1. Course Staff and Contact Details
2. Course Details
3. Learning and Teaching Rationale
4. Teaching Strategies
5. Course Assessment
6. Extension of Time for Submission of Assessment Tasks
7. Attendance
8. Class Clash
9. Academic Honesty and Plagiarism
10. Course Schedule
11. Course Resources
12. Course Evaluation and Development
13. Student Support
14. Grievances
15. Other Information
1. Course Staff and Contact Details

Course Convenor, Lecturer and Tutor

<table>
<thead>
<tr>
<th>Name</th>
<th>Dr Andrew McGarrity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room</td>
<td>Morven Brown 353</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:a.mcgarrity@unsw.edu.au">a.mcgarrity@unsw.edu.au</a></td>
</tr>
<tr>
<td>Consultation Time</td>
<td>Email for an appointment.</td>
</tr>
</tbody>
</table>

2. Course Details

Units of Credit (UoC) | 6

Course Description

India has risen to substantial international importance in recent years. If earlier people thought of India as a nation plunged in poverty and constrained by a rigid caste system they are now quick to point out its IT credentials and the consumer potential of the new middle classes. What happened? How can we explain this dramatic reversal? And how accurate are these images? This course introduces students to key debates in the recent history, anthropology and sociology of India, with a specific focus on contemporary developments.

Course Aims

1. To introduce students to advanced debates in Indian Studies;
2. to strengthen students’ engagement with the knowledge base of history, sociology and anthropology and engage them in reflections of social science theories and methodologies;
3. to encourage students to bring their own experiences, readings and knowledge to bear on the interpretation of social process in India.

Student Learning Outcomes

*Powerful India* aims to introduce you to a working knowledge of contemporary India. The course will expose you to political, social and cultural issues, challenges and opportunities that India faces as it becomes a leading Asian economy. Our aim is that by the end of the course, you will be able to offer sound advice to anyone who asks you: Where is India going? How should I engage with India? Where are the opportunities, and what are the faultlines in contemporary India? At the end of the course, students should be able to:

1. demonstrate a familiarity with significant developments in India;
2. understand the multi-faceted nature of Indian society;
3. use the tools of social sciences to understand the connection between local and global developments;
4. lead an academic debate;
5. conduct a scholarly inquiry;
6. extrapolate from their knowledge to be able to analyse and contextualise events in India as they unfold.
## Graduate Attributes

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>A specialized knowledge of at least one Asian country;</td>
</tr>
<tr>
<td>2.</td>
<td>Effective oral and written communication skills and an ability to apply these effectively in intercultural contexts;</td>
</tr>
<tr>
<td>3.</td>
<td>Understanding of the knowledge base of the Humanities and Social Sciences;</td>
</tr>
<tr>
<td>4.</td>
<td>Ability to apply concepts to everyday life;</td>
</tr>
<tr>
<td>5.</td>
<td>Time and project management skills;</td>
</tr>
<tr>
<td>6.</td>
<td>An appreciation of, and respect for, diversity;</td>
</tr>
<tr>
<td>7.</td>
<td>An awareness of and ability to apply interdisciplinary perspectives;</td>
</tr>
<tr>
<td>8.</td>
<td>Acquire an understanding of the experiences and world-views of other times, places and cultures;</td>
</tr>
<tr>
<td>9.</td>
<td>Ability to think critically.</td>
</tr>
</tbody>
</table>

### 3. Learning and Teaching Rationale

There will be one two-hour lecture per week, with a brief break in the middle, on **Wednesdays, 12-2, Central Lecture Block (CLB)**. Tutorials will be on **Wednesdays 2-3, Morven-Brown G4**.

**Lectures**

The lectures are gateways into the week's topic, rather than the last word. They provide you with the ‘bare-bones’ of the topic, pointing you in the right direction for your own further research. They encourage good note taking and force you to pay attention and concentrate, requiring you to develop your own skills in processing and filtering information. Lectures provide the first point of contextualisation for the information, ideas and events that you will then be required to pursue and think about on your own and in groups. So, actively engaging with lectures through listening and note-taking will make life a lot easier when you then have to work on assessments in groups and on your own. Note that each week’s lecture topic may be relevant to several of the essay questions, and your lecture notes should be your starting point in working on your essays.

