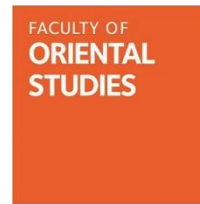


## THE ORIENTAL INSTITUTE

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# MPhil/MSt/MSc Graduate Student Handbook

Faculty of Oriental Studies

Academic Year 2019-20

v.2

The Examination Regulations relating to these courses are available at <https://www.admin.ox.ac.uk/examregs/>. If there is a conflict between information in this handbook and the Examination Regulations then you should follow the Examination Regulations. If you have any concerns please contact the Senior Academic Administrator, Christine Mitchell ([academic.administrator@orinst.ox.ac.uk](mailto:academic.administrator@orinst.ox.ac.uk)).

The information in this handbook is accurate as at Michaelmas Term 2019; however, it may be necessary for changes to be made in certain circumstances, as explained at [www.ox.ac.uk/coursechanges](http://www.ox.ac.uk/coursechanges). If such changes are made the faculty will publish a new version of this handbook together with a list of the changes and students will be informed. A Version history of this handbook can be found on page 5.

THIS HANDBOOK .....	5
<b>Individual Courses and Examination Regulations .....</b>	<b>5</b>
<b>Version history .....</b>	<b>5</b>
PREFACE FROM THE HUMANITIES DIVISION .....	6
1. INTRODUCTION TO ORIENTAL STUDIES .....	7
Welcome to the Faculty of Oriental Studies.....	7
The Faculty of Oriental Studies.....	7
Subject Groups .....	8
Oriental Studies Contacts .....	8
2. NEW STUDENTS.....	9
Registration and University Card .....	9
3. Student Self Service.....	10
4. Residence Requirements.....	10
Term Dates .....	10
5. LIBRARIES, RESEARCH CENTRES, AND INSTITUTES .....	11
6. ACADEMIC PROGRESS, SUPERVISION AND TEACHING .....	14
Academic Progress .....	14
Language Learning and Competency Standards.....	14
Teaching .....	14
Supervision .....	14
Resolving Issues.....	15
Thesis Supervision .....	15
College Tutor for Graduates .....	16
Graduate Supervision Reporting (GSR).....	16
7. ETHICAL APPROVAL FOR RESEARCH AND STUDYING ABROAD.....	17
Research and the Central University Research Ethics Committee (CUREC) .....	17
Research and Study Abroad .....	17
Travel Insurance .....	17
8. M.PHIL. Courses of study at Oriental Studies .....	19
8.1 Educational Aims of the Programme.....	20
8.2 Programme Outcomes .....	20
8.3 Assessment.....	21
9. M.St. Courses of study at Oriental Studies .....	22
9.1 Educational Aims of the Programme.....	22
9.2 Programme Outcomes .....	22
9.3 Assessment.....	23

10. EXAMINATION AND ASSESSMENTS .....	24
Informal (Formative) Assessment.....	24
Formal (Summative) Assessment .....	24
Examination Entry .....	24
Examination Regulations and Examination Conventions.....	24
Criteria for Assessment of Examinations .....	25
Approval of optional papers and thesis subject /thesis title .....	25
Language Learning and Competency Standards.....	25
Thesis Guidelines.....	25
Previous Exam Papers (OXAM) .....	25
Submitting Assessments .....	25
Vivas .....	26
Resits.....	26
Unforeseen Circumstances .....	26
Examiners' Reports .....	26
Marking and Degree Classification .....	27
Prizes for 2019-20 .....	27
11. ACADEMIC INFRINGEMENTS AND PENALTIES .....	28
Plagiarism .....	28
Infringements for Examinations and Submitted Assessments .....	28
Recording Lectures.....	28
12. CHANGES TO YOUR STUDENT STATUS AND DELAYS .....	30
Suspension of Status .....	30
International Students.....	30
13. SUPPORT DURING YOUR STUDIES .....	31
Equality and Diversity at Oxford.....	31
Student Welfare and Support Services.....	31
Financial Assistance .....	32
Sources of Information.....	33
14. SKILLS DEVELOPMENT, EMPLOYABILITY AND CAREERS SUPPORT.....	35
Humanities Researcher Development and Training Programme .....	35
Support for Research Students from the Careers Service .....	36
The Careers Service .....	37
Further Employment Opportunities .....	37
Applying for a DPhil .....	37
15. LANGUAGE LEARNING.....	37

The University Language Centre.....	37
Language Learning and Competency Standards.....	38
16. STUDENT REPRESENTATION AND FEEDBACK .....	39
Graduate Student Representatives .....	39
Terms of Office and Elections.....	39
Student-led Open Meeting.....	39
Graduate Joint Consultative Committee .....	39
Division and University Representation.....	39
Student Feedback.....	39
The Faculty Board of Oriental Studies .....	40
Graduate Studies Committee .....	40
Curators' Committee .....	41
17. COMPLAINTS AND APPEALS .....	42
18. MASTER OF STUDIES IN BIBLE INTERPRETATION.....	43
19. MASTER OF PHILOSOPHY IN BUDDHIST STUDIES .....	46
20. MASTER OF STUDIES IN CLASSICAL HEBREW STUDIES .....	53
21. MASTER OF PHILOSOPHY IN CLASSICAL INDIAN RELIGION .....	57
22. MASTER OF PHILOSOPHY IN CUNEIFORM STUDIES.....	65
23. MASTER OF PHILOSOPHY IN ISLAMIC ART AND ARCHAEOLOGY .....	71
24. MASTER OF PHILOSOPHY IN ISLAMIC STUDIES AND HISTORY .....	74
25. MASTER OF PHILOSOPHY IN JEWISH STUDIES.....	78
26. MASTER OF STUDIES IN JEWISH STUDIES.....	84
27. MASTER OF STUDIES IN KOREAN STUDIES .....	90
28. MASTER OF PHILOSOPHY IN MODERN MIDDLE EASTERN STUDIES.....	101
29. MASTER OF SCIENCE IN MODERN MIDDLE EASTERN STUDIES.....	106
30. MASTER OF STUDIES IN SYRIAC STUDIES.....	110
31. MASTER OF PHILOSOPHY IN TIBETAN AND HIMALAYAN STUDIES .....	113
32. MASTER OF STUDIES IN TRADITIONAL CHINA .....	116
33. MASTER OF PHILOSOPHY IN TRADITIONAL EAST ASIA .....	119
34. GENERAL GUIDELINES FOR THESIS WRITERS .....	124

## THIS HANDBOOK

This handbook provides an introduction to the Faculty of Oriental Studies and its facilities and applies to students starting their course in Michaelmas Term 2019. The information in this handbook may be different for students starting in other years.

The handbook sets out the basic framework for a graduate taught degree, and what to do should you encounter delays, setbacks, or need to make changes. It provides basic advice about writing your thesis and submitting it for examination.

### Individual Courses and Examination Regulations

The detailed syllabuses for the graduate taught courses of the Faculty of Oriental Studies are set out in the Examination regulations and in the course descriptions in the Course Appendices. Links to the [Examination regulations](#) for each course can also be found in Appendix 2.

You should consult the current edition of the Examination regulations for information regarding your course. The general and course-specific information in this handbook should be read in conjunction with the Examination regulations, the [University Student Handbook](#), and your college handbook.

**If there is a conflict between information in this handbook and the Examination regulations, then you should follow the Examination regulations.**

Comments and criticism of the handbook are always welcome; they should be sent to the [Director of Graduate Studies](#), Oriental Institute, Pusey Lane, Oxford.

### Version history

1.0	October 2019	Original publication	
2.0	November 2020	Addition of CV-19 Preface from the Humanities Division. Correction of Exam Regulation links. Correction of links to application forms for approval of optional papers and for thesis subject/title approvals. MPhil and MSt educational aims and programme outcome.	

## PREFACE FROM THE HUMANITIES DIVISION

Welcome to the Humanities Division at Oxford University. As you will be aware, the impact of the Covid-19 pandemic means that during the 2020-21 academic year the teaching arrangements for your course are being adapted to ensure the safety and wellbeing of students and staff whilst maintaining an excellent learning experience. The academic aims, design and content of your course will remain in place, but there will be changes to the ways in which teaching is delivered, particularly during Michaelmas Term. Whilst this means that your experience of the course will be different to normal, your Faculty and the Humanities Division are confident you will receive an excellent standard of education through a range of complementary teaching methods.

A great deal of careful planning has taken place before the start of your programme to ensure you receive the best possible learning experience and that you benefit from the resources, services and facilities available to you at Oxford. This handbook will support you with detailed guidance on teaching and assessment for your course and will be an important point of reference for you throughout the year. Please bear in mind, however, that the changing nature of the pandemic and its impact on the University means that the standard information below may not always reflect the specific adaptations that become necessary during 2020-21.

During Michaelmas Term in particular, we ask you to bear in mind that circumstances may change at short notice, and that your faculty may need to alter, adapt or postpone teaching sessions for reasons beyond the faculty's control. All efforts will be made to minimise disruption and maintain the continuity of your course experience. Please ensure that you pay close attention to email communication from your faculty, remain in regular contact with your key faculty contacts (details below), and check the University's [Covid-19 webpages](#) regularly to follow the latest institutional-level guidance.

This is a challenging year in which to be commencing your course at Oxford, but it also an opportunity to develop new study skills and to collaborate with fellow students and academic staff in developing innovative and engaging educational perspectives on your course. We are looking forward to working with you to make 2020-21 a success.

## 1. INTRODUCTION TO ORIENTAL STUDIES

### Welcome to the Faculty of Oriental Studies

#### Oriental Studies at Oxford

Among studies in the humanities, Oriental Studies is unique in introducing students to civilisations that are radically different from the Western ones that form the basis of the curriculum in most schools. The field embraces the study of Oriental cultures from prehistoric times to the present. People in the West are becoming increasingly aware of these civilisations through travel, publications, and rising general interest. Our faculty's courses offer the opportunity to learn in depth about the ancient and modern traditions of these cultures. Many students are able to apply methods acquired in the study of European languages, history, and literature to challenging new subjects. Other enter Oriental Studies from quite different backgrounds, including music, science, and law.

Our courses present both the major traditions of the regions studied and, where appropriate, their modern development. All courses include language, literature, history, and culture, and there is a wide range of options in such fields as art and archaeology, history, literature, philosophy, religion, and modern social studies.

'Oriental' languages have been taught at Oxford for centuries: for instance, the Regius Professorship of Hebrew was established in 1540, the Laudian Professorship of Arabic in 1636, and the Shaw Professorship of Chinese in 1876. Since the Second World War, Oriental Studies in Oxford have been transformed. Though the Faculty was traditionally centred on linguistics/philology and the study of literary, religious and historical texts, today the field is much more diverse and embraces a wide range of humanities and social science disciplines. However, the teaching of languages and texts remains central to courses at undergraduate and postgraduate level, whether for the ancient or modern period, and this marks out Oxford's Faculty of Oriental Studies from a global perspective. Intensive small group teaching is the most effective way to achieve rapid progress in language acquisition, and students are expected to dedicate a large part of their time in preparing for class and assimilating the language and other teaching that is delivered. We hope that your time in Oxford will be both challenging and rewarding, and we look forward to working with you.

Professor Christopher Minkowski

**Director of Graduate Studies**

### The Faculty of Oriental Studies

The Faculty is led by the Chair of the Faculty Board. The Faculty Board has a Chair and a Vice-Chair, and includes a Director of Undergraduate Studies and a Director of Graduate Studies. The Board has a number of Committees. There is also the Joint Consultative Committee, which is specifically devoted to discussion of issues between faculty and students. Each degree area has a subject Course Coordinator.

The Oriental Institute (on Pusey Lane) houses the Faculty Office, rooms in which most of the Faculty's lectures and seminars are given, the Oriental Studies Library and the Language Library. A large number of the Faculty's academic staff have their offices here but some are based elsewhere. For teaching, please refer to the Lecture List for location details for lectures, seminars and classes. A Common Room can be found in the basement which serves morning coffee from 10.30am – 11.30am and afternoon tea from 3.30pm – 4.30pm during term.

## Subject Groups

The courses offered within the Faculty of Oriental Studies are subdivided into groups who meet frequently throughout the year. These Subject Groups are based on languages and subjects within particular geographical areas. DPhil students would fall within their relevant research area:

Subject Group	Courses	Languages
Arabic, Persian & Turkish	BA Oriental Studies (Arabic) BA Oriental Studies (Persian) BA Oriental Studies (Turkish) MPhil Modern Middle Eastern Studies MSc Modern Middle Eastern Studies MPhil/MSt Islamic Art & Architecture MPhil/MSt Islamic Studies & History	Arabic, Avestan, Old Persian, Persian, Turkish
Chinese Studies	BA Oriental Studies (Chinese) MPhil Traditional East Asia MSt Traditional China	Chinese, Japanese, Korean
Egypt, Ancient Near Eastern Studies	BA Oriental Studies (Egyptology and Ancient Near Eastern Studies) MPhil Cuneiform Studies MPhil Egyptology	Akkadian, Coptic, Egyptian, Hittite, Sumerian
Hebrew, Jewish & Eastern Christian	BA Oriental Studies (Hebrew) BA Oriental Studies (Jewish Studies) MPhil Eastern Christian Studies MPhil/MSt Jewish Studies MPhil/MSt Jewish Studies in the Graeco-Roman Period MSt Bible Interpretation MSt Classical Hebrew Studies MSt Classical Armenian Studies MSt Syriac Studies	Aramaic, Armenian, Hebrew, Syriac, Yiddish
Inner & South Asia	BA Oriental Studies (Sanskrit) MPhil Buddhist Studies MPhil Classical Indian Religion MPhil Tibetan & Himalayan Studies	Bengali, Hindi, Pali, Prakrit, Tibetan, Urdu
Japanese & Korean	BA Oriental Studies (Japanese) MSt Korean Studies	Chinese, Japanese, Korean

## Oriental Studies Contacts

Alongside your supervisor and college advisors there are staff at the OI who can provide you with information and support throughout your degree.

### Academic

- Professor [Ulrike Roesler](#) – Chair of Faculty Board
- Professor [Christopher Minkowski](#) – Director of Graduate Studies
- Please refer to the [Oriental Studies website](#) for full information about the Faculty's teaching staff.



## Academic Administration

For help with all academic enquiries relating to admissions and on-course students, including applications, examinations, DPhil progression, and Tier 4 visas.

- [Christine Mitchell](#) - Senior Academic Administrator
- [Edyta Karimi](#) – Academic Administrator (Examinations)
- [Jane Kruz](#) - Academic Administrator (Graduate Studies)
- [Aalia Ahmad](#) - Academic Administrator (Undergraduate Studies)

## Faculty Administration and Facilities

- [Thomas Hall](#) - Head of Administration and Finance
- [Stephanie Yoxall](#) – Finance Officer – Contact for any payments queries and expenses claims.
- [Trudi Pinkerton](#) - Facilities Administrator – Contact for queries relating to travel and insurance or language/research grants.
- [Emily Bush](#) – Administrative Assistant – Contact for Right to Work checks, Faculty trust funds, and editing your profile on the OI website.
- [Louise Smith](#) - OI Receptionist
- [Elizabeth Cull](#) – Faculty Secretary – Contact for any room bookings within the Oriental Institute.

## IT Team

For help with IT issues within the OI, or suggestions regarding software packages.

- [Richard Carpenter](#) – Faculty IT Officer
- [Zoe Lu](#) – IT Assistant

If you are not sure who to contact, please email [graduate.administrator@orinst.ox.ac.uk](mailto:graduate.administrator@orinst.ox.ac.uk) or [academic.administrator@orinst.ox.ac.uk](mailto:academic.administrator@orinst.ox.ac.uk) and we will direct your email to the relevant person. **If you have a query relating to registration, matriculation, graduation, or University cards, you will need to contact your college.**

## 2. NEW STUDENTS

### Registration and University Card

When you arrive in Oxford, you will need to go to your college for the final part of your University registration to be completed and to be issued with your University card. If you have any problems with your card or need to replace it, please contact your college. You should complete your registration using [Student Self Service](#) by the end of the first week of term in order to confirm your status as members of the University and be able to complete your examination entry successfully when the time comes.

Your Oxford Single Sign On (SSO) username is your main access to University online services. It is essential that you activate your SSO, which will give you access to a range of IT services, including your Oxford email account. Your Oxford email account will be one of the main ways in which supervisors, administrative staff and other members of the University contact you and you are expected to check it at least once per working day. Please use your Oxford email account for all email communication with the University.

You will be required to re-enrol for every year of your course and will receive an email to your University email account when the window to do so opens in early September.

### 3. Student Self Service

Once you have completed your University registration, an enrolment certificate is available to download and print. This certificate can be used as a proof of your student status for purposes such as obtaining council tax exemption and opening a bank account.

### 4. Residence Requirements

Research students are required to be resident in Oxford for six terms (this is known as the residence requirement). Colleges are responsible for certifying residence and you need to get permission from your college to be away during term time.

N.B. Probationer Research Students (meaning students in the first year and the beginning of the second year, before they have passed Transfer of Status) are expected to be in residence in Oxford. The Faculty Board is empowered to grant dispensation from residence in exceptional cases, and on the basis that it is necessary for a student's academic work that they should reside elsewhere.

Students who already hold the Oxford degree of BPhil, MPhil, MSc, MLitt or MSt or Master of Theology (except those who hold the degree having studied for it at Westminster College) are required to keep statutory residence and pursue their course of study at Oxford for at least three terms after admission.

#### Term Dates

The University of Oxford works on a three term system, each of which has eight weeks of full term (most teaching occurs during full term). As the terms are short it is important that they are fully utilised. For this reason, students are normally expected to be present during the week preceding full term (i.e. Week 0) during which arrangements are made for teaching and supervision, during the upcoming term. **Please note that the University does not observe Bank Holidays during full term.** Please be advised that the week in the University of Oxford term system starts on Sunday.

The dates of full term for the academic year 2019-20 are as follows and more information about term dates is available on the [University website](#):

Term	Date From	Date To
Michaelmas 2019	Sunday 13 October	Saturday 7 December
Hilary 2020	Sunday 19 January	Saturday 14 March
Trinity 2020	Sunday 26 April	Saturday 20 June

## 5. LIBRARIES, RESEARCH CENTRES, AND INSTITUTES

Through its long-standing traditions and more recent gifts, Oxford has unique resources for Oriental Studies. The Bodleian Library has a magnificent collection of Oriental books and manuscripts built up since the seventeenth century. The Oriental Institute, opened in 1961, is the centre where most teaching is done, acting as a focus for everyone working and studying in the field; it has a lending library of some 80,000 books. There are also institutions for the Modern Middle East, for Hebrew and Jewish Studies, for Modern Japanese Studies, and for Chinese Studies. Adjacent to the Oriental Institute is the Ashmolean Museum, which houses superb collections of objects used in the teaching of most branches of Oriental Art and Archaeology and also has very fine libraries devoted to these subjects. The Griffith Institute (originally opened in 1939 and housed in the Museum; now transferred to a new building in the Sackler Library complex), has unique resources for Egyptology and Ancient Near Eastern Studies. Most of the teaching and research in these subjects is carried out in the Griffith Institute.

