# MPHIL IN MODERN SOUTH ASIAN STUDIES

# COURSE HANDBOOK

# 2018-19

Centre of South Asian Studies
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*This document will be supplied to course advisers, supervisors, examiners and candidates*

UNIVERSITY OF CAMBRIDGE

October 2018

Dear students

Welcome to the MPhil in Modern South Asian Studies.  We hope your time here will prove to be both enjoyable and worthwhile.  New students 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 Wednesday South Asian seminars in the Alison Richard Building and join us for drinks at the Centre afterwards.

Yours sincerely


Dr David Washbrook
Convenor, MPhil in Modern South Asian Studies

# 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 Dr David Washbrook.  If you need to contact him 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.

| | |
|---|---|
| Dr Edward Anderson<br>Trinity College | ea320@cam.ac.uk |
| Dr Patrick Clibbens<br>Trinity College | phmc2@cam.ac.uk |
| Dr Shailaja Fennell<br>Jesus College | ss141@cam.ac.uk |
| Mr Aishwarj Kumar<br>Faculty of Asian and Middle Eastern Studies | ak403@cam.ac.uk |
| Dr David Washbrook<br>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.

Although your College acts as the primary source of your pastoral care, the Department of POLIS has a wellbeing contact.  You may approach them in total confidence with any concerns you have regarding mental health and/or wellbeing while studying at Cambridge.  The role of the Wellbeing Contact is not to act as a counsellor, but to direct students to wellbeing and mental health resources available to them, and to facilitate communication where necessary.  You can email regarding any welfare issues at talkaboutit@polis.cam.ac.uk.

**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 –

https://www.polis.cam.ac.uk/graduate-student-resources

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 16 November at the very latest for approval by the Degree Committee at its 29 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 59 nights in Cambridge between 1 October and 19 December (inclusive).

> To keep Lent Term a student must spend 59 nights in Cambridge between 5 January and 25 March.

> To keep Easter Term a student must spend 52 nights in Cambridge between 10 April and 18 June.

**You should apply to work away for absences over 2 weeks**. You are expected to be in residence in Cambridge studying during term time. You do not have a holiday entitlement, but can take breaks from study during the vacation periods between terms without being required to apply for permission to do so. You will need to apply to work away if at any time during your course you plan to be away from Cambridge, other than for short breaks for holidays.

If you are granted permission to work away you are considered still to be under the active supervision of your Cambridge Supervisor, unless alternative arrangements have been approved.

More information is available on the Cambridge Students website: https://www.cambridgestudents.cam.ac.uk/your-course/graduate-study/your-student-status/applying-change-circumstance-student-status

## 1.8 Travel grants

The Centre offers small travel grants to MPhil students to support research costs directly related to dissertation projects (including international and UK-based fieldwork and visits to archives and libraries). Candidates must demonstrate that they have sought funding from alternative sources. The size of the grants awarded depends on the needs of the students and the number of successful applications. Details of how to apply will be circulated to students during the year.

## 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.

For students intending to conduct interviews as part of their research, three digital voice recorders are available for loan on a first come, first served basis.  Contact Barbara in the MPhil office.

**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. 6, 1.7 , leave to work away)**

The academic year in Cambridge is divided into three terms.  In 2018-19 the relevant dates are as follows:

| | |
|---|---|
| **MICHAELMAS FULL TERM:** | 2 October – 30 November |
| **LENT FULL TERM:** | 15 January – 15 March |
| **EASTER FULL TERM:** | 23 April – 14 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 12 June 2019.
**Students are advised to remain available in Cambridge until Wednesday, 3 July 2019, 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.

The General Board's Education Committee has introduced the Student Barometer Survey as the University-wide survey for all students. The survey will open in November and close on 1 December 2018.  Students will receive personalised links.  Short follow-up questions will be sent in Lent, to students who agree (during the main survey) to be contacted at a later stage about their course.

## 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)    Core Course: Introduction to modern South Asia: key themes, concepts and debates

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 15 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.

For each class, readings will be assigned to at least two students who will give short presentations on what they have read.  They will be required to write one, non-assessed practice essay of 1500-2000 words on a question related to the readings and topics, which will be marked and returned to them individually in mini-tutorials.

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 D. Metcalf and Thomas R. Metcalf, *A Concise History of Modern India* (3rd edn, Cambridge University Press, 2012), 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, 1988). 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, 5 October, 11 am-1 pm: Colonialism and its legacies
### Dr David Washbrook and Dr Patrick Clibbens

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.

Bayly, C.A., 'The Pre-history of "Communalism"? Religious Conflict in India', *Modern Asian Studies*, 19:2 (1985), 177-203.

Chakrabarty, Dipesh, 'Introduction: The Idea of Provincializing Europe', in *Provincializing Europe: Postcolonial Thought and Historical Difference* (Princeton, 2000), 3-23.

Chatterji, Joya, 'Decolonization in South Asia: The Long View', in Martin Thomas and Andrew Thompson (eds.), *The Oxford Handbook of the Ends of Empire* (Oxford, 2018).

Cooper, Frederick, 'Introduction: Colonial Questions, Historical Trajectories', in *Colonialism in Question: Theory, Knowledge, History* (Berkeley, 2005), 3-32.

Gooptu, Nandini, 'The Political Legacy of Colonialism in South Asia', in Douglas M. Peers and Nandini Gooptu (eds.), *India and the British Empire* (Oxford, 2012), 334-56.

O'Hanlon, Rosalind, 'Colonialism and Social Identities in Flux', in Douglas M. Peers and Nandini Gooptu (eds.), *India and the British Empire* (Oxford, 2012), 100-34.

Roy, Tirthankar, 'The Economic Legacies of Colonial Rule in India: Another Look', *Economic and Political Weekly* (*EPW*), 50:15 (2015).

Washbrook, D.A., 'Law, State and Agrarian Society in Colonial India', *Modern Asian Studies*, 15:3 (1981), 649-721.

## 2.  Monday, 8 October, 3-5 pm: History of nationalism and nation building
## Dr Patrick Clibbens and Dr Partha Pratim Shil

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.

Chatterjee, Partha, *The Nation and Its Fragments: Colonial and Postcolonial Histories* (Princeton, 1993).

Chatterji, Joya, 'Nationalisms in India, 1857-1947', in John Breuilly (ed.), *The Oxford Handbook of the History of Nationalism* (Oxford, 2013), 242-62.

Goswami, Manu, *Producing India: From Colonial Economy to National Space* (Chicago, 2004).

Guha, Ranajit, 'Discipline and Mobilize', in Partha Chatterjee and Gyanendra Pandey (eds.), *Subaltern Studies VII: Writings on South Asian History and Society* (Delhi, 1992), 69-120.

Jaffrelot, Christophe, *The Pakistan Paradox: Instability and Resilience* (London, 2015).

Jalal, Ayesha, *The State of Martial Rule*: *The Origins of Pakistan's Political Economy of Defence* (Cambridge, 1990), particularly Introduction and chapter 1.

Khilnani, Sunil, *The Idea of India* (London, 1997).

Mookherjee, Nayanika, *The Spectral Wound: Sexual Violence, Public Memories and the Bangladesh War of 1971* (Durham, N.C., 2015).

Shaikh, Farzana, *Making Sense of Pakistan* (London, 2009).

Uddin, Sufia M., *Constructing Bangladesh: Religion, Ethnicity, and Language in an Islamic Nation* (Chapel Hill, N.C., 2006), Introduction and Chapter 1.

*Gandhi, M.K., *Hind Swaraj*, ed. Anthony J. Parel (2nd edn, Cambridge, 2009).

*Nehru, Jawaharlal, *An Autobiography* (London, 1936).


## 3.  Friday, 12 October, 11-1 pm: Migration and diaspora
## Dr Edward Anderson and Dr Patrick Clibbens

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 S., *Crossing the Bay of Bengal: The Furies of Nature and the Fortunes of Migrants* (Cambridge, Mass., 2013), Prologue and chapter 1.

Appadurai, Arjun, *Modernity at Large: Cultural Dimensions of Globalization* (Minneapolis, 1996), 'Here and Now', 1-24.

Carter, Marina, *Voices from Indenture: Experiences of Indian Migrants in the British Empire* (London, 1996).

Chatterji, Joya, and David Washbrook (eds.), *Routledge Handbook of the South Asian Diaspora* (New York, 2013), select chapters.

Hutt, Michael, *Unbecoming Citizens: Culture, Nationhood, and the Flight of Refugees from Bhutan* (New Delhi, 2003).

Peebles, Patrick, *The Plantation Tamils of Ceylon* (London, 2001).

Haynes, Douglas E., and Tirthankar Roy, 'Conceiving Mobility: Weavers' Migrations in Pre-colonial and Colonial India', *Indian Economic and Social History Review* 36:1 (1999), 35-67.

*Choudhury, Yousuf, *The Roots and Tales of the Bangladeshi Settlers* (Birmingham, 1993).