**Tutorials**

Tutorials will take the form of group work. Group work is an important aspect of this course, and it will be constant throughout the semester. In our first class, you will be assigned into groups of 5 and you will stay in these groups for the entire semester. We will spend a portion of the 3 hours each week in these groups.

There are several reasons for using group work in this course.

The first reason is that it replicates the type of working environment you will most likely experience when you graduate, whether in government departments, NGOs, international organisations, or as part of collectives and social movements. The course is designed at the 300 level, so it is important that you gain as much experience as possible working with others collaboratively so that when you are in these situations outside university you will be able to respond and adapt easily. This links to the UNSW graduate attributes.

The second reason is that working in groups allows for a division of labour over weekly readings. One of the most frustrating things in seminar courses is when a large number of students have not done the required preparation for the class. This usually means that the discussion trawls through familiar territory and students don’t feel like they are learning anything ‘new’. It is also very frustrating for those of us who teach and want to be able to lead an intelligent discussion/debate based on the readings, as opposed to running something akin to a talkback radio session.

The third reason is pedagogical. Group work enhances the opportunities for you to
participate in the course. The seminar format allows for more participatory learning rather than the passive learning common in long lectures and brief tutorials. Group work allows you to participate in your groups in the seminar. The ‘lecture’ style will be more open than the formal two-hour lectures, with many more opportunities for you to contribute.

4. Teaching Strategies

Lectures
There will one two-hour lecture per week, with a brief break in the middle, on Wednesdays, 12-2, Central Lecture Block (CLB) 1.
The lectures will introduce key topics in Indian Studies. We will examine the contemporary significance of classical themes such as caste and gender, development, human rights and democracy, and secularism and religion, as well as India’s international relations, post-coloniality, security, technology, popular culture (especially film) and globalisation. The course will make extensive use of visual material and current news events, in considering how to understand India, and how India understands itself, in the ‘Asian Century’.

Tutorials: Group Work
Tutorials will be on Wednesdays 2-3, Morven-Brown G4.

As mentioned above, tutorials in this unit will take the form of group work. In our first class, you will be assigned into groups of 5 and you will stay in these groups for the entire semester. We will spend a portion of the 3 hours each week in these groups.

In the first week, your group will establish a means of keeping in touch from week to week (on email, in a closed facebook group, or whatever), so that if anyone is absent there is no confusion about who is reading what. If you are absent it’s up to you to catch up, or to provide a one-pager to your group members on the day of the tutorial, so they don’t miss out.

There are 5 readings every week, so one group member per reading. Readings are allocated amongst your group members the week prior; each week, there will be time allocated for you at the beginning of the class to split the required readings for the next week (note that some readings are a little longer than others, and it is not acceptable for one person to get the short reading each week).

You will have ten minutes to explain your paper to your group, so plan your discussion to last about 7 minutes, allowing for questions. (In the ‘real world’ you need to be able to know how to give a precise explanation of something potentially complex that is neither too brief nor too long; this exercise hones this skill).

Paper no. 1 goes first, then others follow in order. (The readings are ordered in a logical sequence).

In presenting the paper to your group, you should provide a brief background:

- What do the others in the group need to know? About terminology, definitions, recent history, the author’s identity, and so on?

You are primarily introducing the readings to each other. In the process, you should also be comparing the arguments of the various authors and the main points for discussion. In this format, you have responsibilities to do the readings to contribute to the class as a whole but also to your own group. You can include other materials (e.g. handouts or YouTube clips) in your explanation as long as it fits in the timeframe and is helpful. You might even draw on an article that is mentioned in your reading if that is useful (sometimes this will provide a very useful countervailing point).