### Bodleian Japanese Library and Nissan Institute of Japanese Studies

The [Bodleian Japanese Library](#) is located within the [Nissan Institute of Japanese Studies](#) and the library combines the Japanese collections from the Bodleian and the Nissan Institute Library. It holds one of the best research collections in Japanese studies in Europe. It is an open access library with seating space for thirty two users.

### Bodleian K B Chen China Centre Library and the University of Oxford China Centre

The [Bodleian KB Chen library](#) is located at the new China Centre at the Dickson Poon Building, Canterbury Road. Although its foundation collection contains valuable research material on pre-modern China, the policy for some years has been to develop this library as a lending collection for undergraduates and first-year graduate students. Apart from selected academic journals, it also provides current newspapers from China, Hong Kong and Taiwan in printed or online versions. Also located in the Dickson Poon Building is the [University of Oxford China Centre](#) which is a hub for various academic activities related to China at the University.

Certain college libraries (e.g. St Anne's, Wadham, St Hilda's, Pembroke) have useful collections of books on China, including dictionaries, for use by students at those colleges.

Nearly all the lectures and classes for Chinese studies are organised and conducted at the China Centre. (Unlike undergraduates, you will receive no college teaching.) The China Centre is a cross-disciplinary centre for everyone in the University whose teaching, research or study is focused on China. This means that members of several faculties have their offices and use the teaching rooms in the Centre. From your point of view it means too that, although the Faculty of Oriental Studies is formally responsible for your course of study, you have plenty of scope to meet scholars in various disciplines under the University's Humanities, Social Sciences and Life & Environmental Sciences Divisions

### The Clarendon Institute

The teaching of Hebrew is centred on the Clarendon Institute, which is in central Oxford. Apart from offices and classrooms, it holds a well-developed lending library, the Leopold Muller Memorial Library, designed to support graduate and undergraduate courses but also containing research material. There is also a general common room, where staff and students can meet informally.

### Khalili Research Centre for the Art and Material Culture of the Middle East

The [Khalili Research Centre](#) (KRC) is the University of Oxford's centre for research into the art and material culture of the Islamic societies of the Middle East and of their non-Muslim members and neighbours.

The KRC is located in 2-4 St John Street. Its buildings comprise:

- Offices for the Director, the Administrator and the Computing Officer
- Study-tutorial rooms for faculty staff
- Projects and research rooms for research associates
- Open plan work area for research students
- Lecture room with audio-visual and IT equipment
- Image digitization room
- Common room for KRC staff and students
- Self-contained accommodation for visiting scholars

The KRC is part of the Faculty of Oriental Studies, and is administered by a Director and a Management Committee appointed by, and answerable to, the Board of the Faculty. The Committee meets once a term, on Wednesday of 5th week. A student representative is a full member of the committee for the discussion of unreserved business.

### Leopold Muller Memorial Library

[The Leopold Muller Memorial Library](#) contains important collections for work in Hebrew and Jewish Studies. It also contains the Foyle-Montefiore Collection and the Louis Jacobs Library. The library is located at the Oxford Centre for Hebrew and Jewish Studies at the Clarendon Institute Building.

### The Middle East Centre and the Middle East Centre Library

[The Middle East Centre](#) of St Antony's College is the centre for the interdisciplinary study of the modern Middle East in the University of Oxford. Centre Fellows teach and conduct research in the humanities and social sciences with direct reference to the Arab world, Iran, Israel and Turkey. [The library of the Middle East Centre](#) at St Antony's College specializes in the modern (post-1800) period in history and social sciences and it is open to all students reading Islamic Studies. Students may also find the [Oxford Centre for Islamic Studies](#) to be a useful recourse.

### Oriental Institute Library

The [Oriental Institute Library](#) is part of the Bodleian Libraries and is located in the Oriental Institute. It has a collection of approximately 55, 000 volumes specialising in the Middle East and Islam, Hebrew and Jewish studies, South Asia, Korea, and Japan.

### Sackler Library and the Griffith Institute

The [Sackler Library](#) specialises in the ancient history and archaeology in the Near East and also houses the [Griffith Institute](#). It houses the principal collection of books on Egyptology and Ancient Near Eastern Studies, as well as general archaeology, Classical Civilisation, Western and Eastern Art. It also houses the [Eastern Art Collection](#) (Floor 3) which comprises of approximately 25,000 volumes broadly covering the art, architecture and archaeology of the Middle East, East Asia and South Asia. The Griffith Institute contains the offices of the main teachers of Mesopotamian studies and Egyptology. The Griffith Institute archives hold Egyptological and Assyriological papers. The Topographical Bibliography of Egyptian Sites (under the editorship of Dr Jaromir Malek) is also edited there.

## Other Libraries

Some libraries (including that in the Oriental Institute) are administratively part of the Bodleian Libraries. This means that you need your University ID card to gain access to them, though some will require you to register separately for purposes of borrowing. They also all have their own detailed regulation and information sheets.

Oxford libraries have a well-developed on-line union catalogue known as SOLO. This catalogue is universally available to readers via the website, so that it is possible to find out at one location where the books you need can be found.

Depending upon your research topic you may need to use other libraries, such as the [History Faculty Library](#) (Western History), the [Philosophy and Theology Faculties Library](#), and the [Charles Wendell David Reading Room](#) of the Weston Library. For general works on linguistics and literary theory/criticism, the libraries of the Taylor Institution, and the English Faculty will be useful. The [Persian section](#) (Ferdowsi library) of the Wadham College Library will be useful for those interested in Persian classical literature and history of medieval and modern Iran.

## Museums

Depending upon your course, you may have classes in or assignments to complete relating to the [Ashmolean Museum of Art and Archaeology](#) or the [Pitt Rivers Museum](#). The collections in these museums will be particularly useful for students pursuing topics in art, archaeology, and anthropology. Entry to Oxford University students, including to special exhibitions, is free. The Ashmolean Museum reopened in November 2009 after a major redevelopment. The Museum has an extensive and notable collection of Ancient Near Eastern and Egyptological antiquities, including the most important collection of cuneiform tablets in the U.K. after the British Museum. Students are encouraged to familiarise themselves with the collections and to learn how to read and copy from original clay tablets. The wide range of other Mesopotamian artefacts in the Museum includes finds from excavations at Kish, currently being studied by the Kish Project at the Field Museum, Chicago.

The Ashmolean Museum reopened in November 2009 after a major redevelopment. The Museum has an extensive and notable collection of Ancient Near Eastern and Egyptological antiquities, including the most important collection of cuneiform tablets in the U.K. after the British Museum.

## IT Facilities

All rooms in the Faculty are covered by the Eduroam and OWL wireless networks. Access to these requires some computer configuration, details of which can be found on the [IT Services website](#). All users of the University's computer network should be aware of the [University's rules relating to computer use](#).

There is a small graduate computer room in the basement of the Oriental Institute with four PCs and two Macs, a laser printer and two scanners. These computers have a range of software packages installed (including a range of fonts for Oriental languages). Please take your student card to the OI Library who will then amend your card to allow you swipe access this room.

In the China Centre, there is a Graduate Computer Room with ten computers (with specific Chinese language software) and a laser printer. For any support and queries regarding this computer room, please email [it-services@st-hughs.ox.ac.uk](mailto:it-services@st-hughs.ox.ac.uk)

## 6. ACADEMIC PROGRESS, SUPERVISION AND TEACHING

### Academic Progress

As a graduate student, you are responsible for your own academic progress. This might sound straightforward, but student life is very busy. It is therefore crucial that you plan well. Learning languages, for example, is a matter of regular preparation and revision, rather than last-minute cramming for tests or examinations. It is easy to fall behind, but much more difficult to make up lost ground. Your degree is full-time and you are expected to continue your study during vacations.

A wide range of [information and training materials](#) are available to help you develop your academic skills, including time management, research and library skills, referencing, revision skills and academic writing.

The Oxford approach is to offer teaching for examination preparation but the expectation is that students are apprentice scholars and should go beyond what is being taught to pursue a research topic of their own choosing. This may mean attending lectures on offer in other Faculties or finding researchers outside their immediate orbit who can advise them on methods, approaches, and ideas. Oxford students are given great freedom to pursue their interests and talents.

### Language Learning and Competency Standards

Though the Faculty works closely with the Disability Advisory Service (DAS) and support students with SpLD, language papers represent competency standards and therefore cannot be replaced with easier language papers or non-language papers.

If you have any questions or concerns relating to this please speak with your course director or the Director of Graduate Studies.

### Teaching

Teaching is by means of lectures and by classes, seminars, and individual tuition, according to circumstances and the discretion of the general supervisor(s) of the course concerned. In one term teaching may be by classes, in another by individual tuition, and there are variations between one course and another.

You will receive large amount of [feedback](#) during your time in Oxford which will come in many different forms and classes, but particularly from tutorials. Tutorials are usually 1 hour in length and based on written work submitted to the tutor by the student. They will involve detailed discussion of this work either 1-on-1 with the tutor or in very small groups. Tutorials form a **key part** in Oxford teaching and it is important that you take them seriously and prepare carefully for them to get the best out of each tutorial.

### Recording Lectures

The University has a [policy](#) on recording lectures and other formal teaching sessions. Students are required to take note of this policy and any breach to this policy is considered a disciplinary offence.

### Supervision

When you arrive in Oxford, you are assigned a general supervisor, whose duty it is to help you with advice concerning your choice of subjects and any problems you may have with your work; to arrange classes; and to appoint special supervisors, as necessary, to direct your work on particular topics. Supervisors will have the same sort of responsibilities towards their graduate students as a College Tutor (or in some respects a College Senior Tutor) has towards his or her undergraduate students.

On many courses this will be the course director, at least until the start of work on a thesis. You are not expected to find your own thesis supervisor, though if you wish to work with a particular member of the faculty please inform your general supervisor. Any provisional arrangement made with a member of the faculty should be reported for approval to your general supervisor.

If a change of supervisor is required, your current supervisor should email the [Academic Administrator \(Graduate Studies\)](#) to request the change and all concerned parties, i.e. the student, the new supervisor, and the Course Director should be included in this correspondence. For all students, supervisors are allocated for whole terms and requests for a change of supervisor to take effect part-way through a term will only be granted in exceptional cases. It is important that the Academic Administrator (Graduate Studies) is notified of supervision changes early in the term in order to amend the record in time for [Graduate Supervision Reporting \(GSR\)](#) records to be up to date for when you need to report on GSR (and for supervisors to be paid).

On occasions, there may be some delays in providing marks and feedback for class tests or essays but if these delays are persistent, please contact the [Academic Administrator \(Graduate Studies\)](#).

### Resolving Issues

If you have any issues with teaching or supervision please raise these as soon as possible so that they can be addressed promptly. There are a variety of ways in which this can be done:

- Consult your Supervisor, who may consult the necessary authorities on your behalf;
- Consult your Senior Tutor, Tutor for Graduates, or College Advisor/Tutor;
- Consult the [Academic Administrator \(Graduate Studies\)](#) or the [Senior Academic Administrator](#) in the Faculty;
- Communicate with the [Director of Graduate Studies](#) in the Faculty;
- Consult your elected graduate representatives, who are willing to give what help and advice they can.

Please consult the [Complaints and Appeals](#) section for information about the procedures adopted by the Proctors for the consideration of any formal complaints and appeals made.

### Thesis Supervision

You are not expected to have decided about your choice of subjects or thesis topic at the start of your course. However, if you are clear about what you want to do, it is easier for your general supervisor to help plan your course of study in advance and so you will greatly ease their work if, each term, you discuss what you are to work on in the following term with them. Arrangements for special supervision/tuition need to be made well before the beginning of term and last-minute changes may make it difficult to arrange satisfactory tuition.

The amount of thesis supervision will vary according to whether you are on a one or two-year masters. For an MSt/MSc, you should meet your thesis Supervisor during Michaelmas Term to discuss your research topic. In Hilary and Trinity Terms, you can expect to meet with your Supervisor up to four times to discuss your work, in addition to email contact and feedback on your writing.

For an MPhil, you should meet your thesis supervisor perhaps two or three times during your first year to discuss your research topic and to plan your preparation. In the second year, you can expect up to five meetings with the supervisor to discuss your progress, in addition to email contact and feedback on your writing. Students and faculty staff have different patterns of working: some of you will need fewer meetings; some might require more.

For both degrees, it is important that you submit a draft of your work to your Supervisor a reasonable amount of time in advance of the final deadline, in order to allow sufficient time for feedback.

### College Tutor for Graduates

Your college will have a Tutor for Graduates who has general responsibility for your welfare and whom you should approach in the first instance with any non-academic difficulties or questions. You may also be assigned a 'college advisor', an academic within the college who is also familiar with your broad subject area but usually not directly responsible for teaching you. This person can act as a 'go between' or bridge between the Faculty and the college, in terms of your academic and personal welfare. It is the responsibility of your college office to enter you formally for the examination, and you are strongly advised to check in good time that they have done so.

### Graduate Supervision Reporting (GSR)

You are strongly encouraged to complete a self-assessment report every reporting period (normally at the end of each term). This helps you, your supervisor, the Faculty, and your college to keep track of your academic development over the course of your studies. It is an opportunity for you to recap and reflect on the term and your experience. Comments submitted by you, your supervisor and the DGS are confidential and only people with appropriate access will be able to see your report (more information about this can be found [here](#)).

Access to GSR for students is via [Student Self Service](#) and you will be sent an automated email notification with details of how to log in at the start of each reporting window, and who to contact with queries. **Please submit your report before the reporting window closes as it can't be reopened.**

Your report will be used by your supervisor(s) as a basis to complete a report on your performance in the same reporting period, for identifying areas where further work may be required, and for reviewing your progress against agreed timetables and plans for the term ahead. GSR will alert you by email when your supervisor or the Director of Graduate Studies has completed your report and it is available for you to view.

Do use this opportunity to:

- Review and comment on your academic progress during the current reporting period
- Measure your progress against the timetable and requirements of your programme of study
- List your engagement with the academic community
- Raise concerns or issues regarding your academic progress to your supervisor
- Outline your plans for the next term (where applicable)

The GSR webpage has a list of [frequently asked questions about GSR](#) and provides information on how to submit a report and who can see your report.

Concerns on GSR should relate directly to academic progress. If you are dissatisfied with any other aspects of provision e.g. your supervisory relationship or your working environment, you should raise these with the Director of Graduate Studies in the first instance, and pursue them through the department's complaints procedure if necessary. If you are unsure who your Supervisor or the Director of Graduate Studies is at any stage, please contact the [Academic Administrator \(Graduate Studies\)](#).



## 7. ETHICAL APPROVAL FOR RESEARCH AND STUDYING ABROAD

### Research and the Central University Research Ethics Committee (CUREC)

The University is committed to ensuring that its research involving human participants is conducted in a way that respects the dignity, rights, and welfare of participants, and minimises risk to participants, researchers, third parties, and to the University itself. All such research needs to be subject to appropriate ethical review.

More information can be found at the [Research Ethics website](#). An [online training course](#) can be completed which explains the key responsibilities you have as a researcher; identifies the challenges you could face in meeting those responsibilities; applies a range of strategies to deal with the challenges you may face.

### Research and Study Abroad

During your degree, it is likely that you will spend some time abroad to conduct your research or attend improve your language skills. Preparation is extremely important to keep yourself safe. Before you leave, you should be thinking and finding out about accommodation, visa requirements, insurance, healthcare, the local laws, and security in the country. Ensure you have a passport which is valid for at least another 3-6 months upon your return to the United Kingdom. This is not an exhaustive list but a useful guide when planning your trip abroad. You are also encouraged to speak to your fellow students and your supervisor who have been to the country and ask for their advice.

You should check in good time with your GP that you are up to date with your immunisations and you receive the required vaccinations for the country you are going to. If you have an existing health condition, you will be required to provide a letter from your GP confirming that you are fit to travel. You should ensure that you have enough medical supplies to cover your period away and be aware of any restrictions in place on any supplies you need.

You are advised to subscribe to the [Foreign Commonwealth Office \(FCO\)](#) travel alerts to receive up to date information about risks that you might face. Travel guides are also a useful source of information.

You must stay in touch with your Supervisor and your College, as well as check your University email account while you are away as the University may need to contact you from time to time. It is also important that the Faculty has your local address and a contact number in case we need to contact you in an emergency. You should send these details (and any changes) to [Trudi Pinkerton](#).

### Travel Insurance

If you are travelling abroad on University business, you need to apply for University travel insurance as **cover is not automatic**. The University's travel insurance is strictly for **University business only**. It does not cover activities deemed as dangerous or hazardous or travels to restricted countries. You must seek advice from the [University Insurance Office](#) if you decide to do any of these. For other purposes, for example travelling during your holidays or weekends, you are advised to take out additional personal travel insurance.

University travel insurance covers medical costs that you may incur while you are away, be it an emergency or if you are ill and need to see a doctor. However, it does **not** cover pre-existing medical conditions. You are advised to speak to your GP for advice and may be required to take out additional medical insurance yourself.

You will complete an online [Travel Insurance Application and Travel Registration System \(TIRS\) application](#) and, as part of this application, you need to upload a completed [Risk Assessment form](#).

Please contact [Trudi Pinkerton](#), who can help with any questions about this application.

**It is important that you read your insurance policy and understand what is and is not covered.** Keep copies of your University insurance policy number and emergency contact numbers with you at all times. You should also keep extra copies of insurance policies, passport, and visa with a family member or friend in the UK which can be kept safe. You should keep copies of these documents on secure file hosting services and encrypted USB sticks which you can access from wherever you are.

If you require further information or would like to speak to someone about the University's travel insurance, please contact the University Insurance Team or check their [FAQs](#). You might also want to consult the [University Safety Office policies](#).

## 8. M.PHIL. Courses of study at Oriental Studies

The degree awarded is the M.Phil. Oriental Studies. In addition to this the Oriental Studies Board is jointly responsible for the M.Phil. in Eastern Christian Studies (Armenian or Syriac with Greek), the M.Phil. in Byzantine Studies (with options in Arabic, Armenian and Syriac) and for the M.Phil. in Judaism and Christianity in the Graeco-Roman World. The M.Phil. is at the FHEQ level 7.

The M.Phil. is a degree awarded on the successful completion of a course of directed study leading to an examination, which is normally taken after two years; as part of their coursework students must also submit a thesis (both in hard copy and on a memory stick), the regulations for which are specified under individual subject headings in the *Examination Regulations*.

Students enter for the M.Phil. Qualifying and Final examinations through their College. Students who wish to defer taking the examination beyond the two years must apply for permission to the Oriental Studies Board. Teaching is by means of lectures (graduate students are entitled to attend *all* lectures given within the University unless they are specially restricted, and in particular lectures given in the Oriental Studies Faculty), and by classes, seminars, and individual tuition, according to circumstances and the discretion of the general Supervisor(s) of the course concerned; in one term teaching may be by classes, in another by individual tuition, and there are variations between one M.Phil. course and another.

M.Phil. is available in the following subjects:

- Buddhist Studies
- Classical Indian Religion
- Cuneiform Studies
- Eastern Christian Studies
- Egyptology
- Islamic Art and Architecture
- Islamic Studies and History
- Jewish Studies in the Graeco-Roman Period
- Modern Middle Eastern Studies
- Tibetan and Himalayan Studies
- Traditional East Asia

Students are assigned to a general Supervisor, whose duty it is to help them with advice concerning their choice of subjects and any problems they may have with their work; to arrange classes; and to appoint special Supervisors, as necessary, to direct the student's work on particular topics.

