, which is considered to be the dividing line between pre-modern and modern Japan. Implications of Meiji reform in various spheres of Japan such as political organisation, economic change and social transformation. The enquiry about the intellectual current behind the modernisation project would also be discussed along with its implication for a powerful Japan which ventured into the project of imperialism in Asia. The course would try to inculcate in students an indepth understanding about the emergence of Japan as economic superpower in the region based on the changes which were brought out by the modernity and reform of this era. The projects could have a comparative study with India.

1. Meiji Restoration; Nature and Characteristics

Marius B. Jansen, *Making of Modern Japan*, (Cambridge MA: Harvard University Press, 2000), pp. 333-370.

Project: What were the carryovers from the Tokugawa period that enabled Japan to modernize rapidly?

2. Political Reorganization

Marius B. Jansen, *Making of Modern Japan*, (Cambridge MA: Harvard University Press, 2000), pp. 371- 413.

3. Economic Changes

Peter Duus, ed., *Cambridge History of Japan, Volume 6*, (Cambridge: Cambridge University Press, 2008), pp.385-435

4. Social Transformation

Peter Duus, ed., *Cambridge History of Japan, Volume 6*, (Cambridge: Cambridge University Press, 2008), Chapter 12.

5. Japanese imperialism

Peter Duus, ed., *Cambridge History of Japan, Volume 6*, (Cambridge: Cambridge University Press, 2008), pp. 271-314.

Project: Do you agree with the dissenting note of Justice Pal?

6. Intellectual currents

Peter Duus, ed., *Cambridge History of Japan, Volume 6*, (Cambridge: Cambridge University Press, 2008), pp. 654-710.

7. Occupation Reforms and Contemporary Japan

Marius B. Jansen, *Making of Modern Japan*, (Cambridge MA: Harvard University Press, 2000), pp. 675- 714.

Project: Gender equality in modern Japan.

8. Rise of Japan as an Economic Superpower

Peter Duus, ed., *Cambridge History of Japan, Volume 6*, (Cambridge: Cambridge University Press, 2008), pp. 494-540.

Project: Why should one look at Japan's economic development in a long term perspective from the Meiji Restoration onwards and not confine to the period after World War II?

Additional Readings

- Nagai Michio and Miguel Urrutia, ed., *Meiji Ishin: Restoration or Revolution*, (Tokyo: United Nations University Press, 1985).
- Thomas C Smith, *Political Change and Industrial Development in Japan: Government Enterprise, 1868-1880*, (Stanford: Stanford University Press, 1955).
- Donald Shively, ed., *Tradition and Modernization in Japanese Culture*, (Princeton: Princeton University Press, 1971).
- Robert Scalapino, *The Foreign Policy of Modern Japan*, (California: University of California Press, 1977).
- Michael Schaller, *American Occupation of Japan: The Origins of cold War in Asia*, (Oxford: Oxford University Press, 1985).
- Takafusa Nakamura, *The Postwar Japanese Economy: Its Development and Structure*, (Tokyo: University of Tokyo Press. 1995).

(EA-CBCS-506) Korean Peninsula after the World War II

Course Description:

The course is an attempt to understand the division of Korean peninsula during the World War II. The division led to the emergence two different states which were based on different ideas of political and economic organisations. The contest and hostility between the two states of the peninsula resulted in the Korean War immediately after their birth and the rivalry has been continuing till now. The course would seek to teach two different trajectories of development models adopted by North and South Korea. North Korean socialist experience got transformed according to *Juche* idea, which was interpreted in an interesting manner. Similarly, South Korean experiment with capitalist democracy deteriorated to authoritarian rule and then a long struggle for democratisation. The course would try to understand inter-Korean relations also by looking at the North Korean nuclear issue as an important repercussions of their rivalry and contest. The projects could have a comparative study with India.

1. Division of Korea

Michael J. Seth, *A History of Korea: From Antiquity to the Present*, (Maryland: Rowman and Littlefield Publishers, 2011), Chapter 11, pp. 305-338.

Project: Make a map of Korean Peninsula and identify De-militarized Zone (DMZ) along the 38th parallel.

2. Formation of North and South Korea

Bruce Cumings, *The Origins of the Korean War, Vol. II*, (Princeton, NJ: Princeton University Press, 1990), pp. 185-236 and Charles K. Armstrong, "The Nature, Origins, and Development of the North Korean State" in Samuel S. Kim, ed., *The North Korean System in the Post-Cold War Era* (New York : Palgrave, 2001), pp. 39-63.

Project: Get the South and North Korean constitutions and identify three most important features of both of them.

