Welcome to the Oxford School of Global and Area Studies' (OSGA) Course Catalogue for Options Papers. These options represent the full breadth of our offerings across regions, disciplines, and themes and demonstrate the truly unique interdisciplinary nature of our School. MSc and MPhil students typically can take one option course outside of their program. Not all options are offered every academic year, so please be sure to contact each program’s administrator for each year’s specific offerings.
Option Themes

Anthropology 1
Cultural Studies 4
Development Studies 5
Economics/Political Economy 7
Environmental Studies 10
Gender Studies 12
History 13
History of Art/Material Culture 17
International Relations 18
Languages 20
Law 23
Literature 24
Politics 26
Public Policy 30
Religion/Theology 31
Sociology 32
Youth Studies 34
**Anthropology**

**Anthropology of Africa**

Prof David Pratten, Prof Ramon Sarró, Prof Thomas Cousins and Dr Olly Owen

This course provides an empirical foundation and conceptual framework for the academic study of Africa and its peoples. The course also aims to introduce students to a critical understanding of ethnographic writing on Africa. The course is organized around a series of lectures and readings which introduce theoretical issues that have developed in the anthropology of Africa. These will be presented in weekly classes held in conjunction with a film series that introduces a range of ethnographic and wider issues in African culture and society.

The writing of ethnography is necessarily grounded in local concerns and debates and the course will examine how the ethnography of Africa has contributed to the development of the wider anthropological discipline. The course will introduce the challenges of representing selves and others by examining ethnography’s engagement with key issues in anthropology and by exploring ethnography’s relationship with its own past.

**The Anthropology of South Asia**

Professor David Gellner and Professor Nayanika Mathur

There is enormous cultural diversity within South Asia, even within a single region of one country, let alone in the entire subcontinent. There is also a rich, voluminous, and important anthropological and ethnographic literature on the area. This course seeks to provide an orientation and an introduction to the social anthropological themes of caste, kinship, religion, personhood, ethnicity, and political and social change in the South Asian context, including an appreciation of their contemporary relevance. The course will cover classical treatments of the problem (e.g.—on caste—Dumont, Hocart, Ambedkar), critiques (e.g. Appadurai, Berreman, Quigley, Dirks), and contemporary applications (e.g. Mines, Parry, Jodhka, Gupta).

The course includes engagement with ethnographic particulars, through close readings of monographs, and with specific sites (primarily in India, Pakistan, and Nepal).

**Culture and Society in Contemporary India: The South Asian Anthropocene**

Professor Nayanika Mathur

We are now, it is widely agreed, living in a new geological epoch that has been termed the Anthropocene. Defined by the profound and irreversible impact of human (the Anthropos) action and agency, the Anthropocene presents us with unique planetary, political, and intellectual challenges. It remains a concept that is still to be fully developed, yet it is already posing foundational questions not just of the present and future of humankind and the planet, but also of how academic knowledge should be produced and consumed. This course explores these debates by rooting them in India: a region where 1/7th of humanity resides and which is tipped to experience some of the most cataclysmic effects of anthropogenic climate change.

The course begins with the debates on the definition of the Anthropocene as well as its timing. Neither – definition or timeline – are yet established with a degree of certitude. While there is almost complete agreement that humans are now acting as a geophysical force, different disciplines and expert bodies are still mulling the precise wording of the definition. Similarly, there is a fraught discussion on the onset of the Anthropocene: was it with the Industrial Revolution in Europe or decolonisation of the global South?

From definitional and timing discussions, we will move on to study the weaknesses with and strengths of the concept of the Anthropocene. The greatest weakness is its domination by the natural sciences and a depoliticisation of the concept of the Anthropos. At the same time, the Anthropocene pushes us towards a new inter-disciplinarity as well as engagement with the world seen as a collective. We will explore how academic literature and climate activism emerging from India contributes to the conceptualisation and enforcement of the Anthropocene.
The course operates largely through a close reading of emerging climate ethnographies of India. These works put the environment/climate/ecosystem front and centre. India has produced a rich corpus of work on the environment, that can be read alongside the more recent focus on climate change to ground the Anthropocene in the lives of people.

The Anthropocene is profoundly imbricated not just with human lives but also has a strong bearing on biodiversity loss and species extinction. We will study the charismatic species of tigers, lions, and elephants as well as the lesser-celebrated nonhuman animals that are currently endangered or on the brink of extinction in the Anthropocene.

Finally, the course will look at policies, laws, regulations, climate activism, and movements for climate justice in the region to ask how and in what ways they might reshape the Indian Anthropocene.

**Ideology and Popular Culture in Socialist and Post-socialist Russia and Eastern Europe**

**Dr Nicolette Makovicky**

This course adopts an inter-disciplinary approach to the study of the culture and society of socialist and post-socialist Russia and Eastern Europe in order to explore the intersection between ideology, popular culture, and everyday life from the 1920s until the present day. Drawing on scholarly work and methodologies from across the fields of Cultural Studies, History, Design History, Literary Studies, Art History, Anthropology and Sociology, the course traces the manner in which ideology and politics were translated into everyday life through cultural and social policy, in material culture, art and the media, in an effort to re-shape social relations and instill in the population the correct ‘socialist’ attitude to their fellow citizens. It introduces and examines changing interpretations of ‘culture’ and ‘civilization’ throughout 80 years of socialism in the Eastern Bloc, linking them to political changes and changing prescriptions for the ideal ‘Soviet Man’ (and woman). At the same time, it highlights the returning (and ultimately) unsolved issues that haunted these efforts throughout (class consciousness, gender relations, and consumer desires), and addresses the question of power and resistance in everyday life throughout the period. Finally, the course turns its attention to the lived experience of post-socialism as it is expressed in the arts and in recent popular culture.


**Japanese Social Anthropology**

**Professor Roger Goodman**

This course has two main aims; (a) to provide an introduction to Japanese society from an anthropological perspective and (b) to show how the study of Japan can contribute to mainstream anthropological theory. Major themes which will be covered include notions of personhood, rituals and symbols, time and space, structure and agency, continuity and change, and the construction of ethnic identity. It will be possible to study a number of contemporary social institutions in depth, including the Japanese education system, medical system, household and kinship systems, legal and economic systems, new religions, and the worlds of traditional arts and popular culture. At the micro level, the details of these operations and the ideologies which support them will be examined, while at the macro level the course will explore their relation to other social institutions and the wider political and economic arena both inside and outside Japan.

In Hilary Term, there will be a series of 8 lectures which will introduce students to the anthropological literature on Japan (details below). There will also be a weekly class. Students will be able to choose from a list of around 20 topics for the class which they would like to pursue. Each topic is headed by a key anthropological reading which all those who attend the class must read (copies will be available in the library) and the purpose of the class is to relate the specific readings on Japan (not all of which will be anthropological) to the themes covered in...
this anthropological text. Each week, four or five students will be assigned to present position papers to the class; two others will act as discussants. In Trinity Term, there will be a combination of new topics and revision classes.

All students will be required to undertake a piece of assessed work by the end of week 4 of the term in which the classes are taught. Details will be given during the first class of the term.

Learning outcomes:

• To see how an advanced, industrial urban society like Japan can be studied using mainstream anthropological methods;
• The implications of studying a society like Japan for anthropological theory.

Politics and Anthropology of Iran
Dr Maziyar Ghiabi
Please contact the Oriental Studies Institute (graduate.admissions@orinst.ox.ac.uk) for course description.

Post-Communist Cultures of Corruption: Practices, Institutions, Networks
Dr Nicolette Makovicky
This course covers key themes across three general areas: economic corruption, political corruption, and 'petty' (everyday) informal economies. It introduces students to a range of approaches to the analysis of corruption from disciplines across the Social Sciences with the aim of providing them with the tools to undertake comparative and contextual analyses of corruption and anti-corruption measures across the region, as well as assess their relationship to wider economic, political, and social factors. Drawing on literature from Anthropology, Sociology, Political Science, Economics, and Socio-Legal Studies, as well as a mix of quantitative and qualitative approaches, it will offer students the opportunity to understand and critically evaluate both normative and (culturally) relativist explanations for post-communist corruption. Finally, students will be given a critical introduction to current methods used for monitoring, measuring, and comparing corruption; as well as recent developments in anti-corruption mechanisms and policies in the region. The course fits within the area and comparative foci of the MPhil in Russian and East European Studies, building on the knowledge of post-communist economics, politics, and society introduced in the first-year core course modules CREES I and CREES II. It complements other available special options modules taught as part of the MPhil programme, in particular those with a focus on the economics, politics, and international relations in Central and Eastern Europe, the Former Soviet Union, the Caucasus and Central Asia.

Social Anthropology of the Middle East
Professor Walter Armbrust
Please contact the Oriental Studies Institute (graduate.admissions@orinst.ox.ac.uk) for course description.

Other OSGA Courses Related to this Theme

• Politics of the Security Sector in Africa (See ‘Politics’ section for course description)
• Transitional Justice in Africa (See ‘Law’ section for course description)
Cultural Studies

Decolonisation in Africa: A Cultural History, c. 1920-1980
Dr Tim Livsey

Decolonisation in Africa is most often studied from a political perspective, but had crucial cultural dimensions. This course considers culture as a field in which decolonisation was campaigned for, debated, and experienced. Through a focus on culture, the course explores how a wide range of people, elites and non-elites, engaged with decolonisation.