Supervisors will have the same sort of responsibilities towards their graduate students as a College Tutor (or in some respects a College Senior Tutor) has towards his or her undergraduate students.

Students are not expected to find their own special Supervisors, though if they wish to work with a particular member of the faculty they may so inform their general Supervisor. Any provisional arrangement made with a member of the faculty should be reported for approval to the general Supervisor, who receives reports each term from the special Supervisors and needs to authorize their payment.

The detailed syllabuses for the various M.Phil. courses are set out in the *Examination Regulations* and should be read carefully. There are also course handbooks for individual M.Phil. courses at the end of this handbook.

M.Phil. students are not expected to have decided about their choice of subjects or thesis topics at the outset of their course; they do not need to give official notice of their intentions until the beginning of their second year. However, if they are clear about what they want to do, it is easier for the general Supervisor to plan their courses in advance. As it is normally necessary to make

arrangements for special supervision well before the beginning of term, a last-minute change of mind on the student's part may make it difficult for the general Supervisor to arrange satisfactory tuition. Students will greatly ease the work of their general Supervisor if they discuss with them, before the end of each term, what they are to work on in the following term.

Candidates for the M.Phil. should take careful note of the dates for submission of essays and theses laid down in the *Examination Regulations* and setting conventions. It is the candidate's responsibility to comply with these dates. The University Proctors, who have overall control of examinations, will not give leave for work to be submitted late except for very special reasons.

Candidates should consult the current edition of the *Examination Regulations* for information regarding Qualifying Examinations. Formal University examinations are normally sat in the Examination Schools or other approved locations.

### 8.1 Educational Aims of the Programme

The programme aims to enable its students to:

- Develop the practice of analytical enquiry;
- Achieve a high level of competence in a relevant language where a study of language is part of the course;
- Achieve a good level of competence in the textual and historical analysis of texts in the relevant language;
- Gain a wide-ranging critical knowledge of relevant secondary literature and of current developments in the field;
- Reflect on relevant issues of method;
- Develop skills in written and oral communication, including sustained argument, independent thought and lucid structure and content;
- Develop the ability to identify, understand and apply key concepts and principles
- Where appropriate, prepare students for further research in the field.

### 8.2 Programme Outcomes

#### A. Knowledge and understanding

On completion of the course students will have:

- Acquired relevant linguistic and textual knowledge;
- Acquired some specialist knowledge of relevant primary and secondary literature;
- Gained enhanced understanding of how primary evidence is employed in philological, textual, historical and literary analysis and argument.

### Related Teaching/Learning Methods and Strategies

The main learning strategy is that a student should practise the relevant skills under close supervision, receive constant feedback, and have the chance to see the same skills practised by acknowledged experts in a manner which can be emulated. The methods used to achieve this aim include:

- Language and/or text-reading classes, for which students are expected to prepare
- Lectures
- Seminars with peers and senior academics
- Tutorials (individual) for which students prepare a substantial piece of written work for discussion with their tutor(s)
- Museum classes (small-group, held in the Ashmolean Museum and designed around object handling – for Egyptology

### 8.3 Assessment

**Formative assessment** is provided by tutorial feedback and interaction with the Supervisor and/or tutor, by the discussion of prepared class-work, and by the Supervisor's termly report, which is discussed with the student in the Faculty and separately in the College.

**Summative assessment** is provided by a qualifying examinations in the first year and at the end of the course by written examinations, submitted essays, portfolio and a thesis, depending on the course.

## B. Skills and other attributes

### 1. Intellectual Skills

The ability to:

- Exercise critical judgement and undertake sophisticated analysis
- Argue clearly, relevantly and persuasively
- Approach problems with creativity and imagination
- Develop the exercise of independence of mind, and a readiness to challenge and criticize accepted opinion

### Teaching/Learning Methods and Strategies

As above.

### Assessment

As above.

### 2. Practical Skills

All practical skills acquired are also transferable skills; see below.

### 3. Transferable Skills

The ability to:

- Find information, organise and deploy it;
- Use such information critically and analytically;
- Consider and solve complex problems with sensitivity to alternative traditions;
- Work well independently, with a strong sense of self-direction, but also with the ability to work constructively in co-operation with others;
- Effectively structure and communicate ideas in a variety of written and oral formats;
- Plan and organise the use of time effectively, and be able to work under pressure to deadlines;
- Make appropriate use of language skills.

### Teaching/Learning Methods and Strategies/Assessment

Since all these skills are essential elements of the course, they are taught and assessed in the same ways as at A above.

## 9. M.St. Courses of study at Oriental Studies

This degree is awarded after a course of directed study leading to an examination. The course normally lasts one year. It is thus suitable both for students who have no more than one year available for study and for those who require a year of preliminary training in a subject before proceeding to research. A general M.St. in Oriental Studies is awarded to those students who have undergone training in a subject for which no specific M.St. is available. The M.St. is at the FHEQ level 7.

MSt is available in the following subjects:

- Bible Interpretation
- Classical Armenian Studies
- Classical Hebrew Studies
- Islamic Art and Architecture
- Islamic Studies and History
- Jewish Studies
- Korean Studies
- Oriental Studies
- Syriac Studies
- Traditional China

In general the arrangements for supervision are similar to those for the M.Phil. described above, and in the case of some subjects the course offered is actually a reduced version of a corresponding M.Phil. course, with the language training omitted. M.St. students should follow the general advice set out for M.Phil. students above, but should note that they are required to choose their thesis subjects earlier in their course than is the case for the M.Phil. Students enter for the M.St. examinations through their College.

### 9.1 Educational Aims of the Programme

The programme aims to enable its students to:

- Develop the practice of analytical enquiry;
- Achieve a high level of competence in a relevant language or languages, where relevant;
- Achieve a good level of competence in the textual and philological analysis of texts in the relevant language/s or historical and literary analysis of texts in the relevant language/s;
- Gain a wide-ranging critical knowledge of relevant secondary literature and of current developments in the field;
- Reflect on relevant issues of method;
- Develop skills in written and oral communication, including sustained argument, independent thought and lucid structure and content;
- Develop the ability to identify, understand and apply key concepts and principles;
- Where appropriate, prepare students for further research in the field.

### 9.2 Programme Outcomes

A. Knowledge and understanding

On completion of the course students will have:

- Acquired relevant linguistic and textual knowledge

- Acquired some specialist knowledge of relevant primary and secondary literature
- Gained enhanced understanding of how primary evidence is employed in philological, textual, historical and literary analysis and argument

### Related Teaching/Learning Methods And Strategies

The main learning strategy is that a student should practise the relevant skills under close supervision, receive constant feedback, and have the chance to see the same skills practised by acknowledged experts in a manner which can be emulated. The methods used to achieve this aim include:

- Language and text-reading classes, for which students are expected to prepare
- Lectures
- Seminars with peers and senior academics
- Tutorials (individual) for which students prepare a substantial piece of written work for discussion with their Tutor(s)

### 9.3 Assessment

**Formative assessment** is provided by tutorial feedback and interaction with the Supervisor and/or tutor, by the discussion of prepared class-work, and by the Supervisor's termly report, which is discussed with the student in the Faculty and separately in the College

**Summative assessment** is provided by a qualifying examinations in the first year and at the end of the course by written examinations, submitted essays, portfolio, a thesis and *viva voce*, depending on the course.

#### B. Skills and other attributes

##### Intellectual Skills

The ability to:

- Exercise critical judgement and undertake sophisticated analysis
- Argue clearly, relevantly and persuasively
- Approach problems with creativity and imagination
- Develop the exercise of independence of mind, and a readiness to challenge and criticise accepted opinion

##### Teaching/Learning Methods And Strategies

As above.

##### Assessment

As above.

##### Practical Skills

All practical skills acquired are also transferable skills; see below.

##### Transferable Skills

The ability to:

- Find information, organise and deploy it;
- Use such information critically and analytically;

- Consider and solve complex problems with sensitivity to alternative traditions;
- Work well independently, with a strong sense of self-direction, but also with the ability to work constructively in co-operation with others;
- Effectively structure and communicate ideas in a variety of written and oral formats;
- Plan and organise the use of time effectively, and be able to work under pressure to deadlines;
- Make appropriate use of language skills.

### Teaching/Learning Methods And Strategies/Assessment

Since all these skills are essential elements of the course, they are taught and assessed in the same ways as at A above.

## 10. EXAMINATION AND ASSESSMENTS

### Informal (Formative) Assessment

Informal assessment, also known as formative assessment, is provided by tutorial feedback and interaction with the Supervisor and/or tutor, by the discussion of prepared class-work or the results of class tests (especially for language classes), and by the Supervisor's termly report, which is discussed with the student in the Faculty and separately in the College.

### Formal (Summative) Assessment

Formal assessment, also known as summative assessment, is provided by qualifying examinations in the first year and by one or more of written examinations, submitted essays, portfolio, and a thesis or dissertation at the end of the course.

### Examination Entry

You will [enter examinations](#) through your College. It is your responsibility to ensure that you are entered for the correct number of papers and correct options, but you can speak to your College's academic office or the Oriental Institute's [Academic Administration team](#) if you are unsure about what these are.

Your timetable will be available approximately 5 weeks before your first examination and your candidate number will be provided by your college. For further information regarding your timetable and candidate number, please see the [chair of examiners' letter](#).

### Examination Regulations and Examination Conventions

[Examination Regulations](#) and conventions are the formal record of the specific assessment standards for the course or courses to which they apply. They set out how your examined work will be marked and how the resulting marks will be used to arrive at a final result and classification of your award. They include information on: marking scales, marking and classification criteria, scaling of marks, progression, resits, use of viva voce examinations, penalties for late submission, and penalties for over-length work.

The conventions for [MSt/MSc](#), [MPhil Qualifying](#), and [MPhil Final](#) examinations, including the rubrics (also known as setting conventions) of individual assessments for each course and whether a *viva voce* examination is compulsory. They will be published in Michaelmas Term of each year and students should refer to the most recent version unless instructed otherwise. You should read not only the general section on your degree course, but also the special regulations of the Board of the Faculty of Oriental Studies and Humanities Division.



You should take careful note of the dates for submission of essays and theses laid down in the Examination Regulations and conventions. It is the candidate's responsibility to comply with these dates. The University Proctors, who have overall control of examinations, will not give leave for work to be submitted late except for cases of exceptional circumstances.

**If there is any discrepancy in information, you should always follow the Examination Regulations and please contact the [Academic Administration team](#).**

### Criteria for Assessment of Examinations

For information concerning the assessment of different types of examination and question, please refer to the [examination conventions](#).

### Approval of optional papers and thesis subject /thesis title

Submit any applications for approval of optional papers and for thesis subject/title approvals [here](#).

MSc Modern Middle Eastern Studies students should submit their dissertation titles for approval to the Course Coordinator.

### Language Learning and Competency Standards

Though the Faculty works closely with the Disability Advisory Service (DAS) and support students with SpLD, language papers represent competency standards and therefore cannot be replaced with easier language papers or non-language papers.

If you have any questions or concerns relating to this please speak with your course director or the Director of Graduate Studies.

### Thesis Guidelines

Your thesis should not exceed the word limit given in your [Examination Regulations](#) – including text and footnotes/endnotes but excluding appendices and bibliography. Your thesis must be printed double-spaced on one side only of A4 paper and be securely bound in either hard or soft covers. Loose-leaf binding is not acceptable. It is recommended that you use font size 12. Do not justify the text.

Further guidance and more information about formatting can be found in the [General Guidelines for Thesis Writers](#). Examples of MPhil and MSt/MSc theses are available from the Weston Library and can be searched on [SOLO](#) (Search Oxford Libraries Online).

MPhil theses which are awarded a distinction are eligible to be deposited to the Bodleian Library. Should your thesis be eligible, you will be contacted regarding the procedure after your results are released.

### Previous Exam Papers (OXAM)

Previous examinations can be viewed on the Oxford Examination Papers Online website [here](#) (you will need your SSO details to login).

### Submitting Assessments

Depending on your degree, you may be assessed by a piece of submitted work (essays, take-home papers and portfolio). It is important that you observe the deadline for your submission and the word limit provided in the [Examination Regulations](#) for your course.

Two copies of the submitted work should to be securely held together (not with paper clips) with a cover sheet stating:

- Degree
- Paper title
- Term and year of submission
- [Candidate number](#) (your candidate number can be found in Student Self Service and appears on your individual timetable).
- Word count

**Do not write your name anywhere on the submitted works.**

Each copy of your work goes into a sealed envelope and then in a larger envelope which should have your candidate number on the front and be addressed to:

*Chair of Examiners, (name of degree)  
Examination Schools, High Street*

In the larger envelope, include a [declaration confirming authorship](#).

If you have a Specific Learning Difficulty (SpLD), e.g. dyslexia, you should attach an SpLD information form to the front of **each** copy of the work you are submitting (these are available at Exam Schools).

The submission desk at the Examination Schools is open from 08:30-17:00, Monday-Friday (excluding bank holidays). Please arrive at the desk in good time to submit your work, as it can get very busy near the deadline and the time of your submission is taken when your receipt is stamped. Please **keep your receipt** in case of the need for future reference.

### Vivas

You may be required to attend a viva voce examination after you have completed your written examinations. This is to enable your examiners to clarify any matters in your answers, and it gives you the opportunity to improve upon your performance, should that be necessary.

When making any travel arrangements for the post-exam period, it is your responsibility to bear in mind that attendance at the viva might be required, and for some degrees is compulsory unless you have been individually excused, as it is part of the assessment process.

### Resits

Candidates must pass all of their papers to be eligible for the award of their degree or, in the case of the MPhil Qualifying examinations, to enter the second year of their course.

Specific information about resits for each of [MSt/MSc](#), [MPhil Qualifying](#), and [MPhil Final](#) examinations can be found in the conventions for each.

### Unforeseen Circumstances

If you experience unexpected circumstances that may affect your performance, you must discuss your circumstances with your College first as any application to the Proctors will come from them. They can advise on the best course of action for your circumstances.

For further information about mitigating circumstances, please refer to the [examination conventions](#) and to the [University website](#).

### Examiners' Reports

Examiners' Reports from past exams are [available online](#).

These reports give you an idea of how the exams were conducted and the performance of the cohort. Due to small class sizes for some degrees, it is not always possible to provide Examiners' reports for them. In these cases, please consult with your Course Director for some feedback.

### Marking and Degree Classification

For information regarding the marking process and the classification of postgraduate taught degrees, please refer to the [examination conventions](#).

## Prizes for 2019-20

### List of MPhil exam prizes for 2019/20

Term	Prize	for	Amount	Awarding Body
TT2019	Humphrey Ko Prize	The best thesis for the MPhil Modern Chinese Studies	£100	Chinese Examiners
TT2019	Zander Prize	The best overall performance in Modern Middle Eastern Studies	£250	Modern Middle Eastern Studies Examiners
TT2019	Tsering D Gonkatsang Prize	Any unseen Tibetan language paper (MPhil, MSt or FHS) Prize for the best unseen Tibetan language exam	£200	Tibetan Examiners
TT2019	Yeshe Khandro Prize	MPhil Tibetan and Himalayan Studies or MSt in OS, Prize for the best Master's thesis (MPhil or MSt) in the field of Tibetan Studies	£200	Tibetan Examiners

### List of MSt exam prizes for 2019/20

Term	Prize	for	Amount	Awarding Body
TT2019	Humphrey Ko Prize	One for the best thesis in the MSt Chinese awarded by the OI.	£100	Chinese Examiners
TT2019	Yeshe Khandro Prize	MPhil Tibetan and Himalayan Studies or MSt in OS, Prize for the best Master's thesis (MPhil or	£200	Tibetan Examiners

		MSt) in the field of Tibetan Studies		
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## 11. ACADEMIC INFRINGEMENTS AND PENALTIES

### Plagiarism

The work that you present for your examination must be **your own work and not the work of anyone else**. You should not quote or closely paraphrase passages from another source, be that a book, article, webpage, another student's work, or other source, without acknowledging and referencing that source. If you do present other people's work as your own, **intentionally or accidentally**, you are committing plagiarism.

**This is cheating and the Faculty and the University treat any alleged offence of plagiarism very seriously.**

The University's definition of plagiarism:

*Plagiarism is presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition. Plagiarism may be intentional or reckless, or unintentional. Under the regulations for examinations, intentional or reckless plagiarism is a disciplinary offence.*

It is important that you take time to look at the [University webpage on plagiarism](#).

You should refer to the [University website](#) for guidance on referencing. If, after having done so, you are still unsure how to reference your work properly, you should contact your supervisor for guidance.

The University employs software applications to monitor and detect plagiarism in submitted examination work, both in terms of copying and collusion. It regularly monitors online essay banks, essay-writing services, and other potential sources of material.

Please also refer to the conventions for [MSt/MSc](#), [MPhil Qualifying](#), and [MPhil Final](#) examinations and to the [chair of examiners' letter](#).

### Infringements for Examinations and Submitted Assessments

Please refer to the conventions for [MSt/MSc](#), [MPhil Qualifying](#), and [MPhil Final](#) examinations for penalties for infringements of word limit, late submission, and non-adherence to rubrics.

Specifically for the Faculty of Oriental Studies, students should note that interpretation of the electronic word count is at the discretion of the Examiners, in view of the fact that most languages taught in the Faculty are not written in alphabetic scripts and the electronic word count may not be as accurate when taking these scripts into account.

### Recording Lectures

The University has a [policy](#) on recording lectures and other formal teaching sessions. Students are required to take note of this policy and any breach to this policy is considered a disciplinary offence.



## 12. CHANGES TO YOUR STUDENT STATUS AND DELAYS

If you experience unexpected circumstances that affect your performance, you should approach your College first as they can advise on the best immediate course of action for your situation. Any application to the Proctors will come from them and this may be enough action needed. However, there may be occasions where you need to take a break from your studies. If you wish to discuss the grounds on which suspension of status is likely to be granted, contact the [Academic Administrator \(Graduate Studies\)](#). **It should be emphasised that requests for suspension are not granted unless there is good cause.**

### Suspension of Status

#### Suspension with GSO17 form

If you are temporarily unable to carry out your studies for a particular reason, e.g. illness, family circumstances, financial hardship, then you can apply for a temporary suspension of status (for not more than three terms at once) using the [GSO17 form](#). Graduate taught students cannot suspend for any longer than the equivalent length of their course (i.e. not more than three terms if you are on a one year course). You are encouraged to contact [University and college support services](#) (counselling, disability etc) for help and advice before applying for suspension.

During suspension you will not have formal teaching from the faculty or department including lectures, seminars, classes but you should keep in contact with your supervisor or course director while you are suspended and ensure that you discuss your return with them. When it comes time to return you will need to fill out a [GSO17a form](#) and meet any conditions of return which may have been set.

**While suspended you will retain your University card and access to online resources**, including email, and to University libraries. If your University card expires while you are on a period of suspension, contact your college to request a new card.