3. Origins and Nature of the Korean War

Bruce Cumings, *Korea's Place in the Sun: A Modern History*, (New York and London: W.W. Norton and Company, 1997), Chapter 5, pp. 237-298.

Project: Make a poster of major phases in the Korean War with maps.

4. North Korea: *Juche* and the Consolidation of the Kim Il-sung

Dae-Sook Suh, *Kim Il-Sung: The North Korean Leader* (New York: Columbia University Press, 1988), pp. 137-157.

Project: Find a picture of Juche Tower in North Korea and what is its significance?

5. Political Turmoil and Economic Development in South Korea

Kim Hyung-a, "The Eve of the Military Coup" in Kim Hyung-a, *Korea's Development under Park Chung-hee: Rapid Industrialization* (London: Routledge Curzon, 2004), pp. 39-65.

Project: Write an essay on South Korean leader Chang Myun.

6. Divergent Authoritarianisms in the 1970s

Adrian Buzo, "Setbacks to Socialism, 1970-1980" in Adrian Buzo, *The Guerilla Dynasty*, (London: I.B. Tauris, 1999), pp. 80-104 and Hyung Baeg Im, "The Origins of the Yushin Regime: Machiavelli Unveiled" in Byung-kook Kim & Ezra F. Vogel, eds., *The Park Chung-Hee Era: The Transformation of South Korea*, (Cambridge MA: Harvard University Press, 2011), pp. 233-261.

Project: Write a brief biography of South Korean leader Kim Dae-jung.

7. Inter-Korean Relations

Charles K. Amrstrong, "Inter-Korean Relations in Historical Perspective," *International Journal of Korean Unification Studies*, Vol. 14, No. 2, (2005), pp. 1-20.

Project: Make a chart of major milestones in the Inter-Korean relations.

8. North Korea's Nuclear Programme

Bruce Cumings, *North Korea: Another Country*, (New York and London: The New Press, 2004), Chapter 2, pp. 43-102.

Project: In North Korean map, identify probable locations of nuclear facilities.

Additional Readings

- Han Sung-joo, *The Failure of Democracy in South Korea*, (Berkeley: University of California Press, 1974). Kihl Young-hwan, *Politics and Policies of Divided Korea: Regimes in Contest*, (Boulder: Westview Press, 1984).
- Koo, Hagen, ed., *State and Society in Contemporary Korea*, (Ithaca: Cornell University Press, 1993).
- Michael J. Mazarr, *North Korea and the Bomb: A Case Study in Non-proliferation*, (London: Macmillan, 1995).
- Don Oberdorfer, *The Two Koreas: A Contemporary History*, (London: Addison-Wesley, 1997).
- Park Han S., *North Korea: Ideology, Politics and Economy*, (Englewood Cliffs: Prentice Hall, 1996).
- Soong Hoom Kil and Chung-in Moon, eds., *Understanding Korean Politics: An Introduction*, (New York: State University of New York Press, 2001).

It is expected that on completion of courses on East Asia, the students will have the following options to choose from:

1. Pursuing higher studies in China, Japan , Korea and Taiwan
2. Joining the Masters programme in East Asian Studies offered by the Department of East Asian Studies
3. Taking up internships in Think Tanks
4. On the basis of knowledge of the languages of East Asia, student could also work in private and public sectors.

Elective Papers on Adult Education under Choice based Credit system for Undergraduate students

Elective papers

Code No. of Paper	Title of Paper	Theory	Internal Assessment	Credit
AE-CBCS-601	Adult & Lifelong Learning	75	25	6 (5+1)
AE-CBCS-602	Extension and Community Development	75	25	6 (5+1)
AE-CBCS-603	Guidance and Counseling	75	25	6 (5+1)
AE-CBCS-604	Productive Aging and Care	75	25	6 (5+1)
AE-CBCS-605	Women Empowerment	75	25	6 (5+1)
AE-CBCS-606	Entrepreneurial and Leadership Development	75	25	6 (5+1)

AE-CBCS-601

ADULT & LIFELONG LEARNING

Objectives:-

1. Understand conceptual framework of Adult & Lifelong Learning.
2. Gain insight into the relationship among Literacy, Adult Education and Lifelong learning
3. To equip students with emerging needs of life-skills for academic development

Unit I Conceptual framework and Historical Development.

1. Basic Concepts: Literacy, Adult Education, Continuing Education and Extension Education, Lifelong Learning
2. From Adult Education to Lifelong Learning. Historical Development of Adult Education in India: pre and post independence period
3. UGC Approach, Adult education in Indian university and colleges

Unit II Emerging Trends and Partnership in Lifelong Learning.

