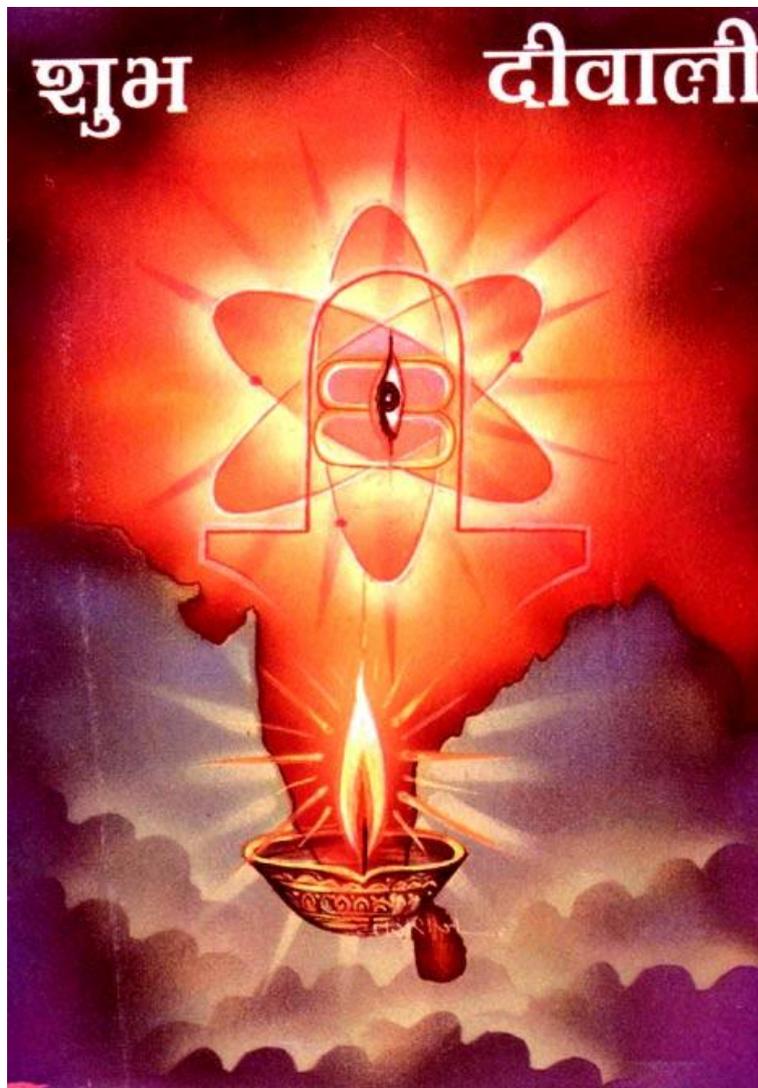UNSW | Arts & Social Sciences

School of Humanities and Languages

Powerful India

ARTS 3212
Session 2, 2014

Source: http://tasveerghar.net/hgreet/p10.html

1. Course Staff and Contact Details

Course Convenor, Lecturer and Tutor

Name	Dr Andrew McGarrity	Email	
Consultation Time	Email for an appointment.		

