



## MPhil in Modern South Asia Course Handbook 2017/18



Students outside the SIAS Building in Bevington Road

School of Interdisciplinary Area Studies  
University of Oxford  
12 Bevington Road  
Oxford OX2 6LH

Faculty of Oriental Studies  
University of Oxford  
Pusey Lane  
Oxford OX1 2LE

Tel: + 44 (0)1865 284852

Email: [south.asia@area.ox.ac.uk](mailto:south.asia@area.ox.ac.uk)

*The information in this handbook is correct at date of publishing but may be subject to change.*

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## FOREWORD

### Statement of Coverage

This handbook applies to students starting the MPhil in Modern South Asian Studies in Michaelmas term 2017. The information in this handbook may be different for students starting in other years.

### Version

**2017-18: v. 1.0**

### Disclaimer

The Examination Regulations relating to this course are available at <http://www.admin.ox.ac.uk/examregs/2017-18/mopimodesoutasiastud/studentview/>. If there is a conflict between information in this handbook and the Examination Regulations then you should follow the Examination Regulations. If you have any concerns please contact [Dr Paul Irwin Crookes](mailto:paul.irwincrookes@area.ox.ac.uk) ([paul.irwincrookes@area.ox.ac.uk](mailto:paul.irwincrookes@area.ox.ac.uk)) and/or [Stephen Minay](mailto:stephen.minay@area.ox.ac.uk) ([stephen.minay@area.ox.ac.uk](mailto:stephen.minay@area.ox.ac.uk)).

The information in this handbook is accurate as at 26<sup>th</sup> September 2017. However it may be necessary for changes to be made in certain circumstances, as explained at [www.graduate.ox.ac.uk/coursechanges](http://www.graduate.ox.ac.uk/coursechanges). If such changes are made the department will publish a new digital version of this handbook together with a list of the changes and students will be informed.

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## WELCOME

This Handbook is intended to help guide you through your course and to provide the information that it is anticipated you will need to know during your time in Oxford. You will also find lots of useful information relevant to your course from the following sources:

- [the CSASP website \(http://www.southasia.ox.ac.uk\)](http://www.southasia.ox.ac.uk) and [the SIAS website \(http://www.area-studies.ox.ac.uk/\)](http://www.area-studies.ox.ac.uk/), both of which include information about news and events;
- [The Modern South Asian Studies WebLearn site \(https://weblearn.ox.ac.uk/portal/site/:socsci:sias:modern-sas\)](https://weblearn.ox.ac.uk/portal/site/:socsci:sias:modern-sas) which provides information on lectures, classes, reading lists as well as guidance concerning supervision, assessments, and general course information and [the SIAS WebLearn site \(https://WebLearn.ox.ac.uk/portal/hierarchy/socsci/sias\)](https://WebLearn.ox.ac.uk/portal/hierarchy/socsci/sias), specifically for the Research Methods for Area Studies lectures including information on undertaking fieldwork and the ethical review process for any research projects involving human participants or personal data. NB WebLearn is a restricted access intranet which can only be accessed using your University single sign on (SSO) username and password;
- the [Oxford Student Website \(http://www.ox.ac.uk/students?wssl=1\)](http://www.ox.ac.uk/students?wssl=1);
- the Oxford Student Handbook. You will receive a printed copy from your college and can also access the Handbook online at <https://www.ox.ac.uk/students/academic/student-handbook?wssl=1>
- your individual college handbook;
- the University's [Examination Regulations \(http://www.admin.ox.ac.uk/examregs\)](http://www.admin.ox.ac.uk/examregs), which provide the course regulations; and
- the Programme's examination conventions provided on our [WebLearn site \(https://weblearn.ox.ac.uk/portal/site/:socsci:sias:modern-sas/tool/b4be121e-35f0-425c-9c28-fb32728dff55\)](https://weblearn.ox.ac.uk/portal/site/:socsci:sias:modern-sas/tool/b4be121e-35f0-425c-9c28-fb32728dff55), which set out the procedures required by the examinations you will take and cover how written papers will be set, how your work will be assessed and how an overall year outcome will be determined.

If you need any further help or require more information on any aspect of the Handbook, please contact [Stephen Minay \(stephen.minay@area.ox.ac.uk\)](mailto:stephen.minay@area.ox.ac.uk).

## Welcome from the School of Interdisciplinary Area Studies and the Faculty of Oriental Studies

On behalf of the School of Interdisciplinary Area Studies (SIAS) and the Faculty of Oriental Studies, we would like to welcome you all warmly to Oxford. SIAS is part of the Social Sciences Division and has a total staff, including academics, researchers, and administrators, of about 70 people based at faculty locations in and around Bevington Road, Winchester Road and Canterbury Road on the northern side of the University precinct. The Faculty of Oriental Studies is part of the Humanities Division, and has a total staff of about 120, based in the Faculty building in Pusey Lane, and in centres elsewhere in central Oxford, many of them shared with SIAS staff.

Together, we are the largest community of scholars and teachers in the UK dedicated to the study of key regions across the world. Our research and teaching activities encompass Africa, China, Japan, Latin America, the Middle East, Russia and Eastern Europe, and South Asia, scaling in reach from the local and national to the regional and global. Whilst our scholarship certainly engages with important theoretical debates and major concepts from globalisation and liberalisation to Orientalism and textual studies, it is always informed by a deep understanding of the relevant country, region and language concerned, helping us to analyse the social, political and historical drivers of a particular region to better explain both the historical context and the contemporary factors shaping the world today. We invite you all to join us in these debates and we wish you a very enjoyable time here as members of SIAS and Oriental Studies.

Professor Rachel Murphy  
Head of the School of Interdisciplinary Area Studies

Professor Mark Smith  
Chair of the Faculty Board, Oriental Studies

## Welcome from the Directors of the MPhil in Modern South Asian Studies

A warm welcome to the first year of our new MPhil in Modern South Asian Studies, and to the School of Interdisciplinary Area Studies (SIAS) and the Faculty of Oriental Studies who jointly offer this programme. At SIAS, a number of developing countries as well as major emerging powers, such as India and China, are studied both in their own right, and also from a comparative and interdisciplinary perspective. The Faculty of Oriental Studies shares this approach, as well as bringing its own distinctive expertise in language, literature and history.

The MPhil is an intellectually ambitious degree course. Over the two years of the course, you will have the opportunity to specialise in the period, state focus and disciplinary approach of your choice within the broader South Asia region. At the same time, all students on the course are encouraged to deepen their understanding through study of the region's shared histories, cultures, developmental challenges and interwoven political relationships as independent states. To achieve these aims, you will choose:

- one of two streams, 'Contemporary India' or 'Modern South Asia'
- and
- one of two tracks, the 'Language Track' and the 'Non-Language Track'.

Both require you to take an intensive combination of compulsory and optional modules. You will attend the weekly Core Course lectures, which offer a broad thematic survey of South Asia, and provide opportunities for discussion. You will also follow a course in Research Methods taught through lectures and classes, some of which are run by SIAS and others by Oriental Studies.

If you take the ‘Language Track’, you will choose a ‘Core Language’, plus one Option paper in the first year from a list offering a wealth of choices, from history, language and literature, to modern political economies and international relations, and one further Option paper in the second year. If you take the ‘Non-Language Track’, you will choose three Option papers in the first year, and a further two Option papers in the second.

Over the course of the two years, you will also work on developing your 30,000 word thesis, on a subject of your choice. The Option papers and the thesis enable you, if you wish, to specialise in various academic perspectives of historical South Asia or contemporary India, Pakistan, Bangladesh, Sri Lanka, Nepal or Bhutan. Finally, you will attend the weekly South Asia research seminar, at which doctoral students, post-docs, younger and more senior scholars will share their latest research. Further details about the structure of the course are given below (see page 17).

The structure of the first year of the MPhil follows that of our one-year MSc course. During your first year, you will be sharing lectures, classes and tutorials with our MSc students, and will benefit from working within this larger group.

The MPhil is embedded in and benefits from Oxford’s dynamic research culture in the different fields and regions of South Asia. The Contemporary South Asian Studies Programme (CSASP) at SIAS hosts several visiting researchers every year, collaborates with various overseas centres and institutions and is home to major research projects on South Asia involving international networks of scholars. The Faculty of Oriental Studies houses a vibrant community of scholars working on early modern history and literature. Staff from the Faculties of History, Anthropology, Development Studies, Politics and International Relations, Theology and Art History also teach on the course and are available to help you develop your ideas for your thesis. Wolfson, St Antony’s and Somerville Colleges have a particular focus in South Asia and are home to active communities of researchers in different fields and disciplines, and organise conferences and international workshops throughout the year. Some students may also have an opportunity to take part in a student-led conference “exchange” programme with students at Warsaw University and the Lahore School of Economics.

Information about visiting fellows, seminars, workshops and conferences will be separately available during the course of the year, along with details of social occasions such as the SIAS student party, documentary and film nights and other special events!

We wish you a very stimulating and rewarding two years, and hope that you will be able to make the most of what we have to offer.

**Professor Matthew McCartney**  
Director of the CSASP in SIAS  
Associate Professor in Political Economy and  
Human Development of India

**Professor Polly O’Hanlon**  
Professor of Indian History and Culture  
Faculty of Oriental Studies

## USEFUL DEPARTMENTAL CONTACTS

Your Course Directors and the main port of call for academic matters this year are Professors Matthew McCartney and Polly O’Hanlon. Professor Kate Sullivan de Estrada will serve as the Chair of the Board of Examiners for the degree.

Immediately below, you will find a list of the teaching staff for the degree, who together comprise the Modern South Asian Studies Teaching Committee. They are responsible for delivering the Core Course (see p. 23 and ANNEX G for more information), the ‘Core Language’ teaching for ‘language track’ students (see pages 24-27) the Option papers (see pp. 27-45) and are available for the supervision of theses.

Professor Nayanika Mathur will act as our South Asia ‘base’ for *Research Methods in Area Studies*, along with Professor Matthew McCartney, who will be responsible for the quantitative methods sub-component. Professor Polly O’Hanlon will lead *Qualitative and Historical Methods*, while Professor Imre Bangha is responsible for *Qualitative Methods, Literature and Language*.

In addition, there is a larger set of academics across the University who research and teach on South Asia and who may also be available for thesis supervision. They are listed in ANNEX F. We are grateful to all of them for their enthusiastic support of the degree.

Please note that the course is jointly offered and overseen by staff from SIAS and the Faculty of Oriental Studies. For administrative purposes, including admissions, on-course questions and examinations, the course is hosted in SIAS.

<b>Professor Matthew McCartney</b>	Associate Professor in Political Economy and Human Development of India MPhil Modern South Asian Studies co-Course Director
<i>College:</i>	Wolfson
<i>Office Location:</i>	SIAS, 12 Bevington Road
<i>Options Taught (and term):</i>	<b>Economic Development of South Asia 1947-2017 (MT)</b> <b>India as a ‘Great Power’: Economics and International Relations*</b> (HT) ( <i>co-taught with Kate Sullivan de Estrada</i> ) <b>Bangladesh, Nepal, Pakistan, and Sri Lanka: Contemporary Themes (TT)</b> ( <i>co-taught with Nayanika Mathur, Kate Sullivan de Estrada and others</i> ) <b>Environment, Human Development and Public Policy in Contemporary India*</b> (TT) ( <i>co-taught with Nayanika Mathur</i> )
<i>Research Interests:</i>	Economic growth, late industrialization, macroeconomics, human development and political economy of post-Independence Pakistan, India, Bangladesh and Sri Lanka
<b>Professor Polly O’Hanlon</b>	Professor in Indian History and Culture; MPhil Modern South Asian Studies co-Course Director
<i>College:</i>	St Cross
<i>Office Location:</i>	Faculty of Oriental Studies, Pusey Lane
<i>Options Taught (and term):</i>	<b>Gender in Indian History and Society, c. 1800 to the present (MT)</b> <b>Societies and Economies in India, c. 1600-1800 (TT)</b>
<i>Research Interests:</i>	Social and intellectual history of India; histories of caste in India; histories of empire, gender and the body; social and religious history of Maharashtra

<p><b>Professor Imre Bangha</b>  <i>College:</i>  <i>Office Location:</i>  <i>Options Taught (and term):</i></p> <p><i>Research Interests:</i></p>	<p>Associate Professor of Hindi  Wolfson  Faculty of Oriental Studies, Pusey Lane  <b>Hindi</b> (MT &amp; HT); <b>Literary Hindi</b> (all terms); <b>Urdu Prose Texts</b> (all terms); <b>Brajbhasha and Old Hindi Texts</b> (all terms); <b>Other (Bengali</b> to run if demand from at least 3 MSc/MPhil students)  Old Hindi poetry, Hindi and Urdu vernacularisation, mixed-language poetry, the emergence of the individual in Brajbhasha literature, Kabīr, Tulsīdās, Hindi prosody and text editing, the global reception of Rabindranath Tagore</p>
<p><b>Professor David Gellner</b>  <i>College:</i>  <i>Office Location:</i>  <i>Option Taught (and term):</i>  <i>Research Interests:</i></p>	<p>Professor of Social Anthropology  All Souls  School of Anthropology and Museum Ethnography, 51/53 Banbury Road  <b>Anthropology of South Asia</b> (HT) (<i>co-taught with Nayanika Mathur</i>)  The traditional, Vajrayana Buddhism of the Newars and Newar social organization, in the Kathmandu Valley, Nepal. Also Nepali politics and ethnicity, healers, mediums, and popular approaches to misfortune, religious change, activism of all sorts, democratization, elections, borderlands, Dalits, and class formation</p>
<p><b>Professor Nandini Gooptu</b>  <i>College:</i>  <i>Office Location:</i>  <i>Option Taught (and term):</i>  <i>Research Interests:</i></p>	<p>Associate Professor of South Asian Studies  St Antony's  Queen Elizabeth House, ODID, 3 Mansfield Road  <b>History and Politics of South Asia</b> (HT)  Globalisation, labour and changing cultures of work, particularly in India; youth, politics and poverty; contemporary India's enterprise culture and the complexities of the making of the 'enterprising self', covering the workplace, media, mental health and personality development, religion and spirituality, education and skill training; urban development and politics; the social history of metropolitan and small-town India; the urban poor and politics; democracy, rights, political identity and social movements</p>
<p><b>Professor Sondra Hausner</b>  <i>College:</i>  <i>Office Location:</i>  <i>Option Taught (and term):</i></p> <p><i>Research Interests:</i></p>	<p>Professor of Anthropology of Religion  St Peter's  St Peter's College  <b>Themes in the Study of South Asian Religions</b> (HT) (<i>co-taught with Justin Jones</i>)  Social and cultural theories of religion; religions and representations of South Asia and the Himalayas; migrant and diaspora religion; gender and identity; ritual experience and practice; shamanism and healing</p>

<b>Professor Justin Jones</b>	Associate Professor in Study of Religion
<i>College:</i>	Pembroke
<i>Office Location:</i>	Faculty of Theology and Religion, Gibson Building, Radcliffe Observatory Quarter
<i>Option Taught (and term):</i>	<b>Themes in the Study of South Asian Religions</b> (HT) <i>(co-taught with Sondra Hausner)</i>
<i>Research Interests:</i>	Islam in the Indian subcontinent since c.1850, with particular focus on social history and questions of religious authority, leadership and community organisation among Indian Muslims. Current research on Muslim family laws and the living realities of shari'a practice in modern India. Previous published research includes work on Shi'i Islam in South Asia, including conceptions of piety and martyrdom, and relations with Sunni communities. Further interests in Islam and the urban public sphere; domestic comportment and the regulation of the Muslim family; ideas of Islamic migration (hijrat) and their political applications among South Asian Muslims.
<b>Professor Mallica Kumbera Landrus</b>	Keeper of Eastern Art, Associate Professor of Indian Art, Ashmolean Museum of Art and Archaeology
<i>College:</i>	St Cross
<i>Office Location:</i>	Ashmolean Museum, Beaumont Street
<i>Option Taught (and term):</i>	<b>Trade and Exchange in South Asia: Transcultural Objects, Relations and Identities</b> (MT)
<i>Research Interests:</i>	The history of art and visual culture of India, particularly with regard to the intersection of art, architecture, religion, politics, economics, geographic, and social life. Artistic and cultural exchanges between Asia and Europe, with a focus on trade routes and their associations with cultural and ancestral roots. The reception of cross-cultural ideas and the production of transcultural objects through this process of exchange.
<b>Professor Nayanika Mathur</b>	Associate Professor of Anthropology of South Asia
<i>College:</i>	Wolfson
<i>Office Location:</i>	SIAS, 12 Bevington Road
<i>Options Taught (and term):</i>	<b>Anthropology of South Asia</b> (HT) <i>(co-taught with David Gellner); Bangladesh, Nepal, Pakistan, and Sri Lanka: Contemporary Themes</i> (TT) <i>(co-taught with Matthew McCartney, Kate Sullivan de Estrada and others)</i> <b>Environment, Human Development and Public Policy in Contemporary India*</b> (TT) <i>(co-taught with Matthew McCartney); Culture and Society in Contemporary India: The South Asian Anthropocene*</i> (TT)
<i>Research Interests:</i>	Anthropology of politics, economics, and development; bureaucracy; cultures of institutions; documents and materiality; law; wildlife conservationism and environmentalism; human-animal relations and conflict; multispecies ethnography; politics of climate change; the Anthropocene; capitalism, liberalization, and neoliberalism; technologies of statecraft; IDs; space; the state; ethnographic methods and anthropological theory; the Himalayas and South Asia

**Professor Kate Sullivan de Estrada** Associate Professor in the International Relations of South Asia

*College:* St Antony's

*Office Location:* SIAS, 12 Bevington Road

*Options Taught (and term):* **International Relations of South Asia (MT)**  
**India as a 'Great Power': Economics and International Relations\*** (HT) (co-taught with Matthew McCartney)  
**Bangladesh, Nepal, Pakistan, and Sri Lanka: Contemporary Themes (TT)** (co-taught with Matthew McCartney, Nayanika Mathur and others)

*Research Interests:* The International Relations of South Asia (especially India), India's rise in world politics, International Relations theory, Indian international political thought, nuclear politics.

#### STAFF CONTACT DETAILS

##### *MPhil in Modern South Asian Studies Teaching Team*

Professor Matthew McCartney	<a href="mailto:matthew.mccartney@area.ox.ac.uk">matthew.mccartney@area.ox.ac.uk</a>
Professor Rosalind (Polly) O'Hanlon	<a href="mailto:rosalind.ohanlon@orinst.ox.ac.uk">rosalind.ohanlon@orinst.ox.ac.uk</a>
Professor Imre Bangha	<a href="mailto:imre.bangha@orinst.ox.ac.uk">imre.bangha@orinst.ox.ac.uk</a>
Professor David Gellner	<a href="mailto:david.gellner@anthro.ox.ac.uk">david.gellner@anthro.ox.ac.uk</a>
Professor Nandini Gooptu	<a href="mailto:nandini.gooptu@qeh.ox.ac.uk">nandini.gooptu@qeh.ox.ac.uk</a>
Professor Sondra Hausner	<a href="mailto:sondra.hausner@theology.ox.ac.uk">sondra.hausner@theology.ox.ac.uk</a>
Professor Justin Jones	<a href="mailto:justin.jones@pmb.ox.ac.uk">justin.jones@pmb.ox.ac.uk</a>
Professor Mallica Kumbera Landrus	<a href="mailto:mallica.kumberalandrus@ashmus.ox.ac.uk">mallica.kumberalandrus@ashmus.ox.ac.uk</a>
Professor Nayanika Mathur	<a href="mailto:nayanika.mathur@area.ox.ac.uk">nayanika.mathur@area.ox.ac.uk</a>
Professor Kate Sullivan de Estrada	<a href="mailto:kate.sullivan@area.ox.ac.uk">kate.sullivan@area.ox.ac.uk</a>

##### *School of Interdisciplinary Area Studies Staff*

<b>CSASP/Modern South Asian Studies Course Administrator</b>		
Stephen Minay	(2)84852	<a href="mailto:stephen.minay@area.ox.ac.uk">stephen.minay@area.ox.ac.uk</a>
<b>SIAS Director of Graduate Studies</b>		
Dr Paul Irwin Crookes	(6)13848	<a href="mailto:paul.irwincrookes@area.ox.ac.uk">paul.irwincrookes@area.ox.ac.uk</a>
<b>SIAS Departmental Disability Contacts</b>		
Dr Paul Irwin Crookes (SIAS DGS)	(6)13848	<a href="mailto:paul.irwincrookes@area.ox.ac.uk">paul.irwincrookes@area.ox.ac.uk</a>
Sarah Jones (Academic Coordinator) (maternity cover for Sarah Dewick)	(2)84995	<a href="mailto:sarah.jones2@area.ox.ac.uk">sarah.jones2@area.ox.ac.uk</a> <a href="mailto:sarah.dewick@area.ox.ac.uk">sarah.dewick@area.ox.ac.uk</a>
<b>SIAS Travel and CUREC Contacts</b>		
Francesca Tucci (Research Officer) (maternity cover for Laura Unwin) For CUREC queries	(2)84989	<a href="mailto:francesca.tucci@area.ox.ac.uk">francesca.tucci@area.ox.ac.uk</a> <a href="mailto:laura.unwin@area.ox.ac.uk">laura.unwin@area.ox.ac.uk</a>
Victoria Hudson (Health and Safety Officer) For risk assessment and travel insurance queries	(2)84991	<a href="mailto:victoria.hudson@area.ox.ac.uk">victoria.hudson@area.ox.ac.uk</a>
<b>IT and Library Services</b>		
IT Services	(2)73200	<a href="https://www.it.ox.ac.uk/">https://www.it.ox.ac.uk/</a>
Social Sciences Library	(2)71093	<a href="http://www.bodleian.ox.ac.uk/ssl/contact">http://www.bodleian.ox.ac.uk/ssl/contact</a>

## IMPORTANT DATES

Oxford University operates a three-term academic year. The terms are named 'Michaelmas' (MT), 'Hilary' (HT) and 'Trinity' (TT). Terms are eight weeks long and each week is numbered. All introductory meetings at the start of the year take place in 'Induction Week', which begins in 'Noughth Week' (Week 0) of Michaelmas Term. Most exams will take place in Week 9 of Trinity Term though some may extend into Week 10. In the long summer vacation between the first and second year you should plan to spend at least six weeks undertaking research for your thesis.

<b>Michaelmas Term 2017</b>	9 <sup>th</sup> October 2017 (Week 1) to 1 <sup>st</sup> December 2017(Week 8)
<b>Hilary Term 2018</b>	15 <sup>th</sup> January 2018 (Week 1) to 9 <sup>th</sup> March 2018 (Week 8)
<b>Trinity Term 2018</b>	23 <sup>rd</sup> April 2018 (Week 1) to 15 <sup>th</sup> June 2018 (Week 8)
<b>Michaelmas Term 2018</b>	8 <sup>th</sup> October 2018 (Week 1) to 30 <sup>th</sup> November 2018(Week 8)
<b>Hilary Term 2019</b>	16 <sup>th</sup> January 2019 (Week 1) to 10 <sup>th</sup> March 2019 (Week 8)
<b>Trinity Term 2019</b>	29 <sup>th</sup> April 2019 (Week 1) to 21 <sup>st</sup> June 2019 (Week 8)

### Deadlines for Examined Work

Term	Week	Core Course	Research Methods	Thesis	Core Language	Options
<b>Michaelmas Term 2017</b>	<b>Noughth Week</b>				<b>Choose 'language track' or 'non-language track'; if choosing 'language track' then choose core language by 12 noon Friday (6<sup>th</sup> October)</b>	<b>Choose Option for MT (if applicable) and/or 'Advanced Language' Option by 12 noon Friday (6<sup>th</sup> October) (NB those on the 'language track' take only one Option in 2017-18; those on the 'non-language track' take three Options in 2017-18 (that is, one each term))</b>
	<b>Week 5</b>		• *Submit 'What is South Asia?' Essay to Exam Schools by <b>12 noon Monday (6<sup>th</sup> November)</b>			<b>NB Deadlines for non-assessed option paper essays will be arranged with individual students by the relevant option teacher</b>
	<b>Week 8</b>	Core Course essay titles issued on <b>Friday (1<sup>st</sup> December)</b>				<b>Choose Options for HT and TT (as applicable) by 12 noon Friday (1<sup>st</sup> December)</b>
	<b>Week 9</b>		• *Submit <b>Qualitative assignment</b> to Exam Schools by <b>12 noon Monday (4<sup>th</sup> December)</b>			

Hilary Term 2018	Week 1	<ul style="list-style-type: none"> <li>*Submit <b>Core Course Essay 1</b> to Exam Schools by <b>12 noon Monday (15<sup>th</sup> January)</b></li> </ul>				NB Deadlines for non-assessed option paper essays will be arranged with individual students by the relevant option teacher
	Week 5		Historical methods and Literature and Language assignments issued on <b>Monday (12<sup>th</sup> February)</b>			
	Week 8	Core Course essay titles issued on <b>Friday (9<sup>th</sup> March)</b>	Quantitative take-home test issued on <b>Monday (5<sup>th</sup> March)</b>			
	Week 9		<ul style="list-style-type: none"> <li>*Submit <b>Historical methods</b> assignment <b>OR Literature and Language</b> assignment <b>OR Quantitative</b> take-home test to Exam Schools by <b>12 noon Monday (12<sup>th</sup> March) AND</b></li> <li>*Submit <b>Research Proposal</b> to Exam Schools by <b>12 noon Monday (12<sup>th</sup> March)</b></li> </ul>			
Trinity Term 2018	Week 1	<ul style="list-style-type: none"> <li>*Submit <b>Core Course Essay 2</b> to Exam Schools by <b>12 noon Monday (23<sup>rd</sup> April)</b></li> </ul>				NB Deadlines for non-assessed option paper essays will be arranged with individual students by the relevant option teacher
	Week 4			<ul style="list-style-type: none"> <li>Submit CUREC form, risk assessment and travel insurance forms to Course Administrator (if conducting research overseas during long summer vacation) by <b>12 noon Friday (18<sup>th</sup> May)</b></li> </ul>		
	Week 9				<b>3 hour written examination in core language</b> as scheduled by Examination Schools	<ul style="list-style-type: none"> <li>*For 'non-language track': <b>3 x 3-hour written examinations</b> (one per Option) as scheduled by Examination Schools; for 'language track' <b>1 x 3 hour written examination</b></li> </ul>
	Week 10					Further possible examinations (if not all scheduled in Week 9)
Long Summer Vacation				Undertake at least 6 weeks' research either in archives or fieldwork as appropriate		

Michaelmas Term 2018	Noughth Week					Choose Option for MT and/or 'Advanced Language' Option as applicable by <b>12 noon Friday (5<sup>th</sup> October)</b> NB those on the 'language track' take only <b>one</b> Option in 2018-19; those on the 'non-language track' take <b>two</b> Options in 2018-19 (that is, one in MT and one in HT)
	Week 3		<b>NB Timetable for Advanced Methods presentation and submission of 5000 word written submission to be arranged with the Advanced Methods teacher and finalised no later than Friday of Noughth Week of MT18</b>	<ul style="list-style-type: none"> <li>Get thesis title approved by supervisor and submit form to Administrator for Course Director approval by <b>12 noon Friday (26<sup>th</sup> October)</b></li> </ul>		<b>NB Deadlines for non-assessed option paper essays will be arranged with individual students by the relevant option teacher</b>
	Week 8					Choose Option for HT (if applicable) by <b>12 noon Friday (30<sup>th</sup> November)</b>
Hilary Term 2019	Week 8			Submit draft thesis to your thesis supervisor by email (and cc course administrator) by <b>12 noon Friday (8<sup>th</sup> March) at latest</b>		<b>NB Deadlines for non-assessed option paper essays will be arranged with individual students by the relevant option teacher</b>
	Week 4			<ul style="list-style-type: none"> <li>*Submit final thesis to Exam Schools by <b>12 noon on Monday (20<sup>th</sup> May 2019)</b></li> </ul>		
Trinity Term 2019	Week 9				<b>3 hour written examination in core language</b> as scheduled by Examination Schools	<ul style="list-style-type: none"> <li>*For 'non-language track': <b>2 x 3-hour written examinations</b> (one per Option) as scheduled by Examination Schools; for 'language track' <b>1 x 3 hour written examination</b></li> </ul>
	Week 10				Further possible examinations (if not all scheduled in Week 9)	

## COURSE CONTENT AND STRUCTURE

### Overview

<b>Course Title:</b>	Master of Philosophy in Modern South Asia
<b>FHEQ Level:</b>	7
<b>Course Length:</b>	21 months

### Course Aims

- To provide the following skills – understanding in depth of one or more regions of South Asia; critical theoretical skills; skills in research methods; the capacity to identify and complete a substantial project of research; transferable knowledge of key societal and developmental challenges and the histories which have shaped them; and, in the case of Language Track students, to develop competence in a South Asian language towards a research level proficiency. These skills are both an end in themselves and a preparation for doctoral research. The degree will therefore also enhance skills in the critical analysis of academic texts, in academic research and writing, editing, oral presentation of material, and the capacity to participate effectively in expert discussion.
- Students with a particular interest in Contemporary India will explore the striking contrasts in its recent history. It is the world's biggest democracy, with a rapidly growing knowledge and service economy, and capacities as a regional political and military-nuclear power. Yet it also contains the world's numerically largest site of human deprivations, an economy where much the larger part operates out of state control and much of the environment faces physical degradation and energy constraints, where the black economy is essential to democracy and where modernity faces, and is also being constituted through, the politics of cultural identity. Some of these features are also true of Pakistan, Bangladesh, Nepal and Sri Lanka, and students of the wider contemporary world in South Asia will be encouraged to explore them through their own combinations of Option papers and choice of thesis subject.
- Students who wish to place a greater emphasis on history and culture in the region will explore its early modern and colonial histories and the interplay between ethnicity, language, class and religious identities that have shaped these histories through into the modern period. Where possible, they will be encouraged to incorporate the study of vernacular language materials and perspectives into their research, as well as a wide range of different types of source material, from popular literature to devotional religion, oral history to visual arts.
- With respect to critical theoretical skills, the course will require students to reflect on how the states and societies of South Asia have come to be understood. These ways of knowing have been shaped by older colonial as well as more recent histories, political interests and institutions, and by the development of the disciplines themselves through which we 'know' the region: politics, international relations, history, anthropology, political economy and religious studies, as well as 'interdisciplinary' perspectives such as that of development studies.
- Research methods appropriate to student interests will be taught. All students will take a course in Qualitative Research Methods, including the politics and ethics of research, library and archival resources, surveys and basic statistics, case studies, oral information and participant observation. Students with an interest in Contemporary India will follow this with a study of Quantitative Methods,

while students wishing to pursue broader histories and literatures of the region will take courses in Historical Methods and Literature and Language.

The teaching team for the degree is composed of staff from SIAS, Oriental Studies, History, Anthropology, Theology, Development Studies and the Ashmolean Museum. The overall design and staffing of the degree should enable students to achieve the level required by the Quality Assurance Agency for Masters courses, including 'originality in the application of knowledge, and understanding of how the boundaries of knowledge are advanced through research'. The degree aims to enable students to 'deal with complex issues systematically and creatively' so that they can apply this approach both in academic and other employment contexts.

### Intended Learning Outcomes

The projected outcomes of the course must be limited to what can be feasibly achieved within the duration of the course. The course aims:

- to develop an in-depth knowledge and critical understanding of the histories, societies and cultures of South Asia and its constituent countries and a broad expertise in the combinations of intellectual disciplines through which these may be studied;
- to enable students to pursue particular areas of specialisation, through a wide range of optional courses, and through the choice of the 'Contemporary India' and the 'Modern South Asia' streams;
- to foster skills in research, writing, analysis and interpretation, through a combination of lectures, tutorials, essay-writing and supervision of a thesis on a subject of the student's choice;
- For 'Language Track' students, to provide intensive training in one or more of the languages of South Asia, and to develop reading skills towards attaining a research proficiency.

### Course Structure

Teaching takes place in various sites across the university, mainly in SIAS (11 & 12, Bevington Road) and the Faculty of Oriental Studies. Please refer to the individual course outlines and timetable for details, and remember to allow enough time to get to your destination.

The MPhil in Modern South Asian Studies may be taken via one of two streams. Students taking the **Contemporary India stream** must take at least one starred\* Contemporary India Option paper over the course of the two years, Research Methods for Area Studies (including Quantitative methods), and a thesis topic related to India in the present day. Students taking the **Modern South Asia stream** may take any combination of Option papers, Research Methods course and thesis subject. As the more encompassing of the two streams, the **Modern South Asia stream** would therefore permit a focus, for example, on contemporary Pakistan or Sri Lanka, as much as (or in combination with) a historical or linguistic focus on a given country or countries in the region. Those taking the **Modern South Asia stream** in particular should think carefully about the kind of expertise they would like to develop while on the degree, and seek out compatibility between their Option and thesis subject choices and the Research Methods route they follow.

Your general supervisor will be a useful sounding board for your ideas on how to tailor your degree to your interests.

In addition, you may follow one of two tracks, the 'Language Track', and the 'Non-Language Track'. If you take the 'Language Track', you will choose a 'Core Language', plus one Option paper in the first year, and one further Option paper in the second year. If you take the 'Non-Language Track', you will choose three Option papers in the first year, and two further Option papers in the second.

An Option paper is usually studied over a single term, and taught through a combination of lectures and classes and assessed with a three-hour examination at the end of Trinity Term. You should not attempt to do more than one Option per term, unless you are taking an 'Advanced Language' Option, where teaching generally runs across two or more terms. You should also avoid taking a new Option in the sixth and last term of the course. For each Option paper apart from 'Advanced Language', you will write an essay, which will be the subject of an individual or small group tutorial meeting with the Option teacher. All Option papers will be assessed via a three-hour examination at the end of the teaching year.

Options for Michaelmas Term (including 'Advanced Language' options) must be chosen by the end of Noughth Week (Friday 6<sup>th</sup> October). Options for Hilary and Trinity Terms should be chosen by the end of Michaelmas Term. Students should study carefully the Option descriptions included in this Handbook and may discuss their Option choices with their supervisor.

For the regulations governing progression from the first to the second year of the MPhil, see the MPhil Conventions in this Handbook.

## **FIRST YEAR**

Over the course of the first year, **all** students will take the following three components:

- 1) **A Core Course.** You will take this course through weekly lectures over Michaelmas and Hilary terms. The course will be assessed by two take-home 5,000 word maximum essays. The first essay will be issued on Friday of Week 8 of Michaelmas Term and should be submitted by 12 noon on Monday of Week 1 of Hilary Term, and the second essay will be issued on Friday of Week 8 of Hilary Term and should be submitted by 12 noon on Monday of Week 1 of Trinity Term.
- 2) **Research Methods.** You will complete a course in Research Methods, following one of three specially-tailored modules.

During the first half of Michaelmas Term, all students complete the 2500-word maximum 'What is South Asia?' (WISA) essay based on their reading of two texts about the region or a specific country within the region. Guidance on how to write the essay together with the source texts can be found at page 55. The WISA essay should be submitted by 12 noon on Monday of Week 5 of Michaelmas Term.

All students attend the Qualitative course run by SIAS through a series of general (cross-Area) lectures and South Asia specific classes in Michaelmas Term, and complete a 2,500 word maximum practical exercise in the collection and analysis of qualitative data by 12 noon on Monday of Week 9 of Michaelmas Term.

In Hilary Term, students have the choice of three modules:

(i) Research Methods for Area Studies Quantitative Methods: delivered through a series of lectures, classes and practical Excel classes run by SIAS throughout Hilary Term. This module is assessed by a time-limited take-home test in quantitative analysis to be issued by Monday of Week 8 and submitted by 12 noon on Monday of Week 9 of Hilary Term. (NB If you are taking the 'Contemporary India' stream, you must take this module; other students may take it if they wish to do so.)

(ii) Qualitative and Historical Methods: delivered through a series of four lectures/classes in Hilary Term run by the Faculty of Oriental Studies. This module is assessed by a 2,500 word essay on Historical Methods to be set by Monday of Week 5 of Hilary Term and submitted by 12 noon on Monday of Week 9 of Hilary Term. (NB not available to students taking the 'Contemporary India' stream.)

(iii) Qualitative Methods, Literature and Language: delivered through a series of four lectures/classes in Hilary Term run by the Faculty of Oriental Studies. This module is assessed by a 2,500 word essay on Literature and Language to be set by Monday of Week 5 of Hilary Term and submitted by 12 noon on Monday of Week 9 of Hilary Term. (NB not available to students taking the 'Contemporary India' stream.)

In addition, all students will present their developing thesis topic in class towards the end of Hilary Term and must submit a 2,500 word maximum individual research proposal by 12 noon Monday of Week 9 of Hilary Term. You will choose the subject yourself in consultation with your thesis supervisor. Over the summer between your first and second years, you will need to allow at least six weeks to conduct the research for your thesis. Candidates taking the 'Contemporary India' stream should choose a subject relating to present day India. Candidates taking the 'Modern South Asia' stream should choose a thesis subject appropriate to their interests.

3) **Language Track/non-Language Track** (full details of Core Languages are given below on pages 24-27)

***Either:***

(a) Language Track

You will complete a Core Language course. This is a programme of intensive language study in one of the following: Hindi, Hindi and Urdu, Advanced/Literary Hindi, Advanced/Literary Hindi and Urdu, Old Hindi and Urdu, Brajhasha and Old Hindi Texts, or a substitute Core Language. The Core Language course is examined by a three hour exam in Trinity term of the first year.

One Option paper. Depending on the Option paper you choose, your workload will be heavier in that particular term, and you should plan accordingly. Candidates will present themselves for a three-hour written examination in Trinity Term.

***Or:***

(b) Non-Language Track

Three Option papers: Candidates will present themselves for three three-hour written examinations in Trinity Term.

The list of Option papers will be published by the Course Director(s) in the Course Handbook at the beginning of the academic year in which the option papers are to be taken. Starred papers indicate 'Contemporary India' options.

## **SECOND YEAR**

Over the course of the second year, all students will take the following components:

### **1) Advanced Research Methods**

Towards the end of the Michaelmas term, you will be required to make an oral presentation, of about 20 minutes, of your thesis topic. At the time of this presentation, you will also submit a written outline of the problem you are investigating, an overview of relevant secondary literature, a description of the approach and method you will be adopting, and an account of the source materials you have collected. This written piece of work should be up to 5,000 words, including references. In addition, you should submit a Bibliography, which will not be included in the word count. This will not be formally assessed as part of the course, but you will receive detailed feedback on your oral and written presentation.

### **2) Language Track/non-Language Track**

#### ***Either***

#### **(a) Language Track**

You will complete the Core Language course studied in the first year, progressing to an advanced level. The Core Language course is examined by a three hour exam in Trinity term of the second year.

One option paper in either Michaelmas or Hilary Term. Depending on the Option paper you choose, your workload will be heavier in that particular term, and you should plan accordingly.

#### ***Or:***

#### **(b) Non-Language Track.**

Two Option papers, one in Michaelmas and the second in Hilary Term.

### **3) Thesis**

Over the course of the second year, you will continue to work on your 30,000 word maximum thesis, building on the source materials gathered during your work over the summer. The title must then be approved by the Course Director(s) by 12 noon on Monday of week 3 in the Michaelmas Term of your second year. (Any late change to your thesis title must be agreed by your thesis supervisor and the Course Director(s) by 12 noon on Friday of Week 4 of Hilary Term) The finished thesis must be submitted by 12 noon on Monday of week 4 Trinity Term and must be accompanied by a statement that it is your own work except where otherwise indicated.

All assessed work, including the thesis, should be submitted in two word processed copies and an electronic copy in PDF format on a memory stick or CD, to the Examination Schools, addressed to the Chair of Examiners for the MPhil in Modern South Asian Studies, c/o the Examination Schools, High Street, Oxford.

The use of a dictionary is not permitted in any of the examinations.