1. Emerging needs and future perspective of Lifelong Learning. Lifelong Learning needs of Industries.
2. Role of non-governmental organizations - national and international organization.
3. Skill enhancement through Lifelong Learning

Unit III Lifelong Learning & Development

1. Lifelong Learning and Socio-Economic , Cultural Development
2. Lifelong Learning and Professional Development
3. Lifelong Learning and Skill (Hard & Soft) Development

Unit IV Lifelong Learning in selected Countries

1. Lifelong Learning in SAARC countries with special focus on India

2. Lifelong Learning in selected African countries- Tanzania, South Africa
3. Lifelong Learning in E-9 countries

Practicum and exposure

1. Sharing some issues - Nai Talim of Mahatama Gandhi, Night schools of Zakir Hussin, Lok Jumbis, SEWA model etc,
2. Exposure visit to Shakshar Bharat districts, JSS, SRC, LSK
3. Visit to community innovation centre of the department
4. Hands-on experience to the students in community.

Additional Readings

Bhatia, S. (2014), Literacy and Adult Education in Pre & Post Independent India: Sonali Publications, New Delhi.

Jarvis, P. (2010), Adult Education and Lifelong Learning: Theory and Practice, Routledge

Preece, J (2009), Lifelong Learning and Development: A Southern Perspective, London : Continuum International Publishing Group.

Gerhard, F. (2000). "Lifelong Learning - More than Training", *Journal of Interactive Learning Research*, Volume 11 issue 3/4 pp 265-294

Singh, M. (2004), Institutionalizing Lifelong Learning, UNESCO, Paris

Rajesh & Dixit, V.K. (2011), Lifelong Learning: Issues and Challenges, Global Book Organization, New Delhi.

DACEE (2009). Ed., Readings in Lifelong Learning, DACEE, DU

Rajesh (2009), From Campus to Community, University Press, University of Delhi, Delhi

UNESCO (2001), Draft proposal and plan for United Nations Literacy Decade, UNESCO, Paris

World Education forum (2000), Education for All, The Dakar Framework for Action, Paris

AE-CBCS-602

EXTENSION AND COMMUNITY DEVELOPMENT.

Objectives:

1. To enable the students to understand policy and practices of extension education & services in the context of social and economic development of the country.
2. To equip them with the necessary skills of provisioning development opportunities to adult illiterates and aged through need based extension programmes and
3. To enable them to develop an insight from the extension programmes organized at various level.

Unit I Historical Perspective:

1. Concept, objective and philosophy of extension programme
2. History of Extension: Indian and International
3. Extension Policies and Programmes in the context of developmental needs and
Agencies involved in Extension

Unit II Emerging Extension Issues

1. Social, political and economic context of extension education and services.
2. Major extension initiatives in the country especially in agriculture, rural development health, environment, employment and technology transfer.
3. Development policy and extension, emerging frontiers and limitations of extension, women,

Unit III Extension Planning

- 1 Planning and organizing extension.
- 2 Principles, features, need and importance of training.

- 3 Training design methods & material development. Monitoring and evaluation of training programme .

Unit IV Extension and Development

1. Reflective practices in extension, power relation and extension function, participatory democracy, Globalization and extension.
2. NGOs and extension, engagement of universities with society: reflections.
3. Case studies and their analysis in agriculture, environment, health and rural development. (minimum 5 cases)

Practicum and Exposure

1. Visit to place(s) of significance to extension movement
2. Field visit to gain knowledge to agricultural centres/dairy/health, extension centers
3. Engaging in extension service delivery structure and preparing a case study of institutions/agencies engaged in delivery of extension services/ education

Additional Readings

Bhatia, S.C (ed.) (1984), *Continuing Education Status and Directions*, IUACE, New Delhi,

Daniel, O. R & Nancy. T (2001), *The Making of Literate Societies*, Blackwell, USA,

Dubey, J.P (2008), *University Extension: A Historical Perspective*, AP India.

Dubey J.P (2010), *University Extension: A Structural and Functional Perspective*, LAP Lambert Germany.

Kundu C.L (1994), *Adult Education Programme in the University System*, Nirmal Book Agency, Kurukshetra..

Rolling, N.(1988), *Extension Science*, Cambridge University Press,

Daivadeenam ,P (2002), *Research Methodology in Extension Education*, Agro Tech Publisher ,Udaipur.

Rajesh (1996), *Extension Education in Colleges and Universities in India*, Student Aid Publications, Delhi.

