



FIRST SEMESTER, 2016-17

Course Handout (Part - II)

Last updated: 02/08/2016

In addition to part I (General Handout for all courses appended to the 'TIMETABLE') this portion gives further specific details regarding the course.

Course No. : GS F211
Course Title : Modern Political Concepts
Class schedule : Mon-Wed-Fri 14-1450 hrs in 6156
Instructor-in-charge : Hari Nair
Address for contact : Chamber 6168-U; harinair@pilani.bits-pilani.ac.in Tel: 01596-51-5703

Chamber consultation hours: Tue 1130-1230hrs and otherwise by appointment to be scheduled over E-mail. You might want to check over phone if the instructor is available in the chamber before you come over.

Text Book (TB): Catriona McKinnon, *Issues in political theory*, 2nd edition, Oxford University Press, 2012. [Print copies were available in July '15 on amazon.in at Rs. 945.]

Reference Books (RB):

1. Bhargava Rajeev and Ashok Acharya, eds., *Political Theory: An Introduction*, (Delhi: Pearson Education, 2008). The instruction in class will also rely on this book. [Available on flipkart.com at Rs. 302]
2. Craig, Edward, ed., *Routledge Encyclopedia of Philosophy*, 10 vols., (London & New York: Routledge, 1998). [REP is usually available on DC. Otherwise, you could borrow it from me on a pen-drive – heavy file.]
3. McLean, Ian and Alistair McMillan, eds., *The Concise Oxford Dictionary of Politics*, 3rd edition, (New York: Oxford University Press, 2009)

Course description

- **Concepts** of State, Rights, Nation, Civil Society, Gender, Democracy, Citizenship, Dalit and Justice
- **Ideologies** of Modern Politics: Social Contractualism, Liberalism, Socialism, Anarchism, Communism, Secularism
- Selected readings from key texts of leading thinkers in the History of Modern Western Political Philosophy including Machiavelli's *Prince*, Hobbes' *Leviathan*, Locke's *Second treatise of government*, Rousseau's *Discourse on the origin of inequality* and *Of social contract*, Paine's *Rights of Man*, Marx and Engels' *Communist Manifesto*, Gandhi's *Hind Swaraj*
- Assorted themes: Art and Politics



Objectives: This course will introduce you to certain select concepts of Politics that are relevant to the Modern/Contemporary period. If you are already acquainted with these concepts and categories (those given in the course description), this course might help you in unraveling the contexts from within which these emerged, especially by a study of ideologies as well as by a first-hand reading of key texts in the history of political thought.

The course will also confront you with every day issues that you might, and again, be already aware of. Nonetheless, the course will couch these quotidian issues in the vocabulary and rhetoric of politics – political language(s). As languages change over time, it is pertinent to understand the historical context(s) from within which the language(s) of politics emerged as well as those in which these continue to evolve.

In the last instance, the purpose of politics is action; and therefore, this course ought to enable you to translate your knowledge of political concepts, theories and ideologies into informed action. But that may take a while. In the interim, this course hopes to enrich your thought process, your conversations, and your ordinary actions in our everyday life. All these purported objectives of the course are premised on the belief that the “unexamined life may not be worth living”.

Scope: This is an introductory course in Politics. Nonetheless, students are encouraged to move beyond the text-book, and study sources as well as research studies by eminent scholars at first hand. Politics is also about communicating with those in society. Hence, students are expected to not only participate in class discussions in an informed manner but also to generate and moderate discussions on political issues/problems that may have captivated their interest.

During the course of such discussions, some of the themes that have emerged during classroom activity include the role of the Indian Civil Service; the civil society movement against corruption in the higher levels of government; the draft Lok-Pal bill; questions of privacy; music and politics; the dominance of Western Political Philosophy or Eurocentrism; rights of minorities, like for example, the transgender people; and, the relationship between e-social media and political protest.