Attendance at the **Modern South Asian Studies Seminar Series** on **Tuesday afternoons at 2.00pm** is a compulsory element of the degree course. The seminars will take place in the **Headley Lecture Theatre** at the **Ashmolean Museum** every week (except for the **first two weeks of Michaelmas Term 2017**, when they will take place in the **Nissan Lecture Theatre at St Antony's College**). For details of the speakers and topics, see the events page of the CSASP website (<http://www.southasia.ox.ac.uk/events>).

## CORE COURSE

The Core Course will be delivered through a series of 16 lectures over held on **Mondays 2.00-4.00pm** in the **Michaelmas** and **Hilary** terms of your first year. Venue: **Lecture room 1, Faculty of Oriental Studies**. Each lecture will be followed by a seminar-style discussion. Students are expected to read all of the 'Key Readings' in ANNEX G before each lecture, as preparation for each. The Core Course is examined via two essays which will be issued at the end of the Michaelmas and Hilary Terms respectively. Topics will be taken from the lectures. To help you write these longer essays, 'Further Readings' are given for each lecture.

For the full list of Core Course themes, and 'Key Readings' and 'Further Readings', see ANNEX G

1. **South Asia: an introduction.** Monday 9 October 2pm. Professor Nayanika Mathur (see p. 129)
2. **Nations and nationalism.** Monday 16 October 2 pm. Professor Polly O'Hanlon (see p. 130)
3. **The State in South Asia.** Monday 23 October 2 pm. Professor Nayanika Mathur (see p. 131)
4. **Gender and family.** Monday 30 October 2 pm. Professor Polly O'Hanlon (see p. 132)
5. **Caste in history and contemporary society.** Monday 6 November 2 pm. Professor David Gellner (see p. 133)
6. **Religion and community.** Monday 13 November 2 pm. Professor Justin Jones and Sondra Hausner (see p. 134)
7. **Histories of capital and labour.** Monday 20 November 2 pm. Professor Matthew McCartney (see p. 136)
8. **Economic development in colonial and post-colonial states.** Monday 27 November, 2 pm. Professor Matthew McCartney (see p. 137)
9. **The politics of language in South Asia.** Monday 15 January 2018, 2 pm. Professors Imre Bangha and Polly O'Hanlon (see p. 138)
10. **Material and visual culture.** Monday 22 January, 2018, 2 pm. Professor Mallica Kumbara Landrus (see p. 140)
11. **Poverty and national development.** Monday 29 January, 2018, 2 pm. Professor Matthew McCartney (see p. 141)
12. **Environment.** Monday 5 February, 2018, 2 pm. Professor Nayanika Mathur (see p. 142)
13. **Political thought and intellectual history.** Monday 12 February, 2018, 2 pm. Professor Polly O'Hanlon (see p. 143)
14. **The city and social experience.** Monday 19 February, 2018, 2 pm. Dr Mallica Kumbara Landrus (see p. 144)
15. **Diasporas, internal and external.** Monday 26 February 2018, 2 pm. Professor David Gellner and Professor Kate Sullivan de Estrada (see p. 145)
16. **Neighbours, friends and rivals: international relations.** Monday 5 March 2018, 2 pm. Professor Kate Sullivan de Estrada (see p. 147)

## RESEARCH METHODS

For details, please see the separate Handbook *Research Methods for Area Studies 2017/2018: Course Guide for the MSc/MPhil in Modern South Asia*.

### THE CORE LANGUAGE COURSE (for 'language track' students)

Core Language courses are intensive, two-year courses held in small classes, for 4-5 hours a week throughout the year. Each course normally represents a 15-20 hour weekly workload in total. For Introductory Readings to each of the Core Languages, please see ANNEX H on pages 149-151 below. These readings will help you develop your skills both at the start, and during the course.

Language track students may choose between the following six Core Language combinations, or potentially substitute another core language (Persian, Tibetan or Sanskrit) subject to appropriate experience and timetabling compatibility (these other languages are run by the Faculty of Oriental Studies):

- (i) Hindi
- (ii) Hindi and Urdu
- (iii) Advanced/Literary Hindi
- (iv) Advanced/Literary Hindi and Urdu
- (v) Old Hindi and Urdu
- (vi) Brajhasha and Old Hindi Texts
- (vii) Substitute core languages (Persian, Tibetan, Sanskrit)

Of these, (i) and (ii) are designed for beginners. (iii)-(vi) are designed for students who have at least intermediate command of Hindi or Urdu. Of these, (iii), (iv) and (v) are suitable for those who want to deepen their knowledge of the modern language. (iii), (v) and (vi) are suitable for those who wish to explore pre-colonial layers of these languages. To ensure that students are suitably challenged in their language learning, those who already have a good command of Hindi should take (v) or (vi), while those with a good command of Urdu should take (iii) or (vi). Not all options may be available every year.

Along with general language practice, wherever applicable, the second year of (i) and (ii) and both years of (iii)-(vi) focus on reading, discussing and writing about a select range of literary texts. Along with a close reading and translation of the texts, their socio-cultural context is also presented. Students will normally be given a vocabulary and asked to prepare texts, and sometimes short essays. The texts read vary each term but they include short stories for the modern options and poetry for the Old Hindi options, from both classic and lesser known authors. More accessible texts are read in Michaelmas term and more specialised classes are held in later terms. Hindi and Urdu, and Advanced/Literary Hindi and Urdu run for the first five terms of the course. All of the other Core Languages run for all of the six terms of the course. Further details are given below.

Some parts of each Core Language are available as Advanced Language Options. See page 28 for a description of each.

The content of each Core Language is as follows:

### (i) Hindi

This is an intensive course for both absolute beginners and 'false' beginners, that is to say beginners who once had some familiarity with the language, but have forgotten much of it. In this course, we gradually build up the grammar and the basic vocabulary of the language and practice listening, speaking, reading and writing. The course runs for six terms. In the first year, during Michaelmas Term and Hilary Term the teaching will cover the learning and practice of the entire material in Snell and Weightman, *Teach Yourself Complete Hindi*. In Trinity Term we proceed to intermediate level and will read texts from the media and continue with general language practice. The second year combines general language practice (classes in advanced Hindi) with literary readings (classes in literary Hindi).

#### **Overview of termly work and end of year examination**

**Year 1 Classes:** MT HT Elementary Hindi (Grammar and Practice). Total contact hours: 4 hours, 45 mins per week (or 38 hours per term);

TT Intermediate Hindi (texts from the Media) and Practice. Total contact hours: 3 hours per week (or 24 hours across the term).

**Year 1 Examination:** Beginners' Hindi

**Year 2 Classes:** MT HT Advanced Hindi, Literary Hindi. Total contact hours: 3 hours per week (or 24 hours per term);

TT Advanced Hindi. Total contact hours: 1 hour per week (or 8 hours across the term)

**Year 2 Examination:** Advanced Hindi

### (ii) Hindi and Urdu

This is an intensive course suitable both for absolute beginners and for 'false' beginners, that is to say beginners who once had some familiarity with the languages, but have forgotten much of it. In this course, we gradually build up the grammar and the basic vocabulary of the languages and practice listening, speaking, reading and writing. The course runs for five terms. In the first year, during MT and HT the teaching will cover the learning and practice of the entire material in Snell and Weightman, *Teach Yourself Complete Hindi*, in TT we proceed to intermediate level and will read texts from the media and continue with general language practice. The Urdu script will be introduced at this point and we will start reading simple Urdu prose. The second year combines general Hindi language practice with literary readings in both Hindi and Urdu.

#### **Overview of termly work and end of year examination**

**Year 1 Classes:** MT HT - First-year Hindi Grammar and Practice. Total contact hours: 4 hours, 45 mins per week (or 38 hours per term);

TT Intermediate Hindi (texts from the Media) and Practice, Introduction to written Urdu, Urdu Prose Texts  
Total contact hours: 6 hours per week (or 48 hours across the term).

**Year 1 Examination:** Beginners' Hindi

**Year 2 Classes:** MT HT Advanced Hindi, Literary Hindi, Urdu Prose Texts. Total contact hours: 5 hours per week (or 40 hours per term)

**Year 2 Examination:** Advanced Hindi and Urdu

### (iii) Advanced/Literary Hindi

This is an advanced course for those who already have at least an intermediate knowledge of written Hindi. Students familiar only with Urdu or with colloquial Hindi may also join. They will be introduced to the unfamiliar script during the first weeks and will be exempted from the Old Hindi classes on Wednesday morning of Michaelmas term weeks 1-2. This course runs for six terms combines general language practice (classes in advanced Hindi) with literary readings of several classics of Modern and Old Hindi literature (classes in literary Hindi and in old Hindi). For the literary reading classes, students will be given glossaries and will also be required to write about and participate in the discussion of the literary pieces.

#### Overview of termly work and end of year examination

**Year 1 Classes:** MT HT Advanced Hindi, Literary Hindi, Old Hindi. Total contact hours: 5 hours per week (or 40 hours per term); TT Advanced Hindi, Old Hindi. Total contact hours: 3 hours per week (or 24 hours across the term).

**Year 1 Examination:** Advanced Hindi

**Year 2 Classes:** MT HT Advanced Hindi<sup>2</sup>, Literary Hindi<sup>2</sup>, Old Hindi<sup>2</sup>. Total contact hours: 5 hours per week (or 40 hours per term); TT Old Hindi<sup>2</sup>. Total contact hours: 2 hours per week (or 16 hours across the term).

**Year 2 Examination:** Literary Hindi

### (iv) Advanced/Literary Hindi and Urdu

This is an advanced course for those who already have at least an intermediate knowledge of written Hindi or Urdu. Students familiar with only one of these languages may also join and they will be introduced to the unfamiliar script during the first weeks. This course runs over five terms and combines general language practice (classes in advanced Hindi) with literary readings of several classics of Hindi and Urdu literature (classes in literary Hindi and in Urdu Prose texts). Most of these will be short stories, but students will also be introduced to novel excerpts, drama and poetry. For the literary reading classes, students will be given glossaries and will also be required to write about and participate in the discussion of the literary pieces.

#### Overview of termly work and end of year examination

**Year 1 Classes:** MT HT Advanced Hindi, Literary Hindi, Urdu Prose Texts. Total contact hours: 5 hours per week (or 40 hours per term); TT Advanced Hindi (one hour per week), Urdu Prose Texts (three hours per week Weeks 4-8 only). Total contact hours: 1 hour per week (Weeks 1-3); 4 hours per week (Weeks 4-8), equivalent to 23 hours across the term.

**Year 1 Examination:** Advanced Hindi and Urdu

**Year 2 Classes:** MT HT Advanced Hindi<sup>2</sup>, Literary Hindi<sup>2</sup>, Urdu Prose Texts<sup>2</sup>. Total contact hours: 5 hours per week (or 40 hours per term)

**Year 2 Examination:** Literary Hindi and Urdu

### (v) Old Hindi and Urdu

This is an advanced course for those who already have at least an intermediate knowledge of written Hindi or Urdu. Students familiar with only one of these languages may also join. They will be introduced to the unfamiliar script during the first weeks and will be exempted from the 'Old Hindi' classes on Wednesday mornings of Michaelmas term, weeks 1 and 2. This course runs over six terms and combines literary readings of several classics of Old Hindi and of Modern Urdu literature. For the literary reading classes, students will be given glossaries and will also be required to write about and participate in the discussion of the literary pieces.

### **Overview of termly work and end of year examination**

**Year 1 Classes:** MT HT Old Hindi, Urdu Prose Texts. Total contact hours: 4 hours per week (or 32 hours per term); TT Old Hindi (two hours per week), Urdu Prose Texts (three hours per week Weeks 4-8 only). Total contact hours: 2 hours per week (Weeks 1-3); 5 hours per week (Weeks 4-8), equivalent to 31 hours across the term.

**Year 1 Examination:** Old Hindi and Urdu 1

**Year 2 Classes:** MT HT Old Hindi<sup>2</sup>, Urdu Prose Texts<sup>2</sup>. Total contact hours: 4 hours per week (or 32 hours per term); TT Old Hindi<sup>2</sup> Total contact hours: 2 hours per week (or 16 across the term).

**Year 2 Examination:** Old Hindi and Urdu 2

### **(vi) Brajbhasha and Old Hindi Texts**

This is an advanced reading course for students who already have at least an intermediate knowledge of written Hindi. Students familiar only with Urdu or with colloquial Hindi may also join. They will be introduced to the script during the first weeks and will be exempted from the Old Hindi classes on Wednesday morning of Michaelmas term weeks 1-2. In this course, we read both classic and little-known poems of Old Hindi literature. Students will be given a glossary and will also be required to write about and participate in the discussion of the literary pieces. This is primarily a reading course. Since it does not contain a conversation component and the termly workload is less than in the other core language options, it runs for six terms.

### **Overview of termly work and end of year examination**

**Year 1 Classes:** MT HT TT Old Hindi<sup>1</sup>. Total contact hours: 2 hours per week (or 16 hours per term).

**Year 1 Examination:** Brajbhasha and Old Hindi Texts 1

**Year 2 Classes:** MT HT TT Old Hindi<sup>2</sup>. Total contact hours: 2 hours per week (or 16 hours per term).

**Year 2 Examination:** Brajbhasha and Old Hindi Texts 2

### **(vii) Substitute core languages**

Depending on timetabling, teaching availability and the student's level of preparation, it may be possible for students to take Persian, Sanskrit or Tibetan. These courses are run primarily for other degrees within the Faculty of Oriental Studies, but it may be possible to accommodate MPhil MSAS students in some circumstances.

## **OPTION PAPERS**

With the exception of the 'Advanced Language' Options described below, each Option is delivered through eight weekly two-hour sessions (which may include a lecture, seminar-style discussion, and/or classwork), and run in a single term. It is **not** possible to take more than one Option paper in a single term.

General reading lists for each Option are included in the Option descriptions below. Detailed reading lists for each week will be published on WebLearn and students will be required to have read the \*key items before each class.

For each Option paper apart from 'Advanced Language', you will write an essay, which will be the subject of an individual or small group tutorial meeting with the Option teacher.

Each Option (including the 'Advanced Language' Options) is assessed through a three-hour written examination at the end of Trinity Term. You will be examined on the Option paper/s you have studied in your first year, at the end of that first year, and on the Option paper/s you have studied in your second year, at the end of that second year.

### *Advanced language*

Convenor: **Professor Imre Bangha**

These options run throughout the year at times specified by the teaching staff at the **Faculty of Oriental Studies**, Pusey Lane. For further information, please see the termly timetables. If in doubt, please contact Professor Bangha.

South Asia is the home to many hundreds of languages, including Hindi and Urdu, the most widely known tongues of the region. A command of one of its languages gives you direct contact with people who did not have access to a good English education, as well as with the multifaceted literatures and cultures of the region, of which only a small part is available in English translation.



The image above shows graffiti protesting against dowry, Allahabad Fort, c. 2003.

The advanced language options set out below are designed for students who already have at least intermediate command of a South Asian language and either want to deepen their knowledge by reading literary texts (Language Option: **Literary Hindi**), to explore the pre-colonial layers of learning (Language Option: **Brajhasha & Old Hindi Texts**) or to learn another language (Language Option: **Hindi**, Language Option: **Other**). There are options designed for students with a command of Hindi to learn Urdu

(Language Option: **Urdu Prose Texts**) and for students with a command of Urdu to learn Hindi (Language Option: **Literary Hindi**). Not all options may be available every year. It is possible that some other South Asian languages may be available for students who already have a good level of expertise. At the beginning of the academic year, the language teachers will assess your knowledge and will advise you on your language course choices.

Most courses operate through reading, discussing and writing about a select range of literary texts. Classes are held twice a week. Along with a close reading and translation of the texts, their socio-cultural context is also presented. Students will normally be given a vocabulary and asked to prepare texts, and sometimes short essays. The course normally presents a 6-10 hour weekly workload including both class time and outside-class preparation through each of the three terms. Language Option: Hindi runs for only two terms (MT and HT) so the workload during these terms is proportionately higher.

The texts read vary each term but they include short stories for the modern options and poetry for the Old Hindi option from both classic and lesser known authors. More accessible texts are read in Michaelmas term and more specialised classes are held later.

The various 'Advanced Language' Options you can take as an MPhil student are as follows

- (i) Language Option: *Hindi*
- (ii) Language Option: *Literary Hindi*
- (iii) Language Option: *Urdu Prose Texts*
- (iv) Language Option: *Brajhasha & Old Hindi Texts*
- (v) Language Option: *Other*

These options are described below, along with introductory readings for each. They can only be taken by students who have at least an intermediate command of another South Asian language.

#### **(i) Language Option: Hindi**

This is an intensive elementary course both for beginners who already have a working knowledge of another South Asian language and for 'false' beginners, that is to say beginners who once had some familiarity with the language, but have forgotten much of it. In this course, we gradually build up the grammar and the basic vocabulary of the language and practice listening, speaking, reading and writing. The course runs in Michaelmas and Hilary Terms, during which we cover the entire material in Snell and Weightman, *Teach Yourself Complete Hindi*. The classes take place on Mondays 9.00-9.45am, Wednesdays 11.00am-1.00pm, Thursdays 10.00-11.00am and Fridays 5.00-6.00pm at the Faculty of Oriental Studies. Total contact hours: 4 hours, 45 mins per week or 38 hours per term throughout MT and HT.

#### **Introductory Readings**

R. Snell and S. Weightman. 2011. *Teach Yourself Complete Hindi*. McGraw-Hill, X-XXXVII.

(If after reading this, you find the script difficult, you can use *Read and write Hindi script: Teach Yourself*. 2010. London: Hodder & Stoughton).

Colin P. Massica. 1991. *The Indo-Aryan Languages*. Cambridge: Cambridge University Press. 'Introduction', 1-7; 'The Modern Indo-Aryan Languages and Dialects', 8-31.

George Cardona and Dhanesh Jain, eds. 2003. *The Indo-Aryan Languages*. London: Routledge. 'General Introduction', 1-9 and M Shapiro 'Hindi', 250-8, 273-280.

#### **(ii) Language Option: Literary Hindi**

This is an advanced reading course for students who already have at least an intermediate knowledge of Hindi or Urdu. Students familiar only with Urdu or with colloquial Hindi may also join and they will be introduced to the script during the first weeks. The early classes will be adapted for students' different levels of starting ability.

In this course, we read several classics of modern Hindi literature – mostly short stories but we also introduce novel excerpts, drama and poetry. Students will be given a glossary and will also be required to write about and participate in the discussion of the literary pieces. This is primarily a reading course but we also practice speaking and writing. The course runs for all three terms of the academic year, spreading the workload evenly. The classes take place on Tuesdays 11.00am-1.00pm and Fridays 4.00-5.00pm in MT and HT and on Fridays 4.00-5.00pm in TT. Total contact hours 3 hours per week in MT and HT (24 hours per term); 1 hour per week in TT (8 hours per term).

### Introductory Readings

Colin P. Massica. 1991. *The Indo-Aryan Languages*. Cambridge: Cambridge University Press. 'Introduction', 1-7; 'The Modern Indo-Aryan Languages and Dialects', 8-31.

George Cardona and Dhanesh Jain, eds. 2003. *The Indo-Aryan Languages*. London: Routledge. 'General Introduction', 1-9 and M Shapiro 'Hindi', 250-8, 273-280.

C. Shackle and R. Snell. 1990. *Hindi and Urdu since 1800*. New Delhi: Heritage. 1-82.

Francesca Orsini. 2010. 'Introduction' in Alok Rai, ed. *The Oxford India Premchand*. New Delhi: Oxford University Press. 1-14.

Harish Trivedi. 2003. 'The progress of Hindi, Part 2: Hindi and the Nation'. In Sheldon Pollock, ed. *Literary Cultures in History*. Berkeley: University of California Press. 958-1022.

For those not yet familiar with the script: R. Snell. 2010. *Read and write Hindi script: Teach Yourself*. London: Hodder & Stoughton.

### (iii) Language Option: Urdu Prose Texts

This is an advanced reading course for students who already have at least an intermediate knowledge of Hindi or Urdu. Students familiar only with Hindi or with colloquial Urdu may also join. An "Introduction to written Urdu" is held in MT Weeks 1-3. The early classes will be adapted for students' different levels of starting ability.

In this course, we read several classics of modern Urdu literature – mostly short stories but we also introduce novel excerpts, drama and poetry. Students will be given a glossary and will also be required to write about and participate in the discussion of the literary pieces. This is primarily a reading course but we also practice speaking and writing. The course runs for all three terms of the academic year. The classes take place on Thursdays 11.00am-1.00pm in MT and HT (with additional classes on Wednesdays 10.00am-12.00 noon in Weeks 1-3 of MT for those unfamiliar with the script) and Mondays 9.00-10.00am, Tuesdays 11.00am-12.00 noon and Thursdays 11.00am-12.00 noon in **Weeks 4-8 only** of Trinity Term. Total contact hours are therefore 2 hours per week in MT and HT (with an additional 2 hours x 3 weeks for those new to the script) which equates to 16 hours per term (22 hours per term in MT for those new to the script) and 3 hours per week x 5 weeks in TT (or 15 hours per term).

### Introductory Readings

Colin P. Massica. 1991. *The Indo-Aryan Languages*. Cambridge: Cambridge University Press. 'Introduction', 1-7; 'The Modern Indo-Aryan Languages and Dialects', 8-31.

George Cardona and Dhanesh Jain, eds. 2003. *The Indo-Aryan Languages*. London: Routledge. 'General Introduction', 1-9 and Ruth Laila Smith, 'Urdu', 288-308, 342-6.

C. Shackle and R. Snell: *Hindi and Urdu since 1800*. New Delhi: Heritage. 1-82

Ralph Russel and Khurshidul Islam. 1992. *Three Mughal poets*. New Delhi: Oxford University Press.

Francesca Orsini. 2010. 'Introduction'. In F. Orsini, ed. *Before the Divide*. New Delhi: Orient Blackswan. 1-20.

F. W. Pritchett. 2003. 'A Long History of Urdu Literary Culture, Part 2: Histories, Performances and Masters'. In Sheldon Pollock, ed. *Literary Cultures in History*, Berkeley: University of California Press. 864-911.

For those joining Introduction to Written Urdu: R. Delacy. 2010. *Read and Write Urdu Script*. Teach Yourself Books, 7-30.

#### (iv) Language Option: Brajbhasha & Old Hindi Texts

This is an advanced reading course for students who already have at least an intermediate knowledge of Hindi or Urdu. In this course, we read both classic and little-known poems of Old Hindi literature. Students will be given a glossary and will also be required to write about and participate in the discussion of the literary pieces. This is primarily a reading course and runs for all three terms of the academic year, spreading the workload evenly. The classes take place on Tuesdays 10.00-11.00am and Wednesdays 12.00 noon-1.00pm in MT and HT and Tuesdays 10.00-11.00am and Thursdays 10.00-11.00am in TT. Total contact hours are 2 hours per week (or 16 hours per term, for each of the three terms).

#### Introductory readings

Colin P. Massica. 1991. *The Indo-Aryan Languages*. Cambridge: Cambridge University Press. 'Introduction, 1-7; 'The Modern Indo-Aryan Languages and Dialects', 8-31.

George Cardona and Dhanesh Jain eds. 2003. *The Indo-Aryan Languages*. London: Routledge. 'General Introduction, pp. 1-9 and M Shapiro, 'Hindi' 250-8, 273-280.

R. Snell. 'Braj in Brief' <http://hindiurduflagship.org/resources/learning-teaching/braj-in-brief/>

R. Snell. 1992. 'Introduction'. *The Hindi Classical Tradition*. New Delhi: Heritage. 3-50.

<http://hindiurduflagship.org/resources/learning-teaching/braj-bhasha-reader/>

J. S. Hawley. 2009. 'Introduction'. In J. S. Hawley, *The Memory of Love: Sūrdās Sings to Krishna*. Oxford: Oxford University Press, 3-44.

Harish Trivedi. 2003. 'The Progress of Hindi, Part 1: The Development of a Transregional Idiom'. In Sheldon Pollock, ed. *Literary Cultures in History*. Berkeley: University of California Press. 912-957.

Allison Busch. 2011. *Poetry of Kings: The Classical Hindi Literature of Mughal India*. Ch 2, 'The aesthetic world of riti poetry'. Oxford: Oxford University Press. 65-101.

#### (v) Language Option: Other

Other languages, such as Bengali, Gujarati or Marathi, may be available subject to demand from at least three students and availability within the teachers' schedule.

## *Gender and Society in India, c. 1800 to the present*

Convenor: **Professor Polly O'Hanlon**

This option runs on **Tuesdays** in **Michaelmas Term 4.00-6.00pm** in **Room 114** at the **Faculty of Oriental Studies**, Pusey Lane



A painting from the late C19th Bengal Kalighat school, 'Woman striking man with broom'. It reflects contemporary fears about changing power relationships in the household.

Gender was central to India's experience of colonialism. From the institution of Sati in the 1820s, to later conflicts over widow remarriage and the age of consent, the status of Indian women attracted the reforming zeal of missionaries, colonial legislators and metropolitan liberals. For Indian conservatives, reformers and later nationalists, women and the family were likewise potent symbols, conveying a variety of different class, community and national identities.

In more subtle ways, colonialism posed troubling issues for men and masculinity. Religious reform societies and political leaders of all shades of opinion sought in different ways to create a new moral vision for men and gender within family, community and nation, often in the face of unsettling assertions of women's rights and freedoms. Questions of masculinity in relation to class, community and property rights assumed equal importance from the 1930s, as India's future leaders debated legislation over Hindu and Muslim personal laws. The heightened significance of gender was nowhere more striking than over the years of Partition, when violence against women on either side underscored their roles as symbols of community, class and state.

Although this longer term history continues to find echoes, the independent states of South Asia have also set their own very different trajectories in the field of gender. Women are present at every level of politics, women's organisations flourish, and the emergence of new urban middle classes across the region have re-set sexual norms and expectations for men and women alike. At the same time, many regional societies have witnessed a savage backlash against expanding freedoms for young women, while the increasingly skewed gender ratio is testament to the greater valuation still placed on sons over daughters.

This paper will give students a chance to explore the longer term history of gender relations in different parts of the subcontinent, as well as their changing forms in the present day. Following the work of Joan Scott, gender will be studied here both as form of ideology often used to underpin hierarchy in many areas of society, and as a set of roles and practices with great power to shape men's and women's lives.

### **Introductory Readings**

Chakraborty, Chandrima. 2014. *Mapping South Asian Masculinities: Men and Political Crises*. Special issue of *South Asian History and Culture*, vol. 5, no. 4.

Ghosh, Durba. 2007. *Sex and the Family in Colonial India: The Making of Empire*. Cambridge: Cambridge University Press.

Kumar, Radha. 1993. *The history of doing: An illustrated account of movements for women's rights and feminism in India, 1800-1990*. Delhi: Zubaan. ch. 2

Newbigin, Eleanor. 2013. *The Hindu Family and the Emergence of Modern India: Law, Citizenship and Community*. Cambridge: Cambridge University Press.

Sarkar, Tanika and Sumit Sarkar. 2008. *Women and Social Reform in Modern India: A Reader*. Bloomington: Indiana University Press.

Sunder Rajan, Rajeshwari. 2003. *The Scandal of the State: Women, Law and Citizenship in postcolonial India*. Durham: Duke University Press.

### ***The Economic Development of South Asia: 1947-2017***

Convenor: **Professor Matthew McCartney**

This option runs on **Wednesdays** in **Michaelmas Term 2.00-4.00pm** in the **Ground Floor Seminar Room** at **SIAS, 11 Bevington Road**

This course is intended to provide students with a broad view of the key issues of economic development in the South Asian region from independence to the present day. The course is unusual in the attention it will give to South Asia outside India, particularly to Sri Lanka, Pakistan and Bangladesh and also in the fact that it is comparative. The starting assumption for this course is that one can learn more about the constituent countries of South Asia by studying the others. For example the India-centric or Pakistan-centric literatures on the economic booms in those two countries after 2003 can be complemented by study of the debates about the simultaneous booms in each other as well as in Bangladesh and Sri Lanka. So, in India the boom must be about more than just software exports and in Pakistan the boom must be about more than just US aid and debt forgiveness after the launch of the US War on Terror...



**A textile factory in India**

The course starts with an overview of the colonial legacy and asks the question, which of the newly independent economies of South Asia had the best pre-conditions for subsequent rapid economic growth and development. As we jump forward to 2017 and look at seventy years of actual progress and compare that to the potential in 1947 the answer about which economy has been the most 'successful' may surprise you. The other lectures follow a broadly chronological narrative and take a comparative look at common themes, such as the efforts to promote planned state-led industrialization in the 1950s and 1960s, the shift to economic (and social) radicalism under Bandaranaike, Bhutto, Gandhi and Rahman in the 1960s and 1970s, liberalization and globalization in the 1980s and 1990s, and the economic boom across South Asia after c.2003. The course looks at the region through an academic discipline (economics) rather than being topic led (such as terrorism and extremism in Pakistan, conflict in Sri Lanka and Micro-credit and floods in Bangladesh) as is common in much contemporary writing about the region. The course will be equally accessible to those with and without a background in economics. If needed I

will schedule an introductory one-hour class prior to the lecture to introduce/ discuss the economics concepts that will be utilized in the lecture.

#### **Introductory readings:**

Kochhar, K U.Kumar, R.Rajan, A.Subramanian and I.Tokatlidis (2006), 'India's Pattern of Development: What Happened, What Follows?', *IMF Working Paper, WP/06/22*, Washington D.C.

Subramanian, A (2007), 'The evolution of institutions in India and its relationship with economic growth',

*Oxford Review of Economic Policy*, 23:2, pp.196-220.

Athukorala, P and S.Jayasuriya (1994), *Macroeconomic Policies, Crises, and Growth in Sri Lanka, 1969-90*, Washington, World Bank.

Moore, M (1990), 'Economic Liberalization versus Political Pluralism in Sri Lanka?', *Modern Asian Studies*, 24:2, pp.341-382.

Burki, S.J (1999), *Pakistan: Fifty Years of Nationhood*, Boulder: Westview Press.

Eastlery, W (2003), 'The Political Economy of Growth Without Development: A Case Study of Pakistan', in D.Rodrik (2003), *In search of prosperity: analytic narratives on economic growth*, Princeton, NJ, Princeton University Press.

Rhee, Y.W (1990), 'The Catalyst Model of Development: Lessons from Bangladesh's Success with Garment Exports' *World Development*, 18:2, pp.333-346.

Ven Schendel, W (2009), *A History of Bangladesh*, Cambridge, Cambridge University Press.

### ***Trade and Exchange in South Asia: Transcultural Objects, Relations and Identities***

Convenor: **Professor Mallica Kumbera Landrus**

This option runs on **Thursdays** in **Michaelmas Term 2.00-4.00pm** in the **Eastern Art Study Room 2** (Level 1 – off Gallery 30) at the **Ashmolean Museum**



**Ivory cabinet, 1600s, Sri Lanka**

The discipline of history of art is an object-based cultural history founded on the basis that objects represent and reflect the ideas and values of people who commissioned, created, used and collected them. The objects are primary sources documenting the changes in social, religious, economic, and political ideas within their historical contexts. Thus, the history of art is inherently an interdisciplinary and cross-cultural subject that illuminates our shared society and identity, similarities as well as differences.

Material culture in South Asia presents a remarkable case study in the creation of a visual vocabulary and

language of meaning. Students will be encouraged to explore a range of visual and material culture within its historical, political and social context on the Indian subcontinent. Relevant objects in the Ashmolean Museum will be the focus, but the function, trade and/or diplomatic exchange of objects, and ideas with regard to technology and transcultural identities will in large part be the subject of the eight weekly classes (2 hours each) in this option.

No previous experience is necessary or expected in the study of material and visual culture. The weekly classes, held in the Museum's study room, will identify and explore various issues surrounding the use and exchange of material visual culture in and from modern South Asia. It is intended that students should develop a critical ability to place material culture in their historical and regional contexts in South Asia, while also exploring visual culture as features of socio-economic and political conditions.

### **Introductory Readings**

Maxine Berg. *Goods from the East, 1600 – 1800: Trading Eurasia* (New York 2015)

K N Chaudhuri. *The Trading World of Asia and the English East India Company 1660-1760* (Cambridge 1978)

Finbarr Barry Flood. *Objects of Translation: Material Culture and Medieval 'Hindu-Muslim' Encounter* (Princeton and Oxford 2009)

Anna Jackson (ed.), *Encounters: The Meeting of Asia and Europe 1500–1800* (V&A 2004)

Amin Jaffer. *Luxury Goods from India, The Art of the Indian Cabinet Maker* (V&A 2002)

Kajri Jain. *Gods in the Bazaar: The Economies of Indian Calendar Art* (Duke 2017)

Giorgio Riello. *Cotton: The Fabric that Made the Modern World* (Cambridge 2015)

### *International Relations of South Asia*

Convenor: **Professor Kate Sullivan de Estrada**

This option runs on **Fridays** in **Michaelmas Term 10.00am-12.00 noon** in the **Ground Floor Seminar Room** at **SIAS, 11 Bevington Road**



**The beating retreat ceremony at Wagah Border of India-Pakistan (Courtesy Gargisharma13).**

What is South Asia, and what are the challenges of studying South Asia through the discipline of International Relations? Through a course of eight lectures and classes, we unpack the unique historical, geographical, political, economic and demographic features that have shaped the inter-state and extra-regional relations of South Asia since 1947. Thematically, we engage with conflict and competition in the form of the enduring antagonistic (and recently nuclearized) relationship between India and Pakistan; disputes over territory between India and Sri

Lanka, Nepal and Bangladesh; and conflicts emerging from the complex interplay of identities, both cultural and political, arising from internal secessionisms, insurgencies, and religious/ethnic disputes affecting parts of Pakistan, Bangladesh, and Sri Lanka. No other region is as dominated by a single country as South Asia is by India, and we explore how India's hegemony in South Asia has evoked a range of responses from India, its neighbours and the wider world. We also examine successful and less successful examples of cooperation within the region, for example in respect of the riverine resources of the region, and through the regional institutional apparatus of the South Asian Association for Regional Cooperation (SAARC). Viewed in comparative perspective, however, we find that South Asian regionalism is weakly institutionalized, leading to often pessimistic prognoses about the region's potential for deep economic and political integration. Moreover, South Asia is not an isolated region. During the Cold War the Great Powers played an often divisive role, and China's influence in the region is growing in significance.

Students will develop a critical ability to understand the theoretical assumptions that have shaped much of the production of IR scholarship on South Asia and that condition readings of events in the international politics of the region. They will develop a comparative perspective from which to understand inter-regional dynamics and the role of regional powers, an empirical foundation with which to narrate key moments in the bilateral and multilateral interactions between states in the region, and a sense of South Asia's place and significance in the broader international arena.

#### **Introductory Readings**

Devin T. Hagerty, *South Asia in World Politics* (Lanham: Rowman & Littlefield, 2005)

Sandy Gordon, *India's Rise as an Asian Power: Nation, Neighborhood, and Region* (Washington, DC: Georgetown University Press, 2014)

Ayesha Jalal, *The Struggle for Pakistan: A Muslim Homeland and Global Politics* (Cambridge, Massachusetts, 2014)

Robert McMahon, *Cold War on the Periphery: The United States, India and Pakistan* (New York: Columbia University Press, 1994)

T.V. Paul, *The Warrior State: Pakistan in the Contemporary World* (New York: Oxford University Press, 2014)

Lawrence Sáez, *The South Asian Association for Regional Cooperation (SAARC): An Emerging Collaboration Architecture* (Abingdon: Routledge, 2012)

E. Sridharan (ed.), *International Relations Theory and South Asia: Security, Political Economy, Domestic Politics, Identities, and Images*. (New Delhi: Oxford University Press, 2014)

Ramesh Thakur and Oddny Wiggen, *South Asia in the world: Problem solving perspectives on security, sustainable development, and good governance* (Tokyo; New York: United Nations University Press, 2004)

### *India as a 'Great Power': Economics and International Relations\**

Convenors: **Professor Matthew McCartney** and **Professor Kate Sullivan de Estrada**

This option runs on **Wednesdays** in **Hilary Term 2.00-4.00pm** in the **Ground Floor Seminar Room** at **SIAS**,  
11 Bevington Road



BRICS Summit 2015 (courtesy [www.kremlin.ru](http://www.kremlin.ru))

As India grabs headlines as an emerging power, this course surveys its role within its regional neighbourhood and on the world stage. Using a unique combination of theoretical lenses drawn from both International Relations and Economics, it addresses the question: will India become a 'great power'—and what kind of power will it become?

Through a course of eight lectures and classes, we will adopt a critical approach to the concept of a great power in the disciplines of International Relations (IR) and

Economics and so examine the extent to which India might be considered a powerful state according to a range of measures; military, economic, and 'social'. We will study India in relation to widely accepted characteristics of power and influence in world politics, but we will also be attentive to India's particular sense of identity—a self-projection that has had, and will increasingly have, implications for India's relations with its neighbours, Asia, and the wider world. We examine both India's achievements and shortcomings and explore their outward projection.

We begin the option with one conceptual lecture that explores competing theories and perspectives on great power in IR, and one historical lecture that engages with scholarship that positions India's political and economic power and influence in broader global and historical relief. In six subsequent lectures we focus on the political and economic aspects of power and influence in turn. Each lecture offers a thematic approach to India's political or economic power and focuses on specific empirical case studies to enable concrete discussion of future projections about India's emergence and growth. For example, we survey India's hard power, its role in international institutions, and its 'soft power' and status, and we look into India's economic boom, its performance as a technological leader, and its role in the global economy.

Students will develop a critical ability to understand the theoretical assumptions that have shaped much of the scholarship on great powers and, by extension, appraisals of the extent of India's global power and influence. The course will offer students a range of measures by which to assess the extent of, and the limits to, India's international power. Central learning outcomes will include the development of an awareness of the complexity of selecting indicators of power, and an appreciation of the need to explore the roots of power projection in domestic political and economic processes, as well as in their regional and international context.

### Introductory Readings

Pranab Bardhan, *Awakening Giants, Feet of Clay: Assessing the Economic Rise of China and India* (Princeton: Princeton University Press, 2012)

Rajesh Basrur and Kate Sullivan de Estrada, *Rising India: Status and Power* (Abingdon: Routledge, 2017)

John D. Ciorciari, 'India's Approach to Great-Power Status,' *Fletcher Forum of World Affairs*, Vol. 35, No. 1 (Winter 2011), pp. 61-89, also available at: <http://www.fletcherforum.org/2011/01/20/ciorciari/>

Stuart Corbridge, John Harriss and Craig Jeffrey, *India Today: Economy, Politics and Society* (London, Polity Press, 2013)

Vijay Joshi, *India's Long Road: The Search for Prosperity* (Gurgaon: Penguin, 2016)

Bharat Karnad, *Why India is not a Great Power (Yet)* (New Delhi: Oxford University Press, 2015)

Arpita Mukherjee, 'The Service Sector in India', *ADB Economics Working Paper Series*, No. 352 (2013), Manila, Philippines.

Deepa Ollapally and Rajesh Rajagopalan, 'India: Foreign Policy Perspectives of an Ambiguous Power', in: Henry R. Nau and Deepa M. Ollapally, eds. *Worldviews of Aspiring Powers* (Oxford: Oxford University Press, 2012), pp.73-113

Kunal Sen and Sabyaschi Kar, 'Boom and Bust? A Political Economy Reading of India's Growth Experience, 1993-2013', *IEG Working Paper* No. 342 (2014), New Delhi.