A checklist of things you need to explain to your group:

- Any relevant background: what do they need to know to understand the article?
- How does this article relate to this week’s topic and ideas presented in the lecture?
- What is the article arguing?
• What sort of evidence does it provide to back up the argument?
• What resonated for you?
• What did you dislike?
• Would you recommend the article?

The seminars are designed to be enjoyable and stimulating. They are the place where you will meet people, share ideas, have discussions, have disagreements, and learn more about the particular topic than you could from just reading on your own. It is important to participate in seminars and enjoy them for your own benefit and for the benefit of your peers. The crucial element to good seminars, especially in this format, is having all members of the class arrive having read their designated readings as decided within your group and be prepared to contribute to class discussion.

Students often dislike group work, but usually this is really a fear of being assessed as part of a group, not the group work itself. While we will be working groups throughout the semester, the assessable group component falls under participation, which is only 20% of the final mark.

5. **Course Assessment**

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature Review &amp; Essay Proposal</td>
<td>Literature Review: 120 words x 6 items relevant to essay topic; Essay Proposal: One page (approx. 400 words).</td>
<td>30%</td>
<td>No. 3, 5 (see above)</td>
<td>No. 3, 7, 9 (see above)</td>
<td>Monday, April 20.</td>
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<tr>
<td>Essay</td>
<td>2500-3000 words</td>
<td>40%</td>
<td>No. 1, 2, 3, 6 (see above).</td>
<td>No. 1, 2, 5, 7, 8, 9 (see above).</td>
<td>Monday, June 1</td>
</tr>
<tr>
<td>Tutorial Reading Reports</td>
<td>1 article per week</td>
<td>20%</td>
<td>No. 1, 2, 4, 5 (see above).</td>
<td>No. 2, 3, 4, 5, 6, 8, 9 (see above).</td>
<td>Weekly</td>
</tr>
<tr>
<td>Self and Peer Assessment of Tutorial Reading Reports</td>
<td>1 x One paragraph (self-review); 4 x 1-2 lines (peer review) based on weekly 10 minute tutorial presentations.</td>
<td></td>
<td></td>
<td></td>
<td>Friday June 5</td>
</tr>
</tbody>
</table>
Please Note: In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of their lectures and tutorials in order to pass the course.

Literature Review

- What is a Literature Review?

A literature review is a summary of previous research on a topic. Some questions to think about as you develop your literature review:

1. What is known about the subject?
2. Are there any gaps in the knowledge of the subject?
3. Have areas of further study been identified by other researchers that you may want to consider?
4. Who are the significant research personalities in this area?
5. Is there consensus about the topic?
6. What aspects have generated significant debate on the topic?
7. What methods or problems were identified by others studying in the field and how might they impact your research?
8. What is the most productive methodology for your research based on the literature you have reviewed?
9. What is the current status of research in this area?
10. What sources of information or data were identified that might be useful to you?

You need to cover the major work that has been done on the topic recently, but it is not necessary to try to identify all research on the subject.

- What is the purpose of a Literature Review?

The purpose of a literature review is to convey to the reader what knowledge and ideas have been established on a topic and what are the strengths and weaknesses. The literature review allows the reader to be brought up to date regarding the state of research in the field and familiarizes the reader with any contrasting perspectives and viewpoints on the topic. There are good reasons for beginning a literature review before starting a research paper. These reasons include:

1. To see what has and has not been investigated;
2. To develop general explanation for observed variations in a phenomenon;
3. To identify potential relationships between concepts and to identify researchable hypotheses;
4. To learn how others have defined and measured key concepts;
5. To identify data sources that other researchers have used;
6. To develop alternative research projects;
7. To discover how a research project is related to the work of others.

- How to conduct a literature search:

Compile a list of keywords: analysing the topic of an essay question or research topic usually involves making a list of keywords or phrases. You will need to include all the key concepts or ideas contained within the essay or research question. It might be useful to include alternative ways of phrasing and expressing concepts and ideas. Think about both general terms and very specific terms for broadening and narrowing your search. The keyword or phrase is the basic unit of any search. You may find it helpful to consult subject dictionaries and encyclopaedias, or a textbook glossary for the common terminology of the subject area. The use of an index and/or thesaurus is also advisable to establish the useful terms.
Identifying Resources - Information is available in a number of formats. It is important for you to consider the significance of various formats so that you know what will best suit your information requirements.