The course focuses particularly on relationships between the high politics of decolonisation and its cultural and quotidian dimensions, exploring how they were mutually constitutive. Weekly classes focus on different aspects of culture, while revisiting major themes, which include the changing objectives of anti-colonialists from the 1920s to the 1970s, and the interaction of local, national, and international contexts in shaping cultures of decolonisation. Throughout the course we will consider the cultural ramifications of late colonial state-building: how new constitutions and institutions helped to shape cultural forms and practices, and vice versa. The course addresses the politics of ‘standards’ during decolonisation, examining how colonial officials prepared African states for self-government using standards that they had largely defined. It also studies the challenges faced by anti-colonialists in articulating a culture suitable for independent African nations, drawing on cutting-edge historical research and a wide range of primary evidence.

Education in Africa
Dr David Johnson

This paper examines the political, economic and cultural dimensions of an education ‘prism’ in Africa and argues that the economic and social outcomes of education are subject to, like in optics, the varied ‘angles’ or intersections of people, institutions and rules.

The paper suggests that a good quality of education that is accessible to all is a crucial condition for human development and inclusive growth in Africa. But, despite the fact that a relatively large share of the budgets of African countries is spent on education and that there is a rapid increase of youth with education, the levels of educational attainment in Africa lag far behind other World regions. Many African countries have not yet attained universal primary schooling and significantly, the quality of education is found to differ widely within and between African countries. Cross national data show that some children not only receive fewer years of education but also reach lower achievement levels; and within country comparisons show significant disparities in educational participation and outcomes between boys and girls and between the poorest and wealthiest households. And even where learning takes place, there are questions about the relevance of education to the demands of the new economy or the mismatch between skills and jobs.

The paper examines the state of education across a number of African countries and explores a number of pressure points to the provision of a good quality of education, accessible by all, including the physical and institutional conditions that constrain learning and teaching, organisational factors that constrain the formulation of policies aimed at fairness and inclusivity, the wider political, economic and religious questions that impact, sometimes violently, on the organisation of schooling and curriculum, and the role of international aid and bi-lateral and multilateral partnerships in education.
Development Studies

Environment, Human Development and Public Policy in Contemporary India

Professor Matthew McCartney

This course explores some of the major environmental, human development and public policy issues facing India today. India’s environment is rapidly changing in the context of ever increasing urbanisation, industrialisation, agricultural development and a vast and growing population. India has been characterised recently by Jean Dreze and Amartya Sen as a country that has experienced rapid economic growth without (human) development.

Water supply, sewage and waste present major challenges to local governments in urban areas, whilst modern agricultural technologies and the politics of land and water are serious issues in the countryside. Forests, mineral-rich earth, rivers and seas have become sites of conflict between government, local residents, multinational corporations and banks. India’s policies on climate change, industry and energy are now of global geopolitical and social consequence. Addressing the above environmental concerns, this module will explore several interlinked themes including energy and climate change in the context of economic growth in India; India’s role in international climate change negotiations; environmental movements against dams, deforestation and displacement; sustainable agricultural development; politics of conservation; and environment in the context of urban development.

This course will also give students an understanding of the evolution of human development in contemporary India; develop their knowledge and capacity to engage with debates surrounding measurement, policy issues, the interaction between economic and human measures of development, and different paradigms of thought. The course will discuss questions such as what is development and how is it measured, the paradox of a competitive democracy with a large turnout among the poor co-existing with poor service provision in areas like health and education, the evolution of poverty and inequality, the nutrition crisis in contemporary India and associated policy interventions such as the Public Distribution System (PDS) and Mid-day Meals Programme, demography including the phenomenon of missing women, the phenomenon of jobless growth and related policy interventions such as the National Rural Employment Guarantee Act (NREGA).

The course does not just present problems and advocate solutions but is rooted within a framework of public policy. What constraints does the global context place on policy making, with regard to for example subsidising domestic production of solar technology? What constraints do the powerful teaching unions in India place on efforts to make teachers more accountable to parents? Do inequalities at local level prevent the proper targeting of anti-poverty programmes and lead to them being captured by more privileged groups? Does the local state in India have the expertise and capacity to implement complex policy interventions such as conditional cash transfers or to promote the use of energy saving technology?

The Indian State: From Developmentalism to Liberalisation

Professor Nikita Sud

After being briefly written off as corrupt, inefficient, and inimical to development in the 1980s, the state has made a comeback in debates relating to the developing world. The Indian and Chinese states in particular are being interrogated for their role in the economic success of their countries. In this context, a course that takes a broad-based look at the politico-historical, sociological and politico-economic trajectory of a major state will be of interest to MPhil/MSc students, irrespective of regional specialisation. For those with a specific interest in India, the course provides a window into the country through its pre-eminent development actor.

The course will examine the Indian state from a period of interventionist developmentalism after independence in 1947, to its contemporary embracing of market reform. It will cover the Indian state’s grand visions nationhood through ideas like secularism, democracy and development. It will discuss actors and institutions such as the bureaucracy, regulators, fixers and middlemen. It will also consider the practices, policies and politics of the state in relation to big capital, farmers, the environment, and the poor. Finally, it will discuss the politics of economic liberalisation and the good governance agenda.
Importantly, the course hopes to represent the state as an everyday entity, rather than as an exalted, distant institution. News sources, film and other audio-visual media will be integral to our weekly sessions.

**Technology and Industrialisation in Developing Countries**

**Convenor: Professor Xiaolan Fu; Lecturers: Prof Xiaolan Fu, Prof Diego Sanchez-Ancochea**

This course will examine technology and industrial development and policy in developing countries and their role in the development process, drawing upon the experience of a wide range of countries, particularly from East Asia and BRICS, to illustrate the analysis. It looks at the interrelations between transnational corporations, domestic firms and the state, the debate on industry policy, the functions of the national innovation system, the interactions between foreign and indigenous innovation efforts, the debate on appropriate technology, and the role of technology in inclusive and sustainable development. The course will be accessible to students without a prior background in economics.
Economics/Political Economy

**China’s Economic Reform**

**Professor Kyle Jaros**

This course explores the political economy of China’s transition since 1978, focusing on the ways in which political factors have, at different times, both enabled and obstructed economic reforms. After discussing China’s contemporary economic challenges, we look back in time to explore key historical phases and turning points of reform. We then delve into specific issue-areas for a closer look at what has been at stake in reform, and why different political actors and economic interests have supported or fought changes to the status quo. Challenging linear narratives of reform and simple state vs. market dichotomies, the course highlights the multi-dimensional policy debates and political conflicts shaping China’s economic trajectory.

**Economic Development of South Asia 1947-2017**

**Professor Matthew McCartney**

The comparative economic development of South Asia since independence is a fascinating story that has contributed much to our wider thinking about the economics of development. Global debates about economic growth, poverty, state intervention, trade protection, agriculture, industry and liberalisation are heavily influenced by South Asian examples. This course is unusual in that it is comparative across South Asia. We can learn much for example about the economic boom in India after 2003 by studying the similar economic success then experienced by Pakistan and Bangladesh. Contemporary calls for developing countries to promote industry can learn a lot from the comparative stories of state promoted industrialisation in India, Pakistan and Sri Lanka in the 1950s and 1960s. The long standing conviction among economists that economic liberalisation and trade openness are good for economic growth should contend with the contrasting experiences in South Asia. In the 1990s economic liberalisation was associated with accelerated economic growth in Sri Lanka, no change in growth rates in India and slowing economic growth in Pakistan. Each of the major nations of South Asia offers a big economic story of deep contemporary relevance. How has Bangladesh managed to improve indicators of human welfare so rapidly in the last twenty years? Does the paradox of the high-tech software sector alongside enduring poverty in India offer other developing countries an alternative model of development? Has democracy or dictatorship been better for development in Pakistan? Has the long-standing commitment to welfare and democracy in Sri Lanka contributed to slow economic growth and even conflict over the long term?

This course comprises eight two hour lectures spanning the years from 1947 to 2017 and includes eight one hour introductory classes in economics to explain some of the key economic ideas that will be discussed in the lecture. The course does not assume any prior knowledge of economics.

**Economy and Business of Japan**

**Professor Hugh Whittaker**

**Aims:**

- To develop an understanding of the features and institutions of the Japanese economy, and how they compare with those of other countries
- To understand how Japanese economic institutions have evolved over time
- To understand the sources of Japan’s rapid economic growth and the difficulties from the 1990s
- To explore current domestic and external challenges, including ageing, new production systems, and regional integration
  - Topics to be covered include: (subject to revision)
    - Japan’s economic rise and its significance
    - Savings, finance and industrial policy in the post-war ‘miracle’
    - Japan’s enterprise ‘system’ and ‘alliance capitalism’
    - Small firms and entrepreneurship
    - Labour and employment
    - Technology and innovation
    - Corporate governance
• The macro economy: What went wrong?
• Japan’s economic role in emerging Asia
• Abenomics, ageing and agriculture

Learning Outcomes:
• a broad understanding of the Japanese economy and business, contributions of different theoretical and disciplinary perspectives, as well as current challenges facing Japan’s economy and business

India as a ‘Great Power’: Economics and International Relations
Professor Matthew McCartney and Professor Kate Sullivan de Estrada
As India grabs headlines as an emerging power, this course surveys its role within its regional neighbourhood and on the world stage. Using a unique combination of theoretical lenses drawn from both International Relations and Economics, it addresses the question: will India become an international ‘great power’—and what kind of power will it become?