### *History and Politics of South Asia\**

Convenor: **Professor Nandini Gooptu**

This option runs on **Thursdays** in **Hilary Term 11.00am-1.00pm** at **St Antony's College**



Water queues and election politics  
(courtesy of Elizabeth Chatterjee)

This paper covers major political developments in post-colonial South Asia and deals with the most significant themes and issues in South Asian politics, through the study of illustrative cases taken from the various countries of the region. The paper also deals with important scholarly debates on South Asia. The aim of the paper is to enable students to gain knowledge of South Asian politics, while at the same time facilitating a critical engagement with the analytical literature on South Asia. The latter would be of particular relevance to those who have some prior knowledge of South Asia, although students will not be required to have studied South Asia at the undergraduate level before taking this paper. While each of the major South Asian countries is studied separately, students are, at the same time,

encouraged to analyse political developments comparatively. The course examines the nature of the post-colonial state and the evolution of political institutions and party politics, with a focus on the functioning of democracy and the tendencies towards authoritarianism or martial rule. The interface of democratic politics with the political economy of the 'developmental' state is also addressed. The course explores the development of 'movement' politics or social movements as an important element of the democratic process. The course gives attention to social organisation, culture and identities as they bear on politics. In particular, the politics of gender, class, caste, religion and ethnicity are emphasised. The course engages with the evolution of political ideologies, especially variants of nationalism, which have played a significant role in the political history of post-colonial states. The course is expected to enable students to develop the ability to construct rigorous arguments on South Asian politics, based on empirical knowledge and informed by a critical awareness of the scholarly literature on the subject.

### Introductory Readings

Stuart Corbridge and John Harriss. 2000. *Reinventing India: Liberalisation, Hindu Nationalism and Popular Democracy*. Cambridge: Polity Press.

Niraja Gopal Jayal, ed. 2001. *Democracy in India*. New Delhi: Oxford University Press.

Atul Kohli, ed. 2001. *The Success of India's Democracy*. Cambridge University Press.

Atul Kohli. 2012. *Poverty Amid Plenty*. Cambridge University Press.

Niraja Gopal Jayal and Pratap Bhanu Mehta, eds. 2010. *The Oxford Companion to Politics in India*. New Delhi: Oxford University Press.

Paul R. Brass, ed. 2010. *Routledge Handbook of South Asian Politics: India, Pakistan, Bangladesh, Sri Lanka and Nepal*. London: Routledge.

N. Menon and A Nigam. 2007. *Power and Contestation: India since 1989*. London and New York: Zed Books.

### *Themes in the Study of South Asian Religions*

Convenors: **Professor Sondra Hausner** and **Professor Justin Jones**

This option runs on **Thursdays** in **Hilary Term 2.00-4.00** at the **Faculty of Theology and Religion**



**The Sant Ravidas celebration in Bihar**  
(courtesy of George Kunnath)

Observers from both inside and outside South Asia have often claimed that a distinctive characteristic of the region is the importance of 'religious' identities across a spectrum of cultural, social and political life. This optional module will enquire into such claims, taking a comparative perspective that seeks to compare trends and practices across many of South Asia's major religious traditions, including Hinduism, Islam and Buddhism, in relation to each other. The module will combine historical and anthropological approaches to explore the longer term development of the subcontinent's religious life, and will give attention to the historical formation of these religious traditions

from the early modern period to the present day. Students will be encouraged to examine the plural histories of these religious traditions, and the internal struggles which often accompanied their 'modernisation'.

Through a series of eight classes and lectures, the module will investigate a broad range of subjects that may include the historic interlinkages of religion, kingship and power in South Asia; the impact of

colonialism upon religion; trajectories of reform and renewal in religious traditions; the distinctions and relations between textual and lived forms of religion; and the connections between religion, politics and nationalism in modern South Asia. While examining multiple religious traditions in parallel, students will also be encouraged to focus on individual traditions of particular interest.

### Introductory Readings

Ainslee Embree and Stephen Hay eds., *Sources of Indian tradition* (Columbia U.P., 1988), vols I and II.

Donald Lopez ed., *Religions of India in practice* (Princeton U.P., 1995)

Jacqueline Hirst and John Zavos, *Religious traditions in modern South Asia* (Taylor & Francis, 2011)

William Dalrymple, *Nine lives: in search of the sacred in modern India* (Bloomsbury, 2009)

Wendy Doniger, *The Hindus: an alternative history* (O.U.P., 2010)

Diane Eck, *India: a sacred geography* (Three Rivers, 2013)

Richard Eaton, *Essays on Islam and Indian history* (O.U.P., 1990)

Peter van der Veer, *Religious nationalism: Hindus and Muslims in India* (California U.P., 1994) and *Imperial encounters: religion and modernity in India and Britain* (Princeton U.P., 2001)

### *The Anthropology of South Asia*

Convenors: **Professors David Gellner** and **Nayanika Mathur**

This option runs on **Thursdays** in **Hilary Term 4.00-6.00pm** at the **Institute of Social and Cultural Anthropology**, 51-53 Banbury Road.



A reception room in the headman's house in the village of 'Rampur', near Mysore, Karnataka, made famous by M.N. Srinivas's book, *The Remembered Village*.

There is enormous cultural diversity within South Asia, even within a single region of one country, let alone in the entire subcontinent. There is also a rich, voluminous, and important anthropological and ethnographic literature on the area. This course seeks to provide an orientation and an introduction to the social anthropological themes of caste, kinship, religion, personhood, ethnicity, and political and social change in the South Asian context, including an appreciation of their contemporary relevance. The course will cover classical treatments of the problem (e.g.—on caste—Dumont, Hocart, Ambedkar), critiques (e.g. Appadurai, Berreman, Quigley, Dirks), and contemporary applications (e.g. Mines, Parry, Jodhka, Gupta).

The course includes engagement with ethnographic particulars, through close readings of monographs, and with specific sites (primarily in India, Pakistan, and Nepal).

### Introductory readings

C.J. Fuller. 2004, 2nd ed. *The Camphor Flame: Popular Society and Hinduism in India*. Princeton: Princeton University Press.

K. Boo. 2012. *Behind the Beautiful Forevers: Life, Death and Hope in a Mumbai Slum*. New York: Random House.

M.N. Srinivas. 1976. *The Remembered Village*. Oxford: Oxford University Press.

S. Jodhka. 2012. *Caste*. New Delhi: Oxford University Press.

S. Lamb and D. Mines. 2012, 2nd ed. *Everyday Life in South Asia*. Bloomington and Indianapolis: Indiana University Press.

### *Bangladesh, Nepal, Pakistan, and Sri Lanka: Contemporary Themes*

Convenors: **Dr Ali Jan, Professor Nayanika Mathur, Professor Matthew McCartney, and Professor Kate Sullivan de Estrada**

This option runs on **Mondays** in **Trinity Term 2.00-4.00pm** in the **Ground Floor Seminar Room** at **SIAS**,  
11 Bevington Road



Matthew McCartney outside a bookshop in Darjeeling

This lecture course will give students an introduction to important topics in non-India, contemporary South Asia. Lectures may be framed around a particular country but will be explicitly comparative in perspective. A uniting theme will be to think about what contribution Pakistan, Sri Lanka, Bangladesh and Nepal make to our understanding of the social sciences. How Bangladesh and Sri Lanka for example have managed to rapidly improve the life chances, employment prospects and health conditions of women whilst Pakistan (and India) have failed to do so. The course will also be valuable in pushing students to think about South Asia beyond

the regional hegemon, India. The course will cut across disciplines so encourage students to think in interdisciplinary terms. The course will provide an intellectual parallel to the option 'India as a Rising Power' which seeks to study contemporary India through the lens of social science disciplines of economics and international relations.

Topics will include: the Economic Book in Pakistan after 2003; export-led growth and feminisation of factory labour in Sri Lanka and Bangladesh (but not India and Pakistan); nuclear development in Pakistan; Sri Lanka – civil war and international intervention; ethnicity and conflict in Pakistan and elsewhere; four crucial elections and politics in South Asia.

## Introductory Readings:

Adeney, Katherine (2012) 'A Step towards Inclusive Federalism in Pakistan? The politics of the 18th Amendment,' *Publius: The Journal of Federalism*, Vol. 42, No. 4: pp. 439-565

Pokharel, Bhojraj (2012) 'Elections: A Nepali perspective,' in Einsiedel, Sebastian von, Malone, David & Pradhan, Suman, *Nepal in Transition: From People's War to Fragile Peace*. Cambridge: Cambridge University Press

Ahmed, Samina (1999) 'Pakistan's Nuclear Weapons Program: Turning Points and Nuclear Choices,' *International Security*, Vol. 23, No.4 (1999): 178-204.

Destradi, Sandra (2010) 'India and the Civil War in Sri Lanka: On the Failures of Regional Conflict Management in South Asia,' GIGA Working Papers, No. 154.

Shafqat Hussain (2015) *Remoteness and Modernity: Transformation and Continuity in Northern Pakistan*. New Haven: Yale University Press.

Sen, K and S.Kar (2014) 'Boom and Bust? A Political Economy Reading of India's Growth Experience, 1993-2013', IEG Working Paper No 342, New Delhi.

Kabeer, N and S.Mahmud (2004) 'Globalisation, Gender and Poverty: Bangladesh Women Workers in Export and Local Markets', *Journal of International Development*, 16, pp. 93-109.

Kelegama, S (2009), 'Ready-made Garment Exports from Sri Lanka', *Journal of Contemporary Asia*, 39:4, pp. 579-596.

### *Societies and Economies in India, c. 1600-1800*

Convenor: **Professor Polly O'Hanlon**

This option runs on **Tuesdays** in **Trinity Term 4.00-6.00pm** in **Room 114** at the **Faculty of Oriental Studies**, Pusey Lane



**The emperor Jahangir preferring a Sufi Shaikh to Kings, c. 1615-18**

Far-reaching social and economic changes took place across the Mughal world during what historians call the 'early modern' centuries. The inflow of silver enabled states across the region to begin to make their transactions in cash. Peasant communities in ecologically favoured areas moved into cash cropping for the market. The growth of gentry elites in the towns saw new markets for luxury goods of all kinds, from paintings and fine manuscripts, to cloth, jewellery and metalwork. The new importance of cash and commerce brought merchant and banking families to new positions of India-wide influence and power. These were centuries of great social mobility, as skilled people of all kinds – craftsmen, peasant farmers, military men, scribal people and service communities moved into and across the subcontinent in search of opportunity.

India in the seventeenth and eighteenth centuries was very much the workshop of the world and open for business. Its craft manufactures, well-established credit facilities and open access made it a magnet for European trading companies. These were also, and paradoxically, the features that enabled the East India Company to enter the Indian arena, first as a provider of commercial and military services, and then, in the context of Mughal imperial decline, as the subcontinent's new political overlords.

This option offers the chance to explore some fascinating debates about India and the world in this period. How far were Indian trajectories of social development fundamentally altered during this early era of globalisation? Did structures of class, caste, religious community and regional cultures develop distinctive new forms after India's 'medieval' centuries, but before the coming of colonialism? How far can we say that India in this period shared in early forms of 'modernity'?

### Introductory Readings

Catherine Asher and Cynthia Talbot. 2007. *India Before Europe*. Cambridge: Cambridge University Press.

Muzaffar Alam. 2004. *The Languages of Political Islam*. London: Hurst and Company.

Gilmartin, David and Bruce Lawrence eds. 2000. *Beyond Turk and Hindu: rethinking religious identities in Islamicate South Asia*. Gainesville: University Press of Florida.

Moin, A. Afzar. 2012. *The Millennial Sovereign. Sacred Kingship and Sainthood in Islam*. New York: Columbia University Press.

Subrahmanyam, Sanjay. 1997. 'Connected Histories: Notes towards a Reconfiguration of Early Modern Eurasia' in *Modern Asian Studies* 31, 3, 735-762.

Washbrook, David. 2007. 'India in the early modern world economy: modes of production, reproduction and exchange' in *Journal of Global History*, 2, 87-111.

### *Environment, Human Development and Public Policy in Contemporary India\**

Convenors: **Professor Nayanika Mathur** and **Professor Matthew McCartney**

This option runs on **Wednesdays** in **Trinity Term 2.00-4.00pm** in the **Ground Floor Seminar Room** at **SIAS**,  
11 Bevington Road



**Girls' education in 21st century South Asia:  
transformation or tragedy?**

This lecture course is divided into two sections of four lectures each.

The first four lectures are given by Professor Mathur and focus on the anthropology of public policy making. The first introductory lecture makes a case for taking development bureaucracies seriously as social science subjects of knowledge. The lecture focuses on the increasing bureaucratisation of development work and suggests ways in which this process might be captured through ethnographic and theoretical means. Documents constitute a primary material output of development bureaucracies. In the second lecture we shall consider numerous ethnographies that have

elucidated the work done by documents in development: from the purely instrumental to the profoundly affective. The third lecture dwells on how success and failure is considered by bureaucracies and states. Two broad theoretical approaches can be discerned here. The first, inspired by the work of Michel Foucault, emphasizes the imbrication of knowledge with the power wielded by large development organisations such as state bureaucracies or the World Bank. The second, inspired by Science and Technology Studies (STS) brings out the processes and networks through which a project fails or, alternatively, is considered a success. We shall consider relevant case studies rooted in India to study both approaches to success and failure. The fourth lecture explores the two key reforms being introduced into the everyday functioning of the state and private organisations in India: of rendering transparent and making accountable. We shall begin by tracing the genealogy of these terms and interrogating their current

ascendant status within development organisations. On the basis of ethnographic examples, we shall ask whether corruption can be eliminated and/or efficiency improved by making bureaucratic work more transparent and accountable.

The second set of four lectures are given by Professor McCartney and focus on the political economy of public policy making in contemporary India. Each of the four lectures examines in detail a key social 'problem' or 'phenomenon' and first outlines the relevant empirical evidence and debate in more detail - including public service delivery, basic needs, demography and jobless growth - then evaluates a closely linked government policy intervention - such as mid-day school meals, employment guarantee, and public education.

This lecture course will give students a picture of debates surrounding the implementation and evaluation of public policy making in contemporary India through the lenses of anthropology and political economy. The course will help students develop their knowledge and capacity to engage with debates surrounding measurement, policy issues, the interaction between economic and human measures of development, and different paradigms of thought. The course will be suitable for those with any undergraduate background.

### **Introductory Readings**

\*Dreze, J and A.Sen (2013), *'An Uncertain Glory: India and its Contradictions'*, London, Allen Lane.

\*Dyson, T et al (2005), *'Twenty-First Century India: Population, Economy, Human Development and the Environment'*, Oxford, Oxford University Press.

Coyle, D (2014), *'GDP: A Brief But Affectionate History'*, Princeton, Princeton University Press.

Banerjee, A.V and E.Duflo (2013), *'Poor Economics: rethinking poverty and the ways to end it'*, London, Random House.

\*Mosse, D. (2004). "Is Good Policy Unimplementable? Reflections on the Ethnography of Aid Policy and Practice." *Development and Change* 35(4): 639-671.

Harrison, E. (2003). The monolithic development machine? *A Moral Critique of Development: In search of global responsibilities*. P Quarles van Ufford and A. K. Giri. London and New York, Routledge: 101-117.

Mosse, D. (2005). *Cultivating Development: An Ethnography of Aid Policy and Practice*. London, Pluto Press.

\*Baviskar, A. (2007). "Is Knowledge Power? The Right to Information Campaign in India." IDS Discussion Paper. Available at:<http://rtiworkshop.pbworks.com/f/2006-00-IN-Is-Knowledge-Power-The-Right-to-Information-Campaign-in-India-Amita-Baviskar.pdf>

\*Tarlo, E. (2000). Paper Truths: the Emergency and Slum Clearance through Forgotten Files.*The Everyday State and Society in Modern India*. C. Fuller and V. Beni. Delhi, Social Science Press.

*Culture and Society in Contemporary India: The South Asian Anthropocene\**

Convenor: Professor Nayanika Mathur

This option runs on **Thursdays** in **Trinity Term 2.00-4.00pm** in the **Ground Floor Seminar Room** at **SIAS**,  
11 Bevington Road



**The river Ganges in flood, partially submerging a Shiva idol in Uttarakhand, India, June 2013.**

We are now, it is widely agreed, living in a new geological epoch that has been termed the Anthropocene. Defined by the profound and irreversible impact of human (the *Anthropos*) action and agency, the Anthropocene presents us with unique planetary, political, and intellectual challenges. It remains a concept that is still to be fully developed, yet it is already posing foundational questions not just of the present and future of humankind and the planet, but also of how academic knowledge should be produced and consumed. This course explores these

debates by rooting them in South Asia: a region that is tipped to experience some of the most cataclysmic effects of anthropogenic climate change.

The course begins with the debates on the definition of the Anthropocene as well as its timing. Neither – definition or timeline – are yet established with a degree of certitude. While there is almost complete agreement that humans are now acting as a geophysical force, different disciplines and expert bodies are still mulling the precise wording of the definition. Similarly, there is a fraught discussion on the onset of the Anthropocene: was it with the Industrial Revolution in Europe or decolonisation of the global South?

From definitional and timing discussions, we will move on to study the weaknesses with and strengths of the concept of the Anthropocene. The greatest weakness is its domination by the natural sciences and a depoliticisation of the concept of the *Anthropos*. At the same time, the Anthropocene pushes us towards a new inter-disciplinarity as well as engagement with the world seen as a collective. We will explore how academic literature and climate activism emerging from South Asia contributes to the conceptualisation and enforcement of the Anthropocene.

The course operates largely through a close reading of emerging climate ethnographies. These works put the environment/climate/ecosystem front and centre. South Asia has produced a rich corpus of work on the environment that can be read alongside the more recent focus on climate change to ground the Anthropocene in the lives of people.

The Anthropocene is profoundly imbricated not just with human lives but also has a strong bearing on biodiversity loss and species extinction. We will study the charismatic species of tigers, lions, and elephants as well as the lesser-celebrated nonhuman animals that are currently endangered or on the brink of extinction in the Anthropocene.

Finally, the course will look at policies, laws, regulations, climate activism, and movements for climate justice in the region to ask how and in what ways they might reshape the South Asian Anthropocene.

## Introductory Readings

Dipesh Chakrabarty, 2009, "The Climate of History: Four Theses," *Critical Inquiry*, Vol. 35, No. 2, pp. 197-222

Dipesh Chakrabarty, 2012, "Postcolonial Studies and the Challenge of Climate Change," *New Literary History*, Vol. 43, No. 1, pp. 1-18

Amitav Ghosh, 2016, *The Great Derangement: Climate Change and the Unthinkable*, Chicago: Chicago University Press.

Bruno Latour, 2014, "Agency at the Time of the Anthropocene," *New Literary History*, Vol. 45, No. 1, pp. 1-18

Navroze K. Dubash (ed.), 2011, *Handbook of Climate Change and India: Development, Politics and Governance*, Delhi: Routledge.

Anand Pandian and Cymene Howe (eds.), 2016, Lexicon for an Anthropocene Yet Unseen. Theorizing the Contemporary, *Cultural Anthropology* website, June 28, 2017. <https://culanth.org/fieldsights/803-lexicon-for-an-anthropocene-yet-unseen> {See especially the entries: Predation, Cloud, Monoculture, Expenditure, and Plastic}

## MODERN SOUTH ASIAN STUDIES SEMINAR

Convenors: **Mallica Kumbera Landrus, Matthew McCartney and Polly O’Hanlon**

The Modern South Asian Studies seminar meets on **Tuesdays at 2.00pm each week**, during **Michaelmas** and **Hilary Terms**, and the **first four weeks** of **Trinity Term**. On **Tuesday 10** and **Tuesday 17 October**, the seminars will be in the **Nissan Lecture Theatre at St Antony’s College**. **All seminars thereafter**, will take place in the **Headley Lecture Theatre, Ashmolean Museum**, which is located in the basement, near the cafe. Access is from the main entrance and the stairs to the right.

Speakers from a wide range of fields within South Asia will present their research over the course of the year. The seminars offer you an opportunity to broaden your knowledge and to familiarise yourself with different disciplinary approaches as these are applied in live projects of research, so that you can see how you might use them for yourself. Participation will also develop your ability to think on your feet and to make confident interventions in live academic debate.

There is no formal assessment for this course. However, all students are expected to attend, and to contribute to discussion.



Seminar on Demonetisation November 2016

## TEACHING AND LEARNING

### ORGANISATION OF TEACHING AND LEARNING

At postgraduate level, lectures, seminars, classes and supervisions are organised and delivered by academic staff from the School of Interdisciplinary Area Studies, the Faculties of Oriental Studies, History and Theology, the Departments of Social Anthropology and Politics and International Relations and the Ashmolean Museum. Your college will provide you with pastoral care and support, and may also provide facilities, including IT provision, library space, membership of the Common Room or equivalent body, meals and, in some cases, housing.

Detailed information on the lectures and classes held for each module can be found in the Syllabus descriptions above. The size of lectures and classes on the Option papers will vary according to the numbers of students choosing particular Options. The Core Course classes are compulsory, and will be attended by all students in the first year of the MPhil, as well as those on the MSc in Modern South Asian Studies. Research Methods classes are also compulsory, but their size will vary according to students' choices of 'Contemporary India' and the 'Modern South Asia' streams.

Please see the University's policy on the recording of lectures and other formal teaching sessions on WebLearn.

The timetables for the three terms of this academic year can be found in ANNEX D. Timetables will also be published on WebLearn where announcements of any changes will be made.

#### *Supervision and teaching*

All students are assigned a general supervisor at the start of the first year of the course. You will be expected to make contact with your supervisor during Noughth Week of your first Michaelmas Term to discuss your programme of study, research interests, your proposed track ('language' or 'non-language') through the course of the MPhil, your Option choice(s), and your timetable for the year. The role of the general supervisor is to guide you through your course of study, to assist you with written assessments, including checking your proposed title for each assessment, giving you detailed feedback on drafts and answering any questions before you submit work to the Examination Schools.

In addition, you will have an Option paper teacher for each of the options you choose. He/she will take your Option classes each week, and meet you once, either individually or in very small groups, during the term to discuss a full essay which you will submit in advance. He/she will also help with your revision in the run up to examinations.

You will also have a thesis supervisor. Depending on your chosen thesis topic, this may be your general supervisor, one of your Option paper teachers, or another academic. Your thesis supervisor will help you to develop your thesis title and prepare the thesis proposal that you will present during Hilary term of your first year. He/she will discuss the sources you will need, and your plans for gathering source materials over the summer. He/she will then work with you over your second year, advising you on your presentation for Advanced Research Methods, and your developing chapter plan, and reading one full draft of the thesis before you submit it. The title for your thesis must be approved by the Course Director(s) by 12 noon on Monday of week 3 in the Michaelmas Term of your second year. (Any late change to your thesis title must be agreed by your thesis supervisor and the Course Director(s) by 12 noon on Friday of Week 4 of Hilary Term). The deadline for submitting your draft thesis to your thesis supervisor is 12 noon on Friday of Week

8 of Hilary Term of your second year. It is important that you meet this deadline in order that your thesis supervisor may review your work and offer feedback in time for you to incorporate this into the final version. The finished thesis must be submitted by 12 noon on Monday of Week 4 Trinity Term in your second year (that is **Monday 20 May, 2019**) and must be accompanied by a statement that it is your own work except where otherwise indicated.

Please note that Oxford scholars who are not part of the Teaching Committee take on supervision at their own discretion only; their ability to supervise will depend on the time they have available and their other teaching commitments.

### *Graduate Supervision System*

At the end of each term, you and your general supervisor will prepare and submit a report online (Graduate Supervision System, GSS). The online report allows you to record and review your progress at each stage and to bring to your supervisor's attention any matters not covered in supervisions. Both you and your supervisor will have the chance to discuss the contents of this report in your meetings together. The report is also available to the Course Directors, the SIAS Director of Graduate Studies, the Course Administrator and the relevant tutor within your College. For full details of GSS please see the Notes of Guidance on the Student Info and Admin section of WebLearn. To access GSS, please visit the website address below. You will be able to log on to the site using your single sign-on details. <http://www.gss.ox.ac.uk>.

If you have any issues with teaching or supervision please raise these as soon as possible so that they can be addressed promptly. Details of who to contact are provided in the section referring to complaints and appeals (see page 88).

### **FIELDWORK**

It is expected that students studying for an MPhil in Modern South Asian Studies will undertake at least six weeks of fieldwork, usually in the summer months, between their first and second years of study. You will receive a good deal of help and advice during the first year to prepare you for this undertaking. Our teaching team have undertaken a wide range of fieldwork activity and will be able to guide students. The exact nature of that fieldwork will depend on the topic of the thesis, and students should be guided by their supervisors.

Fieldwork can be a very varied undertaking and range from archive work in the UK or South Asia, interviews in metropolitan or isolated rural South Asia or beyond (studying a diaspora for example), to using large scale datasets. Staff members of the South Asia programme have a number of good contacts in universities across South Asia that will provide good contact points for hosting, and fieldwork assistance such as interpreters, library access and other such facilities. Costs of fieldwork can vary dramatically depending on your area of research and your location. It is advisable to consider these carefully when deciding when planning your fieldwork. Some colleges have grants to support fieldwork. In order to contribute to the costs of fieldwork or of language learning during the summer between the first and second years, the Faculty of Oriental Studies offers MPhil students a grant of up to £500. You will find the form on which to apply here: [http://intranet.orinst.ox.ac.uk/administration/research\\_funding.html#4](http://intranet.orinst.ox.ac.uk/administration/research_funding.html#4). Fieldwork and archival work, as well as language study, are eligible for this grant. Please note that your general supervisor will need to sign the form, and you will need to present original receipts of all expenditure incurred.

Fieldwork is considered as any research activity contributing to your academic studies, and approved by your department, which is carried out away from the University premises. This can be overseas or within the UK. The safety and welfare of its students is of paramount importance to the University. This includes

fieldwork and there are a number of procedures that you must follow when preparing for and carrying out fieldwork. These procedures relate (1) **to safety in fieldwork**, (2) **to ethical approval** and 3) **bureaucratic permissions from the host country**.

## **Preparation**

Safe fieldwork is successful fieldwork. Thorough preparation can pre-empt many potential problems. When discussing your research with your supervisor please think about the safety implications of where you are going and what you are doing. Following this discussion and before your travel will be approved, you will be required to complete a travel risk assessment form. This requires you to set out the significant safety risks associated with your research, the arrangements in place to mitigate those risks and the contingency plans for if something goes wrong. There is an expectation that you will take out University travel insurance for which there is a separate form. University insurance will only cover you if you have had a safety in fieldwork form approved. Your department also needs accurate information on where you are, and when and how to contact you while you are away. The travel assessment process should help to plan your fieldwork by thinking through arrangements and practicalities. The following website contains some fieldwork experiences which might be useful to refer to <https://www.socsci.ox.ac.uk/fieldworkers-experiences>. Students should also be aware that visa applications for fieldwork may take an extended time to process by relevant country embassies and high commissions.

## **Training**

Training is highly recommended as part of your preparation. Even if you are familiar with where you are going there may be risks associated with what you are doing.

### **Departmental course (run annually)**

Fieldwork safety awareness sessions covering personal safety, risk assessment and planning tips. All students carrying out fieldwork are expected to attend these sessions.

Session 1: Noughth Week of Michaelmas Term

Session 2: 10.00-11.30am Monday Week 1 of Hilary Term (Monday 15<sup>th</sup> January)

Session 3: 1.30-3.30pm Friday Week 1 of Hilary Term (Friday 19<sup>th</sup> January)

### **DTC courses (run termly) <http://www.socsci.ox.ac.uk/training>**

- **Preparation for Safe and Effective Fieldwork.** A half day course for those carrying out social science research in rural and urban contexts which includes a student led session on practical interviewing.
- **Secondary trauma workshops.** For research on traumatic or distressing topic areas.

### **Safety Office courses <http://www.admin.ox.ac.uk/safety/overseastravelfieldwork/> (run termly)**

- **Emergency First Aid for Fieldworkers.**
- **Fieldwork Safety Overseas:** A full day course geared to expedition based fieldwork.

## **Useful Links**

More information on fieldwork and a number of useful links can be found on the Social Sciences divisional website: <http://www.socsci.ox.ac.uk/services/research-and-impact/fieldwork/fieldwork>;

### Central University Research Ethics Committee (CUREC)

You will need to obtain ethics approval if you are planning to carry out research during your fieldwork that requires human subjects to participate directly, for example,

- 1) by answering questions about themselves,
- 2) giving their opinions – whether as members of the public or in elite interview,
- 3) performing tasks,
- 4) being observed

**or** if your research involves data (collected by you or others) about identified or identifiable people.

You will need to complete a CUREC 1A form and supporting documentation.

The process for seeking CUREC approval is set out below.

### Process

CUREC 1A is the ethics form used primarily in the Social Sciences and Humanities. CUREC forms should be typewritten and submitted for approval **at least 30 days before the research is due to start**. If you are planning to undertake fieldwork during the long summer vacation (which it is expected that you will) then you must submit your CUREC form by 12 noon on Friday of Week 4 of Trinity Term.

CUREC forms are updated regularly to reflect current practice so please visit the [CUREC website](https://www.admin.ox.ac.uk/curec) (<https://www.admin.ox.ac.uk/curec>) to download the latest version. Appropriate supporting documentation, such as a participant information sheet, consent form or invitation letter is normally required with your application. You will find links to the various templates and forms on the SIAS Research Methods WebLearn site.

- Please sign the form and also make sure that your supervisor has provided their signature (you can obtain this electronically via email).
- Please send your completed and signed CUREC 1A form and supporting documents to the SIAS Grants and Projects Officer (and cc the Course Administrator)
- Your application will then be passed to the Head of School for review and approval, and the SIAS Grants and Projects Officer will inform you of the outcome.

### Useful Links

Informed Consent: <http://www.admin.ox.ac.uk/curec/resources/informed-consent/>

Best Practice: <http://www.admin.ox.ac.uk/curec/resources/bestpractice/>

FAQs and Glossary: <http://www.admin.ox.ac.uk/curec/faqs-glossary/>

## GENERAL GUIDANCE ON ESSAY WRITING

These notes are guidelines on preparing the essays and coursework which you are required to submit for the MPhil. We hope that all students on the course may find them useful, but they are principally aimed at students who have not come to the course through a conventional Social Sciences or Humanities route. The notes are only guidelines. Developing your own critical skills in essay writing is an important aim of the course.

### Starting Off

#### Step One: Decide what you need to explain

Underline the key words in the essay title and make notes on the relationship between them. This is achieved by asking yourself simple questions such as: “What is ....?”, “Why is ....?”. “How does ....?”, or even “Is/are .....?”

E.g. If you were writing the essay entitled “Discuss the political implications of economic liberalisation in India” you might underline political, implication and economic liberalisation and ask yourself: “What is meant by implications?”, “Are there any?”, “Why political as opposed to any other sort?” You might ask: “How do we define the terms ‘political’ and ‘economic liberalisation’?” You might also ask yourself: “What is the point of the question?”

You might then set out the relationship like this:

Some of the political implications of economic liberalisation are:

- changes in the influence of external actors such as foreign corporations
- the need for liberalisation by stealth in a functioning democracy
- potential and actual opposition from various stakeholders

and so on.

Defining terms clearly at the outset can help in clarifying the scope of an essay; it may be useful at this point to consult the *Encyclopaedia of the Social Sciences* or even the *Shorter Oxford English Dictionary*.

If you are making a presentation in class, then ask yourself: “What is interesting about the topic?”, “What should other students know about the topic?” Then formulate your answers as a simple question or questions: e.g. “Do caste and class overlap in contemporary India?” “Is caste conflict actually class conflict?” This helps to clear your mind and focuses your attention on what you need to explain.

#### Step Two: Find the missing links

Very often the relationship between the key words is not simple and direct. There may be unstated assumptions, theoretical dimensions and deeper considerations which also need to be taken into account. Thus when you are asked to: “Assess the evidence that economic liberalisation has generated inequality in India” the missing links would be that:

- i. Some have argued that economic liberalisation reduces inequality;
- ii. Some might also argue that inequality has sources unrelated to economic liberalisation.

Some sets of evidence will always need to be assessed. These will be the major points of your essay.

#### Step Three: State your major points

When you have located the missing links you should be able to state the major points of your essay in the form of short, linked statements. This is an essential part of preparing the explanation. When you know what the major points are and thus what you want to leave out, you can begin to plan your essay.

## Planning the major sections

You will find that each of the major points you want to make will form the focus of a major section of the essay. Each such major section should consist of: the statement of the major point – the principle at issue; examples – illustrations, quantitative evidence, analogies, diagrams; qualifications – elaborations and important exceptions; finally, restatement of the major point.

### Step Four: For each section in turn

- Express the point at issue in a simple, direct statement. If you find this difficult it is likely you have not fully understood the essential point. Keep technical terms to a minimum, though some will be unavoidable, and avoid complex grammatical structures.
- Choose one or two apt examples or illustrations. They should be short and appropriate. Stick to the essay question, if for example you are discussing the distributional consequences of economic liberalisation in India, do not (however interesting) digress into its cultural consequences.
- Give any important qualifications/ outliers. It is more helpful to give “lead-ins” such as “Of course there are exceptions ...”, “Now there are problems / difficulties ...”. Focus on the most important exceptions that contribute in some way to your key arguments.
- Restate your major points. At the end of each section you should restate the point at issue in a slightly extended form and in different words. If you cannot find alternative words this, again, suggests that you are unsure of your major points. The use of alternative words also increases the chances of being understood and enhances your own understanding. Often a change of words, or word order, brings impact to your meaning and opens up entirely new perspectives.

### Step Five: Summarise the main points you have made

At the end of the essay you should summarise the major points you have made and perhaps give a conclusion, which would be your answer to the question posed. So if you were asked:

“Is democracy procedural rather than substantive in India?”

You could conclude that it is, or it is not, as the case may be.

If you were asked, however to:

“Compare and contrast competing arguments about the substantiveness of Indian democracy”

You could be content with merely summarising what you have said. Summarising your main points brings together your argument and makes a conclusion possible. The summary might also contain any final thoughts: for example, if you found it hard to answer the question posed yourself or to come to a conclusion about the title set, you might want to indicate a few reasons why. Diagrams are sometimes useful in a summary.

### Step Six: Planning your introduction

Planning introductions and conclusions is what most students find hardest. It is often a good idea to write these two sections last, once you have formulated your main arguments. The main functions of an introduction are to indicate the essential features of the essay or paper and generate interest in what is being explained. The introduction is also a good place for defining basic assumptions and indicating any theoretical slants which you wish to take up later and also to clarify a time period/ case study you are going to focus on. For example, related to the question above you may state ‘In this paper I will focus on the substantiveness of Indian democracy using a case study of three Indian states in the post-Independence period’. Clarifying the scope of an essay can be important in more open-ended questions. The conclusion should be used to re-state clearly your main findings of the essay. It may also be used to discuss the broader implications of your findings, perhaps for policy making, the study of economics/politics/IR/South

Asia etc., or further research that would be necessary to give a fuller answer to the question. This will show you are aware of how your essay findings fit into the bigger picture of your subject.

## **Writing-up and Finishing Off**

### **Step Seven: Write out your completed essay plan**

Select a single large sheet of paper. Leave a two-inch margin - at least - on either side so that you can add on any extra thoughts which occur to you as you write out the plan. Your plan should look something like this:

Introduction

Section One: major point, example, qualification, restatement;

Section Two: major point, example, qualification, restatement;

Section Three: major point, example, qualification, restatement;

Summary and conclusion

If you are giving a presentation in class, do not necessarily write out every single word you intend to utter. Try and talk using a few key words/major points and linkages between them. This will give your presentation a more natural feel. Avoid long openings, technical terminology and asides. Stick to the key ideas using simple English.

If you are writing an essay, remember the virtues of the paragraph. Each paragraph should contain a point; new points should go in new paragraphs. Very short paragraphs are unlikely to contribute anything substantial to the overall argument so should usually be avoided. Repeating the opinions/arguments of others can serve a useful role in for example a literature review; but essays are an exercise in (your) thinking. You should comment, criticise, compare, and contrast to develop your argument.

If you need to put in a quotation, of course you will need to check the exact version. Get into the habit now of taking down quotations correctly the first time with their sources fully acknowledged. Some students like to keep apt quotations on index cards or e-file for ready reference. You should give the source, whether or not they are direct quotations.

Lastly, ALWAYS give a full bibliography (or references cited), giving the name of the author, the date, the full title, place of publication and publisher. This will again save you time when you revise and helps us evaluate your reading. For guidance on the different referencing systems you can use, and examples for you to follow, see Annex A.

## **Useful Sources**

### On writing a Masters dissertation:

Phyllis Creme and Mary R. Lea (1997) *Writing at University: a guide for students*, Buckingham: Open University Press

### General Reference Books

*Roget's Thesaurus* - similar words/negatives and opposites/nouns from verbs, adjectives and adverbs, and *vice versa* etc.

*Encyclopaedia of Social Sciences* - for technical words or words in common use which have specific disciplinary meanings.

*Shorter Oxford English Dictionary* - which despite its name is very long and gives detailed meanings, as well as similar and opposites like Roget.

Eric Partridge: *The Concise Usage and Abusage* - correct forms of common mistakes.  
*Fowler's Modern English Usage* - correct forms of common mistakes.



Students of the MSc in Contemporary India visiting the Ashmolean Museum as part of the University Engagement Programme

## The 'What is South Asia?' Essay

What is 'South Asia'? Is it a region marked by deep shared histories and cultural commonalities that transcend the boundaries of its modern nation states – or is it simply a 'geographical expression', a remnant of Cold War perspectives that parcelled Asia up into conveniently imagined geographical areas? One of the key purposes of the MPhil in Modern South Asia is to encourage students to think critically about the relationship between the national states that make up the region – Bangladesh, India, Nepal, Pakistan, Sri Lanka – and their emergence out of what were sometimes shared histories, and sometimes histories marked by sharp contrasts. As national states, each now makes claim to a distinctive culture and identity, and each now faces its own distinctive challenges. Of each, we might ask: can they be described factually or are they better understood as an *idea* or a set of contested ideas? Rather than simply accepting each as something singular, unitary, whole, in existence as a 'natural fact', waiting to be discovered and described, we encourage you to look at the processes by which each of these states has been shaped within wider histories of the region.

For your 'What is South Asia?' essay, you may choose to write about one or more states in particular, or about 'South Asia' as a wider region. Your task is to examine some of the diverse debates that the region, or its constituent states, have given rise to, by examining, for example, geographical, regional and linguistic differences and unities, as well as social cohesion and diversity in the forms of class, caste, religion, and ethnicity. Equally, you might focus on economic growth and development on the one hand, and on the other, the intense disparities and multiple deprivations that have marked many histories of the region.

### **How should I go about writing the *What is South Asia* essay?**

Your first step is to choose **two** works from the list below and engage in a first reading of each. The list includes modern as well as older works, works that focus on the region as a whole, and works with a focus on Bangladesh, India and Pakistan (both pre- and post-1947, and in the case of Bangladesh, post 1971), Nepal and Sri Lanka. During this reading you should take notes on the key way(s) in which you think the author is seeking to construct the states they study, and on what basis. You should not only *tell* us about the author's construction, but also *show* us how he or she does it, by providing sufficient evidence from the book, such as quotes or careful summaries of the author's argument.

Your second step is to engage critically with the constructions offered by your chosen authors. Why have your authors chosen their particular approaches? What do the authors succeed in representing, and what do they leave out? Your answers will vary according to whether you have chosen historical or more contemporary works. Whichever you have chosen, you should ask yourselves how far are their works reflective of the times in which they lived.

You will find three sources of help in generating a critical reading of your chosen texts. Firstly, it is of course imperative that you usefully juxtapose your chosen texts with one another. In the case of India, for example, you might do this by showing how one provides an understanding of India that the other omits (Drèze and Sen focus on the material realm, while Tully focuses on the spiritual realm, for example), or by showing how they offer overlapping but different readings of India (Khilnani and Anderson offer different readings of India's secularism, for example). Secondly, you can explore the work of other scholars who have critiqued your chosen works, or have offered a historical context to their wider political/social meaning and significance. Try looking at book reviews, review articles, related journal articles, and books that explicitly engage with your texts. Be sure to properly reference any published critiques of your authors, if you use them in your essay. Finally, when you have got as far as you think you can on your own, consult with your supervisor. Explain to him/her how you arrived at your analysis, your comparison and contrast of the two

texts, and your critique of the constructions of the country/region that you present. Be sure to do this in plenty of time, so that your supervisor can offer detailed feedback.