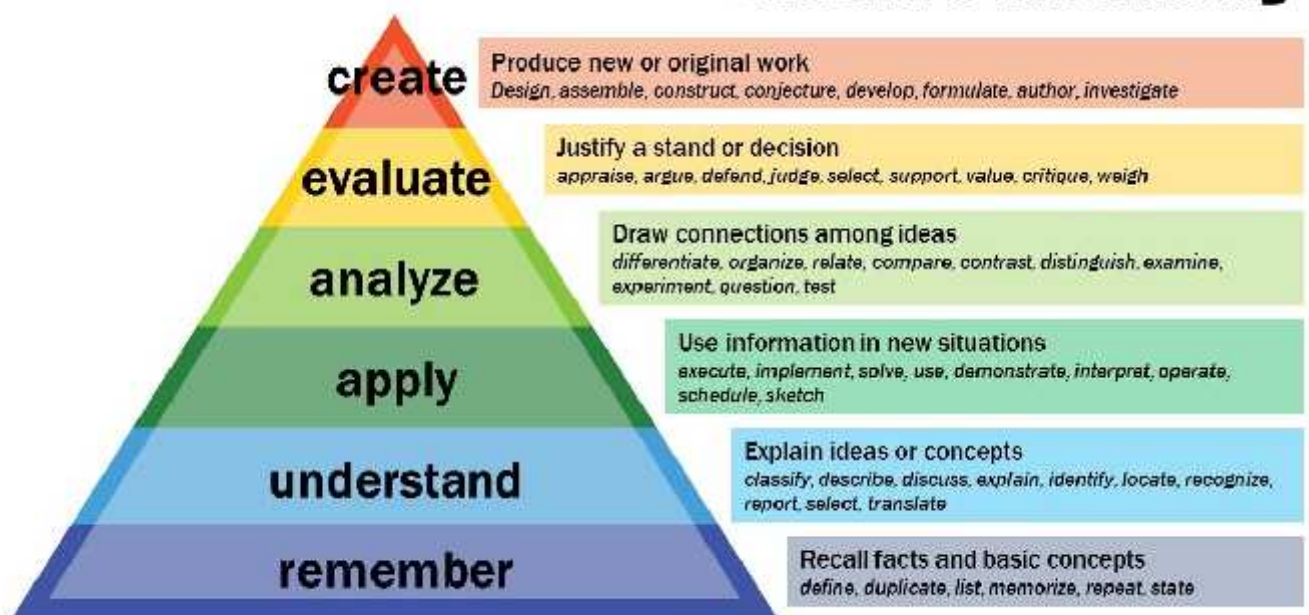


Learning outcomes: At the end of this course, a student should be able to:

- Define/characterize/rationalize certain key concepts/categories/terms like State, nation, citizenship, rights, civil society, constitution, rule of law, gender, dalit, equality, democracy (REMEMBER)
- Explain the origins of various political ideologies and rationalize their differences by alluding to original sources (UNDERSTAND)
- Persuade one's reader or audience rationally towards one's view point in written and oral expression (EVALUATE)
- Write texts with academic rigour (ANALYSE, EVALUATE & CREATE)
- Exercise one's rights, especially in adverse circumstances (APPLY)
- Distinguish the nature, scope and method of the Humanities from Social Sciences as well as from the Exact/Natural Sciences
- Explain the significance of the study of politics (and the Humanities)

The outcomes match with Bloom's taxonomy. Given below is the revised version (2001) of the educational psychologist Benjamin Bloom's taxonomy of learning that corresponds to the cognitive domain.¹

Bloom's Taxonomy



¹ The other domains are the Psychomotor and the Affective.