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

3. Course Schedule

Lectures: **Fridays, 12-2, Goldstein G04 (K-D16-G04);**

Tutorials: **Fridays 2-3 and 3-4 (both in Goldstein G04 (K-D16-G04)).**

	Lecture Topic	**Tutorial Topic and Readings**
Aug. 1	The Nature of Power in India	No tutorial
Aug. 8	Gandhi and Nehru: Their Legacy and Vision	Introduction: Ideas About India *Readings:* 1. Anand Giridharadas, 'Pride', ch.3 of *India Calling: An Intimate Portrait of a Nation's Remaking*, Melbourne: Black Inc., 2011, ch. 3, pp77-114. 2. Ramchandra Guha, 'Redeeming the Republic', ch. 1 of *Patriots & Partisans*, Melbourne: Penguin, 2012.
Aug. 15	Ambedkar's Vision: Untouchability, Dalit reform and the Constitution	Nehruvian India *Readings:* 1. Yasmin Khan, 'Performing Peace: Gandhi's Assassination as a Critical Moment in the Consolidation of the Nehruvian State', *Modern Asian Studies* 45 (1), 2011, pp57-80. 2. Kumkum Chatterjee, 'A Narrative of Restoration: Gandhi's Final Years and Nehruvian Secularism', *Social Scientist* 30 (3), 2002, pp3-33. 3. Partha Chatterjee, 'The Nehru Era', in *A Possible India: Essays in Political Criticism*, New Delhi: Oxford India Paperbacks, 1997, pp12-34. 4. Perry Anderson, 'After Nehru', London Review of Books, August 2, 2012, http://www.lrb.co.uk/v34/n15/perry-anderson/after-nehru 5. Stuart Corbridge and John Harris, 'The 'Tall Men' and the 'Third Way: Nehru, Patel and the Building of Modern India' ch. 3 of *Reinventing India: Liberalization, Hindu Nationalism and Popular Democracy*, Oxford: Blackwell, 2000, pp43-66.
Aug. 22	The Politics of Caste	Ambedkar's Vision: Equality and the Hindu Code Bill *Readings:*

		1. Eleanor Zelliot, 'Gandhi and Ambedkar: A Study in Leadership' in *From Untouchable to Dalit: Essays on the Ambedkar Movement*, New Delhi: Manohar Publications, 1992, pp150-179. 2. Keya Maitra, 'Ambedkar and the Constitution of India: A Deweyan Experiment', *Contemporary Pragmatism* 9 (2), December 2012, pp301–320. 3. B.R. Ambedkar, 'The Hindu Code Bill' in Valerian Rodrigues (ed.), *The Essential Writings of B.R. Ambedkar*, Oxford and Delhi: Oxford University Press, 2002, pp495-516. 4. Clifford Bob, ' "Dalit Rights are Human Rights": Caste Discrimination, International Activism, and the Construction of a New Human Rights Issue', *Human Rights Quarterly* 29 (2007) pp167-193. 5. Jules Naudet, 'Paying Back to Society': Upward social mobility among Dalits', in Contributions to Indian sociology, 42, 2008, pp413-43.
Aug. 29	Hindu-Muslim Relations and the Question of Indian Secularism	<u>Affirmative Action and the Politicisation of Caste</u> *Readings:* 1. Robert W. Stern, 'Caste', Ch.2 of *Changing India: Bourgeois Revolution on the Subcontinent*, Cambridge, U.K. and Port Melbourne, Vic.: Cambridge University Press, 2003, pp56-77. 2. Dipankar Gupta, 'Introduction: The Certitudes of Caste. When Identity Trumps Hierarchy', *Contributions to Indian Sociology*, 38 (1-2), 2004, v-xv. 3. Dharma Kumar, 'The Affirmative Action Debate in India', *Asian Survey* 32 (3), March, 1992, pp290-302. 4. Subrata K. Mitra, 'Caste, Democracy and the Politics of Community Formation in India', *The Sociological Review* 41 (1), 1993, pp49-71. 5. Dipankar Gupta, 'Positive Discrimination and the Question of Fraternity: Contrasting Ambedkar and Mandal on Reservations', *Economic and Political Weekly* 32 (31), Aug. 2-8, 1997, pp1971-1973, 1975-1978.
Sept. 5	Women in Independent India	<u>Indian Secularism and Hindu-Muslim Relations</u> *Readings:* 1. S. Gopal, 'Nehru, Religion and Secularism' in *Tradition, Dissent and Ideology: Essays in Honour of Romila Thapar*, ed. R. Champalakshmi and S. Gopal, Delhi: Oxford University Press, 1996, pp195-215. 2. Subrata Kumar Mitra, 'Desecularising the State: Religion and Politics in India after Independence', *Comparative Studies in Society and History* 33 (4), Oct. 1991, pp755-777. 3. T.N. Madan, 'Whither Indian Secularism?' *Modern Asian Studies*, 27 (3), July 1993, pp667-697. 4. Sumit Ganguly, 'The Crisis of Indian Secularism', *Journal of Democracy* 14(4), October 2003, pp11-25. 5. Gyanendra Pandey, 'Can a Muslim Be an Indian?' *Comparative Studies in Society and History*, 41(4), Oct. 1999, pp608-629.
Sept. 12	The Congress Party: Its Dominance and its Discontents	<u>Dowry, Arranged Marriage, Divorce and Sati since 1947</u> *Readings:* 1. S. Raju, 'The Issues at Stake: An Overview of Gender Concerns in Post Independence India', *Environment and Planning A* 29 (12), 1997, pp2191-2206. 2. S. Anderson, 'Why Dowry Payments Declined with Modernisation in Europe but are rising in India', *Journal of Political Economy* 111, 2003, pp269-310. 3. Patricia Jeffery, 'Supply-And-Demand Demographics: Dowry, Daughter