- Books
- Reference Materials
- Journals
- Conference Papers
- Websites
- Electronic Databases
- Government publications

**Criteria for assessing the Literature Review:**

1. Could you write the essay based on this bibliography (i.e. without consulting any other resources) or is further research required?
2. Are the books and articles listed relatively recent (as appropriate)? Note however that older works may still be appropriate in some cases.
3. Are there relevant journal articles included (there should be at least 5)?
4. Are the books and articles reviewed critically, demonstrating a good awareness of the topic in general?
5. Is there sufficient evidence you have engaged with the items you have listed?
6. Is there at least one primary source, for example government data, historical (as opposed to scholarly) source, or statistics that give weight to your topic?
7. Have the items been judiciously chosen?
8. Has the research been too broad or narrow; have any issues been overlooked?

**Essay**

Arising out of your literature review, write an essay of 2500-3000 words in answer to any ONE of the following questions (draft due April 20; final version due June 1):

**PLEASE NOTE:** Essays on topics from later in the course prepared independently before the relevant lectures will be looked especially favourably. Essays must be submitted via Turn-it-in.

1. **What are the challenges today to Nehru’s vision of India?**
2. **To what extent has the figure of Gandhi, his vision and his methods, remained relevant in post-independence India?**
3. **The Dalit reformer, and first Justice Minister of India, B.R. Ambedkar famously stated that**
   
   “To leave inequality between class and class, between sex and sex, which is the soul of Hindu society, untouched and to go on passing legislation relating to economic problems is to make a farce of our Constitution and to build a palace on a dung heap.”

   **To what extent has Ambedkar’s warning against building a “palace on a dung heap” been borne out in the course of economic development in post-independence India?**
4. **In what ways has the unique nature of Hinduism both assisted and obstructed the furthering of human rights in India? Discuss in relation to the nature of secularism and Hindu-Muslim relations in post-independence India.**
5. **To what extent has the notion of ‘caste rights’ been a successful way of**
implementing human rights and to what extent has it undermined their implementation?

6. The Congress Party politician, V.N. Gadgil noted in 1995 that
   “In India, you don’t cast our vote; you vote our caste”.
   To what extent is this an accurate assessment of the role of caste in Indian democracy?

7. How successful have Ambedkarite Dalit separatist movements been in reforming untouchability?

8. Has democracy undermined development in post-independence India? Or has a lack of development undermined democracy?

9. To what extent has development (economic, technological, industrial) in post-independence India effectively challenged traditional prejudice against women, and to what extent has it reinforced it?

10. Is dowry simply the result of economic inequalities in Indian society? Or does it speak to more deeply rooted gender prejudices in India?

11. Does Bollywood promote a conservative or progressive vision of Indian communities and society, both within India itself, and also within the Indian diaspora? Discuss with detailed reference to at least two successful Bollywood films.

12. What, in your view, are the most significant factors that have shaped the unique nature of ‘Indian Globalisation’?

13. To what extent have external tensions between India and Pakistan mirrored internal tensions within India itself?

14. Assess the idea of ‘Chindia’. What factors in Sino-Indian relations, and Indian strategic aspirations, since 1947 need to be considered in assessing its validity?

   • Essay Assessment Criteria:

   1. TOPIC:
      o Has your topic been clearly defined?
      o Has your research question been answered?

   2. STRUCTURE
      o Does the introduction present clear statement of the issues to be covered?
      o Does the essay have a clear structure or organization in which
         (a) the main points develop logically, and
         (b) the relevance of the material to the theme or argument is clear?
      o Is there an effective Conclusion, which draws the main points together?

   3. CONTENT
      o Is there evidence of adequate reading and research?
      o Is the breadth of coverage adequate?
      o Are the issues and ideas analysed in sufficient depth?
      o Are the arguments supported by evidence, examples, sources and quotations?