Course Plan

Session 1	
Themes	Elements of the teaching-learning process: pedagogy and evaluation. Humanities and Social Sciences: Their subject matter and relevance. Why study politics? Polis, Politics, Political Philosophy, Modern & Modernity, Concepts.
Instructor's inputs	Elaboration of the course hand-out. What are Humanities? What is the purpose of the Humanities? What are Social Sciences? Derivations of the word Polis; the meaning and significance of Modern and Modernity; Concepts; Political Philosophy; History of Political Philosophy; and the university origin of the modern discipline of Politics.
Learning Objective(s)	Understand the nature of the course under study; the meaning and significance of Humanities and Social Sciences; and the terms in the title of the course.
Student's tasks	Peruse the course hand-out. Study the etymology of polis and cognate-terms.
Sources & Studies	Course hand-out. Class lecture. A brief reading on the etymology of 'polis/politics'

Session 2-3	
Themes	Politics: Subject-matter, nature of the discipline, and Politics as a master-art
Instructor's Inputs	Interrogate the following questions on the basis of Aristotle's <i>Nicomachean Ethics</i> : What is the subject matter of Politics? What is the nature of Politics? Why is Politics a master art? Relationship between Aristotle's <i>Ethics</i> and Politics.
Learning Objective(s)	Appreciate the nature and scope of the discipline of Politics; its origins in the West; and its relation with ethics and rhetoric. Gain an acquaintance with the works of Aristotle. Reading Aristotle's <i>ethics</i> , <i>politics</i> and <i>rhetoric</i> as one series of lectures
Student's tasks	Study the readings. Revise the contents page of Aristotle's <i>Politics</i> towards understanding the structure of this book



Sources & Studies	Aristotle, <i>Nicomachean Ethics</i> , Bk. 1, chs. 1-3 and Bk. 10, ch.9.
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Session 3-5	
Themes	State, nation, civil society and citizenship.
Instructor's Inputs	Polis/Greek city-states; Why does it pay to know about the State? What is the State? Weber's characterization of the State in <i>Politics as a vocation</i> . Various arms of the State; Ideological and Repressive State Apparatuses. Various conceptions of the State: State as arbiter/umpire; patriarchal and class State/Feminist and Marxist conceptions of the State, the Welfare State. Concept of the relative autonomy of the State. 20 th century legal conceptions of the State based on international treaties/international law: Montevideo Treaty and UN Draft declaration of the rights and duties of States
Learning Objective(s)	Understand the meaning, role, and functions of the State; Distinguish the State from Nation and Civil Society
Student's tasks	Discuss State violence and terrorism (with Scheffler's article as the point of departure). Explore the role of the media in our society. (Role of individuals such as Chitra Subramaniam, S. Gurumurthy, Arun Shourie, Assange and media barons like Goenka and Murdoch. Watch if you have not already the classic <i>Citizen Kane</i> (1941) with Orson Welles or the recent Chilean movie <i>No</i> with Gael Garcia (2012).)
Sources & Studies	TB ch. 2; RB (1) ch. 11; Althusser on RSA and ISA in <i>Lenin...</i> , Scheffler "Is terrorism morally distinctive?" TB ch. 10 for citizenship

Session 6-8	
Themes	Constitution; Rule of law; Indian Constitution; Rights and Duties; Fundamental Rights; Directive Principles of State Policy; Basic Structure; Secularism; Indian Constituent Assembly
Instructor's Inputs	From polis to politeia/From the State to the Constitution; Meaning of



	<p>politeia; 19th century meaning of constitution; codified/written constitutions. (Tom Paine's <i>Rights of Man</i> on the framing of the American Constitution – Modern Constitution.)</p> <p><i>Swaraj constitution</i> of 1928. Indian Constituent Assembly; Opening speech of Nehru and concluding speech of Ambedkar. Concept of the “basic structure” of the Indian Constitution. Centrality of secularism.</p> <p>Duties and Rights. What are Rights? Kinds of rights: Natural and Positive Rights. Fundamental Rights in the Indian Constitution – Meaning and significance. Habeas corpus case of 1976.</p> <p>Case study from the <i>Handbook of Human Rights and Criminal Justice</i> (p.26): What does one do in the case of a violation of one's fundamental rights?</p>
Learning Objective(s)	To gain a conceptual understanding of rights and its practical application
Student's tasks	Look at the contents page of the Indian Constitution towards gaining the overarching structure of the Indian Constitution; Study Parts III & IV of the Indian Constitution; Resolve the case study.
Sources & Studies	<i>Indian Constitution</i> ; Documentary on rights; Important historical documents of rights; For rights TB chp. 8; RB (1), chp. 6; For secularism RB (1). Ch. 18. Select texts from the Constituent Assembly Debates. These debates have been dramatized into ten episodes of <i>Samvidhan</i> on youtube http://www.youtube.com/watch?v=0U9KDQnIsNk