*Ali, Monica, *Brick Lane* (London, 2003).


**4. Monday, 15 October, 3-5 pm: The state in South Asia: debates in political science, history and anthropology**
**Dr David Washbrook and Dr Patrick Clibbens**

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.

Alavi, Hamza, 'The State in Post-colonial Societies: Pakistan and Bangladesh', *New Left Review*, I/74 (1972), 59-81.

Bayly, C.A., 'Indigenous and Colonial Origins of Comparative Economic Development: The Case of Colonial India and Africa', World Bank Working Paper (Washington, D.C., 2008). https://openknowledge.worldbank.org/handle/10986/6450

Bhargava, Rajeev, 'Democratic Vision of a New Republic: India, 1950', in Francine R. Frankel, Zoya Hasan, Rajeev Bhargava and Balveer Arora (eds.), *Transforming India: Social and Political Dynamics of Democracy* (New Delhi, 2000), 26-59.

Chandavarkar, Rajnarayan. 'Customs of Governance: Colonialism and Democracy in Twentieth

Century India', *Modern Asian Studies*, 41:3 (2007), 441-70.

Chatterjee, Partha, 'Development Planning and the Indian State', in Zoya Hasan (ed.), *Politics and the State in India* (New Delhi, 2000), 115-41.

Chatterji, Joya, 'South Asian Histories of Citizenship 1946-70', *Historical Journal* 55:4 (2012), 1049-71.

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

Jalal, Ayesha, *Democracy and Authoritarianism in South Asia: A Comparative and Historical Perspective*, Cambridge 1995, introduction

Kamran, Tahir, 'Pakistan: A Failed State?', *History Today* 67:9 (2017), 24-35.

Sherman, Taylor C., William Gould and Sarah Ansari (eds.)*, From Subjects to Citizens: Society and the Everyday State in India and Pakistan, 1947-1970* (Cambridge, 2014), essays by Sherman, Gould and Ansari.

Spencer, Jonathan, *Anthropology, Politics and the State: Democracy and Violence in South Asia* (Cambridge, 2007), chapters 5 and 6.

*Gandhi, M.K., *Hind Swaraj*, ed. Anthony J. Parel (2nd edn, Cambridge, 2009).

*Rushdie, Salman, *Shame* (London, 1983).

## 5. Friday, 19 October, 11 am-1 pm: Gender, the household and the family
## Dr Anjali Bhardwaj Datta and Dr Patrick Clibbens

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.

Butalia, Urvashi, and Tanika Sarkar (eds.), *Women and the Hindu Right: A Collection of Essays* (New Delhi, 1995).

De Mel, Neloufer, *Women and the Nation's Narrative: Gender and Nationalism In Twentieth-Century Sri Lanka* (New Delhi, 2001).

Forbes, Geraldine, *Women in Modern India* (Cambridge, 1996).

Kumar, Radha, *The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800-1990* (London, 1993).

Menon, Ritu, and Kamla Bhasin, *Borders and Boundaries: Women in India's Partition* (New Delhi, 1998).

Minault, Gail, *Secluded Scholars: Women's Education and Muslim Social Reform in Colonial India* (Delhi, 1998).

Paik, Shailaja, 'Forging a New Dalit Womanhood in Colonial Western India: Discourse on Modernity, Rights, Education and Emancipation', *Journal of Women's History* 28:4 (2016), 14-40.

Sangari, Kumkum, and Sudesh Vaid (eds.), *Recasting Women: Essays in Indian Colonial History* (New Delhi, 1989).

Sarkar, Mahua, 'Muslim Women and the Politics of (In)visibility in Late Colonial Bengal', *Journal of Historical Sociology*, 14:2 (2001), 226-50.

Sarkar, Sumit, and Tanika Sarkar (eds.), *Women and Social Reform in Modern India: A Reader* (Ranikhet, 2007).

Sinha, Mrinalini, 'Refashioning Mother India: Feminism and Nationalism in Late Colonial India', *Feminist Studies*, 26:3 (2000), 623-44.

Shaheed, Farida, 'The Women's Movement in Pakistan: Challenges and Achievements', in Amrita Basu (ed.), *Women's Movement in the Global Era: The Power of Local Feminisms* (Boulder, Colo., 2010), 89-118.

## 6. Monday, 22 October, 3-5 pm: Caste and culture: key anthropological debates
**Professor Susan Bayly 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?

Appadurai, Arjun, 'Putting Hierarchy in its Place', *Cultural Anthropology* 3:1 (1988), 36-49. Also in George E. Marcus (ed.) *Rereading Cultural Anthropology* (Durham, N.C., 1992). 34-47.

Bayly, Susan, *Caste, Society and Politics in India from the Eighteenth Century to the Modern Age* (Cambridge, 1999), chapters 1, 3 and 4.

Béteille, André, 'Individualism and Equality', *Current Anthropology*, 27:2 (1986), 121-34. See also the 'Discussion and Criticism', *Current Anthropology*, 28:5 (1987), 669-77, where Dumont

replies and Béteille replies to him.

Cohn, Bernard S., 'The Census, Social Structure and Objectification in South Asia', in *An Anthropologist Among The Historians And Other Essays* (Delhi, 1987), 224-54.

Dirks, Nicholas B., 'Castes of Mind', *Representations* 37 (1992), 56-78.

Dumont, Louis, *Homo Hierarchicus: The Caste System and Its Implications*, (revised edn, Chicago, 1980), Introduction, Chapters II, III, IV, & Postface.

Fuller, C.J., and Haripriya Narasimhan, *Tamil Brahmans: The Making of a Middle-Class Caste* (Chicago, 2014).

Peabody, Norbert, 'Cents, Sense, Census: Human Inventories in Late Precolonial and Early Colonial India', *Comparative Studies in Society and History* 43:4 (2001), 819-50.

*\*Q2P* – (film, directed by Paromita Vohra, 2006).

## 7. Friday, 26 October, 11-1: Ethnic conflict and minority rights: perspectives from political science and history
## Dr Sujit Sivasundaram

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.

Bajpai, Rochana, *Debating Difference: Group Rights and Liberal Democracy in India* (New Delhi, 2011), part 1.

Chatterji, Joya, 'South Asian Histories of Citizenship 1946-70', *Historical Journal* 55:4 (2012), 1049-71.

Gould, William, *Religion and Conflict in Modern South Asia* (Cambridge, 2012), 1-24.

Gunawardana, R.A.L.H., 'The People of the Lion: The Sinhala Identity and Ideology in History and Historiography', in Jonathan Spencer (ed.), *Sri Lanka: History and the Roots of Conflict* (London, 1990), 45-86.

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

Rais, Rasul Bakhsh, 'Identity Politics and Minorities in Pakistan', *South Asia: Journal of South Asian Studies* 30:1 (2007), 111-25.

Rehman, Javaid, 'Minority Rights and the Constitutional Dilemmas of Pakistan', *Netherlands Quarterly of Human Rights* 19:4 (2001), 417-43.

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, 2015), 280-95.

Shani, Ornit, *Communalism, Caste, and Hindu Nationalism: The Violence in Gujarat* (Cambridge, 2007), Introduction.

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

Talbot, Ian, *Pakistan: A Modern History* (revised edn, London, 2009), 21-52 & 279-86.

Tambiah, S.J., *Sri Lanka: Ethnic Fratricide and the Dismantling of Democracy* (London, 1986), or *Buddhism betrayed? Religion, politics and violence in Sri Lanka* (Chicago, 1992).

Thiranagama, Sharika, *In My Mother's House: Civil War in Sri Lanka* (Philadelphia, 2011).

*Hosain, Attia, *Sunlight on a broken column* (London, 1961).

*Manto, Saadat Hasan, *Toba Tek Singh* (1955).


## 8. Monday, 29 October, 3-5 pm: Labour and capital in South Asian history
## Dr David Washbrook and Dr Partha Pratim Shil

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?

Breman**,** Jan, 'The study of industrial labour in post-colonial India—The informal sector: A concluding review', *Contributions to Indian Sociology* 33:1-2 (1999), 407-31.

Breman, Jan, *Patronage and Exploitation: Changing Agrarian Relations in South Gujarat, India* (Berkeley, 1974).

Breman, Jan, 'From Bondage to Neo-bondage in Gujarat: Brick-Kilns and Sugarcane Sectors', unpublished conference paper, Paris, 2007.
www.gis-reseau-asie.org/uploaded_files/congress/a18_breman_jan_p1.pdf

Chandavarkar, Rajnarayan,'Aspects of the historiography of labour in South Asia', in *History, Culture and the Indian City: Essays by Rajnarayan Chandavarkar* (Cambridge, 2009), 236-50.

Chandavarkar, Rajnarayan, 'Industrialization in India before 1947: Conventional Approaches and Alternative Perspectives', *Modern Asian Studies* 19:3 (1985), 623-68.

