Centre of SOUTH ASIAN STUDIES

MPHIL IN MODERN SOUTH ASIAN STUDIES

COURSE HANDBOOK

2016-17

CENTRE OF SOUTH ASIAN STUDIES
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This document will be supplied to course advisers, supervisors, examiners and candidates

UNIVERSITY OF CAMBRIDGE

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Dear students

Welcome to the MPhil in Modern South Asian Studies. We hope your time here will prove to be both enjoyable and worthwhile. Graduates can sometimes feel disorientated in Cambridge for the first few weeks. This handbook is intended to assist you in settling into the MPhil. It also contains vital information about deadlines and other matters, which you will need throughout the course, so keep it safe and close to hand.

You should contact your supervisor as soon as possible and make arrangements to meet. He or she will be able to give you specific advice on your MPhil work and how to get started.

Be sure to attend our new session on postgraduate research and writing skills on Tuesday, 25 October from 10-12 in Room 3 of the Language Centre.

Another new session for 2016-17 is the POLIS Careers Day planned for 16 January.

If you have any questions about the course or need advice Dr David Washbrook will hold an office hour for MPhil students from 10 to 11 each Friday morning during term. You will find him in my office at the Centre of South Asian Studies.

Yours sincerely

Professor Joya Chatterji
Convenor, MPhil in Modern South Asian Studies

October 2016

1. Administration

1.1 The MPhil Office

Your main point of contact in the Centre of South Asian Studies will be the Centre's MPhil Office, which is Room 304 on the third floor of the Alison Richard Building in West Road, Cambridge. The Administrative Secretary for this MPhil is Mrs Barbara Roe, you can contact her by e-mail on mphil@s-asian.cam.ac.uk and also on 38094 or (directly) on 68062 which is the internal phone number and externally on 01223 338094 or 768062. You will visit the Centre's MPhil Office quite often as all essays, book reviews and dissertations are handed in here.

1.2 The MPhil Graduate Education Committee

The Graduate Education Committee for this MPhil consists of senior academics. It is the body which oversees the running of the programme, under the ultimate authority of the Degree Committee of the Department of Politics and International Studies. The current Convenor is Professor Joya Chatterji. If you need to contact her you should do so through the MPhil Office. Most members of the Graduate Education Committee are based in their Colleges. The MPhil student representatives are invited to attend at the end of the Graduate Education Committee's termly meetings to discuss any concerns that may arise.

Professor Joya Chatterji Trinity College	jc280@cam.ac.uk
Dr Edward Anderson Centre of South Asian Studies	ea320@cam.ac.uk
Dr Leigh Denault Churchill College	ltd22@cam.ac.uk
Dr Shailaja Fennell Jesus College	ss141@cam.ac.uk
Mr Aishwarj Kumar Faculty of Asian and Middle Eastern Studies	ak403@cam.ac.uk
Dr David Washbrook Trinity College	daw66@cam.ac.uk

1.3 How the administration works for the MPhil in Modern South Asian Studies: whom to contact about what and when

Normally, you are expected first to approach your supervisor about matters relating to your academic work at Cambridge. If you have not already done so, you should contact your supervisor to arrange a meeting as soon as possible, see Appendix A for the list of academic staff associated with the MPhil. The supervisor's responsibility is to work closely with you to prepare you for writing your MPhil dissertation.

Non-academic questions should be addressed to your college tutor, who will normally be the best person to approach about visa and passport problems, dealings with grant awarding bodies, housing and financial problems. The Degree Committee does not deal with these sorts of issues.

The administration of the MPhil in Modern South Asian Studies is managed by the MPhil Graduate Education Committee, but under the general oversight of the Department of Politics and International Studies Degree Committee. As Convenor Professor Chatterji handles the day-to-day administrative work of the programme, and there may be occasions during your time here when an informal conversation with the Convenor of the MPhil may lead to the quick solution of some of the problems affecting your work. The Convenor is here to give you advice about your work, in addition to assistance available to you from the academic personnel with whom you are in direct contact.

However, many important items of business such as:-

Ethical approval for research
Change of supervisor
Approving dissertation titles
Leave to continue to the PhD
Appointing examiners and scrutinizing examination results

are formal, and must be handled by the MPhil Graduate Education Committee and/or the Degree Committee. Because the MPhil Graduate Education Committee meetings take place only once or twice per term, it is important that you deal with administrative requests in a timely manner.

Other questions about Centre matters can be addressed to the Administrative Secretary, Barbara Roe, who will be happy to try to answer questions. Please e-mail her with your questions in the first instance (see above for contact details). Finally, in some delicate cases, you might wish to seek the help of your college tutor.

Your College is the primary source of your pastoral care and have a dedicated Welfare Officer; please see their website for the resources they can provide.

Your POLIS Welfare Contact is Lydia Mizon (lmm66@cam.ac.uk). You may approach her in total confidence with any concerns you have regarding mental health and/or wellbeing while studying at Cambridge. The role of the Welfare Contact is not to act as a counsellor, but to

direct students to wellbeing and mental health resources within the University, and to facilitate communication where necessary.

1.4 Moodle

This closed network site is used to make announcements, specific course guides, reading lists annotated with CSAS library classmarks, old examination papers and other documents available to the students. You will also find External Examiners' reports from past years, which you are strongly advised to read. Current MPhil students can log on to it using their Raven password and will see 'MPhil in Modern South Asian Studies' on their startpage.
http://www.student-systems.admin.cam.ac.uk/moodle

1.5 Cambridge Funding Search - Current Courses

For students seeking additional funding for an existing course of study within the current academic year, search awards offered by the University of Cambridge for study at Cambridge (departments, faculties, colleges, central offices and other internal sponsors):

http://www.student-funding.cam.ac.uk/

1.6 Ethical approval for research – IMPORTANT, PLEASE READ

The Centre adheres to University policies on research standards, including the Policy on the Ethics of Research Involving Human Participants and Personal Data. All students in the Centre conducting research as part of their course must apply for ethical approval from the POLIS Research Committee or confirm that ethical approval is not required. Your supervisor is the first point of contact when thinking about ethical issues in your research, but further information is available through the links below –

http://www.polis.cam.ac.uk/Research/Ethics

If your research does not involve participants or use personal, controlled or confidential data you should not need ethical approval but should submit the Ethics Confirmation Form to your Course Administrator

If you intend to conduct interviews as part of your research you must submit the (A) Application for Ethical Approval Form and the required documents (listed on the form) to your Course Administrator. . **If you are intending to conduct interviews as part of your research during the Christmas vacation these forms must be submitted by 17 November at the very latest for approval by the Degree Committee at its 24 November meeting.**

1.7 Leave to work away

Following concerns that increasing numbers of MPhil students have been working away without permission of all parties, an application for MPhil students to work away on academic grounds is available to students via their CamSIS self-service pages, with the proviso that the term is 'kept' as follows:

> To keep Michaelmas Term, a student must spend sixty nights in Cambridge between 1 October and 19 December (inclusive).
>
> To keep Lent Term a student must spend sixty nights in Cambridge between 5 January and 25 March.
>
> To keep Easter Term a student must spend 53 nights in Cambridge between 10 April and 18 June.

More information is available here: http://www.cambridgestudents.cam.ac.uk/your-course/graduate-study/your-student-status/work-away-cambridge

2. Facilities

2.1 Library Resources

One of the major advantages of being at Cambridge is the superb range and variety of library resources available to students. There are over one hundred libraries in the University system so finding books or periodicals in any field is rarely a problem. The University Library is one of the finest research libraries in the world, being entitled under legal deposit regulations to a copy of every book published in Great Britain and Ireland (including American books with a British imprint). A huge number of foreign books and periodicals are also acquired by purchase. From its stock of about 8,000,000 volumes and over 127,000 manuscripts and 860,000 microforms it is able to supply the needs of most graduate students. The Library's rare books collection is particularly fine. The Official Publications section receives material not only from the British Parliament and all branches of government, but from the governments of former British colonies, such as India. The former library of the Royal Commonwealth Society is also housed within the University Library and holds extensive and rich South Asia collections of published and manuscript accounts. Most of the post-1850 book collection is on open access and the Library permits graduate students to borrow up to twenty books or bound periodical volumes for up to eight weeks at a time.

The University Library also provides access to thousands of electronic databases and journals from Faculty and College PCs across Cambridge.

The Centre of South Asian Studies holds more than 40,000 books and issues of journals, many of them published in South Asia. It also holds a unique collection of private papers, films and

microfilmed newspapers relating to the history, culture and present condition of South Asia. The Faculty of Asian and Middle Eastern Studies holds a related collection of articles and printed books and a large collection of materials in Hindi, Sanskrit and other South Asian languages, as does the University Library. Material of benefit to students taking the MPhil can also be found in many of the Departmental and College libraries throughout Cambridge, notably the Faculties of History, Law, Geography and the Department of Anthropology.

2.2 Computing Facilities

The Centre of South Asian Studies offer students on the course access to a photocopier/scanner, network printer and a free printing allocation of 1,500 pages over the duration of their course.

The Computing Service offers the use of a large number of PCs and Apple Macintoshes located at several large Public Workstation Facilities (PWF) throughout the University's Departments and Colleges. At the PWF sites laser printers are available as a pay facility, as well as scanners and other specialised equipment at various locations.

Most Colleges also offer convenient word-processing and printing facilities to their own students. Cheap laser printing and photocopying services are available at the offices of the Graduate Union.

All graduate students are given an e-mail address (ending in @cam.ac.uk) by the University Computing Service. This is accessible in a number of different ways, from any computer with a network connection. For more information on computing facilities in the University, please see the University of Cambridge Computing Service website: http://www.ucs.cam.ac.uk/

2.3 Facilities at the Alison Richard Building

The Centre of South Asian Studies occupies part of the third floor of the Alison Richard Building. Students are welcome to work in the open study spaces and in the Centre's library. There are a variety of seminar rooms available as well as an AV suite. Limited free printing and photocopying facilities for MPhil students are available in the library. Students have access to a shared kitchen on the third floor with tea and coffee making facilities and use of a microwave. The ARC Café is situated on the ground floor and offers snacks and light lunches. There is a vending machine on the second floor landing and a water cooler at the far end of the Centre's library.

2.4 Academic Seminars

Students are expected to attend the Centre of South Asian Studies Seminars. These take place in Room SG1 in the Alison Richard Building on Wednesdays at 5 pm during term.

In addition to the seminars and other teaching organised for the MPhil course you will be able to attend many lectures and seminars organised for the wider community of Humanities and

Social Sciences, such as the World History Seminar, the Development Studies Seminars, the Geography Seminars, and the Global Intellectual History Seminars.

2.5 Transferable skills

During your postgraduate research one of your main aims will be to further your knowledge and expertise in your chosen field. However, while you are carrying out your research, you will also be involved in various tasks that help you to develop a wider range of skills that will be useful to you as you progress through your career to more senior positions. Many of these skills will be useful to you whether you choose to stay in academia or pursue a career outside research. You may be interested in accessing the University skills portal at:

http://www.skills.cam.ac.uk/postgrads/index.html

3. Course structure

3.1 Term dates and Residence Requirements (see also p. 5, 1.7 , leave to work away)

The academic year in Cambridge is divided into three terms. In 2016-17 the relevant dates are as follows:

MICHAELMAS FULL TERM:	4 October – 2 December
LENT FULL TERM:	17 January – 17 March
EASTER FULL TERM:	25 April – 16 June

During the Christmas and Easter Vacations lectures, classes and supervisions are suspended and undergraduates are not in residence. Graduate students on nine-month courses such as this one, however, are required to remain in residence continuously throughout the academic year, and are expected to work during the Christmas and Easter 'vacations' (apart possibly from short breaks). Residing in Cambridge means, for research students and those taking most other graduate courses, living within 10 miles from the centre of the city. It is your college which must certify to the University that you have fulfilled the residence requirements. If you have further questions, or need fuller information, you should contact your college authorities.

It cannot be emphasized too strongly that the MPhil course has a very tight timetable, and that it is vital that you work consistently throughout your course.

Dissertations are due for submission on Wednesday 14 June 2017.
Students are advised to remain available in Cambridge until Wednesday, 5 July 2017, since some candidates may need to attend an oral examination *(viva voce*).

3.2. Course feedback

The Centre monitors the quality of its teaching carefully. Any problems that you encounter should be discussed either with your supervisor or the Course Convenor. Formal feedback is invited via questionnaire, considered carefully by the Centre's teaching staff, and is taken into account when planning course arrangements for the following year.

At the beginning of the course students are invited to elect one or two representatives. These representatives will be invited to attend at the end of MPhil Graduate Education Committee's termly meetings to report any concerns on behalf of the whole group.

3.3. The Course

The MPhil in Modern South Asian Studies is a postgraduate course with a substantial research component, which runs for nine months covering the three terms (Michaelmas, Lent and Easter) of the Cambridge Academic Year. It is designed both for students who want to enhance their understanding of the social, cultural, political and economic history and present condition of South Asia and for those who want to go on to further primary research. It provides intensive research and language training for those who wish to go on to prepare a doctoral dissertation, but it is also a freestanding postgraduate degree course in its own right

The course covers South Asia from the early modern period to the present. The areas studied cover the modern states of India, Pakistan, Bangladesh, Sri Lanka and Nepal.

The MPhil aims to introduce students to the latest research topics, methods and debates in South Asian studies at an advanced level. It provides training in the use of printed, manuscript and other sources relevant to South Asian studies. It provides essential language training in Hindi and Urdu. It offers training in the advanced use of library and archival facilities and the appropriate use of electronic databases for the location, identification and evaluation of source materials. It provides a structured introduction to key debates in South Asian history, development economics, politics and sociology through a variety of intensive courses. Finally, it offers close supervision in undertaking an original research project.

(a) <u>Core Course: Introduction to modern South Asia: key themes, concepts and debates</u>

The core course takes advantage of the strengths, across disciplines, in modern South Asian Studies at Cambridge, and encourages students to engage with different disciplinary approaches to, and debates about, the region. It is organized around key themes central to the understanding of modern and contemporary South Asia. It will be held in the Michaelmas term, in 14 sessions, twice weekly. It will provide a broad grounding in the subject, while enabling students to make informed choices about their option courses, seminars for which will be held in the Lent term.

Students will be expected to read FOUR articles or book chapters (or one book, as appropriate) on *each* theme in preparation for the twice-weekly two-hour seminars, at which their participation is mandatory and will be assessed. At the end of the term, they will be required to produce a 2,000-word review of a book of their choosing within the remit of the course, and one substantive essay of 3,000 words, both of which will be assessed.

Students without a background in modern South Asian history are strongly encouraged to read Barbara Metcalf and Thomas Metcalf, *A Concise History of Modern India*, (Cambridge University Press, 2006), before they come up. They will also benefit from reading C. A. Bayly, *Indian Society and the Making of the British Empire* (New Cambridge History of India, 1990). They are also advised to attend relevant lecture courses in the Faculty of History, advertised in the *University Reporter*, having obtained prior permission to do so from the lecturers concerned.

Annotated reading lists can be found on Moodle.

***NOTE: primary sources are suggested and will add to your understanding, but are not compulsory.**

Michaelmas Term

1. Friday, 7 October, 11 am-1 pm: Colonialism and its legacies
Dr David Washbrook

What was the nature of the colonial project in India? Why have historians been so divided about its capacity and drive to change Indian society? This theme will introduce these debates, which have a considerable bearing on how colonial 'legacies' are understood in the region.

C.A. Bayly, *Indian Society and the Making of the British Empire* (Chapter 5)

C.A. Bayly, 'The Pre-history of Communalism in India', *Modern Asian Studies*, 1985

David Gilmartin, 'Rule of Law, Rule of Life', *American Historical Review*, 115:2 (2010)

Sudipta Kaviraj, *The Imaginary Institution of India* (New York, 2010)

Gyan Pandey, *The Construction of Communalism in Colonial India*, chapter 1

Norbert Peabody, 'Cents, Sense and Census', *CSSH* 43:4 (2001)

D.A. Washbrook, 'Law , State and Agrarian Society in Colonial India', *Modern Asian Studies*, 1981

2. Monday, 10 October, 3-5 pm: History of nationalism and nation building
Dr David Washbrook and Dr Edward Anderson

What, if anything, is distinctive about South Asian nationalism? How was the broad region of South Asia transformed into different national states, with distinct identities? These themes will be analysed and discussed in this session.

Goswami, Manu, 2004. *Producing India: From Colonial Economy to National Space* 'Introduction'

Chatterjee, Partha, 1994. *The Nation and Its Fragments: Colonial and Postcolonial Histories*. 'Introduction'.