You will also need to consider the following points:

- Your essay should have a central argument that ties together your analysis and your critical reading of the two selected texts. Think carefully about the broad argument you are making. State this argument up front in the essay (in the introduction) and spend the rest of the essay offering evidence in support of your argument, by critically drawing on your two texts. You may also need to carefully dismiss any counter arguments to your own.
- Be sure to compare and contrast the two texts and not simply deal with each in turn. Your aim should be to bring the texts into conversation with one another.
- Remember there is a difference between reporting and analysing. Your aim is to analyse the texts, not summarise what they say. Analysis involves not only distilling key messages in the text but also deconstructing the assumptions upon which those messages are based, and problematizing them, perhaps in reference to other literature or ideas from outside the text.

More ways of approaching this essay will be discussed in the class. The emphasis should be on producing an analytically strong essay by probing deeply into the ways in which scholars and authors have constructed the region and its various states and societies, and the challenges they face in doing so. By asking these questions, you will be developing your skills in epistemological enquiry.

## Readings

### South Asia

Amrith, Sunil. 2013. *Crossing the Bay of Bengal: The Furies of Nature and the Fortunes of Migrants*. Cambridge: Harvard University Press.

Birch, David, Tony Schirato, and Sanjay Srivastava. 2001. *Asia: Cultural Politics in the Global Age*, London: Palgrave. See esp. 'The Idea of Asia', 1–24.

Van Schendel, Willem. 2005. *The Bengal Borderland: Beyond State and Nation in South Asia*, London: Anthem Press.

Nehru, Jawaharlal. 1946. *The Discovery of India*. New York: John Day Company.

Mrinalini Sinha, 2006. *Specters of Mother India: The Global Restructuring of an Empire*. Durham: Duke University Press.

Dehejia, Vidya. 1997. *Indian Art*. London: Phaidon.

Mitter, Partha. 1977. *Much Maligned Monsters: A History of European Reactions to Indian Art*. Oxford: Clarendon Press.

Parpola, Asko. 2015. *The Roots of Hinduism: The Early Aryans and the Indus Civilisation*. Oxford: Oxford University Press.

Cons, Jason. 2016, *Sensitive Space: Fragmented Territory at the India-Bangladesh Border*. Washington: University of Washington Press.

Manan, Ahmed Asif. 2016. *A Book of Conquest: The Chachnama and Muslim Origins in South Asia*. Cambridge: Harvard University Press.

### India

Adiga, Aravind. 2008. *The White Tiger*. London: Atlantic Books.

Anderson, Perry. 2013. *Indian Ideology*. London: Verso.

Dirks, Nicholas. 2001. *Castes of Mind: Colonialism and the Making of Modern India*. Princeton, N.J: Princeton University Press.

Sen, A. 2006. *The Argumentative Indian: Writings on Indian History, Culture and Identity*. London: Penguin.

Gandhi, Mahatma. 1997. *Hind Swaraj and other writings*, edited by Anthony Parel. Cambridge: Cambridge University Press.

Khilnani, Sunil. 2011. *The Idea of India (4th edition)*. London: Penguin.

Savarkar, Vinayak Damodar. 1923/2003. *Hindutva: who is a Hindu? (5th edition)*. New Delhi: Hindi Sahitya Sadan.

Tully, Mark. 2008. *India's Unending Journey (2nd edition)*. London: Rider.

Rushdie, Salman. 1981. *Midnight's Children*. London: Jonathan Cape.

Rao, Anupama. 2009. *The Caste Question: Dalits and the Politics of Modern India*. Berkeley: University of California Press.

Das, Veena. 1997. *Critical Events: An Anthropological Perspective on Contemporary India*. Delhi: Oxford University Press.

### **Nepal**

Burghart, R. 1984. 'The Formation of the Concept of Nation-State in Nepal'. *Journal of Asian Studies* 44: 101–25. Reprinted 1996 in R. Burghart, *The Conditions of Listening: Essays on Religion, History and Politics in South Asia* (edited by C.J. Fuller & J. Spencer), pp. 226–60 Delhi: Oxford University Press.

Lawoti, M. & S. Hangen, eds. 2012. *Nationalism and Ethnic Conflict in Nepal: Identities and Mobilization after 1990*. London: Routledge.

### **Pakistan**

Ahmad, Akbar S. 1997. *Jinnah, Pakistan and Islamic Identity: the search for Saladin*. London: Routledge.

Dhulipala, Venkat. 2015. *Creating a New Medina: State Power, Islam, and the Quest for Pakistan in Late Colonial North India*. New York: Cambridge University Press.

Khan, Mohammed Ayub. 1967. *Friends not Masters: A Political Biography*. Lahore: Oxford University Press.

Bhutto, Zulfikar Ali. 1969. *The Myth of Independence*. New York: Oxford University Press.

Musharraf, Pervez. 2006. *In the Line of Fire: A Memoir*. London: Simon & Schuster.

### **Sri Lanka**

Biedermann, Zoltan and Alan Strathern. 2017. *Sri Lanka at the Crossroads of History*. London: UCL Press.

Gurunge, Ananda. 1965. *Return to Righteousness: A Collection of Speeches, Essays, and Letters of the Anagarika Dharmapala*. Colombo: Ministry of Education and Cultural Affairs.

Tennent, Sir James Emerson. 1859. *Ceylon; an account of the island, physical, historical, and topographical, with notices of its natural history, antiquities and productions*. London: Longman, Green, Longman and Roberts. Available at: <https://archive.org/details/ceylon00unkngoog>

Spencer, Jonathan ed. 1990. *Sri Lanka: History and the Roots of Conflict*. London: Routledge.

Knox, Robert. 1681. *An Historical Relation of the Island of Ceylon*. See ed. J. H. O. Paulusz, 2 vols. (second edition including interleaved notes, Dehiwala, 1989).

Obeyesekere, Gananath. 1995. 'Buddhism, nationhood and cultural identity: a question of fundamentals', in *Fundamentalisms Comprehended*, eds. Martin E. Marty and R. Scott Appleby. Chicago: 231-56.

## Bangladesh

Alam, S.M. Shamsul. 2015. *Governmentality and Counterhegemony in Bangladesh*. London: Palgrave MacMillan.

Salim, Ghulam Hussain. 1788/1903. *Riyazu – s – Salatin. A History of Bengal*. Calcutta: Baptist Mission Press, <https://archive.org/details/riyazussalatinhi00saliuoft>

Sengupta, Nitish K. 2011. *Land of Two Rivers: A History of Bengal from the Mahabharata to Mujib*. New Delhi: Penguin Books.

The marking guide for the What is South Asia? essay can be found at Annexe C1 as part of Exam Conventions.

### *The Core Course Essays*

The two Core Course essays, 5000 words maximum, will be written during the Michaelmas and Hilary vacations of your first year, i.e. just after the terms in which you have attended the Core Course classes. At the end of Michaelmas and Hilary terms, you will be issued with a list of questions, from which you choose one. At 2.30 pm on Friday of 8<sup>th</sup> week in the Michaelmas and Hilary terms, there will be an advice session for students on writing the Core course essay.

The questions set will reflect the topics covered during the Core Course lectures. You should use the relevant Core Course Readings as the basis for your two essays, although you are encouraged to follow up additional references that may seem to you particularly pertinent to your topic. You should follow the 'General Guidance on Essay Writing' above if you are in any doubt as to how to proceed. The marking guide for the Core Course essays can be found at Annexe C1 as part of Exam Conventions.

### *The Thesis (30,000 words maximum<sup>1</sup>)*

You will probably arrive in Oxford with some idea as to the topic you want to pursue. You will discuss your choice with your general supervisor, who will guide you towards a specialist supervisor if need be. Topics may fall within any area related to Modern South Asia for which supervision can be provided.

Over the course of the Hilary term of your first year, you will have a chance to present your developing thesis ideas to a seminar of your fellow students and relevant teachers. By the end of the Hilary term, you should have completed and submitted a research proposal as part of your formal assessment, having discussed it with your thesis supervisor. During the Trinity term of your first year, you will continue to work on it, and in particular to plan the research (at least six weeks) that you will need to do over the summer to gather your source materials. Depending on your topic, these may be archival materials, data sets, interviews with informants or other oral materials. When you return from your summer's research, you will in Michaelmas Term of your second year make your Advanced Research Methods presentation, which will include both an oral presentation, and submission of written materials on the same occasion as your presentation. This presentation will then form the basis for your writing up over the rest of the academic year. Your supervisor will read chapter drafts, and one full draft of the thesis, before you submit it by the deadline of 12 noon on Monday of Week 4, Trinity Term. You should aim to give this draft to your supervisor by the end of the Hilary term of the second year, so that he/she can return it to you with sufficient time for you to take account of his/her suggestions.

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<sup>1</sup> See page 74 for details of what is included in and excluded from the word count. See the Exam Conventions at ANNEX C for details of penalties applied to overlength submissions.

The thesis will test students' capacities to: understand concepts and arguments in the literature; develop their own independent arguments; demonstrate knowledge of empirical material and how to present it in a coherent manner; formulate a research project, discuss appropriate methodologies, carry out research (either field- or library- based) and write a substantial, academic piece of work. Students will be encouraged to display originality, either in a fresh approach to the existing literature or in exploring primary source material in new ways. It is not required that materials in South Asian languages are used for the thesis, although some students with advanced language skills may use them, particularly to draw on vernacular language primary sources.

The thesis will be examined for its competence, conceptual grasp, and innovation. The examiners expect a balanced, engaging, well-presented and appropriately referenced academic piece of work, which draws on the relevant literature, displays analytical skill, develops an argument and comes to a conclusion. All the chapters should show competent and creative scholarship. It is expected that the best of these essays will be worthy of publication.

The marking guide for the thesis can be found in Annexe C2 as part of the Exam Conventions.

The Examiners will assess the thesis under three broad headings:

1. *Aim*: What does the thesis set out to do? How well is that aim achieved given an intellectual and practical context by reference to literature and/or a case study?
2. *Execution*: What is the research method and design? How appropriate is the evidence? How appropriate and rigorous are the analytical techniques? Does the thesis have an argument? Is the reasoning clear? Is the argument logical? Does it deal with relevant literature and reach a justified conclusion?
3. *Presentation*: Is the physical presentation (e.g. format, illustration, footnotes, bibliography, etc.) of an acceptable and consistent standard?

The examiners will then give an overall assessment based on a combination of the above.

A good thesis should ask a meaningful research question and situate that question within the existing scholarship. The thesis as a whole should aim to provide a plausible 'answer' to the research question by constructing a **central argument** or **narrative** based on **evidence** or **data**. A thesis usually makes use of a **theoretical or conceptual framework** which helps to structure the argument and to define its central concepts. A thesis should always include an explicit justification of how and why it draws on the specific types and amount of evidence or data included within it, and how these were obtained – this is broadly referred to as the **methodology**. The main body of the thesis is made up of the argument and the supporting evidence or data – the **empirical material**. At the end of the thesis comes the **conclusion** which revisits the research question, very briefly summarises the central argument or narrative and weighs up the usefulness and limitations of the **research design** as a whole (that is, it evaluates the choice of question, theoretical or conceptual framework, methodology, empirical material and the overall 'answer' to the research question). It also explores the implications of the 'answer' for similar empirical research or theoretical debates within the related scholarship, or perhaps even makes recommendations for the world of policy. Finally, a good thesis should be well-structured, properly referenced (see Annex A), and well-presented.

Remember that your thesis is part of the MPhil in Modern South Asian Studies, and so your research question and the scholarship you relate it to **must focus on one or more states or societies of the region**. You will need to engage with literature relevant to the region, and when you apply theoretical and conceptual frameworks or draw on literature from studies of other parts of the world, you will need to

discuss explicitly the relevance and usefulness of the insights derived from these. The thesis will form a key investment in your bank of South Asian expertise, and you should see it as an opportunity to broaden and deepen your knowledge of the region.

### **General requirements**

The thesis will almost certainly be the longest piece of work you have ever written and it is crucial to develop and work within a clear structure. This is helpful to you as a researcher, since it will allow you to organise your thoughts and material, and as a student, since it will enable the examiners to better follow and understand your research design.

Your thesis should contain the following elements, though the order is flexible:

- A cover page as per the requirements of assessed work (see page 77)
- A table of contents indicating the page numbers and headings of each section or chapter
- An introduction, including
  - a clear statement of the research question
  - a contextualisation of the research question – why is it worth asking and how does it relate to existing scholarship?
  - a brief indication of your key findings or ‘answer’ to the research question, and perhaps a very brief summary of the central argument or narrative that takes you to that answer
  - a clear roadmap of how the thesis will proceed
- An explanation and justification of the theoretical or conceptual framework and central concepts used in the thesis
- An explanation and justification of the methodology employed by you, the researcher
- An explicit engagement with, and critical analysis of, the existing literature
- Empirical chapter/s or section/s in which you present the evidence that supports your argument. These may be divided thematically, chronologically or according to another ordering principle
- A conclusion, including an evaluation of your research and a discussion of the implications of your research
- A comprehensive and consistently presented bibliography

You may also choose to include supporting material in the form of appendices should you wish to refer the reader to supporting materials. These might be items such as detailed tabulated data, sections of legislation, or excerpts of speeches, statements or texts. A table of acronyms or abbreviations may be helpful if these feature extensively in the thesis. Appendices are not included in the word count but they must serve as supplementary or reference material only, which means that the arguments you make in the main body of your thesis must be able to stand alone, without the appendices.

Remember above all the importance of *presentation*. Your thesis should be free of typographical, grammar and language errors. Your arguments should be easy to follow and well-ordered. The bibliography should be complete, with a consistent style. It is a good idea to schedule a margin of time before the deadline for final corrections. Though the thesis must be all your own work, finding someone to proofread the final draft for errors and inconsistencies is a good idea. If somebody else does proofread your final draft you must make sure that you follow the University’s guidelines on what is permissible at <https://www.admin.ox.ac.uk/edc/policiesandguidance/policyonproofreaders/>.

### **Thesis trouble-shooting**

It is usual for students to feel overwhelmed during the thesis writing process. Uncertainty about the choice of topic, feeling lost within a sea of literature or data, and decisions about what sections of argument and

evidence to include and exclude are common concerns at different stages. Below is a basic set of questions that you should consult regularly during the planning, writing, and revision stages of your thesis. Above all, you should meet frequently with your thesis supervisor, who will be able to help you find answers to these kinds of questions.

### **Focus**

What precisely is the focus of your thesis?

How does it relate to existing empirical and theoretical literature?

What is the scope of your study and is this feasible given the available time and word limit?

### **Purpose**

What are you covering in this topic?

What is the central question your thesis aims to answer?

What is the major objective of the thesis?

What key idea or ideas would you like your readers to go away with?

### **Some frequently asked questions**

#### *Is this a good topic?*

A good topic is one that you are interested in, one that raises an important question or puzzle and one around which there is sufficient literature or data available for you to construct an argument or narrative. Well-written theses that ask unusual questions and explore innovative topics generally attract high praise from examiners and could form the basis of a future, longer research project. But you do not necessarily need to venture into the unknown – revisiting an old question on the basis of new data or literature or by adopting a new approach can also produce a strong and lively thesis. There is a fine balance between choosing a unusual topic for which there is little or no literature or data available (which may be more suitable for a PhD/DPhil) and selecting a topic that has been visited so often there is little new to say. Talk to your thesis supervisor who will help you find a practicable topic that feels right for you.

#### *How do I know which literatures to consult?*

The best way to locate useful and meaningful literature around your topic is to consult those scholars who are already very familiar with it. You will need to find a balance between approaching highly specific literature or data that speaks directly to your research question and drawing on more standard scholarly works such that your research makes sense in the broader context of existing scholarship. Approach works by other scholars on your topic and make a note of the key, standard works that they draw on, as well as the more specific and useful pieces that they may direct you to. You might choose to consult with scholars who specialise in your chosen area by email or in person. A list of specialists within Oxford can be found on in ANNEX F, but you might also approach scholars at other institutions. Many will be more than pleased to assist you if they have the time.

#### *There is so much to include, how will I fit it all in?*

Identifying the scope of your research early on and setting clear boundaries is possibly the most useful task you will perform during the production of your thesis. Clearly defining the theoretical, methodological and empirical boundaries is likely something you may have to repeat during the research process, particularly if you encounter a dead end in the search for one type of data or evidence, or if you discover another type which you believe will help you to answer your research question more plausibly. It is often hard to let material go if you have spent a lot of time gathering and writing it up, but in the interest of a tight and coherent argument, you may find you have to cut sections out. Using the introduction to clarify the question and the empirical scope of the thesis, such as the case studies or the time periods you focus on,

will narrow the focus of the thesis. Regular talks with your thesis supervisor will help you identify appropriate boundaries and make adjustments early on, thereby helping you to make the best of your time.

*I am well over the word count – what do I do?*

The best way to avoid straying over the word limit is be clear about the scope of your thesis early on and to stick to the milestones for developing your thesis and communicating your plans to your supervisor (see above). If you are still finding it difficult to cut down on words, think carefully about the material you have included. Does each and every section support your general argument? Have you included too much detail? Is there too much repetition? Could you simplify some sections of the argument or tighten up your writing?

## EXPECTATIONS OF STUDY

*As a student, you are responsible for your own academic progress.* The learning environment of Oxford and the MPhil in Modern South Asian Studies are special; they require a lot from you but also offer a potentially deeply rewarding experience. Through the combination of compulsory and optional courses, and small lecture groups and regular opportunities for close interaction with the teaching staff, we hope to continue our successful efforts in generating a familiarity and strong *esprit de corps* among the students. We hope to reinforce this with a number of staff-student events during the year, alongside the MSc students, including film screenings, seminars, guest lectures and workshops. The intensity and closeness of this experience is intended to facilitate discussion and learning outside the classroom.

The formal teaching takes place in class discussions and lectures – the format of these will vary between different components of the course. The academic year is short so you will need to work hard to keep up with the readings and necessary preparation for classes. This is not a degree that will lend itself to last-minute cramming. The academic demands are intense; assessed work is due both in term time *and* immediately after each of the two vacations of your first year. You will also be reading and collecting materials for your thesis throughout the course. The teaching terms are relatively short – eight weeks – so you should use both these and your vacations productively. The staff-student ratio facilitates opportunities for regular contact between staff and students. Whether called tutorials or supervisions this contact is often regarded to be one of the best features of the Oxford system. Make the most of these opportunities. If you have problems or want to discuss something in more detail, staff will provide plenty of opportunities for you to engage them on issues of interest to you.

This is a multidisciplinary degree comprised of staff and students from a variety of backgrounds. You may be baffled by advanced economics at one moment and listening to something familiar from your undergraduate discipline at another. This can make some aspects of the course difficult to teach (e.g. statistics) but through debate and discussion we hope to provide a stimulating environment in which staff and students tackle issues from a variety of academic disciplines.

The states and societies of South Asia are fascinating, rapidly changing, stubbornly durable and frequently baffling places. We aim to make our teaching responsive to changes on the ground as well as to the most recent advances in scholarship on the region. Some of our lectures discuss research-in-progress that is rough at the edges, and will be adapted in response to discussion. This is a new degree and will evolve in future in response to feedback. This is a learning environment that demands a lot but offers a lot in return. Make the most of it.

If you intend to take on paid work during your studies, please visit [www.admin.ox.ac.uk/edc/policiesandguidance/policyonpaidwork](http://www.admin.ox.ac.uk/edc/policiesandguidance/policyonpaidwork) for details of the University's paid work guidelines.

# ASSESSMENT

## ASSESSMENT STRUCTURE

### LANGUAGE TRACK

- **Core Course Essays assessment.** Two maximum 5,000 word essays. The first essay will be issued on Friday of Week 8 of Michaelmas Term and should be submitted by **12 noon on Monday of Week 1 of Hilary Term**. The second essay will be issued on Friday of Week 8 of Hilary Term and should be submitted by **12 noon on Monday of Week 1 of Trinity Term**. (Each essay 3.5% of your final grade)
- **Research Methods assessment** (14% of your final grade, comprised of the following four parts)
  - i. **What is South Asia? essay:** 2,500-word essay to be submitted by **12.00 noon, Monday Week 5**, Michaelmas Term.
  - ii. **Qualitative methods assignment:** 2,500-word practical exercise in the collection and analysis of qualitative data to be submitted by **12.00 noon, Monday Week 9**, Michaelmas Term.
  - iii. **Quantitative analysis take-home exam:** to be submitted by **12.00 noon, Monday Week 9**, Hilary Term.  
**OR**  
**Qualitative and Historical Methods assignment:** 2,500-word assignment to be submitted by **12.00 noon, Monday Week 9**, Hilary Term  
**OR**  
**Qualitative Methods: Literature and Language assignment:** 2,500-word assignment to be submitted by **12.00 noon, Monday Week 9**, Hilary Term  
[Note: it is expected that students taking 'Historical Methods' and 'Literature and Language' will continue to read on their own for the second four weeks of the Hilary term, in preparation for their 2,500 word assignment.]
  - iv. **Research proposal:** 2,500-word proposal to be submitted by **12.00 noon, Monday Week 9** Hilary Term.

Please note that **both the Research Proposal and the third element of the Research Methods Course (Quantitative take-home test or Historical Methods assignment or Literature and Language assignment)** are **due for submission on the same day**. Please manage your time carefully to ensure you can complete both assignments by the specified deadline. Students taking the Quantitative module are particularly advised to make sure they start their Research Proposal early as they may well want to concentrate on the Quantitative take-home test during the final week leading up to submission.

- **'Core Language' assessment**

Students have a choice of the following Core Languages:

- (i) Hindi
- (ii) Hindi and Urdu
- (iii) Advanced/Literary Hindi
- (iv) Advanced/Literary Hindi and Urdu
- (v) Old Hindi and Urdu
- (vi) Brajhasha and Old Hindi Texts
- (vii) Other substitute Core Language

**(i) Hindi**

**Year1 – Core Language Examination in Beginners’ Hindi**

There will be a three-hour paper in Hindi translation, comprehension and composition consisting of three parts, all of which must be attempted. Part 1 will attract 20% of the overall marks for this paper. Parts 2 and 3 will attract 40% each.

Part 1 will be two seen passages in Hindi to be translated into English. Texts will be chosen from Snell and Weightman: *Teach Yourself Complete Hindi* as well as from texts read in the class and listed on Weblearn. Both passages must be attempted.

Part 2 will be two unseen passages in Hindi. The first is to be translated into English and the second passage is to be summarised in Hindi in 100-125 words. Both passages must be attempted.

Part 3 will be a composition in Hindi of approximately 300 words. Candidates will choose one topic from a choice of three given.

**Year2– Core Language Examination in Advanced Hindi**

This three-hour paper consists of three parts, all of which must be attempted. Passages in parts 1 and 2 will contain no more than 20 lines in Hindi.

Part 1: Seen translation from Hindi. Candidates will be required to translate two seen passages of Hindi into English. The first text will count 25%, the second 20%. The second text will be accompanied with a question on the on the grammar, style or the literary context to be answered in English (5%).

Part 2: Unseen translation from Hindi. (25%). Candidates will be required to translate an unseen passage of Hindi into English.

Part 3: Text commentary in Hindi (25%). Candidates will be required to write an essay in Hindi commenting on a set text or comparing a pair of seen texts. The essay in Hindi should be between 250 and 300 words.

**(ii) Hindi and Urdu**

**Year1 – Core Language Examination in Beginners’ Hindi. See ‘Core Language Examination in Beginners Hindi’ above.**

**Year2 – Core Language Examination in Advanced Hindi and Urdu**

This three-hour paper consists of four parts, all of which must be attempted. Passages in parts 1 and 2 will contain no more than 20 lines in Hindi.

Part 1: Translation from Hindi (25%). Candidates will be required to translate a seen passage of Hindi into English.

Part 2: Translation from Urdu (25%). Candidates will be required to translate a seen passage of Urdu into English.

Part 3: Composition in Urdu (20%). Candidates will be required to prepare an Urdu resumé of an unseen Hindi text in 200-250 words.

Part 4: Composition in Hindi (30%). Candidates will be required to write an essay in Hindi commenting on a text or comparing a pair of texts. The essay should be 300-400 words.

**(iii) Advanced/Literary Hindi**

**Year1 – Core Language Examination in Advanced Hindi**

This three-hour paper consists of three parts, all of which must be attempted. Passages in parts 1 and 2 will contain no more than 20 lines in Hindi.

Part 1: Seen translation from Hindi. Candidates will be required to translate two seen passages of Hindi into English. The first text will count 25%, the second 20%. The second text will be accompanied with a question on the on the grammar, style or the literary context to be answered in English (5%).

Part 2: Unseen translation from Hindi. (25%). Candidates will be required to translate an unseen passage of Hindi into English.

Part 3: Text commentary in Hindi (25%). Candidates will be required to write an essay in Hindi commenting on a set text or comparing a pair of seen texts. The essay in Hindi should be between 250 and 300 words.

## **Year2 – Core Language Examination in Literary Hindi**

This three-hour paper consists of three parts, all of which must be attempted. Passages in parts 1 and 2 will contain no more than 20 lines in Hindi.

Part 1: Seen translation from Hindi. Candidates will be required to translate two seen passages of Hindi into English. The first text will count 25%, the second 20%. The second text will be accompanied with a question on the on the grammar, style or the literary context to be answered in English (5%).

Part 2: Unseen translation from Hindi. (25%). Candidates will be required to translate an unseen passage of Hindi into English.

Part 3: Text commentary in Hindi (25%). Candidates will be required to write an essay in Hindi commenting on a set text or comparing a pair of seen texts. The essay in Hindi should be between 250 and 300 words.

## **(iv) Advanced/Literary Hindi and Urdu**

### **Year1 – Core Language Examination in Advanced Hindi and Urdu**

This three-hour paper consists of four parts, all of which must be attempted. Passages in parts 1 and 2 will contain no more than 20 lines in Hindi.

Part 1: Translation from Hindi (25%). Candidates will be required to translate a seen passage of Hindi into English.

Part 2: Translation from Urdu (25%). Candidates will be required to translate a seen passage of Urdu into English.

Part 3: Composition in Urdu (20%). Candidates will be required to prepare an Urdu resumé of an unseen Hindi text in 200-250 words.

Part 4: Composition in Hindi (30%). Candidates will be required to write an essay in Hindi commenting on a text or comparing a pair of texts. The essay should be 300-400 words.

### **Year2 – Core Language Examination in Literary Hindi and Urdu**

This three-hour paper consists of four parts, all of which must be attempted. Passages in parts 1 and 2 will contain no more than 20 lines in Hindi.

Part 1: Translation from Hindi (25%). Candidates will be required to translate a seen passage of Hindi into English.

Part 2: Translation from Urdu (25%). Candidates will be required to translate a seen passage of Urdu into English.

Part 3: Composition in Urdu (20%). Candidates will be required to prepare an Urdu resumé of an unseen Hindi text in 200-250 words.

Part 4: Composition in Hindi (30%). Candidates will be required to write an essay in Hindi commenting on a text or comparing a pair of texts. The essay should be 300-400 words.

## **(v) Old Hindi and Urdu**

### **Year1 – Core Language Examination in Old Hindi and Urdu 1**

This three-hour paper consists of four parts, all of which must be attempted. Passages in parts 1, 2 and 3 will contain no more than 20 lines in Hindi.

Part 1: Translation from Old Hindi (25%). Candidates will be required to translate a seen passage into English.

Part 2: Translation from Urdu (25%). Candidates will be required to translate a seen passage of Urdu into English.

Part 3: Unseen translation from Old Hindi (25%). Candidates will be required to translate an unseen passage into English.

Part4: Composition in Urdu (25%). Candidates will be required to prepare an Urdu resumé of an unseen Hindi text in 200-250 words.

### **Year2 – Core Language Examination in Old Hindi and Urdu 2**

This three-hour paper consists of four parts, all of which must be attempted. Passages in parts 1, 2 and 3 will contain no more than 20 lines in Hindi.

Part 1: Translation from Old Hindi (25%). Candidates will be required to translate a seen passage into English.

Part 2: Translation from Urdu (25%). Candidates will be required to translate a seen passage of Urdu into English.

Part 3: Unseen translation from Old Hindi (25%). Candidates will be required to translate an unseen passage into English.

Part 4: Composition in Urdu (25%). Candidates will be required to prepare an Urdu resumé of an unseen Hindi text in 200-250 words.

**(vi) Brajhasha and Old Hindi Texts**

**Year 1 – Core Language Examination in Brajhasha and Old Hindi Texts 1**

This paper consists of four passages for translation from Hindi into English. Three of these will be selected from the Hindi texts taught during the course. The fourth will be a passage of unseen Hindi. Each of the passages will contain no more than 20 lines in Hindi. Two of the passages will be accompanied by questions on the grammar, style or the literary context. None of the passages will be longer than twenty lines. Passages without questions will account for 25% of the final mark, those with questions for 20% and the answers to the questions 5%.

**Year 2 – Core Language Examination in Brajhasha and Old Hindi Texts 2**

This paper consists of four passages for translation from Hindi into English. Three of these will be selected from the Hindi texts taught during the course. The fourth will be a passage of unseen Hindi. Each of the passages will contain no more than 20 lines in Hindi. Two of the passages will be accompanied by questions on the grammar, style or the literary context. None of the passages will be longer than twenty lines. Passages without questions will account for 25% of the final mark, those with questions for 20% and the answers to the questions 5%.

**(vii) Other substitute core language**

Depending on timetabling, teaching availability and the student's level of preparation, it may be possible for students to take Persian, Sanskrit or Tibetan. These courses are run primarily for other degrees within the Faculty of Oriental Studies, but it may be possible to accommodate MPhil MSAS students in some circumstances. Assessment of other substitute core languages will be in accordance with the regulations and conventions governing those languages.

The use of a dictionary is not permitted in any of the examinations.

• **Advanced Research Methods assessment.**

During the Michaelmas term, you will be required to make an oral presentation, of about 20 minutes, of your thesis topic. This is not a formally assessed part of the course. It is rather an opportunity for you to obtain detailed feedback on your thesis plans. At the time of this presentation, you will also submit a written outline of the problem you are investigating, an overview of relevant secondary literature, a description of the approach and method you will be adopting, and an account of the source materials you have collected. This written piece of work should be up to 5,000 words, including references. In addition, you should submit a Bibliography, which will not be included in the word count. You will need to:

- (i) Make your oral presentation clearly and audibly, within the time limit of 20 minutes;
- (ii) Submit, at the same time, your written outline of up to 5,000 words, including references but excluding Bibliography. Your outline should contain the points indicated above, presenting them in a clear and scholarly fashion, and supported by footnotes or references. [See Annex A for the different referencing systems you can use].

- (iii) Submit, at the same time, a preliminary Bibliography, with a provisional list of the Primary sources you intend to use, and another of the secondary literature relevant to your thesis.

- **Option papers assessment.**

Your Option paper studied in your first year will be formally assessed in the final examinations at the end of Trinity Term of your first year, via a three-hour examination. Your Option paper studied in your second year will be formally assessed in the final examinations at the end of Trinity term of your second year, via a three hour examination. In both sets of examinations, you will answer three questions in three hours, from a choice of at least eight questions. (Each three-hour examination 7% of your final grade).

In addition, students must prepare one 2,500-word essay for each Option paper, with the exception of the 'Advanced Language' Option, to be submitted via WebLearn. Deadlines for the Option paper essays will be set by the Option teachers. The essays are non-assessed; they do not count towards your final degree grade. However, all essays will be marked and commented on by the relevant Option paper convenors during an individual or small-group supervision.

- **'Advanced Language' Options assessment**

- (i) Language Option: Hindi**

There will be a three-hour paper in Hindi translation, comprehension and composition consisting of three parts, all of which must be attempted. Part 1 will attract 20% of the overall marks for this paper. Parts 2 and 3 will attract 40% each.

Part 1 will be two seen passages in Hindi to be translated into English. Texts will be chosen from Snell and Weightman: *Teach Yourself Complete Hindi* as well as from texts read in the class and listed on Weblearn. Both passages must be attempted.

Part 2 will be two unseen passages in Hindi. The first is to be translated into English and the second passage is to be summarised in Hindi in 100-125 words. Both passages must be attempted.

Part 3 will be a composition in Hindi of approximately 300 words. Candidates will choose one topic from a choice of three given.

- (ii) Language Option: Literary Hindi**

This three-hour paper consists of three parts, all of which must be attempted. Passages in parts 1 and 2 will contain no more than 20 lines in Hindi.

Part 1: Seen translation from Hindi. Candidates will be required to translate two seen passages of Hindi into English. The first text will count 25%, the second 20%. The second text will be accompanied with a question on the grammar, style or the literary context to be answered in English (5%).

Part 2: Unseen translation from Hindi. (25%). Candidates will be required to translate an unseen passage of Hindi into English.

Part 3: Text commentary in Hindi (25%). Candidates will be required to write an essay in Hindi commenting on a set text or comparing a pair of seen texts. The essay in Hindi should be between 250 and 300 words.

### **(iii) Language Option: Urdu Prose Texts**

This three-hour paper consists of three parts, all of which must be attempted. Passages in parts 1 and 2 will contain no more than 20 lines in Urdu.

Part 1: Seen translation from Urdu. Candidates will be required to translate two seen passages of Urdu into English. The first text will count 25%, the second 20%. The second text will be accompanied with a question on the grammar, style or the literary context to be answered in English (5%).

Part 2: Unseen translation from Urdu. (25%). Candidates will be required to translate an unseen passage of Urdu into English.

Part 3: Text commentary in Urdu (25%). Candidates will be required to write an essay in Urdu commenting on a set text or comparing a pair of seen texts. The essay in Urdu should be between 250 and 300 words.

### **(iv) Language Option: Brajbhasha and Old Hindi Texts**

This paper consists of four passages for translation from Hindi into English. Three of these will be selected from the Hindi texts taught during the course. The fourth will be a passage of unseen Hindi. Each of the passages will contain no more than 20 lines in Hindi. Two of the passages will be accompanied by questions on the grammar, style or the literary context. None of the passages will be longer than twenty lines. Passages without questions will account for 25% of the final mark, those with questions for 20% and the answers to the questions 5%.

### **(v) Language Option: Other**

There will be a three-hour paper in Bengali/Gujarati/Marathi translation, comprehension and composition consisting of three parts, all of which must be attempted. Part 1 will attract 20% of the overall marks for this paper. Parts 2 and 3 will attract 40% each.

Part 1 will be two seen passages in the South Asian language to be translated into English. Texts will be chosen from texts read in the class and listed on WebLearn. Both passages must be attempted.

Part 2 will be two unseen passages in the South Asian language. The first is to be translated into English and the second passage is to be summarised in the target South Asian language in 100-125 words. Both passages must be attempted.

Part 3 will be a composition in the target South Asian language of approximately 300 words. Candidates will choose one topic from a choice of three given.

The use of a dictionary is not permitted in any of the examinations.

- **Thesis assessment:** 30,000-word maximum thesis to be submitted by **12 noon on Monday of Week 4 of Trinity term of your final year (that is, Monday 20 May, 2019)**. (30% of your final grade).

## NON-LANGUAGE TRACK

- **Core Course Essays assessment.** Two maximum 5,000 word essays. The first essay will be issued on Friday of Week 8 of Michaelmas Term and should be submitted by **12 noon on Monday of Week 1 of Hilary Term**. The second essay will be issued on Friday of Week 8 of Hilary Term and should be submitted by **12 noon on Monday of Week 1 of Trinity Term**. (Each essay 3.5% of your final grade)
- **Research Methods assessment** (14% of your final grade, comprised of the following four parts)
  - (i) **What is South Asia? essay:** 2,500-word essay to be submitted by **12.00 noon, Monday Week 5**, Michaelmas Term.
  - (ii) **Qualitative methods assignment:** 2,500-word practical exercise in the collection and analysis of qualitative data to be submitted by **12.00 noon, Monday Week 9**, Michaelmas Term.
  - (iii) **Quantitative analysis take-home exam:** to be submitted by **12.00 noon, Monday Week 9**, Hilary Term.

**OR**

**Qualitative and Historical Methods assignment:** 2,500-word assignment to be submitted by **12.00 noon, Monday Week 9**, Hilary Term

**OR**

**Qualitative Methods: Literature and Language assignment:** 2,500-word assignment to be submitted by **12.00 noon, Monday Week 9**, Hilary Term

[**Note:** it is expected that students taking ‘Historical Methods’ and ‘Literature and Language’ will continue to read on their own for the second four weeks of the Hilary term, in preparation for their 2,500 word assignment.]
  - (iv) **Research proposal:** 2,500-word proposal to be submitted by **12.00 noon, Monday Week 9** Hilary Term.

Please note that **both the Research Proposal and the third element of the Research Methods Course (Quantitative take-home test or Historical Methods assignment or Literature and Language assignment)** are **due for submission on the same day**. Please manage your time carefully to ensure you can complete both assignments by the specified deadline. Students taking the Quantitative module are particularly advised to make sure they start their Research Proposal early as they may well want to concentrate on the Quantitative take-home test during the final week leading up to submission.

### **Advanced Research Methods assessment**

During the Michaelmas term, you will be required to make an oral presentation, of about 20 minutes, of your thesis topic. This is not a formally assessed part of the course. It is rather an opportunity for you to obtain detailed feedback on your thesis plans. At the time of this presentation, you will also submit a written outline of the problem you are investigating, an overview of relevant secondary literature, a description of the approach and method you will be adopting, and an account of the source materials you have collected. This written piece of work should be up to 5,000 words, including references. In addition, you should submit a Bibliography, which will not be included in the word count. You will need to:

- (i) Make your oral presentation clearly and audibly, within the time limit of 20 minutes;

- (ii) Submit, at the same time, your written outline of up to 5,000 words, including references but excluding Bibliography. Your outline should contain the points indicated above, presenting them in a clear and scholarly fashion, and supported by footnotes or references. [See Annex A for the different referencing systems you can use].
  - (iii) Submit, at the same time, a preliminary Bibliography, with a provisional list of the Primary sources you intend to use, and another of the secondary literature relevant to your thesis.
- **Option papers assessment.** Each of your three Option papers studied in your first year will be formally assessed in the final examinations at the end of Trinity Term of your first year, via a three-hour examination. Each of your two Option papers studied in the Michaelmas and Hilary Terms of your second year will be formally assessed in the final examinations at the end of Trinity term of your second year, via a three hour examination. In both sets of examinations, you will answer three questions in three hours, from a choice of at least eight questions. (Each three-hour examination 7.8% of your final grade).

In addition, students must prepare one 2,500-word essay for each Option paper, with the exception of the 'Advanced Language' Option, to be submitted via WebLearn. Deadlines for the Option paper essays will be set by the Option teachers. The essays are non-assessed; they do not count towards your final degree grade. However, all essays will be marked and commented on by the relevant Option paper convenors during an individual or small-group supervision.

- **'Advanced Language' Options assessment**

- (i) **Language Option: Hindi**

There will be a three-hour paper in Hindi translation, comprehension and composition consisting of three parts, all of which must be attempted. Part 1 will attract 20% of the overall marks for this paper. Parts 2 and 3 will attract 40% each.

Part 1 will be two seen passages in Hindi to be translated into English. Texts will be chosen from Snell and Weightman: *Teach Yourself Complete Hindi* as well as from texts read in the class and listed on Weblearn. Both passages must be attempted.

Part 2 will be two unseen passages in Hindi. The first is to be translated into English and the second passage is to be summarised in Hindi in 100-125 words. Both passages must be attempted.

Part 3 will be a composition in Hindi of approximately 300 words. Candidates will choose one topic from a choice of three given.

- (ii) **Language Option: Literary Hindi**

This three-hour paper consists of three parts, all of which must be attempted. Passages in parts 1 and 2 will contain no more than 20 lines in Hindi.

Part 1: Seen translation from Hindi. Candidates will be required to translate two seen passages of Hindi into English. The first text will count 25%, the second 20%. The second text will be accompanied with a question on the grammar, style or the literary context to be answered in English (5%).

Part 2: Unseen translation from Hindi. (25%). Candidates will be required to translate an unseen passage of Hindi into English.