AE-CBCS-603

GUIDANCE AND COUNSELING

Objective:

1. To help students in taking informed decision through Guidance and Counseling
2. Develop skills in Guidance & Counseling
3. Make them understand Counseling and Guidance in various settings.

Unit –I Conceptual Framework of Guidance & Counseling

1. An introduction to Guidance and Counseling- Concept and definition
2. Nature, Scope and Rationale
3. Approaches to counseling theories - psycho analysis, client centered, existential, rational-emotional-emotive, cognitive and behavioral, multi-model approach in Counseling

Unit-II Counseling Process

1. Types of guidance and counseling- telephone, personnel, postal on line and referral
2. Counseling process and strategies
3. Assessment and appraisal in Guidance and Counseling

Unit-III Approaches to Counseling

1. Counseling in various settings- family, clinical, career, professional and Environmental Counseling
2. Counseling for vulnerable and differently able persons
3. Ethics in Counseling

Unit-IV Guidance & Counseling: Some Issues

1. Counseling to special target groups- Peer, Parents, Students, Teachers
2. Application of technology in guidance and counseling

3. Guidance and Life- skills building

Practicum and exposure

1. Visit to University information centre
2. Field visit to counseling centers (Drug de-addiction centers, Integrated Counseling and Testing Centers (Educational Institutions , Hospitals, Legal Courts - counseling units)
3. Case study and working with NGO/ organizations on guidance and counseling
4. Role- play and group presentations on various counseling techniques.

Additional Readings

Gibson, R & Mitchell (2002), *Introduction to Counseling and Guidance*, Harrell prentice hall, (6th edition), New Jersey.

Archer & McCarthy C.J (2008), *Theories of Counseling & Psychotherapy*, Merrill Prentice Hall, New Jersey.

Cullex, S. (1991), *Integrating Counseling Skill in Action*, Sage Publication, New Delhi,

UNESCO, (2001), *A Handbook of Counseling Services*, UNESCO, New Delhi.

Joneja, J.K, (1997), *Occupational Information and Guidance*, NCERT, N. Delhi

Rajesh and Subramanian, T.K.V., (2005), *Telephonic Counseling in University System*, N. Delhi, Bista International.

Oberai , S.C (2001), *Educational , Vocational Guidance and Counseling*, Loyal Books , Delhi

Singh , K (2007), *Counseling Skills for Managers* , Prentice Hall of India, N. Delhi

Aggrawal, R (2007), *Elementary Guidance and Counseling*, Sipra, Delhi

AE-CBCS-604

PRODUCTIVE AGEING AND CARE

Objectives

1. To improve understanding regarding Gerontology and educate students regarding national policies and programs related to Ageing in context of Lifelong Learning and Adult Continuing Education
2. To educate basic issues of senior citizens, care-giving, counseling etc.
3. Enable student about critical issues of Ageing workforce, its prospects, opportunities and challenges.

Unit –I: An Overview

1. Demographics-birth and death rates, sex ratio, dependency ratio, life expectancy.
2. Demographic transition, changes in age structure, disability and morbidity patterns.
3. Population aging in the developed and developing world and its impact on the individual and society. New trends for ageing care

Unit-II: Care-Giving

1. Problems of care in elderly . Skill of care for different categories of elderly
2. Adjustment Skill, issues and Mental Health after retirement.
3. Stress of caregivers, Geriatric Counseling. Skill requirement for caregivers

Unit-III: Policies and Programmes

1. Intervention programmes of Social justice. Government laws and policies for senior citizens
2. Indian National policy on Aging (1999).
3. Maintenance and Welfare of Parents and Senior Citizen Bill-2007.

Unit-IV: Empowerment in the Third Age

1. Productive ageing, Adult learning re-training of retired or retiring employees and Lifelong Learning
2. Ageing workforce as a resource, Adult Continuing and Lifelong Learning Strategies, Skills Enhancement.
3. Participatory and Qualitative Ageing, Employment opportunities. Ageing empowerment through training

Practicum and Exposure

1. Field visits to Old Age Homes.
2. Interaction /Field visits to communities.
3. Case Studies.

Additional Readings

Agewell Foundation (2010), Changing Trends of Old Age, Age Well Research and Advocacy Centre.

Kam, P.K (2003), Empowering Elderly: A Community Work Approach Community development journal, Oxford Journal, Vol.-31, issue 3, PP 230-245.

Lloyd, P,(2002), The Empowerment of the Elderly People, School of Social Sciences, University of Sussex UK, London.

Ministry of Law and Justice, Government of India (2007), The Maintenance and Welfare of Parents and Senior Citizens Act, 2007.

Cohen, L. (1998), No Ageing in India, University of California Press, Berkeley.