#### Suspension Due to Non-Payment of Fees

**If you are suspended due to non-payment of fees, your access to University facilities and services will be withdrawn.** You will be required to return your card directly to Student Information at the Examination Schools.

The University reserves the right to withdraw access to facilities and services in certain other appropriate circumstances for students suspending status.

### International Students

**Students on a Tier 4 visa should be aware that during periods of suspension they need to return to their home country**, as your visa is not valid while status is suspended. [Student Immigration](#) can help with any queries you have about what happens to your visa if you need to suspend.

### Other changes

Please consult the University [‘Change in Student status’](#) pages for more information about what happens when you suspend and information about withdrawing and changing programmes.

### 13. SUPPORT DURING YOUR STUDIES

Details of the wide range of sources of support are available made widely in the University are available from the [Oxford Students website](#), including in relation to mental and physical health and disability. There is a central [University Counselling Service](#), and colleges have different welfare structures within which non-professional counselling is provided by student peers or designated tutors. Please refer to your College handbook or website for more information on who to contact and what support is available through your college.

#### Equality and Diversity at Oxford

“The University of Oxford is committed to fostering an inclusive culture which promotes equality, values diversity and maintains a working, learning and social environment in which the rights and dignity of all its staff and students are respected.” University of Oxford [Equality Policy](#)

Oxford is a diverse community with staff and students from over 140 countries, all with different cultures, beliefs and backgrounds. As a member of the University you contribute towards making it an inclusive environment and we ask that you treat other members of the University community with respect, courtesy and consideration.

The Equality and Diversity Unit works with all parts of the collegiate University to develop and promote an understanding of equality and diversity and ensure that this is reflected in all its processes. The Unit also supports the University in meeting the legal requirements of the Equality Act 2010, including eliminating unlawful discrimination, promoting equality of opportunity and fostering good relations between people with and without the ‘protected characteristics’ of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and/or belief, sex and sexual orientation. Visit our website for further details or contact us directly for advice: [edu.web.ox.ac.uk](http://edu.web.ox.ac.uk) or [equality@admin.ox.ac.uk](mailto:equality@admin.ox.ac.uk).

There are a range of faith societies, belief groups, and religious centres within Oxford University that are open to students. For more information visit: [edu.web.ox.ac.uk/religion-and-belief](http://edu.web.ox.ac.uk/religion-and-belief)

The [Faculty’s Equality and Diversity team](#) work with the University’s services to carry out the aims of the Unit.

#### Student Welfare and Support Services

##### Mental Health and Wellbeing

The Counselling Service is here to help you address personal or emotional problems that get in the way of having a good experience at Oxford and realising your full academic and personal potential. They offer a free and confidential service. For more information visit: [www.ox.ac.uk/students/shw/counselling](http://www.ox.ac.uk/students/shw/counselling)

A range of services led by students are available to help provide support to other students, including the peer supporter network, the Oxford SU’s Student Advice Service and Nightline. For more information visit: [www.ox.ac.uk/students/shw/peer](http://www.ox.ac.uk/students/shw/peer)

Oxford SU also runs a series of campaigns to raise awareness and promote causes that matter to students. For full details, visit: [www.oxfordsu.org/communities/campaigns/](http://www.oxfordsu.org/communities/campaigns/)

There is a wide range of student clubs and societies to get involved in - for more details visit: [www.ox.ac.uk/students/life/clubs](http://www.ox.ac.uk/students/life/clubs)

## Disability Contacts

The Disability Advisory Service (DAS) can provide information, advice and guidance on the way in which a particular disability may impact on your student experience at the University and assist with organising disability-related study support. For more information visit:

[www.ox.ac.uk/students/shw/das](http://www.ox.ac.uk/students/shw/das)

Disability Contacts work with the University Disability Advisory Service ([www.admin.ox.ac.uk/students/welfare/disability](http://www.admin.ox.ac.uk/students/welfare/disability)) and other bodies, such as the Oriental Studies Library to help facilitate access to lectures, classes, tutorials and access to information. They are also involved in an ongoing programme to identify and promote good practice in relation to access to teaching and learning for students with disabilities within the Faculty, and to ensure that the Faculty [meets the requirements of the Equality Act \(2010\)](#).

The Faculty's Disability Contact is:

Thomas Hall ([thomas.hall@orinst.ox.ac.uk](mailto:thomas.hall@orinst.ox.ac.uk))

Room 311, Oriental Institute

01865 278210

## Harassment Advisors

The Faculty of Oriental Studies is committed to creating a happy and healthy work environment, where everyone is treated fairly and with respect. We do not tolerate any form of harassment or bullying. Faculty Harassment Advisors offer confidential support and advice to all members of the Faculty and in some instances this may be enough to resolve the issue. In other cases, should you decide to make a complaint, the Harassment Advisor can be a valuable source of support and guidance.

The Faculty's Harassment Advisor is:

Professor Polly O'Hanlon ([rosalind.ohanlon@orinst.ox.ac.uk](mailto:rosalind.ohanlon@orinst.ox.ac.uk))

Room 114, Oriental Institute

01865 278224

If you do not feel comfortable talking to someone from within the Faculty, the University's anonymous Harassment Line details are: [harassment.line@admin.ox.ac.uk](mailto:harassment.line@admin.ox.ac.uk) (01865 270760). The Equality and Diversity Unit also supports a broad network of harassment advisors in departments/faculties and colleges and a central Harassment Advisory Service. For more information on the University's Harassment and Bullying policy and the support available for students visit: <https://edu.admin.ox.ac.uk/harassmentadvice>.

## Financial Assistance

The Faculty has some limited funding from trust funds available to students in the form [of trust funds, scholarships and grants](#) organised by Subject Group.

A full list of what can be applied for in each Subject Group and how to make applications can be found in the Graduate Funding Handbook linked to from the [Scholarships and Grants page](#) on the Faculty website.



## Language Courses

If it is recommended that you attend a language course outside of Oxford between the first and second year of your course, you shall be entitled to apply for up to £500 towards the cost of this study abroad. The courses for which this is applicable are currently the MPhils in:

- Modern Middle Eastern Studies
- Islamic Studies & History
- Islamic Art & Archaeology
- Tibetan & Himalayan Studies

**Applications are due by the Week 3 of the Term preceding the vacation period for which students wish to undertake their course abroad.**

The Faculty can also cover fees for general and academic modern languages pathways offered by the [University Language Centre](#) if there is a strong academic need for them. Instructions about how to apply for this can be found below.

## Korean Studies

Graduate students may apply for a scholarship through the Korea Foundation that specifically supports Korean Studies abroad. The Korea Foundation offer Fellowships for graduate study and post-doctoral work at European universities. To find the details, go [here](#) and look for Group 2 (Europe). Additionally, The Korea Foundation offers Fellowships for language or research work in Korea for non-Korean nationals, but these are beyond the course termination.

## College Funding and Hardship Funds

Financial support is available from [central university](#) and college hardship funds and you may also want to check if you are eligible for any funding offered by your college (such as travel grants) and also by the [Humanities Division](#).

## Working while studying

There are many opportunities for graduate students to gain work experience while studying. However, the University has strict [guidelines](#) on how many hours full-time students should be working during full term. There are also restrictions for students on Tier 4 visas which students should familiarise themselves with before seeking work.

## Sources of Information

### Graduate Mailing List

This is the Faculty's main means of communicating announcements about lectures and seminars, IT and library training, scholarships and Calls for Papers, Faculty closures and works etc. If you have something to circulate, please send it to the [Academic Administrator for Graduate Studies](#) (we try to keep the volume of list emails to around five per day).

### Lecture Lists

Graduate students are entitled to attend, or audit, all lectures given within the University, and in particular lectures given in the Oriental Studies Faculty, unless they are specially restricted.

Faculty lecture lists can be found on the [Oriental Institute Intranet](#).

University lectures lists can be found on the [University website](#).

### The Faculty Website

The [Faculty website](#) provides a range of information about courses, news and events, how the Faculty works, a full list of Faculty staff, much detail relevant to undergraduate and postgraduate study, links to Faculty centres, specialisations, publications, library and computing facilities and more.

### Canvas

Canvas is the University's new virtual learning environment for teaching and learning. The Faculty has created an Oriental Studies Graduate Canvas page with general information applicable to all graduates and also individual course pages. You will need to 'enrol' on both pages to access them. Please do not turn off the notifications for your course as they will need to be on to receive important alerts such as set texts or take-home paper topics being made available.

The Oriental Studies Graduate Canvas page can be accessed [here](#) and links to each course's Canvas page can be found in the course appendices below. The University's Canvas information page can be found [here](#).

### Notice Boards

Subject area notices are posted on the notice boards along the basement corridor. These often include upcoming events and talks related to your subject area and also some scholarship and conference notices.

The Graduate Training Assistants' notice board is on the ground floor and will be used for GTA announcements and events.

### University Policies

The University has a wide range of policies and regulations that apply to students. These are easily accessible through the A-Z of University regulations, codes of conduct, and policies available on the [Oxford Students website](#).

## 14. SKILLS DEVELOPMENT, EMPLOYABILITY AND CAREERS SUPPORT

There are a number of services and programmes across the University that provide support in developing yourself both personally and professionally. These opportunities complement the development opportunities provided through your own activities – within and beyond your research - and those provided by your faculty.

### Humanities Researcher Development and Training Programme

The Humanities Researcher Development and Training Programme is a comprehensive personal and professional development programme of events, opportunities, workshops and resources to support and develop Humanities researchers at all stages of their career from postgraduate level upwards. Some opportunities are bespoke and developed in-house; others are provided through external partners, student support services or in partnership with faculties. The programme serves all the faculties of the Humanities Division and any researchers working in Humanities-related subject areas.

The aims of the programme are:

- To train our postgraduate students and postdoctoral researchers to become research leaders of the future
- To empower postgraduate students and postdoctoral researchers to become pioneers in a range of careers and professions, within and beyond the sphere of higher education
- To enhance our postgraduate students' and postdoctoral researchers' disruptive voice as active citizens who are confident speaking truth to power, and as ambassadors for the Humanities

Experiential, hands-on learning is fundamental to our approach, with student-led and early career researcher-led initiatives and projects being generated and supported through a range of funds and initiatives such as the AHRC-TORCH Graduate Fund, Student Peer Review College, and the annual Public Engagement with Research Summer School. All of these mechanisms are in turn run (with support from the Researcher Development and Training Manager) by early career researchers themselves.

### How to get involved

The Humanities Researcher Development and Training Programme is open to all postgraduate students (Master's and DPhil) and early career researchers (including college appointments and those on teaching-only contracts) in the Humanities Division.<sup>1</sup> An extensive programme of opportunities runs throughout the academic year, arranged into a number of 'pathways':

**Business and Entrepreneurship** – pitch an idea to the Humanities Innovation Challenge Competition and win £2,000, or find out what history can teach us about entrepreneurship through the Said Business School's series of lectures on 'Engaging with the Humanities'

**Career Confidence** – explore your options, develop your CV, draft cover letters for roles within or beyond academia, practise fellowship interview techniques, enhance your digital profile or learn how to give a teaching presentation. We work closely with the Careers Service, who offer tailored support for postgraduate and postdoctoral researchers (see below)

**Digital Humanities** – learn how to encode text, 3D-scan museum objects and write code, or participate in the world-leading Digital Humanities at Oxford Summer School

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<sup>1</sup> Postgraduate students in social sciences who are in receipt of AHRC funding are also eligible to participate.

**Heritage** – network with industry leaders in the heritage sector, learn how to set up a research collaboration with a heritage organisation, take a tour of a museum under development with a lead curator, or contribute to [Trusted Source](#), the National Trust’s research-led online knowledge bank

**Public Engagement with Research** – create a podcast, practise on-camera interviews, learn the techniques of ‘storytelling’ when talking about your research, apply for funding to support a public engagement project for your research through the Graduate Fund, or participate in the annual [Public Engagement with Research Summer School](#)

**Preparation for Academic Practice** – attend workshops on writing journal articles, preparing for the DPhil viva, organising a conference, or using EndNote. Pitch your idea for a monograph to editors from world-leading publishing houses, and prepare a fieldwork application for ethical review.

**Creative Industries** – participate in workshops led by organisations in the creative industries, develop a research collaboration, or learn about career opportunities in this sector

**Teaching** – build on the training offered by your faculty (Preparation for Learning and Teaching at Oxford) and gain accreditation to the Staff and Educational Development Association by enrolling in [Developing Learning and Teaching](#) seminars. Attend workshops on applying your teaching experience to the job application process, or learn how to teach with objects at the Ashmolean Museum.

All our events and opportunities are **free** to attend, and a number of workshops, particularly those in the ‘Preparation for Academic Practice’ pathway, are repeated each term. See [www.torch.ox.ac.uk/researcher-training](http://www.torch.ox.ac.uk/researcher-training) for the calendar of upcoming events and for more information about the programme. You can also email the Humanities Researcher Development and Training Manager, Caroline Thurston, at [training@humanities.ox.ac.uk](mailto:training@humanities.ox.ac.uk) if you have any queries.

### Support for Research Students from the Careers Service

Doing a research degree opens up a range of career options, yet it is up to you to seize the opportunities to exploit these and get ready for the next step. Our best advice is to start early, because you will get busier as your research progresses. No need to decide at this point whether you will stay in academia or move on to new pastures: many of the career-building steps that you can take now will benefit your CV and your wider employment options whichever step you take next.

The Careers Service ([www.careers.ox.ac.uk](http://www.careers.ox.ac.uk)) works alongside the Humanities divisional training team to offer information resources, one-to-one support and a programme of bespoke workshops focusing on key career skills and tools for career planning and development. We support DPhil students and research staff from every department across the university, regardless of their chosen career paths.

### How to get involved

The **researcher pages** ([www.careers.ox.ac.uk/researchers](http://www.careers.ox.ac.uk/researchers)) on the main Careers Service website contain a wealth of information on what other researchers have done, tips on how to develop your careers thinking and links to useful resources. The **Resources Room** in the Careers Service building (56 Banbury Road, open 9 am – 5 pm, Monday to Friday) stocks leaflets, briefings and relevant career-related matters, including books on securing work in the academic job market and other sectors, or negotiating a change in direction.

Our **termly programme of workshops** caters specifically for researchers and focus on career design and development, networking, CV writing, job applications and interviews, and more. See our programme and book places via the CareerConnect calendar<sup>2</sup>. And don’t miss our *Insight into Academia*

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<sup>2</sup> All DPhil students are automatically issued a CareerConnect account; research staff can easily create a free account by following the instructions [here](#). Contact [reception@careers.ox.ac.uk](mailto:reception@careers.ox.ac.uk) if you need assistance in accessing CareerConnect.

programme, which gives insider perspectives on becoming an academic and the steps required to keep you there, along with tips to maximise your chances of application success.

If you're looking to boost your skill set, consider taking part in the [Researcher Strategy Consultancy](#), which provides early career researchers with an opportunity to develop the core employability skills required for independent consulting in any field or a transition into analytical, business or policy roles in the public and private sector.

Research students are also eligible for the fantastic opportunities to explore different work sectors and roles offered through our [summer internships](#) and [micro-internships](#) programmes; see the Internships Office pages<sup>3</sup> for more information on these.

Unsure where to begin or how to use your time here most effectively? A **one-to-one conversation with a Careers Adviser** may help! Come and discuss your personal career plans, aspirations and worries in a confidential setting: appointments can be made via CareerConnect.

For an overview of the services available to researchers at the university, download [this leaflet](#)<sup>4</sup> or call in at the Careers Service and pick up a copy.

### The Careers Service

You can obtain advice about all aspects of career matters from the [University Careers Service](#). The service will make contact with you during your first year in Oxford, and help you decide on an appropriate approach.

### Further Employment Opportunities

Oxford University and College vacancies are advertised on the [University webpages](#) and in the University Gazette, published each Thursday in Full Term and less frequently at other times. Vacancies in other universities are also sometimes advertised in the Gazette. Other general sources of information are The Times Higher Education Supplement, The Times, The New Scientist, The Independent, The Guardian, and more specialist publications. See also [www.jobs.ac.uk](http://www.jobs.ac.uk) and specialist websites/ mailing lists.

### Applying for a DPhil

If you are considering applying for a DPhil, it is strongly recommended that you discuss this matter with your supervisor at an early stage. DPhil applications are made via Graduate Admissions in the same way as you applied for your current course. Please note, if you apply by the January deadline you will automatically be considered for Oxford scholarships and would only need to apply separately for a small number of scholarships (e.g. Ertegun scholarships). For more information, please refer to the [Graduate Admissions webpages](#).

## 15. LANGUAGE LEARNING

### The University Language Centre

The [Language Centre](#) offers a range of modern language courses for students and staff at the University. The Languages For All programme includes courses in 12 languages from beginner to

<sup>3</sup> <https://www.careers.ox.ac.uk/the-internship-office/>

<sup>4</sup> <https://www.careers.ox.ac.uk/wp-content/uploads/2018/09/Researcher-Information-Trifold-2018.pdf>

advanced stages. General and Fast Track options are available, depending on learners' needs, and a range of Academic English courses will also continue to be on offer.

#### Learning a language required for your studies - Priority Funding applications

There may be a strong academic need for you to take one of the language courses in the General and Academic modern languages pathways (for example German or French for the MPhil Cuneiform Studies). The Faculty can usually pay the termly course fee for these language courses and this is done via the Language Centre's Priority Funding application form, which should also guarantee you a place in the language class.

Speak to your course director or supervisor first as they will need to confirm an academic need for you to take any language courses. When completing your online form please include their name and email address and also Stephanie Yoxall, [finance@orinst.ox.ac.uk](mailto:finance@orinst.ox.ac.uk) as the Department Financial Signatory. **This Priority system does not apply to Fast Track pathways or Academic English.**

#### Language Learning and Competency Standards

Though the Faculty works closely with the Disability Advisory Service (DAS) and support students with SpLD, language papers represent competency standards and therefore cannot be replaced with easier language papers or non-language papers.

If you have any questions or concerns relating to this please speak with your course director or the Director of Graduate Studies.

## 16. STUDENT REPRESENTATION AND FEEDBACK

### Graduate Student Representatives

In response to feedback and recommendations, during Michaelmas Term 2019 the Faculty restructured its student representation. From Hilary Term 2020 the number of representatives will increase to five each at undergraduate and at graduate level. For graduates there will be three Masters and two DPhil representatives. It is hoped that this will allow for a smooth transition between academic years and, with the increase in numbers, greater representation and also a shared workload.

### Terms of Office and Elections

Representatives' terms are for one year, starting in either Michaelmas or Hilary Term. Elections will be held each Michaelmas for representatives to serve Michaelmas, Hilary and Trinity; the remaining representatives will be elected in Hilary to serve Hilary, Trinity and the next year's Michaelmas. Potential representatives will be sought and if there are more than two students who come forward, an election will be held.

The representatives sit on the Graduate Joint Consultative Committee, Graduate Studies Committee, Faculty Board and the Curators Committee. They also, in conjunction with their undergraduate counterparts, organise, chair and minute the termly student-led Open Meeting. Their role is to represent the views and concerns of the graduate student body, and so to act as a point of contact for graduate students to put forward any matters they would like to be considered by the Committee or the Board. Graduate Student Representatives can be contacted at [gradrep@orinst.ox.ac.uk](mailto:gradrep@orinst.ox.ac.uk).