   4. ANALYSIS
      o Are the arguments logical and consistent?
      o Are the opinions based on fact and logic?
      o Does the essay show evidence of original or critical thought?

   5. PRESENTATION
Tutorial Group work

(i)  **Weekly Reading Reports:**

A reading report is evidence of your weekly preparation for class. It is an oral report, based on your notes, delivered weekly to your group, and based on any ONE of the readings assigned for that week (assigned the week before within your group). At the end of the course, the quality of your reading reports are assessed by you and the members of the group, and weighed against my regular observations in tutorials.

(ii)  **Self and Peer Assessment of Tutorial Reading Reports:**

At the completion of the semester (due June 5), you will be asked to provide a peer-assessment for the members of your group and a self-assessment of your own contribution. Peer assessment is confidential and will be submitted directly to me by email. Be honest in your appraisals. Whilst your views will be included in assessing participation, they do not control the assessment process. Rather, they help to instruct me on what takes place in groups.

**Please Note:** The Arts and Social Sciences Protocols and Guidelines state:

A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a grade of UF (Unsatisfactory Fail).

The Attendance Guidelines can be found in full at:
https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/

**Grades**

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see: https://student.unsw.edu.au/grades

**Submission of Assessment Tasks**

Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. The Coversheet can be downloaded from https://hal.arts.unsw.edu.au/students/courses/course-outlines/. It is your responsibility to make a backup copy of the assignment prior to submission and retain it.
Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

**Late Submission of Assignments**

The Arts and Social Sciences late submissions guidelines state the following:

- An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).
- The late penalty is the **loss of 3%** of the total possible marks for the task for each day or part thereof the work is late.
- Work submitted **14 days after** the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but the lateness and the work is a compulsory course component a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.
- Work submitted **21 days after** the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

The Late Submissions Guidelines can be found in full at: [https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/](https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/)

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

6. **Extension of Time for Submission of Assessment Tasks**

The Arts and Social Sciences Extension Guidelines apply to all assessed tasks regardless of whether or not a grade is awarded, except the following:

1. any form of test/examination/assessed activity undertaken during regular class contact hours
2. any task specifically identified by the Course Authority (the academic in charge of the course) in the Course Outline or Learning Management System (LMS), for example, Moodle, as not available for extension requests.

A student who missed an assessment activity held within class contact hours should apply for Special Consideration via myUNSW.

The Arts and Social Sciences Extension Guidelines state the following:

- A student seeking an extension should apply through the Faculty’s online extension tool available in LMS.
- A request for an extension should be submitted before the due time/date for the assessment task.
- The Course Authority should respond to the request within two working days of the request.
The Course Authority can only approve an extension up to five days. A student requesting an extension greater than five days should complete an application for Special Consideration.

The Course Authority advises their decision through the online extension tool.

If a student is granted an extension, failure to comply will result in a penalty. The penalty will be invoked one minute past the approved extension time.

7. Attendance

The Arts and Social Sciences Attendance Guidelines state the following:

- A student is expected to attend all class contact hours for a face-to-face or blended course and complete all activities for a blended or fully online course.

- If a student is unable to attend all classes for a course due to timetable clashes, the student must complete the Faculty of Arts & Social Sciences Permitted Timetable Clash form (see information at Item 8 below). A student unable to attend lectures in a course conducted by the School of Education can apply for “Permission to Participate in Lectures Online”.

- Where practical, a student’s attendance will be recorded. Individual course outlines/LMS will set out the conditions under which attendance will be measured.

- A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.

- If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

- Reserve members of the Australian Defence Force who require absences of more than two weeks due to full-time service may be provided an exemption. The student may also be permitted to discontinue enrolment without academic or financial penalty.

- If a Course Authority rejects a student’s request for absence from a class or activity the student must be advised in writing of the grounds for the rejection.

- A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance.

- A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course’s learning outcomes and/or volume of learning.

- A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

- The Dean will only grant such a request after consultation with the Course Authority to ensure that measures can be organised that will allow the student to meet the course’s learning outcomes and volume of learning.