Chatterji, Joya, 2012. 'Nationalisms in India, 1857-1947', in John Breuilly ed., *The Oxford Handbook of Nationalism*

Khilnani, Sunil, 1999. *The Idea of India*, 'Introduction'

Jalal, Ayesha, 1990. *The State of Martial Rule*: *The Origins of Pakistan's Political Economy of Defence.* Introduction and Chapter 1

Uddin, Sufia M., 2006, *Constructing Bangladesh: Religion, Ethnicity, and Language in an Islamic Nation,* Introduction and Chapter 1

*Gandhi, Hind Swaraj

*Nehru, Autobiography.

3. Thursday, 13 October, 3-5 pm, ROOM 11, HISTORY FACULTY: Caste and culture: key anthropological debates
Professor James Laidlaw and Dr Perveez Mody

What is caste? Is it a static 'system' of hierarchy, or a fluid set of social relationships? How did British perceptions of caste change or affect it? Why do historians debate whether caste was, in fact, a British 'invention'? What does 'caste' mean in India today, and what has been the impact of state reservation and affirmative action policies on contemporary understandings of caste?

Dumont, Louis 1998 [1970]. *Homo Hierarchicus: The Caste System and Its Implications*. Delhi: Oxford University Press. Intro, Chs II, III, IV, & Postface.

Appadurai, Arjun. 1988. 'Putting Hierarchy in its Place'. *Cultural Anthropology*, 3. Also in George E. Marcus (ed.) *Rereading Cultural Anthropology* (Duke University Press, Durham, 1992).

Beteille, Andre. 1986. 'Individualism and Equality'. *Current Anthropology*, 27. See also the 'Discussion Andre and criticism', in volume 28, 1987, where Dumont replies and Beteille replies to him.

Fuller, Chris and Harpriya Narasimhan, 2014, *Tamil Brahmans: The making of a middle-class caste*. Chicago: Uni of Chicago

Cohn, Bernard, *An Anthropologist Among The Historians And Other Essays*, Chapter 10.

Dirks, Nicholas, "Castes of mind", *Representations*. no. 37, winter 1992.

Peabody, Norbert, "Cents, sense, census", *Comparative Studies in Society and History*/ Volume 43 / Issue 04, pp 819-850.

Bayly, Susan, *Caste, Society and Politics in India from the Eighteenth Century to the Modern Age*, chapters 1, 3 and 4.

**Q2P* - Dir. Paromita Vohra (film)

NOTE: NO CLASS ON FRIDAY, 14 OCTOBER

4. Monday, 17 October, 3-5 pm: The state in South Asia: debates in political science, history and anthropology
Dr David Washbrook

What is the nature of the state in South Asia? If the states of India, Pakistan, Bangladesh and Sri Lanka are distinct from each other, despite their shared imperial legacies, how and why have these distinctions arisen? What do these states attempt to do with their power, and how do people in South Asia conceive of, and interact with, government? This session will analyse debates in history, political science and anthropology about these inter-related questions.

Chandavarkar, Rajnarayan. 'Customs of Governance: Colonialism and Democracy in Twentieth Century India', *Modern Asian Studies*, 41, 3 (2007): 441-70.

Gupta, Akhil, 'Blurred Boundaries: the Discourse on Corruption, the Culture of Politics and the Imagined State', *American Ethnologist*, 22 (2), 1995, pp. 375-402.

Roy, Srirupa, *Beyond Belief: India and the Politics of Postcolonial Nationalism*, Durham, Duke University Press, 2007 (Introduction).

Shani, Ornit, 'Conceptions of Citizenship in India and the 'Muslim Question'', *Modern Asian Studies*, Vol. 44, No. 1, (January 2010), pp. 145-173.

Sherman, Taylor, *State Violence and Punishment in India*, London: Routledge 2010, introduction

Jalal, Ayesha, *Democracy and Authoritarianism in South Asia: A Comparative and Historical*

Perspective, Cambridge 1995, introduction

*Gandhi, Hind Swaraj
*Rushdie, Salman, Shame

5. Friday, 21 October, 11 am-1 pm: Ethnic conflict and minority rights: perspectives from political science and history
Dr Sujit Sivasundaram and Dr Edward Anderson

Conflict along religious, caste, ethnic and linguistic lines has been a feature of South Asian societies in the modern age. Why has this been the case? Are these conflicts a form of atavistic and reactive politics or, as many scholars argue, a response to modernity, and profoundly affected by the colonial and post-colonial state and its particular forms of patronage and authority? Scholarly controversies over these questions will be discussed and analysed in this session.

Gould, William, *Religion and Conflict in Modern South Asia*, Cambridge: CUP, pp. 1-24
Shani, Ornit, *Communalism. Caste and Hindu Nationalism. The Violence in Gujarat*, Cambridge: CUP 2007 (introduction)

Chatterji, Joya 'South Asian Histories of Citizenship', *The Historical Journal*, 55(4) 2012, 1049-1071

Bajpai, Rochana, *Debating Difference: Group Rights and Liberal Democracy in India*, part 1.

Gunawardana, R. A. L. H., 'The People of the Lion: Sinhala identity and ideology in History and Historiography' in J. Spencer ed. *Sri Lanka: history and the Roots of Conflict* (New York, 1990)

Tambiah, S.J. *Sri Lanka: ethnic fratricide and the dismantling of democracy*, 1986, or *Buddhism betrayed? Religion, politics and violence in Sri Lanka*, 1992.

Sharika Thiranagama, *In my mother's house: Civil war in Sri Lanka*, 2011.

Jaffrelot, Christophe, 'Hindu Nationalism and the (Not So Easy) Art of Being Outraged: The Ram Setu Controversy', *South Asia Multidisciplinary Academic Journal*, vol.2 (2008): http://samaj.revues.org/1372,

Jonathan Spencer et. al. *Checkpoint, Temple, Church and Mosque: A Collaborative Ethnography of War and Peace* 2015.

Rais, Rasul Bakhsh, 'Identity Politics and Minorities in Pakistan', *South Asia: Journal of South Asian Studies* Vol. xxx, no. 1 April 2007

Rehman, Javaid, 'Minority Rights and the Constitutional Dilemmas of Pakistan', *Netherlands Quarterly of Human Rights* Vol. 19(4), 2001

Sarkar, Tanika, 'Violent and Violated Women in Hindu Extremist Politics', in Wendy Doniger and Martha Nussbaum (eds.), *Pluralism and Democracy in India: Debating the Hindu Right*, New York; Oxford University Press, 2015, pp.280-95

Talbot, Ian, *Pakistan A Modern History*, Pages 21-52 &279-286

*Hosain, Attia, *Sunlight on a broken column*.

*Saadat Hasan Manto, *Toba Tek Singh.*

6. Monday, 24 October, 3-5 pm: Gender, the household and the family
Dr Leigh Denault and Dr Anjali Bhardwaj-Datta

This class will explore the ways in which gendered identities structured the colonial and postcolonial experience, and how postcolonial critiques began to examine this dynamic. Protecting or policing male and female social roles became a theme in colonial legal interventions and debates, leading some scholars to claim that the colonial state's paternalism reinforced or redefined pre-existing patriarchies. Colonial 'civilising missions' and reform movements were preoccupied with the gendered identities of their subjects. But South Asian reformers, nationalists and revolutionaries also placed gender at the heart of their understanding of society, politics and independence. In the postcolonial world, gendered identities remained central to the imagining of new national communities, and ultimately to emerging forms of citizenship and development discourses.

Ghosh, Durba, "Who counts as 'native?': gender, race, and subjectivity in colonial India," *Journal of Colonialism and Colonial History* 6.3 (2005)

* John, Mary E. *Women's Studies in India (2008, Penguin)*

*Kumar, Radha, *History of Doing: An Illustrated Account of Movement for Women's Rights and Feminism in India,*

*O'Hanlon, Rosalind . *A Comparison Between Women and Men: Tarabai Shinde and the Critique of Gender Relations in Colonial India*

Pande, Ishita, "Coming of Age: Law, sex, and Childhood in Late Colonial India," *Gender & History,* vol. 24, no. 1 (April 2012)

Sangari, Kumkum, and Sudesh Vaid, eds. *Recasting Women: Essays in Indian Colonial History*. Rutgers University Press, 1989. (Chapters by Lata Mani and Partha Chatterjee)

Sarkar, Tanika. 'Enfranchised Selves: Women, Culture and Rights in Nineteenth-Century Bengal.' *Gender & History* 13, no. 3 (2001): 546-65

*Sarkar, Tanika, *Making of a Modern Autobiography.*

Majumdar, Rochona, 'Marriage, Family, and Property in India: A Colonial Genealogy,' *South*

Asian History and Culture, Vol. 1: 3, pp. 397-415

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

7. Friday, 28 October, 11-1: Migration and diaspora
Dr David Washbrook and Dr Edward Anderson

This class will explore the long and significant history of mobility in South Asia and analyse the ways in which that tradition of mobility was influenced by nation-formation in the mid-20th century, and affected by the changing circumstances of globalization.

Amrith, Sunil *2013. Crossing the Bay of Bengal, The Furies of Nature and the Fortunes of Migrants*, introduction

Marina Carter, *Voices from Indenture: Experiences of Indian Migrants in the British Empire*, London: Leicester University Press, 1996.

Ravi Ahuja, 'Mobility and Containment: The Voyages of South Asian Seamen, c. 1900-1960', *International Review of Social History*, 51 (Supplement) 2006

Patrick Peebles, *Plantation Tamils of Ceylon. New Historical Perspectives on Migration,* London and New York: University of Leicester Press, 2001.

Appadurai, A, (1996) *Modernity at large: cultural dimensions of modernity*. (Introduction)

Chatterji, J. and Washbrook D. (eds.) 2013. *Handbook of the South Asian Diaspora*, (select chapters)

Roy, T, and D. Haines (1999). "'Conceiving mobility: weavers' migrations in pre-colonial and colonial India'." *Indian Economic and Social History Review* 36(1).

*Choudhury, Yousuf, *Roots and Tales of the Bangladeshi Settlers*

8. Monday, 31 October, 3-5 pm: Labour and capital in South Asian history
Dr David Washbrook

Is there something unique about the relationship between labour and capital in South Asia? Why was the South Asian 'coolie' seen by the British as 'docile' and why were some regions preferred by them as areas of recruitment? What is the role of pre-existing social ties and status in the recruitment and employment of labour, and in the investment of capital? What are the key issues in the debates about class politics, and the role and functioning of the informal sector of the economy? These themes that will be discussed at this seminar.

Behal R. P. and van der Linden, Marcel (eds), *International Review of Labour History* Supplement 14, chapters by Ahuja and Mohaptra

Breman**,** Jan, 'The study of industrial labour in post-colonial India—the *informal sector*: A concluding review', *Contributions to Indian sociology*, 1999.

Chandavarkar, Rajnarayan (1997), "'The Making of the Indian Working Class'; E.P. Thompson and Indian History" *History Workshop Journal*, Spring 1997 (no. 43).

Haynes, Douglas *Small Town Capitalism in Western India. Artisans, Merchants and the Making of the Informal Economy, 1870–1960*, Cambridge 2012.

*Mukherjee, Neel, *The Lives of Others.*

Sen, Samita, *Women and Labour in late-colonial India, the Jute Industry*, Cambridge 1999, introduction

Tabili, Laura, *"We ask for British Justice": Workers and Racial Difference in Late Imperial Britain*, Cornell 1994, chapter 1.

9. Friday, 4 November, Friday, 28 October, 11 am-1 pm: Economic Growth and Development
Dr Shailaja Fennell, Dr Maryam Tanwir and Dr Nitya Khemka

Sessions 9 and 10 will consider the evolution of economic policies in the major countries of South Asia.

The focus of Session 9 will be on the relationship between economic conditions at Independence and the political ideologies that directed and defined the nature of development policies in the early decades. The session will analyse agricultural and industrial policies that were designed and implement in the early decades of economic development in relation to improving output and employment outcomes. This will be followed by a discussion of the political economy of policy design and implementation.

Byres, T., 1994. *The State and Development Planning in India*, chapters 1 and 2.

Chakravarthy S. 1993. *Development Planning: The Indian Experience*, chapters 1-3

MacCartney, M., 2013. *India: the Political Economy of Growth, Stagnation and the State*, chapters 4, 5, 6, 7

Hsu, S. 'Gradual growth: India's development trajectory'. *Economic reform in Asia*, Edward Elgar, Sara Hsu, 2016. Chapter 5.

Zaidi, A. (2015), *Issues in Pakistan's economy, a political economy perspective*. Oxford University Press, third edition. Chapter 26, pages 782-798

Tanwir and Fennel (2010), 'Political Neutrality and the Pakistani Bureaucracy: a mutually exclusive phenomenon?' *Pakistan Development Review*, Vol. 49, No.3, autumn 2010, https://www.jstor.org/stable/41261046?seq=1#page_scan_tab_contents

10. Monday, 7 November, 3-5 pm: Inequalities of gender and religions: implications for inclusive development
Dr Shailaja Fennell, Dr Maryam Tanwir and Dr Nitya Khemka

The focus of Session 10 will examine the consequences of structural inequalities in India and Pakistan, with a particular focus on gender and religious discrimination and its implications for distributional features of human development. The session will evaluate the nature of human development in South Asia, along these trajectories. This will be followed by an evaluation of the political and social consequences of these inequalities on human well-being.

Fennell, S., 2011, 'Educational Exclusion and Inclusive Development' in Saez and Singh (eds.) *New Dimensions of Politics in India: The United Progressive Alliance in Power*, 39-52

Sethi, M. 'Avenging angels and nurturing mothers: women in Hindu nationalism' *Economic and Political Weekly*, 37(16), April 20-26, 2002

Corbridge, S., and Harriss, J. *Reinventing India: liberalization, Hindu Nationalism and popular democracy*, John Wiley and Sons, 2013. Chapter 8.

Zoya Hasan (2010) Gender, Religion and Democratic Politics in India, *Third World Quarterly*, 31:6, 939-954.

Khawar, M (2007) Gender and Poverty in Pakistan. *Development 50* (2):149-153.

Shaheed, F (2010) Contested Identities: gendered politics, gendered religion in Pakistan. *Third world Quarterly*, Vol.31, No.6, 2010, pp 851-867

Jafar, A (2005) Women, Islam, and the state in Pakistan. *Gender Issues*, December 2005, Volume 22, Issue 1, pp 35–55

11. Friday, 11 November, 11 am-1 pm: the politics of resource use and management
Dr Bhaskar Vira

This session explores the critically important conflicts over resources and land rights in India, in the context of a growing population. It will encourage analytical discussion of the politics of water and forests, and issues of governance arising out of competition over precious ecological resources.

Gadgil, Madhav and Guha, Ramachandra. 1995. *Ecology and Equity: the use and abuse of nature in contemporary India*. London, New York: Routledge. Chs 1, 2 & 3.

Agarwal, Arun and Sivaramakrishnan, Kalyanakrishnan (eds.). 2000. *Agrarian Environments: resources, representations, and rule in India*. Durham, NC: Duke University Press.

Shahabuddin, Ghazala and Rangarajan, Mahesh (eds.). 2007. *Making Conservation Work: securing biodiversity in this new century*. Delhi: Permanent Black.

Agrarwal, Bina. 2013. *Gender and Green Governance: The political economy of women's presence within and beyond community forestry*. Oxford: Oxford University Press. **1, 2 & 3.**

Srivastava, Aseem and Kothari, Ashish. 2013. *Churning the Earth: the making of global India*. Delhi: Penguin, chapters 1-5.

12. Monday, 14 November, 2-4 pm: Commerce, business, globalization in South Asia: perspectives from political economy and business studies
Professor Jaideep Prabhu and Dr Kamal Munir

This session introduces students to some central debates about South Asian political economy and business innovation. Why, and to what extent, have the states of South Asia varied in their approaches to, and trajectories towards, economic growth? What is 'jugaad' (or small-scale, low cost) innovation' and why is its potential so important in India?

Nilekani, Nandan, *Imagining India: Ideas for The New Century*, Penguin. Introductory Chapter: "Notes from an Accidental Entrepreneur."

Radjou, Navi; Prabhu, Jaideep; Ahuja, Simone, *Jugaad Innovation: A Frugal and Flexible Approach to Innovation for the 21st Century*, Random House India, Chapter 1: "Jugaad: A Breakthrough Growth Strategy."

Zaidi, Akbar. 2006. *Issues in Pakistan's Economy*. Oxford University Press Pakistan.