Part 3: Text commentary in Hindi (25%). Candidates will be required to write an essay in Hindi

commenting on a set text or comparing a pair of seen texts. The essay in Hindi should be between 250 and 300 words.

**(iii) Language Option: Urdu Prose Texts**

This three-hour paper consists of three parts, all of which must be attempted. Passages in parts 1 and 2 will contain no more than 20 lines in Urdu.

Part 1: Seen translation from Urdu. Candidates will be required to translate two seen passages of Urdu into English. The first text will count 25%, the second 20%. The second text will be accompanied with a question on the grammar, style or the literary context to be answered in English (5%).

Part 2: Unseen translation from Urdu. (25%). Candidates will be required to translate an unseen passage of Urdu into English.

Part 3: Text commentary in Urdu (25%). Candidates will be required to write an essay in Urdu commenting on a set text or comparing a pair of seen texts. The essay in Urdu should be between 250 and 300 words.

**(iv) Language Option: Brajhasha and Old Hindi Texts**

This paper consists of four passages for translation from Hindi into English. Three of these will be selected from the Hindi texts taught during the course. The fourth will be a passage of unseen Hindi. Each of the passages will contain no more than 20 lines in Hindi. Two of the passages will be accompanied by questions on the grammar, style or the literary context. None of the passages will be longer than twenty lines. Passages without questions will account for 25% of the final mark, those with questions for 20% and the answers to the questions 5%.

**(v) Language Option: Other**

There will be a three-hour paper in Bengali/Gujarati/Marathi translation, comprehension and composition consisting of three parts, all of which must be attempted. Part 1 will attract 20% of the overall marks for this paper. Parts 2 and 3 will attract 40% each.

Part 1 will be two seen passages in the South Asian language to be translated into English. Texts will be chosen from texts read in the class and listed on WebLearn. Both passages must be attempted.

Part 2 will be two unseen passages in the South Asian language. The first is to be translated into English and the second passage is to be summarised in the target South Asian language in 100-125 words. Both passages must be attempted.

Part 3 will be a composition in the target South Asian language of approximately 300 words. Candidates will choose one topic from a choice of three given.

The use of a dictionary is not permitted in any of the examinations.

- **Thesis assessment:** 30,000-word maximum thesis to be submitted by **12 noon on Monday of Week 4 of Trinity term of your final year (that is, Monday 20 May, 2019)**. (40% of your final grade).

**The current Examination Regulations for the MPhil in Modern South Asian Studies can be found in ANNEX B and on the Programme WebLearn pages. The digital document will be updated with any changes which occur throughout the year.**

## FEEDBACK ON LEARNING AND ASSESSMENT

### Feedback on formative assessment and other informal feedback

Non-assessed essays and other non-assessed assignments, such as Advanced Research Methods, do not contribute to the overall outcome of your degree and have a developmental purpose designed to help you learn more effectively.

In addition to informal feedback provided during classes, meetings with the thesis supervisor and other interactions with teaching staff, all students on taught Masters programmes can expect to receive formal written feedback on at least one designated non-assessed essay during their first term (the Option essay). The purpose of this feedback is to:

- provide guidance to those for whom extended pieces of writing are unfamiliar forms of assessment;
- indicate areas of strength and weakness in relation to the assessment task;
- provide students with an indication of the expectations and standards towards which they are working.

### Feedback on summative assessment

Summative assessment contributes to your degree result and is used to evaluate formally the extent to which you have succeeded in meeting the published assessment criteria for your programme of study (see above).

The purpose of feedback on summative assessment e.g. submitted essays and theses, is to provide a critical review of the work and suggestions for improvements, as well as for future development of the research topic to enable students to develop their work for doctoral study, if appropriate. Students will receive formal written feedback on their thesis via email within four weeks of the publication of their final result.

In addition, students will be provided with formal written feedback via email on the following elements of summative assessment:

- (a) Feedback on the Research Methods 'What is South Asia?' essay (submitted Week 5 of Michaelmas Term): by the end of Michaelmas Term.
- (b) Feedback on the Research Methods Qualitative assignment (submitted Week 9 of Michaelmas Term) by the end of Week 4 of Hilary Term.
- (c) Feedback on the first of the two Core Course essays (submitted Week 1 of Hilary Term) by the end of Hilary Term.
- (d) Feedback on the Research Methods research proposal (submitted Week 9 of Hilary Term) by the end of Week 3 of Trinity Term.

NB No feedback will be provided for the Quantitative take-home test, the Historical Methods assignment or the Literature and Language assignment, or the second of the two Core Course essays.

## EXAMINATION CONVENTIONS

Examination conventions are the formal record of the specific assessment standards for the course or courses to which they apply. They set out how your examined work will be marked and how the resulting marks will be used to arrive at a final result and classification of your award. They include information on: marking scales, marking and classification criteria, scaling of marks, progression, resits, use of viva voce examinations, penalties for late submission, and penalties for over-length work.

The Examination Conventions for the MPhil in Modern South Asian Studies 2017-18 can be found in ANNEX C and an electronic version is available on WebLearn. The digital document will be updated with any changes which occur throughout the year.

## SUBMITTING ASSESSED WORK

All assessed coursework:

1. Must be presented in size 12 font
2. Must be double spaced, on only one side of A4
3. Must have a bibliography that consists only of references that are cited in the text. The section title should be 'References Cited'
4. Must include the word count at the end of the text. Penalties apply for excesses (see below, page 74).
5. Must be bound or held firmly in a stiff cover (these are available from all good stationery shops but please ask the Course Administrator if you are unsure what is required). Stapling the document or putting loose sheets of paper in a plastic wallet is not acceptable.
6. Must include a completed Cover Sheet and Declaration of Authorship (see below for templates, pages 77 and 78).

All assessed (summative) work must be delivered to the Clerk of the Examination Schools, High Street, Oxford, no later than the deadline stipulated. Penalties apply for late submission.

Two hard copies must be delivered. An identical electronic copy (in pdf format) should also be submitted on a USB stick in the same envelope. You should use a USB stick that is dedicated specifically for each piece of your assessed work for this degree (that is to say that you should not use a USB stick that has two pieces of assessed work on it, or other documents or material saved on it). However, you are welcome to collect your USB sticks from the Course Administrator after assessments have been submitted and reuse the same USB sticks for the next submission.

Assessed work must be anonymized, identifying authorship only by student examination number. **YOU MUST NOT PUT YOUR NAME ON ANY ASSESSED COURSEWORK OR EXAMINATION.** The Declaration of Authorship should be put in a *separate envelope* and included in the larger envelope with the two copies.

The Declaration of Authorship form and the Cover Sheet can be found on WebLearn. The covering envelope should be addressed to: The Chair of Examiners, MPhil in Modern South Asian Studies and include only your student examination number as identification.

Remember, you can submit your coursework not only on the day of the deadline but any date BEFORE the deadline too.

If for some reason you cannot submit your coursework in person to Exam Schools, you may give it to someone else to submit on your behalf in time for the deadline. However, if that person fails to submit it on time for you, you will be held responsible. If you foresee any problems in the completion or submission of assessed work, contact your supervisor immediately.

Please note however that you are required to be resident in Oxford for the duration of the MPhil. If you need to go away for a particular reason during term time or if you anticipate missing classes, you must discuss this with your supervisor and College and let them know the reason for your absence.

### *Excess Words*

Adhering to word limits is a non-negotiable academic convention and submissions that exceed the prescribed limit will be subject to deductions (see below). You must declare the word count on all coursework and submit an electronic copy on a USB stick together with your hard copy submissions by the deadline (see section on 'How to submit assessed work').

#### **What is included in the word count?**

Headings, subheadings, footnotes, endnotes, tables, diagrams, and captions for tables, diagrams and pictures are all included in the word count. Numbers and dates count as words. Do not rely on the Word programme to count all the words in your essay since footnotes and the content of tables or diagrams are not always automatically included in the Word programme's count.

#### **What is NOT included in the word count?**

The title page, table of contents, abstract, page numbers, references listed in a bibliography at the end of the work, appendices, or any words that feature in photographs themselves. NB If you choose to add an appendix/appendices, it should only contain additional/supporting information for reference. The examiners should not need to refer to it in grading your coursework.

**See the Exam Conventions at ANNEX C for details of the penalties that will be applied to overlength work.**

### *Late Submissions*

Timely submission of all assessed work is vitally important. Unexcused lateness without good reason can damage your final degree grade. If you miss the submission deadline for any piece of assessed work, your work may be subject to substantial deductions.

**See the Exam Conventions at ANNEX C for details of the penalties that will be applied to late submissions.**

### *Special Circumstances and Extensions*

Not all lateness is automatically penalized. It is well recognized that illness, bereavement and other serious personal circumstances can affect the quality or prompt submission of assessed work. **It is vital that you keep your supervisor and College informed of any serious adverse personal circumstances that may affect your work** (such as illness, illness or death of a close relative or partner, or other personal issues).

If there are factors **beyond your control** which make it impossible for you to submit work on time you must let your supervisor and your College Tutor know **as soon as possible**. Permission to submit assessed work

after the stipulated deadline is granted only by the Proctors and a fee may be charged. Proctors are University officers, elected annually from the academic staff, who ensure that the University rules are observed and that examinations are fairly conducted. Requests for extension of time must be made before a deadline has passed **only through your College Tutor to the Office of the Proctors**. If you want to formally apply to submit late OR if you fail to submit on time and want to apply for retrospective permission to submit after the missed deadline, you need to approach your College Senior Tutor or the Tutor for Graduates in your College as soon as you can. **You will need to provide medical certificates, as well as supporting letters/emails from your supervisor and the Course Director. With supporting documentation, the College will then apply on your behalf to the Proctors.** Supervisors and Course Directors cannot grant permission for extensions of deadlines, only the Proctors can do so, on request from your College.

Please consider carefully whether your circumstances are (or were) significant enough to justify the lateness. Mitigating circumstances are only considered if they are serious and exceptional (computer problems, printer failures or heavy workloads are not regarded as serious difficulties).

Final decisions rest with the Proctors. You can be reasonably confident, however, that if your request provides good reasons, if it is well documented and/or supported by your College, supervisor and Course Director, and the degree of lateness is proportionate to the reasons for the delay, then lateness penalties will be lifted.

You do not have to apply to the Proctors for deadline extensions for non-assessed work (i.e. for the 2,500-word Option essays). For non-assessed essays, contact your Option Convenor to request an extension, if you have a good reason for it. Missing a deadline or late submission of non-assessed work is also treated seriously and penalties apply as normal. If you have legitimate grounds, and you wish to request more time to complete one of your Option essays, you must contact the convenor of the option in question **before** the deadline passes.

**You should always speak to your supervisor and/or College if you are having problems or if you think you may not be able to complete coursework or meet a deadline.**

*Cover Sheet for Non-Assessed Essays*

**[COVER SHEET FOR FORMATIVE ASSESSMENTS]**

**EXAMINERS' COPIES**

**(1 COPY TO BE UPLOADED VIA WEBLEARN AS PER THE TIMETABLE AGREED WITH THE OPTION TEACHER)**

**Title:** Click here to enter text.

**Option**

Choose an item.

**Candidate name:** Click here to enter text.

**[NOT your candidate number]**

School of Interdisciplinary Area Studies  
University of Oxford

*Paper submitted in partial fulfilment of the requirements for the Degree of Master of Philosophy in Modern  
South Asian Studies at the University of Oxford*

**Date Submitted:** Click here to enter text.

**Word count:** Click here to enter text.

*Cover Sheet for Summative Assessments*

**[COVER SHEET FOR SUMMATIVE ASSESSMENTS]**  
**EXAMINERS' COPIES**  
**(2 COPIES PLEASE)**

**Title:** Click here to enter text.

**Assignment Component**

Choose an item.

**Candidate number:** Click here to enter text.

**[NOT your name]**

School of Interdisciplinary Area Studies  
University of Oxford

*Paper submitted in partial fulfilment of the requirements for the Degree of Master of Philosophy in Modern  
South Asian Studies at the University of Oxford*

**Date Submitted:** Click here to enter text.

**Word count:** Click here to enter text.

[NB Do not insert acknowledgments for help given in the preparation of this essay in the Examiners' copies.  
The thesis must remain anonymous. Personal copies may contain acknowledgments]

**Declaration of Authorship Form**  
**MPhil in Modern South Asian Studies**



Please fill in this form for each submission.

**Name (in capitals):**

**Candidate number:**

**College (in capitals):**

**Supervisor(s) of thesis/essay:**

**Title of thesis/essay (in capitals):**

**Word count:** \_\_\_\_\_

Please **tick** to confirm the following:

I have read and understood the University's disciplinary regulations concerning conduct in examinations and, in particular, the regulations on plagiarism (*The University Student Handbook* Section 8.8; available at <https://www.ox.ac.uk/students/academic/student-handbook>).

I have read and understood the Education Committee's information and guidance on academic good practice and plagiarism at <https://www.ox.ac.uk/students/academic/guidance/skills?wssl=1>.

The [thesis/dissertation/extended essay/assignment/project/other submitted work] I am submitting is entirely my own work except where otherwise indicated.

It has not been submitted, either partially or in full, either for this Honour School or qualification or for another Honour School or qualification of this University (except where the Special Regulations for the subject permit this)<sup>2</sup>, or for a qualification at any other institution.

I have clearly indicated the presence of all material I have quoted from other sources, including any diagrams, charts, tables or graphs.

I have clearly indicated the presence of all paraphrased material with appropriate references.

I have acknowledged appropriately any assistance I have received in addition to that provided by my [tutor/supervisor/adviser].

I have not copied from the work of any other candidate.

I have not used the services of any agency providing specimen, model or ghostwritten work in the preparation of this thesis/dissertation/extended essay/assignment/project/other submitted work. (See also section 2.4 of Statute XI on University Discipline under which members of the University are prohibited from providing material of this nature for candidates in examinations at this University or elsewhere: <http://www.admin.ox.ac.uk/statutes/352-051a.shtml>).

I agree to retain an electronic copy of this work until the publication of my final examination result, except where submission in hand-written format is permitted.

I agree to make any such electronic copy available to the examiners should it be necessary to confirm my word count or to check for plagiarism.

Candidate's signature: .....

Date: .....

<sup>2</sup> Where a dissertation/thesis builds upon preparatory work previously submitted (such as a Research Design Essay or Research Proposal etc.), this is permissible.

## GOOD ACADEMIC PRACTICE AND AVOIDING PLAGIARISM

Plagiarism is presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition.

Plagiarism may be intentional or reckless, or unintentional. Under the regulations for examinations, intentional or reckless plagiarism is a disciplinary offence. For more information, please see the Oxford Students website [guidance on plagiarism](http://www.ox.ac.uk/students/academic/guidance/skills/plagiarism) (<http://www.ox.ac.uk/students/academic/guidance/skills/plagiarism>).

Oxford uses anti-plagiarism software that allows papers to be submitted electronically to find whether parts of a document match material which can be found on the web, are copied from published journals and periodicals, or which have been previously submitted. All assessed work is checked for plagiarism. The University IT Services conduct a session entitled "Plagiarism: Awareness and avoidance (for students)" which you are encouraged to attend. Places are limited and bookings are required. You can find out more, book your place or express interest in future sessions at <http://courses.it.ox.ac.uk/detail/TTER>

### Online tests

MPhil Modern South Asian Studies students are required to take the Oxford on-line plagiarism test on WebLearn and submit the completed certificate by email to [the Course Administrator \(south.asia@area.ox.ac.uk\)](mailto:south.asia@area.ox.ac.uk) by the end of week 0 of Michaelmas Term.

These tests may seem a bit patronising but in fact they are an easy and practical way of gauging your understanding of plagiarism and checking your citation practice. You should complete the following:

1. First test your baseline understanding with the following short Plagiarism Quizzes
  - a) Bradford School of Management: '[What is plagiarism?](http://www.brad.ac.uk/acad/management/external/els/plagiarismquiz.pps)' (<http://www.brad.ac.uk/acad/management/external/els/plagiarismquiz.pps>)
  - b) The Goucher College '[Plagiarism-by-Paraphrase Risk Quiz](http://faculty.goucher.edu/writingprogram/sgarrett/Default.html)' (<http://faculty.goucher.edu/writingprogram/sgarrett/Default.html>) usefully covers academic practice in five different disciplines. The referencing conventions of your subject may vary from the examples in use in this and other websites; however, the principle of transparency of source use remains the same.
2. Next, complete the Oxford test available via the [SkillsPortal web site](https://weblearn.ox.ac.uk/portal/site/:skills:generic:avoidplag) (<https://weblearn.ox.ac.uk/portal/site/:skills:generic:avoidplag>)
3. Submit the completed certificate to the Course Administrator **by the end of Noughth Week of Michaelmas Term (Friday 6<sup>th</sup> October)**. Please note that no written work will be marked until the plagiarism test has been completed.

If you have any queries about the tests or any other aspect of plagiarism, please ask your supervisor for advice.

## UNIVERSITY EXAMINATIONS

### *Entering for University Examinations*

Full details on how to enter for University examinations can be found at <http://www.ox.ac.uk/students/academic/exams/entry>.

### *Examination Dates*

[Examination timetables](#) are published no later than 5 weeks before the start of the examination. Examinations for the MPhil in Modern South Asian Studies are expected to take place in Week 9 of Trinity Term and may also continue into Week 10. For further information please see <https://www.ox.ac.uk/students/academic/exams/timetables>.

### *Sitting Your Examination*

Information on (a) the standards of conduct expected in examinations and (b) what to do if you would like examiners to be aware of any factors that may have affected your performance before or during an examination (such as illness, accident or bereavement) are available on the [Oxford Students website](#) (<https://www.ox.ac.uk/students/academic/exams/guidance>).

Examinations for the Option courses on the MPhil in Modern South Asian Studies take the form of a three-hour written paper. Examinations are likely to be held in the Examinations Schools on the High Street, a nineteenth century building purpose-built for the holding of examinations.

The proper conduct of all examinations in the University comes under the jurisdiction of the Proctors. There are eight nominated examiners for the MPhil in Modern South Asian Studies, five internal to the University and three external.

#### **Answering exam questions and duplicating material:**

Towards the end of the academic year, you will learn much more about the exams from your lecturers and supervisors. Mock papers will be posted on WebLearn and you will receive help with revision as well. The exams are not designed to trick you or to find out what you do not know. Rather, they are intended to give you a chance to display your ability to answer questions on various subjects related to South Asia and construct an informed argument cogently and coherently within a limited time.

The Unseen Written Marking Scale can be found in Annexe C3 and Annexe C4 as part of the Exam Conventions.

**PLEASE ENSURE YOU WRITE LEGIBLY IN YOUR EXAMINATIONS**

### **Note on Protecting Anonymity in Examinations**

Each student is assigned a candidate examination number by Examination Schools. You should identify yourself by your candidate number, and not your name, on all materials submitted for examination, and all scripts in your timed examinations.

### **Academic Dress for Examination**

All members of the University are required to wear academic dress with *subfusc* clothing when attending any university examination, i.e.:

*Men:* A dark suit and socks, black shoes, a white bow tie, and plain white shirt and collar.

*Women:* A dark skirt or trousers, a white blouse, black tie, black stockings and shoes, and dark coat desired.

Please refer to the *Proctors' and Assessor's Memorandum* for further information. You should receive a copy of this from your college and it is also available on the web at: <http://www.admin.ox.ac.uk/proctors>.

Gowns and squares (mitre caps) are also required attire for examinations, and are available for hire (and purchase if you wish) from Shepherd and Woodward on High Street, Walters on Turl Street, or from similar shops. Please note that proper academic attire is required by Oxford for admission to the examination rooms.

## Taking Items into an Examination

### Required:

- University ID card
- Stationery, ideally in a clear plastic bag/pencil case
- [Sub fusc](https://www.ox.ac.uk/students/academic/dress?wssl=1) (<https://www.ox.ac.uk/students/academic/dress?wssl=1>); and academic gown/hat

### Permitted:

- Non-carbonated water in a clear spill-proof bottle (sports/valve cap)
- Calculator, if permitted for the examination paper
- Watch and wallet (subject to inspection by invigilator)
- Individual timetable (subject to inspection by invigilator)

### Permitted, with a signed letter from the college:

- Silent blood testing kits for diabetic students
- Glucose drink (eg Lucozade)
- Glucose tablets (eg Dextro energy tablets)
- Insulin syringes/supplies
- Asthma inhalers
- Epi-pen
- Over-the-counter and/or prescription medicine
- Small unobtrusive snack (**please note nuts may not be taken into the examination**)
- Medical aids (eg wrist splint/support, back support pillow, ice pack)
- Coloured overlays



The Bridge of Sighs

### Disallowed:

- Unauthorised material (including revision notes) or equipment relevant to the examination
- Good luck charms and items
- Coats and bags (These should left in the candidate's room or with the invigilators)
- Screw-cap bottles/non-clear bottles/fizzy water (except with prior approval)
- Mobile phones/MP3 players/cameras and similar electronic devices
- Smart watches

### *External Examiners*

The External Examiners for the MPhil in Modern South Asian Studies 2017-18 are Professor David Washbrook (Emeritus Professor, University of Cambridge), Dr Satoshi Miyamura (SOAS, University of London) and Professor Francesca Orsini (SOAS, University of London).

Students are strictly prohibited from contacting external examiners directly. If you are unhappy with an aspect of your assessment you may make a complaint or appeal (see page 88).

### **PRIZES**

MPhil Modern South Asian Studies students are all eligible for the Barbara Harriss-White Thesis prize. This will be awarded to the student who produces the best thesis. It will be judged by the Board of Examiners during the final Exam Board Meeting in July 2019.

Students are also eligible to enter the Malangs Essay Competition. Details of previous competitions can be found on the CSASP website. Full details of upcoming competitions will be circulated when available.

## SKILLS AND LEARNING DEVELOPMENT

### ACADEMIC PROGRESS

The Course Directors, Professors Matthew McCartney and Polly O'Hanlon have overall responsibility for monitoring and reporting on student progress. GSS reporting (explained in more detail on page 48) is a vital tool for doing so and we therefore encourage you to complete your termly reports, as your supervisors will also be doing, in order to achieve the best levels of support from the academic staff during your studies.

All members of the Teaching Committee will be involved with the teaching of the MPhil in Modern South Asian Studies and can be contacted by students with requests for assistance by email in the first instance.

### LEARNING DEVELOPMENT AND SKILLS

Students have the opportunity to develop the following skills during the course:

#### Intellectual skills

- The ability to undertake critical appraisals of secondary literature covering key areas of research
- The ability to understand research findings in their ideological, theoretical, cultural and ethical context. While research is now vast and deep, the study of South Asia is characterised by theoretical debate and contestation, controversy over evidence and methods as well as rapidly proliferating mini-narratives. The region is thus an especially useful case from which to develop a critical capacity, to analyse arguments in particular sources, and examine their context, evidence, methods, commitments and intent.
- The ability to plan, organise and complete a small research project, and to write to the required academic standard.
- Preparation for more extended doctoral level research.

#### Practical skills

- Oral presentation of materials in a coherent and engaging manner.
- Ability to participate in academic discussion through asking informed questions and answering them in a sustained manner. While some students respond very effectively to this challenge, a number are reluctant to participate in seminars, and require encouragement and help. It is a vital skill for interviews and presentations in many contexts.
- A basic understanding and capacity to analyse statistical information; word processing skills in the presentation of materials and development of bibliographies.

#### Transferable skills

Essentially what is sought in the concept of 'transferable skills' are those skills which are learnt or gained during the course of a degree programme, and which are of value and utility beyond the course itself, especially in a working context, e.g. use of information technology, independent learning, critical analysis.

- Critical analysis

- A developed expert knowledge of South Asia or contemporary India, and the principal bodies of South Asian and international literature on India and South Asia.
- An in-depth understanding of some of the key theories and theorists that assist in understanding South Asia or contemporary India, across disciplines
- Communication, data analysis, presentational, and writing skills
- Skills involved in organising and managing time, for reading and research
- Development of independent capacity to learn, and frame research
- Practical skills in the collection and analysis of qualitative and quantitative data
- IT skills (training in Excel offered)
- Basic editing skills

### *Language Courses*

The University of Oxford Language Centre offers a variety of ‘teach yourself’ language courses. The Centre also offers excellent ‘English for Academic Studies’ writing courses for non-native speakers. There is also plenty of self-study material in the Centre library. See the website <http://www.lang.ox.ac.uk/index.html>

### INDUCTION

There is a compulsory departmental induction at the start of the academic year (Noughth Week, Michaelmas Term - the week before the start of your first term). All students are expected to attend. During Induction week you will receive information about the course, the Programme, the School of Interdisciplinary Area Studies, the Faculty of Oriental Studies and the University. Staff from the MPhil in Modern South Asian Studies will lead induction sessions in which you will learn more about the course content, timetables, examinations and facilities. You will learn how to use the University computer systems and the University libraries. You will also have a college induction during this week. Your induction timetable can be found in ANNEX E.

### OPPORTUNITIES FOR SKILLS TRAINING AND DEVELOPMENT

A wide range of information and training materials are available to help you develop your academic skills – including time management, research and library skills, referencing, revision skills and academic writing – through the [Oxford Students website \(https://www.ox.ac.uk/students/academic/guidance/skills?wssl=1\)](https://www.ox.ac.uk/students/academic/guidance/skills?wssl=1).

The Research Methods component of the MPhil in Modern South Asian Studies will prepare you for your thesis as well as help you develop an understanding of the research process. It will cover such topics as research theory, sociological and anthropological approaches, social and economic surveys, discourse and narrative analysis, data analysis and elementary statistical techniques. You will also be able to attend an Essay Writing Skills workshop at University level. You will also be kept up to date

about other, non-compulsory academic activities that are related to your studies, such as lectures, talks, workshops, social events and film screenings across and beyond the University.

### **OPPORTUNITIES TO ENGAGE IN THE DEPARTMENT RESEARCH COMMUNITY**

A range of South Asia-related seminars take place at the University in term time. The Modern South Asia seminar held at the Ashmolean Museum\* is a compulsory part of the course. Seminar series at the departments of Politics, Anthropology, Economics, International Relations and International Development regularly feature papers on India or South Asia and you are welcome and encouraged to attend any of them.

\* except for the first two weeks of Michaelmas Term, when it will be held in the Nissan Lecture Theatre at St Antony's College

### **CAREERS INFORMATION AND ADVICE**

The Oxford Careers Service provides invaluable support in researching and planning your next steps after the MPhil in Modern South Asian Studies. See <http://www.careers.ox.ac.uk>.

There will be a talk from a member of the Careers Service as part of the SIAS Induction on Thursday 5 October.

## **STUDENT REPRESENTATION, EVALUATION AND FEEDBACK**

### **DEPARTMENT REPRESENTATION**

At the start of the year, you should elect one class representative. Working with the two MSc reps, your rep will be responsible for keeping in touch with all the members of the class throughout the year. The reps act as the link between staff and students; they represent the opinions and views of the class. The forum for communicating these views to the teaching staff is the Graduate Joint Consultative Committee (GJCC) meetings, which will usually take place on Wednesday of Week 4 each term and are where reps are asked to report any relevant feedback. The student reps are also invited to join the open business of the Teaching Committee meetings, which will also take place on Wednesday of Week 4 each term. The reps might also independently organise study groups/revision groups as well as social events and assist with the organisation of special events such as film nights. Reps might also want to co-ordinate reunions or alumni contact groups for those interested once the year is up.

### **DIVISION AND UNIVERSITY REPRESENTATION**

Student representatives sitting on the Divisional Board are selected through a process organised by the Oxford University Student Union (OUSU). Details can be found on the OUSU website along with information about student representation at the University level.

### **OPPORTUNITIES TO PROVIDE EVALUATION AND FEEDBACK**

Please feel free to make suggestions for change and improvements at any time to your lecturers and supervisors and let us know if there are books that you think the library should acquire. At the end of each term, module convenors will hand out evaluation forms, which give you the chance to give constructive feedback on the module. You can return the completed form (anonymously) to the course convenor or hand it in to Stephen Minay after the class. Throughout the year, the group's views will be fed through the class reps to the GJCC and Modern South Asian Studies Teaching Committee, and the student body will be kept informed of action. Lastly, at the end of the year we have a discussion and a social event where you can discuss your views with the staff as a group. Your comments are essential to improve the MPhil. Completing your reports in the Graduate Supervision System (see page 48) is also a very important and effective way of recording your feedback and comments on the course.

As this is a new course we are particularly appreciative of your early feedback and we plan to hold a 'town hall' meeting in Week 3 of Michaelmas Term to hear your thoughts and opinions on the course at this early stage.

Most university students will be asked to complete the national 'Student Barometer' survey (around Week 5 of MT). We would ask that you do complete this as the results will feed back into the University's national profile, as well as (we hope!) reflecting well on the course.

## STUDENT LIFE AND SUPPORT

### WHO TO CONTACT FOR HELP

There are various people with whom students can discuss any problems they are facing: their general supervisor; their college advisor; the disabilities contact person at SIAS; the University Disability Office; and the Student Counselling Service. The section for current students on the [University's website](https://www.ox.ac.uk/students/welfare?wssl=1) includes a section on student support and welfare (<https://www.ox.ac.uk/students/welfare?wssl=1>).

#### Support from your College

Every graduate student in Oxford belongs to a college and your college will appoint a graduate advisor whom you can consult when you need. You can also obtain useful information from your college officers. Enquiries about fees, financial problems etc. are normally best addressed to colleges.

#### Health Care

Most colleges have their own college nurse and doctor who may be most appropriate. Students are also advised to register **at the beginning of the year** with a local [National Health Service](http://www.oxfordshireccg.nhs.uk) (<http://www.oxfordshireccg.nhs.uk>) (NHS) doctor which gives entitlement to medical and surgical treatment free of charge at the point of service, except for some contribution towards the cost of medicine and certain special services.

The names of dentists can be found on the NHS Choices website (<http://www.nhs.uk/nhsengland/aboutnhservices/dentists/Pages/find-an-NHS-dentist.aspx>). Some practices may take students under the NHS but most will only see patients privately. [The Oxfordshire Health Authority](http://www.oxfordshireccg.nhs.uk) (<http://www.oxfordshireccg.nhs.uk>) can let you know which dentists accept NHS patients, Emergency treatment may be obtained at the Accident Department of the John Radcliffe Hospital (☎ 741166).

#### Harassment

The department has two advisors who are ready to advise in complete confidence on any problems which may arise from alleged or apparent breaches of the [University's Harassment Policy](http://www.admin.ox.ac.uk/eop/harassmentadvice/) (<http://www.admin.ox.ac.uk/eop/harassmentadvice/>). The SIAS advisors are [Alexia Lewis](mailto:alexia.lewis@area.ox.ac.uk) ([alexia.lewis@area.ox.ac.uk](mailto:alexia.lewis@area.ox.ac.uk)) (Russian and East European Studies Administrator), 12 Bevington Road, ☎ (2) 74694 and [Jane Baker](mailto:jane.baker@area.ox.ac.uk) ([jane.baker@area.ox.ac.uk](mailto:jane.baker@area.ox.ac.uk)) (Japanese Studies Administrator), Nissan Institute for Japanese Studies, Winchester Road, ☎ (2) 74570.

### COMPLAINTS AND APPEALS

The University, the Social Sciences Division, the School of Interdisciplinary Area Studies and the Faculty of Oriental Studies all hope that provision made for students at all stages of their course of study will make the need for complaints (about that provision) or appeals (against the outcomes of any form of assessment) infrequent.

Where such a need arises, an informal discussion with the person immediately responsible for the issue that you wish to complain about (and who may not be one of the individuals identified below) is often the simplest way to achieve a satisfactory resolution.

Many sources of advice are available from colleges, faculties/departments and bodies like the Counselling Service or the OUSU Student Advice Service, which have extensive experience in advising students. You may wish to take advice from one of these sources before pursuing your complaint.

General areas of concern about provision affecting students as a whole should be raised through Joint Consultative Committees or via student representation on the faculty/department's committees.

### **Complaints**

If your concern or complaint relates to teaching or other provision made by the faculty/department, then you should raise it with the SIAS Director of Graduate Studies (Dr Paul Irwin Crookes, Chinese Studies). Complaints about departmental facilities should be made to the Departmental Administrator (Erin Gordon). If you feel unable to approach one of those individuals, you may contact the Head of Department (Professor Rachel Murphy, Chinese Studies). The officer concerned will attempt to resolve your concern/complaint informally.

If you are dissatisfied with the outcome, you may take your concern further by making a formal complaint to the Proctors under the University Student Complaints Procedure (<https://www.ox.ac.uk/students/academic/complaints>).

If your concern or complaint relates to teaching or other provision made by your college, you should raise it either with your tutor or with one of the college officers, Senior Tutor, Tutor for Graduates (as appropriate). Your college will also be able to explain how to take your complaint further if you are dissatisfied with the outcome of its consideration.

### **Academic appeals**

An academic appeal is an appeal against the decision of an academic body (e.g. boards of examiners, transfer and confirmation decisions etc.), on grounds such as procedural error or evidence of bias. There is no right of appeal against academic judgement.

If you have any concerns about your assessment process or outcome it is advisable to discuss these first with your subject or college tutor, Senior Tutor, course director, director of studies, supervisor or college or departmental administrator as appropriate. They will be able to explain the assessment process that was undertaken and may be able to address your concerns. Queries must not be raised directly with the examiners.

If you still have concerns you can make a formal appeal to the Proctors who will consider appeals under the University Academic Appeals Procedure (<https://www.ox.ac.uk/students/academic/complaints>).

## STUDENT SOCIETIES

The list of societies for students is extensive. The full list can be found on the [Student pages](#) of the University website (<https://www.ox.ac.uk/students/life/clubs/list?wssl=1>).

Here is a list of South Asia-related student associations. Go to their websites for more information:

- [Oxford India Society](http://www.oxfordindiasociety.org.uk) (<http://www.oxfordindiasociety.org.uk>)
- [Oxford Hindu Society](http://groupspaces.com/oxfordhum) (<http://groupspaces.com/oxfordhum>)
- [Oxford Majlis Asian Society](http://groupspaces.com/oxmajlis) (<http://groupspaces.com/oxmajlis>)

## POLICIES AND REGULATIONS

The University has a wide range of policies and regulations that apply to students. These are easily accessible through the A-Z of University regulations, codes of conduct and policies available on the [Oxford Students website](#) (<https://www.ox.ac.uk/students/academic/regulations?wssl=1>).

The SIAS Health and Safety Statement is available on WebLearn.

The Divisional Equality and Diversity Policy is also available on WebLearn.

## FACILITIES

### Social Spaces and Facilities

The School of Interdisciplinary Area Studies has a common room in the basement of 12 Bevington Road, which students are welcome to use as an informal meeting place during office hours. The Faculty of Oriental Studies has a common room in the basement of the Faculty building in Pusey Lane, which again the students are very welcome to use.

If you would like to book one of the seminar rooms in 11 Bevington Road, please contact Victoria Hudson ([victoria.hudson@area.ox.ac.uk](mailto:victoria.hudson@area.ox.ac.uk)). If you would like to book one of the seminar rooms in the Faculty of Oriental Studies, please contact Liliane Morton ([liliane.morton@orinst.ox.ac.uk](mailto:liliane.morton@orinst.ox.ac.uk)).

## Libraries and Museums

Oxford meets the needs of its students, academics and the international research community with a wide range of library services provided by more than 100 libraries, making it the largest library system in the UK. These include the [Bodleian Library](http://www.bodleian.ox.ac.uk/bodley) (the University's main library and a legal deposit library), the [Social Science Library](http://www.bodleian.ox.ac.uk/ssl), and individual college libraries as well as other specialist libraries across Oxford.

You should find all the books and articles listed in each of the Option outlines either in the Bodleian Library, Social Science Library or the Oriental Institute Library. Bodleian Library books held off-site can be requested to numerous libraries and reading rooms across the university, via the online request system on SOLO. Colleges and departments also have their own smaller collections so if you cannot find a book you need, try the smaller libraries. If you get stuck, contact the convenor of the Option who may be able to upload the reading on WebLearn.

### The following museums also house specialist collections on South Asia:

- [Pitt Rivers Museum: India](https://www.prm.ox.ac.uk/india.html)
- [The Ashmolean: Eastern Art Department](http://www.ashmolean.org/departments/easternart/)

### Library Staff for Modern South Asian Studies:

Dr Gillian Evison, Curator, South Asian Collections, Bodleian Library

Ms Louise Clark, Head of Social Sciences Libraries and Research & Learning Support

Ms Emma Mathieson, Modern South Asian Studies Librarian

Ms Jo Gardner, Bodleian Social Science Librarian and Subject Consultant for Politics & International Relations:

### Useful library and research resources:

[OxLIP library catalogues and library information](http://oxford1-direct.hosted.exlibrisgroup.com/V/GNCAKKJ4GA2P2NQ9JG1IIBLFNGAM3JLI6C57PC5DJD799DC224-01864?&pds_handle=GUEST) (includes a range of reference books, newspaper links and e-journals)

[Oxford University e-journals](http://oxford1-direct.hosted.exlibrisgroup.com/V?func=find-ej-1)

[JSTOR](http://www.jstor.org)

[Bibliography of Asian Studies](https://www.ebscohost.com/academic/bibliography-of-asian-studies) (Western-language articles and book chapters on all parts of Asia published since 1971)

[Indiastat](http://www.indiastat.com/default.aspx) (Statistical data on health, education, the economy, etc.)

[World Bank e-library](http://elibrary.worldbank.org)

## IT

Oxford students have their own web space, access to discounted software, access to OxFile (a web service that supports the exchange of large files (up to 25GB) with people inside and outside of Oxford University) and data backup and archiving. More information can be found at <http://www.ox.ac.uk/students/life/it/resources>.

Students will be given an IT induction as part of the SIAS Research Methods induction on the afternoon of Thursday 5<sup>th</sup> October.



MSc Contemporary India students 2015-16 on a visit to the Ashmolean museum

## ANNEX A

### REFERENCING AND BIBLIOGRAPHIES

When it comes to adding references and bibliographies to your work, there are two possible referencing systems that you could use: **either** ‘footnotes and bibliography’ **or** ‘author-date’, otherwise known as the *Harvard Referencing System*. The ‘footnotes and bibliography’ style is often preferred in the humanities, including those in literature, history, and the arts. This style presents bibliographic information in footnotes and, often, a bibliography. It accommodates a variety of sources, including archival and unusual textual sources which are less appropriate to the author-date system.

The ‘author-date’ system has long been used by those in the social sciences. In this system, sources are briefly cited in the text, usually in parentheses, by author’s last name and date of publication. The short citations are then expanded in a full list of references given at the end of the work, where full bibliographic information is provided.

You should choose the system appropriate to your interests and topic. Whatever system you choose it is most important that you should be consistent within that system. Be aware, also, that each system has different implications for the word count of your essay or assignment.

#### *‘Footnotes and bibliography’ referencing style*

The following examples illustrate citations using the notes and bibliography system. Examples of notes are followed by shortened versions of citations to the same source. For more details and many more examples, see Chapter 14 of *The Chicago Manual of Style* (<http://www.chicagomanualofstyle.org/home.html>), from which the notes below have been taken.

#### **Book**

##### **One author**

1. Michael Pollan, *The Omnivore’s Dilemma: A Natural History of Four Meals* (New York: Penguin, 2006), 99–100. [**first** i.e. footnote number 1, reference in a footnote to this work]
  2. Pollan, *Omnivore’s Dilemma*, 99-100. [**second** i.e. footnote number 2, and subsequent references to this work]
- Pollan, Michael. *The Omnivore’s Dilemma: A Natural History of Four Meals*. New York: Penguin, 2006. [reference to this work in a bibliography arranged in alphabetical order, i.e. with surname followed by first name]

##### **Two or more authors**

1. Geoffrey C. Ward and Ken Burns, *The War: An Intimate History, 1941–1945* (New York: Knopf, 2007), 52.
  2. Ward and Burns, *War*, 59–61.
- Ward, Geoffrey C., and Ken Burns. *The War: An Intimate History, 1941–1945*. New York: Knopf, 2007.