Session 9-11	
Themes	Sex-Gender distinction; Patriarchy; First and second wave feminism; LGBTQ issues
Instructor's Inputs	Class lecture on terminology; Coordinating the class discussion centered on the sources; LGBTQ issues and current Indian laws; Election Commission of India on the 'third' gender; IPC Sec. 377; SCI judgment (2014) on transgender



Learning Objective(s)	Engage with the principal issues in gender studies
Student's tasks	Participate in class discussions based on the sources
Sources & Studies	<p>TB ch. 11; RB (1) ch. 14. http://www.tarshi.net/index.asp Interview with Germaine Greer; Valerie Solanas' <i>SCUM Manifesto</i>; Vikram Seth, "Through love's great power" LGBTQ Rights</p> <p>http://www.ndtv.com/video/player/the-buck-stops-here/battling-section-377-writer-vikram-seth-calls-for-swaraj/307341 Transgender</p> <p>http://www.ndtv.com/video/player/the-social-network/gender-fluidity-realm-of-rituparno-ghosh/277567</p> <p>http://www.youtube.com/watch?v=rsjEnc8vs78</p> <p>http://indianexpress.com/article/cities/delhi/du-introduces-transgender-category-for-pg-admission/</p>

Session 12-3	
Themes	Equality and social justice; Categories of discrimination and exclusion: Caste; Dalit vs Harijan; Ambedkar
Instructor's Inputs	Class lecture based on the readings; instances of discrimination on the basis of ethnicity; Discrimination against adivasis (Niyamgiri Hills/Andaman), Native Americans, and African Americans
Learning Objective(s)	Gain an understanding of the modes of discrimination and exclusion
Student's tasks	Understand how fear of the 'other' leads to hatred and stereotyping; Pull out the core elements from the reading by Guru; Map the contours of Dalit Studies
Sources & Studies	Guru, "The language of dalit-bahujan political discourse" in Mohanty, ed., <i>Class, caste, gender</i> , SAGE, 2006; TB ch. 7 on Equality and social justice; RB ch. 19 on Affirmative Action



Session 14-5	
Themes	Morality in politics; Machiavellian
Instructor's Inputs	Beginnings of Modern Western Political Philosophy; Machiavelli: the man and his works; <i>Foundations of Modern Political Thought</i> ; The Machiavellian Moment: How did Machiavelli revolutionize politics?
Learning Objective(s)	To understand the Machiavellian revolution on the question of means versus ends in politics
Student's tasks	Read and discuss the <i>Prince</i> chs. 15-9
Sources & Studies	Machiavelli, <i>Prince</i> and Skinner, <i>Machiavelli: A very short introduction</i>
Session 16-7	
Themes	Consent; Thomas Hobbes and the social contract; 'state of nature'
Instructor's Inputs	Why do we need the State according to Hobbes? Introduction to Hobbes' <i>Leviathan</i>
Learning Objective(s)	To understand the concept of social contract according to Hobbes' <i>Leviathan</i>
Student's tasks	Read select passages from Hobbes' <i>Leviathan</i>
Sources & Studies	Hobbes' <i>Leviathan</i> , chs. XIII & XVIII; TB, ch. 1, pp. 11-17

Session 18-20	
Themes	John Locke and <i>Two treatises of government</i> ; rights; government
Instructor's Inputs	What is the purpose of government according to Locke? The context and significance of Locke's work
Learning Objective(s)	To understand the origins of the rights discourse and the role of govt. according to Locke
Student's	Study select passages from Locke's <i>Second treatise of government</i>



tasks	
Sources & Studies	Select passages from Locke's <i>Second treatise of government</i> ; TB, ch. 1, pp. 11-17 and RB (1) ch. 13 on property especially the part on John Locke