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

Joshi, Chitra, 'Histories of Indian Labour: Predicaments and Possibilities', *History Compass* 6:2 (2008), 439-54.

Sarkar, Sumit, **'**The City Imagined: Calcutta of the Nineteenth and Early Twentieth Centuries' in *Writing Social History* (Delhi, 1997). 159-85.

Sen, Samita, *Women and Labour in Late Colonial India: The Bengal Jute Industry* (Cambridge, 1999), Introduction.

Sen, Samita, and Nilanjana Sengupta, *Domestic Days: Women, Work, and Politics in Contemporary Kolkata* (New Delhi, 2016), chapters 1 and 7.

Sharma, Jayeeta, '"Lazy" Natives, Coolie Labour, and the Assam Tea Industry', *Modern Asian Studies* 43:6 (2009), 1287-1324.

*Mukherjee, Neel, *The Lives of Others* (London, 2014).


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

**9. Friday, 2 November, 11 am-1 pm: Inequalities of gender and religions: implications for inclusive development**

**Dr Shailaja Fennell, Dr Maryam Tanwir and Dr Nitya Khemka**

The focus of Session 9 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.

Corbridge, Stuart, and John Harriss, *Reinventing India: Liberalization, Hindu Nationalism and Popular Democracy* (Cambridge, 2000), chapter 8.

Fennell, Shailaja, 'Educational Exclusion and Inclusive Development in India' in Lawrence Saez and Gurharpal Singh (eds.), *New Dimensions of Politics in India: The United Progressive Alliance in Power* (London, 2012), 39-52.

Hasan, Zoya, 'Gender, Religion and Democratic Politics in India', *Third World Quarterly* 31:6 (2010), 939-54.

Jafar, Afshan, 'Women, Islam, and the State in Pakistan', *Gender Issues* 22:1 (2005), 35–55.

Khawar Mumtaz, 'Gender and Poverty in Pakistan', *Development* 50:2 (2007), 149-53.

Sethi, Manisha, 'Avenging Angels and Nurturing Mothers: Women in Hindu Nationalism' *Economic and Political Weekly* 37:16 (2002), 1545-52.

Shaheed, Farida, 'Contested Identities: Gendered Politics, Gendered Religion in Pakistan', *Third World Quarterly* 31:6 (2010), 851-67.

## 10. Monday, 5 November, 3-5 pm: Economic Growth and Development
## Dr Shailaja Fennell, Dr Maryam Tanwir and Dr Nitya Khemka

The focus of Session 10 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.J. (ed.), *The State and Development Planning in India* (Delhi, 1994), chapters 1 and 2.

Chakravarty, Sukhamoy, *Development Planning: The Indian Experience* (Oxford, 1987), chapters 1-3.

Hsu, Sara, 'Gradual Growth: India's Development Trajectory', in Sara Hsu, *Economic Reform in Asia: China, India, and Japan* (Cheltenham, 2016), 82-103.

Kohli, Atul, *State-Directed Development*: *Political Power and Industrialization in the Global Periphery* (Cambridge, 2004).

Zaidi, S. Akbar, *Issues in Pakistan's Economy: A Political Economy Perspective* (3rd edn, Karachi, 2015), chapter 26, 782-98.

Tanwir, Maryam, and Shailaja Fennell, 'Pakistani Bureaucracy and Political Neutrality: A Mutually Exclusive Phenomenon?' *The Pakistan Development Review* 49:3 (2010), 239-59. https://www.jstor.org/stable/41261046

**11. Friday, 9 November, 11 am-1 pm: Geographies of Conservation: nature, society and politics in India   TIMING OF THIS CLASS TBC**
**Dr Maan Barua**

This class will examine the genealogies, practices and key debates in conservation in India.  The control, management and preservation of biodiversity are a vital arena through which resources and land have been governed, both historically and in the present.  The class will show how biodiversity conservation is not simply about ecology, but is a mode of (bio)politics, enmeshed in particular epistemologies of what constitutes 'nature'.

The class will focus on three key areas: colonial forestry and game management; post-independence species conservation and nation-building; contemporary conservation imperatives and conflicts.  It will introduce concepts from political ecology (particularly its South Asian variants) and cultural geography as analytics through which ideas of 'nature', 'landscape' and 'wildlife' might be interrogated, and how practices of governing them might be understood.

Agrawal, Arun, 'Environmentality: Community, Intimate Government, and the Making of Environmental Subjects in Kumaon, India', *Current Anthropology* 46:2 (2005), 161-90.

Barua, Maan, 'Bio-Geo-Graphy: Landscape, Dwelling, and the Political Ecology of Human-Elephant Relations', *Environment and Planning D: Society and Space* 32:5 (2014), 915-34.

Guha, R., 'The Authoritarian Biologist and the Arrogance of Anti-Humanism: Wildlife Conservation in the Third World', *The Ecologist* 27:1 (1997)**,** 14-20.

Rangarajan, Mahesh, 'The Politics of Ecology: The Debate on Wildlife and People in India, 1970-95', *Economic and Political Weekly* 31:35/37 (1996), 2391-409.


**12. Monday, 12 November, 3-5 pm: Commerce, business, globalization in South Asia: perspectives from political economy and business studies**
**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* (London, 2009), Introductory Chapter: 'Notes from an Accidental Entrepreneur.'

Radjou, Navi, Jaideep Prabhu, and Simone Ahuja, 'Jugaad: A Breakthrough Growth Strategy', in *Jugaad Innovation: Think Frugal, Be Flexible, Generate Breakthrough Growth* (San Francisco, 2012), 1-28.

Zaidi, S. Akbar, *Issues in Pakistan's Economy: A Political Economy Perspective* (3rd edn, Karachi, 2015).

Munir, Kamal, and Natalya Naqvi, 'Pakistan¹s Post-Reforms Banking Sector: A Critical Evaluation', *Economic and Political Weekly*, 48:47 (2013).


## 13. Friday, 16 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?

Bass, Gary J., 'The Indian Way of Humanitarian Intervention', *Yale Journal of International Law* 40:2 (2015), 227-94.

Engerman, David, 'Learning from the East: Soviet Experts and India in the Era of Competitive Coexistence', *Comparative Studies of South Asia, Africa, and the Middle East* 33:2 (2013), 227-38.

Raghavan, Srinath, 'Sino-Indian Boundary Dispute, 1948-60: A Reappraisal', *Economic and Political Weekly* 41:36 (2006), 3882-92.

Rotter, Andrew J., 'Gender Relations, Foreign Relations: The United States and South Asia, 1947-1964,' *The Journal of American History* 81:2 (1994), 518-42.

Schofield, Victoria, *Kashmir in Conflict: India, Pakistan and the Unending War* (revised edn, London, 2010), chapter 3.


## 14. Monday, 19 November, 3-5 pm: Ethnogenesis and Open Borders: Nepal's Tarai-Madhesh and Nepal-India Relations
**Professor David Gellner**

This lecture and seminar focuses on the inter-related processes of state formation, political transformation, ethnogenesis, migration, and border construction, with particular reference to the Nepal-India border region.

Adhikari, Aditya, *The Bullet and the Ballot Box: The Story of Nepal's Maoist Revolution* (London, 2014).

Burghart, Richard, 'The Formation of the Concept of Nation-State in Nepal', *Journal of Asian Studies* 44:1 (1984), 101–25. Reprinted in Richard Burghart, *The Conditions of Listening: Essays on Religion, History and Politics in South Asia*, ed. C.J. Fuller and Jonathan Spencer (Delhi, 1996), 226–60.

Gellner, David, Joanna Pfaff-Czarnecka, and John Whelpton (eds.), *Nationalism and Ethnicity in a Hindu Kingdom: The Politics of Culture in Contemporary Nepal* (Amsterdam, 1996). Introduction to the 2nd edition, 'New Nepal, New Ethnicities: Changes since the Mid 1990s', *Nationalism and Ethnicity in Nepal* (Kathmandu, 2008), i-xxxiii, is available on academia.edu.

Gellner, David N., Sondra L. Hausner, and Chiara Letizia (eds.), *Religion, Secularism, and Ethnicity in Contemporary Nepal* (New Delhi, 2016).

Hutt, Michael, *Unbecoming Citizens: Culture, Nationhood and the Flight of Refugees from Bhutan* (New Delhi, 2003).

Jha, Prashant, *Battles of the New Republic: A Contemporary History of Nepal* (London, 2014).

Lawoti, Mahendra and Susan Hangen (eds.), *Nationalism and Ethnic Conflict in Nepal: Identities and Mobilization after 1990* (London, 2013).

Shneiderman, Sara, *Rituals of Ethnicity: Thangmi Identities between Nepal and India* (Philadelphia, 2015).


## 15. Friday, 23 November, 9-11 am: 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?

Kumarasingham, Harshan, *A Political Legacy of the British Empire: Power and the Parliamentary System in Post-Colonial India and Sri Lanka* (London, 2013), chapter 7.