### Student-led Open Meeting

Meetings held: Thursday of 3<sup>rd</sup> Week, 5pm

This meeting is open to all undergraduate and graduate student of the Faculty. The meeting will be organised, chaired and minuted by students and the undergraduate and postgraduate issues raised at this meeting would feed into the separate JCC meetings. Issues from JCCs would then feed into the Undergraduate or Graduate Studies Committee and Faculty Board.

### Graduate Joint Consultative Committee

Meetings held: Tuesday of 4<sup>th</sup> Week, 1pm

Secretary – Christine Mitchell

Oriental Studies graduates are also represented through the Graduate Consultative Committee which comprises of academic members and graduate student representatives. The agenda of the committee is driven by the student representatives who are asked to submit items for discussion. If you have any issues you would like to raise about your course or life as a student at Oxford, please raise them with your student representatives at [gradrep@orinst.ox.ac.uk](mailto:gradrep@orinst.ox.ac.uk)

### Division and University Representation

Student representatives sitting on the Divisional Board are selected through a process organized by the Oxford Student Union (Oxford SU). The student representatives also sit on the Undergraduate Studies Committee and Faculty Board. Details can be found on the Oxford SU website along with information about student representation at the University level: [www.oxfordsu.org](http://www.oxfordsu.org).

### Student Feedback

In the past, at the end of each term students were invited to complete a short feedback questionnaire covering the lecture courses and session. These were then looked through by the Directors of Undergraduate and Graduate Studies and the relevant committees. This process is currently under

review during the current academic year. In the meantime, please raise any concerns or direct any feedback to Graduate Student Representatives, the Academic Office, your Course Director/Supervisor or the Director of Graduate Studies.

[The Student Barometer](#) surveys full-time and part-time undergraduate, postgraduate taught and postgraduate research students. The survey enables the University to benchmark your feedback on the student experience from application to graduation, against those of 120 other universities.

Results from the Student Barometer are discussed at the Faculty's [Graduate Studies Committee](#) and [Joint Consultative Committee](#) meetings.

## The Faculty Board of Oriental Studies

Meetings held: Thursday of 2nd and 7th Week

Secretary – Thomas Hall

The Faculty Board consists of nine ex officio members drawn from Faculty officers and five elected members. It also has power to co-opt members whose experience and knowledge it considers to be useful to its deliberations. Graduate and undergraduate representatives sit on this committee.

The board considers and makes decisions on most matters of policy, examinations, syllabus, and university appointments in Oriental Studies, and it administers certain funds at its disposal for research and other expenses. It also considers questions of inter-faculty concern referred to it by the Humanities Divisional Board. In addition, it ratifies, where necessary, decisions taken by the standing committees amongst which the board's work is divided (such as the Graduate Studies Committee, the Undergraduate Studies Committee, the General Purposes Committee, and the Curators' Committee).

## Graduate Studies Committee

Meetings held: Thursday of 1st and 5th Week

Secretary – Jane Kruz

The committee consists of the Chair of the Board, the Director of Graduate Studies, the Director of Graduate Admissions, the Chair of Graduate Examinations, four members chosen in such a way as to ensure at least one representative on the committee from each of the six Subject Groups, and the chair of the management committee for the MPhil in Modern Middle Eastern Studies.

It considers and advises the Board on all matters concerning graduate studies and admissions, and to oversee their effective administration. The duties of the committee shall be to:

- i. Oversee the processes for application to the Faculty's graduate degrees (MSc, MSt, MLitt, MPhil, and DPhil), making recommendations to the Board on which applications should be accepted.
- ii. Consider applications for Graduate Studentships for graduate study in the faculty, recommend awards to the Board and monitor the progress of those awarded a studentship
- iii. recommend the appointment of supervisors.
- iv. Ensure that courses are effectively organised for MSc, MSt and MPhil students, including as appropriate instigating reviews of courses; consideration of teaching norms and workload; and recommending lists of selected texts
- v. Approve and update course handbooks and programme specifications for all MSc, MSt and MPhil courses and an information handbook for all graduate students in the faculty, and publish these on the faculty website
- vi. co-ordinate induction arrangements for new students at the start of each academic year.



- vii. undertake an annual student number planning exercise and a review of admissions statistics under the direction of the Director of Graduate Admissions.
- viii. Oversee Special Tuition and to receive a report on the quantity and cost of such teaching by course each term.
- ix. Ensure effective presentation of appropriate information on graduate matters on the website and other media.
- x. Respond to student feedback and reports from the Joint Consultative Committee.
- xi. Approve thesis subjects to be submitted for the MSt and MPhil on behalf of the Board.
- xii. Oversee, under the guidance of the Chair of Examiners, the conduct and formulation of policy regarding all graduate examinations under the aegis of the Board.
- xiii. Make recommendations to the Board, on the recommendation of the supervisor, on eligibility for exemption from qualifying examinations
- xiv. review proposals from the Subject Groups for amendments to the *Examination Regulations*, and make recommendations to the Board accordingly.
- xv. review and approve on behalf of the Board revisions to the setting conventions for graduate examinations, including qualifying examinations. This approval will be granted by action of the Director of Graduate Studies.
- xvi. address comments in external examiners' reports and the corresponding responses from subject groups relating to syllabus, course structure and teaching, and any proposed changes in Examination Regulations arising from those comments. This shall be co-ordinated by the Chairs of Examiners, who shall also respond to matters relating to the examination as a whole.
- xvii. monitor and recommend transfers of status for the degrees of MLitt and DPhil.
- xviii. recommend the examiners to be appointed for the MLitt and DPhil
- xix. report to the Board any excessive delay in the examination of a student for the degree of MLitt or DPhil.
- xx. advise the Board on graduate matters generally ensure that all relevant responsibilities and appropriate measures under any quality assurance framework prevailing at the time are carried out as required.

### Curators' Committee

Meetings held: Thursday of 0<sup>th</sup> and 6<sup>th</sup> Week, 9am

Secretary – Trudi Pinkerton

The purpose of the Curators' Committee is to oversee the physical plant of facilities managed, jointly managed, or used by the Faculty of Oriental Studies, including the Oriental Institute, the Clarendon Institute, the Griffith Institute, the China Centre, and the Khalili Research Centre. The Curators plan and execute maintenance works and improvements, taking into account such factors as health and safety, access, security, and feedback from users.

## 17. COMPLAINTS AND APPEALS

The University, Humanities Division, and the Faculty of Oriental Studies all hope that provision made for students at all stages of their course of study will make the need for complaints (about that provision) or appeals (against the outcomes of any form of assessment) infrequent.

Many sources of advice are available within Colleges, faculties/departments, and from bodies like the Student Advice Service provided by the [Oxford University Student Union](#) or the [Counselling Service](#), which have extensive experience in advising students. You may wish to take advice from one of these sources before pursuing your complaint.

General areas of concern about provisions affecting students as a whole should be raised through [Joint Consultative Committees](#) or via [student representation](#) on the faculty's committees.

If your concern or complaint relates to teaching or other provision made by the faculty, then you should raise it with the Director of Graduate Studies as appropriate. Within the Faculty, the officer concerned will attempt to resolve your concern/complaint informally. If you are dissatisfied with the outcome, then you may take your concern further by making a formal complaint to the University Proctors.

An academic appeal is defined as a formal questioning of a decision on an academic matter made by the responsible academic body. A concern which might lead to an appeal should be raised with your College authorities and the individual responsible for overseeing your work.

The procedures adopted by the Proctors for the consideration of complaints and appeals are described in the following places:

- [Oxford Students Academic matters](#)
- [The Proctors' webpage](#)
- [The Student Handbook](#)
- [Relevant Council regulations](#)

## 18. MASTER OF STUDIES IN BIBLE INTERPRETATION

Course Director – Prof. [Alison Salvesen](#)

### Introduction

This course is intended to give experience in reading a range of primary exegetical texts in Classical Hebrew, Aramaic, and Syriac, to develop research methodologies in the writing of a thesis, and to provide a solid basis in the subject area for those intending to go on to do original research. The course duration is one year and it is assessed by examination and thesis.

### Outline

Most teaching will take place in small classes or tutorials, supplemented by recommended lectures and seminars. Students will be expected to prepare the language exercises or texts in advance of each class. Since the language teaching will start with the basics of the grammar, classes may be shared with beginners in other appropriate courses.

Students will take core component lectures, seminars, or a series of tutorials covering the principal sources for exegesis of the Hebrew Bible and select topics in Michaelmas and Hilary Terms, totalling 1 hour per week. Topics covered may include ancient bible translation, Qumran, New Testament, Rabbinic hermeneutics, Greek and Latin patristics, and early Syriac Commentary, and will be explored in the essays that will be set.

Students will take 2 options out of the following 5:

- Hebrew Bible and exegetical texts
- Aramaic (Targum) texts
- Syriac biblical and exegetical texts
- Greek biblical and exegetical texts
- Latin biblical and exegetical texts

**Options will be subject to the availability of teaching each year.**

If required, intensive elementary language teaching followed by textual study in a second Semitic language is available in Michaelmas Term. Language and set text teaching will total 2-3 hours per week per option. Set texts in the first Semitic language (and in Latin and Greek if desired) will be studied in classes in all 3 terms.

The list of set texts will be finalised no later than the second meeting of the Faculty Board in Michaelmas Term. The list will be published on Canvas.

Students will be expected to attend 1-2 appropriate seminars per week at least in Michaelmas and Hilary Terms.

Student will complete a thesis, for which they will receive up to 4 hours of supervision in each of Hilary and Trinity Terms. The title must be submitted for approval by Monday of 0<sup>th</sup> Week of Hilary Term.

### Teaching Staff

- Dr [Hallel Baitner](#) is Kennicott Fellow in Hebrew, specialising in Hebrew and Rabbinic literature.
- Dr [Anna Krauss](#) is AHRC Postdoctoral Fellow, Critical Editions of the Hebrew Bible and teaches Dead Sea Scrolls.

- Prof. [Alison Salvesen](#), Professor of Early Judaism and Christianity and Polonsky Fellow at the Oxford Centre for Hebrew and Jewish Studies, teaches and researches Greek versions of the Bible, and also the Syriac Peshitta and Aramaic Targum.
- Dr [John Srenock](#) is Research Fellow in Hebrew Bible and Co-investigator in the AHRC project, [Critical Editions of the Hebrew Bible](#), and specialises in textual criticism.
- Prof. [David G. K. Taylor](#), Associate Professor in Syriac and Aramaic, regularly teaches Syriac and Aramaic exegetical texts, and also has a strong background in New Testament textual criticism.
- Dr [Benjamin Williams](#) teaches and researches Midrash and other Jewish exegesis from antiquity into the medieval period.
- Prof. [Hugh Williamson](#) is Emeritus Regius Professor of Hebrew at Oxford, and has written extensively on the Book of Isaiah as well as teaching a wide variety of Hebrew texts.

### Examinations and Assessments

Students will sit 3 written exams in Trinity Term, 1 on the core component of the course and 2 on their choice of options. Students will also submit a thesis in Trinity Term.

Students must pass all examinations to be awarded the degree.

Please refer to the [conventions](#) for MSt and MSc examinations.

Submit any applications for approval of optional papers and for thesis subject/title approvals [here](#).

### Deadlines

Hilary Term	Week 0, Monday	Approval of thesis subject/thesis title
Hilary Term	Week 4, Friday	Examination entry for optional papers
Trinity Term	Week 4, Friday, 12 noon	Thesis submission

### Canvas

Click [here](#) for the MSt Bible Interpretation Canvas page.

### Examination Regulations

The Examination Regulations relating to this course are available at <https://www.admin.ox.ac.uk/examregs/2019-20/mosinbiblinter/studentview/>. If there is a conflict between information in this handbook and the Examination Regulations then you should follow the Examination Regulations.

### Readings

Examples of set texts studied in previous years are as follows:

Hebrew:

- Genesis 1-11; 12, 14, 20, 22 (Masoretic Text)
- Isaiah 6.1-9.6 (Masoretic Text)
- Habakkuk 2-3 (Masoretic Text)
- Peshar Habakkuk cols. iii-xiii
- 4Q225 (Pseudo-Jubilees), col. ii, frags. 1-2 (DJD XIII)
- Qumran Hebrew Tobit fragment (DJD XIX: 4Q200 = 4QTobite)

- Midrash Bereshit Rabbah 8:3 (ed. Theodor and Albeck)
- Pesiqta d' R. Kahana 9:4 (ed. Mandelbaum)
- Mekhilta d'Rabbi Ishmael, 'beshalah' 7 (ed. Lauterbach, vol. I, pp. 252-255).
- Mekhilta d'Rabbi Ishmael, 'bahodesh' 8 (ed. Lauterbach, vol. II, pp.257-260).
- Sifre Deuteronomy 49 (ed. Finkelstein, pp. 114-5).
- Vayiqra Rabba 29, 1-4 (ed. Margolioth, vol. 3).

#### Aramaic:

- Targums to Genesis 18–19 (Onkelos, Neofiti, Pseudo-Jonathan), eds. Sperber and Diez Macho
- Targums to Genesis 22 (Onkelos, Neofiti, Pseudo-Jonathan)
- Targums to Exodus chapters 1-2 (Onkelos, Neofiti, Pseudo-Jonathan)
- Targum Jonathan to Ezekiel 16, ed Sperber
- Targum Jonathan to Amos 1–9, ed. Sperber
- Targum Jonathan to Isaiah 6–9, 60–66, ed. Sperber
- Aramaic of Daniel chs. 2-7 (Masoretic Text)
- Qumran Aramaic Tobit fragments (DJD XIX: 4Q 196, 197 = 4QTobita, b)
- Genesis Apocryphon, col. XX-XXII (2nd edn., ed. Fitzmyer [2004])

#### Syriac:

- Peshitta of Daniel 2–7
- Ephrem, Genesis Commentary Sections XV and XVI, ed. Tonneau Ephrem, Exodus Commentary, Sections I.1-III.2, IV.4-5.
- Jacob of Serugh, 2nd Memra on Sodom, ed. Bedjan, pp. 88–96 Jacob of Serugh, 3rd Memra on Sodom, ed. Bedjan, pp. 97–116 Aphrahat, Demonstration XVIII on Virginity and Chastity, ed. Parisot Liber Graduum, Memra 15 on Adam's Marital Desire, ed. Kmosko

#### Greek:

- LXX Isaiah 52-53 (Rahlfs' edition)
- LXX Genesis 1-3 (Rahlfs' edition)
- Theodoret of Cyrus, Commentary on Isaiah on Isaiah 52-53 (ed. Guinot, pp. 144-62).
- Theodoret of Cyrus, Questions on the Octateuch XX, XXX on Gen 1.26-28 and 2.21-24 (ed. Petruccione, pp. 48-56, 68).
- John Chrysostom, Homily 7 on Colossians (ed. Field, pp. 241-52).
- John Chrysostom, Homily 11 on Ephesians (ed. Field, pp. 214-27).
- Didymus the Blind, Commentary on Genesis, on Genesis 1.26-28 (ed. Doutreleau, Vol. I, pp. 54-64).

Return to [contents page](#).

## 19. MASTER OF PHILOSOPHY IN BUDDHIST STUDIES

Course Director - Prof. [Stefano Zacchetti](#)

### Introduction

The course is for students wishing to study Buddhism, focusing on primary sources in their original languages.

### Outline

#### Year 1

Students will mainly focus on the study of their primary Buddhist language (Sanskrit, Classical Chinese, or Tibetan), while at the same time acquiring a basic knowledge of Buddhist thought and history (Introduction to Buddhism).

#### Classical Chinese

*Prof Robert Chard*

*3 hours per week in Michaelmas, Hilary and Trinity*

All students selecting Chinese as a primary Buddhist language are required to follow a general course in Classical Chinese for a three-hour qualifying examination at the end of the third term. Normally instruction would be the standard class in elementary Classical Chinese for undergraduates and graduates, but for students with previous knowledge it may take the form of more advanced lectures and/or text classes. Students will develop the skill of translating from Classical Chinese to English. The qualifying examination paper will consist of prepared and unprepared passages in Classical Chinese for translation into English).

#### Sanskrit

*Dr John Lowe*

*Approx. 5 hours per week in Michaelmas and Hilary; 2 hours per week in Trinity*

The main course book for the Elementary Sanskrit course is *Complete Sanskrit* (previously *Teach Yourself Sanskrit*) by Michael Coulson; this will be supplemented with materials provided by the class tutor. All students will need to have personal access to a copy of this textbook; it is available in many College and University libraries and can be purchased online. Previous students have also found it helpful to augment the materials in Coulson's textbook with the recent textbook *The Cambridge Introduction to Sanskrit* by Antonia Ruppel. For a comprehensive reference grammar, students are advised to buy or have access to *A Sanskrit Grammar for Students* by A. A. Macdonell.

By the middle of Michaelmas Term, you will begin reading Sanskrit texts as part of the Elementary Sanskrit classes, alongside the language work. The following texts will be read:

- The texts *Stories from the Hitopadeśa* (Course Pack based on Törszök 2007, including Stories 2.2-4, 2.6-8; 3.1-3, 3.7; 4.5-10, 4.12)
- The Story of Nala and Damayantī (edition in C.R. Lanman, *Sanskrit Reader*, p. 1 to p. 16, l. 14)
- *Bhagavad-Gītā* (ed. S.K. Belvalkar), Books II, IV, VI, and XI

Texts will be provided in paper and/or electronic form by the class tutor, but students are advised to purchase or have access to Lanman's reader, which contains comprehensive vocabulary and notes.

Both [Lanman's reader](#), and Belvalkar's edition of the [Bhagavad-Gītā](#), are freely downloadable at [archive.org](http://archive.org). For the *Bhagavad-Gītā*, students may also find it useful to purchase or have access to Zaehner's edition, which contains a detailed commentary.

Students are not expected to have any knowledge of the Sanskrit language before starting the course. However, the Elementary Sanskrit course is fast moving, and students will be expected to start using Devanagari, the script in which Sanskrit is usually printed, from the outset. A basic knowledge of English grammar, and standard grammatical terms, is also highly valuable for students starting this course. Sanskrit is taught here with the “grammar and translation” method, which makes use of advances in the disciplines of historical linguistics and philology over the last two centuries. A knowledge of the terminology of these sciences of language is essential to learning Sanskrit as it is taught in Oxford, and proves especially useful in studying the earlier layers of Sanskrit literature, the Vedas. Sanskrit has a many inflected forms – a lot of declensions of nouns and adjectives and a lot of conjugations of verbs. A significant part of the Elementary Sanskrit course is taken up with memorizing them. To have a template into which to fit these inflections can help enormously; it can make the difference between struggling and progressing with confidence.

Students will therefore benefit from familiarizing themselves with the basics of English grammar and grammatical terminology - and more generally *how language works* - before the start of the course. It will be helpful to remember, for example, what it means that the subject and verb of a sentence agree in number and person; what it means that verbs also have tenses, moods, and voices, and that nouns and adjectives also have case and gender. It will be useful to remember what a participle, a gerund, a pronoun, and a subordinate clause are. And so on. Of course, some students will already be familiar with this terminology, but there is always more to learn. A useful online resource with which you can begin your review is the “Introduction to Traditional Grammar,” sections 1 and 2, available [here](#) on the WPWT website at Southampton University. For a slightly more detailed overview, Chapters 2, 3, 5, 6, 8 and 9 of *All about language* by Barry Blake provide useful introductions to many of the concepts and terminology that you need to know when studying Sanskrit.