Session 21-3	
Themes	Rousseau and the origins of inequality; social contract; general will; A critique of the social contract theory: from social to the sexual contract
Instructor's Inputs	Profile of Rousseau; an overview of the texts <i>Discourse on the origin of inequality...</i> and <i>Of social contract</i> (how do we establish a just State?); Rousseau on women; Introduction to the argument of Carol Pateman in <i>The sexual contract</i>
Learning Objective(s)	To appreciate one of the most powerful Modern critiques of established political order/civilization (Rousseau) as well as understand the critique of social contract philosophy
Student's tasks	Read the select texts and study it through discussions in class; Respond to worksheets on Rousseau
Sources & Studies	Select passages from <i>Discourse on the origins of inequality</i> and <i>Of social contract</i> especially book II; TB, ch. 1, pp. 11-17

Session 24-30	
Themes	Enlightenment; Industrial Revolution and Alienation; Liberalism and Socialism
Instructor's Inputs	From liberalism to socialism or the conflict between the ideals of liberty and equality; from idealism to materialism, from Hegel through Feuerbach to Marx; introduction to Marx
Learning Objective(s)	To appreciate the struggle for social justice in Modern period (industrial capitalism and the working class)
Student's	Read the <i>Communist Manifesto</i> with the aid of the work-sheets



tasks	
Sources & Studies	Marx and Engels, <i>Communist Manifesto</i> ; RB (1) chps. 15 & 16

Session 31-2	
Themes	Socialist, Anarchist, and left-wing movements
Instructor's Inputs	Challenge to Marx from Bakunin; Paris Commune; Kropotkin on means and cooperation; Cooperation in the animal world First, Second and Third International; Lenin, Trotsky, Stalin and Mao. Cuban Revolution; Foco theory; Naxalism; Allende in Chile (Only if we have the time!)
Learning Objective(s)	To outline the contours of the international left in 19 th and 20 th centuries
Student's tasks	Engage with the class lecture
Sources & Studies	Michael Newman, <i>Socialism: A very short introduction</i>

Session 33-5	
Themes	Democracy: Representative and substantive/participatory
Instructor's Inputs	Tocqueville and the democratic revolution; Montesquieu and the separation of powers; the role of the American judiciary; and a pointer to the principle of constitutionalism – <i>Marbury vs Madison</i> 1803. Alexander Meiklejohn and his idea of the people as the fourth branch of govt; MKSS and RTI Act
Learning Objective(s)	To understand democracy as a form of government and as an attitude
Student's tasks	In addition to the study of the readings, prepare an RTI application towards exercising one's rights as a citizen



Sources & Studies	TB chapter 4; RB chapter 7
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Session 36-9	
Themes	Gandhi as an Anarchist (ahinsa, swaraj, satyagraha,) and Contemporary Anarchism (anarchism as non-domination)
Instructor's Inputs	Context of the writing of the <i>Hind Swaraj</i> ; Class discussion based on the texts of one of the many contemporary anarchists (John Zerzan)
Learning Objective(s)	Appreciate the anarchist critique of Modern civilization and contemporary society
Student's tasks	Understand the basis of anarchism as political philosophy and political action
Sources & Studies	Gandhi, <i>Hind Swaraj</i> ; some texts by Zerzan are available at johnzerzan.net

Session 40-2	
Themes	Aesthetics and politics
Instructor's Inputs	Is art political? Music as forms of political protest (Could be extended to cartoon and theatre amongst other arts)
Learning Objective(s)	Explore the relationship between art and politics
Student's tasks	Engage with the class session

Few sessions will be dedicated to oral presentations of written assignments by students. These have been usually after Institute hours in the form of panel discussions.



Reading Assignments: This is, in a very substantive sense, a text based course. A selection of some essential reading material is given below; of which some are available online, while other readings would be made available on google drive as pdf or jpeg scans.