De Silva, K.M., *A History of Sri Lanka* (revised edn, London, 2005).

Tambiah, S.J., *Sri Lanka: Ethnic Fratricide and the Dismantling of Democracy* (London, 1986), or *Buddhism betrayed? Religion, politics and violence in Sri Lanka* (Chicago, 1992).

Manor, James, *The Expedient Utopian: Bandaranaike and Ceylon* (Cambridge, 1989).

Roberts, Michael, 'Ethnic Conflict in Sri Lanka and Sinhalese Perspectives: Barriers to Accommodation', *Modern Asian Studies* 12:3 (1978), 353-76.

Welikala, Asanga, '"Specialist in omniscience"? Nationalism, constitutionalism, and Sir Ivor Jennings' engagement with Ceylon', in Harshan Kumarasingham (ed.) *Constitution-Making in Asia: Decolonisation and State-Building in the Aftermath of the British Empire* (Abingdon, 2016), 112-36.

**16. Monday, 26 November, 2-5 pm: Presentations on dissertations with Dr David Washbrook and Dr Patrick Clibbens (first of two sessions)**

**17. Friday, 30 November, 11 am to 1 pm: presentations on dissertations with Dr David Washbrook and Dr Partha Pratim Shil (second of two sessions).**

**THIS SESSION WILL BE FOLLOWED BY AN END OF TERM SANDWICH LUNCH**

**(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 all option courses before deciding on one for which to write their essay. For 2017-18 the options will be as follows:

**Lent Term**

**Option (i)      Mondays, 2.30-4.00 pm**
(**NOTE: Monday, 7 February class will be 3.30-5 pm**)

**Mobility, Circulation and Diaspora: Migration, Society and Politics in Modern South Asia**
**Dr David Washbrook and Dr Edward Anderson**

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 21$^{st}$ century.

**Core Readings:**

Markovits, C., et al. (eds.), *Society and Circulation. Mobile People and Itinerant Cultures in South Asia 1750-1950* (2003).

Haynes, Douglas E., and Tirthankar Roy, 'Conceiving Mobility: Weavers' Migrations in Pre-colonial and Colonial India', *Indian Economic and Social History Review* 36:1 (1999), 35-67.

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.

Amrith, Sunil, '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.

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

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, 21 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, C., et al. (eds.), *Society and Circulation. Mobile People and Itinerant Cultures in South Asia 1750-1950* (2003).

Haynes, Douglas E., and Tirthankar Roy, 'Conceiving Mobility: Weavers' Migrations in Pre-colonial and Colonial India', *Indian Economic and Social History Review* 36:1 (1999), 35-67.

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.

Brubaker, Rogers, 'the 'diaspora' diaspora in *Ethnic & Racial Studies*, Vol. 28, No. 1, 2005. Also see Claire Alexander's critique of this article, and Brubaker's response to it, in *Ethnic & Racial Studies* issues, 2017.

**Week 2: Monday, 28 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

Haynes, Douglas E., and Tirthankar Roy, 'Conceiving Mobility: Weavers' Migrations in Pre-colonial and Colonial India', *Indian Economic and Social History Review* 36:1 (1999), 35-67.

## Week 3: Monday, 4 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 Joya Chatterji and David Washbrook (eds.), *Routledge handbook of the South Asian diaspora*, London, 2013.
Markovits et al. (eds.), *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, 11 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.
Carter, Marina, *Voices from indenture*, Bloomsbury, London, 1991.

**Week 5: Monday, 18 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*
Ghosh, 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)
Alexander, Chatterji & Jalais, *The Bengal diaspora*, chapters 3 & 6.
Sen, Uditi, 'The myths refugees live by.  Memory and history in the making of Bengali refugee
       identity' in *Modern Asian Studies*, Vol. 48,1, 2014.

**Week 6: Monday, 25 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** Sassen, S. *The Global City:
       New York, London, Tokyo*, Princeton: Princeton University Press. 1991.
Chatterji, J. 'On being stuck in Bengal' in *Modern Asian Studies*, Vol. 51.2, March, 2017
Carling, Jørgen, 'Migration in the age of involuntary immobility' in *Journal of ethnic and
       migration studies*, Vol. 28(1), 2002
Also see article of Ali Nobil Ahmad in Chatterji and Washbrook, *The Routledge Handbook of
       the South Asian diaspora*, 2013

**Week 7: Monday, 4 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.

Mohapatra, Prabhu P., '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)

Alexander, C., Chatterji, J. and Jalais, A, *The Bengal Diaspora: Rethinking Muslim Migration* (2015), chapters 6, 7 and 8

**Week 8: Monday, 11 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)

Alexander, Chatterji & Jalais, *The Bengal diaspora*.

Bhabha, Homi 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.

Anderson, Edward '"Neo-Hindutva". The Asia House M.F. Husain campaign and the mainstreaming of the Hindu nationalist rhetoric in Britain' in *Contemporary South Asia*, Vol. 23(1), 2015

**Option (ii)      Thursdays, 11.30 am-1.00 pm**
**Elections, polls and policy in South Asia**
**Dr Patrick Clibbens**

This course will explore the politics of South Asia since Independence through a focus on elections, approached from the perspectives of contemporary history, anthropology, political science and political theory. We will discuss the establishment of electoral democracy in South Asia and the changing nature of South Asian elections and electoral campaigning. The course will explore the debates about the relationship between public policy, electioneering and electoral success in South Asia's diverse democracies.

India was one of the first countries of the global South to undertake opinion polls and polls are ubiquitous in Indian media today. This course will also investigate the institutional production of 'public opinion' and the concepts of 'the public' held by policymakers in South Asia, with the aim of understanding how these ideas have shaped South Asia's complex political landscape.

**General histories:**
Ali, S. Mahmud, *Understanding Bangladesh* (London, 2010).
Guha, Ramachandra, *India after Gandhi: The history of the world's largest democracy* (London, 2007)
Jaffrelot, Christophe, *The Pakistan paradox: Instability and resilience*, trans. Cynthia Schoch (London, 2015).
Jalal, Ayesha, *The state of martial rule: The origins of Pakistan's political economy of defence* (Cambridge, 1990).
Khilnani, Sunil, *The idea of India* (London, 1997).
Riaz, Ali, *Bangladesh: A political history since Independence* (London, 2016).
Talbot, Ian, *Pakistan: A new history* (London, 2012).

**Approaches:**
Banerjee, Mukulika, *Why India votes?* (London, 2014).
Chatterjee, Partha, *The politics of the governed: Reflections on popular politics in most of the world* (New York, 2004).
Kothari, Rajni, *Politics in India* (New Delhi, 1970).
Kumar, Sanjay, and Praveen Rai, *Measuring Voting Behaviour in India* (New Delhi, 2013).
Lama-Rewal, Stéphanie Tawa, 'Studying Elections in India: Scientific and Political Debates', *SAMAJ*, vol. 3 (2009).
Piliavsky, Anastasia (ed.), *Patronage as Politics in South Asia* (Cambridge, 2014).


**Week 1: Thursday, 24 January, 11.30-1.00: Representative democracy and popular sovereignty**

The first session will introduce the course by illustrating the key themes of popular sovereignty and the theory and practice of representative democracy in South Asia and globally.

Achen, Christopher H., and Larry M. Bartels, *Democracy for realists: Why elections do not produce responsive government* (Princeton, N.J., 2016).
Ahuja, Amit, and Pradeep Chhibber, 'Why the poor vote in India: "If I don't vote, I am dead to the state', *Studies in Comparative International Development*, vol. 47, no. 4 (2012), 1-22.
Banerjee, Mukulika, *Why India votes?* (London, 2014).
Chakrabarty, Dipesh, '"In the name of politics": Sovereignty, democracy and the multitude in India', *Economic and Political Weekly*, vol. 40, no. 30 (2005), 3293-301.
Drèze, Jean, and Amartya Sen, 'Democracy, inequality and public reasoning', in Jean Drèze and Amartya Sen, *An uncertain glory: India and its contradictions* (London, 2013), pp. 243-75.

Gilman, Nils, *Mandarins of the future: Modernization theory in Cold War America* (Baltimore, 2007), esp. 'The elite theory of democracy', pp. 47-63.

Gilmartin, David, 'Imperial sovereignty in Mughal and British forms', *History & Theory*, vol. 56, no. 1 (2017), 80-88.

Gilmartin, David, 'The paradox of patronage and the people's sovereignty,' in Anastasia Piliavsky (ed.), *Patronage as politics in South Asia* (Cambridge, 2014), pp. 125-153.

Jayal, Niraja Gopal, 'Contending representative claims in Indian democracy', *India Review*, vol. 15, no. 2 (2016), 172-95.