Through a course of eight lectures and classes, we will adopt a critical approach to the concept of a great power in the disciplines of International Relations (IR) and Economics and so examine the extent to which India might be considered a powerful state according to a range of measures; military, economic, and ‘social’. We will study India in relation to widely accepted characteristics of power and influence in world politics, but we will also be attentive to India’s particular sense of identity—a self-projection that has had, and will increasingly have, implications for India’s relations with its neighbours, Asia, and the wider world. We examine both India’s achievements and shortcomings and explore its outward projection.

We begin the option with one conceptual lecture that explores competing theories and perspectives on great power in IR, and one historical lecture that engages with scholarship that positions India’s political and economic power and influence in broader global and historical relief. In six subsequent lectures we focus on the political and economic aspects of power and influence in turn. Each lecture offers a thematic approach to India’s political or economic power and focuses on specific empirical case studies to enable concrete discussion of future projections about India’s emergence and growth. For example, we survey India’s hard power, its role in international institutions, and its ‘soft power’ and status, and we look into India’s economic boom, its performance as a technological leader, and its role in the global economy.

Students will develop a critical ability to understand the theoretical assumptions that have shaped much of the scholarship on great powers and, by extension, appraisals of the extent of India’s global power and influence. The course will offer students a range of measures by which to assess the extent of, and the limits to, India’s international power. Central learning outcomes will include the development of an awareness of the complexity of selecting indicators of power, and an appreciation of the need to explore the roots of power projection in domestic political and economic processes, as well as in their regional and international context.

The Political Economy of Epidemics in Africa
Dr Simukai Chigudu
Epidemics are inherently political events. The physical horrors of Ebola, tuberculosis and cholera bring to light the human costs of political and economic marginalisation, the limited impact of humanitarian intervention, and the risks of mismanaging the urban or natural environment. At the same time, epidemics such as HIV/AIDS have triggered energetic forms of political mobilisation as people aspire to extend themselves to a more general politics of life couched in the language of citizenship and global equity. This course examines a series of different epidemics to engage in a wider set of debates about African politics. As a point of departure, the course posits that epidemics are neither arbitrary nor inevitable events. Almost every phase and aspect of an epidemic – the conditions of its emergence, the pattern of its unfolding, the strategies deployed to address it, and the difference between who lives and who dies – is to a greater or lesser extent a social calculus and is thus revealing of political dynamics that might otherwise remain obscure.
Using a range of historical and contemporary case studies in Africa, the course covers such topics as the politics of urbanisation and poverty, gender and sexuality, globalisation and labour, security and ecological change.

**Political Economy of Institutional Change in Russia and Eurasia**

Professor Christopher J Gerry

This course will provide a political economy examination of the interdependent nature of economic and institutional changes in Russia and Eastern Europe during the post-communist period. The course will start by situating the ‘transition’ in Eastern Europe, Russia and Central Asia in the context of broader stories of economic development in the second half of the 20th century, giving rise to the emergence of the so-called Washington Consensus in the late 1980s. Combined with a brief recap of the reasons for the collapse of the Soviet economic system and the implementation of economic reform packages (comprising stabilisation, liberalisation and privatisation), this will equip us to engage in a series of comparative cross regional (e.g. Eastern Europe vs South-East Asia) and intra-regional comparisons (e.g. Poland vs Ukraine), as well as an in-depth case study of ‘Putinomics’ and an assessment of the sustainability of and prospects for the current economic model developing in Russia. The majority of the course will focus on the longer term development of these regional economies addressing key questions relating to: the role of the state in the economy (tax, redistribution and market-based democracy); the development of the private sector (entrepreneurship; industrial and corporate change); socioeconomic developments (labour markets and human capital); and the institutional specificities that are relevant to policy making. The course is taught through a combination of mini-lectures/briefs and classes across 8 weeks of the Michaelmas Term. There are four pieces of formative coursework required comprising of a policy brief, a thought piece, a thematic essay and a country case-study essay.

**The Political Economy of the Middle East and North Africa**

Dr Adeel Malik

Please contact the Oriental Studies Institute (graduate.admissions@orinst.ox.ac.uk) for course description.

**Other OSGA Courses Related to this Theme**

- **Bangladesh, Nepal, Pakistan and Sri Lanka: Contemporary Themes** (See ‘International Relations’ section for course description)
- **Education in Africa** (See ‘Cultural Studies’ section for course description)
- **Politics of the Security Sector in Africa** (See ‘Politics’ section for course description)
Environmental Studies

China’s Environment and Environmental Movements
Professor Anna Lora-Wainwright and Dr Coraline Goron
China's rapid emergence as an economic power over the past quarter century has been accompanied by growing understanding of its environmental impacts, ranging from land expropriation, major infrastructural developments (dam building) and pollution. China has developed a relatively impressive body of environmental protection policies and legislation since the late 1970s, and recently turned towards the rhetoric of ‘sustainable’ and ‘scientific development’ harboured within an ‘ecological society’. Yet, it is widely agreed that there is a serious ‘implementation gap’ so that central government policies and national laws are often not well enforced in the localities. There have been recurrent reports of large-scale pollution accidents and also of widespread, persistent and routine pollution through industrial waste in water and through air pollution from industry and transport.

The challenges to enforcing environmental protection are more than ever a vibrant topic of debate for academics, civil society agents and for Chinese policy makers alike. This course will consider how these problems are framed by different stakeholders and with what effects. We will begin by focusing on how particular types of ‘nature’ and the environment are constructed as objects for protection and conservation while others are seen as opportunities for development. Against this backdrop, we will consider the various governance challenges to environmental protection, as well as the ways in which citizens demand a cleaner environment, they ways in which they do so, and the circumstances in which they do not. Case studies of waste, ewaste and incineration as well as urbanisation will be examined to explore the particular challenges they pose.

Research to date has documented that citizens have become increasingly vociferous about environmental concerns, ranging from food safety to occupational health, waste, and industrial pollution. They have increasingly taken action against pollution through civil litigation, complaints and petitions to state institutions, environmental NGOs involvement, resort to the media, and demonstrations. We will examine the role that these various types of ‘environmental movements’ might play in aiding (or halting) environmental protection and sustainable development. This in turn sheds light on topics of great currency in the study of contemporary China more broadly, such as the relationships between state and society, state legitimacy, social justice and welfare.

Environment and Society in the Former Soviet Union
Professor Judith Pallot
The focus of the option in on the changing attitudes and practices with respect to the environment in the former Soviet Union from the early years of the Soviet state to the present day. It begins with a consideration of the Soviet Union’s environmental record - why it was so poor - and of competing environmental ideologies in the Soviet state. For the later Soviet period attention is on the attempts made to establish to improve environmental monitoring and compliance and on the genesis of the environmental movement around the topic of the pollution of Lake Baikal and how it developed rapidly after Chernobyl to play a prominent role in the Soviet Union’s collapse. Much of the option concerns the post-Soviet period, when the topics considered include the Soviet environmental legacy, changes in the regulatory framework, civil society and the development of Environmental NGOs, Russia and other post-Soviet states’ engagement with the Kyoto process and the divergent views in region on climate change, and nature conservation and the post-Soviet fate of the network of nature reserves (zapovedniki) set up from the 1920s. Students taking the option will have the opportunity to work on particular regions and topics, such as the shrinkage of the Aral Sea, the potential environmental impacts of Arctic Development, Russian Forests as a carbon sink, the Stalin plan for the transformation of nature and river reversals, the Virgin Lands dustbowl and so on.
Other OSGA Courses Related to this Theme

• Culture and Society in Contemporary India: The South Asian Anthropocene (See ‘Anthropology’ section for course description)

• Environment, Human Development and Public Policy in Contemporary India (See ‘Development Studies’ section for course description)
Gender Studies

Gender in Indian History and Society c. 1800 to the present

Professor Polly O’Hanlon

Gender was central to India’s experience of colonialism. From the institution of Sati in the 1820s, to later conflicts over widow remarriage and the age of consent, the status of Indian women attracted the reforming zeal of missionaires, colonial legislators and metropolitan liberals. For Indian conservatives, reformers and later nationalists, women and the family were likewise potent symbols, conveying a variety of different class, community and national identities.

In more subtle ways, colonialism posed troubling issues for men and masculinity. Religious reform societies and political leaders of all shades of opinion sought in different ways to create a new moral vision for men and gender within family, community and nation, often in the face of unsettling assertions of women’s rights and freedoms. Questions of masculinity in relation to class, community and property rights assumed equal importance from the 1930s, as India’s future leaders debated legislation over Hindu and Muslim personal laws. The heightened significance of gender was nowhere more striking than over the years of Partition, when violence against women on either side underscored their roles as symbols of community, class and state.