Rajan, S.I. (2005), An Aging in India, Rawat Publication, New Delhi

Irudaya Rajan, Misra and Sarma (1999), India's Elderly: Burden or Challenges, Sage Publications, New Delhi.

AE-CBCS-605

Women Empowerment

Objectives:

1. Enable students to understand the historical perspective of women empowerment
2. Acquaint the students with some of the major development programmes for women and their impact on society.
3. Make students aware of existing programmes and strategies for Empowerment of women

Unit I Historical Perspective of Empowerment

1. Historical Perspective of Women Empowerment in Pre and Post Independent India
- 2-. Government Policies and Programmes on Women Empowerment.
- 3-Panchayati Raj Institution and women

Unit II Women in Organized and Unorganized Sectors

1. Characteristics of Working Women in India- Employability Trends.
2. Women in Organized and Unorganized Sectors in India.
3. Women and microfinance .Transition of women towards new millennium.

Unit III Legal Rights of Women in India

1. Legal literacy for women, legal services,
2. Women and Indian Constitutional provisions, Criminal procedures codes (Bailable and Non-Bailable offence)
3. Human Rights and Women Empowerment. Hindu marriage act

Unit IV Determinants of Gender Empowerment

1. Women's Education, Employability and Health issues
2. Socio-economic determinates of Empowerment
3. Culture and Empowerment of Women, Gender and Indian Political System

Practicum and exposure

1. Field visit to Gender Resource Centers in Delhi
2. Exposure to training and livelihood program for women including self-employment program.
3. Working for Self Help Groups to women in the communities
4. Visits to Woman's Panchayat
5. Exposure to skill building program for women
6. Decent Employment Opportunities for Women (ILO experiences and CSO integration program)

Additional Readings

Arunachalam. J (2005), *Women's Equality – A Struggle for Survival*: Gyan Publishing House, New Delhi

Kamala, S. & Singh, U. K. (2008), *Towards Legal Literacy* : Oxford University Press, New Delhi

Karl, M (1995), *Women and Empowerment – Participation and Decision Making*: Zed Books Ltd., London.

Parvin, R.M. (2005), *Empowerment of Women – Strategies and Systems for Gender Justice*: Dominant Publishers and Distributors, New Delhi,

Selvam, S. (2005), *Empowerment and Social Development – Issues in Community Participation*: Kanishka Publishers, Distributors, New Delhi

Sinha, A. K (2008), *New Dimensions of Women Empowerment*: Deep & Deep Publications Pvt. Ltd., New Delhi

Bhadoria, M (1997), *Women in India – Some Issues*: APH Publishing Corporation, New Delhi

Rao, D.B and Rao, D.P, (2004), *Women Education and Empowerment*: Discovery Publishing House, New Delhi

AE-CBCS-606

ENTREPRENEURIAL AND LEADERSHIP DEVELOPMENT

Objective:

1. To improve understanding of Leadership and Entrepreneurship.
2. To educate students regarding Skill, Training and important of Leadership
3. To develop the skills of students on cope with the entrepreneurial challenges

Unit – I Entrepreneurship development

1. Entrepreneur meaning, importance, types, qualities and culture, Evolution of entrepreneurship
2. Role of consultancy organizations in promoting entrepreneurs, small business: concept and their roles in Indian Economy
3. Setting, locations of enterprise, financing, steps in setting, problems. Sickness in small industries, reasons and remedies

Unit – 2 Entrepreneurial Challenges & Training

1. Marketing Environment for entrepreneurs, concepts, research, segmentation and strategies.
2. Problems of & Challenges of small scale units, promotion & Advertising
3. Training for self-employment, Non-formal training including training by civil Society organizations.

Unit – Skill Development Identification of types of Skills

1. E-learning, Web-Based learning: Concepts, Design & Management, content Design
2. Team building / Coordination Skill : Practices, Task, role play mixing ability, group building
3. Selling Skills: product knowledge – selling techniques & product presentation, demonstration, order processing & in store selling etc.

Unit – 4 Leadership

1. Leadership: Theories, Concepts & overview (ideas, components)

2. Context of leadership: roles of the leader follower and organization: leadership development through local self government
3. Leadership influence, Development, strengths & weaknesses. Leadership for Entrepreneurship

Practicum and Exposure

1. Visit to different industries/small Scale industries
2. Exposure visit to the agencies, associated with entrepreneurship
3. Exposure to skill building and leadership programme
4. Training programme for entrepreneur
5. Visit to funding agencies and civil Societies.