Kaviraj, Sudipta, 'Democracy and Development in India', in *The enchantment of democracy and India: Politics and ideas* (Ranikhet, 2011), pp. 116-60. Originally published in: Amiya Kumar Bagchi (ed.), *Democracy and development: Proceedings of the IEA conference held in Barcelona, Spain* (Basingstoke, 1995), pp. 92-130.

Parry, Jonathan P., 'The "crisis of corruption" and "the idea of India": a worm's eye view', in I. Pardo (ed.), *The morals of legitimacy* (New York; Oxford, 2000), pp 27-55.

Przeworski, Adam, *Why bother with elections?* (Cambridge, 2018).

Ryan, Alan, 'Democracy in the modern world', in *On politics: A history of political thought from Herodotus to the present* (London, 2012), pp. 946-77.

## Week 2: Thursday, 31 January, 11.30-1.00: Constructing democracy in South Asia

This session will focus on the creation and negation of electoral democracy in India and Pakistan in the decades immediately before and after Independence.

Chiriyankandath, James. '"Democracy" under the Raj: Elections and separate representation in British India', *Journal of Commonwealth and Comparative Politics*, vol. 30, no. 1 (1992), 39-63.

Gilmartin, David, 'Election law and the "people" in colonial and postcolonial India', in Dipesh Chakrabarty, Rochona Mazumdar and Andrew Sartori (eds.), *From the colonial to the postcolonial: India and Pakistan in transition* (New Delhi, 2007), pp. 55–82.

Kamran, Tahir, 'Early phase of electoral politics in Pakistan: 1950s', *South Asian Studies*, vol. 24, no. 2 (2009), 257-82.

Kamran, Tahir, 'Electoral politics in Pakistan (1955-1969)', *Pakistan Vision*, vol. 10, no. 1 (2010), 82-97.

Kothari, Rajni, 'The Congress "system" in India', *Asian Survey*, vol. 4, no. 12 (1964), 1161-73.

Manor, James, 'How and why liberal and representative politics emerged in India', *Political Studies*, vol. 38, no. 1 (1990), pp. 20-38.

Naqvi, Tahir H., 'Nation, space and exception: Pakistan's Basic Democracies experiment', *Comparative Studies of South Asia, Africa and the Middle East*, vol. 33, no. 3 (2013), 279-94.

Singer, Wendy, 'The 15 per cent solution: Women as a special category in early Indian elections', in Wendy Singer, *'A constituency suitable for ladies' and other social histories of Indian elections* (New Delhi, 2007), pp. 62-88.

Shani, Ornit, *How India Became Democratic: Citizenship and the Making of the Universal Franchise* (Cambridge, 2017).

## Week 3: Thursday, 7 February, 11.30-1.00: Elections and populism

This class will focus on elections that took place under 'populist' leaders in India, Pakistan and Bangladesh. It will explore whether and how these populists changed the prevalent ideas about popular sovereignty and introduced new methods of electioneering. It will place South Asian populism in the context of wider debates in political theory.

Bhuwania, Anuj, 'Courting the people: The rise of public interest litigation in post-Emergency India', *Comparative Studies of South Asia, Africa and the Middle East*, vol. 34, no. 2 (2014), 314-35.

Burki, Shahid Javed, *Pakistan under Bhutto, 1971-1977*, 2nd edn (Basingstoke, 1988), esp. chs 8-9, pp. 171-220.

Jaffrelot, Christophe and Louise Tillin, 'Populism in India', in Cristóbal Rovira Kaltwasser et al. (eds.), *The Oxford handbook of populism* (Oxford, 2017), pp. 179-94.

Jalal, A. *Democracy and authoritarianism in South Asia: A comparative and historical perspective* (Cambridge, 1995).

Kaviraj, Sudipta, 'Indira Gandhi and Indian Politics', *Economic and Political Weekly*, vol. 21, nos 38/9 (1986), 1697-708.

Müller, Jan-Werner, *What is populism?* (Philadelphia, 2016).

Pandian, M.S.S., *The image trap: MG Ramachandran in film and politics* (New Delhi, 1992).

Rudolph, Susanne Hoeber, and Lloyd I. Rudolph, 'Congress learns to lose: From a one-party dominant to a multiparty system in India', in Edward Friedman and Joseph Wong (eds.) *Political transitions in Dominant Party Systems: Learning to Lose* (London, 2008), pp. 15-41.

Sisson, Richard, and Leo E. Rose, *War and secession: Pakistan, India and the creation of Bangladesh* (Berkeley, Calif., 1990), esp. ch. 2.

Zaidi, S. Akbar, 'Special report: The triumph of populism 1971-1973', *Dawn* (2017) [https://www.dawn.com/news/1360571].


## Week 4: Thursday, 14 February, 11.30-1.00: Contemporary elections

This class will look at the elections that have taken place in South Asia in the last two decades, which have witnessed an uneven democratisation in Pakistan and the rise of the BJP in India. It will consider whether established ideas about the Pakistani state, the dominance of state-level politics over national politics, and the Indian party system have been overturned in recent years.

Diwakar, Rekha, 'Change and continuity in Indian politics and the Indian party system: Revisiting the results of the 2014 Indian general election', *Asian Journal of Political Science*, vol. 2, no. 4 (2017), 327-46.

Jha, Prashant, *How the BJP wins: Inside India's greatest election machine* (New Delhi, 2017).

Martin, Nicolas, *Politics, landlords and Islam in Pakistan* (Abingdon, 2016), esp. ch. 3, 'Electoral politics and the reproduction of inequality', pp. 66-92.

Palshikar, Suhas, Sanjay Kumar and Sanjay Lodha (eds.), *Electoral politics in India: The resurgence of the Bharatiya Janata Party* (Abingdon, 2017).

Samad, Yunus, 'Elections and democratic transition in Pakistan: one step forward and two steps backwards', *Commonwealth & Comparative Politics*, vol. 55, no. 4 (2017), 509-30.

Waseem, Mohammad, *Democratization in Pakistan: A study of the 2002 elections* (Karachi, 2006).

Wilder, Andrew R., *The Pakistani voter: Electoral politics and voting behaviour in the Punjab* (Karachi, 1999).

Wilkinson, Steven, 'Elections in India: Behind the Congress comeback', *Journal of Democracy*, vol. 16, no. 1 (2005), 153-67.

Yadav, Yogendra, and Suhas Palshikar, 'Ten theses on state politics in India', *Seminar* 591 (2008) [http://www.india-seminar.com/2008/591/591_y_yadav_&_s_palshkar.htm]

## Week 5: Thursday, 21 February, 11.30-1.00: Locating the public

This session will focus on the idea of 'the public', which will be considered in the *longue durée*. It will consider the emergence of ideas of 'public opinion' in colonial India and the development of vernacular 'public spheres'. It will also consider the role played by print media in constituting the public in contemporary South Asia, in complex ways often far removed from the ideal suggested by liberal political theory.

'Aspects of "the public" in colonial South Asia', special issue, *South Asia*, vol. 14, no. 1 (1991).

Cody, Francis, 'Populist publics: Print capitalism and crowd violence beyond liberal frameworks', *Comparative Studies of South Asia, Africa and the Middle East*, vol. 35, no. 1 (2015), 50-65.

Gilmartin, David, 'Rethinking the public through the lens of sovereignty,' *South Asia*, vol. 38, no. 3 (2015), 371-86.

Jaffrelot, Christophe, *The Pakistan paradox: Instability and resilience* (London, 2015), esp. ch. 7, 'The Judiciary, the Media and NGOs: In Search of Opposition Forces', pp. 373-436.

Jeffrey, Robin, 'Testing concepts about print, newspapers, and politics: Kerala, India, 1800-2009', in *Media and Modernity: Communications, Women, and the State in India* (Ranikhet, 2010), pp. 257-88.

Orsini, Francesca, *The Hindi public sphere, 1920-1940: Language and literature in the age of nationalism* (New Delhi, 2000).

Parry, Jonathan P., 'The "crisis of corruption" and "the idea of India": a worm's eye view', in I. Pardo (ed), *The morals of legitimacy* (New York; Oxford, 2000), pp. 27-55.

Rajagopal, Arvind (ed.), *The Indian public sphere: Readings in media history* (New Delhi, 2009).

Ruud, Arild Engelsen, 'Democracy in Bangladesh: A village view', in Stig Toft Madsen, Kenneth Bo Nielsen and Uwe Skoda (eds.), *Trysts with democracy: political practice in South Asia* (London, 2011), pp. 45-70.

Scott, J. Barton, and Brannon D. Ingram, 'What is a Public? Notes from South Asia', *South Asia*, 38, 3 (2015), pp. 357-70. Also see the rest of this special issue, *Imagining the Public in South Asia*.

**Week 6: Thursday, 28 February, 11.30-1.00: Polling**

This class will consider the emergence of opinion polling in India in the 1950s and 1960s and its limitations, its proliferation across South Asia in recent decades, and the role that polls have come to play in elections and politicians' thinking.