Although this longer term history continues to find echoes, the independent states of South Asia have also set their own very different trajectories in the field of gender. Women are present at every level of politics, women’s organisations flourish, and the emergence of new urban middle classes across the region have re-set sexual norms and expectations for men and women alike. At the same time, many regional societies have witnessed a savage backlash against expanding freedoms for young women, while the increasingly skewed gender ratio is testament to the greater valuation still placed on sons over daughters.

This paper will give students a chance to explore the longer term history of gender relations in different parts of the subcontinent, as well as their changing forms in the present day. Following the work of Joan Scott, gender will be studied here both as a form of ideology often used to underpin hierarchy in many areas of society, and as a set of roles and practices with great power to shape men’s and women’s lives.
History

History from Below in the Middle East and North Africa
Stephanie Cronin
Please contact the Oriental Studies Institute (graduate.admissions@orinst.ox.ac.uk) for course description.

History and Historiography of Modern China
Professor Henrietta Harrison, Professor Rana Mitter, Dr Gordon Barrett and Dr Helena Lopes
This is a graduate colloquium designed for students in modern Chinese history or interested in the historiography of modern China since 1900.

Students should learn:
• to identify a select number of the major current debates in the field of modern Chinese history
• to explain how those debates have developed
• to articulate and defend a position within the debates

History of the Middle East, 1860-1970
Professor Eugene Rogan
Please contact the Oriental Studies Institute (graduate.admissions@orinst.ox.ac.uk) for course description.

History and Politics of the Gulf
Dr Toby Matthiesen
Please contact the Oriental Studies Institute (graduate.admissions@orinst.ox.ac.uk) for course description.

History and Politics of the Islamic Republic of Iran, 1979-2005
Dr Maziyar Ghiabi
Please contact the Oriental Studies Institute (graduate.admissions@orinst.ox.ac.uk) or course description.

History and Politics of South Asia
Professor Nandini Gooptu
This paper covers major political developments in post-colonial South Asia and deals with the most significant themes and issues in South Asian politics, through the study of illustrative cases taken from the various countries of the region. The paper also deals with important scholarly debates on South Asia. The aim of the paper is to enable students to gain knowledge of South Asian politics, while at the same time facilitating a critical engagement with the analytical literature on South Asia. The latter would be of particular relevance to those who have some prior knowledge of South Asia, although students will not be required to have studied South Asia at the undergraduate level before taking this paper. While each of the major South Asian countries is studied separately, students are, at the same time, encouraged to analyse political developments comparatively. The course examines the nature of the post-colonial state and the evolution of political institutions and party politics, with a focus on the functioning of democracy and the tendencies towards authoritarianism or martial rule. The interface of democratic politics with the political economy of the ‘developmental’ state is also addressed. The course explores the development of ‘movement’ politics or social movements as an important element of the democratic process. The course gives attention to social organisation, culture and identities as they bear on politics. In particular, the politics of gender, class, caste, religion and ethnicity are emphasised. The course engages with the evolution of political ideologies, especially variants of nationalism, which have played a significant role in the political history of post-colonial states. The course is expected to enable students to develop the ability to construct rigorous arguments on South Asian politics, based on empirical knowledge and informed by a critical awareness of the scholarly literature on the subject.
**History of Qajar Iran**

Stephanie Cronin  
Please contact the Oriental Studies Institute (graduate.admissions@orinst.ox.ac.uk) for course description.

**Iran from the Constitutional to the Islamic Revolution**

Stephanie Cronin  
Please contact the Oriental Studies Institute (graduate.admissions@orinst.ox.ac.uk) for course description.

**Mexico, North America and the World**

Dr Halbert Jones  
This course places Mexico in regional and global perspective through an examination of the ways in which the country’s historical development has been shaped by its geographical position on the North American continent and by its interactions with its North American neighbours. Attention will be given as well to how broader international conditions shaped major processes in Mexican history, such as the Mexican Revolution, and to the impact on Mexico over time of world events and global trends, including World War II, the Cold War, and successive waves of globalisation. The course will also examine some of the common ties and shared challenges that link contemporary Mexico to the United States, Canada, Central America, and the Caribbean.

**Modern Transnational History of Japan**

Professor Sho Konishi  
This graduate course offers a broad introduction to the cultural and intellectual history of nineteenth- and twentieth-century Japan in transnational and global perspectives. The course introduces various methods, approaches, theories, and concepts that could be applied to re-examine the time and space of ‘modern Japan’, while also serving as an introduction to the transnational and intellectual history at large. By the end of the course, you will have acquired foundational knowledge and skills to open up new directions in modern Japanese history writing.

All students will submit 2 pieces of written work for assessment in Weeks 4 and 9 of the term in which the classes are taught. Details will be given during the first class of the term.

**Societies and Economies in India c. 1600-1800**

Professor Polly O’Hanlon  
Far-reaching social and economic changes took place across the Mughal world during what historians call the ‘early modern’ centuries. The inflow of silver enabled states across the region to begin to make their transactions in cash. Peasant communities in ecologically favoured areas moved into cash cropping for the market. The growth of gentry elites in the towns saw new markets for luxury goods of all kinds, from paintings and fine manuscripts, to cloth, jewellery and metalwork. The new importance of cash and commerce brought merchant and banking families to new positions of India-wide influence and power. These were centuries of great social mobility, as skilled people of all kinds – craftsmen, peasant farmers, military men, scribal people and service communities moved into and across the subcontinent in search of opportunity.

India in the seventeenth and eighteenth centuries was very much the workshop of the world and open for business. Its craft manufactures, well-established credit facilities and open access made it a magnet for European trading companies. These were also, and paradoxically, the features that enabled the East India Company to enter the Indian arena, first as a provider of commercial and military services, and then, in the context of Mughal imperial decline, as the subcontinent’s new political overlords.

This option offers the chance to explore some fascinating debates about India and the world in this period. How far were Indian trajectories of social development fundamentally altered during this early era of globalisation? Did structures of class, caste, religious community and regional cultures develop distinctive new forms after
India’s ‘medieval’ centuries, but before the coming of colonialism? How far can we say that India in this period shared in early forms of ‘modernity’?

**Terror and Forced Labour in Modern Russian History**

Professor Dan Healey

Few aspects of the Soviet experiment are as controversial as the role of terror and forced labour. For decades observers, journalists, political scientists and historians argued over the scale, character and purposes of state-sponsored violence in the building of Soviet socialism. Refugees from Soviet territories after World War II and returnees from the Gulag after 1953 told their own stories about the experience of terror and forced labour. Alexander Solzhenitsyn’s Gulag Archipelago (1973-1976) drew on survivors’ accounts; it was written secretly and published in the West to evade Soviet censorship. Since 1991 new archival data has answered some questions about Terror and Gulag, but many new ones have arisen too. In this course we examine the antecedents of Soviet terror and forced labour in the tsarist period, and turn to concentrate attention on Leninist and Stalinist practices of state violence and Gulag confinement. The commemoration and forgetting of Soviet state violence is also considered, in order to arrive at an understanding of the legacy of violence and violent transformation in the Russian Federation.

**Themes in the History of Pakistan**

Professor Faisal Devji

Founded out of the partition of British India in 1947, Pakistan was unlike its giant neighbour in constituting an entirely new state with no prior history of its own. Audaciously created in two regional pieces separated by a thousand miles of Indian territory, Pakistan represented a novel form of polity in other ways as well, an originality only compounded when it became the world’s first Islamic Republic in 1973, after a civil war that led to the independence of its eastern wing. While it is often defined by two conventional patterns of conflict, that between civilian and military rule on the one hand, and between ethnic and religious nationalism on the other, Pakistan’s unprecedented character manifests itself in many different directions. This course explores some of the ways in which the country’s self-professed novelty has been elaborated in religious, literary, political and other terms, from its founding at the start of the Cold War to its attempts at finding a new national identity in the period that has followed its end.

The aim of this course is to have students understand and critically engage with the making of ideological states in some of their great variety during the Cold War, as well as studying the continuing problem posed by the development of a national culture. Pakistan serves as a forerunner and laboratory for the elaboration of new forms of Islamic identity and governance, which we will also explore in conceptual and ethnographic terms.

**Warfare and the Military in African History**

Prof Richard Reid

This paper will explore the role of warfare and the military in the course of Africa’s history, from the fourteenth to the early twentieth century. It aims to place the organisation of armed conflict and the evolution of military culture at the centre of the analysis, and posits the need for a long-term understanding of both. In approaching the topic from a longue durée perspective, the paper will explore the extent to which organised violence in Africa has deep historical roots. Students will therefore be encouraged to consider the key drivers of Africa’s developmental trajectory, and to think of warfare in constructive as well as destructive terms. The paper will combine broad themes as well as specific case studies from across the continent. It will explore the manner in which warfare has shaped Africa in socio-economic, political and cultural terms, and specifically the role which warfare has played in the emergence of a range of state and non-state systems, and in the development of military cultures, across the continent. Key topics for study will include changing social formations; the growth of identities based on violence and militarism; the relationship between military and political administration; the economics of African war; and the range of technologies developed and employed across the continent. Throughout, the paper will consider the global context within which conflict in Africa occurs, exploring external factors whether in the form of commercial linkages or imperial intrusions.
**Other OSGA Courses Related to this Theme**

- **Culture and Society in Contemporary India: The South Asian Anthropocene** *(See ‘Anthropology’ section for course description)*

- **China’s Economic Reform** *(See ‘Economics/Political Economy’ section for course description)*

- **Decolonisation in Africa: A Cultural History, c. 1920-1980** *(See ‘Cultural Studies’ section for course description)*

- **Gender in Indian History and Society c. 1800 to the present** *(See ‘Gender Studies’ section for course description)*

- **Nahda: Arabic Prose and Cultural Activism in the 19th Century** *(See ‘Literature’ section for course description)*

- **Politics of the Security Sector in Africa** *(See ‘Politics’ section for course description)*
History of Art/Material Culture

Trade and Exchange in South Asia: Transcultural Objects, Relations and Identities

Professor Mallica Kumbera Landrus
The discipline of history of art is an object-based cultural history founded on the basis that objects represent and reflect the ideas and values of people who commissioned, created, used and collected them. The objects are primary sources documenting the changes in social, religious, economic, and political ideas within their historical contexts. Thus, the history of art is inherently an interdisciplinary and cross-cultural subject that illuminates our shared society and identity, similarities as well as differences.