Additional Readings

1. Desai, Vasanth (2009), *Dynamics of Entrepreneurial Development and Management*” Himalaya Publishing House, New Delhi.
2. Srinivasan, N.P. & G.P, Gupta (2004), *Entrepreneurial Development*, Sultan Chand & Sons, New Delhi.
3. Saravanelu, P. (1997), *Entrepreneurship Development*, Ess Pee Kay publications, Chennai.
4. Skill Development and training in SMES, Local economic and employment Development (LEED), OECD Publishing, OECD (2013).
5. Skills development for inclusive and sustainable growth in developing Asia-Pacific, 2013, edited by Maclean Rupert, Jagannathan shakti & Sarvi Jouko-Springer Publication.
6. Skill development in India the Vocational Education and Training System, Human Development Unit South Asia Region. The World Bank, Jan.2006.
7. National Skill Development Corporation. “Need Assessment Report on Building Trainers’ Skills in Vocational Employability” by MART, Noida, UP, NSDC, New Delhi
8. Ernst & Young-FICCI’s (2011), Knowledge Paper on Strategic and Implementation Framework for Skill Development in India,

**Elective Papers on African Studies under Choice based Credit system
for Undergraduate students**

Code No. of Paper	Title of Paper	Theory	Internal Assessment	Credit
AS-CBCS-701	Discovery of Africa: Contested Terrains	75	25	6 (5+1)
AS-CBCS-702	Understanding Africa	75	25	6 (5+1)
AS-CBCS-703	Introducing African Civilization And Culture	75	25	6 (5+1)

Elective Papers on African Studies under Choice based Credit system for Undergraduate students

Background

The **primary objective of the courses is to expose Africa to the under graduate students** of the University. Best effort has been put to make the course simple, factual and interesting. Imparting this knowledge to the students would enhance their understanding of the International issues and of Africa in particular. It would ultimately broaden their understanding of the human world. This would change their view of life and outlook on humanity which is the need of the present age.

It is believed that after completion of the course, students would be able to say that they know Africa and will be able to interact while discussing issues pertaining to Africa. Besides, it would also motivate them to look for the different opportunities of life in the continent like Africa.

Availability of Resource Persons

Different colleges such as Miranda House, Ramjas College, I P College, Desh Bandhu College and others had experiences of teaching African papers as an optional subject in the earlier three years Honours program. The Department has produced **372 M.Phil Scholars and 90 Ph.D. scholars** in the social sciences subjects such as History, Political Science, Economics, Sociology, Commerce and Geography so far and most of them are teaching in various colleges of Delhi University and are enable to teach the proposed course. Hence, there will be no problem in regard to resource persons to teach the paper.

African Studies Program
AS-CBCS-701
Discovery of Africa: Contested Terrains

Objectives: Contemporary Africa is an offshoot of distilled historical forces of Western radicalism and African activism. Africa has neither a substantive nor a genuine cultural commonality instead of a given construction, as echoed in the writings of different scholars. The notion of Africa evolves out of several historical distortions. Concerning the historians, we must distinguish among them to the effect that many have composed works on both Egypt and Ethiopia, of whom some have given credence to false reports and others have invented many tales out of their own minds for the delectation of their readers, and so may justly be disturbed. However, teachers must understand the beginning of human life and has firmly established Africa as the birthplace not only of humankind but also of modern humans of 60,000 years ago to populate the rest of the world. This course deals with the historical facts in a scientific and systematic way, raises the Western debate on White Supremacy, role of different eminent scholars from different units of history and target the young scholars and raises the curiosity among them to work more in this area.

1. Debates on Human Evolution

Martin Meredith, 2011. **Born in Africa: The Quest for the Origins of Human Life.** Public Affairs, New York.

2. Spread of Christianity and Islam in North & North-East Africa (1st Century CE to 1550)

Chapter-5, 7 & 8 in Kevin Shillington, 2012. **History of Africa.** Plagrave Macmillan. NY.

3. Rise of Aksum, Kingdom of Ancient Ghana, Mali Empire and Ottoman Rule

Chapter-5, 6, 7 & 11 in Kevin Shillington, 2012. **History of Africa.** Plagrave Macmillan. NY.

4. Slavery in Africa: From Trans-Saharan to Atlantic Trade

Chapter-12 in Kevin Shillington, 2012. **History of Africa.** Palgrave Macmillan. NY.
Hamilton, Keith and Salmon, Patrick. 2009. **Slavery, Diplomacy and Empire.** USA: Sussex Academic Press.

Chapter-6 in Mohammed Bashir Salau, 2011. **The West African Slave Plantation.** Palgrave Macmillan. NY.