For four or more authors, list all of the authors in the bibliography; in the note, list only the first author, followed by *et al.* (“and others”):

1. Dana Barnes et al., *Plastics: Essays on American Corporate Ascendance in the 1960s* . . .
2. Barnes et al., *Plastics* . . .

#### **Editor, translator, or compiler instead of author**

1. Richmond Lattimore, trans., *The Iliad of Homer* (Chicago: University of Chicago Press, 1951), 91–92.
  2. Lattimore, *Iliad*, 24.
- Lattimore, Richmond, trans. *The Iliad of Homer*. Chicago: University of Chicago Press, 1951.

#### **Editor, translator, or compiler in addition to author**

1. Gabriel García Márquez, *Love in the Time of Cholera*, trans. Edith Grossman (London: Cape, 1988), 242–55.
  2. García Márquez, *Cholera*, 33.
- García Márquez, Gabriel. *Love in the Time of Cholera*. Translated by Edith Grossman. London: Cape, 1988.

#### **Chapter or other part of a book**

1. John D. Kelly, “Seeing Red: Mao Fetishism, Pax Americana, and the Moral Economy of War,” in *Anthropology and Global Counterinsurgency*, ed. John D. Kelly et al. (Chicago: University of Chicago Press, 2010), 77.
  2. Kelly, “Seeing Red,” 81–82.
- Kelly, John D. “Seeing Red: Mao Fetishism, Pax Americana, and the Moral Economy of War.” In *Anthropology and Global Counterinsurgency*, edited by John D. Kelly, Beatrice Jauregui, Sean T. Mitchell, and Jeremy Walton, 67–83. Chicago: University of Chicago Press, 2010.

#### **Chapter of an edited volume originally published elsewhere (as in primary sources)**

1. Quintus Tullius Cicero, “Handbook on Canvassing for the Consulship,” in *Rome: Late Republic and Principate*, ed. Walter Emil Kaegi Jr. and Peter White, vol. 2 of *University of Chicago Readings in Western Civilization*, ed. John Boyer and Julius Kirshner (Chicago: University of Chicago Press, 1986), 35.
  2. Cicero, “Canvassing for the Consulship,” 35.
- Cicero, Quintus Tullius. “Handbook on Canvassing for the Consulship.” In *Rome: Late Republic and Principate*, edited by Walter Emil Kaegi Jr. and Peter White. Vol. 2 of *University of Chicago Readings in Western Civilization*, edited by John Boyer and Julius Kirshner, 33–46. Chicago: University of Chicago Press, 1986. Originally published in Evelyn S. Shuckburgh, trans., *The Letters of Cicero*, vol. 1 (London: George Bell & Sons, 1908).

#### **Preface, foreword, introduction, or similar part of a book**

1. James Rieger, introduction to *Frankenstein; or, The Modern Prometheus*, by Mary Wollstonecraft Shelley (Chicago: University of Chicago Press, 1982), xx–xxi.
  2. Rieger, introduction, xxxiii.
- Rieger, James. Introduction to *Frankenstein; or, The Modern Prometheus*, by Mary Wollstonecraft Shelley, xi–xxxvii. Chicago: University of Chicago Press, 1982.

### **Book published electronically**

If a book is available in more than one format, cite the version you consulted. For books consulted online, list a URL; include an access date only if one is required by your publisher or discipline. If no fixed page numbers are available, you can include a section title or a chapter or other number.

1. Jane Austen, *Pride and Prejudice* (New York: Penguin Classics, 2007), Kindle edition.
  2. Philip B. Kurland and Ralph Lerner, eds., *The Founders' Constitution* (Chicago: University of Chicago Press, 1987), accessed February 28, 2010, <http://press-pubs.uchicago.edu/founders/>.
  3. Austen, *Pride and Prejudice*.
  4. Kurland and Lerner, *Founder's Constitution*, chap. 10, doc. 19.
- Austen, Jane. *Pride and Prejudice*. New York: Penguin Classics, 2007. Kindle edition.
- Kurland, Philip B., and Ralph Lerner, eds. *The Founders' Constitution*. Chicago: University of Chicago Press, 1987. Accessed February 28, 2010. <http://press-pubs.uchicago.edu/founders/>.

### **Journal article**

#### **Article in a print journal**

In a note, list the specific page numbers consulted, if any. In the bibliography, list the page range for the whole article.

1. Joshua I. Weinstein, "The Market in Plato's *Republic*," *Classical Philology* 104 (2009): 440.
  2. Weinstein, "Plato's *Republic*," 452–53.
- Weinstein, Joshua I. "The Market in Plato's *Republic*." *Classical Philology* 104 (2009): 439–58.

#### **Article in an online journal**

Include a DOI (Digital Object Identifier) if the journal lists one. A DOI is a permanent ID that, when appended to <http://dx.doi.org/> in the address bar of an Internet browser, will lead to the source. If no DOI is available, list a URL. Include an access date only if one is required by your publisher or discipline.

1. Gueorgi Kossinets and Duncan J. Watts, "Origins of Homophily in an Evolving Social Network," *American Journal of Sociology* 115 (2009): 411, accessed February 28, 2010, doi:10.1086/599247.
  2. Kossinets and Watts, "Origins of Homophily," 439.
- Kossinets, Gueorgi, and Duncan J. Watts. "Origins of Homophily in an Evolving Social Network." *American Journal of Sociology* 115 (2009): 405–50. Accessed February 28, 2010. doi:10.1086/599247.

### Article in a newspaper or popular magazine

Newspaper and magazine articles may be cited in running text (“As Sheryl Stolberg and Robert Pear noted in a *New York Times* article on February 27, 2010, . . .”) instead of in a note, and they are commonly omitted from a bibliography. The following examples show the more formal versions of the citations. If you consulted the article online, include a URL; include an access date only if your publisher or discipline requires one. If no author is identified, begin the citation with the article title.

1. Daniel Mendelsohn, “But Enough about Me,” *New Yorker*, January 25, 2010, 68.
2. Sheryl Gay Stolberg and Robert Pear, “Wary Centrists Posing Challenge in Health Care Vote,” *New York Times*, February 27, 2010, accessed February 28, 2010, <http://www.nytimes.com/2010/02/28/us/politics/28health.html>.
3. Mendelsohn, “But Enough about Me,” 69.
4. Stolberg and Pear, “Wary Centrists.”  
Mendelsohn, Daniel. “But Enough about Me.” *New Yorker*, January 25, 2010.  
Stolberg, Sheryl Gay, and Robert Pear. “Wary Centrists Posing Challenge in Health Care Vote.” *New York Times*, February 27, 2010. Accessed February 28, 2010.  
<http://www.nytimes.com/2010/02/28/us/politics/28health.html>.

### Book review

1. David Kamp, “Deconstructing Dinner,” review of *The Omnivore’s Dilemma: A Natural History of Four Meals*, by Michael Pollan, *New York Times*, April 23, 2006, Sunday Book Review, <http://www.nytimes.com/2006/04/23/books/review/23kamp.html>.
2. Kamp, “Deconstructing Dinner.”  
Kamp, David. “Deconstructing Dinner.” Review of *The Omnivore’s Dilemma: A Natural History of Four Meals*, by Michael Pollan. *New York Times*, April 23, 2006, Sunday Book Review.  
<http://www.nytimes.com/2006/04/23/books/review/23kamp.html>.

### Thesis or dissertation

1. Mihwa Choi, “Contesting *Imaginaires* in Death Rituals during the Northern Song Dynasty” (PhD diss., University of Chicago, 2008).
2. Choi, “Contesting *Imaginaires*.”  
Choi, Mihwa. “Contesting *Imaginaires* in Death Rituals during the Northern Song Dynasty.” PhD diss., University of Chicago, 2008.

### Paper presented at a meeting or conference

1. Rachel Adelman, “ ‘Such Stuff as Dreams Are Made On’: God’s Footstool in the Aramaic Targumim and Midrashic Tradition” (paper presented at the annual meeting for the Society of Biblical Literature, New Orleans, Louisiana, November 21–24, 2009).
2. Adelman, “Such Stuff as Dreams.”  
Adelman, Rachel. “ ‘Such Stuff as Dreams Are Made On’: God’s Footstool in the Aramaic Targumim and Midrashic Tradition.” Paper presented at the annual meeting for the Society of Biblical Literature, New Orleans, Louisiana, November 21–24, 2009.

## Website

A citation to website content can often be limited to a mention in the text or in a note (“As of July 19, 2008, the McDonald’s Corporation listed on its website . . .”). If a more formal citation is desired, it may be styled as in the examples below. Because such content is subject to change, include an access date or, if available, a date that the site was last modified.

1. “Google Privacy Policy,” last modified March 11, 2009,  
<http://www.google.com/intl/en/privacypolicy.html>.
  2. “McDonald’s Happy Meal Toy Safety Facts,” McDonald’s Corporation, accessed July 19, 2008,  
<http://www.mcdonalds.com/corp/about/factsheets.html>.
  3. “Google Privacy Policy.”
  4. “Toy Safety Facts.”
- Google. “Google Privacy Policy.” Last modified March 11, 2009.  
<http://www.google.com/intl/en/privacypolicy.html>.
- McDonald’s Corporation. “McDonald’s Happy Meal Toy Safety Facts.” Accessed July 19, 2008.  
<http://www.mcdonalds.com/corp/about/factsheets.html>.

## Blog entry or comment

Blog entries or comments may be cited in running text (“In a comment posted to *The Becker-Posner Blog* on February 23, 2010, . . .”) instead of in a note, and they are commonly omitted from a bibliography. The following examples show the more formal versions of the citations. There is no need to add *pseud.* after an apparently fictitious or informal name. (If an access date is required, add it before the URL; see examples elsewhere in this guide.)

1. Jack, February 25, 2010 (7:03 p.m.), comment on Richard Posner, “Double Exports in Five Years?,” *The Becker-Posner Blog*, February 21, 2010,  
<http://uchicagolaw.typepad.com/beckerposner/2010/02/double-exports-in-five-years-posner.html>.
2. Jack, comment on Posner, “Double Exports.”  
*Becker-Posner Blog, The*. <http://uchicagolaw.typepad.com/beckerposner/>.

## E-mail or text message

E-mail and text messages may be cited in running text (“In a text message to the author on March 1, 2010, John Doe revealed . . .”) instead of in a note, and they are rarely listed in a bibliography. The following example shows the more formal version of a note.

1. John Doe, e-mail message to author, February 28, 2010.

## Item in a commercial database

For items retrieved from a commercial database, add the name of the database and an accession number following the facts of publication. In this example, the dissertation cited above is shown as it would be cited if it were retrieved from ProQuest’s database for dissertations and theses.

Choi, Mihwa. "Contesting Imaginaries in Death Rituals during the Northern Song Dynasty." PhD diss., University of Chicago, 2008. ProQuest (AAT 3300426).

### *Citations in the text (Harvard Referencing System)*

The source of all statements, quotes or conclusions taken from another author's work should be acknowledged, whether the work is directly quoted, paraphrased or summarised. It is not generally necessary to use page numbers unless quoting directly from an author's work, but it may be helpful to provide page numbers for ease of reference if referring to part of a book or large document. If an author's name is mentioned in the text, it should be followed by the year of publication, in round brackets. If not, insert both the name and year in round brackets after the reference. For further examples of this system, see <http://www.citethisforme.com/harvard-referencing>.

#### **Single author**

Breman (2002) traces the growing support for religious fundamentalism to the collapse of the textile mill system in urban centres from the early 1980s.

*or*

The collapse of the textile mill system in urban centres from the early 1980s has contributed to growing support for religious fundamentalism (Breman 2002).

#### **Multiple authors**

If there are two authors, cite the names in the order in which they appear in the source document, e.g. (Corbridge and Harriss 2000).

If there are more than two authors, the in-text citation shows only the surname of the first author, followed by '*et al.*' (meaning 'and others'). For example:

While the BJP rhetorically condemns western-style capitalism, with its competitive and materialist nature, it implicitly accepted the labour relations and forms of social organization generated by that order (Basu et al 1993).

#### **Multiple sources**

When referring to two or more texts by different authors, list them alphabetically and separate with a semi-colon:

The interventionist 'developmental' state was projected as being at the forefront of initiatives for industrial and agricultural expansion, new welfare and social development regimes and the forging together of nations from diverse social and cultural groups (Frankel 2005; Kohli 1986; Oomen 1990; Reynolds 1985; Woo-Cumings 1999).

If reference is made to more than one work published by the same author in the same year, the sources are distinguished by adding a lower-case letter to the year of publication in both the in-text citations and the reference list. The order of sources is determined by the alphabetical order of the titles, ignoring words such as 'the', 'an' and 'a', e.g. (Kohli 1999a; Kohli 1999b).

## **No author**

If a source has no author, or if the author is anonymous, use 'Anon.' in place of the author's name, followed by the year and page number:

The procession will make its way to Jantar Mantar by noon (Anon. 2002).

Articles from newspapers or periodicals can be listed under the name of the publication (e.g. *The Times of India*, *The Hindu*) in place of the author's name if this is not provided – see below for further details.

## **Secondary referencing**

Secondary references (to the work of one author which is cited by another author) should be avoided if at all possible. It is preferable to consult the original source document and refer to that directly. If it is not possible to locate the primary source, or the work is inaccessible (for example is written in a different language), provide the details of the primary source and the secondary source which refers to it, e.g. (Colson 1971, cited in Indra 1999). Include both the primary and secondary sources in the end-of-text references list.

## **Law cases**

In legal publications, details of cases are usually provided in footnotes. References are set out in a standardised format, very different from the Harvard system. In the text, citations can be presented either using only the name of the case, such as *Chahal*, or the full reference, e.g. *Attorney-General of Canada v. Ward* [1993] 103 DLR.

## **Personal communications and interviews**

This includes letters, memos, conversations and personal e-mail (for electronic discussion lists see below). It is important to obtain permission for citing these. An in-text citation is required for such sources and this should take the form of: author's name; 'personal communication'; and date. They should also be included in the reference list.

This position - being critical of some parts of government policy whilst remaining instrumental in its implementation - has been described as 'twin-tracking' (Hussein, personal communication, 22<sup>nd</sup> November 2006).

Interviews can be cited in a similar way: name; 'interview'; and date, or as follows:

When interviewed on 23<sup>rd</sup> May 2007, Mr Alam confirmed that...

## **Websites**

For all electronic information, a note should also be made of the date on which the information was created or updated, when it was accessed and the database name, discussion list details or web address (URL). When reference is made to a specific online document or webpage, it should be cited following the author/date conventions set out above and included in the end-of-text list of references, e.g. (Bank for International Settlements 2006).

## **Direct quotations**

When quoting directly in the text, single quotation marks should be used and the author's name, year of publication and page number(s) of the source (preceded by a colon) should be inserted in round brackets: (Jackson 1939: 10-15) not (Jackson, 1939 pp10-15).

Short quotations of up to two lines can be included in the body of the text.

The events of 1969 were considered grave enough for the Commission to state that 'the damage caused to life and property by the holocaust borne of communal hatred is unprecedented' (Col 1970: 211).

Quotations longer than two lines are usually introduced by a colon and should be indented in a separate paragraph using smaller font and smaller line spacing, without using quotation marks. The author's name, publication date and page number(s) are given at the end of the quotation. For example:

As the social philosopher, Hannah Arendt once observed:

Authority always demands obedience...Yet, authority precludes the use of external means of coercion; where force is used authority itself has failed. Authority...is incompatible with persuasion, which presupposes equality and works through a process of argumentation. Where arguments are used authority is in abeyance....If authority is to be defined at all...it must be in contradistinction to both coercion and persuasion through arguments. (Arendt 1958, 143)

If part of the quotation is omitted, this can be indicated by using three dots, as above.

Any changes made to, or words inserted in the quotation should be indicated by the use of square brackets:

The expert knowledge of bureaucracies "not only reflects social reality" as defined by them, "but also constructs that reality ...[from]...the ability to use rules and deploy knowledge in order to change incentives and regulate behaviour." (Barnett and Finnemore: 30)

## **Listing references at the end of a text**

A full list of all references cited in the text must be provided at the end of the paper. The references should be listed alphabetically by author's surname and then by date (earliest first). If an item has no author, it should be cited as 'Anon.' and ordered in the reference list by the first significant word of the title. Authors' surnames should precede their initials (not forenames) and the date of publication (in brackets). The format of the reference depends on the nature of the source (see examples below). Second and subsequent lines of each entry are indented three spaces, to highlight the alphabetical order, and the author's name is replaced by a line in cases where an author has multiple entries. If a source has editors, rather than authors, this should be indicated by the use of 'ed(s).'

## **Books**

If the book has several editions, give details of the edition after the book title.

### *Single author*

Rothermund, D. (1996) *Liberalising India: Progress and problem*, New Delhi: Manohar

### *Joint authors*

List all the authors in the reference list in the order they appear on the title page:

Rudolph, L.I. and Rudolph, S.H. (1987) *In Pursuit of Lakshmi. The Political Economy of the Indian State*, Chicago: University of Chicago Press

### *Corporate author (e.g. government department or other organisation)*

Government of India (1951) *1<sup>st</sup> Five Year Plan*, New Delhi: Planning Commission of India

### *Edited book*

Hansen, T.B. and Stepputat, F. (eds.) (2001) *States of Imagination. Ethnographic Explorations of the Postcolonial State*, London: Duke University Press

### *Translated book*

Durkheim, E. and Maus, M. (1983) *Primitive Classification*, (trans. Needham), London: University of London.

### *Same author(s), multiple publications*

Kohli, A. (1987) *The State and Poverty in India. The Politics of Reform*, Cambridge: Cambridge University Press

\_\_\_ (1990) *Democracy and discontent: India's growing crisis of governability*, Cambridge: Cambridge University Press

\_\_\_ (2004) *State-Directed Development. Political Power and Industrialization in the Global Periphery*, Cambridge: Cambridge University Press

### *Chapter in an edited volume*

It is helpful to provide the page numbers or chapter number, in addition to the chapter title.

Shah, G. (2002) 'Caste and Land Reforms in Gujarat', in Shah, G. And Sah, D.C. (eds.) *Land Reforms in India. Performances and Challenges in Gujarat and Maharashtra*, Volume 8, New Delhi: Sage Publications. pp. 127-143

## **Journal Articles**

Srinivasan, T.N. (1985) 'Neoclassical political economy, the state and economic development', *Asian Development Review*, Vol. 3, No. 2. pp. 38-58

## **Newspaper and periodical articles**

If an individual author can be identified:

Vijapurkar, M. (1993) 'Pawar kicks up a new row', *The Hindu*, July 20, Delhi Edition

If no author can be identified:

Times of India (1987) 'Message from Virpur', April 15, Ahmedabad Edition

If reference is made to an entire edition:

The Hindu (1992) April 4.

### **Conference papers**

Yagnik, A. and Sud, N. (2004) 'Hindutva and beyond: the political topography of Gujarat'. Paper delivered at the conference *State politics in India in the 1990's: political mobilisation and political competition*, India International Centre, New Delhi, December 16-17

### **Papers from published conference proceedings**

Jacobsen, K. (2003) 'Social science and forced migration: some methodological and ethical issues', 12-13 in NTNU IDP Network, *Researching Internal Displacement: State of the Art, Conference Report, 7-8 February 2003, Trondheim, Norway*.

### **Reports**

Boyden, J. (2001) 'Conducting Research with War-Affected and Displaced Children: Ethics and Methods', 73-82 in *Filling Knowledge Gaps: a Research Agenda on the Impact of Armed Conflict on Children - Background Papers*, Florence, Istituto degli Innocenti, 2-4 July 2001.

### **Government publications**

These are referenced as books, with the addition of the official reference number (where applicable) after the title.

**HOME OFFICE** (1998) *Fairer, Faster and Firmer – A Modern Approach to Immigration and Asylum*, Cm4018, London, Stationery Office.

### **Acts of Parliament**

**UNITED KINGDOM** (2002) *Nationality, Immigration and Asylum Act 2002, Chapter 41*, London, HMSO.

### **Theses or dissertations**

It is helpful to list the department, if known, for ease of reference.

Sengupta, A. (1998) 'Embedded or Stuck? The study of the Indian state, its embeddedness in social institutions and state capacity', MPhil thesis, Queen Elizabeth House, University of Oxford

### **Personal communications**

In addition to details of author and year, indicate the nature of the communication (i.e. letter, memo, conversation, personal email or other) and the date. The exact format will have to be modified depending on the information available, but the following are suggestions:

Hardwick, N. (1999) Letter to author regarding changes to asylum support in the UK, 18 July 1999.

or

Hardwick, N. (2001) 'The Refugee Council's response to the government's proposals for accommodating asylum-seekers', Memo to all Refugee Council staff, 3 March 2001

## ***Interviews***

If the text refers to a number of interviews, it may be easiest to list them in a separate section, after the main list of references.

Gohain, R., Assistant Manager, Airports Authority of India, Mumbai, Interview with author, September 1997.

## ***Electronic sources***

### *Website references*

As far as possible, reference in a way consistent with the Harvard system. State the author's name, where possible; otherwise, list by the name of the website. Give the date the document was accessed, as the page may later be altered or may become unavailable. Some websites may not provide dates, in this case they should be referenced as 'n.d.' (not dated). Internet addresses are case-sensitive and punctuation is important. To avoid confusion with full stops and commas used in citation, the start and end of a URL (uniform resource locator or internet address) is marked by using < and >. If the URL is excessively long, it is sufficient to give details of the main site from which a particular page or document can be accessed.

Bidwai, P. (2002) 'Paradigm shift', *Himal South Asia* (online), May.

[http://www.himalmag.com/2002/may/commentary\\_in.htm](http://www.himalmag.com/2002/may/commentary_in.htm), accessed 3 April 2004

### *Documents on the internet*

Cite as printed documents, adding the <url>, followed by the date of access.

International Initiative for Justice (2003) 'Threatened Existence: A Feminist Analysis of the Genocide in Gujarat', *Report by the International Initiative for Justice*, December. [www.onlinevolunteers.org](http://www.onlinevolunteers.org), accessed 11/2/04

**ANNEX B**  
**EXAMINATION REGULATIONS FOR THE MPhil IN MODERN SOUTH ASIAN  
STUDIES 2017-18 (Provisional)**

**Master of Philosophy in Modern South Asian Studies**

1. The course shall be under the supervision of the Modern South Asian Studies Teaching Committee. The Course Director(s) will, where possible, rotate between members of the Faculty of Oriental Studies and the School of Interdisciplinary Area Studies.

2. Each candidate will be required to follow a course of instruction in Modern South Asian Studies for six terms. Candidates may specialise in Contemporary India by selecting combinations of courses and options as set out in the Course Handbook.

*First year examinations*

3. During the first year, candidates for the MPhil complete the following:

(a) Core Course in Modern South Asian Studies

The course will be assessed by two take-home 5,000 word maximum essays. The first essay will be issued on Friday of Week 8 of Michaelmas Term and should be submitted by 12 noon on Monday of Week 1 of Hilary Term, and the second essay will be issued on Friday of Week 8 of Hilary Term and should be submitted by 12 noon on Monday of Week 1 of Trinity Term.

(b) Research Methods

All candidates will submit a 2,500 word maximum 'What is South Asia?' essay by 12 noon on Monday of Week 5 of Michaelmas Term, and a 2,500 word maximum individual research proposal by 12 noon Monday of Week 9 of Hilary Term.

In addition, candidates will complete one of the following three courses in Research Methods:

(i) Research Methods for Area Studies: Candidates will submit a 2,500 word maximum practical exercise in the collection and analysis of qualitative data by 12 noon on Monday of Week 9 of Michaelmas Term; and a take-home test in quantitative analysis to be set on Monday of Week 8 and submitted by 12 noon on Monday of Week 9 of Hilary Term.

(ii) Qualitative and Historical Methods: Candidates will submit a 2,500 word maximum practical exercise in the collection and analysis of qualitative data by 12 noon on Monday of Week 9 of Michaelmas Term; and a 2,500 word essay on Historical Methods to be set by Monday of Week 5 of Hilary Term and submitted by 12 noon on Monday of Week 9 of Hilary Term.

(iii) Qualitative Methods, Literature and Language: Candidates will submit a 2,500 word maximum practical exercise in the collection and analysis of qualitative data by 12 noon on Monday of Week 9 of Michaelmas Term; and a 2,500 word essay on Literature and Language to be set by Monday of Week 5 of Hilary Term and submitted by 12 noon on Monday of Week 9 of Hilary Term.

(c) either a language or non-language track:

(i) Language track

Candidates will complete an intensive language course in Hindi or a substitute core language as specified in the Course Handbook (teaching for some languages may not be available every year), based on knowledge of grammar, translation and reading comprehension to be assessed by a three-hour written examination at the end of Trinity term of the first year.

Candidates will also be required to satisfy the examiners in one option paper from a list approved by the Modern South Asian Studies Teaching Committee to be assessed by one three-hour written examination in Trinity Term. This list will be published by the Course Director(s) in the Course Handbook at the beginning of each academic year. The availability of options in any one year will depend on teaching resources and the level of student interest. Students should select this paper in consultation with their supervisor. With special permission of the Modern South Asian Studies Teaching Committee, candidates may choose a paper offered by another relevant Master's degree in the University, subject also to permission by the relevant Graduate Studies Committee. Candidates will take the standard assessment for such options.

(ii) Non-language track

Candidates will choose three option papers from a list approved by the Modern South Asian Studies Teaching Committee each of which will be assessed by one three-hour written examination in Trinity Term. This list will be published by the Course Director(s) in the Course Handbook at the beginning of each academic year. The availability of options in any one year will depend on teaching resources and the level of student interest. Students should select three of these papers in consultation with their supervisor. Native speakers or advanced learners may substitute one option paper with an appropriate advanced language option (further details are provided in the Course Handbook). With special permission of the Modern South Asian Studies Teaching Committee, candidates may choose papers offered by other relevant Master's degrees in the University, subject also to permission by the relevant Graduate Studies Committee. Candidates will take the standard assessment for such options.

4. Two printed copies of each of the items of written work detailed above and, in addition, an electronic copy in PDF format on a memory stick or CD, must be delivered to the Examination Schools, addressed to the Chair of Examiners for the MPhil Modern South Asian Studies, c/o the Examination Schools, High Street, Oxford at the times and days specified for each paper. Each submission must be accompanied by a declaration indicating it is the candidate's own work.

5. To be permitted to progress to the second year of the MPhil course all candidates must pass the two core course essays, the research methods course overall, and for students following the language track, the language examination. A candidate who fails the research methods course overall will be permitted to re-submit a new submission for the failed piece(s) of work within four weeks of publication of the failed mark, on a date specified by the Chair of Examiners. A candidate who fails either of the core course essays or the language examination paper will be permitted to re-submit the essay(s) or re-sit the paper on one further occasion, normally at the beginning of the September preceding the second year.

A candidate who fails any of the option papers will be permitted to re-sit the paper(s) on one further occasion when next examined. If a student fails more than one option paper they will be required to resit and pass all failed option papers before proceeding to the second year of the MPhil course.

6. Students wishing to transfer from the MPhil Modern South Asian Studies (non-language track) to the MSc in Modern South Asian Studies must normally apply to the Course Director(s) by 12 noon of Monday of week 4 of Hilary Term. It is not possible to transfer from the MPhil Modern South Asian Studies (language track) to the MSc.

*Final year examinations*

7. Candidates will complete a course in Advanced Research Methods.

8. Candidates will be required to present themselves for examination as specified for either the language or non-language track.

(a) Language track:

(i) Candidates will complete the intensive language course commenced in the first year, progressing to an advanced level, in Hindi or a substitute core language as specified in the Course Handbook (teaching for some languages may not be available every year), based on knowledge of grammar, translation, reading comprehension and literary context, to be assessed by a three-hour written examination at the end of Trinity Term.

(ii) Candidates will choose one option paper from a list approved by the Modern South Asian Studies Teaching Committee which will be assessed by one three-hour written examination in Trinity Term. This list will be published by the Course Director(s) in the Course Handbook at the beginning of each academic year.

(b) Non-language track:

(i) Candidates will choose two option papers from a list approved by the Modern South Asian Studies Teaching Committee each of which will be assessed by one three-hour written examinations in Trinity Term. This list will be published by the Course Director(s) in the Course Handbook at the beginning of each academic year.

9. The availability of options in any one year will depend on teaching resources and the level of student interest. Students should select a paper in consultation with their supervisor. With special permission of the Modern South Asian Studies Teaching Committee, candidates may choose a paper offered by other relevant Master's degrees in the University, subject also to permission by the relevant Graduate Studies Committee. Candidates will take the standard assessment for such an option.

10. Candidates will complete a 30,000 word maximum thesis (full details of what is included in the word count are provided in the Course Handbook). The title of the thesis must be approved by the Course Director(s) by 12 noon on Monday of Week 3 of Michaelmas Term in the academic year in which the examination is taken. The thesis must be submitted by 12 noon on Monday of Week 4 in Trinity Term. The thesis must be accompanied by a statement that the thesis is the candidate's own work except where otherwise indicated.

11. Two printed copies of each of the items of written work detailed above and, in addition, an electronic copy in PDF format on a memory stick or CD, must be delivered to the Examination Schools, addressed to the Chair of Examiners for the MPhil in Modern South Asian Studies, c/o the Examination Schools, High Street, Oxford at the times and days specified for each paper. Each

submission must be accompanied by a declaration it is the candidate's own work. Successful candidates may be required to deposit a hard copy of the thesis in the Bodleian Library.

12. Candidates may be required to attend an oral examination on any part of the examination.

13. The examiners may award a distinction for excellence in the whole examination.

14. A candidate who fails any of the written examination papers or the thesis will be permitted to re-sit/re-submit on one further occasion when next examined.

**ANNEX C**  
**MPhil MODERN SOUTH ASIAN STUDIES, EXAMINING CONVENTIONS**  
**ACADEMIC YEAR 2017-18**

**1. Introduction**

Examination conventions are the formal record of the specific assessment standards for the course or courses to which they apply. They set out how examined work will be marked and how the resulting marks will be used to arrive at a final result and classification of an award. The supervisory body responsible for approving the examination conventions is the Social Sciences Board's Teaching Audit Committee.

**2. Rubrics for individual papers**

Students taking the MPhil in Modern South Asian Studies have a choice of two streams: 'Contemporary India' or 'Modern South Asia'. In either case, the first year examination for the MPhil in Modern South Asian Studies comprises the following components.

[NOTE: Candidates for the 'Contemporary India' stream should take 'Research Methods for Area Studies', at least one of the starred Option papers, and a thesis subject relating to present day India. Depending on their interests, candidates for the 'Modern South Asia' stream may take either the 'Research Methods for Area Studies' or the 'Qualitative and Historical Methods' or the 'Qualitative Methods: Literature and Language' components of Research Methods. Candidates for the 'Modern South Asia' stream may also take starred Options, and should choose a thesis subject appropriate to their interests.]

**1. Core Course**

Candidates will be required to submit two 5,000 word maximum essays, including headings, tables and footnotes, but excluding bibliographies and any appendices. The first will be issued on Friday of Week 8 of Michaelmas Term and should be submitted by 12 noon on Monday of Week 1 of Hilary Term. The second will be issued on Friday of Week 8 of Hilary Term and should be submitted by 12 noon on Monday of Week 1 of Trinity Term.

**2. Research Methods**

All candidates are required to submit:

- (a) a 2,500 word maximum essay entitled 'What is South Asia?' by 12 noon on Monday of Week 5 of Michaelmas Term. This may take the form of an analytical exercise directed at a particular country or region within South Asia, or a discussion of the wider region;
- (b) a 2,500 word maximum individual research proposal by 12 noon on Monday of Week 9 of Hilary Term

In addition, candidates will complete **one** of the following three courses in Research Methods:

- (i) **Research Methods for Area Studies:** a 2,500 word maximum practical exercise in the collection and analysis of qualitative data by 12 noon on Monday of Week 9 of

Michaelmas Term; and a one week take-home test in quantitative analysis to be answered in maximum 2,500 words by 12 noon on Monday of Week 9 of Hilary Term.

- (ii) **Qualitative and Historical Methods:** a 2,500 word maximum practical exercise in the collection and analysis of qualitative data by 12 noon on Monday of Week 9 of Michaelmas Term; and a 2,500 word maximum essay on Historical Methods to be set on Monday of Week 5 of Hilary term, to be submitted by 12 noon on Monday of Week 9 of Hilary Term.
- (iii) **Qualitative Methods: Literature and Language:** a 2,500 word maximum practical exercise in the collection and analysis of qualitative data by 12 noon on Monday of Week 9 of Michaelmas Term; and a 2,500 word maximum essay on Qualitative Methods: Literature and Language to be set on Monday of Week 5 of Hilary term, to be submitted by 12 noon on Monday of Week 9 of Hilary Term.

### **3. Language Track/non-Language Track**

#### ***Either:***

##### (i) Language Track

Candidates will complete a Core Language course. This is a programme of intensive language study in Hindi, Hindi and Urdu, Advanced/Literary Hindi, Advanced/Literary Hindi and Urdu, Old Hindi and Urdu, Brajbhasha and Old Hindi Texts, or a substitute Core Language. The course will develop knowledge of grammar, translation and reading comprehension to be assessed by a three-hour written examination at the end of Trinity Term of the first year. Teaching for some languages may not be available every year.

One Option paper: Candidates will present themselves for one three-hour written examination in Trinity Term.

#### ***Or:***

##### (ii) Non-Language Track

Three Option papers: Candidates will present themselves for three three-hour written examinations in Trinity Term.

The list of Option papers will be published by the Course Director(s) in the Course Handbook at the beginning of the academic year in which the option papers are to be taken. Starred papers indicate 'Contemporary India' options.

The final year for the MPhil in Modern South Asian Studies comprises the following components:

#### **1. Advanced Research Methods**

Candidates will complete a course in Advanced Research Methods. Further details are in the Course Handbook.

#### **2. Language Track/non-Language Track**

***Either***

(i) Language Track

a. Candidates will complete the Core Language course commenced in the first year, progressing to an advanced level. The course will develop knowledge of grammar, translation, contextual knowledge and reading comprehension. Candidates will be required to present themselves for one three-hour written examination in Trinity Term.

b. One option paper: Candidates will present themselves for one three-hour written examination in Trinity Term.

***Or:***

(ii) Non-Language Track

Two Option papers: Candidates will present themselves for two three-hour written examinations in Trinity Term.

**3. Thesis**

Candidates are required to submit a 30,000 word maximum thesis (the Course Handbook sets out details of inclusions and exclusions from the word count). The title of the thesis must be approved by the Course Director(s) by 12 noon on Monday of week 3 Michaelmas Term in the academic year in which the examination is taken. The thesis must be submitted by 12 noon on Monday of week 4 Trinity Term and must be accompanied by a statement that it is the candidate's own work except where otherwise indicated. See the Handbook for the procedure to be followed in the case of a late title change. Candidates taking the 'Contemporary India' stream should choose a subject relating to present day India. Candidates taking the 'Modern South Asia' stream should choose a thesis subject appropriate to their interests.

All assessed work, including the thesis, should be submitted in two word processed copies and an electronic copy in PDF format on a memory stick or CD, to the Examination Schools, addressed to the Chair of Examiners for the MPhil in Modern South Asian Studies, c/o the Examination Schools, High Street, Oxford.

The use of a dictionary is not permitted in any of the examinations.

***3. Marking conventions***

***3.1 University scale for standardised expression of agreed final marks***

Agreed final marks for individual papers will be expressed using the following scale:

70-100	Distinction
50-69	Pass
0-49	Fail

### ***3.2 Qualitative criteria for different types of assessment***

The marking scales provided in Annexe 1 are used for marking all essays including the Core Course essays, and all subcomponents of the Research Methods courses.

The marking scales provided in Annexe 2 are used for marking the Thesis.

The marking scales provided in Annexe 3 are used for marking the written examinations for all Option papers except the language options.

The marking scales provided in Annexe 4 are used for marking the written language examinations.

### ***3.3 Verification and reconciliation of marks***

All written assignments, examinations and theses will be graded through double-blind marking by two internal assessors. If the grades of the two assessors differ by six points or less, the grade will equal the average of the two grades. If the grades differ by more than six points, the internal assessors will be asked to reconsider their grades, either separately or in consultation. If the difference is still greater than six points after this attempt at reconciliation, then the script or thesis will be graded by a third assessor, who will determine the final grade.

For all assessed work, marks below .5 will be rounded down to the nearest % point and marks of .5 and above will be rounded up.

### ***3.4 Scaling***

N/A

### ***3.5 Short-weight convention and departure from rubric***

A mark of zero shall be awarded for any part or parts of questions that have not been answered by a candidate, but which should have been answered.

Where a candidate has failed to answer a compulsory question, or failed to answer the required number of questions in different sections, the complete script will be marked and the issue flagged. The board of examiners will consider all such cases so that consistent penalties are applied.

In Papers consisting of translation passages, the maximum deduction that can be made for short weight should be equivalent to the proportion of the answer that is missing.

### ***3.6 Penalties for late or non-submission***

Extensions to deadlines for assessed written work can only be granted through the University Proctors. Unless permission for late submission has been granted, any work submitted late will be subject to a penalty.

The scale of penalties agreed by the board of examiners in relation to late submission of assessed items is set out below. Details of the circumstances in which such penalties might apply can be found in the *Examination Regulations* (Regulations for the Conduct of University Examinations, Part 14.)

<b>Lateness</b>	<b>Cumulative mark penalty</b>
Submitted late on the day of the deadline	<b>Deduct 2 percentage points</b>
Each further day, up to a maximum of 14 days	<b>Deduct 2 further percentage points each day</b>
Submitted more than 14 days after the deadline	<b>Automatic fail, scoring 0%</b>

### ***3.7 Penalties for over-length work and departure from approved titles or subject-matter***

The following tariff of marks will be deducted for over-length work:

<b>Percentage by which the maximum word count is exceeded:</b>	<b>Penalty (up to a maximum of 20%)</b>
Up to 1% over word limit	Deduct 1 percentage point
Over 1% and up to 2% over word limit	Deduct 2 percentage points
Over 2% and up to 3% over word limit	Deduct 3 percentage points
Each further 1% over word limit, up to a maximum of 20% over the word limit	Deduct 1 percentage point more, up to a maximum of 20 percentage points
More than 20% over the word limit	Automatic fail, scoring 0%

### ***3.8 Plagiarism and poor academic practice***

The Examination Board will deal wholly with cases of poor academic practice where the material under review is small and does not exceed 10% of the whole.

Assessors will mark work on its academic merit with the board responsible for deducting marks for derivative or poor referencing.

Determined by the extent of poor academic practice, the board will deduct between 1% and 10% of the marks available for cases of poor referencing where material is widely available factual information or a technical description that could not be paraphrased easily; where passage(s) draw on a variety of sources, either verbatim or derivative, in patchwork fashion (and examiners consider that this represents poor academic practice rather than an attempt to deceive); where some attempt has been made to provide references, however incomplete (e.g. footnotes but no quotation marks, Harvard-style references at the end of a paragraph, inclusion in bibliography); or where passage(s) are 'grey literature' i.e. a web source with no clear owner.

If a student has previously had marks deducted for poor academic practice or has been referred to the Proctors for suspected plagiarism the case will be referred to the Proctors. Also, where the deduction of marks results in failure of the assessment and of the programme the case will be referred to the Proctors.

In addition, any more serious cases of poor academic practice than described above will also be referred to the Proctors.

### **3.9 Penalties for non-attendance or non-submission**

A candidate who does not attend an examination or does not submit an assessment fails that particular assessment. The mark for any re-sit or resubmission of the assessment will be capped at the pass mark.

## **4. Progression rules and classification conventions**

### **4.1 Qualitative descriptors of Distinction, Pass, Fail**

**Distinction:** Demonstrates overall excellence, a strong knowledge base and wide-ranging secure command of material.

**Pass:** Demonstrates overall a good standard of knowledge and familiarity with material, and the ability to apply it effectively.

