



MANIPAL
UNIVERSITY

Department of Geopolitics and International Relations

IAFF 375: *India's World View*

Please refer to the [faculty page](#) for this semester's instructor.

Course Description

This course will address the views of the world on India and the reciprocal Indian view of the world. The uniqueness of conceptualizing and constructing a world view of India is essential in the context of India's rising power and how the traditional and stagnant views of India have been transforming and reconstructed in the light of India's rise.

India's prominent regional role and its increasing domain of influence in the Asia-Pacific registered since the 1980s. Its ascendancy as a pivotal economic power has been since the 1990s that saw the incremental process of economic liberalization. The rise of India has been catalytic to new perceptions of India as a great power and a pivotal power that would hold the balance of power in the global and most specifically in the Asia-Pacific arena.

Learning Objectives

At the completion of this course, a student would develop a holistic understanding of how India views the world and how the world views India. And, through intense classroom teachings and interactions, this understanding would be imparted in the context of debates and deliberations regarding the relative rise of India and the changing dynamics of perceptions in India's relations with the world.

Course Schedule

Sessions 1 & 2/15 The New Balance of Power in the 21st Century: India's Pivotal Position and Role

- Emergence of Asia-Pacific as the new pivot as a part of U.S. defence strategy
- Rise of China and its implications: How it has led to permutations and combinations among countries in the region, and external powers like the US to counter-balance the hegemonic rise of China)
- Globalisation and the new balance of power: India's response

- Emergence of Indo-Pacific as a new geopolitical construct: Opportunities and challenges for India

Readings:

Ollapally, Deepa M., India and the New “Asian” Balance of Power,
<http://www.idsa-india.org/an-jul8-2.html>

Ladwig III, Walter C. (2010), “India and the Balance of Power in the Asia-Pacific,” *Joint Force Quarterly (JFQ)*, Issue 57, 2nd Quarter 2010, p.111-119.

Rajamohan, C. (2006), “India and the Balance of Power,” *Foreign Affairs*, July-August 2006, 85(4): 17-32.

Mitra, Subrata K. and Jivanta Schottli (2007), “The New Dynamics of Indian Foreign Policy and Its Ambiguities,” *Irish Studies in International Affairs*, Vol. 18, p. 19-34.

Foundation for European Progressive Studies (2011), “Asia: What’s Next? An Indian Perspective,” *Queries N°03 (6) / 2011*, http://www.feps-europe.eu/assets/9bbba89b-db6f-4148-a6b0-d13a69296a07/2011_11.pdf

Rajamohan, C. (2010), “Rising India: Partner in Shaping the Global Commons?,” *The Washington Quarterly*, July, 33(3): 133-148.

Dormandy, Xenia (2007), “Is India, or Will It Be, a Responsible International Stakeholder?,” *The Washington Quarterly*, Summer, 30(3): 117–130.

Drezner, Daniel (2007), “The New New World Order,” *Foreign Affairs*, March-April, 86 (2): 34-46.

Sessions 3 & 4/15

Great Power Perceptions and India’s Global Engagement

- The concept of great powers: Parameters and indicators
- India’s potentialities for great power status: Strengths and constraints (domestic and external)
 - Development
 - Trade and investment
 - Security and democracy
 - Environment
- Has India become a part of agenda-setting in global affairs? Challenges and prospects of agenda-setting
- Emerging perceptions about India among major powers: China, Japan, the US and Russia.

Readings:

Kennedy, Paul (1989), *The Rise and Fall of Great Powers*, New York: Knopf Doubleday.

Rajagopalan, Rajesh and Varun Sahni (2008), "India and the Great Powers: Strategic Imperatives, Normative Necessities," *South Asian Survey*, 15(1): 5-32.

Raja Mohan, C. (2005), *Crossing the Rubicon: the Shaping of India's New Foreign Policy*, New Delhi: Penguin Books.

Batra, Amita (2011), "The Rise of China and India: The Regional and Global Perspectives," *Indian Foreign Affairs Journal*, October-December 2011, 6(4): 449-460.

Thakur, Ramesh (1997), "Indian in the World: Neither Rich, Poor Nor Principled," *Foreign Affairs*, July-August 1997, 76(4): 15-22.

Scott, David (2009), "India's "Extended Neighborhood" Concept: Power Projection for a Rising Power," *India Review*, April-June 2009, 8(2): 107-143.

Sessions 5 & 6/15

Foundations of India's Rise and Grand Strategy

- Concept and notion of grand strategy
- Contemporary debates on India's rise: The domestic and international context of India's rise
- Analysing India's grand strategy
- What kind of a power India was and is evolving into? Understanding Indian and global perceptions
- India's perspectives on the changing global order and its role and responsibilities

Readings:

Ollapally, Deepa (2011), "India: The Ambivalent Power in Asia," *International Studies*, 48(3&4): 201-222.

Venkatshamy, Krishnappa and Princy George, eds. (2012), *Grand Strategy for India: 2020 and Beyond*, New Delhi: Pentagon Security International and IDSA.

Bajpai, Kanti (2013), "India Does Have a Grand Strategy," *Global Brief*, March 5, 2013.