Bhaskara Rao, N., 'Poll surveys: The Indian scene', in *A handbook of poll surveys in media: an Indian perspective* (New Delhi, 2010).

da Costa E.P.W., *The Indian General Elections: The Structure of Indian Voting Intentions: January 1967* (New Delhi: Indian Institute of Public Opinion, 1967).

Dixon, John, 'Eric P.W. Da Costa: Polling pioneer of India', *International Journal of Public Opinion Research*, vol. 18, no. 1 (2006).

Eldersveld, Samuel J., 'The Political behavior of the Indian public', *Indian Institute of Public Opinion, Monthly Public Opinion Surveys* 9 (1964), 4-9.

Gilani, Ijaz Shafi, *Voice of the people: Public opinion in Pakistan 2007-2009* (Karachi, 2010).

Kaushik, Krishn, 'Spot On', *Caravan* (1 December 2013) [http://www.caravanmagazine.in/reportage/spot/2]

Mattes, Robert, 'Public opinion research in emerging democracies', in Wolfgang Donsbach and Michael W. Traugott (eds.), *The SAGE Handbook of Public Opinion Research* (Los Angeles, 2008), pp. 113-22.

'Measuring Democracy: A symposium on the state of election surveys in India', *Seminar* no. 684 (2016), esp. Kumar, Rai & Gupta.

Oldenburg, Philip, 'Pollsters, pundits and a mandate to rule: Interpreting India's 1984 parliamentary elections', *Journal of Commonwealth & Comparative Politics*, vol. 26, no. 3 (1988), 296-317.

Rai, Praveen, 'Status of opinion polls: Media gimmick and political communication in India' *Economic and Political Weekly*, vol. 49, no. 16 (2014).

Rudolph, Lloyd, and Susanne H. Rudolph, 'Surveys in India: Field experience in Madras state', *Public Opinion Quarterly*, vol. 22, no. 3 (1958), 235-44.


**Week 7: Thursday, 7 March, 11.30-1.00: Electioneering and political candidacy**

In this class, we will discuss the politics of candidacy and the process of 'getting a ticket'. The class will also consider changing methods of electioneering and campaigning in South Asian politics, including visual media and new social media.

Bajaj, Shelly Ghai, 'The Use of Twitter during the 2014 Indian general Elections Framing, Agenda-Setting, and the Personalization of Politics', *Asian Survey*, vol. 57, no. 2 (2017), 249-70.

Chaturvedi, Swati, *I Am A Troll: Inside the Secret World of the BJP's Digital Army* (New Delhi, 2016).

Dadi, Iftikhar, 'Political posters in Karachi, 1988-1999', *South Asian Popular Culture*, vol. 5, no. 1 (2007), 11-30.

Manor, James, 'India', in David Butler and Austin Ranney (eds.), *Electioneering: A comparative study of continuity and change* (Oxford, 1992), pp. 110-32.

Siddiqui, Dina Mahnaz, 'Political culture in contemporary Bangladesh: Histories, ruptures and contradictions', in Ali Riaz and C. Christine Fair (eds.), *Political Islam and Governance in Bangladesh* (London, 2010), pp. 7-26.

Singer, Wendy, 'Rhetoric, culture, and elections on the ground', in Wendy Singer, *'A constituency suitable for ladies' and other social histories of Indian elections* (New Delhi, 2007), pp. 157-85.

Vaishnav, Milan, 'The costs of democracy: How money fuels muscle in elections', in *When crime pays: Money and muscle in Indian politics* (New Haven, 2017), pp. 115-56.

Willnat, Lars, Roshni Verghese and Rashad Mammadov, 'Symbols, slogans, and charisma: Political posters in India's 2014 national election', in Christina Holtz-Bacha and Bengt Johansson (eds.), *Election posters around the globe: Political campaigning in the public space* (Cham, 2017), pp. 187-209.

## Week 8: Thursday, 14 March, 11.30-1.00: Public opinion and public policy

This week will focus on the relationship between public opinion and public policy, using two case studies: the development and testing of nuclear weapons by India and Pakistan in the 1990s; and economic liberalisation and employment guarantees in the 1990s and 2000s.

Verma, Rahul, 'What determines electoral outcomes in India? caste, class or voters' satisfaction with government performance?', *Asian Survey*, vol. 52, no. 2 (2012), 270-97.

Economic reforms

Bardhan, Pranab, 'Democracy and Distributive Politics in India'
[https://eml.berkeley.edu/~webfac/bardhan/papers/BardhDemoDist.pdf]

Jenkins, Rob, *Democratic politics and economic reform in India* (Cambridge, 1999).

Jenkins, Rob, and James Manor, *Politics and the right to work: India's National Rural Employment Guarantee Act* (New York, 2017).

Sinha, Aseema, 'Why has "development" become a political issue in Indian politics?' *Brown Journal of World Affairs*, vol. 23, no. 1 (2016), 189-203.

Thompson, Helen, *Might, right and prosperity: Representative democracy and the international economy, 1919-2001* (Manchester, 2008), esp. ch. 4.

Zaidi, A., *Issues in Pakistan's Economy: A political economy perspective*, 3rd edn (Karachi, 2015), chapters 26-7.

The bomb

Ahmed, Samina, and David Cortright, 'Pakistani Public Opinion and Nuclear Weapons Policy', in Samina Ahmed and David Cortright, *Pakistan and the bomb: Public opinion and nuclear options* (Oxford, 2000), pp. 3-28.

Cortright, David, and Amitabh Mattoo (ed.), *India and the bomb: Public opinion and nuclear options* (Notre Dame, Ind., 1996).

Kapur, Devesh, 'Public Opinion', in David M. Malone, C. Raja Mohan and Srinath Raghavan (eds.), *The Oxford handbook of Indian foreign policy* (Oxford, 2015), pp. 298-311.

Kaur, Raminder, 'Nuclear Revelations', in Raminder Kaur and William Mazzarella (eds.), *Censorship in South Asia: Cultural regulation from sedition to seduction* (Bloomington, Ind., 2009), pp. 140-71.

**Option: (iii)   Fridays, 1-2.30 pm (TBC)**

**Indian Society: Development and Social Transformation**
**Dr Shailaja Fennell**

This course will build on the seminar series already in place for the SPS Part II South Asia Paper and will consider the relationship between economic development and social transformation in the major countries of South Asian in detail.  Reading lists are available.

There will be eight seminars running weekly throughout the Lent Term which will engage with readings from across these key areas.

Additional readings will be provided for each seminar either by email or on Moodle.

**The reading list below will be useful for those wishing to take this course:-**

**1. General:-**

R. Guha, 2007, *India after Gandhi: The history of the world's largest democracy*, Ecco Press.
J. Drèze and Sen, A., 2013. *An Uncertain Glory: India and its Contradictions*, Princeton University Press
Harriss-White, B. and Janakarajan, S., 2004, *Rural India facing the 21st century*: *[essays on long-term village change and recent development policy],* Anthem.
McCartney, M., 2011. The Political Economy of Growth, Stagnation and the State, Routledge
Khan, Mushtaq (2010), Bangladesh: Economic Growth in a Vulnerable LAO.  In: North, Douglass and Wallis, John and Webb, Steven and Weingast, Barry, (eds.), *In the Shadow of Violence: The Problem of Development in Limited Access Societies,* Cambridge: Cambridge University Press.

**Subject Area Readings:-**

**2. Growth**

Drèze and Sen, 1995, *India: economic development and social opportunity*, Chapter 1
K. Basu and A. Maertens, 2007, 'The pattern and causes of economic growth in India' *Oxford Review of  Economic Policy*  23: 143-167
De Long, B., 2000, 'India since Independence: An analytic growth narrative',
http://www.j-bradford-delong.net/Econ_Articles/India/India_Rodrik_DeLong.PDF
(in: Rodrik, D. (ed), 2003, *In Search of Prosperity: Analytic Narratives on Economic Growth*, Princeton University Press)
Khan, Mushtaq (1995) 'State Failure in Weak States: A Critique of New Institutionalist Explanations.' In: Harriss, John and Hunter, Janet and Lewis, Colin, (eds.), *New Institutional Economics and Third World Development.* London: Routledge, pp. 71-86.

## 3. Institutions, geography and growth

C.A. Bayly, 2008, 'Indigenous and colonial origins of comparative economic development: The case of colonial India and Africa,' Washington, DC: World Bank Policy Research Working Paper 4474

Clark, G and Woolcott, S, 'One Polity, Many Countries: Economic Growth in India 1857-2000' in: Rodrik, D. (ed), 2003, *In Search of Prosperity: Analytic Narratives on Economic Growth*, Princeton University Press.

Banerjee, A., Iyer, L., 2005, 'History, Institutions and Economic Performance: The Legacy of Colonial Land Tenure Systems in India'. *American Economic Review* 95(4).