**Fail:** Fails overall to demonstrate a sufficient range of knowledge, or fails to apply it appropriately.

Note that the aggregation and classification rules in some circumstances allow a stronger performance on some papers to compensate for a weaker performance on others.

### **4.2 Final outcome rules**

Marks for the different components of the Examination will be weighted as follows:

<b>Language track</b>		<b>Non-Language Track</b>	
Core Essay 1:	3.5%	Core Essay 1:	3.5%
Core Essay 2:	3.5%	Core Essay 2:	3.5%
Research Methods:	14%	Research Methods:	14%
Language Exam Yr 1:	17.5%		
Option 1:	7%	Option 1:	7.8%
		Option 2:	7.8%
		Option 3:	7.8%

Language Exam Yr 2:	17.5%		
Option 2:	7%	Option 4:	7.8%
		Option 5:	7.8%
Thesis	30%	Thesis:	40%

**To pass the programme, candidates will be required to achieve a pass mark of at least 50% in every component of the examination.**

Candidates who pass every component, and obtain an average of at least 70% will be awarded a **distinction** grade for the degree. Candidates who have initially failed any component of the examination at the first attempt (excluding Research Methods) will not normally be eligible for the award of a Distinction.

#### **4.3 Progression rules**

To be permitted to progress to the second year of the MPhil course all candidates must pass the two core course essays, the research methods course overall, and for students following the language track, the language examination.

Candidates wishing to transfer from the MPhil Modern South Asian Studies (non-language track) to the MSc in Modern South Asian Studies must normally apply to the Course Director(s) by 12 noon of Monday of week 4 of Hilary Term using the proforma available on WebLearn. They will need the support of their supervisors, and must satisfy the Teaching Committee that they have good reasons for wishing to change. They must in addition complete the GSO.28 Change of Programme of Study form available at: <https://www.ox.ac.uk/students/academic/guidance/graduate/progression?wssl=1>

It is not possible to transfer from the MPhil Modern South Asian Studies (language track) to the MSc.

#### **4.4 Use of vivas**

Candidates will not normally be required to attend a viva as part of their examinations.

### **5 Re-sits**

#### **First Year Examination**

Candidates who fail the Research Methods course overall will be permitted to resubmit a new submission for the failed piece(s) of work within four weeks of publication of the failed mark(s), on a date to be specified by the Chair of Examiners. Any mark for a new submission will be capped at 50, but the overall mark for Research Methods will not be capped.

A candidate who fails either of the core course essays or the language examination paper will be permitted to re-submit the essay(s) or re-sit the paper on one further occasion, normally at the beginning of the September preceding the second year. A candidate who fails any one of the option papers will be permitted to proceed to the second year, and to re-sit the paper on one further occasion at the end of the second year. If a student fails more than one option paper they will

normally be required to re-sit and pass the failed option papers before proceeding to the second year of the MPhil course. This will entail suspending studies for one year. Marks for any such re-sits or resubmissions will be capped at 50.

#### Final Examination

A candidate who fails one or more components of the final examination will be permitted to retake the examination on one further occasion, normally not later than one year after the first attempt. The candidate will be required to retake only the component(s) which s/he has failed. Re-sits can normally only achieve the minimum pass mark of 50%.

### ***6 Factors affecting performance***

Where a candidate or candidates have made a submission, under Part 13 of the Regulations for Conduct of University Examinations, that unforeseen factors may have had an impact on their performance in an examination, a subset of the board will meet to discuss the individual applications and band the seriousness of each application on a scale of 1-3 with 1 indicating minor impact, 2 indicating moderate impact, and 3 indicating very serious impact. When reaching this decision, examiners will take into consideration the severity and relevance of the circumstances, and the strength of the evidence. Examiners will also note whether all or a subset of papers were affected, being aware that it is possible for circumstances to have different levels of impact on different papers. The banding information will be used at the final board of examiners meeting to adjudicate on the merits of candidates. Further information on the procedure is provided in the Policy and Guidance for examiners, Annex B and information for students is provided at [www.ox.ac.uk/students/academic/exams/guidance](http://www.ox.ac.uk/students/academic/exams/guidance).

### ***7 Details of examiners and rules on communicating with examiners***

The External Examiners for the MPhil Modern South Asian Studies for the 2017-18 academic year are Professor David Washbrook (Emeritus Professor, University of Cambridge), Dr Satoshi Miyamura (SOAS, University of London) and Professor Francesca Orsini (SOAS, University of London). The internal examiners are Professor Kate Sullivan de Estrada (Chair), Professor Imre Bangha, Professor David Gellner, Professor Matthew McCartney, and Professor Rosalind O'Hanlon.

Candidates should not under any circumstances seek to make contact with individual internal or external examiners.

*Annexe C1 Essay Marking Guide, applicable to Core Course Essays and Research Methods Assignments: What Is South Asia? Essay, Qualitative Assignment, Quantitative Take-home Test, Qualitative and Historical Methods Assignment, Qualitative Methods: Literature and Language Assignment and Research Proposal*

<b>ESSAY MARKING GUIDE, APPLICABLE TO CORE COURSE ESSAYS AND RESEARCH METHODS ASSIGNMENTS: WHAT IS SOUTH ASIA? ESSAY, QUALITATIVE ASSIGNMENT, QUANTITATIVE TAKE-HOME TEST, QUALITATIVE AND HISTORICAL METHODS ASSIGNMENT, QUALITATIVE METHODS: LITERATURE AND LANGUAGE ASSIGNMENT AND RESEARCH PROPOSAL</b>		
Distinction	>70	An outstanding essay that is well-structured, clearly argued and lucidly written. The essay shows mastery over the relevant literature, and shows distinctive critical engagement with it. The essay should also display strong analytical power, and offer a fresh approach to the literature in some way.
Pass	60-69	An essay of a very high standard that engages critically and analytically with the relevant literature and displays good argumentation skills. It will include some elements of distinction quality, but is either not sufficiently original, or less well-written, or has a less well-structured argument, or includes inaccuracies. The marks of 68 and 69 should indicate an examiner's preparedness to move up to a distinction if a co-assessor or panel of examiners so recommend.
	50-59	Work of solid scholarly standard that shows some analytical capacity and a reasonable coverage of the relevant literature. It may include a well-structured argument, but it may too descriptive or may be marred by omissions and/or some inaccuracies or a failure to critically engage. Essays that read like a description of the literature may also fall into this category.
Fail	49 and below	An essay that fails to display the criteria necessary for a pass. It may have some or all of the following weaknesses: the standard of writing is too poor; it is without sufficiently clear structure and argument; it does not cover the literature adequately; it does not focus on the topic; it contains serious omissions and inaccuracies. The marks of 48 and 49 should indicate an examiner's preparedness to move up to a pass if a co-assessor or panel of examiners so recommend.

*Annexe C2 Thesis Marking Guide*

<b>THESIS MARKING GUIDE</b>		
Distinction	>70	The thesis should display strong analytical power, clear structure, a command over the relevant literature, theory and empirical material, and originality either in a fresh approach to the literature or in generating new evidence. It should be lucidly written and perfect in presentation. The best of these will be of publishable standard.
Pass	60-69	Work of very high standard that addresses the major points and competently handles the relevant literature, theory and empirical material. It will include elements of distinction quality, but is either not sufficiently original, or less well-written, or has a less well-structured argument, or includes inaccuracies. The marks of 68 and 69 should indicate an examiner's preparedness to move up to a distinction if a co-assessor or panel of examiners so recommend.
	50-59	Work of solid scholarly standard that shows some analytical capacity and a reasonable coverage of relevant empirical and theoretical material. It may include a structured argument, but be marred by omissions, inaccuracies, some weak discussion or superficial analysis.
Fail	49 and below	A thesis that fails to display the criteria necessary for a pass. It may have some or all of the following weaknesses: the standard of writing is too poor; it is without sufficiently clear structure and argument; it does not cover the literature and empirical material adequately; it does not focus on the topic; it contains serious omissions and inaccuracies. The marks of 48 and 49 should indicate an examiner's preparedness to move up to a pass if a co-assessor or panel of examiners so recommend.
<p>Convenors of the degree and the SIAS Graduate Studies Committee will be alert to review comments and recommendations made by external examiners, staff, students and associates.</p>		

*Annexe C3 Unseen Written Examination Marking Scale MPhil in Modern South Asian Studies, applicable to all Option papers except the language options*

<b>Unseen Written Examination Marking Scale MPhil Modern South Asian Studies</b>		
<b>Result</b>	<b>%</b>	<b>Indicative description of examination answers</b>
Distinction	90+	<ul style="list-style-type: none"> <li>• A truly outstanding answer</li> <li>• Evidence of novel ideas and originality of approach</li> <li>• Exceptionally deep critical understanding of the issues</li> <li>• Thought-provoking and challenging</li> </ul>
	80–89	<ul style="list-style-type: none"> <li>• Incisive elucidation of theory or models</li> <li>• Highly organised evidence-based arguments</li> <li>• Evidence of original thinking or insight based on an evaluation of the evidence</li> <li>• Critical synthesis of a substantial body of evidence</li> <li>• Penetrating analysis of existing ideas, supporting perceptive conclusions</li> </ul>
	70–79	<ul style="list-style-type: none"> <li>• Well-balanced and comprehensive answer to the question</li> <li>• Arguments are clear, analytical, sustained, structured</li> <li>• A good range and depth of material to support arguments</li> <li>• No significant errors of fact or misunderstandings of concepts</li> <li>• Demonstrates a clear awareness and understanding of current literature</li> <li>• Well-written, orderly, convincing and interesting to read</li> </ul>
Pass	65–69	<ul style="list-style-type: none"> <li>• Evidence of wider reading</li> <li>• Good breadth of knowledge demonstrated</li> <li>• Uses attributed examples to support the ideas advanced</li> <li>• Very good degree of clarity and explanation</li> <li>• Cautious and accurate interpretation of information</li> </ul> <p style="text-align: center;">Minor gaps in background material and/or literature cited • Minor deviation in focus •</p> <p>N.B. The marks of 68 and 69 should indicate an examiner’s preparedness to move up to a distinction if a co-assessor or panel of examiners so recommend.</p>
	60–64	<ul style="list-style-type: none"> <li>• Sound, well-presented and clearly structured</li> <li>• Addresses all aspects of the question directly</li> <li>• Clear understanding of core subject material demonstrated</li> <li>• Significant body of core subject literature well represented and referenced</li> <li>• Arguments and evidence presented within a logical framework</li> <li>• Basic but accurate use of examples and case studies</li> </ul> <p style="text-align: center;">Occasional but significant gaps in background material and/or literature cited • Not all sections are well-focused on the question • Conclusions lack clarity •</p>

	55–59	<ul style="list-style-type: none"> <li>Reasonably well-focused on the question</li> <li>Some well-argued points/perspectives, with some balanced discussion</li> <li>The majority of relevant core lecture material is adequately used</li> <li>Demonstrates a reasonably good understanding of the main points</li> <li>Some reference to core (directed) literature/examples included</li> </ul> <p style="padding-left: 40px;">Some arguments are individually incomplete or rather pedestrian • Not all aspects of the question are adequately addressed • Some signs of confusion and/or small factual errors •</p> <p>The answer lists references and/or examples but fails to tie them together analytically •</p> <p style="padding-left: 40px;">Occasional sections may be badly written, or might not support the main argument •</p> <p style="padding-left: 40px;">Otherwise very good answers which are significantly unfinished •</p>
	50–54	<ul style="list-style-type: none"> <li>Answer is relevant in broad terms to the question set</li> <li>Successfully uses some aspects of relevant core lecture material in constructing arguments</li> <li>Contains several valid arguments</li> <li>OR, a well-constructed essay, but fails to address the specific question being asked</li> </ul> <p style="padding-left: 40px;">Relies almost entirely on lecture material • Large parts of the answer lack focus • Arguments lack adequate depth or support •</p> <p style="padding-left: 40px;">Occasional errors of fact, which do not invalidate the main arguments • Several sections are poorly written •</p>
Fail	45–49	<ul style="list-style-type: none"> <li>Achieves a minimal response to the question, revealing some basic knowledge of relevant material</li> <li>Link between the arguments and the question set is present (but tenuous)</li> <li>Some attempt is made to organise material into a coherent argument</li> </ul> <p style="padding-left: 40px;">Poorly organised and written • Very little sign of reading or deeper thought •</p> <p style="padding-left: 40px;">Contains errors of fact or interpretation but which do not invalidate arguments •</p> <p style="padding-left: 40px;">Much of the argument is under-developed and/or ill-focussed • Conclusions indicate evidence of poor judgement •</p> <p>N.B. The marks of 48 and 49 should indicate an examiner’s preparedness to move up to a pass if a co-assessor or panel of examiners so recommend.</p>
	40–44	<ul style="list-style-type: none"> <li>Achieves a limited understanding of what the question demands</li> <li>Demonstrates some knowledge/understanding of core lecture material</li> </ul> <p style="padding-left: 40px;">Multiple factual/conceptual inaccuracies • No evidence of reading of relevant literature • Significant errors of interpretation •</p>

	<ul style="list-style-type: none"> <li>Generally poorly written •</li> <li>Fails to address significant portions of the question •</li> <li>Lacking in substantial organised argument •</li> <li>Contains overly bold unsubstantiated assertions •</li> </ul>
30–39	<ul style="list-style-type: none"> <li>• Addresses question in rudimentary manner</li> <li>• Shows only minimal evidence of having understood the question</li> </ul>
15–29	<ul style="list-style-type: none"> <li>• Contains some superficially relevant information</li> <li>• Progresses no further than introductory section (even if this is of good quality)</li> <li>Information presented only in note form •</li> <li>Very limited evidence of structure in the answer •</li> <li>Information conveyed is largely irrelevant and superficial •</li> <li>Very little connection to the question set •</li> </ul>
0	<ul style="list-style-type: none"> <li>Fails to answer the question or completely misunderstands the question •</li> <li>A very short answer •</li> <li>No understanding of basic course material demonstrated •</li> <li>No clear logically structured arguments •</li> <li>Poorly-written, lacking general structure •</li> <li>No attempt made to link information directly to the question •</li> </ul>

*Annexe C4 Unseen Written Examination Marking Scale MPhil in Modern South Asian Studies, applicable to all language papers*

**Assessment criteria and grading**

In translation from a South Asian language into English the examiners will look for accuracy, transparency and stylistic propriety. For composition questions, the qualities are grammatical and lexical correctness, idiomatic construction, and stylistic propriety plus topical relevance, argument, and style of composition will be considered, and in the case of verse, metrical competence.

The fundamental criteria for the assessment of brief essay-type examination answers in English are whether the question that has been set has been answered and, if so, how well. The latter will depend on a demonstration of knowledge of the subject, the strength, clarity and focus of the argument, and the presentation of appropriate evidence.

Distinction	70-100	A paper/performance which exhibits the qualities mentioned above to a very high degree, and which is outstanding in some way.
Pass	60-69	A paper/performance which exhibits these qualities to a considerable but lesser degree, and which is competent but not outstanding.
Pass	50-59	A paper/performance which fails to exhibit these qualities to a significant degree, but which nevertheless contains an adequate proportion of acceptable answers.
Fail	0-49	A paper/performance which fails to exhibit these qualities to an acceptable degree and shows an insufficient level of knowledge and competence.

**ANNEX D**  
**MODERN SOUTH ASIAN STUDIES TIMETABLES FOR ACADEMIC YEAR 2017-18**

MODERN SOUTH ASIAN STUDIES TIMETABLE MICHAELMAS TERM 2017							
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY		
09:00						09:00	
09:30	<b>1st Yr Hindi Grammar</b> IB (OS)					09:30	
10:00						10:00	
10:30	<b>RM: Qual lecture</b> various (NLT,Sant)	<b>Old Hindi</b> IB (OS)	<b>Intro to written Urdu</b> (weeks 1-3) IB (OS)		<b>1st Yr Hindi Grammar</b> IB (OS)	<b>Int. Relations of South Asia</b> KSdE (SIAS)	<b>RM Qual Class (1)</b> NM (SIAS)
11:00							
11:30	<b>RM: CUREC Information Session</b> (week 8 only) TBC (NLT,Sant)	<b>Literary Hindi</b> IB (OS)		<b>1st Yr Hindi Practice</b> KP (OS)	<b>Urdu prose text</b> IB (OS)		<b>RM Qual Class (2)</b> NM (SIAS)
12:00							
12:30			<b>Old Hindi</b> IB (OS)				<b>RM Qual Class (3)</b> NM (SIAS)
13:00							
13:30							
14:00							
14:30	<b>Core Course Lecture</b> various (OS)	<b>South Asia Seminar</b> various (Ashmolean)	<b>Economic Development in South Asia</b> MMcC (SIAS)	<b>Trade and Exchange in South Asia</b> MKL (Ashmolean)		<b>Core course essay briefing (wk 8 only)</b> various (OS)	
15:00							
15:30							
16:00		<b>Gender in Indian History and Society c.1800 to present</b> POH (OS)		<b>Bengali</b> IB (OS)	<b>Advanced Hindi</b> KP (OS)		
16:30							
17:00							
17:30					<b>1st Yr Hindi Practice</b> KP (OS)		
18:00			IB				18:00

**MODERN SOUTH ASIAN STUDIES TIMETABLE HILARY TERM 2018**

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY		
09:00	1st Yr Hindi Grammar				RM: Quant (Excel class) (wks 2-8) JM (Isis Rm, IT)	09:00	
09:30	IB (OS)					09:30	
10:00			RM: RP presentations (wks 5-8) various TBC	1st Yr Hindi Grammar		10:00	
10:30	RM: Fieldskills (wk 1 only) TBC (NLT,Sant)	RM: Hist methods (wks 2-5) POH/IB (OS)			RM: Quant lecture (wks 2-8) JM (NLT,Sant)	IB (OS)	
11:00		Literary Hindi IB (OS)		Urdu prose text IB (OS)	RM: Quant class (wks 1-4) MMcC (SIAS)	RM: Research Proposal pres. (wks 5-7) various (OS)	11:00
11:30							1st Yr Hindi Practice KP (OS)
12:00			Old Hindi IB (OS)				12:00
12:30		RM: Lit methods (wks 2-5) IB/POH (OS)					12:30
13:00		RM: RP pres. (wks 6-8) various (OS)					13:00
13:30							13:30
14:00	Core Course Lecture various (OS)	South Asia Seminar various (Ashmolean)	India as a Great Power: Economics and International Relations* KSdE/MMcC (SIAS)	Themes in the Study of South Asian Religions JJ/SH (Theology)	RM: Fieldskills Safety Lecture (wk 1 only) Ext. speaker (NLT,Sant)	Core course essay briefing (wk 8 only) various (OS)	14:00
14:30							
15:00							15:00
15:30							15:30
16:00		Bengali IB (OS)		Anthropology of South Asia DG/NM (Anthrop)	Advanced Hindi KP (OS)		16:00
16:30							
17:00					1st Yr Hindi Practice KP (OS)		17:00
17:30							17:30
18:00							18:00

**MODERN SOUTH ASIAN STUDIES TIMETABLE TRINITY TERM 2018**

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY			
09:00						09:00		
09:30	Intro to written Urdu (wks 1-3) IB (OS)	Urdu prose texts (wks 4-8) IB (OS)				09:30		
10:00						10:00		
10:30		<b>Old Hindi</b> IB (OS)		<b>Old Hindi</b> IB (OS)		10:30		
11:00						11:00		
11:30		Intro to written Urdu (wks 1-3) IB (OS)	<b>Intermediate Hindi Practice</b> KP (OS)	Intro to written Urdu (wks 1-3) IB (OS)	Urdu prose texts (wks 4-8) IB (OS)	11:30		
12:00						12:00		
12:30				<b>Intermediate Hindi (texts from the media)</b> IB (OS)		12:30		
13:00						13:00		
13:30						13:30		
14:00						14:00		
14:30	<b>Bangladesh, Nepal, Pakistan and Sri Lanka: Contemporary Themes</b> MMcC/KSdE/AJ/NM (SIAS)	<b>South Asia Seminar</b> (wks 1-4) various (Ashmolean)	<b>Environment, Human Development and Public Policy in Contemporary India*</b> MMcC (SIAS)	<b>Culture and Society in Contemporary India: The South Asian Anthropocene*</b> NM (SIAS)		14:30		
15:00								15:00
15:30								15:30
16:00						16:00		
16:30		<b>Societies and Economies in India c.1600-1800</b> POH (OS)		<b>Bengali</b> IB (OS)	<b>Advanced Hindi</b> KP (OS)	16:30		
17:00							17:00	
17:30							17:30	
18:00						18:00		

**ANNEX E**  
**TIMETABLE FOR INDUCTION WEEK ('Noughth Week', Michaelmas Term)**

<b>MODERN SOUTH ASIAN STUDIES INDUCTION TIMETABLE</b>						
<b>MICHAELMAS TERM 2017 WEEK NOUGHT</b>						
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
09:00						09:00
09:30		<b>"Meet your supervisor" and Advanced Language Option sessions</b> (as individually scheduled)			No events scheduled at time of going to press	09:30
10:00			10:00			
10:30	<b>Welcome &amp; Intro to MSc/MPhil MSAS</b> MMcC, Dahrendorf Rm, StAnt's KSdE		10:30			
11:00	Coffee break		11:00			
11:30	<b>MT Options</b>		11:30			
12:00	various Dahr Rm		12:00			
12:30			12:30			
13:00	<b>LUNCH (provided)</b>		13:00			
13:30	(SIAS)		13:30			
14:00				<b>Indian foreign policy talk</b> Rajesh Basrur (St Ant's)		14:00
14:30	<b>Exams &amp; Assessments and Ethical Conduct in Research</b> KSdE Dahr Rm,	<b>WebLearn Induction</b> SM (Sem Rm C, SSL)	<b>SIAS Research Methods, Careers Service &amp; IT Induction</b>	14:30		
15:00				15:00		
15:30	<b>Getting to know your Handbook</b> MMcC Dahr Rm	<b>Library Induction</b> Jo Gardner & Emma Mathieson (Sem. Rm C, SSL Building)	Rachel Murphy, Janey Messina (NLT, Sant)	15:30		
16:00		adjourn to Oriental Studies		16:00		
16:30		<b>Library Induction cont'd</b> EM (OIL)	followed by <b>SIAS RM Tea</b> (Hilda Besse)	16:30		
17:00				17:00		
17:30				17:30		
18:00				18:00		
18:30		<b>Evening Reception (and election of student reps)</b>			18:30	
19:00			19:00			
19:30			19:30			
20:00			20:00			
20:30			20:30			
21:00		Wolfson		21:00		

## ANNEX F

### OTHER OXFORD FACULTY MEMBERS WITH A SOUTH ASIA FOCUS

**Dr Sabina Alkire**, Director of the Oxford Poverty and Human Development Initiative, QEH  
Development economics and human development

**\*Professor Imre Bangha**, Associate Professor of Hindi, Faculty of Oriental Studies  
South Asian languages

**Professor Marcus Banks**, Professor of Visual Anthropology, ISCA  
Visual anthropology and ethnographic film, Indian urban society and Jainism; ethnicity

**Professor Masooda Bano**, Principal Investigator, Changing Structures of Islamic Authority, and  
Associate Professor, Oxford Department of International Development  
Political Economy of religious choices and decision-making

**Dr Maan Barua**, British Academic Early Career Fellow, Somerville College.  
Political ecology and the geographies of nature

**Dr Shailendra Bhandare**, Assistant Keeper (South Asian Numismatics), Ashmolean Museum.

**Professor Xiang Biao**, Professor of Social Anthropology, ISCA and COMPAS  
Migration and social change

**Professor Stefan Dercon**, Professor of Economic Policy, BSG  
Wealth and poverty dynamics, rural development and migration

**\*Dr Faisal Devji**, University Reader in Modern South Asian History and Director of the Asian Studies  
Centre, St Antony's (NB Dr Devji will be on sabbatical leave in 2017-18)  
Political thought of modern Islam

**Dr Karuna Dietrich Wielenga**, Newton International Fellow, CSASP, SIAS  
The history of the informal sector in India with a particular focus on labour and law

**Dr Paul Flather**, Mansfield College.  
Indian democracy since 1947 and anti-corruption strategies

**Dr Xiaolan Fu**, Director of Program for Technology and Management for Development, Professor of  
Technology and International Development, ODID.  
Finance in rural India; industrialisation, technology and development

**\*Professor David Gellner**, Professor of Social Anthropology, ISCA, Head of School of Anthropology  
and Museum Ethnography  
Anthropology of South Asia, Nepal, Buddhism, Hinduism, traditional urbanism, healers, ritual and  
symbolism, politics, ethnicity, and activism

**\*Professor Nandini Gooptu**, Associate Professor of South Asian Studies, ODID.  
History, politics and development studies (NB Professor Gooptu will be on sabbatical leave until  
HT18)

**Dr Pegram Harrison**, Fellow in Entrepreneurship at the Said Business School  
Entrepreneurship in South Asia

**Professor Barbara Harriss-White**, Emeritus Professor of Development Studies (retired in 2011)  
Political economy; poverty and social welfare; technology, employment and greenhouse gases in the  
informal economy

**\*Professor Sondra Hausner**, Associate Professor in the Study of Religion, Faculty of Theology and  
Religion  
Hinduism, Migration and diaspora religion, ritual, gender and sexuality

**Professor Rob Hope**, Associate Professor at the School of Geography and the Environment and Director of the Water Programme at the Smith School of Enterprise and the Environment  
Environmental change, water governance and poverty reduction in developing countries

**\*Professor Justin Jones**, Associate Professor in the Study of Religion, Faculty of Theology  
History and culture of Islam in south Asia

**Mr Vijay Joshi**, Emeritus Reader in Economics, and Emeritus Fellow of Merton College  
Economics of globalization; International Economics; Indian Economics

**Dr Karin Kapadia**, Associate of the Contemporary South Asian Studies Programme, SIAS  
Caste and gender studies

**Professor Yasmin Khan**, Department for Continuing Education, Associate Professor in C18th to early C20th British History

History of the British in India, South Asian decolonisation, refugees and aftermath of empire

**Dr George Kunnath** Junior Research Fellow, Wolfson College

Marxist/Maoist guerrilla movements, caste and class relations, Dalit and Adivasi identity politics and resistance movements, development and conflict, anthropological theory, method and ethics

**\*Professor Mallica Kumbera Landrus**, Keeper of Eastern Art, Associate Professor of Indian Art, Ashmolean Museum of Art and Archaeology

History of art and visual culture of India

**Dr Adeel Malik**, Islamic Centre Lecturer in the Economies of Muslim Societies, ODID and Oxford Centre for Islamic Studies

Development macroeconomics and applied micro-economics

**\*Professor Nayanika Mathur**, Associate Professor in the Anthropology of South Asia

Anthropology of South Asia, environment, the anthropocene

**\*Professor Matthew McCartney**, Director of CSASP, Course Director of MSc and MPhil MSAS, Associate Professor in the Political Economy and Human Development of India, SIAS

Economic development and political economy of post-Independence South Asia

**\*Professor Rosalind (Polly) O'Hanlon**, Professor of Indian History and Culture, Faculty of Oriental Studies, Course Director of MSc and MPhil MSAS

Social and intellectual history of India; caste and religious history of Maharashtra; Histories of empire, gender and the body

**Dr Robert Parkin**, Departmental Lecturer in Social Anthropology

Kinship, religion, identity in South Asia

**Dr Indrajit Roy**, ESRC Future Research Leader, ODID

Political sociology; Democracy Public Policy; Qualitative methods in Social Sciences.

**Dr Kasturi Sen**, Wolfson College,

Health systems and policy, ageing, demographic change and mixed methods in international health research

**Dr Alison Shaw**, Senior Research Fellow in Social Anthropology in the Department of Public Health and Primary Care, Ethox Centre and Senior Associate Member, Oxford Centre for Islamic Studies.

South Asian Diaspora, Pakistan and British Pakistanis, Ethnicity and health

**\*Professor Nikita Sud**, Associate Professor of Development Studies, QEH

The state in the developing world; the society, politics and economy of post-independence of Gujarat; politics of land (NB Professor Sud will be on sabbatical leave in 2017-18)

**\*Professor Kate Sullivan de Estrada**, Associate Professor of International Relations of South Asia, SIAS and DPIR

The International Relations of South Asia (especially India), India's rise in world politics, International Relations theory, Indian international political thought, nuclear politics

**Professor Mohammad Talib**, Sultan Bin Abdul Aziz Fellow at the Oxford Centre for Islamic Studies in the Anthropology of Muslim Societies and Islamic Centre Lecturer ISCA

Cultural and religious practices of Muslim communities in India, anthropology of wage workers

**Professor Maya Tudor**, Associate Professor of Government and Public Policy, Blavatnik School of Government

Democracy and states in the developing world, with particular reference to South Asia

**Dr Tara van Dijk**, Marie Curie Research Fellow, CSASP, SIAS

The political economy and geographies of informal urbanization in India

**Dr Premila Webster** Director of Education & Training at University of Oxford

Public health education, women's health and city health profiles

*\*Teaching Committee*

## ANNEX G

### CORE COURSE LECTURES AND READINGS

#### 1. South Asia: An Introduction

**Monday 9 October 2 pm**

**Professor Nayanika Mathur**

This introductory lecture poses the question of what is South Asia? The answer might appear self-evident: a region that is home to more than a fifth of the world's population comprising several nation-states. However, our attempt in this lecture will be to unsettle this commonplace understanding of South Asia through two means. Firstly, a recounting of the recent history of the region that has resulted in the contemporary nation-states through a focus on Empire, global flows, and connections. Secondly, we will try to reimagine South Asia as not just a region comprising dizzying different states, but also as a space that shares more than just history or geography.

#### **Key readings:**

\*Birch, David, Tony Schirato, and Sanjay Srivastava. 2001. *Asia: Cultural Politics in the Global Age*, London: Palgrave. See esp. 'The Idea of Asia', 1–24.

\*Bose, Sugata and Ayesha Jalal, 1998. *Modern South Asia: History, Culture, Political Economy*, London: Routledge. See esp. Introduction.

\*Zamindar, Vazira, 2007, *The Long Partition and the Making of Modern South Asia: Refugees, Boundaries, Histories*, New York: Columbia University Press. See esp. Introduction.

#### **Further readings:**

Amrith, Sunil. 2013. *Crossing the Bay of Bengal: The Furies of Nature and the Fortunes of Migrants*. Cambridge: Harvard University Press.

Ahmed Asif, Manan. 2016. *A Book of Conquests: The Chachnama and Muslim Origins in South Asia*. Cambridge: Harvard University Press.

Bayly, C.A. 1994. *The Raj: India and the British, 1600-1947*. London: Abbeville Press.

Cohn, Bernard. 1994. *An Anthropologist Among the Historians and Other Essays*. Oxford: Oxford University Press.

Goswami, Manu. 2004. *Producing India: From Colonial Economy to National Space*. Chicago & London: University of Chicago Press.

Van Schendel, Willem. 2005. *The Bengal Borderland: Beyond State and Nation in South Asia*, London: Anthem Press

Sivasundaram, Sujit. 2013. *Islanded: Britain, Sri Lanka, and the Bounds of an Indian Ocean Colony*. Chicago: Chicago University Press.

## 2. Nations and nationalism

Monday 16 October 2 pm.

Professor Polly O'Hanlon

How far have modern nationalisms in colonial and postcolonial south Asia been merely a 'derivative discourse', essentially alien to earlier and indigenous ways of understanding community and identity? Have our ways of understanding modern nationalism more generally derived from western historical experience, such that we lack effective explanatory frameworks for the complex histories of nationalism across the subcontinent? This lecture will explore how it was that ideas of 'the nation' have come apparently to assume such compelling force in the modern era, offering an arena within which different ideas of citizenship, community and identity competed for the loyalties of colonial and postcolonial subjects.

### Key readings:

\*Chatterjee, Partha. 2004. *The Nation and Its Fragments: Colonial and Postcolonial Histories*. Ch. 1, 'Whose Imagined Community?', 3-13.

\*Bayly, C.A. 1998. *Origins of Nationality in South Asia*. Delhi: Oxford University Press. Ch. 4, 'Patriotism and Nationalism'.

\*Chatterjee, Joya. 2013. 'Nationalisms in India, 1857-1947'. In John Breuilly, ed. *The Oxford Handbook of Nationalism*. Oxford: Oxford University Press.

\*Jaffrelot, Christophe. 2013. 'Nation-building and Nationalism in South Asia, 1947-1990'. In John Breuilly, ed. *The Oxford Handbook of Nationalism*. Oxford: Oxford University Press.

### Further readings:

Goswami, Manu. 2004. *Producing India: From Colonial Economy to National Space*. Introduction.

Khilnani, Sunil. 1999. *The Idea of India*. Introduction.

Devji, Faisal. 2003. *Muslim Zion: Pakistan as a Political Idea*. London: Hurst. See Review by Farzana Sheikh in *Samaj: South Asia Multidisciplinary Academic Journal* 2016, <http://samaj.revues.org/3846>

Uddin, Sufia M. 2006. *Constructing Bangladesh: Religion, Ethnicity and Language in an Islamic Nation*. Introduction and ch. 1

Nehru, Jawaharlal. 1946/1989. *The Discovery of India*. Delhi: Oxford University Press. Ch. 3, 'The Quest', 49-68.

Burghart, Richard. 1984, R. 1984. 'The Formation of the Concept of Nation-State in Nepal'. *Journal of Asian Studies* 44: 101-25.

Obeyesekere, G. 2002. 'Buddhism, Nationhood and Cultural Identity'. Colombo: International Centre for Ethnic Studies. Available at <http://noolaham.net/project/62/6134/6134.pdf>

### 3. The State in South Asia.

Monday 23 October 2 pm.

Professor Nayanika Mathur

We begin with a quick account of the formation of several states in South Asia; decolonization; and the Partition. We then go on to explore distinct experiences of and experiments with democracy by South Asian states. How might an understanding of democracy in South Asia enrich theoretical discussions of liberal democracy? In particular, how do ethnographies of the functioning of democratic systems in South Asia deepen our understanding of politics and expand normative, Eurocentric accounts of democracy?

#### Key readings:

\*Spencer, Jonathan. 2012. *Anthropology, Politics, and the State: Democracy and Violence in South Asia*. Cambridge: Cambridge University Press.

\*Fuller, Chris J. and John Harris. 2000. 'For an Anthropology of the Modern Indian State.' In *The Everyday State and Society in Modern India*, C. J. Fuller and Veronique Benei (eds.). New Delhi, Social Science Press, 1-30.

\*Gupta, Akhil and Aradhana Sharma. 2006. 'Globalization and Postcolonial States. *Current Anthropology* 47, 2, 277-293.

#### Further readings:

Hansen, Thomas Blom. 1999. *The Saffron Wave: Democracy and Hindu nationalism in Modern India*. Princeton: Princeton University Press.

Hull, Matthew. 2012. *Government of Paper: The Materiality of Bureaucracy in Urban Pakistan*. Berkeley: University of California Press.

Mathur, Nayanika. 2016. *Paper Tiger: Law, Bureaucracy and the Developmental State in Himalayan India*, Cambridge and Delhi: Cambridge University Press.

Tarlo, Emma. 2003, *Unsettling Memories: Narratives of the Emergency in Delhi*. London: Hurst & Company.

Shah, Alpa. 2007. "'Keeping the state away": democracy, politics, and the state in India's Jharkhand.' *Journal of the Royal Anthropological Institute* 13, 129-145.

Das, Veena. 2007, *Life and Words: Violence and the Descent into the Ordinary*, New Delhi: Oxford University Press.

Witsoe, Jeffrey. 2013. *Democracy Against Development: Lower-caste Politics and Political Modernity in Postcolonial India*, Chicago: Chicago University Press

#### 4. Gender and family

Monday 30 October 2 pm.

Professor Polly O'Hanlon

The coming of colonialism saw far-reaching changes in gender identities and relationships across the subcontinent. The 'women's question' became a focal point for wider debates about tradition and modernity, universal moral norms and the defence of indigenous cultures within family and community. Martial race theories, colonial demilitarization and the emergence of more polarized and militant religious cultures opened new questions about masculine identities. Regional cultures developed their own distinctive answers to these questions. Out of these competing visions of gender and family emerged the modern states of the region, with their own particular and clearly gendered constructions of citizenship.

#### Key readings:

\*Sunder Rajan, Rajeshwari (2003). *The Scandal of the State: Women, Law and Citizenship in postcolonial India*. Introduction.

\*Newbigin, Eleanor. 2010. 'A postcolonial patriarchy? Representing family in the Indian nation state'. *Modern Asian Studies* 44, 1, 121-144.

\*Jafar, Afshan. 2005. 'Women, Islam and the State in Pakistan'. *Gender Issues* 22, 1, 35-55.

\*Mani, Lata. 1989. 'Contentious Traditions: The Debate on Sati in Colonial India'. In K. Sanghari and S. Vaid, *Recasting Women: Essays in Colonial India*. New Delhi: Kali for Women.

#### Further readings:

Kumar, Radha. 1993. *The history of doing: An illustrated account of movements for women's rights and feminism in India, 1800-1990*. New Delhi: Zubaan.

Sarkar, Tanika and Sumit Sarkar. 2008. *Women and Social Reform in Modern India*. Introduction.

O'Hanlon, Rosalind, ed. 1994. *A Comparison between Women and Men: Tarabai Shinde and the Critique of Gender Relations in Colonial India*. New Delhi: Oxford University Press. Introduction.

Gupta, Charu. 2002. *Sexuality, Obscenity, Community: women, Muslims and the Hindu Public in Colonial North India*. New York: Palgrave.

Rosselli, John. 1980. 'The self-image of effeminate: physical education and nationalism in nineteenth century Bengal'. *Past and Present* 86, 1, 121-48.

Banerjee, Sikata. 2006. 'Armed masculinity, Hindu nationalism and female political participation in India'. *International Journal of Feminist Politics* 8, 1, 62-83.

## 5. Caste in history and contemporary society.

Monday 6 November 2 pm.

Professor David Gellner

This lecture will explore some of the major anthropological debates around caste. Was and is 'caste' an essential building block of societies in the region, established over a very long historical period, or should we see it rather as a product of colonialism? Another puzzle lies in the recent transformation of caste into an effective vehicle for modern political organisation. Has caste transformed itself into a generalised ethnic or status identity, detached from religious or professional identity? What consequences do these transformations have for Dalits? Can we still call Dalit identity a form of 'caste' identity?

### Key readings:

\*Srinivas, M.N. 1962. 'Varna and Caste' and 'A Note on Sanskritization and Westernization' in his *Caste in Modern India*. London: Asia Publishing House.

\*Wiser, W. 1936. *The Hindu Jajmani System: A Socio-Economic System Interrelating Members of a Hindu Village Community in Services*. Lucknow Publishing House, 5–15 and 177–87.

\*Pandian, M.S.S. 2002. 'One Step Outside Modernity: Caste, Identity Politics and Public Sphere'. Amsterdam/Dakar: SEPHIS/CODESRIA.

\*Dumont, L. 1980. *Homo Hierarchicus*. Chicago. 'Postface: Towards a Theory of Hierarchy', 239–46.

### Further readings:

Dumont, L. 1980. *Homo Hierarchicus: The Caste System and its Implications*. Chicago University Press.

Hocart, A.M. 1950. *Caste: A Comparative Study*. London: Methuen.

Burghart, R 1978. 'Hierarchical models of the Hindu social system' *Man* 13 (4); reissued in Burghart, R. 1996. *The Conditions of Listening: Essays on Religion, History and Politics in South Asia* (eds. C.J. Fuller & J. Spencer). Delhi: Oxford University Press

Kolenda, P. 1985. *Caste in Contemporary India: Beyond Organic Solidarity*. Waveland.

Sharma, U. 1999. *Caste* (Concepts in the Social Sciences). Open University Press.

Jodhka, S. 2012. *Caste* (Oxford India Short Introductions). Delhi: OUP.

\_\_\_\_\_. Jodhka, S. 2017. *Caste in Contemporary India*. Routledge.

Pai, S. 2013. *Dalit Assertion* (Oxford India Short Introductions). Delhi: OUP.