Munir, K. and Naqvi, N. 2013. Pakistan¹s Post-Reforms Banking Sector: A Critical Evaluation. *Economic & Political Weekly*. November 23, vol xlviii no 47.

13. Friday, 18 November, 11 am-1 pm: Geopolitics: South Asia, inter-regional and international relations
Dr Elisabeth Leake

How has South Asia, particularly since independence, engaged with the world? What have been the sources of tension within the region, and between South Asian states and their neighbours, whether Afghanistan or China? What were the roles of South Asian states during

the Cold War? Has there been in fact a greater degree of cooperation between India and Pakistan than is usually recognized?

Dasgupta, C. 2002. *War and Diplomacy in Kashmir, 1947-48*. Sage.

Raghavan, Srinath. 2013. *1971: A Global History of the Creation of Bangladesh*. Harvard University Press.

Leake, E. 2013. 'The Great Game Anew: US Cold-War policy and Pakistan's

North-West Frontier, 1947-65, *International History Review*, vol. 35, no. 4, 783-806.

Rotter, Andrew. 2000. *Comrades at Odds: The United States and India, 1947-64*. Cornell University Pres

14. MONDAY, 21 November, 2-5 pm: Presentations on dissertations with Dr David Washbrook (first of two sessions)

15. Friday, 25 November, 11 am-1 pm: Sri Lanka: Sinhala Buddhist Nationalism and its Discontents
Dr Harshan Kumarasingham

Sri Lanka's history after c.1800 is quite anomalous when contextualised in South Asia. It has recently been argued that its partitioning from India occurred with the advent of British rule. At the moment of decolonisation there was a decade of what historians call 'fake independence', where the handover from the British was marked by relative stability. But then came a wave of ideological protest, insurrection, riots and then finally ethnic conflict. How has this small island navigated its relationship to its 'big brother' next door? And how might we reconsider the history of South Asia and its present from this margin state?

H. Kumarasingham, *A Political Legacy of the British Empire - Power and the Parliamentary System in Post-Colonial India and Sri Lanka*, 2014, Ch. 7;
K.M. De Silva, *A History of Sri Lanka*, 2005,;
S.J. Tambiah, *Sri Lanka: ethnic fratricide and the dismantling of democracy*, 1986,
or *Buddhism betrayed? Religion, politics and violence in Sri Lanka*, 1992;
James Manor, *The expedient utopian: Bandaranaike and Ceylon*, 1989;
Michael Roberts, 'Ethnic Conflict in Sri Lanka and Sinhalese Perspectives: Barriers to Accommodation', *Modern Asian Studies*, Vol. 12, No. 3, 1978;
Asanga Welikala, 'Specialist in omniscience'? Nationalism, constitutionalism,and Sir Ivor Jennings' engagement with Ceylon in Kumarasingham, *Constitution-Making in Asia - Decolonisation and State-Building in the Aftermath of the British Empire*, 2016

16. Monday, 28 November, 2-5 pm: Presentations on dissertations with Dr David Washbrook (second of two sessions)

17. Friday, 2 December, 11 am-1 pm: Nepal and the Himalayas: Transnational Histories, Politics and Societies
Dr Markus Daechsel

This seminar provides an introduction to the political history of Nepal, exploring the role of Nepalese migration in shaping social formations in the Himalayan and eastern hill regions in India and Bhutan. Tracing political transformations from monarchy to Maoism, we explore the role that discourses of democracy, communism and development have played in shaping the Himalayan region's history and contemporary dynamics. Finally, we consider how a better understanding of the geopolitical position of Nepal can help us to make sense of 'South Asia' as a whole.

R. Burghart, 'The formation of the concept of nation-state in Nepal', *Journal of Asian Studies*, 44(1) 1984

M. des Chene, 'Is Nepal in South Asia? The condition of non-postcoloniality', *Studies in Nepali history and society*, 12(2) 2007

D. Gellner, J. Pfaff-Czarnecka, *et al*, *Nationalism and ethnicity in a Hindu kingdom: the politics of culture in contemporary Nepal*, 1997 (particularly the introduction)

M. Hutt, *Unbecoming citizens: culture, nationhood and the flight of refugees from Bhutan*, 2003

M. Hutt, *Himalayan people's war: Nepal's Maoist rebellion*, 2004

S. Shneiderman, 'Are the central Himalayas in *Zomia*? Some scholarly and political considerations across time and space', special issue of the *Journal of global history* entitled *Zomia and beyond*, 12(2), 2010

J. Whelpton, *A history of Nepal*, 2005 (especially chapters 2-6)

(b) <u>Language Training</u>

South Asian languages and literature are an essential component of this MPhil degree course. Students are expected to study at least one South Asian language. Teaching in Hindi and Urdu are offered. Instruction will take the form of two classes per week for the duration of the course and students will be expected to spend at least a further six hours per week in private study. Regular assessments will be made of students' progress. Language training will be conducted by Mr A. Kumar of the Faculty of Asian and Middle Eastern Studies. At the commencement of the course you will join the class appropriate to your level depending on your knowledge of the

language. If you are a complete beginner, you will join the Level 1 Class. If you are at an intermediate level, then you will join the Level 2 Class. If you are fluent in Hindi you may join the advanced class in Level 3.

Hindi beginners' course (Level 1)

Michaelmas Term

The main aim of this term is to ensure that students of the Hindi Beginners' Course get a strong grounding in Hindi grammar. Three kinds of material will be used for this purpose. Firstly, students will be encouraged to use the text-book, by Rupert Snell 'Teach yourself Hindi', along with its accompanying CD. Both of these are available at the FAMES Library and at the Centre's Library. Secondly, they will receive handouts on a regular basis comprising exercises on the same aspects of Hindi grammar covered in the book to ensure additional practice. Most of the grammar topics and Devanagari script will be covered in the Michaelmas Term. By the end of the term students will be able to form simple sentences in Hindi. Thirdly, students will be encouraged to engage in conversations in Hindi with their classmates and their tutor on topics related to everyday life such as sharing a room, neighbours, hobbies, vacations, etc.

Lent Term

At the beginning of this term, the remaining grammar topics will be covered. Following this, revision of the entire grammar syllabus will begin. Listening and speaking exercises will also start in this term.

Easter Term

Teaching will take place in the first four weeks of the term. These four weeks of teaching will be devoted to the revision of the topics and exercises which we have covered in the last two terms. Guidance will be provided as to how you must conduct your oral exam as well as the written examination. A written examination paper and an oral examination will be conducted in late May or early June.

Hindi intermediate course (Level 2)

The aim of the course is to bring all students to a good level of proficiency in reading, writing, listening and speaking in Hindi. The basic grammar of Hindi will be thoroughly reviewed, and detailed instruction in both writing and speaking will be given. Teaching materials will include, in addition to published grammars and course books, video materials, film clips and film songs, and items taken from the print media. These exchanges will provide students with the opportunity to both employ and listen to a range of Hindi vocabulary related to different themes. The vocabulary used in these conversations will be referred to and used once again in supervision classes in order to discern the level of progress achieved by students individually.

Michaelmas Term

Each week's class will revisit different aspects of the Hindi grammar and read a Hindi text on different topics such as holidays, travel, daily routine etc. The vocabulary covered in these topics will be revised regularly and an occasional class test will be conducted on the same topics.

Lent Term
The focus of these classes will be on reading Hindi texts on different topics. The aim would be to introduce students to idiomatic usages of language and a higher register of Hindi. These classes will give students the opportunity to practice listening and speaking Hindi on different topics.

Easter Term
This term's teaching will be devoted to exam preparation. The topics covered in the first two terms will be reviewed. Grammar points and vocabulary will be revised and exercises related to the examination will be conducted in the first four weeks of teaching.

A written examination paper and an oral examination will be conducted in late May or early June.

Hindi advanced course (Level 3)

This course will focus primarily on literary texts from the nineteenth and twentieth centuries covering modern poetry and fiction by notable South Asian authors. The course aims to gives students an appreciation of the diverse nature of South Asian culture.

Michaelmas Term

The aim of this term is to read some well known nineteenth-century Hindi authors such as Bharatendu Harishchandra, Shiv Prasad, Badri Narayan Premghan, BalaKrishna Bhatt etc. This course will also provide students the opportunity to appreciate the differences between the various regional linguistic components of Hindi and standardised vocabulary in this language.

Lent Term

This term will be devoted to the Hindi texts from twentieth-century North India. The list of authors include such famous names as Premchand, Nirala, Nagaarjun, Ageya etc. We will also discuss Hindi literary historiography during this term.

Easter Term

All the topics covered in the first two terms will be revised in the first four weeks of teaching. Translating texts from English to Hindi and vice versa will be encouraged. Group discussion on various literary topics will also begin during this term. Regular vocabulary exercises will be conducted during which particular attention will be given to the various idiomatic usages in Hindi. A written examination paper and an oral examination will be conducted in late May or early June.

(c) Options

In addition to the core course and language, students will select a further option. The assessed work for the options will consist of an essay selected from a list of questions set by the teaching officer taking the option. The essay questions will be distributed at the Division of the Lent Term, and the essay must be submitted on the first day of the Easter Term. It should not be more than 5,000 words in length.

The options classes are held in the Lent Term in 8 weekly sessions for each option. Students are encouraged to attend both courses before deciding on one for which to write their essay. For 2016-17 the options will be as follows:

Lent Term

Option (i) Mondays, 2.30-4.00 pm (NOTE: Monday, 6 February class will be 3.30-5 pm)

Mobility, Circulation and Diaspora: Migration, Society and Politics in Modern South Asia
Professor Joya Chatterji and others

This course will explore the history of South Asian migration in modern times. Migration is one of the key forces which has shaped contemporary South Asia and its relations with the wider world. It has had, and continues to have, huge implications for the regions where migrants have settled, for migrants themselves as well as for their descendants, and for the places and the people they have left behind. Diasporas have transformed the social and cultural fabric of the places where migrants have clustered, altering their patterns of consumption and encouraging the emergence of new notions of identity among migrants as well as their 'hosts'. South Asian migrants have frequently sought to intervene in the politics of their homelands, and their 'long-distance' patriotisms have often played a crucial role in these politics. The main intellectual currents of twentieth century cannot be understood without an analysis of the contributions of 'intellectuals in exile'. Equally, diasporas everywhere have raised vexed questions of policy, and many governments (not only those in the western world) have responded by making it more and more hard for South Asians to move across borders.

The course explores patterns of mobility and circulation within and from early modern South Asia. It considers how the establishment of British imperial control impacted upon old networks of mobility while stimulating new streams, and new forms, of migration. The consequences of partition, which sparked off the largest migrations in recorded history, will be discussed and analysed. 'Post-colonial' migration has led to the formation of visible and influential communities of South Asians in many parts of the western world, but has also led to ever more systematic efforts to stem further migration, and both processes will be considered. The course will encourage discussion and analysis about the forms of hybrid culture and

'transnational' belonging and that are believed to characterise South Asian diasporic lifestyles in the 21st century.

Core Readings:

Markovitz, C., et al, *Society and Circulation. Mobile People and Itinerant Cultures in South Asia 1750-1950*
Roy, T, and D. Haines (1999). "'Conceiving mobility: weavers' migrations in pre-colonial and colonial India'." *Indian Economic and Social History Review* 36(1).

Ahuja, Ravi 'Mobility and Containment: The Voyages of South Asian Seamen, c. 1900-1960', International Review of Social History, 51 (Supplement) 2006.

Amrith, Sunil *Migration and Diaspora in Modern Asia*, Cambridge: Cambridge University Press, 2011.

'South Indian Migration, c. 1800-1950', in Lucassen and Lucassen (eds) *Globalising Migration History* Chapter 27, pp 122-148.

Brah, A. (1996). *Cartographies of Diaspora. Contesting Identities*. London and New York, Routledge.
Appadurai, A, (1996) *Modernity at large: cultural dimensions of modernity*. London and Minneapolis: University of Minnesota Press.

Visram, R. *Ayahs, Lascars and Princes. Indians in Britain 1700-1947*. London, Pluto Press (1986).

Week 1: Monday, 23 January, 2.30-4.00 pm: Concepts and Approaches: Mobility, Circulation, Migration, Diaspora, 'Transnationalism'

Some of the key concepts and themes in the study of migration and diaspora will be introduced and discussed.

Markovits, *Society and Circulation. Mobile People and Itinerant Cultures in South Asia 1750-1950*
Roy, T, and D. Haines (1999). 'Conceiving mobility'
Alexander, Claire., 'Diaspora and hybridity' in *The SAGE Handbook of Race and Ethnic Studies*, Chapter 19
Bauböck, R. (2003), Towards a Political Theory of Migrant Transnationalism. *International Migration Review*, 37: 700–723. (Also other essays in this volume of *IMR*)
Douglas S. Massey, Joaquin Arango, Graeme Hugo, Ali Kouaouci, Adela Pellegrino and J. Edward Taylor, 'Theories of International Migration: A Review and Appraisal', *Population and Development Review*, Vol. 19, No. 3 (Sep., 1993), pp. 431-466.

Week 2: Monday, 30 January, 2.30-4.00 pm: The Silken Ties of Commerce: Trade, Consumption and Mobility in Early-modern South Asia

This session will explore the mobility of people (and goods) in early-modern South Asia, focusing on merchants and artisans. It will discuss whether (and why) the 'sojourning' of these travelers was characterized more by circulation than by settlement.

K. N. Chaudhuri, *The Trade and Civilisation in Indian Ocean from the Rise of Islam to 1750* and *Asia before Europe (1990).*
Markovits, C., *The Global World of Indian Merchants, 1750-1947,* (Cambridge 2000)
Sugata Bose, *A Hundred Horizons: The Indian Ocean in the Age of Global Empire*. London and Cambridge, MA: Harvard University Press, 2006
C. A. Bayly, *Imperial Meridian*, London 1989
Roy, T, and D. Haines (1999). Conceiving mobility: weavers' migrations in pre-colonial and colonial India'. *Indian Economic and Social History Review* 36(1).

Week 3: Monday, 6 February, 3.30-5 pm: Priests, Soldiers, Pilgrims and Soldier-saints

Priests, pilgrims and soldiers traveled regularly and extensively in pre-colonial South Asia. What kind of networks were established in consequence, and how far did they endure after the establishment of British rule in the sub-continent?

Kolff, D. A., *Naukar, Rajput and Sepoy*, Cambridge, 1990 (chapters 1 and 5)
Eaton, R, *The rise of Islam on the Bengal frontier*
O'Hanlon, Rosalind, 'Brahmin scribes and mobile genealogies', in *Routledge handbook of the South Asian diaspora*, Chatterji, Joya and Washbrook, David (eds), London, 2013.
Markovits, *Society and Circulation (*essays by Alam and Subrahmanyam*)*
Barbara Metcalf, 'The pilgrimage remembered: South Asian accounts of the hajj', in DF Eickelman, J. P. Piscatori (eds.) *Muslim travellers: pilgrimage, migration, and the religious imagination*

Week 4: Monday, 13 February, 2.30-4.00 pm: A New Form of Slavery? Race, Class and Resistance in the 'Sinews of Empire'

The establishment and defence of the British imperial project saw hundreds of thousands of South Asians being recruited into the army and merchant marine, and also the development of systems of indentured labour, mainly but not exclusively in colonial plantation economies. This session will explore how these Indians abroad negotiated with, and resisted, the racialised regimes that increasingly governed them.

Hugh Tinker, *A new system of slavery* (1973)
Brij Lal: *Chalo Jahaji. On a Journey through Indenture in Fiji* (2000)
Kerry Ward, *Networks of empire: forced migration in the Dutch East India Company* (Introduction only), CUP, 2009
Chandavarkar, R., 'The Decline and Fall of the Jobber System, 1870–1955', *Modern Asian Studies*, (2008).
Ravi Ahuja, 'Mobility and Containment: The Voyages of South Asian Seamen c.1900–1960', *International Review of Social History*, Volume 51, Dec 2006.

Laura Tabili, *'We Ask for British Justice': Workers and Racial Difference in Late Imperial Britain,* Cornell University Press, 1994.
Radhika Viyas Mongia, 'Race, Nationality, Mobility: A History of the Passport', *Public Culture*, (Vol 11, No. 3)
Sharma, Jayeeta '"Lazy" Natives, Coolie Labour and the Assam Tea Industry', *Modern Asian Studies*, 46, 6, 2009.
Sharma, Jayeeta, *Empire's Garden. Assam and the Making of India,* Durham and London: Duke University Press, 2011.