Material culture in South Asia presents a remarkable case study in the creation of a visual vocabulary and language of meaning. Students will be encouraged to explore a range of visual and material culture within its historical, political and social context on the Indian subcontinent. Relevant objects in the Ashmolean Museum will be the focus, but the function, trade and/or diplomatic exchange of objects, and ideas with regard to technology and transcultural identities will in large part be the subject of the eight weekly classes (2 hours each) in this option.

No previous experience is necessary or expected in the study of material and visual culture. The weekly classes, held in the Museum’s study room, will identify and explore various issues surrounding the use and exchange of material visual culture in and from modern South Asia. It is intended that students should develop a critical ability to place material culture in their historical and regional contexts in South Asia, while also exploring visual culture as features of socio-economic and political conditions.
International Relations

The Arab-Israeli Conflict
Avi Shlaim
Please contact the Oriental Studies Institute (graduate.admissions@orinst.ox.ac.uk) for course description.

Bangladesh, Nepal, Pakistan and Sri Lanka: Contemporary Themes
Dr Ali Jan, Professor Matthew McCartney, Professor Nayanika Mathur, Professor Kate Sullivan de Estrada and others.
This lecture course will give students an introduction to important topics in non-India, contemporary South Asia. Lectures may be framed around a particular country but will be explicitly comparative in perspective. A unifying theme will be to think about what contribution Pakistan, Sri Lanka, Bangladesh and Nepal make to our understanding of the social sciences. How Bangladesh and Sri Lanka for example have managed to rapidly improve the life chances, employment prospects and health conditions of women whilst Pakistan (and India) have failed to do so. The course will also be valuable in pushing students to think about South Asia beyond the regional hegemon, India. The course will cut across disciplines so encourage students to think in inter-disciplinary terms. The course will provide an intellectual parallel to the option ‘India as a Rising Power’ which seeks to study contemporary India through the lens of social science disciplines of economics and international relations.

Central Asia and the South Caucasus: International Relations and Foreign Policies
Professor Roy Allison
This option will provide students with an advanced understanding of the diverse international relations and foreign policies of the eight states of Central Asia and the South Caucasus since 1991. The intention is to enable students to apply conceptual and theoretical insights introduced in the core courses to the specific topic of the external relations of the southern and south eastern CIS states. The course examines common features and differentiation in the foreign policies of states within the South Caucasus and Central Asia respectively, as well as between these two regions. The course will draw on interdisciplinary debates on contemporary history, domestic state order and political structure, nation building and energy policy, but the core disciplinary debates addressed will be those from international relations. The course will develop thematic approaches by examining the issues of domestic and regional order, national identity and state formation, regionalism and multilateralism, normative competition and the EU transformation agenda, regime and transnational security as well as regional conflict.

The International Relations of Contemporary China
Professor Paul Irwin Crookes and Dr Jérôme Doyon
This option course will explore China’s evolving role in the international political and economic system and will examine the country’s external relations with key state, non-state, and institutional actors. No prior knowledge of China or the East Asian region will be assumed. The programme will lay emphasis on a theoretically informed but empirically-led analysis of the extent and character of China’s interrelationships within international relations, so as to be able to better understand how geopolitical interactions overlap with specific policy priorities to shape outcomes at the regional and global levels.

International Relations of the Middle East
Dr Toby Matthiesen
Please contact the Oriental Studies Institute (graduate.admissions@orinst.ox.ac.uk) for course description.

International Relations of South Asia
Professor Kate Sullivan de Estrada
No other region is as dominated by a single country as South Asia is by India: India has three times the population of all of the other South Asian countries combined; it is more powerful militarily, politically, economically, and some would say culturally. Viewed in comparative perspective, South Asia’s regional cooperation is very weakly institutionalized, leading to
often pessimistic prognoses about the region's potential for deep economic and political integration. Moreover, South Asia is not an isolated region. During the Cold War the Great Powers played an often divisive role, and China’s influence in the region is growing in significance. India’s hegemony in South Asia has evoked a range of responses from India, its neighbours and the wider world, and this option seeks to understand some of these.

Through a course of eight lectures and classes, we adopt a critical approach to some of the major theoretical paradigms in the discipline of International Relations (IR), and explore the ways in which they have shaped—and at times limited—the study of inter-state relations in South Asia since 1947. We unpack the unique historical, geographical, political, economic and demographic features of South Asia and open up a conceptual terrain for understanding key regional dynamics. We then engage with three distinctive approaches to framing and narrating events within (and beyond) the region: conflict and competition, including the enduring antagonistic (and recently nuclearized) relationship between India and Pakistan, and disputes over territory between India and Sri Lanka, Nepal and Bangladesh; cooperation, for example in respect of the riverine resources of the region, and through the regional institutional apparatus of SAARC; and the interplay of identities, both cultural and political, arising, for example, from internal secessionisms, insurgencies, and religious/ethnic disputes affecting parts of Pakistan, Bangladesh, and Sri Lanka, that spill across state boundaries.

Students will develop a critical ability to understand the theoretical assumptions that have shaped much of the production of IR scholarship on South Asia and that condition readings of events in the international politics of the region. They will develop a comparative perspective from which to understand inter-regional dynamics and the role of regional power, an empirical foundation with which to narrate key moments in the bilateral and multilateral interactions between states in the region, and a sense of South Asia’s place and significance in the broader international arena.

**Russian International Relations and Foreign Policy**

Professor Roy Allison

This option provides an advanced understanding of the evolution of Russian international relations and foreign policies since 1991. Initially it assesses the transformation in foreign and security policy thinking under Gorbachev and the new domestic context to Russian foreign policy and policy-making. It proceeds to analyse how far Russian relations with CIS states have been a normal form of foreign policy and the characteristics of Russia’s involvement in regional conflicts. Particular attention is given to Russian relations with Ukraine and Belarus and the effort of these states to construct separate foreign policy identities. The course studies whether Russian engagement with Europe’s principal institutions, the EU and NATO, has suggested that Russia is part of or apart from Europe. It questions what kind of relationship Russia has forged with China and how Moscow has tried to position itself and project its power in the post 9/11 international system. Finally, the course analyses the extent to which Russia has abandoned the objective of partnership with Western states and examines the regional and international implication of the crisis over Ukraine since 2014. The course engages with debates and concepts in International Relations, but also draws on interdisciplinary debates. It will develop thematic approaches by examining domestic/foreign policy interaction, structural power, regional order and regionalism, multilateralism, national and foreign policy identity and other ideational influences, international norms, as well as transnational security.

**Other OSGA Courses Related to this Theme**

- **India as a 'Great Power': Economics and International Relations** (See ‘Economics’ section for course description)
- **South-East Europe: Politics and European Integration** (See ‘Politics’ section for course description)
Languages

Classical Japanese Language
Dr Laurence Mann

Note: this course requires some knowledge of the Japanese language.

This course will be taught in all three terms.

This course offers an intensive year-long introduction to classical Japanese language for those with little or no prior background, beginning with an overview of classical Japanese grammar and continuing with readings from the Hōjōki, Essays in Idleness, the Pillow Book, and a range of other well-known early and medieval works.

Teaching will be in the form of weekly text classes throughout all three terms, with additional weekly classes in unprepared classical translation in HT (8 hours) and TT (6 hours).

Examination will be by a three-hour written examination in Trinity Term.

Classical Japanese Texts
Dr Laurence Mann

Note: this course requires some knowledge of the Japanese language.

This course will be taught in Michaelmas Term.

This advanced text option is designed for students who have completed the year-long Classical Japanese language course (or other students who have good reading knowledge of classical Japanese, by arrangement with the tutor). The course focuses on two of the best-known works of Heian court prose, the Tale of Genji and the Pillow Book. While reading and translating excerpts from these works, we will consider a range of topics in Heian court literature, including poetry and aesthetics; ideals of romance and other relationships; shared assumptions about literary and cultural knowledge; conceptions of death, the supernatural, and the world beyond the capital; and attitudes about gender and women’s writing.

Teaching for this course will be in the form of weekly tutorials in Michaelmas Term, in which students will discuss their text translations and short essays on key issues in these texts; each student will also be asked to give one presentation on a suggested work of Japanese-language secondary scholarship.