Khan, Mushtaq (2004) 'State Failure in Developing Countries and Institutional Reform Strategies. 'In: Tungodden, B. and Stern, N. and Kolstad, I., (eds.), *Toward Pro-Poor Policies. Aid, Institutions, and Globalization. Annual World Bank Conference on Development Economics, Europe (2003).* Oxford University Press and World Bank, pp. 165-195.

## 4. Human capital

P. Glewwe and E. Miguel, 2008, 'The Impact of Child Health and Nutrition on Education in Less Developed Countries' with Handbook of Development Economics V(4) (eds.) T. Paul Schultz and John Strauss, Elsevier, 2008.

Fennell, S., and R., Malik, Between a Rock and a Hard Place: the emerging educational market for the poor in Pakistan, *Comparative Education*, 48, 21, 249-261.

Andrabi, The LEAPS Report, Learning and Educational Achievement in Punjab Schools: Insights to Inform the Policy Debate. (Joint with Jishnu Das, Asim Ijaz Khwaja, Tara Vishwanath and Tristan Zajonc.) April 2008

G.G. Kingdon, 2007, 'The progress of school education in India', *Oxford Review of Economic Policy*, 23: 168-195

Public Report on Basic Education in India, on reserve at the Marshall Library.

## 5. Inequality, poverty and development

A. Banerjee and E. Duflo, 2006, 'The economic lives of the poor', *Journal of Economic Perspectives* 21(1): 141-167.

Munshi, K. and Rosenzweig, M., 2005, *Why is Mobility in India so Low?  Social Insurance, Inequality, and Growth.*

Ravallion, M., 1996, 'India's Checkered History in the Fight Against Poverty: Are There Lessons for the Future', *Economic and Political Weekly,* Vol. 31, September, Special Number.

Haris Gazdar and Hussain Bux Mallah, Class, Caste and Marla Housing Scheme in Rural Punjab. Social Science and Policy Bulletin, Volume 2, No:3, Winter 2011 School of Humanities, Social Science and Law. Lahore University of Management Science. February 2011.

## 6. The political Economy of Development: Public Goods

Duflo, E and R Jha, 2001, 'Women's Leadership and Policy Decisions: Evidence from a Nationwide Randomized Experiment in India', Working Paper, MIT

J. Jalan, E. Somanathan and S. Chaudhuri, 'Awareness and the Demand for Environmental Quality: Drinking Water in Urban India', September 2003, http://www.cid.harvard.edu/bread/049.htm

Banerjee, A. & Somanathan, R., 2007, 'The political economy of public goods: some evidence from India', *Journal of Development Economics*, Elsevier, Vol. 82(2), pages 287-314

Zulfiqar A. Bhutta, Haris Gazdar and Lawrence Haddad, Seeing the Unseen: Breaking the Logjam of Undernutrition in Pakistan. IDS Bulletin, 44: 1-9. May 2013.

Das, Jishnu and Tahir Andrabi. 2010. "In Aid we Trust: Hearts and Minds and the Pakistan Earthquake of 2005." Policy Research Working Paper #5440, The World Bank.

## 7. Environment, Ecology and Development

Ostrom, E., (1990), *Governing the commons: the evolution of institutions for collective action*, Cambridge University Press.

Perrings, C., and M. Gadgil, (2003). *Conserving Biodiversity: reconciling local and global public benefits*. UNDP.

Swanson, T., 1999. *The economics and ecology of biodiversity: The forces driving global change,* Cambridge University Press.

Adger, et.al. 2003 Adaptation to Climate Change in the Developing World, *Progress in Development Studies*, 3, 3, 179-195

E. Somanathan, R. Prabhakar, and Bhupendra Singh Mehta, Feb. 2005, 'Does Decentralization Work? Forest Conservation in the Himalayas'.

## 8. Industralisation and the Agricultural Transformation

Eswaran and Kotwal, 1994, *Why does poverty persist in India? A framework for understanding the Indian economy,* OUP, Delhi and Oxford. Chapters 1-5 and 9.

Joshi, V.J., 1998, 'India's Economic Reforms: Progress, Problems, Prospects', *Oxford Development Studies*, 26(3).

R. Kaplinsky, 1997 'India's industrial development: An Interpretive Survey', *World Development*, 25(5), pp. 681-94.

Ravallion, M, 1996, 'How Important to India's Poor is the Sectoral Composition of Economic Growth?' *World Bank Economic Review,* 10(1): 1-25.

Sen, A, 1996, 'Economic Reforms, Employment and Poverty: Trends and Options', *Economic and Political Weekly*, Vol. 31, No. 35-37.

**3.4    Film Series on 'Social Movements, Protest & Dissent in South Asia' (exact dates/times TBC)**

In Lent Term 2019 we run, for the fourth year, a weekly film series exploring the numerous and pervasive tensions, fractures, struggles, and parallel political and social movements that are found across contemporary South Asia.  The films highlight some of the region's most exciting independent documentary film-makers, and several of the films are screened here for the first time in Britain.  The screenings are open to all and informal: they involve a short introduction and a discussion at the end. Wine, soft drinks and crisps are even provided!

This year's series will feature films on Kashmir and protest art, elections in Pakistan, the Sri Lankan civil war, the oppression of 'criminal tribes' in India, sexuality and gender, and violence against Dalits.  A full programme with dates and locations for the screenings will be circulated before the beginning of the Lent Term.  The series is convened by Dr Edward Anderson and Ananya Mishra.

**3.5    Texts in the study of modern South Asia**

**This seminar series is not a compulsory part of the MPhil course.**  It is convened by Dr Partha Pratim Shil, Dr Edward Anderson and Dr Patrick Clibbens.

This MPhil seminar course is designed with two purposes.  First, it seeks to train students on the MPhil course, coming from a variety of disciplines, in the methods of reading specific to the social sciences and humanities.  It is not an extensive weekly overview of themes, but rather seeks to allow students an experience in intensively reading some landmark texts in the study of South Asian history and politics.  Through such intensive readings, these seminar discussions aim to take the student through some of the most significant historiographical and paradigm-changing moments in the scholarship on South Asia.  The texts touch upon themes ranging from the nature of social change under colonial rule to the nature of nationalist politics, from the post-colonial political economy of South Asia to new political forces in contemporary times.

The course will run for two terms.  Each term there will be a discussion every week. Each week, one or, at the most, two key texts will be set for intensive reading. The discussion will run for one and a half hours.  The session will entail a 20-minute introduction and critical analysis by one of the course conveners on the prescribed text, followed by brief presentations on the text by each student in the class.  There will then be an open discussion steered by the course convenor on the issues highlighted in the presentations.

While the course will run as part of the MPhil in Modern South Asian Studies, PhD students studying South Asia from a range of disciplinary perspectives are encouraged to participate.

**Michaelmas Term**

**Thursdays, 11.30-1.00, Room S3, Alison Richard Building**

**11 October** - Discussion 1: Sunil Khilnani, *The Idea of India* (London, 1997; 2nd edn, 2012)

**18 October** - Discussion 2: Thomas Metcalf, *The Ideologies of the Raj* (Cambridge, 1994) [e-book]; Ashis Nandy, The Intimate Enemy: Loss and Recovery of Self under Colonialism (Delhi, 1988; 2nd edn, 2009) [e-book]

**25 October** - Discussion 3: C.A. Bayly, *Empire and Information: Intelligence Gathering and Social Communication in India, 1780-1870* (Cambridge, 1996) [e-book]; Nicholas B. Dirks, *Castes of Mind: Colonialism and the Making of Modern India* (Princeton, 2001)

**1 November** - Discussion 4: Bipan Chandra, *The Rise and Growth of Economic Nationalism in India: Economic Policies of Indian National Leadership*, 1880-1905 (New Delhi, 1966)

**8 November** - Discussion 5: Partha Chatterjee, *The Nation and Its Fragments: Colonial and Postcolonial Histories* (Princeton, 1993) and Shahid Amin, *Event, Metaphor, Memory: Chauri Chaura, 1922-1992* (Berkeley, 1995) [e-book]

**15 November** - Discussion 6: Anil Seal, *The Emergence of Indian Nationalism: Competition and Collaboration in the Later Nineteenth Century* (Cambridge, 1968) [e-book]; Gordon Johnson, Provincial Politics and Indian Nationalism: Bombay and the Indian National Congress, 1880-1915 (Cambridge, 1973) [e-book]

**22 November** - Discussion 7: Barbara D. Metcalf, *Islamic Revival in British India: Deoband*, 1860-1900 (Princeton, 1982) [e-book]

**29 November** - Discussion 8: Kumkum Sangari and Sudesh Vaid (eds.), *Recasting Women: Essays in Colonial History* (New Delhi, 1989) [e-book]