Dirks, N.B. 1992. 'Castes of mind' *Representations*. 37: 56-78.

Fanselow, Frank. 1996. 'The Disinvention of Caste among Tamil Muslims' in C.J. Fuller (ed.) *Caste Today*, Delhi: Oxford University Press

Quigley, D. 1997. 'Deconstructing colonial fictions? Some conjuring tricks in the recent sociology of India'. In A. James, J. Hockey and A. Dawson (eds) *After writing culture: Epistemology and praxis in contemporary anthropology*. London: Routledge.

Krishna, A. 2003. 'What is Happening to Caste? A View from some North Indian Villages' *Journal of Asian Studies* 62(4): 1171-93.

Plus select a couple of monographs describing caste in a particular location in detail, e.g. Srinivas, *The Remembered Village*, Wadley, *Struggling with Destiny in Karimpur*, Raheja, *The Poison in the Gift*, Mines, *Fierce Gods*, and many many more.

## 6. Religion and community

Monday 13 November 2 pm.

Professors Sondra Hausner and Justin Jones

This lecture will introduce some of the core questions at issue in the exploration of religion in South Asia, a region known for the diversity of its religious traditions and practices. Our emphasis is upon a comparative perspective, exploring these many religions in interaction with each other, rather than in isolation. In particular, we will focus on the theme of whether or not 'religion' in India has a particular flavour or character, and what that might be. This broader question will involve explorations of different themes: how does religion relate to the land which it inhabits, how is it manifested and transmitted across space – sometimes called sacred geography – and how is religion embodied in sites of worship and pilgrimage? We will also explore themes of religious time: how do religions carry their own understandings and myths of history, how do they imagine their own and India's past, and how does this manifest in their existence in the present? Finally, how does modernity create a language of religion in South Asia that is both specific to the region and responsive to global understandings of religion as identity?

### Key readings:

\*Eck, Diana. 2012. *India: a sacred geography*. New York: Harmony Books: ch.2.

\*Hirst, Jacqueline Suthren and John Zavos. 2011. *Religious traditions in modern South Asia*. London: Routledge: chs. 1-2.

\*EITHER Eaton, Richard. 1974. 'Sufi folk literature and the expansion of Indian Islam', *History of Religions*, 14, 2.

\*OR Alam, Muzaffar. 1989. 'Competition and co-existence: Indo-Islamic interaction in medieval north India', *Itinerario*.

\*Madan, T.N. 1987. 'Secularism in its place', *Journal of Asian Studies* 46, 4.

\*Madan, T.N. 2003. 'The case of India', *Daedalus* 132, 3.

### Further readings:

Lopez, Donald, ed. 1995. *Religions of India in practice*. Princeton: Princeton University Press, especially the following essays: Chapter 1, "Bengali Songs to Kali" by Rachel Fell McDermott; Chapter 18, "The Order for Khalsa Initiation" by Hew McLeod; Chapter 37, "Ascetic Withdrawal or Social Engagement" by Patrick Olivelle; Chapter 42, "Jain Questions and Answers: Who is God and How is He Worshipped?" by John E. Cort. Chapter 48, "India as a Sacred Islamic Land" by Carl Ernst.

Embree, Ainslee and Stephen Hay, eds. 1988. *Sources of Indian tradition* New York: Columbia University Press. Vols. I and II.

Doniger, Wendy. 2010. *The Hindus: an alternative history*. Oxford: Oxford University Press.

Lorenzen, David. 2006. *Who invented Hinduism? Essays on religion in history*. New Delhi: Yoda Press.

Hawley, John Stratton and Donna Marie Wulff, eds. 1996. *Devi: Goddesses of India*. Berkeley: University of California Press.

Ramaswamy, Sumathi. 2010. *The goddess and the nation: mapping Mother India*. Durham: Duke University Press.

Radhakrishnan, Sarvepalli and Charles A. Moore. 1957. *A sourcebook in Indian philosophy*. Princeton: Princeton University Press.

van der Veer, Peter. 1994. *Religious nationalism: Hindus and Muslims in India*. Berkeley: University of California Press.

----- . 2001. *Imperial encounters: religion and modernity in India and Britain*. Princeton: Princeton University Press.

Eaton, Richard. 2000. *Essays on Islam and Indian history*. Delhi: Oxford University Press.

Lawrence, Bruce and Gilmartin, David. 2000. *Beyond Turk and Hindu: Rethinking Religious Identities in Islamicate South Asia*. Gainesville: University of Florida Press.

Malik, Jamal. 2008. *Islam in South Asia: A Short History*. Leiden: Brill.

## 7. Histories of capital and labour.

Monday 20 November 2 pm.

Professor Matthew McCartney

This lecture introduces debates about the nature of capital and labour, past and present, across the subcontinent. The lecture focuses on the changing colonial relations between British and Indian capital including the influential de-industrialisation debate and the rise of both Indian capital and trade union organisation in the late colonial era. We look as well at the comparative legacy of capital-labour organisation and relations into the independence era and the comparative evolution of capital and labour through the eras of state intervention, more recent liberalisation and globalisation and the associated rise of foreign capital in the constituent countries of South Asia.

### Key readings:

#### Capital

\*Saraswati, J. 2012. *'Dot.compradors: Power and Policy in the Development of the Indian Software Industry'*. London: Pluto Press (especially the introductory 'primer').

\*Gandhi, A and M. Walton. 2012. 'Where Do India's Billionaires Get Their Wealth?' *Economic and Political Weekly*, October 6<sup>th</sup>, 10-14.

#### Labour

\*Teitelbaum, E. 2006. 'Was the Indian Labor Movement ever Co-opted?'. *Critical Asian Studies* 38, 4, 389-417.

\*Neetha, N. 2002. 'Flexible Production, Feminisation and Disorganisation: Evidence from the Tiruppur Knitwear Industry'. *Economic and Political Weekly*, May 25<sup>th</sup>, 2045-2052.

### Further readings:

#### Capital

Tripathi, D. and J. Jumani. 2007. *'The Concise Oxford History of Indian Business'*. New Delhi: Oxford University Press.

Bhagwati, J. 1993. *'India in Transition: Freeing the Economy'*. Oxford: Clarendon Press.

Khan, M.H. 2000. 'The Political Economy of Industrial Policy in Pakistan, 1947 – 1971'. *SOAS Department of Economics, Working Paper No.98*, London.

Rhee, Y.W. 1990. 'The Catalyst Model of Development: Lessons from Bangladesh's Success with Garment Exports'. *World Development* 18, 2, 333-346.

#### Labour

Zagha, R. 1999. 'Labour and India's Economic Reforms', in J.D. Sachs, A. Varshney and N. Bajpai, eds, *India in the Era of Economic Reforms*. New Delhi, Oxford University Press.

Candland, C. 2007. 'Workers' Organizations in Pakistan: Why No Role in Formal Politics?'. *Critical Asian Studies* 39, 1, 35-57.

Dickens, W.T. and K. Lang. 1995. 'An analysis of unemployment in Sri Lanka'. *The Journal of Development Studies* 31, 4, 620-636.

## 8. Economic development in colonial and post-colonial states.

Monday 27 November, 2 pm.

Professor Matthew McCartney

This lecture looks at the colonial legacy in terms of the comparative economic prospects of the newly independent states in South Asia in 1947-8. The lecture then traces the broad themes of economic development over the subsequent decades, including state-led industrialisation, import-substitution and export promotion, economic radicalism, economic stagnation and boom, liberalisation and globalisation.

### Key readings

#### Colonial Era

\*Roy, T. 2002. 'Economic History and Modern India: Redefining the Link'. *Journal of Economic Perspectives* 16, 3, 109-130.

#### Post-Colonial

\*Kochhar, K., U. Kumar, R. Rajan, A. Subramanian and I. Tokatlidis. 2006. 'India's Pattern of Development: What Happened, What Follows?', *IMF Working Paper*, WP/06/22, Washington D.C.

\*Ahluwalia, I. J. 1997. 'Contribution of Planning to Indian Industrialisation', in T.J. Byres, ed., *The State, Development Planning and Liberalisation in India*. New Delhi, Oxford University Press.

### Further readings:

#### Colonial Era

Broadberry, S., J. Custodis and B. Gupta. 2015. 'India and the great divergence: An Anglo-Indian comparison of GDP per capita, 1600-1871', *Explorations in Economic History* 55, 58-75.

Chandra, N.K. 1982. 'Long-Term Stagnation in the Indian Economy, 1900-75'. *Economic and Political Weekly*, Annual Number.

Kapur, S and S. Kim. 2006. 'British Colonial Institutions and Economic Development in India', *NBER Working Paper* No. 12613, Cambridge, Massachusetts.

#### Post-Colonial

Athukorala, P. and S. Jayasuriya. 1994. *Macroeconomic Policies, Crises, and Growth in Sri Lanka, 1969-90*. Washington: World Bank. Chapters 2 and 3.

Burki, S.J. 1999. *'Pakistan: Fifty Years of Nationhood'*. Third Edition. Boulder: Westview Press, especially Chapter 3.

## 9. The politics of language in South Asia.

Monday 15 January 2018, 2.00 pm.

Professors Imre Bangha and Polly O'Hanlon

From the 'early modern' period to the present day, language has been at the heart of wider developments in culture, politics and religion. Why was it that regional vernacular languages emerged so strongly in early modern south Asia and what form did the 'multilingual' cultures of the period take? With the coming of the British, Orientalist scholars saw the subcontinent's languages as a key to the ancient history of its peoples, while colonial governments viewed vernacular print a key means of disseminating 'useful knowledge' and the values of modernity. To what extent did such interventions constitute 'an invasion of epistemological space', as some historians have argued? Vernacular print opened up far-reaching political changes across the subcontinent. What new opportunities did vernacular print create for nationalist appeals, and what questions did it raise for region, religion and national identity? In what ways have postcolonial histories continued to reveal the powerful potential of language to signify not only identity, but history, political affiliation and moral worth?

### Key readings:

\*Pollock, Sheldon. 2006. *The Language of the Gods in the World of Men: Sanskrit, Culture and Power in Premodern India*. Berkeley and Los Angeles: University of California Press, Introduction.

\*Orsini, F. ed. 2010. *Before the Divide: Hindi and Urdu Literary Culture*. New Delhi: Orient Blackswan, Introduction.

\*Cohn, Bernard S. 1996. 'The Command of Language and the Language of Command'. In Bernard S. Cohn, *Colonialism and Its Forms of Knowledge: The British in India*. Princeton: Princeton University Press, 16-56.

\*Guttman, Anna. 2007. *The Nation of India in Contemporary Indian Literature*. New York: Palgrave Macmillan. Introduction and ch. 1.

### Further readings:

King, Christopher R. 1989. 'One Language, two scripts: The Hindi movement in Banaras, 1868-1914'. In Sandria Freitag ed., *Culture and Power in Banaras: Community, Performance and Environment, 1800-1980*.

Brueck, Laura R. 2014. *Writing Resistance. The Rhetorical Imagination of Hindi Dalit Literature*. New York: Columbia University Press. Introduction.

Novetzke, Christian. 2016. *The Quotidian Revolution: Vernacularisation, Religion and the Premodern Public Sphere in India*. New York: Columbia University Press. See esp. Introduction for critique of Pollock on the development of vernacular languages.

Alam, Muzaffar. 2003. 'The Culture and Politics of Persian in Precolonial Hindustan'. In Sheldon Pollock ed., *Literary Cultures in History: Reconstructions from South Asia*. Berkeley and Los Angeles: University of California Press, 131-198.

Busch, Allison. 2011. *Poetry of Kings: The Classical Hindi Literature of Mughal India*. New York: Oxford University Press.

- \_\_\_\_\_. 2010. 'Riti and Register: Lexical Variation in Courtly Braj Bhasha Texts'. In Francesca Orsini, ed., *Before the Divide: Hindi and Urdu Literary Culture*. New Delhi: Orient Blackswan, 84-120.
- Mantena, Rama. 2013. 'Vernacular Publics and Political Modernity: Language and Progress in Colonial South India'. *Modern Asian Studies* 47, 5, 1678-1705.
- Orsini, Francesca. 2009. *The Hindi Public Sphere, 1920-1940: Language and Literature in the Age of Nationalism*. New Delhi: Oxford University Press.
- \_\_\_\_\_. 2012. 'How to do multilingual history? Lessons from fifteenth and sixteenth century north India'. *Indian Economic and Social History Review* 9, 2, 225-246.
- \_\_\_\_\_. 2017. 'The social history of a genre: Kathas across languages in early modern north India'. *Medieval History Journal* 20, 1, 1-31. Available at <https://eprints.soas.ac.uk/23381/>
- Mitchell, Lisa. 2009. *Language, Emotion and Politics in South India: The Making of a Mother Tongue*. Ranikhet: Permanent Black.
- Ramaswamy, Sumati. 1997. *Passions of the Tongue. Tamil and Language Devotion in South India, 1891-1970*. Berkeley and Los Angeles: University of California Press.
- Faruqi, Shams Rahman. 2001. *Early Urdu Literary Culture and History*. New Delhi: Oxford University Press.
- Pritchett, Frances W. 1994. *Nets of Awareness: Urdu Poetry and Its Critics*. Berkeley and Los Angeles: University of California Press.
- Manto, Sa'adat Hasan. 2009. *Black Margins: A Collection of Manto Short Stories*. New Delhi: Katha.

## 10. Material and visual culture.

Monday 22 January, 2018, 2 pm.

Dr Mallica Kumbera Landrus

When we study people and their social worlds, past or present, we often underestimate the importance of their visible material surroundings. This lecture introduces the importance of material and visual culture and will explore object analysis and relational perspective as core to human cognition and perception. If we agree that what human beings think, know and do is ingrained within the most common objects, then studying material and visual culture is fundamental to our understanding of a region and its people. Patterns of patronage, that developed across time and areas in South Asia, had significant consequences for art and architecture on the Indian subcontinent. While artists drew ideas from regional and trans-regional cultures to express multiple identities, aware of the potential of art as means of self-representation, political powers and patrons asserted their status in diverse ways using and appropriating material and visual culture.

### Key readings:

\*Appadurai, Arjun, ed. 1986. *The Social Life of Things: Commodities in Cultural Perspective*. Cambridge: Cambridge University Press, pp. 3-63.

\*Elkins, James. 1995. 'Art History and images that are not Art' in *The Art Bulletin* 77, 4, pp. 53-71.

\*Mitter, Partha. 2001. *Indian Art*. Oxford: Oxford University Press, pp. 1-10.

\*Asher, Catherine B. and Cynthia Talbot. 2006. *India Before Europe*. Cambridge: Cambridge University Press, pp. 1-24.

### Further readings:

Jain, Kajri. 2007. *Gods in the Bazaar: The Economies of Indian Calendar Art*. Durham: Duke University Press.

Flood, Finbarr Barry. 2009. *Objects of Translation: Material Culture and Medieval 'Hindu-Muslim' Encounter*. Princeton: Princeton University Press.

Landrus, Mallica Kumbera. 2014. 'Sculptures from Kerala: Form and Performance', in Giles Tillotson, ed., *A Passionate Eye: Textiles, Paintings and Sculptures from the Bharany Collections*. Mumbai: Marg Foundation, pp. 84-94.

Riello, Giorgio. 2015. *Cotton: The Fabric that Made the Modern World*. Cambridge: Cambridge University Press.

Guha-Thakurta, Tapati. 1992. *The Making of a New 'Indian' Art: Artists, Aesthetics, and Nationalism in Bengal, c1850-1920*. Cambridge: Cambridge University Press.

## 11. Poverty and national development.

Monday 29 January, 2018, 2 pm.

Professor Matthew McCartney

South Asia offers fascinating and under-studied case histories of poverty. The region has some of the best established and most reliable poverty monitoring organisations of any developing region and consequently highly regarded poverty data. The case studies we look at in this lecture range from high levels of human development despite low levels of economic development in Kerala, Himachal Pradesh and Sri Lanka, to the emerging inclusive-growth success story of Bangladesh, to the concerns about economic growth without wider development in Pakistan and debate about whether all-India in recent years is slipping into a similar path.

### Key readings:

#### Poverty: General Discussion

\*Harriss-White, B. 2006. 'Poverty and Capitalism', *Economic and Political Weekly*, April 1<sup>st</sup>, 1241-1246.

\*Laderchi, C., R. Saith and F. Stewart. 2003. 'Does it Matter that we do not Agree on the Definition of Poverty? A Comparison of Four Approaches'. *Oxford Development Studies* 31, 3, 243-274.

#### Poverty: The Indian Experience

\*Deaton, A. and V. Kozel. 2005. 'Data and Dogma: The Great Indian Poverty Debate'. *The World Bank Research Observer* 20, 2, 177-199.

\*Dreze, J. and A. Sen. 2013. *An Uncertain Glory: India and its Contradictions*. London, Allen Lane, Chapter 7.

### Further readings:

Panagariya, A. 2008. *India: The Emerging Giant*. New York: Oxford University Press, Chapter 7: 'Declining Poverty: The Human Face of Reforms'.

Ravallion, M. and G. Datt. 1996. 'How Important to India's Poor is the Sectoral Composition of Economic Growth?'. *The World Bank Economic Review* 10, 1, 1-25.

Thorat, A. 2010. 'Ethnicity, Caste and Religion: Implications for Poverty Outcomes'. *Economic and Political Weekly*, December 18<sup>th</sup>, 47-53.

Krishna, A. 2004. 'Escaping Poverty and Becoming Poor: Who Gains, Who Loses, and Why'. *World Development* 32, 1, 121-136.

## 12. Environment.

Monday 5 February, 2018, 2 pm.

Professor Nayanika Mathur.

This lecture will explore the long history of interplay between natural environment, resources, politics and society across the subcontinent. We will examine struggles between colonial and postcolonial states and local communities and their consequences in politics, law, ideology and forms of agrarian radicalism. What dilemmas have faced modern states over access to land, water, forests and mineral resources, and how have these dilemmas been resolved?

### Key readings:

\*Baviskar, Amita, ed. 2008. *Contested Grounds: Essays on Nature, Culture, and Power*, Oxford: Oxford University Press. See esp. Introduction.

\*Subramanian, Ajantha. 2009. *Shorelines: Space and Rights in South India*. Palo Alto: Stanford University Press; **OR** Ajantha Subramanian. 2003. 'Mukkuvar Modernity: Development as a Cultural Identity'. In Arun Agrawal and K. Sivaramakrishnan, eds. *Regional Modernities: the cultural politics of development in India*. Oxford and Stanford University Press, 262-285.

\*Rangarajan, Mahesh. 2015. *Nature and Nation: Essays on Environmental History*. Delhi: Orient Blackswan. See esp. Introduction.

### Further readings:

Baviskar, Amita. 1995. *In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley*. Delhi: Oxford University Press.

Saberwal, Vasant and Mahesh Rangarajan, eds. 2001. *People, Parks and Wildlife: Towards Coexistence*. New Delhi: Orient Longman.

Grove, Richard H. Vinita Damodaran and S. Sangwan, eds. 1998. *Nature and the Orient: the Environmental History of South and Southeast Asia*. New Delhi: Oxford University Press.

Rademacher, Anne. 2011. *Reigning the River: Urban Ecologies and Political Transformation in Kathmandu*. Durham: Duke University Press.

Anand, Nikhil. 2017. *Hydraulic City: Water and the Infrastructures of Citizenship in Mumbai*. Durham: Duke University Press

Besky, Sarah. 2014. *The Darjeeling Distinction: Labour and Justice on Fair Trade Tea Plantations in India*. Berkeley: University of California Press.

Simpson, Edward. 2013. *The Political Biography of an Earthquake: Aftermath and Amnesia in Gujarat, India*. London: Hurst.

### 13. Political thought and intellectual history.

Monday 12 February, 2018, 2 pm.

Professor Polly O'Hanlon

In this lecture, we will explore the various traditions of thought about political ethics and what constitutes 'good government' across the different regions of south Asia. Was it the case, as some scholars have suggested, that South Asia did not develop an indigenous tradition of argumentation about the rights of the individual versus the state, until the coming of colonialism? If there were such indigenous traditions, what was their focus and how did they relate to the many political cultures of the subcontinent over the precolonial centuries? The colonial period saw the emergence of powerful new discourses about political ethics and good government. Colonial intellectuals engaged with questions about the obligations of states to their citizens, the rights of individuals and communities, the place of violence in politics, the proper relationship between religion and state, and what citizenship and democracy might mean in the postcolonial world. How did they develop their ideas within a world in which traditions of political thought were increasingly global in nature, and the form of the nation state had come everywhere to be seen as the defining structure of political modernity?

#### Key readings:

\*Alam, Muzaffar. 2004. *The Language of Political Islam: India 1200-1800*. Chicago: University of Chicago Press. Introduction and pp. 46-80.

\*Joyal, Niraja Gopal. 2013. *Citizenship and Its Discontents: An Indian History*. Cambridge MA: Harvard University Press. Ch. 9 and Epilogue.

\*Bhargava, Rajeev. 2008. 'Political Secularism'. In John S. Dryzek, Bonnie Honig, and Anne Phillips eds., *The Oxford Handbook of Political Theory*. Oxford: Oxford University Press, 636-655.

\*Cohen, Stephen. 2004. *The Idea of Pakistan*. Washington: Brookings Institution Press, ch. 1, 'The Idea of Pakistan'.

#### Further readings:

Narayana Rao, Velcheru and Sanjay Subrahmanyam. 2009. 'Notes on Political Thought in Medieval and Early Modern South India'. *Modern Asian Studies* 43, 1, 175-210.

Devji, Faisal. 2007. 'Apologetic Modernity'. *Modern Intellectual History* 4, 1, 61-76.

Bose, Sugata. 2007. 'The Spirit and Form of an Ethical Polity: A Meditation on Aurobindo's Thought'. *Modern Intellectual History* 4, 1, 129-44.

Bayly, C.A. 2007. 'Rammohan Roy and the Advent of Constitutional Liberalism in India'. *Modern Intellectual History* 4, 1, 25-41.

Gupta, Akhil. 1995. 'Blurred Boundaries: The Discourse on Corruption, The Culture of Politics and the Imagined State'. *American Ethnologist* 22, 2, 375-402.

Jalal, Ayesha. 1995. *Democracy and Authoritarianism in South Asia: A Comparative and Historical Perspective*. Cambridge: Cambridge University Press. Esp. Ch 1.

Gandhi, M.K. *Hind Swaraj*.

#### 14. The city and social experience.

Monday 19 February, 2018, 2 pm.

Professor Mallica Kumbera Landrus.

This lecture will explore the organization and planning of cities on the Indian subcontinent and spaces allocated for religious, residential and commercial structures. Studying these aspects teach us about what makes cities modern and how they have evolved from the Indus Valley to the present. The lecture will expose students to a broad cross-section of views that are tied to issues of power, culture, caste, religion, economics and change, which are in turn connected to histories of different urban spaces and phases of the Indian subcontinent in the modern period. In studying urban histories one learns of the multiple forces that have and continue to construct South Asian urban life and the manner in which tolerance, as well as social exclusion, have manifested in these contexts even though the subcontinent has undergone significant changes in the modern period.

##### Key readings:

- \*Asher, Catherine B. 1993. 'Sub-Imperial Palaces: Power and Authority in Mughal India' in *Ars Orientalis* 23, 'Pre-Modern Islamic Palaces', pp. 281-302.
- \*Buch, M.N. 2003. 'Lutyens' New Delhi—yesterday, today and tomorrow' in *India International Centre Quarterly* 30, 2 (Monsoon), pp. 29-40.
- \*Kenoyer, Mark J. 1998. *Ancient Cities of the Indus Valley Civilization*. Oxford: Oxford University Press, ch. 3.
- \*Fitting, Peter. 2002. 'Urban Planning/Utopian Dreaming: Le Corbusier's Chandigarh Today' in *Utopian Studies* 13, 1, pp. 69-93.

##### Further readings:

- Fergusson, James. 1899. *The Architecture of India*. pp. 1-25.
- Massellos, Jim. 1982. 'Change and Custom in the Format of the Bombay Mohurrum During the Nineteenth and Twentieth Centuries' in *South Asia: Journal of South Asian Studies*, pp. 47-67.
- Blake, Stephen P. 1987. 'The Urban Economy in Pre-modern Muslim India: Shahjahanabad, 1639-1739' in *Modern Asian Studies* 21, 3, pp. 447-471.
- Landrus, Mallica Kumbera. 2003. 'Vijayanagara Art: A Political and Historical Metaphor' in *SAGAR* 10: 78–101.
- Peck, Lucy. 2006. 'Linking Histories: the planning of New Delhi' in *India International Centre Quarterly* 33, 2 (Autumn) pp. 1-12.
- Glover, William. 2007. *Making Lahore Modern: Constructing and Imagining a Colonial City*. Minneapolis: University of Minnesota Press.
- Deb, Siddhartha. 2012. *The Beautiful and the Damned: A Portrait of the New India*. New York: Faber and Faber.

## 15. Diasporas, internal and external.

Monday 26 February 2018, 2 pm.

Professor David Gellner and Professor Kate Sullivan de Estrada

This lecture looks at the region's long history of labour mobility, both internally and externally, as well as modern diasporas of the skilled and the unskilled. It explores state-diaspora relationships and some of the political and economic effects of South Asian diasporas on their home countries, including examples of diaspora influence on inter-state relations. Finally, the lecture looks at the recreation of cultural and religious identities in diaspora, including intra-diaspora conflict and cultural struggle.

### Key readings:

Amrith, S. 2011. *Migration and Diaspora in Modern Asia*. Cambridge: Cambridge University Press – Chapter 5

Brown, J. M. 2006. *Global South Asians: Introducing the Modern Diaspora*. Cambridge: Cambridge University Press.

Chatterji, J. and Washbrook, D. (eds). 2013. *Routledge Handbook of the South Asian Diaspora*. Abingdon: Routledge – Introduction; Chapter 14; Chapter 18.

Cohen, R. 2008. *Global Diasporas: An Introduction, 2nd edn*. Abingdon & New York: Routledge – Chapter 1.

### Further readings:

Appadurai, A. 1996. *Modernity at Large: Cultural Dimensions of Globalization*. Univ. of Minnesota Press.

Basch, L, N Glick Schiller and C Szanton Blanc, 1994. *Nations Unbound: Transnational Projects, Postcolonial Predicaments, and Deterritorialized Nation-States*. London: Gordon and Breach Publishers.

Chakravorty, S. and Kapur, D. 2017. *The other one percent: Indians in America*. New York: Oxford University Press.

Falzon, M.-A. 2003. "Bombay, Our Cultural Heart": Rethinking the Relation between Homeland and Diaspora' *Ethnic and Racial Studies* 26(4): 662-83.

Gardner, A. M. 2010. *City of Strangers: Gulf Migration and the Indian Community in Bahrain*. London: Cornell University Press.

Ghosh, A. 1989. 'The Diaspora in Indian Culture' *Public Culture* 2(1), pp. 73-8.

Kirk, J.A. 2008. 'Indian-Americans and the US-India nuclear agreement: consolidation of an ethnic lobby?.' *Foreign Policy Analysis* 4(3), pp. 275-300.

Jaffrelot, C. and I. Therwath. 2007. 'The Sangh Parivar and the Hindu Diaspora in the West: What kind of "long-distance nationalism"?' *International Political Sociology* 1(3), pp. 278-295.

Levitt, P. 2001. *The Transnational Villagers*. Berkeley: University of California Press.

Safran, W. 1999. 'Comparing Diasporas: A Review Essay' *Diaspora* 8(3), pp. 255-91.

Sheffer, G. 2003. *Diaspora Politics: At Home Abroad*. New York: Cambridge University Press.

- Shneiderman, S. 2009. 'Ethnic (P)reservations: Comparing Thangmi Ethnic Activism in Nepal and India' in D.N. Gellner (ed.) *Ethnic Activism and Civil Society in South Asia*. Delhi: Sage, pp. 115-41.
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- Tan, T. Y. and Rahman, Md. M. (eds.). 2013. *Diaspora Engagement and Development in South Asia*. London: Palgrave Macmillan.
- van Spengen, W. 2000. *Tibetan Border Worlds: A Geohistorical Analysis of Trade and Traders*, London: Kegan Paul.
- Vertovec, S. 2009. *Transnationalism*. London: Routledge.
- Vora, N. 2013. *Impossible Citizens: Dubai's Indian Diaspora*. Durham, N.C.: Duke.
- Wayland, S. 2004. 'Ethnonationalist networks and transnational opportunities: the Sri Lankan Tamil diaspora,' *Review of International Studies*, 30(3), pp. 405-426.
- Werbner, P. 2002. *Imagined Diasporas among Manchester Muslims*. Oxford: James Currey.
- Yamanaka, K. 2000. 'Nepalese Labour Migration to Japan: From Global Warriors to Global Workers', *Ethnic and Racial Studies* 23(1), pp. 62-93.

## 16. Neighbours, friends and rivals: international relations.

Monday 5 March 2018, 2 pm.

Professor Kate Sullivan de Estrada

This lecture explores paradoxes in the region and beyond. Despite deep commonalities across their histories, relations between states in the region—with India as the preeminent power—have been very difficult. What factors explain the discord in the region, and how can we account for some surprising examples of affinity between South Asian states? Engaging with the circumstances of independence, the role of great powers during the Cold War, efforts at regional integration since the mid-1980s, and the impact of nuclear weapons, we look at both South Asia's regional flashpoints and achievements, as well as the region's place within the broader international order.

### Key readings:

Bajpai, K. 1995. 'Regions, Regional Politics, and South Asian Security', in: Weinbaum, M. E. and Kumar, C. (eds.). *South Asia Approaches the Millennium: Reexamining National Security*. Boulder: Westview Publications, pp. 205-233.

Ollapally, D. M. 2008. 'Introduction: beyond and before the 9/11 Framework', in: Ollapally, D. M. *The Politics of Extremism in South Asia*, Cambridge: Cambridge University Press, pp. 1-21.

Paul, T.V. 2005. 'Causes of the India-Pakistan Enduring Rivalry', in: Paul, T.V. (ed.) *The India-Pakistan Conflict: An Enduring Rivalry*, Cambridge: Cambridge University Press, pp. 3-24.

Rodrigo, N. 2004. 'SAARC as an Institutional Framework for Cooperation in South Asia', in: Thakur, R. C. and Wiggen, O. (eds). *South Asia in the World*. Tokyo: United Nations University Press, pp. 279 - 291.

Wirsing, R. 2006. 'Great-Power Foreign Policies in South Asia', in: Hagerty, D. T. (ed.) *South Asia in World Politics*, Karachi: Oxford University Press, pp. 135-57.

### Further readings:

Ayoob, M. 1985. 'The Primacy of the Political: South Asian Regional Cooperation (SARC) in Comparative Perspective', *Asian Survey*, 25(4), pp. 443-57.

Bajpai, K. 2008. 'Democratization and Peace in South Asia', in: Panindker, V.A. Pai and Tripathi, Rahul (eds.) *Towards Freedom in South Asia: Democratization, Peace, and Regional Cooperation*, New Delhi: Konark Publishers, pp. 17-46.

Bajpai, K. 2003. 'Crisis and Conflict in South Asia After September 11, 2001', *South Asian Survey*, 10(2), pp. 197-213.

Biswas, A.K., 2011. 'Cooperation or conflict in transboundary water management: Case study of South Asia,' *Hydrological Sciences Journal*, 56(4), pp. 662-670.

Brar, B. 2003. 'SAARC: If Functionalism has Failed, Will Realism Work?' *South Asian Survey*, 10(1), pp. 31-41.

Buzan, B., 2002. 'South Asia moving towards transformation: Emergence of India as a great power,' *International Studies*, 39(1), pp.1-24.

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- Mohan, C. R. 2003. 'Re-forming the Subcontinent', in: Mohan, C. R. *Crossing the Rubicon: The Shaping of India's New Foreign Policy*, New York: Palgrave Macmillan, pp. 237-259.
- Ganguly, S. 2008. 'Nuclear Stability in South Asia,' *International Security*, 33(2), pp. 45-70.
- Gordon, A. D. D. 2014. *India's rise as an Asian power: nation, neighborhood, and region*, Washington, DC: Georgetown University Press.
- Kapur, S. P. 2005. 'India and Pakistan's Unstable Peace: Why Nuclear South Asia Is Not Like Cold War Europe,' *International Security*, 30(2), pp. 127-152.
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- Saez, L. 2011. *The South Asian Association for Regional Cooperation (SAARC): an emerging collaboration architecture*, London: Routledge.
- E. Sridharan (ed.), *International Relations Theory and South Asia: Security, Political Economy, Domestic Politics, Identities, and Images*. (New Delhi: Oxford University Press, 2014)
- Swain, A. 2004. 'South Asia and its Large Rivers: The Indus, the Mahakali and with special emphasis on the Ganges', in Swain, A. *Managing Water Conflict: Asia, Africa and the Middle East*, London and New York: Routledge, pp. 43-78.
- Weerakoon, D. 2010. 'The Political Economy of Trade Integration in South Asia: the Role of India', *The World Economy*, 33(7), 916-927.
- Singh, S. 2013. *India in South Asia: domestic identity politics and foreign policy from Nehru to the BJP*, London: Routledge.
- Varshney, A. 1991. 'India, Pakistan, and Kashmir: Antinomies of Nationalism', *Asian Survey*, 31(11), pp. 997-1019.
- Zawahri, N. A. 2009. 'India, Pakistan and cooperation along the Indus River system,' *Water Policy*, 11(1), pp. 1-20.

## ANNEX H

### Introductory Readings for the Core Language Courses

#### Hindi

R. Snell and S. Weightman. 2011. *Teach Yourself Complete Hindi*. McGraw–Hill, X-XXXVII.

(If after reading this, you find the script difficult, you can use *Read and write Hindi script: Teach Yourself*. 2010. London: Hodder & Stoughton).

Colin P. Massica. 1991. *The Indo-Aryan Languages*. Cambridge: Cambridge University Press. 'Introduction', 1-7; 'The Modern Indo-Aryan Languages and Dialects', 8-31.

George Cardona and Dhanesh Jain, eds. 2003. *The Indo-Aryan Languages*. London: Routledge. 'General Introduction', 1-9 and M Shapiro 'Hindi', 250-8, 273-280.

#### Hindi and Urdu

R. Snell and S. Weightman. 2011. *Teach Yourself Complete Hindi*. McGraw–Hill, X-XXXVII.

(If after reading this, you find the script difficult, you can use *Read and write Hindi script: Teach Yourself*. 2010. London: Hodder & Stoughton).

Colin P. Massica. 1991. *The Indo-Aryan Languages*. Cambridge: Cambridge University Press. 'Introduction', 1-7; 'The Modern Indo-Aryan Languages and Dialects', 8-31.

George Cardona and Dhanesh Jain, eds. 2003. *The Indo-Aryan Languages*. London: Routledge. 'General Introduction', 1-9 as well as M Shapiro 'Hindi', 250-8, 273-280, and Ruth Laila Smith, 'Urdu', 288-308, 342-6.

Ralph Russel and Khurshidul Islam. 1992. *Three Mughal poets*. New Delhi: Oxford University Press.

Francesca Orsini. 2010. 'Introduction'. In F. Orsini, ed. *Before the Divide*. New Delhi: Orient Blackswan. 1-20.

#### Advanced/Literary Hindi

Colin P. Massica. 1991. *The Indo-Aryan Languages*. Cambridge: Cambridge University Press. 'Introduction', 1-7; 'The Modern Indo-Aryan Languages and Dialects', 8-31.

George Cardona and Dhanesh Jain, eds. 2003. *The Indo-Aryan Languages*. London: Routledge. 'General Introduction', 1-9 and M Shapiro 'Hindi', 250-8, 273-280.

C. Shackle and R. Snell. 1990. *Hindi and Urdu since 1800*. New Delhi: Heritage. 1-82.

Francesca Orsini. 2010. 'Introduction' in Alok Rai, ed. *The Oxford India Premchand*. New Delhi: Oxford University Press. 1-14.

Harish Trivedi. 2003. 'The progress of Hindi, Part 2: Hindi and the Nation'. In Sheldon Pollock, ed. *Literary Cultures in History*. Berkeley: University of California Press. 958-1022.

For those not yet familiar with the script: R. Snell. 2010. *Read and write Hindi script: Teach Yourself*. London: Hodder & Stoughton.

### Advanced/Literary Hindi and Urdu

- Colin P. Massica. 1991. *The Indo-Aryan Languages*. Cambridge: Cambridge University Press. 'Introduction', 1-7; 'The Modern Indo-Aryan Languages and Dialects', 8-31.
- George Cardona and Dhanesh Jain, eds. 2003. *The Indo-Aryan Languages*. London: Routledge. 'General Introduction', 1-9 and M Shapiro 'Hindi', 250-8, 273-280.
- C. Shackle and R. Snell. 1990. *Hindi and Urdu since 1800*. New Delhi: Heritage. 1-82.
- Francesca Orsini. 2010. 'Introduction' in Alok Rai, ed. *The Oxford India Premchand*. New Delhi: Oxford University Press. 1-14.
- Harish Trivedi. 2003. 'The progress of Hindi, Part 2: Hindi and the Nation'. In Sheldon Pollock, ed. *Literary Cultures in History*. Berkeley: University of California Press. 958-1022.
- Ralph Russel and Khurshidul Islam. 1992. *Three Mughal poets*. New Delhi: Oxford University Press.
- F. W. Pritchett. 2003. 'A Long History of Urdu Literary Culture, Part 2: Histories, Performances and Masters'. In Sheldon Pollock, ed. *Literary Cultures in History*, Berkeley: University of California Press. 864-911.
- For those not yet familiar with the scripts: R. Snell. 2010. *Read and write Hindi script: Teach Yourself*. London: Hodder & Stoughton and/or R. Delacy. 2010. *Read and Write Urdu Script*. Teach Yourself Books, 7-30.

### Old Hindi and Urdu

- Colin P. Massica. 1991. *The Indo-Aryan Languages*. Cambridge: Cambridge University Press. 'Introduction', 1-7; 'The Modern Indo-Aryan Languages and Dialects', 8-31.
- George Cardona and Dhanesh Jain, eds. 2003. *The Indo-Aryan Languages*. London: Routledge. 'General Introduction', 1-9 as well as M Shapiro 'Hindi', 250-8, 273-280 and Ruth Laila Smith, 'Urdu', 288-308, 342-6.
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- For those not yet familiar with the script: R. Snell. 2010. *Read and write Hindi script: Teach Yourself*. London: Hodder & Stoughton and/or R. Delacy. 2010. *Read and Write Urdu Script*. Teach Yourself Books, 7-30.

### Brajbhasha and Old Hindi Texts

- Colin P. Massica. 1991. *The Indo-Aryan Languages*. Cambridge: Cambridge University Press. 'Introduction, 1-7; 'The Modern Indo-Aryan Languages and Dialects', 8-31.
- George Cardona and Dhanesh Jain eds. 2003. *The Indo-Aryan Languages*. London: Routledge. 'General Introduction, pp. 1-9 and M Shapiro, 'Hindi' 250-8, 273-280.
- R. Snell. 'Braj in Brief' <http://hindiurduflagship.org/resources/learning-teaching/braj-in-brief/>
- R. Snell. 1992. 'Introduction'. *The Hindi Classical Tradition*. New Delhi: Heritage. 3-50.  
<http://hindiurduflagship.org/resources/learning-teaching/braj-bhasha-reader/>

J. S. Hawley. 2009. 'Introduction'. In J. S. Hawley, *The Memory of Love: Sūrdās Sings to Krishna*. Oxford: Oxford University Press, 3-44.

Harish Trivedi. 2003. 'The Progress of Hindi, Part 1: The Development of a Transregional Idiom'. In Sheldon Pollock, ed. *Literary Cultures in History*. Berkeley: University of California Press. 912-957.

Allison Busch. 2011. *Poetry of Kings: The Classical Hindi Literature of Mughal India*. Ch 2, 'The aesthetic world of riti poetry'. Oxford: Oxford University Press. 65-101.