Week 5: Monday, 20 February, 2.30-4.00 pm: Nation States: Violence, Migration and Refugee Identity in India and Pakistan

The partition of India led to the largest recorded migrations in human history. What was the impact of these massive migrations on the new states of South Asia, and how were these migrations understood and experienced?

Butalia, U., *The Other Side of Silence* (1994)
Chatterji, J., 'Rights or Charity?' in S Kaul, (ed.), *Partitions of Memory*
Ghose, P., *Partition and the South Asian Diaspora* (2007)
Zaminar, V., *The Long Partition: States, Borders, Refugees* (2007)
Chatterji, J., *The Spoils of Partition,* Chapters 3-4. (2007)

Week 6: Monday, 27 February, 2.30-4.00 pm: The Post-colonial Diaspora

After independence, and increasingly in the 1950s, 60s and 70s, South Asians began to migrate to the West, first to Britain, and then to the US and other destinations. What have been the factors driving this migration, and how has it been regulated?

Brown, J., *Global South Asians* (2007)
Werbner, P., *The Migration Process* (1990)
Shukla, S, *India Abroad* (2005)
Chatterji, J., 'From imperial subjects to national citizens. The'post-colonial' immigration order', in *Routledge handbook of the South Asian diaspora*, Chatterji, Joya and Washbrook, David (eds), London, 2013.
Sassen, S. *The Mobility of Capital and Labor: A Study in International Investment and Labor Flow*, Cambridge: Cambridge University Press, 1988. **OR**
Sasse, S. *The Global City: New York, London, Tokyo*, Princeton: Princeton University Press. 1991.

Week 7: Monday, 6 March, 2.30-4.00 pm: Faith, Culture and Society in the Imperial and Post-colonial Diaspora

In these far-flung and diverse settings, migrants have sought to recreate a sense of community and moral purpose. How far can these be understood as 'creolised forms' of culture? And how can these histories illuminate theories of migrant assimilation into host societies?

Green, Nile *Bombay Islam. The Religious Economy of the West Indian Ocean, 1840-1915*, Cambridge: Cambridge University Press, 2011.
Schubel, Vernon James 'Karbala as Sacred Space among North Indian Shia: "Every Day is Ashura, Everywhere is Karbala"', in Metcalf (ed.) *Making Muslim Space*.

Amrith, S., 'Tamil diasporas across the Bay of Bengal', *American Historical Review*, June 2009.
Prabhu P. Mohapatra, 'The Politics of Representation in the Indian Labour Diaspora: West Indies, 1880-1920' (online)
Ballantyne, T., *Between colonialism and diaspora. Sikh cultural formation in an imperial world*, Duke, 2006, (especially chapter 2)
Naila Kabir, *The Power to Choose. Bangladeshi Women Workers and Labour Market Decisions.* London and New Delhi, Verso. (2001)
C. Alexander, J Chatterji and A Jalais, *The Bengal Diaspora Rethinking Muslim Migration* (2015), ch 7..

Week 8: Monday, 13 March, 2.30-4.00 pm: Transnationalism and Hybridity? South Asian Migrants in the 21st century

The session will consider whether the new technologies of travel and communication in the late 20th century have engendered new forms of 'transnational' living and 'hyrbid' culture.

Appadurai, A, (1996) *Modernity at large: cultural dimensions of modernity*. London and Minneapolis: University of Minnesota Press.
Alexander, C, *Asian Gangs. Ethnicity, Identity, Masculinity*, (1994).
Bhabha, Homei K. *The location of culture* (1994).
Brah, A. (1996). *Cartographies of Diaspora. Contesting Identities*. London and New York, Routledge.
Fuller, C.J. and Haripriya Narasimhan, *Tamil Brahmans; the making of a middle class caste* (Chicago UP: 2014).
Shukur, A. (1994). 'I'm Bengali, I'm Asian and I'm living here!' The Changing Identity of British Bengalis. In Ballard (ed.), *Desh-Pardesh. The South Asian Presence in Britain*.
Zavos John, 'Situating Hindu nationalism in the UK: Vishwa Hindu Parishad and the development of British Hindu identity.' *Journal of Commonwealth and Comparative Politics* 48 (2010): 2-22.

Option (ii) Thursdays, 11.30 am-1.00 pm
Social movements, dissent and belonging in colonial and postcolonial South Asia
Dr Leigh Denault and Dr Edward Anderson

India is often referred to as 'the world's largest democracy' and 'a model example of how stable democracy works'. However, this elides the numerous and pervasive tensions, fractures, struggles and internal security threats across the country. Historically, both colonial and anti-colonial nationalist narratives tended to 'collectivise' experiences in ways which hid the variety of individual experiences of oppression and dissent. Without acknowledging marginal voices, and the creativity and diversity of Indian responses to colonial and postcolonial regimes, hierarchies and power asymmetries, we cannot begin to understand Indian politics, society, and culture.

This multidisciplinary course introduces some of the key social and political protest movements of colonial and postcolonial India, and the broader debates surrounding them. Students will critically analyse various strands of dissent in India – from challenges to patriarchy and upper-caste hegemony, to movements against secularism and liberal democracy itself. Many of these narratives of dissent have shaped and re-shaped the very fabric of Indian democracy and mainstream politics; others operate on parallel planes and have simmered beneath the surface. Studying these movements, and their protagonists and methods, require us to rethink the multiple meanings of freedom, of rights, and of democracy for India's colonial subjects and postcolonial citizens. Has the 'idea of India' lost its legitimacy? What might protest and identity movements tell us about the nature, and future, of India's democracy? The course also encourages students to explore innovative research methodologies and source material to elucidate these topics, including literary sources, autobiographies, oral histories, and visual media.

A film and discussion series will run alongside this course to complement the topics, with screenings on Monday evenings, corresponding to that week's class.

Core texts:

Paul Brass, *The Politics of India Since Independence* (CUP, 1994).
Veena Das, *Critical Events* (OUP, 1995).
Christophe Jaffrelot, *Religion, Caste and Politics in India* (Hurst, 2011).
Sanjay Subrahmanyan and Kaushik Basu (eds.) *Unravelling the Nation: Sectarian Conflict and India's Secular Identity* (Penguin, 1996).
Rajeev Bhargava (ed.) *Secularism and its Critics* (OUP, 1998).
John Dreze and Amartya Sen, *An Uncertain Glory: India and its Contradictions* (Princeton University Press, 2013).
Anupama Rao (ed.) *Gender and Caste* (Kali for Women, 2005).
Amartya Sen, *The Argumentative Indian* (Penguin, 2005).
Subrata Mitra, *Power, Protest and Participation: Local Elites and Development in India* (Routledge, 2002).
Jean Dreze and Amartya Sen, *India: Economic Development and Social Opportunity* (Clarendon, 1999).

Arundhati Roy, *Broken Republic* (Penguin, 2011).
William Gould, *Religion and Conflict in Modern South Asia* (CUP, 2012).
Rina Agarwala and Ronald J. Herring. *Whatever Happened to Class? Reflections from South Asia* (Lexington Books, 2008).
Ishita Banerjee-Dube, *Caste in History* (OUP, 2008).
C A Bayly, *Rulers, Townsmen and Bazaars: North Indian Society in the Age of British Expansion 1770-1870*. 3rd ed. (OUP, 2012).
Susan Bayly, *Caste, Society and Politics in India from the Eighteenth Century to the Modern Age* (CUP, 1999).
Subhadra Mitra Channa, *Gender in South Asia: Social Imagination and Constructed Realities.* (CUP, 2013).
Bernard S Cohn, *Colonialism and Its Forms of Knowledge: The British in India*, Princeton Studies in Culture/Power/History. (Princeton University Press, 1996).
Nicholas Dirks, *Castes of Mind: Colonialism and the Making of Modern India* (Princeton University Press, 2001).
Sujmit Guha, *Beyond Caste: Identity and Power in South Asia, Past and Present* (E.J. Brill, 2013).
Niraja Gopal Jayal, *Citizenship and Its Discontents: An Indian History* (Harvard University Press, 2013).
Zoya Hasan, *Politics of Inclusion: Castes, Minorities and Affirmative Action*. (New Delhi: OUP, 2009).
Mary E John, *Women's Studies in India: A Reader* (New Delhi: Penguin, 2008).
Chitra Joshi, *Lost Worlds: Indian Labour and Its Forgotten Histories* (Delhi: Permanent Black, 2003).
Primary Source Collection: *Sources of Indian Traditions*, vol. 2., ed. Rachel Fell McDermott et al, 3rd edition 2014.

Week 1: Thursday, 26 January, 11.30-1.00: introductory class – interrogating categories of analysis. How is protest and dissent enacted?

Orientalist scholarship and colonial ethnography viewed South Asian people through a paradigm of 'collectivity' that has, in various forms, continued to dominate South Asian scholarship for decades after independence. Indian society was seen as determined exclusively by ties of caste, kinship, and religion which subsumed individual agency and identity within larger socio-cultural matrices. The rise of women's studies, black studies, Subaltern Studies, and Dalit studies has led to a questioning of meta-narratives of categories of analysis, and focused more attention on the ways in which individuals, historically and today, assert their political agency through forms of claim-making, protest and dissent. Scholars and activists have more recently explored the heterogeneity and intersectionality of lived experiences in South Asia. For some Indian women, Dalits, and adivasis, the act of writing itself, of staking a claim to existence and taking control of the telling of one's own life, was a radical and revolutionary act. Protest politics however could take many forms: a defense of one's own bodily integrity, rights, intellect, occupation of space, interaction with others, as well as organised boycotts, strikes, and mass action. This class will examine how different types of political claim-making and economic conditions intersected with identity formation and protest movements in colonial and postcolonial South Asia. We will think critically about how South Asian and global forms

of protest and dissent evolved and interacted in colonial and postcolonial India.

Arjun Appadurai, 'Putting Hierarchy in its Place', *Cultural Anthropology* 3 (1988), pp. 36-49.
Ishita Banerjee Dube (ed.) *Caste in History* (OUP, 2010). (Chapters by Anand Pandian – 'Securing the Rural Citizen: The Anti Kallar Movement of 1896', and Saurabh Dube – 'Authority and Discrimination in Everyday Life').
Raka Ray and Mary Fainsod Katzenstein (eds.) *Social Movements in India: Poverty, Power, and Politics* (OUP, 2005) (Introduction – 'In the Beginning, there was the Nehruvian State').
Partha Chatterjee, *The Politics of the Governed: Reflections on Popular Politics in Most of the World* (Columbia University Press, 2004).
David Hardiman, *Gandhi in His Time and Ours* (Columbia University Press, 2004). (Chapter 3 – Dialogic Resistance – Popular Forms of Mass Resistance in India, Chapter 8 – Gandhian Activism in India After Independence).

Week 2: Thursday, 2 February, 11.30-1.00: Gender and sexuality in colonial and postcolonial India

Sexuality, gender identities, and relationships of intimacy and dependency structure society from the inside-out. In South Asian studies, questions of gender have always been central to an understanding of colonialism, nationalism and relationships of power. Colonial rhetoric 'feminised' colonised subjects (Mrinalini Sinha), while using the status of women as a metric for discourses of 'civilisation' which deeply influenced Indian anti-colonial thought. Both colonial and nationalist thought emphasised particular forms of gendered identity. Recent studies have also unpacked how, historically, public debates on gender in the colonial period focused on elite Hindu women and a heteronormative Hindu family, eliding or erasing other forms of identity or modes of experience. This class will focus on selected primary and secondary readings from colonial and postcolonial South Asia to think about how understanding of gender and sexuality has transformed over time, and how these transformations have affected the nature of gender-based protest and dissent.

Nivedita Menon, 'Sexuality, Caste, Governmentality: Contests over 'Gender' in India.' *Feminist Review*, Vol.91, No.91 (2009), pp. 94-112.
Sangeeta Ray, *En-Gendering India: Woman and Nation in Colonial and Postcolonial Narratives* (Duke University Press, 2000). (Introduction)
Charu Gupta, 'Writing Sex and Sexuality: Archives of Colonial North India.' *Journal of Women's History*, Vol.23, Issue 4 (2011), pp. 12-35.
Ruth Vanita and Saleem Kidwai (eds.), *Same-sex Love in India: Readings from Literature and History* (Palgrave-St Martin's Press, 2000: New Delhi: Macmillan, 2002). (Selections from Part IV, Modern India)
Radha Kumar, *The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India 1800-1990* (Zubaan, 1997). (Chapter 11 – The Agitation Against Sati – 1987-88).

Week 3: Thursday, 9 February, 11.30-1.00: Dalit identities and lower caste movements

The nature of caste, a system of 'closed social class' described by ancient Sanskrit texts and nineteenth century ethnographies, remains central to debates surrounding the impact of colonial knowledge production on South Asian society. But studies of caste in precolonial India, the redeployment of caste in new arenas in the late colonial and postcolonial period, as well as the 'globalisation' of South Asian methods of resistance to social inequality, challenge the 'textual' (scriptural and ethnographic) understanding of caste. Caste is also inherently experiential and spatial, and intersects with the politics of class, gender, and region. We will explore recent work on the changing socio-political definitions, and deployment, of caste from the late colonial period through independence, focussing on how Dalit men and women, as writers, thinkers and activists, developed novel intellectual traditions and engaged in both anticolonial and postcolonial politics in transformative ways, creating a pattern for protest and dissent which would in turn influence other groups, both in India and around the world.

Ishita Banerjee-Dube, 'Caste, race and difference: The limits of knowledge and resistance.' *Current Sociology* Vol 62 No 4 p. 512
Ramnarayan S. Rawat and K. Satyanarayana (eds.) *Dalit Studies.* (Duke University Press, 2016). (Introduction and chapters 1 and 2).
Anupama Rao, *The Caste Question: Dalits and the Politics of Modern India* (University of California Press, 2009) (Chapter 5).
Arundhati Roy, 'Introduction', in B R Ambedkar, A*nnihilation of Caste* (Verso, 2014).

Week 4: Thursday, 16 February, 11.30-1.00: India's *adivasis*, the environment, and homeland contestations

The idea of 'tribes' versus 'castes' in colonial India highlighted perceived racial contrasts between settled agrarian communities classed as 'Indo-European' and 'aboriginal' groups living in forests and hills. 'Tribal' groups were seen as 'anachronisms', representing an earlier stage of human development. Yet these groups are also part of a longer and ongoing history of contests over land, resources, exclusion, and claims of belonging, stretching from the precolonial to the postcolonial. Ramchandra Guha wrote in 2007: '*adivasis* have gained least and lost most from sixty years of political independence'. The class will examine the concept of *adivasi* (original inhabitant) in this broader context. The class will focus on struggles over India's land and natural resources, which have been threatened by industrialisation, deforestation, pollution, and various forms of resource extraction. These trends have placed huge pressure on *adivasi* communities across India (and beyond), raising fundamental questions about land ownership, citizenship, the nation, hierarchy, and freedom. In turn, struggles against the state and various corporate interests have produced some of the most dynamic social movements in recent decades, including the Narmada Bachao Andolan, the Chipko Movement, and Dongria Kondh resistance to mining in Orissa.

Ramachandra Guha, 'Adivasis, Naxalites, and Indian Democracy', *Economic and Political Weekly*, Vol.42, Issue 32, 11 August 2007, pp. 3305-3312.

Felix Padel and Samerendra Das, *Out of This Earth: East India Adivasis and the Aluminium Cartel* (Orient Blackswan, 2010). (Chapter 1 – 'It All Starts With Dirt', and Chapter 21 – 'Sense of Sacredness'.)
Ramachandra Guha, *The Unquiet Woods Ecological Change and Peasant Resistance in the Himalaya* (University of California Press, 2000). (Chapter 1 – 'A Sociology or Domination and Resistance', and Chapter 7 – 'Chipko: Social History of an "Environmental" Movement'.)
Biswamoy Pati, *Adivasis in Colonial India: Survival, Resistance, and Negotiation*. New Delhi: Indian Council of Historical Research, 2010. (Introduction, chapter by Sanjukta Das Gupta)
Willem van Schendel, 'The Dangers of Belonging: Tribes, Indigenous Peoples and Homelands in South Asia', in Daniel J. Rycroft and Sangeeta Dasgutpa (eds.) *The Politics of Belonging in India: Becoming Adivasi* (Routledge, 2011).