Chapter-1 in Michael Onyebuchi Eze, 2010. **The Politics of History in Contemporary Africa.** Palgrave Macmillan. NY (303-310).

5. Scramble, Colonial Conquest and African Resistance

Chapter-21 in Michael Onyebuchi Eze, 2010. **The Politics of History in Contemporary Africa.** Palgrave Macmillan. NY.

Chapter-29 in Michael Onyebuchi Eze, 2010. **The Politics of History in Contemporary Africa.** Palgrave Macmillan. NY.

Chapter-6 in Mahmood Mamdani, 2009. **Saviors and Survivors**. Verso. NY.

6. Post Colonial Displacements

Chapter-3 in Michael Onyebuchi Eze, 2010. **The Politics of History in Contemporary Africa**. Palgrave Macmillan. NY.

Chapter-5 in Mahmood Mamdani, 2009. **Saviors and Survivors**. Verso. NY.

Project Work: The various representative movies made on various themes of history will be introduced to the students.

AS-CBCS-702
Understanding Africa

Objective: This course will help students to understand the historical processes, which have shaped Africa's current position in the world. It follows the development question across time, seeing how first colonial regimes and then African governments sought to transform African societies in their own ways. African governments have not been able to devise any strategy of their own for solving (solution of their own for) the multitudes of their problems. Special attention will be paid to ultimate solution to Africa's deep-seated but not insurmountable problems lies in the development of the continent's natural and human resources by its own people. African leaders must wake up and work for regional integration, good governance and economic integration of Africa. The leaders should realize that only an African initiative with genuine commitment and ready to police themselves can ensure stability, good governance, accountability and authentic development. Gandhian non-violence solution to the conflict resolutions in Africa (Ghana, Kenya, Morocco, Rwanda, South Africa and Uganda) will strengthen creative thinking among students to understand the society.

1. Pan-Africanism and its Resurgence

2. Chapter-9 in Abegunrin, Olayiwola. 2009. **Africa in Global Politics in the Twenty-First Century**. Palgrave Macmillan.NY.

Chapter-4 and 6 in Mojubaolu O Okome and Olufemi Vaughan,ed, 2011.**Transnational Africa and Globalization**. Palgrave Macmillan.NY.

Nkrumah Kwame, 1963. **Africa Must Unite**. Panaf Books. London.

Birmingham David, 1998. **Kwame Nkrumah: The Father of African Nationalism**. University Press. Ohio.

3. Post Independence and Forty Years of Development Illusion

Chapter-1 in Laerence O C Agubuzza & others, 2004. **African Development and Governance Strategies in the 21st Century, Looking Back to Move Forward**. Zed Books.NY.

Carter Gwendolen M and O Meara Patric, 1985. **African Independence: The First Twenty Five Years**. Indiana University Press.

Chapter-3 & 4 in Heather Deegan, 2009. **Africa Today**. Routeledge. NY.

4. Emergence of Multi Party System and Decentralization

Kay Lawson, General Editor, 2010. **Political parties and Democracy. Volume IV. Africa and Oceania**. Praeger. USA.

Laerence O C Agubuzza & others, 2004. **African Development and Governance Strategies in the 21st Century, Looking Back to Move Forward**. Zed Books.NY.

Bakut tswah Bakut and Sagarika Dutt,ed, 2000. **Africa at the Millennium**. Palgrave.NY.

Suresh Kumar, May 2011. Post 1990s Democratic Winds of Change: Blowing from South to North. **Africa Quarterly**.

5. Designing Democracy and Good Governance

Laurence O C Agubuzza & others, 2004. **African Development and Governance Strategies in the 21st Century, Looking Back to Move Forward**. Zed Books.NY.

John Hatchard & Others, 2004. **Comparative Constitutionalism and Good Governance in the Commonwealth. An Eastern and Southern African Perspective**. Cambridge University Press. UK.

Suresh Kumar, 2009. Partnering a new Transformation. **Africa Quarterly**. Vol. 48. No. 4. November. – January.

6. Africa towards Multiethnic State

David Bigman, 2011. **Poverty, Hunger and Democracy in Africa. Potential and Limitations of Democracy in Cementing Multiethnic Societies**. Plagrave.UK.

7. African Union: Issues and Challenges

J Andrew Grant and Fredrik Soderbaum, 2003. **The New Regionalism in Africa**. Ashgate.UK.

Fredrik Soderbaum and Rodrigo Tavares, ed, 2011. **Regional Organizations in African Security**. Reouteledge. NY.