Das, Gurcharan (2006), "The India Model," *Foreign Affairs*, Jul-Aug 2006, 85 (4): 2-16.

Narang, Vipin and Paul Staniland (2012), "Institutions and Worldviews in Indian Foreign Security Policy," *India Review*, 11(2): 76-94.

Schurer, Wolfgang (2005), "A Geopolitical and Geo-economic Overview: On

the Rise of China and India as Two Asian Giants,” *The Fletcher Forum for World Affairs*, Summer 29(2): 145-164.

Session 7/15 India’s Scientific-Technological Enclaves and Rise to Great Power

- India’s science and technology prowess: Strengths, prospects and challenges
- India’s R&D: Achievements, prospects and limitations
 - Nuclear capabilities and delivery systems, space capabilities
 - Defence technology-land, air and sea based
- India’s comprehensive national power: The science and technology factor
- How strategic rise of India has been made visible over the years.

Readings:

Narasimha, Roddam, “Science and Technology and the Economy: An Indian Perspective,” *Jawaharlal Nehru Centre for Advanced Scientific Research*, Bangalore.

Kumar, Arvind (2014), “Role of Science and Technology in India’s National Security,” in Shekhar Adhikari and Sanjeev Bhaduarua, eds., *India’s National Security in the 21st Century*, New Delhi: Pentagon Press, 421-447.

Sessions 8 & 9/15 The United States Perceptions of India as a Great Power

- US changing perceptions of India: From estrangement to engagement and strategic partnership
- The end of the Cold War and India’s economic liberalisation: impact on US perceptions
- Changing dynamics of US perceptions of nuclear India
- India’s relative rise and global responsibilities: Indian and American perceptions
- US rebalancing strategy and India’s role: Shared strategic future or lingering mistrust?
- Strategic Autonomy vs. Strategic Partnership

Readings:

Perkovich, George (2003), “Is India a Major Power?” *The Washington Quarterly*, winter 2003-04, 27(1): 129–144.

Ciorciari, John D. (2011), “India’s Approach to Great Power Status,” *The Fletcher Forum for World Affairs*, winter 2011, 35(1): 61-89.

Council on Foreign Relations and Aspen Institute India (2011), “The United States and India: A Shared Strategic Future,” Joint Study Group Report, September 2011.

Mahapatra, Chintamani (1998), *Indo-US Relations into the 21st Century*, New Delhi: Knowledge World & IDSA.

Session 10/15 The European Union's Perceptions of India as a Great Power

- Changing EU perceptions of India:
- Political factors
- Economic factors
- Strategic and security factors
- Studying the bilaterals: with special reference to UK, Germany and France.
- The rise of India and China: EU perceptions

Readings:

Jain, R.K. (2009), "India and the European Union: Perceptions and Policies," Paper presented at the European Studies in Asia (ESiA) Network Public Panel, "EU-Asian Relations: Policies and Perceptions of the EU in Malaysia," Asia-Europe Institute, University of Malaysia, Kuala Lumpur, 19 June 2009.

The Economist (2013), "India as a Great Power: Know Your Strength," March 13, 2013.

Allen, David (2012), "The EU and India: Strategic Partners But Not a Strategic Partnership," Paper presented at the University Association for Contemporary European Studies (UACES) Annual Conference, Passau, Germany, 3-5 September, 2012.

Klaus Julian Voll / Kamakshi Nanda (2012), "India –Great Power on Shaky Feet?" *Foundation for European Progressive Studies*, July 2012.

Pohl, Bernd von Muenchow (2012), "India and Europe in a Multipolar World," The Carnegie Papers, May 2012, *Carnegie Endowment for International Peace*, Washington D.C.

Sessions 11 & 12/15 China's Perceptions of India as a Great Power

- The rise of India and China: Mutual perceptions and misperceptions
- Historical disputes and lingering mistrust: Colouring present perceptions
- Economic convergence vs. strategic divergence
- China's encirclement of India strategy: Contemporary debates and perspectives
- India's Look East policy & India's role in America's rebalancing strategy

Readings:

Yuan, J. (2009), "Sizing Up the Elephant: Beijing's Perspectives on a Rising India," *East Asian Policy*, 1(4), 25-33.

Malone, David M. and Rohan Mukherjee (2010), "India and China: Conflict and Cooperation," *Survival*, February-March 2010, 52(1): 137-158.

Tellis, Ashley J. and Sean Mirski, eds. (2013), "Crux of Asia: India, China and the Emerging Global Order," *Carnegie Endowment for International Peace*, Washington D.C.

Sessions 13 & 14/15 Japan's Perceptions of India as a Great Power

- Changing Japanese perceptions of India
- Political factors
- Economic factors
- Strategic and nuclear factors
- Managing China's rise: with special reference to the US-India-Japan Trilateral

Readings:

Naidu, G V C (2008), "India-Japan Relations: Emerging Contours of Strategic Partnership," Paper presented at the 10th IDSA-JIIA Bilateral Seminar, New Delhi, December 15-16, 2008.