Examination will be in the form of a three-hour written examination (involving text translation and commentary) in Trinity Term.

Intermediate Chinese Language for Social Scientists

Lessons: Mr Shiyun Kan and Ms Song Yang, and supervisions for the extended language reading project, Dr Annie Hongping Nie.

Over Hilary Term students will learn up to 2500 of the most commonly used Chinese characters. The students will also receive training in the skills of the language analysis, translation and the cultural understanding of the Chinese written material on social-science topics.

Each week the language instructor will decide a piece of Chinese text on a social science topic. Students may be asked to read the material in advance of the class. Some questions will be asked each week in order to structure the class discussions. No more than eight pieces of written assignment will be set over Hilary Term.
Japanese Linguistics (The History and Structure of Japanese)

Professor Bjarke Frellesvig

Note: this course requires some knowledge of the Japanese language.

The primary objectives of this course are for students: (1) to get a comprehensive overview over the main features of and approaches to the study of the Japanese language; (2) to get a working knowledge of the relevant research tools and literature; and (3) to identify topics and subjects areas for independent research. The teaching for this course will take place in Michaelmas and Hilary Terms (under the titles Japanese Linguistics (MT) and The history of the Japanese language (HT)), with one lecture a week. Core readings will be assigned for each meeting.

Students will be invited to submit an essay on an assigned topic for assessment by the end of week 4 in either of the two terms in which the classes are taught. Details will be given during the first class of the term.

Examination will be by a three hour written exam in Trinity Term.

Lectures will address topics such as the following: phonology, morphology, syntax, semantics, vocabulary and loanwords, dialects, writing.

Old (8th century) Japanese Texts

Professor Bjarke Frellesvig

Note: this course requires some knowledge of the Japanese language.

Students taking this option will need to have attended the lecture series Introduction to Old Japanese, 1 hour per week in HT. Some knowledge of ‘Classical Japanese’ may also be an advantage.

The purpose of this option is for students to learn to read, translate and comment on texts written in Old Japanese, the oldest known form of the Japanese language (from the Asuka/Nara period). The writing, the vocabulary, and the grammar of Old Japanese are significantly different from that of the canons of Classical Japanese literature from the Heian period onwards. The texts will be read and studied from a linguistic, rather than literary, point of view, focusing on the special features of Old Japanese script, phonology and grammar. These texts raise many points of interest for all students of Japanese, but knowledge of Old Japanese is an especially valuable addition to the study of Classical Japanese.

Most of the texts from this period are poetry. We will read texts from the poetry anthology the Man’yōshū (compiled after 759 AD), which is the main source of texts from the period, and we will also read poems from other sources: some of the Bussokuseki-ka (“Footprints of the Buddha”), a series of poems carved in stone in the Yakushi-ji in Nara sometime after 753 AD; and some longer poems that appear within the first Imperial History (Kojiki).

We will also read works written in a ritualistic prose, beginning with a selection of Imperial Edicts (Senmyō), and some related poetry from the Shoku nihonogi. We will also read two liturgical texts from the Norito: Tatuta no kaze no kamwi no maturi (“Festival of the wind spirits of Tatsuta”) and Tatarigamwi wo utusiyaru (“Driving away a vengeful spirit”).

Finally, we will read some of the few texts written in Eastern Old Japanese, a group of dialects with characteristics that are different from the language of the capital, which is that reflected in the majority of sources. Students taking this option should also follow Professor Frellesvig’s lecture series Introduction to Old Japanese in Hilary Term.

South Asian Advanced Languages

Professor Imre Bangha

India is the home to hundreds of languages, including Hindi, the most widely known tongue of South Asia. A command of an Indian language enables you to have direct contact with those who are not strongly influenced by English education and
connect more deeply with many Indians. You will be able to reach out to India more at a grassroots level, to read documents of local interest and to access fascinating literature and cultural discourse, of which only a small part is available in English translation. A sound command of local languages is imperative for the proper understanding of modern media, especially cinema and television.

The advanced language options are designed for students who already have at least intermediate command of a north Indian language and either want to deepen their knowledge by reading literary texts (Advanced Hindi), to explore the pre-colonial layers of learning (Brajbhasha and Old Hindi, Persian) or to learn another language (Bengali). There are options designed for students with a command of Hindi to learn Urdu (Urdu) and for students with a command of Urdu to learn Hindi (Advanced Hindi).

Most courses operate through reading, discussing and writing about a select range of literary texts. These classes are held twice a week and constitute in translating into English and interpreting the texts. Along with a close reading and translation of the texts, their socio-cultural context is also presented and sessions normally include a Hindi discussion of some earlier passage. Students will normally be given a vocabulary and should prepare their texts with the help of dictionaries in advance. They will sometimes have to present short Hindi essays about various topics related to the texts. The course normally presents a 5-10 hour weekly workload.

The texts read vary each term but they include short stories for the modern options and poetry for the Old Hindi option from both classic and lesser known authors. More accessible texts are read in Michaelmas term and more specialised classes are held later.

For more information, visit:
- https://www.orinst.ox.ac.uk/hindi
- https://www.orinst.ox.ac.uk/urdu
- https://www.orinst.ox.ac.uk/bengali

Texts in Japanese Linguistics

Professor Bjarke Frellesvig

Note: this course requires some knowledge of the Japanese language.

The purpose of this option is for students to examine a particular set of issues in Japanese linguistics in some detail, while assimilating the necessary concepts and vocabulary in the process. Students will read, translate, and comment on two parts of the book 'Boku wa unagi da' no bunpō: da to no by Okutsu Kei'ichirō (1979).

This is an important and oft-quoted work on Japanese grammar that takes as its starting point various possible uses and interpretations of the sentence boku wa unagi da sometimes literally (but usually mistakenly) translated ‘I am an eel’. Depending on context, this sentence can be used in reply to questions such as “What did you order?”, “What are you fishing for?”, or “What is your favourite fish?” amongst many others. Okutsu examines the many sentences that can be formed on the same basic pattern from the perspectives of syntax and semantics.

The book addresses in particular the question of the status of the ‘copula’ within Japanese. The topic Okutsu treats here has been and is still controversial in the field of Japanese linguistics. It raises further questions about focus, presupposition, etc., thus covering some basic notions in pragmatics. As an introduction to Japanese linguistics, the book covers a broad range of issues using basic intuitions about meaning and grammaticality in a very accessible way.
Law

Transitional Justice in Africa

Dr Julia Viebach

The aim of this course is to critically examine the empirical and theoretical foundations of Transitional Justice in Africa, as well as its practical effects. Transitional Justice has become a dominant script for societies dealing with the legacies of violent conflict and dictatorship. It prescribes a range of mechanisms, including truth commissions, reparations, vetting or (international) courts. Transitional Justice, as a field of study and collection of practices, is contested in Africa and beyond. The course will adopt an interdisciplinary perspective, drawing on law, anthropology, sociology, and socio-legal studies to unravel some of the complexities, tensions and implications for African transition contexts. After exploring the conceptual foundations, we will critically analyse Transitional Justice modalities and processes, assessing their impact in African societies: what Transitional Justice mechanisms have been adopted across Africa? What are the contemporary debates surrounding their use in the case studies we examine? What can we learn from these African experiences? The course encourages students to engage with the topic through interactive teaching methods, such as role-plays and debates.

Other OSGA Courses Related to this Theme

- Politics of the Security Sector in Africa (See ‘Politics’ section for course description)
Literature

African Literature
Dr Tiziana Morosetti
Ranging from Amos Tutuola’s classic The Palm-Wine Drinkard (1952) to contemporary African science fiction, the course engages with some of the important cultural and political dynamics shaping the work of renowned authors such as Wole Soyinka, Ngugi wa Thiong’o, Ayi Kwei Armah, Ama Ata Aidoo and Ken Saro-Wiwa, as well as younger voices like Chimamanda Ngozi Adichie, Yvonne Adhiambo Owuor, Taiye Selasi and Nnedi Okorafor.

Chinese Fiction After Tiananmen
Professor Margaret Hillenbrand
This course explores Chinese literary practice in the era of market reforms, taking 1989 as its point of departure. We read a wide range of novels and short stories in English translation, complemented by extensive reading in English-language scholarship. The course investigates the various forms that fictional writing has assumed in China over the last twenty years – from radically avant-garde to highly populist, and from conventional print media to internet literature – and it analyses the ways in which China’s transition from a revolutionary society to one orientated decisively towards the market has changed the shape and function of Chinese writing.

Classical Japanese Literature
Dr Laurence Mann
Note: this course requires some knowledge of the Japanese language.

This course will be taught in Michaelmas and Hilary Terms.

This course provides a survey of texts and topics in Japanese literature from earliest times to the early nineteenth century, with readings in English translation from a wide range of primary sources as well as suggested secondary readings on key topics in the literature of each period. The course aims to give students an overview of key texts, authors, and genres in the premodern Japanese literary tradition, while also helping them develop critical tools for thinking about that tradition and for approaching literary texts in a variety of ways.

Students should attend the lecture series in Classical Japanese Literature (MT, 8 hours) and participate in the discussion seminar series Topics in Court Literature (HT, 8 hours). In each term students will also submit an essay on an assigned topic to be discussed in a small-group tutorial.