Suresh Kumar, 2006. African Union: A Path towards Socio-Economic Integration, **Indian Journal of African Studies**, Vol. No. XIV, No. 1 &2, 2003. (Published in February, 2006).

AS-CBCS-703
INTRODUCING AFRICAN CIVILIZATION AND CULTURE

Objective: This course is an introduction to the basic elements of African societies. It provides students with an interdisciplinary understanding of African people, their civilizations, and diverse cultures from the earliest time to the present. It will focus on the ancient civilization of Nile Valley to near modern civilization of Africa, South of the Sahara. The course also deals with socio-political organization of African societies, their kinships system, rites of passage, gender relations, emerging social cultural identities and inequalities.

Besides, this course addresses structural responses and strategies developed by African communities upon their insertion into the global political and economic world. Themes to be investigated include political, social and religious structures; global economic interaction; and women in society. The courses will be discussing under the following sub topics:

1. Changing Trend of Marriage, Family and Society

Radcliffe-Brown A.R, 1950, *African System of Kinship and Marriage*, Oxford University Press, London.

Osei –Mensah Aborampah and Niara Sudarkasa, Ed. 2011, *Extended Families in Africa and the African Diaspora*. Africa World Press.

Thomas S. Weisner, Cardice Bradley, Philip Leroy Kilbride, 1997, *African families and the Crisis of Social Change*, Green Wood Publishing Group,

Yaw Oheneba-Sakyi, y. and Baffour K. Takyi, 2010, *African Families at the turn of the twenty first century*'. Green wood publisng group,

2. Tribe, Ethnicity, Class and Social Conflict.

Shoremi, M.O.2002, *The Social Structure of Contemporary African Societies*,

Richard W. Hull, 1980, *Modern Africa: Change and Continuity*. Prentice Hall INC, New York

Susan Beckerleg, 2010, *Ethnic Identity and Development*, Khat and Social Change in Africa, Palgrave Macmillan, London.

Benjamin Talton, 2010, *Politics of Social Change in Ghana, The Konkomba Struggle for political Equality*, Palgrave Macmillan, London.

3. Gender and Social Inequalities.

Elinami Varaeli Swai, (2011), *Beyond Women's Empowerment in Sierra Leone*, Exploring Dislocation and Agency, Palgrave Macmillan, London, \

4. Race, Culture, Economy, and Land Issues

Downs, R.E, 1995, *Land and Society in Contemporary Africa*, University of New Hamsphere Press. England.

Bruce. W. John, & Magot-Adholla S.E., 1994, *Searching for land tenure in Society in Africa*, Kendal/ Hunt,

West. W. Henry, *The transformation of Land Tenure in Buganda Since 1896*. Afrika Studiescentrum,

Catherine Bcke, 2001, *African in Tears: The Zimbabwe land Invasion*, Covos,

5. Religion and Society: Traditional African Religion, Islam and Christianity.

Mbitit, S. John, (1990) *African Religion and philosophy*, African series, Heinemann

_____ 1991, *Introduction to African Religion*,
Housle J. Robert, 2011, *Making African Christianity: Africans Reimagining
Their Faith in Colonial South Africa*, Lehigh University Press, Maryland.
John Vernon Taylor, *The Primal Vision: Christian presence amid African
religion*, Fortress Press, 1963
Robinson David, 2004, *Muslim Societies in African history, New Approach to
African history*, Machigna State Univefrsity, Cambridge Press.
Sachiko Murata and William, Reprinted 2006, *Vision of Islam* (vision in Relaity)
I.B. Tauris, London.

6. Intellectual Tradition and and African Literature.

Chinua Achebe, 2010, *Things Fall Apart*, Shmoop University, Inc.
Abebe Zegeye and Maurice Vambe, 2011, *Close to the Sources: Essays on
Contemporary African Culture, Politics and Academy*, Unisa Press, University
of South Africa,
*The Mazruina Collection Revisited: Ali A Mzrui debating the African
condition*,1998, 2005, Forwarded by Chief Emeka Anyyaoku, Complied by
Abdul Samed Bemath, Published by Africa Institute of Aouth Africa
Wole Soyinka, 1992, Reprinted, 1995, 1996, 1999, 2000, *Myth, Literature and
African World*, Cambridge University Press

Project: Students can take up the project of meeting African students of Delhi
University and have interaction in the form of performing African dance and cultural
program and write their experience and report on it.

Additional Readings:

Oguntomisin, D & Edom V.O (ed) 2005, *African Cultural and Civilization*,
University of Ibadan Press.
George B.N. Ayittey, (2010) *Africa Unchained, The Blue print for Africa's
future* Palgrave Macmillan, London,