Select bibliography

Sources

Althusser, Louis, *Lenin and Philosophy and Other Essays*, New York: Monthly Review Press, 1971 (1st ed in French 1970)

<https://www.marxists.org/reference/archive/althusser/1970/ideology.htm>

Ambedkar, B.R., *Annihilation of caste*, Undelivered speech at the annual conference of the Jat-Pat Todak Mandal of Lahore, 1936.

<http://ccnmtl.columbia.edu/projects/mmt/ambedkar/web/index.html>

Aristotle, *Nicomachean Ethics*

<http://classics.mit.edu/Aristotle/nicomachaen.1.i.html>

Aristotle, *Politics*

<http://classics.mit.edu/Aristotle/politics.html>

Gandhi M.K., *Hind Swaraj* (1909)

<http://www.mkgandhi.org/swarajya/coverpage.htm>

Hobbes, Thomas, *Leviathan* (1642)

<http://socserv.mcmaster.ca/econ/ugcm/3ll3/hobbes/Leviathan.pdf>

Kant, I., *What is Enlightenment?* (1784)

<http://www.sapere-aude.at/What%20is%20Enlightenment.pdf>

Locke, *The Second Treatise on Government* (only the *Second Treatise* of the *Two treatises...*, and especially the portions related to the “state of nature”, property, political societies, legislative power and government)

<http://socserv.mcmaster.ca/econ/ugcm/3ll3/locke/government.pdf>

Machiavelli, *The Prince* (especially, chps. 15-19)

<http://www.bartleby.com/36/1/prince.pdf>

_____, *Discourses on the first ten books of Titus Livy*

<http://www.gutenberg.org/cache/epub/10827/pg10827.html>

Marx, K. and F. Engels, *Communist manifesto* (1848)

<http://www.marxists.org/archive/marx/works/1848/communist-manifesto/>

Paine, Tom, *The Rights of Man* (1791-2)



Rousseau, J-J., *Discourse on the origin of inequality*
_____, *Of social contract or principles of political right* (1762)
Tocqueville, Alexis, *Democracy in America* (1835)

Studies

Scheffler, Samuel, "Is terrorism morally distinctive?" *The Journal of Political Philosophy*, vol. 14, no. 1, 2006, pp. 1-17.
Skinner, Quentin, *The foundations of modern political thought*, 2 vols., (Cambridge: Cambridge University Press, 1978)
_____, *Machiavelli: A very short introduction*, Oxford University Press, 1998.



Evaluation Scheme: An overview

Evaluation component	Duration and mode	% of total marks	Time & venue
SSA prelim draft	Open book (Printed or manuscript) Please do not slip the assignment under the door of the instructor's chamber.	10	31 Aug 2016 in the class room and in person. ²
MS Exam	Closed book (Hand written); 90 mins	30	Please confirm with the ID schedule
SSA final draft	Open book (Printed or manuscript) Please do not slip the assignment under the door of the instructor's chamber.	15	31 Oct 2016 in the class room and in person. ³
Oral presentation based on the final SSA	Oral (SSA final draft / slides, if required)	5	To be announced in class or via E-mail
Comprehensive Exam	Closed book (Hand written); 3 hrs	40	02 Dec 16 FN Please confirm with the ID schedule

² The deadline must be adhered to. Any extension will be deemed equivalent to rules governing make-up in accordance with *Academic Regulations* 4.07.

³ The deadline must be adhered to. Any extension will be deemed equivalent to rules governing make-up in accordance with *Academic Regulations* 4.07.



Evaluation Scheme: The details

Evaluation components and its nature: There would be three evaluation components. These are the Mid-Semester and Comprehensive Exams and a Self-Study Assignment (SSA), which is in turn divided into three parts. The details of the exams would be as per the schedule of the Instruction Division.

Self-study Assignment (SSA): The Self Study Assignment is broken down into three parts: one, a prelim written draft; two, a final written draft; and three, an oral presentation based on the final written draft of the self-study assignment. This evaluation component is in accordance with *Academic Regulations* 4.01 & 4.05 (Open Book). The prelim draft is a plan document, and hence, synoptic. The final written draft of the SSA will be based on your cumulative work through the semester. It will be followed by a brief oral presentation – usually of ten minutes within the scope of a panel discussion, but discussions tend to be prolonged!