Week 5: Thursday, 23 February, 11.30-1.00: Communalism and Hindutva

Questions of communalism are among the most salient and urgent issues facing South Asia today. But the roots of these concerns long predate the contemporary context. Generations of historians and social scientists have sought to explain the 'construction of communalism' in South Asia. Relying on our earlier conversations on precolonial and colonial identities, as well as key readings on the social meaning of 'communalism', this class will explore how religious identities formed during the late colonial period intersected with postcolonial democratic and developmentalist politics to redefine or retain older categories of belonging and inequality. The class will particularly focus on the emergence and development of Hindutva ideology and the Hindu nationalist movement, from the 19th century to the present day. We will consider the Rashtriya Swamasevak Sangh and their '*Parivar*' (family) of connected organisations, and analyse some core issues for mobilisation: from the Hindu Code Bill and cow protection movements, to internet activism and the 'long-distance nationalism' of diasporic Hindutva.

Tapan Basu et al, *Khaki Shorts and Saffron Flags* (Orient Longman, 1993). (Prefaces and Introduction.)
Thomas Blom Hansen, *The Saffron Wave: Democracy and Hindu Nationalism in Modern India* (Princeton University Press, 1999). (Chapter 3 – Organising the Hindu Nation).
Sunil Khilnani, *The Idea of India* (Penguin, 2003). (Chapter 4 – Who is an Indian?).
Christophe Jaffrelot, 'Hindu Nationalism and the (Not So Easy) Art of Being Outraged: The Ram Setu Controversy', *SAMAJ*, Vol.2 (2008).
Edward Anderson, ''Neo-Hindutva': The Asia House M F Husain Campaign and the Mainstreaming of Hindu Nationalist Rhetoric in Britain', *Contemporary South Asia*, Vol.23, No.1 (2015)
Gyanendra Pandey, 'Can a Muslim Be an Indian?', *Comparative Studies in Society and* History, Vol.41, No.4 (1999), pp. 608-29.
David Ludden (ed.), *Contesting the Nation: Religion, Community and the Politics of Democracy in India* (Philadelphia, 1996). (Introduction, Part 3: Community and Conflict).

Week 6: Thursday, 2 March, 11.30-1.00: Secessionism, Militancy, and Revolution

In many senses, India's internal diversity, divisions, and conflicts have often made its relative postcolonial democratic stability seem improbable. However, monikers of 'the world's biggest democracy' and 'a model example of how stable democracy works' often belie the numerous and pervasive tensions, fractures, struggles and internal security threats across the country. This class will consider moments and movements that have challenged the territorial sovereignity of India's federal republic, many of which have origins that long predate independent India. We will look at the implementation of linguistic federalism and the challenges to state reorganisation, with a focus on the secessionist movements and confrontations in Punjab, Kashmir, and the Northeast. Who are the key players in militant insurrectionist movements and the government security forces that have challenged them? What are the driving forces, socio-economic conditions, and ideologies that have shaken India's national unity? And what have been the international dimensions to these domestic struggles? The class will cover a range of movements from Naxalbari, Khalistan, and Kashmir, to AFSPA, Operation Green Hunt, and Naga Nationalism.

Sumanta Banerjee, *In the Wake of Naxalbari: A History of the Naxalite Movement in India* (Subarnarekha, 1980). (Introduction).
Satnam, *Jangalnama: Travels in a Maoist Guerrilla Zone* (Penguin, 2010).
Nandini Sundar, 'Bastar, Maoism and Salwa Judum', *Economic and Political Weekly*, Vol. 41, No. 29 (22-28 July, 2006), pp. 3187-3192.
Preeti Gill (ed.) *The Peripheral Centre: Voices from India's Northeast* (University of Chicago Press, 2010). (Introduction: Engaging with the Northeast: The 'Outsider' Looks 'In', and Chapter 4 (Sanjoy Hazarika): Arunachal Pradesh – The Insurgency Scene)
Sumit Ganguly and Kanti Bajpai, 'India and the Crisis in Kashmir', *Asian Survey*, Vol.34, No.5 (May, 1994), pp. 401-416.
Tariq Ali et al (eds.) *Kashmir: The Case for Freedom* (Verso, 2011). (Introduction – Pankaj Mishra, Chapter 1 – Tariq Ali, Chapter 2 – Arundathi Roy).
C. Christine Fair, 'Diaspora Involvement in Insurgencies: Insights from the Khalistan and Tamil Eelam Movements', *Nationalism and Ethnic Politics*, Vol.11, No.1 (2005), pp. 125-156

Week 7: Thursday, 9 March, 11.3—1.00: Censorship and Freedom of Expression

The penultimate session of the option considers issues of censorship and freedom of expression, spanning the colonial and postcolonial periods. The legal and philosophical underpinnings to free expression – and its restriction – will be discussed, through an analysis of constitutional law, the Indian Penal Code, and landmark judgements. How do questions of free expression (and its limits) relate to varying conceptions of secularism, pluralism, and multiculturalism? And what sorts of continuities and ruptures can we identify over the past century? To make sense of these issues we must consider a wide range of sources, from underground pamphlets and banned films, to protest songs and paintings. How can we understand narratives of censorship through the words, images, and voices that have been stifled? And what can the processes of producing provocative material tell us about dissent in modern South Asia? The contemporary context – in which academic freedom is under great strain across the subcontinent, violent reactions to 'blasphemy' are widespread, Section 377 persists, and citizens are undergoing a fight against internet censorship and for net neutrality – will also be a focus of the class.

C. A. Bayly, *Recovering Liberties: Indian Thought in the Age of Liberalism and Empire* (CUP, 2011). (Chapter 3 - The Advent of Liberal Thought in India and Beyond: Civil Society and the Press).
PEN International, *Imposing Silence: The Use of India's Laws to Supress Free Speech* (2015).
Rajeev Dhavan, *Publish and Be Damned: Censorship and Intolerance in India* (New Delhi; Tulika Books, 2008). (Chapter 5 – Censorship and Intolerance in India).
Gautam Bhatia, *Offend, Shock, or Disturb: Free Speech under the Indian Constitution* (OUP, 20160. (Introduction and Chapter 1 – Understanding Free Speech).
Jessica Moss and Ram Rahman, *The Sahmat Collective: Art and Activism in India since 1989* (Smart Museum of Art, University of Chicago Press; 2013).
Salil Tripathi, *Offence: The Hindu Case* (Seagull, 2009).
Rupa Viswanath, 'Economies of Offense: Hatred, Speech, and Violence in India', *Journal of the American Academy of Religion*, Vol. 84, No.2 (2016), pp. 352-363.
C. S. Adcock, 'Violence, Passion, and the Law: A Brief History of Section 295A and Its Antecedents', *Journal of the American Academy of Religion*, Vol. 84, No.2 (2016), pp. 337-35.

Week 8: Thursday, 16 March, 11.30-1.00: Concluding discussions and research presentations

The final class of the option will bring together themes and issues discussed throughout the term for an open discussion. The class will also give students the opportunity to give brief presentations, and receive feedback, on their essay topics.

4. Assessment

The core course will be assessed by means of a written essay of no more than 3,000 words (worth 12% of the final mark) and a book review of no more than 2,000 words (worth 8% of the final mark), both to be submitted by 4 pm on the first day of the Lent Full Term (17 January 2017).

The optional course will be assessed by means of an essay of no more than 5,000 words to be submitted by 4 pm on the first day of the Easter Full Term (25 April 2017), this will count for 15% of the final mark.

The language course is examined by means of one three-hour unseen written examination and a one-hour oral examination, taken during the May/June examination period, this counts for 15% of the final mark.

The dissertation must be between 15,000 and 20,000 words in length. It counts for 50% of the final mark. It must be submitted before 4 pm on the Wednesday, 14 June 2017.

If the examiners consider it necessary, they may conduct an oral examination on the MPhil essays or dissertation.

Parts I and II of the MPhil assessment must be passed in order for the degree to be obtained.

See Appendix C for a detailed explanation of the assessment process and marking scheme.

5. The Dissertation

In consultation with the supervisor, the dissertation topic and title must be submitted by 17 January for approval by the MPhil Graduate Education Committee. **Although there will be opportunities to make changes to titles during the Lent Term it is important to note that fairly firm decisions on the dissertation topic must by made by the January deadline**. The title should approximate a simple statement of the subject or content of the dissertation. Dissertation titles may, where appropriate, be in the form of a question. Students are advised to discuss titles with their supervisor. They are strongly advised to work on refining their topic with their supervisors to avoid the problem of over-ambition or under-theorisation. The use of South Asian languages, other than English, is also encouraged.

The second half of the Lent Term and the Easter Term will be largely devoted to the production of a dissertation, which must be between 15,000 and 20,000 words in length. The dissertation must be submitted before 4 pm on Wednesday, 14 June 2017. **The use of primary sources in dissertations is highly recommended, although it may not be possible for everyone to access relevant material of this sort.** Mastery of the appropriate research techniques should be demonstrated. The dissertation does not necessarily have to be publishable.

It is important to make sure that you do not submit your dissertation with a large number of typographical and other errors. Carelessness may result in deduction of marks.

Please see **Appendix B** 'Notes on the Approved Style for MPhil Essays and Dissertations', and **Appendix C** 'Examining and Marking Scheme: Notes for Examiners of Essays and Dissertations'.

6. Submission of Essays and Dissertations

The key dates for the submission of work for this course are:

17 January 2017	Core essay of not more than 3,000 words and book review of not more than 2,000 words
25 April 2017	Option Course essay of not more than 5,000 words
14 June 2017	Dissertation of between 15,000 and 20,000 words

All work must be submitted to the MPhil Office at the Centre of South Asian Studies.

Two copies of essays (which need not be bound) and **two soft-bound** copies of dissertations must be submitted in hard copy with an **emailed** version in Word format (email to mphil@s-asian.cam.ac.uk) by 4 p.m. on the submission date.

A dissertation submitted at least one day beyond the deadline and without a valid reason could result in the deduction of five marks for the first day and one mark for each additional day.

You are advised to carefully check your thesis for typing errors, spelling mistakes and poor grammar or written expression. The thesis, apart from quotations and recognised technical formulae, must be written in English.

Secured inside the thesis there must be:

a title page containing:

the thesis title;
your name as it appears on your passport;
your College;
the Date (optional);
and a Declaration stating: 'This dissertation is submitted for the degree of Master of Philosophy';

a declaration page in the preface stating: 'This dissertation is the result of my own work and includes nothing which is the outcome of work done in collaboration except where specifically indicated in the text';

a statement of length stating that the thesis does not exceed the word limit for the Degree Committee.

Unconnected or unrelated work which has previously been published can be submitted along with the thesis - and may be considered by the examiners at their discretion.

Further information can be found at: http://www.cambridgestudents.cam.ac.uk/your-course/examinations/graduate-exam-information/submitting-and-examination/mphilmres

Applications for deferral of submission

An application for deferral of submission should ideally be made at least one to two weeks prior to the dissertation submission date for consideration by the MPhil Graduate Education Committee and the Degree Committee. All applicants for deferral of submission need to apply to extend their 'end of registration date'. Details of how to proceed can be found on the Student Registry website: .
http://www.admin.cam.ac.uk/offices/gradstud/current/yourinfo/programme/extending.html

Medical reasons – copies of medical certificates/letters from doctor or other medical official (e.g. physiotherapist, counsellor)
Personal reasons – letter from the college tutor, MPhil Course Convenor
Visa extension – appropriate evidence, a communication from the University's PBI/Visa Office
Other reason – appropriate evidence to be supplied.

Please see **Appendix D** for the course schedule.

7. Supervision

A supervisor will be appointed for each student at the beginning of the course who will guide the student's programme of study as a regular advisor for the entire year as well as advising on all aspects of the MPhil dissertation. The supervisor will have expertise in an area close to that defined as the dissertation field in the student's application.

The supervisor's role is to help students clarify and develop their own ideas, not impose his or her own interests on the subject. Students should not expect to be 'spoon-fed' by their supervisors. Graduate students in Cambridge are expected to have the capacity and enthusiasm for organizing their own research and working largely on their own initiative. The frequency of meetings between students and their supervisors is a matter for mutual agreement and will vary according to the stage of the dissertation work and an individual's particular needs, but we project that, on average, students will receive approximately twelve supervisions during the course of the academic year.

8. Continuing to the PhD Programme

The MPhil is a freestanding degree, but it is expected that many candidates, because of the significant research-training component of the course, will proceed thereafter to pursue a PhD. The course offers a thorough preparation for doctoral research, through the conceptual emphasis of the taught component, the specialist options, and the dissertation. All MPhil students who wish to continue to a PhD will be encouraged to discuss their progress with their supervisor.

Applicants should be aware that, if they wish to apply for funding, they will be required to apply for leave to continue almost as soon as they begin their MPhil course as a result of deadlines set by external funding bodies. For funding deadlines applicable to those seeking leave to continue for 2017-18 see the Graduate Admissions website:

http://www.admin.cam.ac.uk/students/gradadmissions/prospec/apply/deadlines.html

Applicants for leave to continue should note that it may not always be possible to secure a supervisor from within Cambridge University for the PhD course, and this is a requirement. In such cases, applicants will be informed as soon as possible. To avoid disappointment applicants are strongly advised to apply for PhD courses at other universities at the same time as they apply for leave to continue at Cambridge.

9. Students with Disabilities

New students or those who are continuing their studies who have disabilities have been asked to make contact with their college tutor, the Centre's MPhil office and with the Board of Graduate Studies, **before arriving in Cambridge**. If the Centre, College and Board of Graduate Studies are fully informed in advance of the nature of the disability, the student and officers at the

University can work together to ensure that appropriate arrangements are made for the student to make the Cambridge experience as enjoyable as it should be.

Colleges can provide assessments of dyslexia, dysgraphia or dyspraxia to ensure that the correct level of support is provided by the University. The University's Disability Resource Centre can provide further information, advice, equipment and assistance to students and supervisors. The Disability Resource Centre is at Keynes House, Trumpington Street, Cambridge, CB2 1QA; telephone, 01223 332301; fax, 01223 766863; email: disability@admin.cam.ac.uk

http://www.disability.admin.cam.ac.uk/

10. Points of Contact Elsewhere in the University

(a) Your College

As you will know by now, you are all members of a particular college as well as members of the University. The college is a very important part of the Cambridge experience. It allows you to mix with individuals from many different disciplines, helps with your accommodation, provides for your tutorial support, makes available additional library and computer facilities, feeds you, and provides sporting and other recreational opportunities.

(b) The College Tutor

Colleges will assign you to a tutor who helps to support you in all aspects of your life in Cambridge. Tutors will help in cases of difficulty, whether academic, practical or psychological. If you are ill or experience other problems which may in any way affect timely submission of your essays, dissertations or other work, you should, in the first instance, immediately contact your tutor. Please do not suffer in silence, your college tutor and supervisor are both willing to help - but they need to know there is a problem.

(c) Counselling Service

You will find that your tutor or supervisor will be able to deal with many problems you may face in Cambridge. However, there may be times when it may be preferable to talk to someone else or when you might wish to have professional guidance. In such cases, the University provides an excellent Counselling Service, located at 2-3 Bene't Place, Lensfield Road, Cambridge CB2 1EL, Tel: 01223 332865, reception@counselling.cam.ac.uk office opening times: 9.00 am - 5.30 pm: Mondays and Wednesdays; 9.00 am - 7.30 pm: Tuesdays, & Thursdays; 9.00 am - 5.00 pm: Fridays. All students are entitled to a number of free and confidential sessions there by contacting the Service's Reception.

http://www.counselling.cam.ac.uk/

(d) The Students' Unions' Advice Service

The Students' Unions' Advice Service provides confidential, impartial and independent advice to all students at Cambridge, undergraduate and graduate from any College. The Advice Service can help students on a whole range of issues, from making friends to exams from intermission to bullying, and from welfare concerns to finance. The advisers in the team are warm and welcoming, and you can discuss anything with them. Drop in: ground floor, 17 Mill Lane, Cambridge, CB2 1RX, Monday to Friday 9 am–5 pm; email: advice@studentadvice.cam.ac.uk or call: 01223 746999

http://www.studentadvice.cam.ac.uk/

(e) The Graduate Union

All graduate students in Cambridge automatically become members of the Graduate Union and are entitled to use the wide range of technical and social services in the Union's offices. View the Union's website for the most up-to-date information at http://www.gradunion.cam.ac.uk/. It is the Union's task to ensure, through its Executive Committee, that graduate students are represented appropriately within the University. The Union lobbies the University and the Colleges in order to highlight issues of importance to graduates and helps new graduate students with advice on many aspects of academic and social life in Cambridge. **The Graduate Union also offers a variety of services, such as photocopying, thesis binding and gown loans.**

(f) The Student Registry

The Student Registry is responsible for producing the official Cambridge University Degree Certificate. All students are entitled to one free copy of their degree certificate after graduation. Students pay for additional copies of the official University Degree Certificate. The charge, at the time of writing, is £15. Order forms and information regarding the transcript can be found at:

http://www.admin.cam.ac.uk/univ/degrees/certificates/.