Examination will be by a three-hour written examination in Trinity Term.

Modern Hebrew Literature, 1900-Present
Professor Adriana Jacobs
Please contact the Oriental Studies Institute (graduate.admissions@orinst.ox.ac.uk) for course description.

Nahda: Arabic Prose and Cultural Activism in the 19th Century
Professor Marilyn Booth
Please contact the Oriental Studies Institute (graduate.admissions@orinst.ox.ac.uk) for course description.

Polish Literature Post-1945
Dr Jan Fellerer
This course offers students with sufficient knowledge of Polish the chance to study a wide range of Polish writing after 1945, including world-famous authors such as Czeslaw Milosz, Zbigniew Herbert, Tadeusz Rozewicz and Stanislaw Lem. We will focus on up to nine topics which give students a comprehensive idea of the most important
authors, themes and literary forms in postwar Polish literature. Special emphasis will be given to the cultural and historical background after 1945. This paper requires familiarity with primary and some secondary literature in Polish and students will be expected to study four or more of the following topics: war, holocaust and gulag; socialist realism: theory and practice; poetry of the Thaw; drama of the absurd; émigré literature; censorship and the growth of dissident literature; childhood and the literature of the Heimat; surrealism and science fiction; prose of the nineties and the new privatisation.

**Texts in Modern Japanese Literature**

Dr L. M. Flores

Note: this course requires some knowledge of the Japanese language.

The purpose of this course is for students to explore the topic of trauma in its various manifestations in modern Japanese literature. Students will read and translate primary texts of trauma fiction and/or literary criticism in Japanese; they will also read criticism on trauma theory and related issues in the field in English. The emphasis in this option will be on ‘3.11 Literature’, though other works of trauma fiction will be considered. This course will explore the politics of writing and representing 3.11 in literature. It will consider questions such as: How is trauma represented in modern Japanese literature? Is the field of trauma studies, much of which is rooted in Holocaust studies, relevant to the study of Japanese literature? Authors studied in this option may include writers such as Kawakami Hiromi, Furukawa Hideo and Ikezawa Natsuki. Students taking this option are welcome to attend the Modern Japanese Literature lecture series taught during Michaelmas and Hilary terms.

Students will be invited to submit an essay on an assigned topic for assessment by the end of week 4 in either of the two terms in which the classes are taught. Details will be given during the first class of the term.

**Turkish Literature: Texts and Contexts**

Professor Laurent Mignon

Please contact the Oriental Studies Institute (graduate.admissions@orinst.ox.ac.uk) for course description.
**Politics**

**Andean Politics**

Dr John Crabtree

The course covers a selection of major issues that have defined the politics of both countries, in the case of Peru from the military government (1968-80) onwards, and in the case of Bolivia from the aftermath of the 1952 revolution. Topics will include democratisation, political violence, social movements, the activities of political parties, institutional weaknesses/reform, the narcotics industry, the military, amongst others. It will also involve some comparative analysis between the two countries, and reference to similar issues elsewhere in Latin America.

**Beyond Religion and Politics in Israel**

Professor Yaacov Yadgar

Please contact the Oriental Studies Institute (graduate.admissions@orinst.ox.ac.uk) for course description.

**Comparative Presidentialism**

Professor Paul Chaisty

The literature on the separation of powers in the United States — the originator of presidential democracy — is vast. However, as surprising as it may seem, an authentically comparative literature on presidentialism did not really emerge within political science until the 1990s. The advance of the literature over the past 20 years has now given rise to a new subfield of inquiry: “comparative presidentialism.” A key objective of this paper is to provide opportunities for graduate students to explore the interaction between, on the one hand, the general political science literature on presidentialism, and on the other hand, the specialist literature developed in the various area studies centres of the University. Because presidentialism is a characteristic of really-existing political regimes, there is an empirical component to this paper. A student reading this paper must not only have a solid command of theory concerning presidential democracy, but must also be able to apply it to the actual experiences of presidential systems other than the United States.

**Japanese Politics**

Professor Ian J. Neary

Aims of the course:

- To study Japan, an advanced, industrial urban society using the methods of political science;
- To consider the implications of studying a polity like Japan for comparative government.

This course aims to provide an outline of Japanese politics and to show how the study of Japan can contribute to an understanding of broader issues in comparative government. Major themes to be covered include modern political history, the structures, and institutions of contemporary politics, parties, elections, bureaucracy, and policymaking. It will be possible to study a number of contemporary policy areas in depth, including environment policy, human rights policy, foreign and defence policy, industrial policy among others. We will look at the micro level of policy making while also relating this to the wider political and economic arena both inside and outside Japan. Each topic is headed by a key reading that all those who attend the class should read. The purpose of each class is to relate the specific readings on Japan to the themes covered in this key text. Each week, one or two students will be assigned to lead the class discussion.

You will be asked to write a minimum of three essays for this course, the first to be submitted no later than Friday of the fourth week of term in which the classes are taught.

**The Political Sociology of Post-Communist Societies**

Professor Paul Chaisty

The course covers the relations between state, society and citizens in the post-Communist countries of Eastern Europe and the former Soviet Union. It explores the causes of variation in political behaviour in those societies and the extent to which the legacies of Communism continue to have influence. The main focus of the course is on
mass attitudes towards politics, with a particular emphasis on the ways in which social trends, dynamics and structures affect formal political processes. The topics covered include: the meaning of Communist legacies; democratic values and support for the market; political participation and protest; political cleavages and political parties; religiosity and secularism; liberalism and conservatism; the ethnic and gender dimensions of citizenship; the effects of inequality and corruption on political behaviour; and the attitudes of post-Communist citizens towards the environment and the wider world.

**Politics of Authoritarian Regimes**

Dr Barbara Piotrowska

While the previous century has witnessed enormous progress in democratisation, the world map is by far not fully democratic. In fact, as of 2015, 51 countries in the world, housing 34.1% of world’s population, could still be classified as authoritarian. Analysing what authoritarian regimes are and how they stay in power is crucial for understanding the internal and foreign politics of the contemporary authoritarian regimes. It is also important in evaluating the scale of challenges to democracy that have been recently occurring worldwide. Accounting for the outcomes and consequences of authoritarian rule is important for understanding the policies of the post-transition countries, as well as preparing for challenges presented by the emergence of new democracies. This option complements the programme of the MPhil Russian and East European Studies by exposing students to theories of authoritarianism, authoritarian survival and consequences, contextualised by historical and contemporary events and processes in Eastern Europe and Russia. The course introduces influential theories and readings in authoritarian politics, drawing mostly on literature from Political Science, Political Economy, History and International Relations and using the Eastern European context to substantiate them. It is divided into three parts. In the first one, we look at the distinction between authoritarianism and democracy, their measurement, as well as study the different types of authoritarian states. We then concentrate on the social, economic and political outcomes of authoritarian countries as compared to democracies and consequences of authoritarianism for the post-transition democracies. The second part of the course analyses how authoritarian regimes stay in power, by considering the different constituencies they have to control (the public and the elites) and the ways in which they can control them (concessions and repression), as well as the role of media in authoritarian regimes. The third part of the course looks at the international relations of authoritarian states and the transitions to democracy.

**The Politics of Brazil**

Professor Timothy Power

While the broad theme of the course is the sustainability of Brazilian democracy, we will also focus on many of the middle-range theoretical concepts and literatures that have been brought to bear in the comparative study of Brazil. These include state corporatism, clientelism, patrimonialism, inequality, military autonomy, social authoritarianism, new social movements, the politics of federalism, and the weakness of formal political institutions in the country.

**Politics and Government of China**

Professor Patricia Thornton

This option provides an introduction to the political history and development, political sociology, ideologies and institutions, and political economy of contemporary China in a comparative context. Students will have the opportunity to read and consider a number of approaches to conceptualising, modelling, and analysing Chinese politics within the broader framework of comparative social science methods. In preparing and presenting their own written work in seminars, students will develop the relevant analytical skills to both understand and situate China within the field of comparative politics, and engage with the growing subfield of comparative authoritarianism.

**Politics of the Maghreb**

Dr Michael Willis

Please contact the Oriental Studies Institute (graduate.admissions@orinst.ox.ac.uk) for course description.
**Politics in the Middle East**

Professor Philip Robins

This course focuses on the domestic politics of the states of the Middle East. As such it aims to take some of the major concepts of the discipline of political studies and apply them to the contemporary Middle East. Implicit in the programme, therefore, is the assumption that while the politics of the region may be different they are not impenetrable using Western social studies analysis. Of course, given that both the ideas and tools of social studies were developed based on a largely non-developing world set of empirical experiences, and theorising emerged from a similar focus, students should always be on the look out to refine and adapt conventional approaches.

The course adopts a thematic approach to the study of Middle East politics. The reason for this is twofold: first, such an approach allows maximum flexibility for the tutor in teaching the course and for the student in developing their own interests; second, the alternative approach, namely to take a country a week, would leave big gaps in the field of study, mindful of the 22 or so states in the region.