		Aversion and Marriage Markets In Contemporary North India', *Contemporary South Asia* 22 (2), 2014, pp171–188. 4. Veena Talwar Oldenburg, 'The Roop Kanwar Case: Feminist Responses' in *Sati: The Blessing and the Curse: The Burning of Wives in India* ed. John Stratton Hawley, Oxford, Oxford University Press, 1994, pp101-130. 5. Pratibha Jain, 'Balancing Minority Rights and Gender Justice: The Impact of Protecting Multiculturalism on Women's Rights in India', *Berkeley Journal of International Law* 23 (1), 2005, pp201-222.
Sept. 19	Development: What does it mean in India?	<u>The Nehru-Gandhi Dynasty and its Aftermath</u> *Readings:* 1. Edward Luce, 'Long live the Sycophants! The Congress Party's continuing Love Affair with the Nehru-Gandhi Dynasty', ch.5 of *In Spite of the Gods: The Strange Rise of Modern India*, London: Little, Brown, 2006, pp182-220. 2. James Manor, 'India after the Dynasty', Journal *of Democracy* 1(3), Summer 1990, pp102-113. 3. Baldev Raj Nayar, 'India in 2004: Regime Change in a Divided Democracy', *Asian Survey* 45 (1), pp71–82. 4. Rajeshwari Sunder Rajan, 'Gender, Leadership and Representation: the Case of Indira Gandhi', in *Real and Imagined Women: Gender, Culture and Postcolonialism*, ed. Rajeswari Sunder Rajan, London and New York: Routledge, 1993, pp103-128. 5. Rounaq Jahan, 'Women in South Asian Politics', *Third World Quarterly* 9 (3), July 1987, pp848-870.
Sept. 26	Bollywood and Popular Culture in India and the Diaspora	<u>Development: Everywhere or Nowhere?</u> *Readings:* 1. A. Gupta and A. Sharma, 'Globalization and Postcolonial States', *Current Anthropology* 47 (2), 2006, pp277- 307. 2. David Mosse, 'The Symbolic Making of a Common Property Resource: History, Ecology and Locality in a Tank-Irrigated Landscape in South India', *Development and Change* 28 (3), 1997, pp467-504. 3. Craig Jeffrey, Patricia Jeffrey and Roger Jeffrey, '"A Useless Thing!" or "Nectar of the Gods?" The Cultural Production of Education and Young Men's Struggles for Respect in Liberalizing North India', *Annals of the Association of American Geographers*, 94 (4), 2004, pp961-981. 4. Stuart Corbridge, Glyn Williams, Manoj Srivastava and René Véron, 'Seeing the State', ch. 1 of *Seeing the State: Governance and Governmentality in India*, Cambridge: Cambridge University Press, 2005, pp15-46. 5. John Harriss, 'Antinomies of Empowerment: Observations on Civil Society, Politics and Urban Governance in India', *Economic and Political Weekly* 42 (26), 2007, pp2716-2724.
Oct. 10	Globalisation, Consumption and Technology in India	<u>Indian Cinema: Power, Identity and Images in India and the Diaspora</u> *Readings:* 1. Rosie Thomas, 'Sanctity and Scandal: The Mythologisation of Mother India', *Quarterly Review of Film and Video* 11 (3), 1989, pp11-30. 2. Sara Dickey, 'The Politics of Adulation: Cinema and the Production of Politicians in South India', *The Journal of Asian Studies*, 52 (2), 1993, pp340-372. 3. Fareeduddin Kazmi, 'How Angry is the Angry Young Man? 'Rebellion' in Conventional Hindi Films', in *The Secret Politics of Our Desires:*