- A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a final grade of UF (Unsatisfactory Fail).
A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to apply to discontinue the course without failure rather than be awarded a final grade of UF. The final decision as to whether a student can be withdrawn without fail is made by Student Administration and Records.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the Student Misconduct Policy.

8. Class Clash

Students who are enrolled in an Arts and Social Sciences program (single or dual) and have an unavoidable timetable clash can apply for permissible timetable clash by completing an online application form. Students must meet the rules and conditions in order to apply for permissible clash. The rules and conditions can be accessed online in full at: https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Policy.pdf

For students who are enrolled in a non-Arts and Social Sciences program, they must seek advice from their home faculty on permissible clash approval.

9. Academic Honesty and Plagiarism

Plagiarism is presenting someone else’s thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: https://student.unsw.edu.au/plagiarism/. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student’s work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here: http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf

10. Course Schedule

To view course timetable, please visit: http://www.timetable.unsw.edu.au/

Lectures: Wednesdays, 12-2, Central Lecture Block (CLB) 1;
<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture Topic</th>
<th>Tutorial Topic and Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar. 4</td>
<td>The Nature of Power in India</td>
<td>No tutorial</td>
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<tr>
<td>Apr. 1</td>
<td>Hindu-Muslim Relations and the Question</td>
<td>Affirmative Action and the Politicisation of Caste&lt;br&gt;Readings:</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Readings</td>
</tr>
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<tr>
<td>Apr. 15</td>
<td>Women in Independent India</td>
<td>Indian Secularism and Hindu-Muslim Relations</td>
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<td><strong>Readings:</strong></td>
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<tr>
<td>Apr. 22</td>
<td>The Congress Party: Its Dominance and its Discontents</td>
<td>Dowry, Arranged Marriage, Divorce and Sati since 1947</td>
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<td><strong>Readings:</strong></td>
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<tr>
<td>Apr. 29</td>
<td>Development: What does it mean in India?</td>
<td>The Nehru-Gandhi Dynasty and its Aftermath</td>
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<td></td>
<td></td>
<td><strong>Readings:</strong></td>
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May 6  
Bollywood and Popular Culture in India and the Diaspora  

**Development: Everywhere or Nowhere?**

**Readings:**


May 13  
Globalisation, Consumption and Technology in India  

**Indian Cinema: Power, Identity and Images in India and the Diaspora**

**Readings:**


May 20  
International Security and Global Aspirations (i): India and Technology, Consumption and the Rise of the Indian Middle Class  

**Readings:**

1. Leela Fernandes, ‘Hegemony and Inequality: Theoretical Reflections on India’s “New” Middle Class’, in *Elite and Everyman: The Cultural*
### Pakistan


### May 27

**India and Pakistan; Terrorism and the Bomb**

**Readings:**


### June 3

No lecture

**India, China… ‘Chindia’?... and beyond…**

**Readings:**


### 11. Course Resources

**Suggested General Reading**


**Documentary Films**


Helen Simpson (dir.) and Kevin McLeod (pres.), *Slumming It*, BBC Channel 4, 2010.

### 12. Course Evaluation and Development

Courses are periodically reviewed and students’ feedback is used to improve them. Feedback is gathered using various means including UNSW’s Course and Teaching Evaluation and Improvement (CATEI) process.

### 13. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre’s website at:

[http://www.lc.unsw.edu.au](http://www.lc.unsw.edu.au)

### 14. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and languages. Further information about UNSW grievance procedures is available at:

[https://student.unsw.edu.au/complaints](https://student.unsw.edu.au/complaints)

### 15. Other Information

**myUNSW**

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:

[https://my.unsw.edu.au](https://my.unsw.edu.au)

**OHS**

UNSW’s Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all
matters relating to Occupational Health, Safety and environment, see http://www.ohs.unsw.edu.au/

**Special Consideration**

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at: https://student.unsw.edu.au/special-consideration

**Student Equity and Disabilities Unit**

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: http://www.studentequity.unsw.edu.au

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.