Academic transcripts are ordered online. Access is only via CamSIS Self-Service for current students, or CamSIS Extended Self-Service for students who have completed their course. The standards with which the official University transcript must comply are issued by the Quality Assurance Agency for Higher Education (QAA):

http://www.qaa.ac.uk/Pages/default.aspx

Colleges and Departments or Faculties may issue their own transcripts, containing additional information beyond grades (such as prizes). However, the Student Registry issues the only official University transcript.

APPENDIX A:

ACADEMIC STAFF ASSOCIATED WITH THE MPHIL

Those involved in teaching the MPhil are internationally known scholars in their areas of specialisation. In addition to those listed here, a number of other distinguished academics in Cambridge occasionally supervise, teach, or examine for the course.

Professor Joya Chatterji (Trinity College)	**Director of the Centre of South Asian Studies, Professor of South Asian History** **Main research interests**: India's partition, borders, refugees, citizenship in South Asia, migration and diaspora.
Dr Edward Anderson (Darwin College)	**Smuts Research Fellow at the Centre of South Asian Studies** **Main research interests:** postcolonial Indian history and politics, Hindu nationalism, social movements, migration and diaspora, multiculturalism.
Dr Leigh Denault (Churchill College)	**Director of Studies in History, Churchill College** **Main research interests**: South Asian history, comparative colonial history and historiography
Dr Shailaja Fennell (Jesus College)	**University Lecturer in Development Studies attached to the Department of Land Economy** **Main research interests**: Institutional reform; gender and household dynamics; kinship and ethnicity; comparative economic development; education provision and partnerships.
Mr Aishwarj Kumar	**Language teaching officer in Hindi, Faculty of Asian and Middle Eastern Studies** **Main research interests:** Language and literature, Indian culture, cinema and the media.
Professor James Laidlaw (King's College)	**Professor of Social Anthropology, Head of Division of Social Anthropology** **Main research interests:** south Asia (India) and east Asia (Taiwan and Inner Mongolia); the interface between anthropological and ethical theory; and religion and ritual; Jainism, Hinduism, and Buddhism, theoretical approaches to religion including cognitive psychology, and contemporary transformations in religions in Asia, including new forms of Buddhist self-formation.

Professor Jaideep Prabhu (Clare College)	**Jawaharlal Nehru Professor of Indian Business and Enterprise. Director of the Centre for India & Global Business** **Main research interests**: international business; marketing, strategy and innovation
Dr Sujit Sivasundaram (Gonville and Caius College)	**Reader in World History** **Main research** interests: late-eighteenth and early-nineteenth centuries in the Indian and Pacific oceans, with a special emphasis on South and South-East Asia and Polynesia.
Dr Maryam Tanwir	**Post-Doctoral Research Fellow, Centre of Development Studies** **Main research interests**: gender and trade interface, with a special focus on Pakistan. Maryam is also involved in research that examines the performance of performance standards and their correlation to bureaucratic efficiency.
Dr Bhaskar Vira (Fitzwilliam College)	**Senior Lecturer, Department of Geography** **Main research interests**: the changing political economy of development, especially in India; and on political ecology, focusing on forests, wildlife and land use change and the social and political context for biodiversity conservation.
Dr David Washbrook (Trinity College)	**Senior Research Fellow at Trinity College** **Main research interests:** History of South India between the 18th and 20th Century, history of Indian capitalism.

APPENDIX B:

NOTES ON THE APPROVED STYLE FOR ESSAYS AND DISSERTATIONS IN THE CENTRE OF SOUTH ASIAN STUDIES

B1. LENGTH

The Core Course essay should be no longer than 3,000 words. The Option Course essay should be no longer than 5,000 words. The book review should be no longer than 2,000 words. The dissertation must be between 15,000 and 20,000 words. **The word limit includes appendices but excludes footnotes, table of contents, acknowledgements and bibliography**. However, where footnotes are used to provide additional commentary or information, over and above the citation of sources, they **will** be included in the word count.

Acknowledgements, which should be no longer than one A4 page, are encouraged. They will not contribute to the word count.

Statistical tables should be counted as 150 words per table. Maps, illustrations and other pictorial images count as 0 words. Graphs, if they are the only representation of the data being presented, are to be counted as 150 words. However, if graphs are used as an illustration of statistical data that is also presented elsewhere within the thesis (as a table for instance), then the graphs count as 0 words. Only under exceptional circumstances will permission be granted to exceed this limit.

B2. BINDING

Dissertations need not be hard bound and spiral binding is acceptable. Essays may be bound, but need not be.

B3. PLAGIARISM

Guidance on Plagiarism

Students are responsible for ensuring that they have read and understood both the University's Statement on Plagiarism available at: www.cam.ac.uk/plagiarism, and the Department of Politics and International Studies Plagiarism Guidance.

POLIS and the Centre of South Asian Studies use Turnitin UK to screen student work. All work screened will be reviewed by the Academic Integrity Officer to determine whether further action may be necessary.

Use of Turnitin UK complies with UK Copyright and Data Protection Laws. Submission to Turnitin does not affect your ownership of the work; the copyright and intellectual property of all work remains with the original owner (normally the student, with the exception of some sponsored research projects). No personal or sensitive data will be transmitted.

Work screened by Turnitin UK will be retained in the Turnitin database for comparison with future submissions; if matches are identified, the full text is not accessible to other institutions, only the matching text. You may request that your work is removed from the Turnitin UK database at the conclusion of the examination process, but this must be done separately for each piece of submitted work. Retaining your work on the database will help to ensure that your work remains protected from future attempts to plagiarise it, will help maintain the integrity of the University's qualifications, and will maximise the effectiveness of the software.

Full details about Turnitin UK and your rights and responsibilities can be found on the University's website, www.cam.ac.uk/plagiarism.

Queries about plagiarism or the Faculty's use of Turnitin UK should be addressed in the first instance to your Supervisor or College Tutor.

You can find the full guidelines on plagiarism for the MPhil in Modern South Asian Studies here:

http://www.s-asian.cam.ac.uk/wp-content/uploads/2015/07/plagiarism-for-the-website-16-17.pdf

MPhil in Modern South Asian Studies Plagiarism Guidelines

Plagiarism is defined by the University in its Statement on Plagiarism as 'submitting as one's own work, *irrespective of intent to deceive*, that which derives in part or in its entirety from the work of others without due acknowledgement. It is both poor scholarship and a breach of academic integrity.' You can find the full statement at www.cam.ac.uk/plagiarism.

The definition embraces equally the presentation of an entire essay or thesis written by someone else and the inclusion in your work of text written by others but not properly identified as such, for example through improper use of quotation marks *and* citations. It also includes the use of footnotes and any other material (such as tables or graphs) obtained from secondary works that are not clearly cited as the source.

Any suspicion that a student may have engaged in plagiarism has to be reported to the Senior Proctor.

The danger of plagiarising should be particularly kept in mind when writing a dissertation. You will be expected to have a solid grasp of existing publications relevant to the dissertation topic, but the work that you submit **must** be your own, and the contribution of others fully acknowledged. It is crucially important to maintain a clear distinction between your own ideas and views derived from the published literature or presented by others in seminars. If you present ideas as your own which are in fact drawn from the work of others, you run the risk of being penalised by the examiners as well as being disciplined by the University. Note that these guidelines are generally relevant to any and all written work you may submit, including the essays for the taught courses as well as the thesis. If you practice good note-taking from the start, you should be able to avoid any inadvertent use of the work of others.

Examples of plagiarism include:

- Quoting verbatim another person's work without due acknowledgement of the source.
- Paraphrasing another person's work by changing some of the words, or the order of the words, without due acknowledgement of the source.
- Using ideas taken from someone else without reference to the originator.
- Cutting and pasting from the internet to make a compilation of online sources
- Submitting someone else's work as part of your own without identifying clearly who did the work. For example, buying or commissioning work via professional agencies such as 'essay banks' or 'paper mills', or not attributing research contributed by others to a joint project.

Plagiarism might also arise from colluding with another person, including another candidate, other than as permitted for joint project work (i.e. where collaboration is concealed or has been forbidden). A candidate should include a general acknowledgement where he or she has received substantial help, for example with the language and style of a piece of written work.

While it is understood that some students may need or desire editorial help, particularly if English is not their first language, the precise type of assistance received in writing an essay and from whom it was received should be explicitly stated in a footnote or acknowledgement. Proofreading, reading drafts, and suggesting general improvements are not collusion and students are encouraged to obtain a third party view on their essays. However, for example, if a supervisor or another student carried out a detailed redraft of the entire conclusion portion of an essay, this would be considered collusion.

Plagiarism can occur in respect to all types of sources and media:

- Text, illustrations, musical quotations, mathematical derivations, computer code, etc.
- Material downloaded from websites or drawn from manuscripts or other media.
- Published and unpublished material, including lecture hand outs and other students' work.

How to avoid plagiarism

The stylistic conventions for different subjects vary and you should consult your Course Director or Supervisor about the conventions pertaining to your particular subject area. Most courses will issue written guidance on the relevant scholarly conventions and you are expected to have read and to follow this advice. However, the main points are:

- When presenting the view and work of others, include in the text an indication of the source of the material, e.g. ‘As Sharpe (1993) has shown,’ and give full details of the work quoted in your bibliography.
- If you quote text verbatim, place the sentence in inverted commas and give the appropriate reference e.g. ‘The elk is of necessity less graceful than the gazelle’ (Thompson, 1942, p46) and give the full details in your bibliography as above.
- If you wish to set out the work of another at length so that you can produce a counter-argument, set the quoted text apart from your own text (e.g. by indenting a paragraph) and identify it by using inverted commas and adding a reference as above. NB long quotations may infringe copyright, which exists for the life of the author plus another seventy years.

- If you are copying text, keep a note of the author and the reference as you go along, *with the copied text*, so that you will not mistakenly think the material to be your own work when you return to it after a period of time.
- If you reproduce an illustration or include someone else's data in a graph, include the reference to the original work in the legend, e.g. (figure redrawn from Webb, 1976) or (triangles = data from Webb, 1976).
- If you wish to collaborate with another person on your project, you should check with your supervisor whether this might be allowed and then obtain permission (for research degrees, the permission of the Board of Graduate Studies must be sought).
- If you have been authorised to work together with another candidate or other researchers, you must acknowledge their contribution fully in your introductory section. If there is likely to be any doubt as to who contributed which part of the work, you should make this clear in the text wherever necessary, e.g. 'I am grateful to A. Smith for analysing the sodium content of these samples.'
- Be especially careful if cutting and pasting work from electronic media; do not fail to attribute the work to its source. If authorship of the electronic source is unclear or not given, ask yourself whether it is worth copying.

THE GOLDEN RULE:

The examiners must be in no doubt as to which parts of your work are your own original work and which are the rightful property of someone else!

Use of originality checking software

The University subscribes to a service named 'Turnitin' which provides an electronic means of checking students' work against a very large database of material from the internet, published sources and other student essays. This service also helps to protect the work submitted by students from future plagiarism and thereby maintain the integrity of any qualifications awarded to you by the University. The copyright of the material remains entirely with the author, and no personal data will be uploaded with the work.

B4. Bibliographical References in dissertations

The bibliography must include all material, primary and secondary, that has been cited or has substantially informed the dissertation; it should not include materials consulted that have not, in the end, been used. It should normally be divided into manuscript sources, printed sources, printed secondary works and unpublished dissertations.

We do not give precise instructions about citations in the thesis. The choice between footnotes and author-date or Harvard referencing is a pragmatic one, on which you should take advice from your supervisor, and may reflect the discipline within which you are working and the extent to which your dissertation relies upon primary materials. We recommend that you consult one of the books listed below, which both offer excellent advice on scholarly presentation. Style guides abound and differ considerably one from another. Many have been through numerous editions, and it is always best to consult the most recent edition. Some have been quicker than others to adapt to the electronic age.

Shorter guides inevitably fail to cover some of the more arcane issues. On the other hand the longer and more authoritative guides are heavy and expensive and include much material you will never need.

MHRA Style Guide: a Handbook for Authors, Editors, and Writers of Theses (London, Modern Humanities Research Association, 2nd edition, 2008). Currently out of print but available in the CSAS library, classmark: 02

The Chicago Manual of Style (Chicago and London: University of Chicago Press, various editions). Simply the best, but very comprehensive, and expensive.

Should you still be confused, please consult your supervisor for further advice.

B5. THE TYPESCRIPT

It is most important to ensure that you do not submit your essays and dissertations with a large number of typographical and other errors. Be sure to proof read carefully. The following notes give guidance on the preparation of a typescript, on bibliographies and footnoting. They are not intended to be exhaustive, nor are they compulsory. There are a number of accepted conventions that you can use. The conventions outlined below have been adapted from the house-style of the Cambridge *Historical Journal*. Recent articles published in this journal will normally provide a good model for you to follow, in line with the guidance outlined here. You may, however, wish to choose a different set of conventions. **The main principle is to be consistent**. Choose your system and stick to it. If you have doubts about using the system outlined below, seek the advice of your supervisor. For another helpful source of very detailed guidance on all aspects of bibliographical style and other conventions such as abbreviations, spelling, capitalization, etc., consult the style guide of the MHRA (Modern Humanities Research Association), available as a pdf file at:
http://mhra.org.uk/Publications/Books/StyleGuide/download.shtml

Always make regular backups of your computer files, as well as hard copy print-outs.

Have your dissertation printed on one side of A4 paper (on a laser printer or a good inkjet printer).

Leave margins of at least 40mm at the top, the left and the foot, and 25mm at the right.

Line spacing: Everything in the main text should be one-and-a-half spaced, except indented quotations and footnotes (which should be at the foot of the page) which should be single-spaced. Be sure to paginate.

There is no prescribed typeface but it is strongly recommended that candidates use simple classical typefaces (such as Times New Roman). Use 12 pt for the body of the text and 11 pt for footnotes.

In the case of rare languages where the appropriate fonts may not be available hand-written additions to the printed texts are allowed. See that any handwriting is entirely legible, and that subscripts and superscripts are clearly positioned.

B6. TEXT CONVENTIONS

(a) Transliteration of Non-English Words

When transcribing non-English words it is best to use the modern forms of transliteration used, for instance, in R.S. McGregor's The Oxford Hindi-English dictionary, which also contains many transliterations of Urdu words. However, when using original sources from historical works you must maintain the original spellings. This is particularly important when reproducing Indian names of the 19th Century or earlier. It is best to use the name forms which these individuals themselves used, unless there are very good reasons for doing otherwise. For instance, Syed Ameer Ali, always used this form for his own name and it would not be necessary to change it into a modern transliteration such as 'Sayyid Amir Ali'.

Not everyone will have access to superscripts denoting long vowels, so these are not obligatory. Broadly speaking students should use their own judgement and consult their supervisors for guidance on these points.

(b) Headings

Do not use more than three kinds of headings within a chapter; the more kinds there are, the more difficult it will be for the reader to distinguish one grade from another.

(c) Abbreviations

A list of abbreviations used in the text and the footnotes should be placed at the beginning of the thesis, after the preface.

(d) Tables

May be typed on separate sheets or in the text. Tables of more than four lines should be numbered and given suitably descriptive titles, and referred to in the text by number rather than 'as follows'. Do check your tables carefully. Are they in the form that the reader will find most helpful? Will the reader be able to compare one set of values with another? Are all units, percentages and totals identified? Do the totals tally with the individual values? You should also make clear (either in the title, the text, or using a footnote) the source(s) of material from which the table has been compiled.

(e) Quotations

Follow the punctuation, capitalization, and spelling of the original.

For short quotations use single quotation marks (except for quotations within quotations which should have double quotation marks). Short quotations (those that do not exceed four lines of typescript) should run on with the main text. Longer quotations should be typed as a displayed extract, i.e. indented and separated from the rest of the text with a line space above and below, using single spacing for the quoted extract. Longer quotations formatted in this way do not need quotation marks (except for single quotation marks for quotations within quotations).

Use three point ellipses ... when omitting material within quotations. (Note that there is no purpose in placing brackets around ellipses; and rarely is there any purpose in placing ellipses at the beginning or end of quotations.) Punctuation should come after closing quotation marks, except for exclamation

marks and question marks belonging to the quotation, or a full stop if the quotation is (or ends with) a grammatically complete sentence beginning with a capital. Some examples:

He declared that 'the sergemakers are rebelling'.