Chellaney, Brahma (2012), "Asia's Changing Power Dynamics: How Japan and India Can Partner for Peace," Konrad-Adenauer-Stiftung e.V., February 2012.

Panda, Rajaram and Victoria Tuke (2011), "India-Japan-US Trilateral Dialogue: A Promising Initiative," *IDSIA Issue Brief*, November 22, 2011.

Sessions 14 & 15/15 Southeast Asian Perceptions of India as a Great Power

- India's Look East policy: Origin and evolution
- India and ASEAN: Respective perceptions
- Inspecting the elements of India's relations with Southeast Asian countries
- Southeast Asia's Approach to India's Regional Role and the China Factor: Dissecting Congruence and Contradictions
-Protection of SLOCS and India's responsibility

Readings:

Naidu, GVC (2013), "India and East Asia: The Look East Policy," *Perceptions*, spring 2013, XVIII (1): 53-74.

Raja Mohan, C. (2008), "India's Geopolitics and Southeast Asian Security," *Southeast Asian Affairs*, p.43-60.

Das, Ajaya Kumar, ed. (2013), "India-ASEAN Defence Relations," *Rajaratnam School of International Studies (RSIS) Monograph No. 28*, <http://www.rsis.edu.sg/publications/monographs/Monograph28.pdf>

Required Course Materials

Please note that copies of all assigned reading will be provided to students in country. Purchase of these texts by individuals is not required. Required readings are as listed above in the course schedule.

Evaluation

| Component | | Percentage of final grade |
|---------------|--------------------------|---------------------------|
| Exam 1 | | 20% |
| Exam 2 | | 20% |
| Final Paper | Written (with citations) | 25% |
| | Presentation | 15% |
| Attendance | | 10% |
| Participation | | 10% |
| TOTAL | | 100 |

Assessment Criteria

Exams

Students are required to write two internal tests for 50 marks each. Each test is a series of five 10-point essay questions based upon course lectures and readings.

Final Paper

Student is also required to write a research paper of 5000 words. The research writing is done in a very systematic manner in consultation with the faculty regularly.

- Student is expected to come up with a topic of their own interest by doing a good literature review and then discuss the relevance and importance of the theme in the context of the paper with the concerned faculty.
- Once the theme is approved, the student is expected to submit one page write up on the theme highlighting the relevance, importance, research questions/objectives and deliverables.
- The research questions need to be formulated in consultation with the faculty
- During the course of writing, the student is expected to meet the faculty regularly for an interaction on the progress and further improvement.

- A draft paper needs to be submitted to the concerned faculty according to the given date in the academic calendar of the department and the paper would be returned to the student with corrections and suggestions.
- The student is expected to incorporate the suggestions and prepare a presentation for the class (Power point) with the consultation of the concerned faculty.
- The student is expected to incorporate suggestions made during the presentation and submit the final draft to the concerned faculty on time.

The paper demands rigorous reading of the material suggested and much more than the class room teaching from the students. As part of the evaluation, the student is also expected to interact in the class and make interventions.

| Component | Percentage of final paper grade |
|--|--|
| Literature Review | 10 |
| One page Write up Final Paper Proposal | 10 |
| Research Question(s)/Objective(s) | 10 |
| Faculty consultation outside class | 10 |
| Draft Paper | 15 |
| Final Paper | 30 |
| Final Paper Presentation | 15 |
| TOTAL | 100 |

Participation

Faculty give full participation marks to students who are punctual, attentive and engaged in class. Students who are late or inattentive will have points removed from their participation score at the faculty's discretion.

Grading

Alliance programs utilize the follow standard grading policy well accepted by most US institutions.

| | | | | | | | | | |
|-----------|----|---------|------|----|--------|----------------|---------|--------|------|
| Excellent | A | 93-100% | Good | B+ | 87-89% | Acceptable | C+ | 77-79% | |
| | A- | 90-92% | | B | 83-86% | | C | 73-76% | |
| | | | | B- | 80-82% | | C- | 70-72% | |
| | | | | | | Unsatisfactory | D+ | 67-69% | |
| | | | | | | | D | 63-66% | |
| | | | | | | | D- | 60-62% | |
| | | | | | | | Failing | F | <60% |

Policies

Exams and Assignments

Students are required to take all regularly scheduled exams in courses for which they are registered, and to submit all assignments on time. Any compelling academic, personal, or medical reason that might justify a rescheduled exam or assignment must be brought up to the Resident Director, not program faculty. Failure to take scheduled exams or submit the requisite assignments for a course will adversely affect your grade as per the stated grading criteria for each course.

Classroom Conduct

Student punctuality is extremely important in China and India. Please do not be late for classes or other activities, as it is considered impolite to do so. It is improper to eat in class, to engage in other activities such as texting, or to slump or nap. Students are expected to be alert and engaged as a sign of respect for their professors.

Attendance

A student is allowed 2 excused absences. An excused absence is an absence related to a medical or other emergency about which the student has communicated to the Resident Director and concerned faculty prior to class.

Any additional absence or ANY unexcused absence results in a two point loss to the overall attendance score. Please note attendance requirements through your program as well.