		Innocence, Culpability and Indian Popular Cinema, ed. Ashis Nandy, London: Zed Books, 1998, pp134-156. 4. Christine Brosius, 'Hindutva Intervisuality: Videos and the Politics of Representation', *Contributions to Indian Sociology* 36, pp264-295. 5. Shoba S. Rajgopal, 'The Politics of Location: Ethnic Identity and Cultural Conflict in the Cinema of the South Asian Diaspora', *Journal of Communication Inquiry* 27 (1), January 2003, pp49-66.
Oct. 17	International Security and Global Aspirations (i): India and Pakistan	<u>Technology, Consumption and the Rise of the Indian Middle Class</u> *Readings:* 1. Leela Fernandes, 'Hegemony and Inequality: Theoretical Reflections on India's "New" Middle Class', in *Elite and Everyman: The Cultural Politics of the Indian Middle Classes*, ed. Amita Baviskar and Raka Ray, New Delhi: Routledge, 2011, pp58-82. 2. Assa Doron, 'Consumption, Technology and Adaptation: Care and Repair Economies of Mobile Phones in North India', *Pacific Affairs* 85 (3), 2012, pp563-585. 3. Assa Doron, 'Mobile Persons: Cell phones, Gender and the Self in North India', *The Asia Pacific Journal of Anthropology*, 13 (5), 2012, pp414-433. 4. Ritty Lukose, 'Consuming Globalization: Youth and Gender in Kerala, India', *Journal of Social History* 38 (4), 2005, pp915-935. 5. Craig Jeffrey, 'Timepass: Youth, Class and Time among Unemployed Young Men in India', *American Ethnologist*, 37 (3), 2010, pp465-481.
Oct. 24	International Security and Global Aspirations (ii): India and China	<u>India and Pakistan; Terrorism and the Bomb</u> *Readings:* 1. Subrata K. Mitra, 'War and Peace in South Asia: A Revisionist View of India-Pakistan Relations', *Contemporary South Asia* 10 (3), 2001, pp361-379. 2. Stephen Philip Cohen, 'India, Pakistan and Kashmir', *Journal of Strategic Studies* 25 (4), 2002, pp32-60. 3. Amartya Sen, 'India and the Bomb' in *The Argumentative Indian: Writings on Indian Culture, History and Identity*, Harmondsworth: Penguin, 2006, 251-269. 4. V. R. Raghavan, 'The Double-Edged Effect in South Asia', *The Washington Quarterly* 27 (4), 2004, pp147-155. 5. Zoya Hasan, 'Indo-US Nuclear Deal and Great Power Ambitions', ch. 8 of *Congress After Indira: Policy, Power, Political Change (1984-2009)*, New Delhi: Oxford University Press, 2012, pp193-216.
Oct. 31	Wrapping up the Issues: India in 2014	<u>India, China... 'Chindia'?... and beyond...</u> *Readings:* 1. Parshotam Mehra, 'India's Border Dispute with China: Revisiting Nehru's Approach', *International Studies* 42, pp357-365. 2. Surjit Mansingh, 'India-China Relations in the Post-Cold War Era', *Asian Survey* 34 (3), March 1994, pp285-300. 3. Dawa Norbu, 'Tibet in Sino-Indian Relations: The Centrality of Marginality', *Asian Survey* 37 (11), November 1997, pp1078-1095. 4. Vincent Wei-cheng Wang, '"Chindia" or Rivalry? Rising China, Rising India, and Contending Perspectives on India-China Relations', *Asian Perspective* 35 (2011), pp437-469. 5. Sir Michael Arthur, 'How Far Will India Help Shape The 21st Century?', *Asian Affairs* 45 (2), 2014, pp201-219.