## Tibetan

*Dr George Fitzherbert*

*5 hours per week in Michaelmas and Hilary; 2 hours per week in Trinity*

In Michaelmas Term, the emphasis in the early stages of the course will be on the acquisition of language, with five hours of elementary Tibetan per week. Teaching will be based primarily on Nicolas Tournadre and Sangda Dorje's *Manual of Standard Tibetan* (Ithaca, Snow Lion Publications, 2003). It is expected that, within the first one or two weeks, students will have grasped the essential features of Tibetan phonology, and learned the alphabet and the principles of syllable structure. The remaining weeks of term will cover lessons 1 to 10 of the *Manual*. Homework will consist of completing the grammar exercises that follow each lesson. There will also be a brief vocabulary test each week.

In Hilary Term, students will take a 1-hour collection (minor examination) to ensure that the lessons of the first term have been retained. The aim of the language course this term is to complete and revise lessons 1-15 of the *Manual*, and to read a number of short pieces from different sources in modern and/or classical Tibetan. Students who take their final examination at the end of this academic year will also be introduced to the classical Tibetan language, their Tibetan Buddhist set text, and reading and speaking the colloquial language.

In Trinity Term, work on the *Manual* will continue up to lesson 20. Extracts from a range of texts will be read and knowledge of grammar further developed. Students are not obliged to attend any further classes in spoken Tibetan offered, although they are free to do so if they wish.

## Introduction to Buddhism

*Prof Stefano Zacchetti*

All students will be required to attend the following series of lectures (with related tutorials):

Introduction to Buddhism lectures and related tutorials:

1. Foundations of Buddhism (Buddhism I) (eight lectures and four tutorials in Michaelmas Term).
2. Buddhism in Space and Time (Buddhism II) (eight lectures and four tutorials in Hilary Term; four tutorials in Trinity Term)

## **Year 2**

Students will move on to the study of important Buddhist texts in the original language they are specializing in (Reading Buddhist texts in primary languages). Concurrently, they will deepen their understanding of Buddhism through tutorials exploring fundamental aspects of its literature and thought, and discussing the relevant research approaches and methodological issues (Approaches to the study of Buddhism). In addition, students are also required to choose an optional subject. This could be either a language paper in a second primary Buddhist language, or a paper chosen from a list (see below). Apart from taught courses, students will also work on their thesis.

### **Reading Buddhist texts in primary languages**

#### Chinese

*Prof. Stefano Zacchetti*

Students who have studied classical Chinese in their first year will now read, in weekly classes, passages from Buddhist texts in Chinese (both translations from Indic originals and texts composed in Chinese). The aim of the course is to introduce students to the main linguistic and stylistic features of Buddhist Chinese literature as reflected by its various forms (translations, commentaries, treatises, historiographical works etc.).

#### Sanskrit

*Prof. Stefano Zacchetti*

Students reading texts in Sanskrit will have weekly classes. These texts will be mainly Mahāyāna sutras, written in different varieties of Buddhist Sanskrit. The course aims at introducing students to the study of Buddhist literature in Sanskrit, paying particular attention to philological and doctrinal issues.

#### Tibetan

In this course students will read selected passages from Tibetan Buddhist texts. The course will provide an introduction to the features of Tibetan translations from Sanskrit originals, introduce some basic Buddhist terminology in Tibetan, and give students experience in translating Buddhist texts from the Tibetan. The course will enable students to read Tibetan Buddhist literature on their own with the help of a dictionary.

### **Approaches to the Study of Buddhism**

*Prof Stefano Zacchetti*

During the second year students are required to take tutorials for the following paper for Approaches to the Study of Buddhism, totaling 6 tutorials over Michaelmas and Hilary Terms including the Proseminars.

### **Optional papers**

#### Second primary Buddhist language



The optional paper students are required to choose in their second year can be a second primary Buddhist language (Sanskrit, Tibetan, or Classical Chinese). This can be studied either at a basic or at an advanced level. The former will be assessed by a three-hour examination in the chosen second primary Buddhist language; the latter by a translation from seen and unseen texts in the chosen second primary Buddhist language, to be assessed by a three-hour examination. Students who intend to study a second primary Buddhist language at an advanced level must satisfy the Faculty Board that they possess an adequate knowledge of the chosen language.

#### Other optional subjects

**When an optional paper is shared with another degree, the regulations for the paper follow that of the home degree.**

#### **The Nature of Religion**

*Prof. Justin Jones and Dr Jessica Frasier (MSt in Study of Religions)*

The paper will be assessed by a three-hour examination on the core course "Theories and Methods in the Study of Religion" and "Themes in the Interaction between Religions".

#### **The Anthropology of Buddhism**

*Prof. David Gellner (convenor), with Dr. Nayanika Mathur, Prof. Marcus Banks.*

The course aims to introduce students to the major themes in the anthropological study of Buddhism across all three major regions (south, north, east), as well as in their globalized extensions in developed countries. This option course, like all options in Anthropology, will run for the eight weeks of Hilary Term. Weekly topics:

1. Introduction: History and reception.
2. Monks, nuns, and laypeople: Gifts and merit-making rituals.
3. Monastic education.
4. Buddhist ritual in the context of non-Buddhist ritual systems.
5. Buddhism and modernity: Anti-ritual, meditation, education, reform.
6. Bhikshunis and laywomen.
7. Buddhism, the state, and violence.
8. Transnational, missionary, and globalizing Buddhism.

#### *Assessment methods:*

##### *A. Formative assessment, including feedback arrangements to students*

*One book review and one essay, chosen from a list given in Week Two, due by Week 5 and Week 7 respectively. Written feedback will be provided by email and, where possible, in person by the convenor before the end of term.*

##### *B. Summative assessment*

*One 1,000-word book review of an ethnographic monograph on Buddhism (20%) and one 4,000-word essay (80%) from a list of 9 questions provided at the end of Week 7 of Hilary Term, both to be submitted Tuesday of Week 2 of Trinity Term.*

#### **Introduction to Buddhist Philosophy**

*Prof. Jan Westerhoff*

This paper provides an overview of the development of Buddhist thought in India during the first millennium CE. It will focus on the four main schools of Indian Buddhism, Abhidharma, Madhyamaka, Yogācāra, and the logico-epistemological school, analyzing their specific views and arguments in their historical context of intra-Buddhist discussion and debate with non-Buddhist Indian philosophical

schools. The teaching for the paper consists of eight graduate tutorial classes given in Hilary or Trinity Term.

*Assessment: three-hour written examination at the end of trinity Term.*

**Pali** (subject to availability of teaching)

*Dr. Andrew Skilton*

### **History and Civilisation of Tibet and the Himalaya**

This option is only available to students who take Tibetan as their first primary Buddhist language. The teaching for this paper consists of 8 lectures in Michaelmas Term and a set of 4 tutorials.

*Assessment: three-hour written examination.*

### **Advanced Readings in Chinese Buddhist Texts**

*Dr Janine Nicol*

This option is only available to students who take Chinese as their first primary Buddhist language. Over the course of the year a variety of themes in Chinese Buddhism will be explored through the reading of extracts from apologetic, historiographical and geographical materials composed in China between the fifth and the thirteenth centuries. Through these materials students will examine topics including (but not limited to) the construction by Chinese Buddhists of a Buddhist history and geography of China, the composition, evolution and uses of hagiographical materials, and the role of the miraculous in the promotion of the efficacy of Buddhist teachings in China. There will also be opportunities for students to present and discuss texts of relevance to their own research.

*Assessment: three-hour written examination.*

Any other subject approved by the Board of Oriental Studies.

**Some of these options will be subject to the availability of teaching each year.**

### **Teaching Staff**

- Prof. [Marcus Banks](#) – The Anthropology of Buddhism
- Prof. [Robert Chard](#) – Classical Chinese
- Dr George FitzHerbert – Tibetan
- Dr [Jessica Frazier](#) – The Nature of Religion
- Prof. [David Gellner](#) – The Anthropology of Buddhism
- Prof. [Justin Jones](#) – The Nature of Religion
- Dr [John Lowe](#) – Sanskrit
- Dr [Nayanika Mathur](#) – The Anthropology of Buddhism
- Dr Janine Nicol – Advanced Readings in Chinese Buddhist Texts
- Dr [Andrew Skilton](#) – Pali
- Prof. [Jan Westerhoff](#) – Introduction to Buddhist Philosophy
- Prof. [Stefano Zacchetti](#) – Reading primary texts in Buddhist Chinese and Sanskrit, Introduction to Buddhism and Approaches to the study of Buddhism

### **Examinations and Assessments**

Students will sit 2 written examinations at the end of Year 1 of the course and must pass them to continue to Year 2.

Please refer to the [conventions](#) for MPhil Qualifying examinations.

Students will sit 3 written examinations and submit a thesis at the end of Year 2 of the course and must pass them to be awarded the degree. 1 written paper will be in their advanced primary Buddhist language, 1 will be on the Approaches to the Study of Buddhism, and 1 will be on their chosen option.

Please refer to the [conventions](#) for MPhil Final examinations.

Submit any applications for approval of optional papers and for thesis subject/title approvals [here](#).

### Deadlines

Year 1	Michaelmas Term	Week 8, Friday	Examination entry for optional papers (Qualifying)
Year 2	Michaelmas Term	Week 2, Friday	Examination entry for optional papers (Final)
Year 2	Hilary Term	Week 0, Monday	Approval of thesis subject/thesis title
Year 2	Trinity Term	Week 4, Thursday, 12 noon	Thesis submission

### Canvas

Click [here](#) for the MPhil Buddhist Studies Canvas page.

### Examination Regulations

The Examination Regulations relating to this course are available at <http://www.admin.ox.ac.uk/examregs/2019-20/mopinoriestud/studentview/>. If there is a conflict between information in this handbook and the Examination Regulations then you should follow the Examination Regulations.

### Readings

A basic reading list for Foundations of Buddhism (Buddhism I) is as follows:

- Conze E, I.B. Horner, D. Snellgrove and A. Whaley eds. Buddhist Texts Through The Ages One World 1995.
- Rupert Gethin, The Foundations of Buddhism OUP 1998.
- Rupert Gethin (tr.), Sayings of the Buddha. New Translations from the Pali Nikayas OUP 2008.
- Richard Gombrich, What the Buddha Thought Equinox 2009.
- Richard Gombrich, Theravada Buddhism 2nd. ed. Routledge 2006.
- Peter Harvey, An Introduction to Buddhism CUP 1990.
- Walpola Rahula, What the Buddha Taught One World edition 1997.
- Paul Williams (with Anthony Tribe), Buddhist Thought: A Complete Introduction to the Indian Tradition Routledge 2000.

Other texts will be suggested by the course instructor.

A basic reading list for Buddhism in Space and Time (Buddhism II) is as follows:

- Heinz Bechert and Richard Gombrich (eds.), The World of Buddhism Thames and Hudson 1984.
- Kenneth Ch'en, Buddhism in China: A Historical Survey Princeton University Press, 1964.
- David Gellner, Monk, Householder and Tantric Priest CUP 1992.
- Richard Gombrich, Theravada Buddhism 2nd. ed. Routledge 2006.
- John Powers Introduction to Tibetan Buddhism rev. ed. Snow Lion 2007.

- Melford Spiro, *Buddhism and Society* University of California Press 2nd. ed. 1982.
- Holmes Welch, *The Practice of Chinese Buddhism 1900-1950* Harvard University Press 1967.
- Paul Williams, *Mahayana Buddhism* 2nd. ed. Routledge 2009.

Other texts will be suggested by the course instructor.

Return to [contents page](#).

## 20. MASTER OF STUDIES IN CLASSICAL HEBREW STUDIES

Course Director – Dr [John Screnock](#)

### Introduction

While it is a Masters degree in its own right, and may be taken by those with no interest beyond that point, the MSt Classical Hebrew Studies is designed especially for those with a basic knowledge of Biblical Hebrew (perhaps learned as part of a Theological or Biblical Studies degree) who wish to extend and deepen their linguistic and textual competence as a preparation for research. The course offers considerable flexibility to suit individual students' interests and needs. For instance, texts selected for study can be varied from year to year, while optional papers may, with permission, be on any relevant subject. A substantial part of the course may therefore be directed towards a possible future research topic.

### History

Oxford has been a world centre for the study of Hebrew ever since Henry VIII established the Regius Professorship of Hebrew in 1546. There are unrivalled collections of Hebrew manuscripts and printed books in the Bodleian Library which attract a steady stream of visitors from all over the world. Outstanding scholars have held a number of different positions in Hebrew Studies in the University, and students of many nationalities come to Oxford for both undergraduate and graduate studies in the field.

Over the years, the study of Hebrew has evolved to take account of new developments, most obviously the growth of literature in Modern Hebrew and major discoveries such as the Dead Sea Scrolls.

The University courses take full account of these changes, so that as well as attending to the main phases in the long history of the Hebrew language, it is now normal also to study aspects of the historical, literary, and cultural background of the subject. The University's posts in the Faculty of Oriental Studies reflect this diversity. The Regius Professorship of Hebrew is associated with the core study of Classical Hebrew through the Hebrew Bible and other fundamental sources. There is a Professor of Jewish Studies, whose range of interest spans the post-Biblical period down to medieval times, a James Mew Reader, whose teaching covers rabbinical and medieval Hebrew, and also the Cowley Lecturer, who is responsible for modern Hebrew language and literature. Colleagues in other Faculties with a particular interest in the subject include specialists in Old Testament and Jewish Studies in the Theology Faculty. In particular, however, much of the teaching in medieval and modern Hebrew is undertaken by members of the University's Unit in Hebrew and Jewish Studies, located in the [Clarendon Institute](#).

At the graduate level one- and two-year courses are available for many of the main aspects of Hebrew and Jewish studies as well as Aramaic and Syriac. In the case of Classical Hebrew, only the one-year Master of Studies is currently offered, though a two-year MPhil in Theology (Old Testament), which includes some study of Hebrew, is also available. (For the whole range of graduate opportunities in Biblical Studies, please contact the Faculty of Theology and Religion).

### Outline

Teaching takes two main forms.

First, there are classes on the specified texts and on advanced Hebrew language throughout the year, which you are strongly recommended to attend. There may also be classes on your optional subjects.

You will be expected to prepare the texts or language exercises in advance of the class. Classes are generally very small (no more than 6 students, and often fewer).

Secondly, you will receive individual or paired supervision from a tutor, usually for 1 hour each week. For this you will be expected to write an essay on the basis of recommended reading and submit it before the session. Teaching for such subjects as history and literature is wholly conducted in this way. You will also be given practice on how to answer exam questions on specified texts.

During the course there are two periods of six weeks. They are called 'vacations' because no teaching takes place then. However, they are not holidays and graduate students are expected to keep studying during these periods, consolidating what they have learned in the previous term and preparing for the next one.

### **Compulsory papers**

Students will study the core components of the course, which are history and literature of Israel and Judah in the Biblical period, and texts in Biblical Hebrew:

#### *Essay questions on the history and literature of Israel and Judah in the Biblical period*

In this paper, you are required to write essay questions on a very wide range of topics. However, in practice some, at least, will relate closely to the historical background and literary issues raised by the texts specified for Paper II (below). This, therefore, gives an obvious group of topics with which to begin your preparation. Other questions may be of a more general nature arising from the texts as a whole (e.g. the nature of Biblical poetry or the importance of various critical methods for historical and literary study).

#### *Prepared and Unprepared Biblical texts*

This paper includes one passage for translation from Hebrew into English that you have not previously studied ('unprepared'), and also four passages from specified texts ('prepared') for translation into English, along with textual, philological and linguistic comments.

The specified texts for this paper need to be formally approved during the first few weeks of the first term. They normally consist of four demanding texts from the Hebrew Bible, of about six chapters each. You will be consulted about the selection, so that as far as possible they relate to books or subjects of particular interest or relevance for a possible future research project. The texts are usually all taught in classes throughout the year, not least because the information necessary to comment on these texts is by no means easily available elsewhere, though you will also be expected to consult commentaries and articles to supplement the classes.

Practice on the kind of exercise required for successfully commenting on the texts in examinations is provided in individual tutorials.

### **Optional papers**

Students will also be expected to choose 2 options out of the following, which may be delivered as classes or tutorials as appropriate. The shape of these optional courses will depend to a large extent on how much prior knowledge (if any) you may have. For instance, it is possible either to take Jewish Aramaic or Syriac from scratch or to build on any previous work you may have done in these languages. All will include a selection of texts for particular study as well as some essay work on wider questions. Teaching will again be by an appropriate mix of classes on texts and tutorial essays on broader topics:

*Classical Hebrew language*

Weekly classes are given throughout the year on Hebrew language with the aim of reaching a high standard in the knowledge of grammar and syntax. Clearly, this is fundamental for all other work on the Hebrew Bible, making this an obvious choice of paper. The paper includes such exercises as the translation of passages of English prose or verse into Biblical Hebrew, the vocalisation of unpointed Hebrew passages, and a short essay question on some linguistic or philological topic. Prose and verse composition of this sort are not often included in Hebrew syllabuses these days, but in Oxford it is regarded as one of the single most effective ways of preparing for research; it gives you an active knowledge of the language which will enable you to appreciate difficulties in the present form of the text and to make suggestions for their solution.

*The principles and practice of textual criticism*

Preparation for this paper is primarily through tutorials, which will introduce you to the history of the Masoretic Text, the significance of Hebrew manuscripts such as the Dead Sea Scrolls, the principal ancient versions, and the methods that are appropriate for textual criticism in general and for the Hebrew Bible in particular. Importance is attached to mastering such skills by actual practice, and here, of course, the texts which you are already studying for Paper II give an obvious point of departure.

*North-west Semitic epigraphy*

In preparation of this paper, a selection of epigraphic texts from the biblical period—inscriptions, ostraca, seals, etc., in Hebrew, with a glance at Phoenician and Moabite texts—will to be studied. These texts contain many parallels to biblical passages and illustrate the way Hebrew really was at the time the Bible came into being.

*Aramaic*

Beginners may take the Aramaic classes at the Oriental Institute and advanced students may prepare a selection of Aramaic texts in a tutorial. Beginning and continuing the study of Aramaic is of strategic value to Hebrew studies not only because the languages are closely related, but also because Aramaic exerted strong influence on Hebrew from the late biblical period onward.

*Dead Sea Scrolls*

A selection of texts from the Dead Sea scrolls corpus is to be studied. The “new” texts from Qumran show that Hebrew existed in different dialects in the Second Temple period. They also illustrate how Hebrew evolved in the period after the latest books of the Bible. Particular attention will be paid to these linguistic aspects, but the value of the Scrolls for the history of interpretation will also be highlighted.