SSA prelim draft details concerning submission: Length - 1-2 pages max; please number the pages on the top right corner; print on both sides to save paper; use staples, if required; folders not necessary; include word count at the end but the date, your name and roll number at the top right corner. **Expected contents and break-up of marks on 100/200:**⁴ Problematic⁵ - Aims and hypotheses of your assignment (2/4); detailed thematic index (2/4); method of study (1/2); list of sources & studies (3/6) with a timeline of tasks factoring in sources/studies and themes (2/4). You might have to run through originality check/anti-plagiarism software TURNITIN, if necessary. In that case, please attach a print copy of the software report along with your assignment. **The evaluated SSA prelim draft with the instructor's comments must be attached when you make the final draft submission of the SSA.**

SSA final draft details concerning submission: 2500 words max; include word count at the end of your draft but your name and roll number at the top right corner; please number the pages on the top right corner; print on both sides to save paper; use staples, if require; folders not required. **Expected contents and Break-up of marks on 100/200:** Problematic and use of sources (5/10); Structure (5/10); Critical assessment (5/10).

⁴ ID regulations expect the total marks for the course to be 200 if there are 51 or more students enrolled in a course; and 100, if the number of students is less than 50.

⁵ The problematic defines the field of questions in a given theme and determines what questions could be asked and which questions could be answered. The 'invention' of the "problematic" is attributed to the work *Le Rationalisme appliqué* (1949) by Gaston Bachelard, a French philosopher of science and it became popular in the Humanities and Social Sciences through the work of Louis Althusser. Cited from <https://www.radicalphilosophy.com/article/what-is-a-problematic> accessed 01 Feb 2016.



Synoptic style sheet (generic guidelines): Garamond 16 for text, 14 for citations in the body of the text; 12 for footnotes; spacing 1.5; name and roll number on the top right margin with date of submission; stapled on the left top corner; printed on both sides to avoid wastage of paper with 2 cms side-margins; no plastic folder covering required; if hand-written, please write on alternate lines for easy reading. You might have to run by originality check/anti-plagiarism software TURNITIN as may be required by ID regulations. In such cases, please attach a print copy of the software report along with your assignment.

Oral presentation: You are expected to make a brief **oral presentation** in class (**10 mins**) based on your writing and respond to queries, for which you need to schedule the presentation in consultation with the instructor. It is usually in the form of panel discussions and is scheduled after Institute hours. **You are expected to answer the following questions during the oral presentation:** Why did you choose the topic that you did? What is the question/problematic that you were trying to resolve through the SSA? Respond to this particular question in as much detail as required. **This forms the core of your presentation.** How did you attempt the resolution of the problematic? Did you know anything about the theme earlier? How did the SSA help you? What are the weaknesses of your SSA? Did you require the assistance of the instructor for your SSA? Did his inputs aid you in anyway? If not, what should he have done? How did your assignment evolve over the duration of the semester? Power point presentations are especially useful if you have images, maps, graphs and the like. Talking to the audience rather than reading from a text is preferred for an oral presentation as the former demonstrates clarity of thought of the speaker and because it may also encourage a discussion amongst the listeners.

Non-evaluative learning activities: Class participation is highly encouraged but is not included as an evaluation component. It is characterized as the student's ability to generate and participate in discussions, including listening attentively to opposing points of view, as well by posing a problematic that challenges the instructor and the class. Class participation is encouraged for purposes of creating the necessary conditions in the class room for critical engagement with the subject matter under study. It is not an evaluation component because it may be perceived as a surreptitious mode of ensuring class attendance in the absence of a mandatory Institute policy on class attendance for students.



Suggested guidelines for completing a self-study assignment

Self-study assignment (Written text plus oral presentation): Choose a specific topic from a broad theme contained in the Course Handout II. You could choose any topic/theme that interests you, including one about which you know very little or nothing at all. Pose a question to the subject-matter that you have selected. The answer to that question could turn out to be your self-study assignment.