The emphasis of the course is on comparing and contrasting political phenomena across the region. The themes adopted in the course include some traditional fields of study, such as political institutions, the military, ideology and the notion of legitimacy, together with some newer analytical fields, notably public policy, civil society and gender. The influence of major inter-state conflicts and external factors on internal politics will also be considered. Throughout the course students are encouraged to make cross regional comparative observations where relevant.

The geographical definition of the Middle East is an inclusive one; the student is encouraged to range widely, including North Africa, the Levant, Turkey and the Persian Gulf states. The general approach of the course gives considerable latitude to the student to focus on those countries that most interest them.

The historical span of the course begins with the downfall of the Ottoman Empire and the establishment of the modern state system of the Middle East in the wake of the First World War. However, the main focus of the course is the time-line from the Second World War and the process of de-colonisation, up to the present day. The course is structured in such a way as to allow the student to concentrate on whichever period of Middle Eastern contemporary political history most interests them.

**Politics of the Security Sector in Africa**

Dr Miles Tendi

This course examines the political role of the security sector (army, police and intelligence services) in Africa. The course draws selectively from various studies of the political interventions of security sectors across Africa, but it will also involve theory to conceptualise broadly. The tension between the security sector and civilian government is an important subject in the politics of many African states. For example, in West Africa militaries have seized power in many instances during the post-colonial period, while in Southern Africa militaries have tended to exert their influence in the political sphere without resorting to overt takeovers. The course assesses the reasons for these regional-historical differences, in addition to surveying debates about international responses to African militaries’ political interventions; the historical record of military governments in Africa; the political role of intelligence services and police; political economy and militaries; and security sector reform. The course is interdisciplinary, drawing on political economy, history, law and anthropology.

**South-East Europe: Politics and European Integration**

Dr Othon Anastasakis

This option concerns the recent history and present of South East European former communist states, their politics and placing within Europe. The aim is to provide an understanding of: the recent historical and political forces that define the region’s development; the security specificities and the turbulence of the post-Yugoslav space; transition to liberal democracy and the current backtracking of democracy; the degree of integration with the European Union; the impact of the recent European crises; relations beyond Europe with external powers like Russia and Turkey. The course covers contemporary developments, from communism to the transition to democracy, the impact and influence of Europe on the region as well as other international and extra-regional
influences. The focus is regional and cross-country, comparative and inter-disciplinary, including comparative politics, international relations, political economy and contemporary history. The course also develops thematic approaches by looking at the topics of communism, transition to democracy and market economy, EU enlargement, ethnic conflicts, international administrations and state building, regional geopolitics and migration.

**Other OSGA Courses Related to this Theme**

- **Bangladesh, Nepal, Pakistan and Sri Lanka: Contemporary Themes** (See ‘International Relations’ section for course description)
- **Education in Africa** (See ‘Cultural Studies’ section for course description)
- **History and Politics of the Gulf** (See ‘History’ section for course description)
- **History and Politics of the Islamic Republic of Iran, 1979-2005** (See ‘History’ section for course description)
- **History and Politics of South Asia** (See ‘History’ section for course description)
- **The Indian State: From Developmentalism to Liberalisation** (See ‘Development Studies’ section for course description)
- **Political Islam, Islamism, and Modern Islamic Movements** (See ‘Religion/Theology’ section for course description)
- **Politics and Anthropology of Iran** (See ‘Anthropology’ section for course description)
- **The Politics of Life in Africa** (See ‘Sociology’ section for course description)
- **Themes in the History of Pakistan** (See ‘History’ section for course description)
Public Policy

• Environment, Human Development and Public Policy in Contemporary India (See ‘Development Studies’ section for course description)
Religion/Theology

Political Islam, Islamism, and Modern Islamic Movements

Dr Rory McCarthy

Please contact the Oriental Studies Institute (graduate.admissions@orinst.ox.ac.uk) for course description.

Themes in the Study of South Asian Religions

Professor Sondra Hausner and Professor Justin Jones

Observers from both inside and outside South Asia have often claimed that a distinctive characteristic of the region is the importance of ‘religious’ identities across a spectrum of cultural, social and political life. This optional course will enquire into such claims, taking a comparative perspective that seeks to compare trends and practices across many of South Asia’s major religious traditions, including Hinduism, Islam and Buddhism, in relation to each other. The course will combine historical and anthropological approaches to explore the longer term development of the subcontinent’s religious life, and will give attention to the historical formation of these religious traditions from the early modern period to the present day. Students will be encouraged to examine the plural histories of these religious traditions, and the internal struggles which often accompanied their ‘modernisation’.

Through a series of eight classes and lectures, the course will investigate a broad range of subjects that may include the historic interlinkages of religion, kingship and power in South Asia; the impact of colonialism upon religion; trajectories of reform and renewal in religious traditions; the distinctions and relations between textual and lived forms of religion; and the connections between religion, politics and nationalism in modern South Asia. While examining multiple religious traditions in parallel, students will also be encouraged to focus on individual traditions of particular interest.
Sociology

The Politics of Life in Africa

Professor Wale Adebanwi
This course explores the existing (in)capacities in the structures of state and society in Africa for human well-being in relation to the differences between political life (bios) and bare life (zoe). It engages with the politics of life in Africa at the intersection of subjectivity and subjection produced by governmental process; including how social, economic and political lives are constituted and the implications of this process for whether Africans live well or not, how they die and their struggles for alternative lives. With examples from different countries in Africa, the course focuses deeply on how to understand and explain the conditions under which social needs and economic necessities are turned into political struggles as well as the conditions under which political exigencies can transform into economic, social and bodily fatalities.

The overarching questions that will animate this class include the following: What and who determines (in)eligibility regarding the tools of good life and human survival in Africa? How are these determinations related to the differential distribution of potential and/or actual injury, harm, and damage to human life and the conditions of its survival? Beyond the statistics, what are the actual processes, institutions, agencies and dynamics that determine life chances, life expectancy, and human development in the continent?

The role of sexualities, gender, youth, humour, identities, racism, hate, memory, memorial, transactions, etc., in the construction, reconstruction, and deconstruction of lives and deaths in the continent are examined. Audio-visual materials will be used to analyze important themes about the relationship of history, present and the future of Africa.

The course will be taught in eight weekly two-hour seminars. It is a reading-intensive one and students are expected to engage critically - and in new ways - with ‘old’ problems of life, living and well-being in Africa. Students will utilize both secondary literature and primary sources on each topic, as well as some audio-visual materials. Classes will focus on the themes below.

The Sociology of China

Dr Jérôme Doyon & Dr Hamsa Rajan
China's transition to a market society has produced dramatic changes in the lives of its citizens. In this course we will consider pressing social concerns that confront China as it continues its ongoing reforms and integration into the global community. Throughout the course we use comparisons from within China across historical periods, regions and social groups, and from other developing societies to enrich our analysis of key dimensions of social change.

Sociology of Japanese Society

Professor Takehiko Kariya
Contents and Structure:
• Both lecture and discussion formats will be utilized throughout the course.
• The course will be open without prerequisite to anyone with interest in modern Japanese society and also to anyone interested in understanding social change in developed countries in general. No Japan-specific knowledge will be necessary, but an interest in social science concepts and methods will be important.

Aims:
• The main goal of this course is to develop an understanding of the features of contemporary Japanese society from a sociological perspective and to show how Japanese society has changed since WWII.
**Other OSGA Courses Related to this Theme**

- **Beyond Religion and Politics in Israel** *(See ‘Politics’ section for course description)*
- **Ideology and Popular Culture in Socialist and Post-socialist Russia and Eastern Europe** *(See ‘Anthropology’ section for course description)*
- **Post-Communist Cultures of Corruption: Practices, Institutions, Networks** *(See ‘Anthropology’ section for course description)*
- **Transitional Justice in Africa** *(See ‘Law’ section for course description)*
Youth Studies

Coming of Age in Times of Change

Dr Dan Hodgkinson

Today, around 60 percent of African’s are under the age of twenty-four. This ‘youth bulge’ has been considered by some policy-makers and commentators as a sign of Africa’s impending economic rise whilst others have seen it as a dangerous source of political instability, akin to high levels of unemployment that precipitated the Arab Spring in 2011. Such divergent opinions about young people are not new. This eight-week course explores the history of young people’s struggles for self-mastery in Africa and the attempts by social and political authorities to control them – dynamics that have been at the centre of some of the continent’s most pivotal events. As part of this course, students will critically engage with the epistemological ways in which categories of ‘youth’ are constructed and the ontological experiences of the young people affected by them. The course begins with an initial week that introduces some contending conceptual approaches to the study of youth in Africa. Over the subsequent seven weeks, the course explores young people’s ‘struggle for self-mastery’ in different historical and social contexts that include: early colonial encounters and urban migrations; late-colonial education, writing cultures and the intellectual development of anti-colonial ideology; independence-era politics and notions of post-colonial citizenship; mobilisation in and experiences of wars of liberation and civil wars; unemployment and the effects of economic liberalisation; crime and radicalisation since the 1990s; and present-day student protests.

The course will be based on a two-hour weekly seminar that students must attend. In preparation for this seminar, all students will be required to read at least three articles or book chapters. In addition to the basic reading, each week two students will be required to make a small presentation of no more than 5 minutes outlining their views of the readings and presenting critical and provocative questions about the readings for the class to discuss.