*Ugaritic*

In preparation for this paper, students will learn the grammar of Ugaritic and read a selection of Ugaritic texts in transliteration and in cuneiform. A variety of texts will be studied, including letters, contracts, economic records, ritual instructions, and mythology. The Ugaritic language sheds important light on our understanding of Classical Hebrew, and the ritual and mythic texts, such as the Baal cycle, provide essential background for understanding Canaanite religion and the Hebrew Bible.

*Any other paper approved by the Faculty Board.*

**Options will be subject to the availability of teaching each year.**

## Teaching Staff

- Prof. [Alison Salvesen](#), Mansfield College, Polonsky Fellow in Early Judaism and Christianity at the Hebrew Centre, teaches textual criticism and early versions of the Hebrew Bible
- Dr [John Sreenock](#) – Research Fellow in Hebrew Bible, teaches Dead Sea Scrolls, Esther, Psalms, Ugaritic Grammar and Texts
- Prof. [David G. K. Taylor](#), Wolfson College, Associate Professor of Aramaic and Syriac, teaches Aramaic texts

There are many scholars in Oxford with an interest in aspects of Classical Hebrew, and one of the best ways to meet them is by regular attendance at the fortnightly Old Testament seminar held on Monday afternoons in the Theology Faculty Centre. Others, such as the Old Testament teachers in the Theology Faculty and several college Fellows, may be involved in teaching of particular papers within their specialised fields of interest.

## Examinations and Assessments

Students will sit 2 written examinations on the core components of the course and 1 on each of their choices.

Please refer to the [conventions](#) for MSt and MSc examinations.

Submit any applications for approval of optional papers and for thesis subject/title approvals [here](#).

## Deadlines

Michaelmas Term	Week 8, Friday	Examination entry for optional papers
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## Canvas

Click [here](#) for the MSt Classical Hebrew Studies Canvas page.

## Examination Regulations

The Examination Regulations relating to this course are available at <https://www.admin.ox.ac.uk/examregs/2019-20/mosiclashebrstud/studentview/>. If there is a conflict between information in this handbook and the Examination Regulations then you should follow the Examination Regulations.

Return to [contents page](#).



## 21. MASTER OF PHILOSOPHY IN CLASSICAL INDIAN RELIGION

Course Director - Prof. [Diwakar Acharya](#)

### Introduction

bhadrām no āpi vātaya mānaḥ | (RV 10.20.1a)

Welcome to the MPhil course in Classical Indian Religion. We hope that your time in Oxford will be enjoyable and successful for you. This handbook gives an overview of the course; it is intended to supplement other documents that you will receive. The number of students on the course is small, and it is always possible to ask members of staff if you have questions.

The purpose of the course is fourfold: first, to provide an overview of classical Indian religions; second, to give students a solid foundation in Sanskrit; third, to allow students to focus on two religious traditions that they choose from among four options; and fourth, to carry out autonomous research and write a thesis on a topic of interest to them.

1. India has been home to many religious traditions. This course focuses on the study of those Indian religions that have a deep history and whose literature is primarily expressed in Sanskrit and the Middle Indic languages, especially Prakrit and Pali. That is what is meant by 'classical' in the name of the course. As currently taught the course introduces students to the academic study of the Śaiva, Vaiṣṇava, and Indian Buddhist traditions, as well as the mainstream tradition that derives from the Vedas.
2. The course offers two years of intensive instruction in Sanskrit, starting from the beginning. Aside from its value as a research tool in its own right, the study of Sanskrit is a commonly followed path into the study of the Middle Indic languages. Students who have arrived for the course in the past with a considerable background in Sanskrit in hand have been permitted to attend more advanced classes in Sanskrit from their first term, if they wish, or other language classes offered in our Faculty. There is no formal examination or accreditation for attending these classes; it would be done only for the sake of adding skills. Many students find that the study of Sanskrit is enough to occupy them. Nevertheless it is worth mentioning the riches on offer: subject to the availability of staff there are classes in Pali, Prakrit, Hindi-Urdu, Tibetan, Buddhist Chinese, and Old Iranian, Pahlavi, and Persian, as well as other languages that were used to compose literature in Indian religious traditions less commonly— including Syriac, Hebrew, and Arabic.
3. In the second part of the course students specialize in two of the four religious traditions listed above under purpose 1. This means that they read texts and scholarly studies, and write essays on questions assigned by the instructors.
4. It is possible to elect to write a thesis on a topic of interest, which is submitted for examination at the end of the course. In practice most students choose this option. For those interested in continuing beyond the master's degree, the thesis can serve as the first version of part of a doctoral thesis. More on the thesis below.

The central vision of the course is historical and comparative. The main tools it teaches are linguistic, analytical, and bibliographical. With a judicious balance of language training, prescribed texts, seminar work, tutorial teaching, and a thesis, the degree is intended to provide a solid grounding in Sanskrit, a broad introduction to the region, and a preparation for advancement to doctoral work in Indian studies. The degree can also be an end in itself, or serve as a preparation for non-academic careers.

### Preparation for Language Study

We have found that not every student, even those who have studied Sanskrit before, is familiar with the grammatical and linguistic terminology that is used to teach Sanskrit in Oxford. Sanskrit is still taught here with the “grammar and translation” method, which makes use of advances in the disciplines of historical linguistics and philology over the last two centuries. A knowledge of the terminology of these sciences of language is essential to learning Sanskrit as it is taught in Oxford, and proves especially useful in studying the earlier layers of Sanskrit literature, the Vedas.

In some ways this terminology matches that of the traditional Indian grammarians and philologists. Beginning with Franz Bopp in the early nineteenth century, modern linguistics was inspired by the expertise of the śāstrin custodians of Sanskrit-based intellectual traditions. The modern discipline adds a comparative dimension that is enhanced by its international scope. This enables additional understandings, and can sometimes clarify what the traditional analysis overlooks. Ideally a student will master both emic and etic approaches.

For students who have not encountered this terminology before, or the conception of language that lies behind it, mastering it while trying to learn Sanskrit presents an extra burden. Sanskrit has a many inflected forms - a lot of declensions of nouns and adjectives and a lot of conjugations of verbs. The first part of the course is taken up with memorizing them. To have the template into which to fit these inflections can help enormously; it can make the difference between struggling and progressing with confidence.

Thus we recommend that before arriving students review their lessons in grammar – in the grammar of English if no other language is at hand. It will be helpful to remember, for example, what it means that the subject and verb of a sentence agree in number and person; what it means that verbs also have tenses, moods, and voices, and that nouns and adjectives also have case and gender. It will be useful to remember what a participle, a gerund, a pronoun, and a subordinate clause are. And so on. Of course, some students will already be familiar with this terminology, but there is always more to learn. A useful online resource with which you can begin your review is the “Introduction to Traditional Grammar,” sections 1 and 2, available on the [WPWT website](http://www.wpwt.org.uk/) at Southampton University.

### Outline

The course is divided into two parts. The first lasts for two academic terms and ends with the Qualifying Examination. The second lasts for the remaining five terms and ends with the Final Examination.

### The First Part

In the first part of the course, you will make an intensive study of the essentials of the Sanskrit language. Classes meet three times a week, for a total of four and half hours. The tutors may schedule a fourth class for practice and review. You will have daily homework assignments to complete and will have to spend time memorizing aspects of Sanskrit grammar and vocabulary. The Sanskrit classes are also attended by BA students and students on other MPhil courses. The main textbook is Michael Coulson’s Sanskrit. Students also read selections from C.R. Lanman’s Sanskrit Reader supplemented by other materials, the first five chapters of the story of Nala from the Mahābhārata, the Bhagavad-Gītā, chapters 2, 4, 6, and 11, and portions of the Hitopadeśa.

At the same time you will attend a class on sources and resources in the study of classical Indian culture. This class meets once a week for two hours. Every week each student chooses an example from the genre of scholarly resource that is the topic for the week - dictionaries, manuscript catalogues, disciplinary bibliographies of secondary work, catalogues of inscriptions, and so on – and

makes a brief report to the class. There are visits to the Ashmolean museum and to the manuscripts room of the Bodleian library. You will also attend lectures and seminars, and write several tutorial essays related to general themes in Indian religion.

Preparation time for contact with your teachers will vary by student but may require as much as six hours for every contact hour. It is important that students not fall behind. If you maintain a stable schedule with adequate rest and a steady pace, things should go well.

During the first two terms students should be giving thought to their choice of traditions to study in the second part of the course. This is a decision that they should make by the middle of the second term. They should also begin to consider their possible thesis topic. They should consult with their supervisor in making both of these decisions. The title of the thesis will not need to be submitted for formal approval by the Faculty Board until the week before the Hilary Term in the second year of the course, but by then you should have completed your research and be well into writing a draft.

### Qualifying Examination

The Qualifying Examination is a written exam that takes place in a building called the Examination Schools after the end of the second term, in the middle of March. There are two papers, each lasting three hours. They usually take place on consecutive days. In the first you will demonstrate your ability to translate the texts in Sanskrit you read in class, without the aid of a dictionary. In the second you will be tested on your knowledge of Sanskrit grammar, by being asked to generate

Sanskrit inflectional forms, explain features of grammar, and translate passages of English into Sanskrit.

### The Second Part

After successfully passing this examination you will enter the second part of the course, which continues to the end of the second year. You will have regular classes in which you will read Sanskrit texts. For these classes you will prepare texts in advance and, along with your classmates, will read and translate them into English. Your classes will cover texts that belong to two Indian religious traditions, which you will have chosen from among four options: Śaiva, Vaiṣṇava, Buddhist, and the mainstream tradition that derives from the Vedas. A list of texts will be determined after consultation with the students in a given year. For the most recent lists, which are likely to be similar to what you will read, consult Appendix B.

You will also be given regular tutorials in these two traditions, for which you will read assigned secondary sources and prepare essays to discuss with your tutors. A list of recently assigned topics is provided in Appendix C. Yours may vary in some particulars. Students are ordinarily expected to write eight essays for each of their chosen traditions, over the course of three terms. Essay questions and the associated reading lists will be distributed to you well in advance of the due date. As a way to spread out the workload, it is advisable to do the assigned readings for the first essays due each term over the break that precedes that term. Your tutors will only read essays and discuss assignments during term time, however.

There are also regularly offered lectures and seminars. All students are encouraged to attend lectures both in the Faculty and elsewhere in the university, as their work permits and their interests dictate.

### Thesis

You should begin to think about your thesis topic early in the first year of the course. The thesis should be on some topic related to classical Indian religions. The thesis should be based on extensive

research in secondary sources and include a full scholarly apparatus of references and bibliography. Students are encouraged to use sources in Sanskrit where possible. As mentioned above, thesis titles will need to be approved by the Faculty Board in your second year. The application form can be found here. Some students arrive with a topic in mind. For others, ideas for a topic arise out of the readings and classes. Ideally you will do the majority of the research for the thesis, which has a maximum length of 20,000 words, in the summer between your first and second years, and this means assembling the rough outline of the bibliography by the end of the third term of the first year. Students should expect to spend the Easter Vacation of the second year finishing their theses, which must be submitted by the Thursday of the second week of the Trinity Term, the last term in their second year. They may ask their supervisor to read one draft of the thesis, but this draft should be in the supervisor's hands by the end of the Hilary Term of their second year.

### Final Examination

The Final Examination takes place after the end of the Trinity Term of the second year of the course, in mid June, in the Examination Schools. If you submit a thesis, there are three papers. One is a three-hour written paper based on the textual component of the course. This paper has two halves, one for translation of portions of texts that you have read during the course, and the other for translation from comparable sources in Sanskrit that you have not read before in a class.

These are followed, usually on consecutive days, by two three-hour written papers on the history of classical Indian religion, with the subject matter divided between the two papers more or less chronologically. In each of these papers you will write essays in response to four questions selected from a list of about fifteen, posed on topics covered by your readings and tutorials. Both of your choices of religious traditions will be represented in the questions for these papers.

One can opt to sit for a fourth paper in lieu of writing a thesis. In practice few students have ever done this. If you wish to do so, consult with your supervisor.

The MPhil is intensive. Students should treat the university vacations as integral parts of their work time and take limited holidays. Language study will be time-consuming. Terms are short and essay assignments come quickly.

At different times, you will have to submit documents (e.g., an exam entry form or a thesis title) to the Faculty after consultation with your supervisor. They may be submitted by email; if this is done (often by the supervisor with a copy to the student), it is essential that the student keeps a record.

The Oxford approach is to offer teaching for examination preparation but the expectation is that students are apprentice scholars and should go beyond what is being taught to pursue a research topic of their own choosing. This may mean attending lectures on offer in other Faculties or finding researchers outside their immediate orbit who can advise them on methods, approaches, and ideas. Oxford students are given great freedom to pursue their interests and talents. The M.Phil. degree, with its interdisciplinary and comparative approaches, should appeal to students who seek to develop an intimate knowledge of the region for academic purposes or as preparation for careers in museology, libraries, journalism, diplomacy, but also international banking, business, law, government service, secondary education, or non-governmental organisations.

### Teaching Staff

- Prof. [Diwakar Acharya](#), All Souls, Spalding Professor of Eastern Religions and Ethics.
- Prof. [Chris Minkowski](#), Balliol, Boden Professor of Sanskrit.

- Dr [John Lowe](#), Associate Professor of Sanskrit, teaches Elementary Sanskrit, Ancient Indian linguistics, Sanskrit language and texts, Vedic Sanskrit, Avestan language and texts, Prakrit language and texts.

### Examinations and Assessments

At the end of Hilary of Year 1, students will sit 2 written examinations on Sanskrit. Students must pass both examinations to continue on the course.

Please refer to the [conventions](#) for MPhil Qualifying examinations.

In Trinity Term of Year 2, students will sit 3 or 4 written papers, depending on whether they submit a thesis or not. In practice, most students submit a thesis and sit 3 papers. 1 paper will be on Sanskrit, and the other 2 on Classical Indian religion, including students' chosen traditions.

Please refer to the [conventions](#) for MPhil Final examinations.

Submit any applications for approval of optional papers and for thesis subject/title approvals [here](#).

### Deadlines

Year 2	Michaelmas Term	Week 2, Friday	Examination entry for optional papers (Final)
Year 2	Hilary Term	Week 0, Monday	Approval of thesis subject/thesis title
Year 2	Trinity Term	Week 2, Thursday, 12 noon	Thesis submission

### Canvas

Click [here](#) for the MPhil Classical Indian Religion Canvas page.

### Examination Regulations

The Examination Regulations relating to this course are available at <http://www.admin.ox.ac.uk/examregs/2019-20/mopinoriestud/studentview/>. If there is a conflict between information in this handbook and the Examination Regulations then you should follow the Examination Regulations.

### Appendix A

List of suggested studies to read before arriving in Oxford. We recommend starting with the starred items.

#### Hinduism

John Brockington, *The Sacred Thread: Hinduism in its Continuity and Diversity* (Edinburgh, 1996).

Gavin Flood, ed. *The Blackwell Companion to Hinduism*. (Oxford, 2003).

\*Christopher Fuller, *The Camphor Flame: Popular Hinduism and Society in India* (2d ed., Princeton, 2004)

Axel Michaels, *Hinduism: Past and Present* (tr. Barbara Harshav). (Princeton, 2004)

#### Buddhism

\*Walpola Rahula, *What the Buddha Taught* (2d ed., Grove/Atlantic, 2007)

Paul Williams (with Anthony Tribe), *Buddhist Thought: A Complete Introduction to the Indian Tradition* (Routledge, 2000)

Śaivism

\*Richard Davis, *Rituals in an Oscillating Universe: Worshipping Śiva in Medieval India* (Princeton, 1991).

Vaiṣṇavism

Ramkrishna Gopal Bhandarkar, *Vaiṣṇavism, Śaivism and other minor religious systems* (Poona, 1913). [Old but still useful]

\*Gérard Colas, 'History of Vaiṣṇava Traditions: An Esquisse,' in ed. Gavin Flood *The Blackwell Companion to Hinduism*. (Oxford, 2003). (see above), pp. 229-270.

Gérard Colas, 'Vaikhāṇasa' and 'Vaiṣṇava Saṃhitās' Brill's *Encyclopedia of Hinduism*. Knut A. Jacobsen (ed.), (Leiden, 2009).

Jainism

\*Paul Dundas, *The Jains*. (London, 1992).

Indian History

Hermann Kulke and Dietmar Rothermund, *A History of India* (Routledge, 2016).

Romila Thapar, *Early India: from the origins to AD 1300* (London, 2002).

\*Thomas Trautmann, *India: Brief History of a Civilization* (OUP New York, 2011)

Thomas Trautmann, *Elephants and Kings: an Environmental History* (University of Chicago, 2017).

Appendix B - Readings:

The following lists enumerate the Sanskrit texts that have been read for each of the traditions in recent years for the MPhil in Classical Indian Religion. Not every year has read all of these texts, and they can be varied according to student interest.

Brahmanism

Bṛhadāraṇyaka Upaniṣad II & III.1-5

Manusmṛti, II

Śābarabhāṣya on Mīmāṃsāsūtras I.1.1-4

Śaṃkara's Brahmasūtrabhāṣya, III.2.22-30 (Prakṛtādvaitvādhikaraṇa) and

Bṛhadāraṇyakopaniṣadbhāṣya II.3

Śaivism

Pāsupatasūtra with Kauṇḍinya's commentary: the entire text of the Sūtrapāṭha, and Kauṇḍinya's Bhāṣya on I.1-9

Kirātāgama, Vidyāpāda, paṭalas 1-6

Sadyojyotiḥ, Tattvatrayanirṇaya, Kārikās 1-5, with the vivṛti of Bhaṭṭa Rāmakaṇṭha

Tantrasāra, āhnika 13, KSTS edition, pp. 133-155

Īśvarapratyabhijñākārikā, Jñānādhikāra (Chapter 1)

Vijñānabhairava Tantra verses 1-100

Vaiṣṇavism

Nārāyaṇīya from the Mahābhārata, first five chapters. XII.321-25

Rāsapañcādhyāyī of the Bhāgavata Purāṇa, X.29-33

Sātvatasamhitā w/ commentary of Alāśiṅga, Samayaividhi Chapter 21

Mahānārāyaṇa Upaniṣad, I-II (vss. 1-70) V-VI (vss. 164-269)

Rāmānuja, Śrībhāṣya on Brahmasūtra I.1.1, the small pūrvapakṣa and the small siddhānta

### Buddhism

Vasubandhu, Abhidharmakośabhāṣya pp. 8035-8056;12184-12342

Candrakīrti, Prasannapadā on Mulamādhymakakārikā 17. 2-10 Bodhicaryāvatāra Chapter 2&3

Buddhacarita Cantos 7, 9, & 12

Sādhnamālā 251

Hevajrasekaprakriyā

### Appendix C – Essay topics

Students in recent years have written assigned essays on as many as eight of the topics within each of their chosen traditions. Here are some of the topics assigned.

### Vaiṣṇavism

1. Ṛgvedic Viṣṇu and his three strides
2. Nārāyaṇa, Vedic Viṣṇu, and Prajāpati
3. Material culture and the worship of Vāsudeva, Kṛṣṇa, and Bhagavān
4. Pradūrbhāva, Vyūha, and Avatāra
5. The language of the Bhāgavatapurāṇa
6. The narration of the Rāsapañcādhyāyī
7. Virahabhakti, the feeling of separation
8. The conduct of Pañcarātra initiates
9. Yāmuna and Śrīvaiṣṇavism
10. Rāmānuja and prapatti or the modes of surrender
11. Rāmānuja, Yāmuna, and making Vaiṣṇavism a form of Vedānta.