Your assignment could take the form of a book-review, or a revision of select scholarly literature, or a term paper. Whatever form it takes, make sure that you do not include any phrase or sentence, paraphrased or verbatim, text or image, **intentionally or otherwise**, without due acknowledgment of the sources. To do so would amount to **plagiarism** and it is an **extremely serious ethical and legal offence**. You are also cautioned against submitting a work written by someone else, or by you but for a different purpose, or for another course, previously or simultaneously. The discovery of any violation of these guidelines might result in your score being nullified for the corresponding as well as related evaluation component(s). This offence may be reported to the Department of Humanities & Social Sciences for further action. For understanding what amounts to plagiarism, please refer to www.plagiarism.org or similar websites. **If the student still has persisting doubts about what may or may not amount to plagiarism, it is her/his duty to assuage the doubts with the instructor well ahead of deadlines. Ignorance of the norms/rules is not a sufficient cause for justifying plagiarism. If ID regulations mandate it, please run your assignment on the originality check/anti-plagiarism software sufficiently ahead of the due date of submission. As the deadlines approach, the traffic on the server might turn heavy.**

For information on documentation (style-sheet), you are encouraged to follow the guidelines contained in *The Chicago Manual of Style*, 16th edition (see especially chapters 14 & 15). A copy of the same is available in the BITS Pilani Library with classification 655.25 C533 2010. To see a sample citation online, go to worldcat.org; type an author name or title of a book onto the “search” engine and click enter; from the results choose the book or an edition of your choice; and go to “cite/export citation” on the top right corner of the page below “search” and click, and it will show you various style of citations including the *Chicago Manual*.

A **book-review** ought to contain a summary of the book, an outline of its structure, an explanation of how this book is different from others of its ilk, information regarding the author(s), and a constructive critique of the thesis/argument of the book. The purpose of a book-review is to inform and invite readers to engage with the book.



You could consider other reviews of the book that you are reviewing, in case these are available. This would prevent your review from being repetitive.

A revision of scholarly literature (or **literature review**) is a more complex assignment than a book review because you are evidently dealing with more than one study. Its purpose is to highlight the nature of existing knowledge in the corresponding field/subject. A literature review is a preliminary but necessary step towards conducting research (understood here as a serious inquiry) in a chosen field/subject of intense study.

A **term paper** is an academic assignment that normally contains a problematic: a question, one or more hypotheses, an explicit statement of method for the resolution of the question, a study of sources, and a revision of existing scholarly literature. It should contain a thematic index that outlines the structure of your paper.

All your assignments should be presented in the classroom on the prescribed dates and personally to the instructor. **You may not submit via E-mail, and you may not slip your assignment under the door of the instructor's chamber. As a precautionary measure against loss of your written assignment by you or the instructor, it is the responsibility of the student to have a back-up copy of the same at least until the final evaluation of the course is completed and grades handed over to ARCD. To avoid losing your e-copy stored in a computer, please ensure that you progressively save your draft written work on the e-mail as well.**

Reading, studying, thinking, and writing are laborious tasks, which improve with methodical practice. For thinking through a subject, for organizing one's thoughts, and for writing in a structured manner require the fullness of time. Rushed writing under the pressure of deadlines does not often fulfill the aforesaid actions. One could consider this assignment as an exercise in mastering the craft of academic writing in the Humanities and Social Sciences, but above all, for clarifying your thinking process, sharpening your critical skills, and articulating your views persuasively.

Students are encouraged to attend the classes regularly. If you are unable to present an evaluation component for reasons other than a medical condition and you desire to make-up, please inform the I-C in person with a written application, at least a week in advance of the date on which the component is scheduled, wherein the reasons for your absence/inability is appropriately presented; for absence due to ill-health, please provide documentary support from the BITS medical centre if you are requesting a make-up. For make-up, please refer to *Academic regulations* 4.07. Notices concerning the course will be announced in class and/or communicated via e-mail/google drive.