He made his report. 'The sergemakers are rebelling.'

He stated that 'Mr Ovington told me, 'the sergemakers will rebel', but I did not believe him'.

(f) Spelling

Follow British English rather than American English (e.g. defence, labour, programme, sceptical). Note the following preferences:

-ize
-tion
acknowledgement
connection
dispatch
elite (no accent)
focused
indexes
inquiry
judgement
medieval
premise
reflection
regime (no accent)
role (no accent)

Note especially the use of -ize rather than -ise. E.g. criticize, emphasize, organize, recognize.

(g) Titles cited in the text

Titles of books should be either italicized or underlined; do not use inverted commas. Use inverted commas and roman type if naming a part of a book or an individual chapter. E.g. 'This point is strongly made in the fourth chapter, 'Of sincerity', in Maxim Pirandello's *Princely government* (1582).'

(h) Foreign words and phrases

Foreign words and phrases should be italicized (or underlined), except when they are naturalized, i.e. have become normalized in English usage. E.g. *phronesis*, *ius naturale*, status quo, ex officio. Some words that are naturalized may nonetheless still carry accents if it affects pronunciation, e.g. protégé, whereas 'regime' and 'role' have lost their accents. Translations of quoted material that is not in English should be provided in the footnotes. Where appropriate, the original may be quoted alongside the English in the main body of the dissertation. In either case, the duplicate text may be excluded from the word count.

(i) Numerals

Spell out all numbers up to ninety-nine (e.g. five hospitals, twenty years ago, seventy-four years old; but 101 days, 404 parishes), except when used in groups or in statistical discussion (e.g. '75 voted for, 39 against, and 30 abstained'). Use words rather than figures to start a sentence.

Thousands take a comma: '5,000'. Use 0.15 rather than .15.
Note the use of elisions: 101-2; 1568-9. Numbers in the teens are not fully elided: 115-16; 1611-12.

(j) Dates

Express dates as follows in the text: 12 December 1770 (i.e. do not use the form December 12th, 1770).
Decades should be referred to as 1660s (not 1660's).
Use 1534-5 (not 1534-35), but for years in the teens use 1513-14 (not 1513-4). In B.C. references the full dates must be given, e.g. 250-245 B.C (not 250-45 B.C.). Use 'between 1641 and 1650' and 'from 1641 until 1650' or just '1641-60', but not 'between 1641-50' or 'from 1641-50'.
Place a comma before dates when citing titles of books and articles: A history of Hungary, 1810-1890.
When referring to centuries, be aware of the distinction between 'the court in the sixteenth century' (noun, without hyphen) and the 'sixteenth-century court' (adjective, with hyphen).
When abbreviating months in footnotes, note that the standard abbreviations are: Jan., Feb., Mar., Apr., May, June, July, Aug., Sept., Oct., Nov., Dec.

(k) Currency

Words should be used to express simple sums of money occurring in normal prose: 'the manuscript was sold for two shillings in 1682'. Sums of money which are cumbersome to express in words, and sums occurring in statistical tables etc. should be expressed in figures. British currency prior to 1971 should be shown in the following form: 'The value of the goods stolen was £3 4s 8d'. British decimal currency should be expressed in pounds and new pence, separated by a full stop and not a comma: '£5.00'. Sums below one pound can be shown as '84p' or '½p' (note no full stop after 'p').
Abbreviations may be used for the more familiar foreign currencies where it is not appropriate to express sums in words. Do not use £ for lire or livres, use li. instead. Always make it clear what currency you are using, particularly when there may be confusion, e.g. livres tournois and livres parisis, US $, Canadian $ and Rupee (R).

(l) Punctuation

The addition of a possessive - 's following a name ending in -s is preferred (e.g. Dickens's, Jones's, rather than Dickens', Jones'), except that people in the ancient world do not carry the possessive final 's, e.g. Sophocles', Jesus'.
Note that plainly parenthetical clauses or phrases require commas both before and after them; if in doubt about comma placement in these and other cases you are advised to consult *Fowler's English Modern Usage*. Round (not square) brackets should be used for brackets within brackets. Square brackets should be reserved for editorial interpolation within quoted matter.

(m) Capitalization

In general, use lower case wherever possible, but do not take this policy to extremes. Use lower case for titles of books and articles (except for the initial letter), but not for journals and newspapers, where each significant word carries a capital. E.g. 'In his book *The making of peace* he argued in favour; but, writing in *The Sheffield Gazette*, he declared that ...' Note that newspapers include the definite article

in their titles when cited in the text, e.g. *The Guardian*, *The Observer*, *The Lancet*; but without the definite article in footnotes, e.g. *Guardian*, 14 Aug. 1964, p. 8.
Use lower case for titular offices: the king, sultan, monarch, pope, lord mayor, prime minister, foreign secretary, bishop of Durham, chiefs of staff, duke of Portland. But use upper case to avoid ambiguity (the Speaker, the British Resident). Use upper case in personal titles only when they immediately preface names (Pope John, King William, Duke Richard, Viscount Andover, Bishop Outhwaite). E.g. 'The earl of Lovelace conveyed the king's command to the bishops ordering them to refrain from preaching, but Bishop Outhwaite was not dissuaded.'
In general, use lower case for institutions, government agencies, etc.: the cabinet, privy council, royal commission, select committee, member of parliament (but MP), the opposition. But use upper case to avoid ambiguity or where convention insists: the Bank of England, King's Bench, the Inner Temple, the House of Commons, the Star Chamber.
Use upper case for political parties except where ambiguity is impossible: so, whig, tory, but Conservative government, the Liberal Party, the Labour opposition.
Use lower case for historical systems, periods, events, and religions, wherever possible: Washington treaty, the British empire, home rule, the commonwealth, the middle ages, puritans, parliamentarians. But use upper case to avoid ambiguity or where convention insists: the Congress of Vienna, the Renaissance, the Enlightenment, the First World War, the French Revolution, the Third Republic, the Second Empire, the Union; Catholic, Protestant, Muslim, Jewish, Wesleyan, Quaker.
Note that words derived from names of persons take upper case: Jesuit, Calvinism, Bonapartist, Marxism.
Use lower case for official publications (e.g. the report of the select committee on agriculture, a bill, an act, the act, the bill), except for the names of specific items (e.g. the Stamp Act).
Examples:

an act
battle of Waterloo
bishop of Durham
Bishop Tenison
British empire
cabinet
Catholics
chiefs of staff
the church
the Commons
commonwealth
council of state
crown
duke of Portland
Duke William
First World War
foreign secretary
French Revolution
houses of parliament
king
King's Bench
Labour opposition

lord mayor
member of parliament
middle ages
ministry of defence
parliamentarians
Presbyterian
prime minister
privy council
Protestants
Prussian Diet
Seven Years' War
the state
tory
the Union
Washington treaty
Whig

(n) Bibliographical References

The bibliography must include all material, primary and secondary, that has been cited or has substantially informed the dissertation; it should not include materials consulted that have not, in the end, been used. It should normally be divided into manuscript sources, printed sources, printed secondary works and unpublished dissertations.

We do not give precise instructions about citations in the thesis. The choice between footnotes and author-date or Harvard referencing is a pragmatic one, on which you should take advice from your supervisor, and may reflect the discipline within which you are working and the extent to which your dissertation relies upon primary materials. We recommend that you consult one of the books listed below, which both offer excellent advice on scholarly presentation. Style guides abound and differ considerably one from another. Many have been through numerous editions, and it is always best to consult the most recent edition. Some have been quicker than others to adapt to the electronic age. Shorter guides inevitably fail to cover some of the more arcane issues. On the other hand the longer and more authoritative guides are heavy and expensive and include much material you will never need.

MHRA Style Guide: a Handbook for Authors, Editors, and Writers of Theses (London, Modern Humanities Research Association, 2nd edition, 2008). Available in the CSAS library, classmark: 02.

The Chicago Manual of Style (Chicago and London: University of Chicago Press, various editions). Simply the best, but very comprehensive, and expensive.

Should you still be confused, please consult your supervisor for further advice.

(o) Glossary

Occasionally a student might wish to include a glossary in their dissertation. A glossary should appear at the beginning of the dissertation, not the end.

APPENDIX C:

EXAMINING AND MARKING SCHEME:
NOTES FOR EXAMINERS OF ESSAYS AND DISSERTATIONS

These are the 'Notes for Examiners' which will be supplied to all examiners, and which are notified and supplied to candidates and supervisors by their inclusion in the Course Handbook. They are in addition to the Guide to Examiners and Assessors for the Degree of MPhil and MRes issued by the Board of Graduate Studies.

C1. The Structure of the Course:

Assessment is done in two parts: coursework essay, book review and the option essay (Part I) and the dissertation (Part II). Both parts must be passed.

Part I

The coursework essay should be no longer than 3,000 words in length and should be submitted by 4 pm on the first day of Lent Full Term. This essay counts for 12% of the final mark of the MPhil.

The book review should be no longer than 2,000 words in length and should be submitted by 4 pm on the first day of Lent Full Term. This book review counts for 8% of the final mark of the MPhil.

The option essay should be no longer than 5,000 words in length and should be submitted by 4 pm on the first day of Easter Full Term. This essay counts for 15% of the final mark of the MPhil.

Part II

The dissertation should be no shorter than 15,000 words but no longer than 20,000 words in length, inclusive of appendices, but exclusive of footnotes and bibliography. It counts for 50% of the final mark of the MPhil. It must be submitted before 4 pm on Wednesday, 14 June 2017.

The language course, which runs throughout the academic year separately from Part I and Part II, is examined by means of one three-hour unseen written examination and an oral examination of one hour, taken during the May/June examination period. This counts for 15% of the final mark of the MPhil.

C2. Notes on Coursework Essays and Book Review:

Students choose one essay from a list of titles and/or questions issued by the MPhil Graduate Education Committee for each core course/option. At the end of the Michaelmas Term students will be required to produce a review of a book of their choosing within the remit of the course. The word limits may not be breached under any circumstances.

C3. Notes on the MPhil Dissertation:

Part II of the course is examined by means of a dissertation, based on individually supervised research. Titles are chosen in conjunction with the supervisor and are approved by the candidate's supervisor before the end of January and thereafter by the MPhil Graduate Education Committee. Once approved by the Degree Committee in May no change, however minimal, may be made to the title. It is important that dissertations correspond to their titles and that those titles are as informative as possible. A dissertation title should be brief and to the point and should approximate a simple statement of the subject or contents of the dissertation.

C4. Note on Plagiarism, Footnotes and Word Count:

Policy, procedure and guidance for examiners concerning good academic practice and plagiarism can be found at:

http://www.admin.cam.ac.uk/univ/plagiarism/examiners/

See also **Appendix B3** for notes on plagiarism.

Candidates are required to note the total word count on the cover sheet submitted with the dissertation and to email the dissertation in Word format so that, if necessary, the word count may be verified.

The word limit includes appendices but excludes acknowledgements, footnotes and bibliography. However, where footnotes are used to provide additional commentary or information, over and above the citation of sources, they **will** be included in the word count.

Statistical tables should be counted as 150 words per table. Maps, illustrations and other pictorial images count as 0 words. Graphs, if they are the only representation of the data being presented, are to be counted as 150 words. However, if graphs are used as an illustration of statistical data that is also presented elsewhere within the thesis (as a table for instance), then the graphs count as 0 words. Only under exceptional circumstances will permission be granted to exceed this limit. Students can expect to be severely penalized for exceeding the word limit. Normally the penalty will be up to 5 marks but in severe cases the essay or dissertation may be marked as FAILED.

With regards to plagiarism, **examiners who believe that a dissertation infringes the course rules in respect of plagiarism, use of footnotes, or word count, are required to state this in their report but to award a mark independent of these issues.**

C5. The Marking Scheme:

Candidates are required to pass each essay examination in this MPhil in these terms. The classification scheme of essay marks, expressed in percentage points, is as follows:

75 and above	*Marks of **75 and above** indicate Distinction*
70-74	*Marks of **70-74** are 'High Pass' marks*
67-74	*Marks of **67 and above** are strong marks to support the case for continuation to the PhD in, for example, the Faculty of History. However, this requirement varies from Faculty to Faculty.*
63-66	*Marks of **63** (the necessary mark for compensation:* see C11*) to **66** are solid but medium-range marks, which will help the candidate securely to pass the course but may, as essay marks, raise questions about whether leave to continue to the PhD should be granted*
60-62	*Marks of **60** to **62** are weak pass marks which indicate that the piece of work deserves a bare pass in itself but is not strong enough to offer compensating support should other work be of marginal fail quality*
58-59	**Marginal fail marks.** *Marks of **59** and below indicate work which falls **below** the academic standard of the course as set out above*
57 and below	Fail

Note that 'leave to continue' to the PhD is judged primarily on the basis of dissertation performance, although essay performance may be taken into account in marginal cases.

C6. How the final mark is calculated:

Core essay: Double marked and an average mark produced. This is worth 12% of the final weighted average mark.

Book review: Double marked and an average mark produced. This is worth 8% of the final weighted average mark.

Option essay: Double marked and an average mark produced. This is worth 15% of the final weighted average mark.

Language course:

Oral examination: One mark decided by the two examiners present.

Written examination: double marked.

The three marks (one oral and two written) are used to produce an average mark. This is worth 15% of the weighted average mark.

Dissertation: Double marked and an average mark produced. This is worth 50% of the final weighted average mark.

The five **weighted** marks (core and option essays, book review, language and dissertation) are then added together and rounded either up or down to produce a final mark.

C7. Criteria of Assessment:

Work at this level, particularly the dissertation, should reveal high standards of intellectual enquiry, research skills and analytical sophistication. A mark of 67 or above should be awarded only if the candidate might reasonably be expected to go on to complete a successful PhD. Examiners will primarily assess the academic content of essays. They will consider **scope** (i.e. the appropriateness of the topic, its situation within its larger historical or philosophical context, and in current debate), **research content** (i.e. identification and study of primary sources, in the case of historically focused essays, though these may be limited to a single published text), **quality of argument** (i.e. analysis of historical sources, development of analytical arguments, or reconsideration of existing accounts), and **awareness of limits of knowledge**.

An important criterion of evaluation is the extent to which the dissertation makes on ORIGINAL CONTRIBUTION TO KNOWLEDGE. Original primary research, and original interpretations of known materials and sources, will be recognised by examiners

Candidates are also expected to present work which is clearly and correctly written and which has an adequate scholarly apparatus. The decision to balance judgment on content and presentation in marking MPhil essays, on how to mark relatively for weaknesses either of argument or of prose and presentation rests with the examiner. Examiners should consider the **organisation of the narrative** and the argument, **capacity to summarize** findings, **style and clarity** of prose and **precision in documentation** (including footnotes and bibliography).

C8. Use of English:

Candidates are expected to make use of all available resources to ensure that both essay work and dissertations are written in correct English. Examiners should comment on linguistic shortcomings if appropriate. Linguistic shortcomings should be penalized if their effect is to make the work not clearly intelligible. Candidates are encouraged to take great care when proof-reading their work.

C9. Selection of Examiners:

All work is assessed by two independent examiners in the first instance. Examiners are nominated by the MPhil Graduate Education Committee at the time that titles of essays are approved and any necessary changes (e.g. due to refusals to serve) are made by the Convenor subject to the approval of the MPhil Graduate Education Committee acting as Board of

Examiners. Dissertation supervisors may not act as examiners of dissertations they have supervised.

C10. Marking Procedures:

The two examiners must not confer before marking and there is **no reconciliation** of the two marks into a single overall mark. The marks are registered separately by the MPhil Graduate Education Committee sitting as Board of Examiners (and, if necessary, by the External Examiner) and reported separately to the Degree Committee. On receipt of two pass marks where there is a discrepancy of 10 or more marks, a third mark will be sought from the External Examiner, except where both marks are **75** or above. If the External Examiner is one of the regular examiners involved in a case of manifest divergence, the Convenor will ask an experienced faculty member in Cambridge with relevant expertise to provide the third mark and appointment of this person will be confirmed by the MPhil Graduate Education Committee sitting as Board of Examiners at the time the marks are confirmed**.** When a third examiner has to be appointed, this person should first reach an independent conclusion on the basis of the written work and only then look at the marks and comments of the two examiners before giving a final mark.

Where all the marks are pass marks, all three will be presented to the Examiners' meeting and recorded in the candidate's file. However, for the purposes of the scaled average, whichever two marks of the three are closest to each other will stand, the outlying mark being discarded.

Where the three marks are equidistant from each other, the two marks most favourable to the candidate will stand.