4. Course Resources

Suggested General Reading

Stuart Corbridge and John Harris, *Reinventing India: Liberalization, Hindu Nationalism and Popular Democracy*, Oxford: Blackwell, 2000.

Ramachandra Guha, *India after Gandhi: The History of the World's Largest Democracy*, New York: HarperCollins, 2008.

Robert W. Stern, *Changing India: Bourgeois Revolution on the Subcontinent*, Cambridge, U.K.; Port Melbourne, Vic.: Cambridge University Press, 2003.

5. Learning and Teaching Rationale

There will one two-hour lecture per week, with a brief break in the middle, on **Fridays, 12-2 at Goldstein G04 (K-D16-G04).** Tutorials will be on **Fridays 2-3 and 3-4 (both in Goldstein G04 (K-D16-G04))**.

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.

6. Teaching Strategies

Lectures

There will one two-hour lecture per week, with a brief break in the middle, on **Fridays, 12-2 at Goldstein G04 (K-D16-G04).**

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 **Fridays 2-3 and 3-4 (both in Goldstein G04 (K-D16-G04)).**

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.

7. Course Assessment

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Literature Review & Essay Proposal	Literature Review: 120 words x 12 items relevant to essay topic;	30% (Literature Review)	No. 3, 5 (see above)	No. 3, 7, 9 (see above)	Monday, Sept. 15.
	Essay Proposal: One page (approx. 400 words).	10% (Essay proposal)	No. 1, 2, 3, 6 (see above).	No. 1, 2, 5, 7, 8, 9 (see above).	
Essay	2500-3000 words.	40%	No. 1, 2, 3, 6 (see above).	No. 1, 2, 5, 7, 8, 9 (see above).	Friday, Oct. 17
Tutorial Reading Reports Self and Peer Assessment of Tutorial Reading Reports	1 article per week 1 x One paragraph (self-review); 4 x 1-2 lines (peer – review) based on weekly 10 minute tutorial presentations.	20%	No. 1, 2, 4, 5 (see above).	No. 2, 3, 4, 5, 6, 8, 9 (see above).	Weekly Friday, Oct. 31

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.
- o Books
- o Reference Materials
- o Journals
- o Conference Papers
- o Websites
- o Electronic Databases
- o 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 September 15; final version due October 17):

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. **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:
     - Has your topic been clearly defined?
     - Has your research question been answered?

  2. STRUCTURE
     - Does the introduction present clear statement of the issues to be covered?
     - 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?
     - Is there an effective Conclusion, which draws the main points together?

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

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

  5. PRESENTATION
     - Fluency and style of writing
     - Spelling, grammar and paragraphing
     - Neatness and legibility
     - Sources: Are they acknowledged? Are references cited? Is referencing done correctly?

Tutorial Group work

(i)   <u>Weekly Reading Reports</u>:

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)   <u>Self and Peer Assessment of Tutorial Reading Reports:</u>

At the completion of the semester (due October 31) , 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.

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://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html

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

Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter.

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.

8. Attendance/Class Clash

Attendance

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission to be absent from classes should be discussed with the teacher and where applicable accompanied by a medical certificate. If students attend less than 80% of their possible classes they may be refused final assessment.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the student misconduct policy.

Class Clash

A student who is approved a permissible clash must fulfil the following requirements:

a. The student must provide the Course Convenor with copies of lecture notes from those lectures missed on a regular basis as agreed by the Course Convenor and the student.

b. If a student does attend a lecture for which they had secured a permitted clash they will still submit lecture notes as evidence of attendance.

c. **Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty's course attendance requirement. Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.**

d. Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

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: http://www.lc.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 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.

11. 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

12. 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://my.unsw.edu.au/student/atoz/Complaints.html

13. 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/student/atoz/ABC.html

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://my.unsw.edu.au/student/atoz/SpecialConsideration.html

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.