**Lent Term**

**Fridays, 11.00-12.30, Room S3, Alison Richard Building**

**25 January** - Discussion 9: Ranajit Guha, *Elementary Aspects of Peasant Insurgency in Colonial India* (Delhi, 1983); Rajnarayan Chandavarkar, *Imperial Power and Popular Politics: Class, Resistance and the State in India, c. 1850-1950* (Cambridge, 1998)

**1 February** - Discussion 10: Joya Chatterji, *The Spoils of Partition: Bengal and India, 1947-1967* (Cambridge, 2007) [e-book]; Urvashi Butalia, *The Other Side of Silence: Voices from the Partition of India* (London, 2000) [e-book]

**8 February** - Discussion 11: Ayesha Jalal, *The State of Martial Rule: The Origins of Pakistan's Political Economy of Defence* (Cambridge, 1990)

**15 February** - Discussion 12: Francine Frankel, *India's Political Economy 1947-2004: The Gradual Revolution* (New Delhi, 1978; 2nd edn, 2005)

**22 February** - Discussion 13: Christophe Jaffrelot, *India's Silent Revolution: The Rise of the Lower Castes in North India* (London, 2002)

**1 March** - Discussion 14: Thomas Blom Hansen, *The Saffron Wave: Democracy and Hindu Nationalism in Modern India* (Princeton, 1999) [e-book]

**8 March** - Discussion 15: Dipesh Chakrabarty, *Provincializing Europe: Postcolonial Thought and Historical Difference* (Princeton, 2000; 2nd edn, 2008) [e-book]

**15 March** - Discussion 16: Prasannan Parthasarathi, *Why Europe Grew Rich and Asia Did Not: Global Economic Divergence, 1600-1850* (Cambridge, 2011) [e-book]

### 4.    Assessment

Students are required to write one, non-assessed practice essay of 1500-2000 words on a question related to the readings and topics of a particular core course class, which will be marked and returned to them individually in mini-tutorials.  The practice essay mark will **NOT** affect the final mark.

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 (15 January 2019).

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 (23 April 2019), 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, 11 June 2019.

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 15 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, 11 June 2019.  **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:

| | |
|---|---|
| 15 January 2019 | Core essay of not more than 3,000 words and book review of not more than 2,000 words |
| 23 April 2019 | Option Course essay of not more than 5,000 words |
| 11 June 2019 | 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: .

https://www.cambridgestudents.cam.ac.uk/your-course/graduate-study/your-student-status/extending-your-end-registration-date

> **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 2019-20 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; 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.  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.

https://www.cambridgestudents.cam.ac.uk/your-course/graduation-and-what-next/degree-certificates-and-transcripts/academic-transcripts

The Centre of South Asian Studies issues unofficial transcripts, containing additional information beyond grades (such as prizes).  However, the Student Registry issues the only official University transcript.

**(g)    Student complaints and examination review procedure**

Professor James Mayall (jblm2@cam.ac.uk) is the Responsible Officer for student complaints and examination review in the Department of POLIS.  Information can be obtained here:

www.studentcomplaints.admin.cam.ac.uk/student-complaints - student complaints procedure

www.studentcomplaints.admin.cam.ac.uk/examination-reviews - exam review procedure

**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.

**Dr Edward Anderson**
(Trinity 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 Maan Barua**

**Lecturer in Human Geography**
**Main research interests:** urban ecology, more-than-human geographies, biodiversity conservation and the politics of lively capital.

**Professor Susan Bayly**
(Christ's College)

**Professor of Historical Anthropology, Department of Social Anthropology**
**Main research interests:** the study of modernity and achievement; globalisation; theories of historical change; the disciplinary interface between history and anthropology; colonialism and its cultural afterlife in Vietnam and India, and beyond.

**Dr Anjali Bhardwaj-Datta**
(Wolfson College)

**Leverhulme Early Career Fellow and Affiliated Scholar, Centre of South Asian Studies**
**Main research interests:** gender and urban space in post-colonial Delhi, women's informalities and patterns of urban change in modern South Asia.

**Professor Joya Chatterji**
(Trinity College)

**Professor of South Asian History**
**Main research interests:** India's partition, borders, refugees, citizenship in South Asia, migration and diaspora.

**Dr Patrick Clibbens**
(Trinity College)

**Teaching Associate in South Asian Studies**
**Main research interests:** South Asian politics and history, public opinion, social policy, history of political thought, diaspora politics.

**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.

**Dr Nitya Khemka**
(Clare Hall)

**Affiliated Lecturer, Centre of Development Studies**
**Main research interest:** enabling the welfare state in the 21st century; localizing the sustainable development goals for Indian states; local conceptualisations of quality in education at the village level.

**Mr Aishwarj Kumar**
(St Catharine's College)

**Language teaching officer in Hindi, Faculty of Asian and Middle Eastern Studies**
**Main research interests:** language and literature, Indian culture, cinema and the media.

**Dr Perveez Mody**
(King's College)

**University Lecturer, Department of Social Anthropology**
**Main research interests:** South Asia; marriage, kinship, urban sexuality; theories of caste and community; human rights.

**Dr Kamal Munir**

**Reader in Strategy & Policy**, **Judge Business School**
**Main research interests:** Social and institutional change and stability; technological shifts in society; emergence of new markets; socio-economic changes in South Asia and Africa; economic development and competitiveness of developing countries.

**Dr Partha Pratim Shil**
(Trinity College)

**Junior Research Fellow, Trinity College**
**Main research interests:** labour history of police constables and village watchmen in colonial Bengal; social and economic history of South Asia, history of government workers in colonial India, and state formation.

**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**<br>**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 David Washbrook**<br>(Trinity College) | **MPhil Course Convenor and Senior Research Fellow at Trinity College**<br>**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 Practice Essay should be no longer than 2,000 words.  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**

*What follows is important guidance on plagiarism for all graduate students in the Department of Politics and International Studies.*  Plagiarism is presenting as your own work words and thoughts that are not your own.  It is a form of cheating and treated as such by the University's ordinances.  If you are in any doubt about what constitutes plagiarism, ask your graduate supervisor or Director of Studies to talk you through the issue.  You should also ensure that you are familiar with the University's formal Statement on Plagiarism, http://www.plagiarism.admin.cam.ac.uk/what-plagiarism/universitys-definition-plagiarism

**The Consequences of Plagiarism.** A supervisor or examiner with concerns about potential plagiarism in work for formal assessment, whether or not the work has yet been submitted, will contact the Chair or Senior Examiner, who will liaise with the University Proctors. This will lead to an investigative meeting with the student. If the Proctor believes that there is a case to answer, s/he will then inform the University Advocate who can take the student before the University's Court of Discipline. The Court of Discipline has the power to deprive any student found guilty of plagiarism of membership of the University, and to strip them of any degrees awarded by it. A case may be made irrespective of the student's intent to deceive.

**Use of originality checking software.** The University subscribes to a service named 'Turnitin' that provides an electronic means of checking student 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 maintains the integrity of any qualifications you are awarded by the University. All work submitted as part of the formal assessment of graduate courses in the Department will be submitted to Turnitin. The originality report will then be used to inform judgements about whether or not plagiarism has occurred. The copyright of the material remains entirely with the author, and no personal data will be uploaded with the work.

**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.

**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, 13 June 2019.

**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:

**Examiners are asked to write at least 500 to 1,000 words of feedback for students on essays and dissertations**.  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 2018-19 will be awarded by the Graduate Education Committee sitting as Board of Examiners.

**APPENDIX D:**

## COURSE SCHEDULE FOR STUDENTS

| DATE | EVENT | COMMENTS |
|---|---|---|
| Wednesday, 7 November 2018 | Core essay questions distributed | Essays of not more than 3,000 words in length |
| Tuesday, 15 January 2019 | Core Course essays and book reviews submitted 4 pm | Submit to MPhil Office by 4 pm |
| Tuesday, 15 January 2019 | Dissertation titles due | Email to mphil@s-asian.cam.ac.uk by 4 pm |
| Monday, 11 February 2019 | Option essay questions distributed | Essays of not more than 5,000 words in length |
| Tuesday, 23 April 2019 | Option essays submitted 4 pm | Submit to MPhil Office by 4 pm |
| Wednesday, 8 May 2019 | Last date for revision of dissertation titles | MPhil Office will submit the final list to the Degree Committee |
| Friday, 31 May 2019 (**SUBJECT TO CONFIRMATION**) | LANGUAGE ORAL EXAMS | 30 minutes in length.  May be held on other days in this week TBC. |
| Monday, 3 June 2019 (**SUBJECT TO CONFIRMATION**) | THREE HOUR EXAM | Time and venue TBC |
| Wednesday, 11 June 2019 | 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 THURSDAY 4 JULY 2019 (SUBJECT TO CONFIRMATION)** | **RESULTS RELEASED TO STUDENTS** | |
| Friday & Saturday, 19 & 20 July 2019 | 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 2018-2019 is correct at the time of publication but may be subject to alteration at any time.*

*MPhil Office*
*Centre of South Asian Studies*