In the case of one or more marks being a marginal fail or fail, all three marks are presented, with the third mark confirming whether that element is deemed to be a pass, marginal fail or fail. If the candidate is deemed to have passed, the marginal fail mark will be discarded.

If the supervisor or examiner of any piece of work (except the External Examiner) are members of the MPhil Graduate Education Committee sitting as Board of Examiners, they shall not be able to vote on any question arising about that piece of work.

C11. Marginal Fail Marks in the Core Course and Options Essays

(a) The marks of 58 and 59 are a marginal fail marks. All work receiving a marginal fail mark will be read by a third examiner (normally the External Examiner). The third reader will examine and award marks independently, without reference to the marks already awarded. Whenever possible, the third reader's mark should give a clear recommendation of Pass or Fail. If the External Examiner awards a mark of more than 60, the marginal fail mark or marks will be ignored. If confirmed by the External Examiner or other third marker, marginal fail marks on a single essay may be redeemed by the essay for the other course element where the mark for that essay does not fall under 63 (counting for this purpose only the third mark on an essay where one has been awarded).

(b) If a confirmed marginal fail mark on an essay (with the other essay a clear pass) is not compensated by the evidence specified in (a) above, the candidate shall be deemed to be a case of 'marginal failure' of the MPhil. Candidates in this position will normally be advised to leave the course. However, in exceptional circumstances, point 3(a) of the Board of Graduate Studies 'Guide to Examiners and Assessors for the degree of MPhil' may apply, giving the Degree Committee of the Department of Politics and International Studies discretion to allow a candidate to submit a dissertation. In such a case, if the dissertation achieves two marks of 63 or above (or a confirmed post-*viva* mark of 63 or above), the Degree Committee has power by this regulation to take this into account as a compensatory mark in making its final recommendation to the Board of Graduate Studies.

(c) Receipt of a marginal fail mark from any examiner, confirmed by the External Examiner or by another third marker, in both essays will constitute an outright failure of Part I of the course, see below.

C12. Failure in Part I:

(a) As a consequence of confirmed marginal fail marks in two essays:
Receipt of a marginal fail mark from any examiner, confirmed by a third marker, on more than one essay will constitute an outright failure of the course. Normally this would entail failure of the course as a whole. The MPhil Graduate Education Committee sitting as Board of Examiners will make a recommendation to this effect to the Degree Committee of the Department of Politics and International Studies, which has the responsibility of confirming passes and fails in MPhil courses under its jurisdiction. Any candidate who fails this part of the MPhil course may apply to the Board of Graduate Studies for transfer to the Certificate of Postgraduate Study.

(b) As a consequence of a confirmed fail mark:
In the case of one or two fail marks (58 or below) the External Examiner is automatically asked by the Chair of the MPhil Graduate Education Committee to examine and enter a third mark for the essay. Fail marks submitted by the External Examiner acting as a regular essay examiner will be moderated by a third marker appointed by the Convenor and confirmed by the MPhil Graduate Education Committee sitting as Board of Examiners. The third reader will examine and award marks independently, without reference to the marks already awarded. Whenever possible, the third reader`s mark should give a clear recommendation of Pass or Fail. A third mark, which is a failing mark, cannot be compensated and constitutes grounds for failure of the course overall. The MPhil Graduate Education Committee sitting as Board of Examiners will make a recommendation to this effect to the Degree Committee of the Department of Politics and International Studies. Any candidate who fails this part of the MPhil course may apply to the Board of Graduate Studies for transfer to the Certificate of Postgraduate Study. The Board of Graduate Studies allows the Degree Committee discretion in the case of certain core course and option failures to allow a candidate to submit a dissertation. In such a case, two marks of 63 or above (or a confirmed post-*viva* mark of 63 or above) for the dissertation would be required in order to compensate for the core course or option failure. Referral of essays for further work and for re-examination at a later date is not allowed.

C13. Marginal Fail Marks in the Dissertation:

The mark of 59 is a marginal fail mark, which is redeemable by evidence of more than borderline performance overall in the essays submitted in the core course and options. In giving such a mark examiners would indicate that the dissertation alone is not evidence enough to pass the course, but that it is sufficiently close that evidence of reasonably strong performance elsewhere in the course would warrant the award of the MPhil degree.

In the case of one examiner awarding a marginal fail (59) and the other a pass (60 or above), the dissertation will be marked by a third reader (normally the External Examiner). The third reader will examine and award marks independently, without reference to the marks already awarded. Whenever possible, the third reader's mark should give a clear recommendation of pass or fail. If the third mark is a pass the candidate is deemed to have passed. If the third mark is a marginal or an outright fail, a *viva* will be held. In the case of both examiners awarding a marginal fail, a third reader (normally the External Examiner) is consulted. If the third mark is a pass, a *viva* will be held. If the third mark is a marginal or outright fail, the candidate will be deemed to have failed. If the outcome of such a *viva* is itself a marginal fail mark of 59, this would constitute a marginal fail of the dissertation, and point 3(b) of the Board of Graduate Studies Guide to Examiners and Assessors for the Degree of Master of Philosophy would apply, giving the Degree Committee discretion to judge whether the essays in the core course and options, taken as a whole had achieved what the Guide calls 'high performance' and to take this into account in recommending a pass to the Board of Graduate Studies. Such 'high performance' would, for this course, be constituted by a set of essay marks none of which falls under 63 (and excluding for this purpose any mark of 59 which was not confirmed by a third marker). If such compensation is judged to be available, the candidate may be deemed to have passed the MPhil as a whole. If compensation is not available, the candidate will be deemed to have failed.

C14. Failure in the Dissertation:

In the case of one passing and one failing mark (i.e. 58 or below) from examiners, the dissertation is sent to a third marker (normally the External Examiner). If the third mark is a clear pass, the dissertation will be deemed to have passed. If that marker awards a fail mark (i.e. 58 or below), the candidate will be deemed to have failed. If the third mark is a marginal fail, a *viva* will be held.

The third reader will examine and award marks independently, without reference to the marks already awarded. Whenever possible, the third reader's mark should give a clear recommendation of pass or fail.

In the event of two clear failing marks, the candidate will be deemed to have failed.
In each case where a candidate is deemed to have failed, a *viva* may be held, but only if the candidate wishes it. Candidates must be informed of their right to request a *viva* in such cases.
In the event of two low failing marks, it is appropriate to advise the student that a conversion of the fail to a passing mark, though theoretically possible, is in practice highly unlikely.

Referral of the dissertation for further work and for re-examination at a later date is not permitted for MPhil dissertations. A fail mark (58 or below, or uncompensated marginal fail mark of 59) confirmed after the *viva* is grounds for failure of the MPhil course overall. The Graduate Education Committee sitting as Board of Examiners will make a recommendation to this effect to the Degree Committee of the Department of Politics and International Studies. Any candidate who is deemed by the Degree Committee to have failed an MPhil course as a whole, may apply to the Board of Graduate Studies and the Degree Committee to be considered for the award of the Certificate of Postgraduate Study.

C15. *Viva Voce* Examinations:

A *viva* will be required only for certain candidates who receive a failing mark (or a confirmed marginal fail) or in other special circumstances (e.g. suspected plagiarism) recommended by the examiners and/or determined by the MPhil Graduate Education Committee acting as Board of Examiners. *Viva voce* examinations (which normally last for thirty minutes) are held at a predetermined date (usually the day or the day before the Board of Examiners meet). All candidates are informed of this date well in advance. Unauthorised absence of a candidate from a *viva* implies a failure in the dissertation examination. Postponement of the *viva* will be allowed by the MPhil Graduate Education Committee only on the most serious (e.g. medical) grounds. In many cases, candidates may have left Cambridge after submitting the thesis; however, if a candidate is required to attend a viva, they must return to Cambridge. Vivas must almost always be held in person. The Department Degree Committee has determined that vivas held by videoconference are not in the best interest of students, and therefore will not authorise this except in very unusual circumstances. Candidates are usually expected to bear the cost of their return travel and accommodation if they have left Cambridge. If a viva is necessary, the candidate will be notified as soon as possible so that appropriate arrangements can be made. If that happens the *viva* examiners will be notified immediately.

The Chair of the MPhil Graduate Education Committee will call a *viva voce* examination by the two examiners of the dissertation jointly with the External Examiner acting as adjudicator. *Vivas* caused by a mark submitted by the External Examiner acting as a regular dissertation examiner are moderated by a member of the MPhil Graduate Education Committee sitting as a member of the Board of Examiners. The *viva voce* examiners (including the External Examiner or additional member of the MPhil Graduate Education Committee) must submit a joint written report to the MPhil Graduate Education Committee sitting as Board of Examiners and may recommend the raising of dissertation examination marks to pass level or higher. If a joint report is not possible and the two original examiners remain in disagreement after the *viva*, the view of the External Examiner (who will be present at the *viva* and have read the dissertation) will prevail; should he or she be one of the two original examiners, the Examining Board, of which the External Examiner is a member, will decide the matter. It should be noted that the normal expectation is that marks will not be reduced as the result of a *viva*. Confidential minutes of the *viva* examination will be taken either by the Administrative Secretary or another member of the Centre's staff appointed by the Chair. The officer attending in this capacity will be present at the *viva* only as an observer and will not participate in the discussion.

C16. Distinctions:

Outstanding work in Parts I and II of the MPhil should be rewarded with a mark of 75 or above. Examiners are encouraged to make full use of the range of marks above 75.

For outstanding performance on the MPhil as a whole, the MPhil Graduate Education Committee sitting as Board of Examiners may place students in the category of Distinction. Students and their supervisors are informed if they achieve this level so that information may be used for further academic applications. Distinction will be awarded normally only to those candidates achieving a final weighted average of 75 or above. In addition, students awarded Distinction will normally be expected to have a majority of marks of 70 or more in Part I.

C17. The Role of the External Examiner:

External Examiners are appointed by the Degree Committee to act in a moderating capacity, provide an independent assessment of academic standards, and comment on the validity of the examination process. External Examiners are not normally expected to carry out marking of assessed work. Rather, they are involved in assessing whether internal marking has been appropriately and consistently applied. External Examiners are entitled to see all scripts and any other work that contributes to the assessment and subsequent classification. More usually however, External Examiners will review a sample of scripts to ensure that internal marking is accurate and consistent and that classifications are of an appropriate standard. External Examiners are expected to advise on the borderlines between classes and between passing and failing. External Examiners appointed to MPhil Degrees are also expected to attend the final meeting of Examiners.

C18. Deposit of Dissertations in the Centre of South Asian Studies Library:

The Graduate Education Committee will normally recommend all dissertations for deposit in the Centre of South Asian Studies Library.

C19. Recommendations for Leave to Continue as a graduate student in Cambridge:

For the purpose of leave to continue in, for example, the History Faculty, the mark of 67 defines an important borderline. It is assumed that a mark of 67 or above in the dissertation indicates that the candidate has demonstrated the qualities necessary to be allowed to continue on to the PhD, and conversely, that a mark of 66 or below indicates that a candidate is not suitable to be allowed to continue. Under the History Faculty's procedure for leave to continue, a mark of 67 (if confirmed by the other examiner's mark) usually constitutes a straightforward criterion for granting leave to continue to the PhD. Examiners should therefore give detailed reasons in their reports if they would wish to recommend that a candidate be allowed to continue to the PhD to whom they have awarded a mark below 67, *but* they should not award a mark of 67 or above to any candidate whose dissertation does not, in their opinion, demonstrate the qualities necessary for research at PhD level.

C20. Deadlines and Submission of Examiner's Reports:

The MPhil Graduate Education Committee will not extend the deadline for the submission of MPhil dissertations by students except on the most serious (e.g. medical) grounds. If that happens examiners will be notified immediately. Normally the MPhil Office will dispatch dissertations to examiners on the day they are received and examiners will have up to two weeks to submit their report and marks. It is essential that examiners should regard their deadline for submission as unmovable and respond as early as they can. If an examiner, for whatever reason, anticipates any difficulty in meeting the deadline, it would be very helpful if the MPhil Office could be warned as soon as possible. In the case of dissertation examinations there is an unusually tight schedule, dictated by a need for a firm decision before mid-July in order for candidates to receive their MPhil degree from the Vice-Chancellor at the customary late-July Congregation. Before final approval is given, the examiners' marks must go to the Graduate Education Committee for the MPhil sitting as Board of Examiners, then to the Degree Committee of the Department of Politics and International Studies, and finally to the Board of Graduate Studies of the University. Failure to meet the entirely inflexible deadlines set by these committees, to which the MPhil's own deadline is linked, will delay the approval of the degree and may do harm to the candidate's plans and chance of receiving funding for the next academic year.

Examiners **should not write specific comments or corrections on the texts of essays or dissertations** (all submissions are returned to their authors after the completion of the examination process). The space provided on the second page of the report form should be used to complete the report**. It should between 500 to 1,000 words in length - long enough to provide sufficient feedback to students**. The reports should give a brief account of the main claims and features of the work, including any particular achievements or flaws, and should explain the mark awarded according to the marking scheme and criteria set out above. Reports and marks should be submitted by the University Messenger Service or by post on the forms provided to the MPhil Office, Centre of South Asian Studies, Alison Richard Building, 7 West Road, CB3 9DT. **Examination reports, which should be typed, may be sent as an email attachment, so long as a hard copy with signature is also provided.**

C21. Confidentiality and Feedback to Students:

Essay marks will not be communicated to candidates until approved by the Graduate Education Committee sitting as Board of Examiners. While the names of examiners remain confidential and cannot be released to students, the anonymized examiners' reports will be provided to students once these reports have been confirmed by the Graduate Education Committee sitting as Board of Examiners.

Dissertation marks will not be communicated to candidates until approved by the Degree Committee of the Department of Politics and International Studies. The names of examiners remain confidential and cannot be released to students. However, the anonymized examiners' reports will be provided to students once these reports have been confirmed by the Graduate Education Committee sitting as Board of Examiners and agreed by the Degree Committee.

Examiners of the dissertation are asked not to discuss their reports with candidates, even after the examination process has been completed, as it would be unfair for some students but not others to learn the identity of their examiners.

C22. Payment of Examiners:

The Degree Committee will only authorise payment for examiners who are not officers of the University of Cambridge (except for Affiliated Lecturers, who are eligible). Such examiners are invited to complete and return the claim form, an electronic version of which can be found at:
http://www.admin.cam.ac.uk/students/studentregistry/staff/exams/dc/examiners.html

C23 C.A. Bayly Dissertation Prize

The C.A. Bayly Dissertation Prize will be awarded by the Graduate Education Committee sitting as Board of Examiners to the candidate(s) deemed to have produced the best dissertation(s).

C24 Prize for best performance overall

The prize for best performance overall in the MPhil 2016-17 will be awarded by the Graduate Education Committee sitting as Board of Examiners.

APPENDIX D:

COURSE SCHEDULE FOR STUDENTS

DATE	EVENT	COMMENTS
Wednesday, 9 November 2016	Core essay questions distributed	Essays of not more than 3,000 words in length
Tuesday, 17 January 2017	Core Course essays and book reviews submitted 4 pm	Submit to MPhil Office by 4 pm
Tuesday, 17 January 2017	Dissertation titles due	Email to mphil@s-asian.cam.ac.uk by 4 pm
Monday, 13 February 2017	Option essay questions distributed	Essays of not more than 5,000 words in length
Tuesday, 25 April 2017	Option essays submitted 4 pm	Submit to MPhil Office by 4 pm
Monday, 8 May 2017	Last date for revision of dissertation titles	MPhil Office will submit the final list to the Degree Committee
Tuesday, 23 May 2017 (**SUBJECT TO CONFIRMATION**)	LANGUAGE ORAL EXAMS	30 minutes in length. May be held on other days in this week TBC.
Thursday, 25 May 2017 (**SUBJECT TO CONFIRMATION**)	THREE HOUR EXAM	Time and venue TBC
Wednesday, 14 June 2017	Dissertation submission	Submit to the MPhil Office by 4 pm 2 soft-bound copies + an emailed copy of the dissertation in Word must also be provided so that, if necessary, the word count may be verified. Dissertation of between 15,000 and 20,000 words
FROM TURSDAY 6 JULY 2017 (SUBJECT TO CONFIRMATION)	**RESULTS RELEASED TO STUDENTS**	
Friday & Saturday, 21-22 July 2017	First Congregation date at which MPhil students will be able to graduate in person if they wish to	Arrangements to be made with students' colleges

All the information contained in the MPhil in Modern South Asian Studies Course Handbook 2016-2017 is correct at the time of publication but may be subject to alteration at any time.

MPhil Office
Centre of South Asian Studies