### Brahmanism

1. Canonical Vedic Literature, its constitution and historical context
2. The embodied Self in the Upaniṣads
3. Brahman and Vedic speech
4. The sources and origins of dharma
5. Vedic hermeneutics: śruti and smṛti
6. The paths of gnosis and action
7. The teaching style of the Upaniṣads
8. Vedic and post-Vedic modes of worship
9. Life and works of Ācārya Śaṅkara
10. Bondage and liberation in Vedānta
11. Religious pluralism in ancient India

### Śaivism

1. Vedic Rudra and Tantric / Purāṇic Śiva
2. The evolution of initiatory Śaivism: Atimārga, Mantramārga, and Lay Śaivism
3. Worldviews and soteriological views of the Tantric Śaivas
4. Initiation in Tantric Śaivism, its procedure, purpose, and types
5. The principles / realities of Tantric Śaivism
6. The internal and external modes of Tantric worship
7. Tantric Yoga with six ancillaries
8. The philosophy of self-recognition

9. Śaiva-Buddhist interactions
10. Tantric Śaivism and Haṭhayoga
11. The Tantric concept of body

#### Buddhism

1. Buddhist Sanskrit and the shift to Śāstric Sanskrit
2. Poetic way of teaching Buddhism: the Buddhacarita and Saundarananda
3. The Yogācāra denial of the world
4. The Mahāyāna ideal of the Bodhisattva
5. Mahāyāna Ethics & Tantric Antinomianism
6. Parallels and differences between Śaiva and Buddhist Tantra
7. The doctrine of dependent origination and karman
8. The changing notion of emptiness in Buddhism
9. Nāgārjuna and the development of Buddhist doctrines
10. The concept of twofold truth
11. The role and presence of Women in Buddhism

Return to [contents page](#).



## 22. MASTER OF PHILOSOPHY IN CUNEIFORM STUDIES

Course Director - Prof. [Jacob L. Dahl](#)

### Introduction

This course provides a satisfying and advanced study of the languages, culture, and history of ancient Mesopotamia. While it can function as self-contained in its own right, it is also intended to take students to the point where they can consider embarking on doctoral research.

As indicated by the title of the course, the academic focus is on studying the two principal languages of ancient Mesopotamia and the surrounding regions: Akkadian and Sumerian. Considerable emphasis is also placed on knowledge of the literature, cultural and political history, and archaeology of this area. Detailed familiarity with primary sources, studied in the original languages and scripts, lies at the heart of all stages of the course. A major objective is for students to engage with a range of historiographical and literary-critical methods used to understand these sources.

The technical objectives of the course are that the student should acquire a reliable knowledge of both Sumerian and Akkadian grammar, vocabulary, and cuneiform script and that they should develop their ability to tackle unedited published cuneiform texts in both languages. The student should become familiar with various dialects of Sumerian and Akkadian and learn how to work independently with other dialects. He or she should acquire a good knowledge of the secondary literature, including the various aids to study (dictionaries, sign lists, bibliographical indices, etc.), and how to use them effectively. Some training in handling, reading, and copying original cuneiform tablets will also be available.

A reading knowledge of French and German is required for the MPhil in Cuneiform Studies. Much of the secondary literature on the subject is written in these languages and a reading knowledge is essential for the standard of work expected at graduate level. A 'reading knowledge' means the ability to read in the language with the aid of a dictionary. The Oxford University Language Centre [offers courses](#) and self-study options that may be helpful during the first year of the course, including the summer vacation.

### History

The ancient written cultures of Mesopotamia are preserved in cuneiform script, which first emerged about 3350 BC and died out in the first century AD. Assyriology began at Oxford with the appointment of Archibald Henry Sayce as Professor of Assyriology in 1891. Subsequent post holders with the title of Professor have been Stephen Langdon, Oliver Gurney, and Marc Van De Mieroop. Other post-holders in the field have included Reginald Campbell Thompson as Reader, and C. J. Ball and Peter Hulin as Lecturers. Two key posts were established in 1987, a University Lectureship in Akkadian, filled by Jeremy Black (1987-2004), and a Shillito Fellowship in Assyriology, filled by Stephanie Dalley (1987-2007). Frances Reynolds was appointed as Shillito Fellow in Assyriology in 2006, after holding a Departmental Lectureship. Jacob L. Dahl took up the Associate Professorship in Assyriology in October 2008, and he was subsequently made full professor in 2017.

### Outline

From the beginning of the course, students should expect to be engaged in academic work for a minimum of thirty-five hours a week during Full Term and to need to do a considerable amount of work during the vacations. The course is taught through a mixture of classes, lectures, and seminars,

with some tutorials. Tutorials normally consist of a one-to-one discussion with a tutor based on a written work produced by the student.

The syllabus is flexible and designed to meet the needs and interests both of those new to the field and of those who have studied cuneiform at undergraduate level. Language classes in Akkadian or in Akkadian and Sumerian are usually held between four and six hours per week, accompanied by about four hours of lectures and seminars on historical and cultural topics. However, the teaching structure varies depending on the syllabus followed. All students take 5 papers and also submit a thesis:

1. Prepared translations of Sumerian texts and related essay questions (1 paper)
2. Prepared translations of Akkadian texts and related essay questions (1 paper)  
*The list of set texts in the Sumerian and Akkadian languages may change annually to accommodate the student's previous work in cuneiform studies and academic priorities. The texts will include a number of the set texts also read by undergraduate students.*
3. Unprepared translations of Akkadian (1 paper)
4. History and civilization in ancient Mesopotamia (1 paper)  
*Students must demonstrate knowledge of the outlines of major aspects of Mesopotamian history, including political, social, economic, and cultural developments. They will be required to submit two essays, which display knowledge of more than just a narrow range of the topic.*
5. The Cuneiform world in context and Ancient Near Eastern Inscribed Artefacts:  
 (a) Cuneiform world in context (one half paper)  
*Students must be able to integrate the study of the cuneiform world into the wider context of the Near East. A specialisation within one of three approaches may be pursued:*
  - *The cuneiform world and the ancient Near East, i.e., the Hittite, Egyptian, or Biblical worlds.*
  - *The cuneiform world and the ancient Mediterranean, i.e., Graeco-Roman antiquity.*
  - *The cuneiform world and the later Near East, i.e., late antique and medieval periods**Not all options may be available every year. Students must specify which of these approaches they are going to pursue in Trinity Term of Year 1 so that the necessary teaching can be arranged.*
- (b) Ancient Near Eastern Inscribed Artefacts (one half paper)

In order to fulfil the requirements of their chosen specialisation, students may be required to attend lectures in other programmes at the University of Oxford or elsewhere.

**Options will be subject to the availability of teaching each year.**

### Teaching of the Course

Unless Akkadian has already been studied at an appropriate undergraduate level, all students take intensive introductory classes in Akkadian grammar and cuneiform script in the first term of the first year for four hours each week and are usually taught together with undergraduates. These classes are followed in the first year by introductory set text classes, reading selected Laws of Hammurabi, the Descent of Ishtar to the Netherworld, Assyrian royal Annals, and the Flood Story in the Epic of Gilgamesh. The more advanced Akkadian set texts are mainly read in classes during the rest of the course, in the first and second years for those with appropriate Akkadian experience at undergraduate level and in the second year for all other students. The choice of texts varies but options have included the Babylonian Epic of Creation Tablets I and IV, letters from Mari, Neo-Assyrian and Neo-Babylonian royal inscriptions, Neo-Babylonian documents, and the Prologue and

Epilogue of the Laws of Hammurapi. In the second and third terms of the second year students take Akkadian unseen classes to develop their skills in unprepared translation.

Unless Sumerian has already been studied at an appropriate undergraduate level, all students take intensive classes in Sumerian grammar and introductory set texts usually in the third term of the first year. More advanced Sumerian set texts are mainly read in classes during the rest of the course, in the first and second years for those with appropriate Sumerian experience at undergraduate level and in the second year for all other students. The choice of texts varies but options have included inscriptions of Gudea, legal texts, and Sumerian literature.

All text-reading classes require extensive preparation in advance by the student, using the set editions and other study aids, such as dictionaries and sign lists, copies of which are held by the library. In general, the amount of class work and preparation is considerable and students should expect to be working intensively throughout the two-year course.

The syllabus includes lectures and seminars throughout the course on a wide range of cultural, literary, and historical subjects. These include a broad survey course on Mesopotamian history and culture in the first year for those new to the field. In Michaelmas and Hilary Terms classes are held in the Ashmolean Museum and, while not a syllabus requirement, students are particularly encouraged to attend these in their first or second year, because they provide an opportunity to work with original artefacts, including cuneiform tablets. Students are also encouraged to attend lectures in related subjects, e.g. Egyptology and archaeology, although this must be commensurate with their workload. Each term seminars are arranged in Ancient Near Eastern Studies and Egyptology, when local and visiting speakers present papers for discussion. These are usually followed by tea and informal discussion in the Oriental Institute Common Room.

For Paper 5a on the Cuneiform World in Context students choose an option from one of the following three approaches: either the Hittite, Egyptian, or Biblical worlds; or Graeco-Roman antiquity; or the Near East in the late antique and Medieval periods. Not all options may be available every year. Students must specify which of these approaches they are going to pursue not later than the end of the third term of the first year, so that the necessary teaching can be arranged.

Work on the thesis should have begun by the summer term of the first year and a considerable amount of work should be undertaken during the Long Vacation between the first and second years. Completing the bulk of the work on the thesis during this vacation is strongly recommended to reduce the workload in the second, final, year.

### Thesis

The thesis must be presented in a lucid and scholarly manner, and need not be original research. Your supervisor provides assistance, primarily in choosing a topic for the thesis and with bibliography, but essentially the thesis is expected to be the student's own independent work. Students will be expected to begin work on their theses by Trinity Term of Year 1 and a considerable amount of work should be undertaken during the Long Vacation between years. Completing the bulk of the work on the thesis during this vacation is strongly recommended to reduce the workload in Year 2. All theses must include a substantial cuneiform-related element.

### Teaching Staff

- Dr Moudhy Al-Rashid, Junior Research Fellow, Wolfson College
- Dr [Paul Collins](#), Curator for the Ancient Near East, Ashmolean Museum, Wolfson College
- Prof. [Jacob Dahl](#), Professor of Assyriology; Fellow of Wolfson College

- Dr [Stephanie Dalley](#), Member of the Faculty of Oriental Studies, Assyriology
- Dr [Linda Hulin](#), Research Assistant, Oxford centre for Maritime Archaeology, Wolfson College
- Dr Marie-Christine Ludwig, Associate sub-faculty member, Assyriology
- Dr [Christopher Metcalf](#), Associate Professor in Classical Languages and Literature, Fellow of The Queen's College
- Dr [Frances Reynolds](#), Shillito Fellow in Assyriology, Fellow of St Benet's Hall
- Dr [Elizabeth Tucker](#), Jill Hart Research Fellow in Indo-Iranian Philology, Wolfson College

The Professor of Assyriology and the Shillito Fellow in Assyriology provide most of the teaching for the MPhil in Cuneiform Studies.

### Examinations and Assessments

Students will sit 2 written examinations on Akkadian language in Trinity Term of Year 1. They must pass these papers in order to progress onto Year 2 of the course.

Please refer to the [conventions](#) for MPhil Qualifying examinations.

Students will submit two take-home papers in Michaelmas and Hilary Terms of Year 2. Students will also sit 4 written examinations in Trinity Term of Year 2 and submit a thesis.

Please refer to the [conventions](#) for MPhil Final examinations.

Submit any applications for approval of optional papers and for thesis subject/title approvals [here](#).

### Deadlines

Year 1	Trinity Term	End of term	Optional paper selection due
Year 2	Michaelmas Term	Week 2, Friday	Examination entry for optional papers (Final)
Year 2	Michaelmas Term	Week 8, Thursday, 12 noon	Take-home paper/essay 1 topic released
Year 2	Michaelmas Term	Week 9, Thursday, 12 noon	Take-home paper/essay 1 submission
Year 2	Hilary Term	Week 0, Monday	Approval of thesis subject/thesis title
Year 2	Hilary Term	Week 8, Thursday, 12 noon	Take-home paper/essay 2 topic released
Year 2	Hilary Term	Week 9, Thursday, 12 noon	Take-home paper/essay 2 submission
Year 2	Trinity Term	Week 2, Thursday, 12 noon	Thesis submission

### Canvas

Click [here](#) for the MPhil Cuneiform Studies Canvas page.

### Examination Regulations

The Examination Regulations relating to this course are available at <http://www.admin.ox.ac.uk/examregs/2019-20/mopinoriestud/studentview/>. If there is a conflict between information in this handbook and the Examination Regulations then you should follow the Examination Regulations.

## Mesopotamian and Ancient Near Eastern Resources in Oxford

### The Sackler Library

The Sackler Library has excellent library resources for Mesopotamia and the Ancient Near East, including language, literature, history, and archaeology. The areas covered include Akkadian, Sumerian, Hittite, Elamite, Old Persian, Hurrian, and Ugaritic. The Sackler Library has a wide scope and integrates collections for the entire ancient Near East, including Egypt, and the ancient Mediterranean.

### Ashmolean Museum

The Ashmolean Museum reopened in November 2009 after a major redevelopment. The Museum has an extensive and notable collection of Ancient Near Eastern and Egyptological antiquities, including the most important collection of cuneiform tablets in the U.K. after the British Museum. Students are encouraged to familiarise themselves with the collections and to learn how to read and copy from original clay tablets. The wide range of other Mesopotamian artefacts in the Museum includes finds from excavations at Kish, currently being studied by the Kish Project at the Field Museum, Chicago.

Projects either based or with teams at the University of Oxford include:

- [The Cuneiform Digital Library Initiative](#) (CDLI)  
A joint project of the University of California at Los Angeles, the University of Pennsylvania, The Max Planck Institute for the History of Science at Berlin, and the University of Oxford. The CDLI represents the efforts of an international group of Assyriologists, museum curators and historians of science to make available through the internet the form and content of cuneiform tablets dating from the beginning of writing, ca. 3350 BC, until the end of the pre-Christian era. We estimate the number of these documents currently kept in public and private collections to exceed 500,000 exemplars, of which now nearly 350,000 have been catalogued in electronic form by the CDLI.  
The Oxford research group of the CDLI has initiated the full capture of the Louvre cuneiform collections in collaboration with staff at the Louvre Museum. Staff employs a combination of conventional and advanced technologies to ensure the complete, high quality capture of these collections.
- [The Electronic Text Corpus of Sumerian Literature](#) (ETCSL)  
A project of the University of Oxford, comprises a selection of nearly 400 literary compositions recorded on sources which come from ancient Mesopotamia (modern Iraq) and date to the late third and early second millennia BCE. The corpus contains Sumerian texts in transliteration, English prose translations and bibliographical information for each composition. The transliterations and the translations can be searched, browsed and read online using the tools of the website. We are currently working on the integration of the ETCSL and the CDLI.

The Oxford University Press has a strong tradition of publishing books on the ancient Near East written by scholars associated with the University. Most recent titles include:

- S.Y. Chen, *The Primeval Flood Catastrophe: Origins and Early Developments in Sumerian and Babylonian Traditions*, 2013.
- J.A. Black et al., *The Literature of Ancient Sumer* (2004)
- T. Bryce, *The kingdom of the Hittites* (1998, rev. ed. 2005)
- S.M. Dalley, *Esther's Revenge at Susa: From Sennacherib to Ahasuerus* (2007)

- S.M. Dalley, *Old Babylonian Texts in the Ashmolean Museum Mainly from Larsa, Sippar, Kish and Lagaba* (2005)
- S.M. Dalley, *Myths from Mesopotamia* (1998, rev. ed. 2000)
- S.M. Dalley, *The Mystery of the Hanging Garden of Babylon* (2013)
- A.R. George, *The Babylonian Gilgamesh Epic* (2003)
- D. Wengrow, *What makes civilisation?: the ancient near East and the future of the West* (2010)
- C. Metcalf, *The Gods Rich in Praise: Early Greek and Mesopotamian Religious Poetry*. (2015).

The Oxford University Press has recently relaunched the series *Oxford Editions of Cuneiform Texts*, under the editorship of Prof. J. L. Dahl and Prof Heather Baker (Toronto).

[Return to contents page.](#)

## 23. MASTER OF PHILOSOPHY IN ISLAMIC ART AND ARCHAEOLOGY

Course Director – Prof. [Alain George](#)

### Introduction

This is a two-year course combining instruction in a language and in the history of Islamic art, architecture and archaeology with research. The M.Phil. is designed for students with little or no background in Islamic art and archaeology who wish also to learn Arabic, Persian or Ottoman Turkish. It is suitable either as a stand-alone course or as the first two years of doctoral research.

### Outline

Students will study either Arabic, Persian, or Ottoman Turkish throughout the course.

Students will prepare a portfolio for submission based on the following practical classes:

#### *Michaelmas Term*

Architecture I (Zeynep Yürekli-Görkay)

Architecture II (Zeynep Yürekli-Görkay)

Ceramics (Umberto Bongianino)

Presentation skills (Dan Burt & Umberto Bongianino)

#### *Hilary Term*

Epigraphic Metalwork (Umberto Bongianino)

Coins (Luke Treadwell)

Manuscripts I (Alain George and/or Umberto Bongianino)

Manuscripts II (Alain George and/or Umberto Bongianino)

**Options will be subject to the availability of teaching each year.**

### Year 1

In Michaelmas Term, students will attend Introduction to Islamic Art and Archaeology (I) lectures and complete 3 short essays and their tutorials, language classes, and 4 practical classes. The practical classes will be held in 1<sup>st</sup>, 3<sup>rd</sup>, 5<sup>th</sup>, and 7<sup>th</sup> Week. They will also attend specialist lectures, seminars, and handling sessions as agreed with their supervisor. Students will complete their portfolio assignments for this term during the Christmas Vacation.

In Hilary Term, students will attend Introduction to Islamic Art and Archaeology (II) lectures and complete 3 short essays and their tutorials, language and text classes, and 4 practical classes. The practical classes will be held in 1<sup>st</sup>, 3<sup>rd</sup>, 5<sup>th</sup>, and 7<sup>th</sup> Week. They will also attend specialist lectures, seminars, and handling sessions as agreed with their supervisor. Students will complete their portfolio assignments for this term during the Easter Vacation. Students will also decide on their thesis topic in consultation with their supervisor.

In Trinity Term, students will attend Introduction to Islamic Art and Archaeology (III) lectures and complete 2 short essays and their tutorials, language and text classes, 2 tutorials relating to their thesis, and specialist lectures, seminars, and handling sessions as agreed with their supervisor.

Students are expected to conduct research for their thesis, including fieldwork, and attend a language course abroad if necessary during the Long Vacation.

## Year 2

In Michaelmas Term, students will attend language and text classes, 2 tutorials on their extended essay, up to 2 tutorials on their thesis, and Approaches to Islamic Art and Archaeology (I) lectures and complete 4 short essays and tutorials. They will also attend specialist lectures, seminars, and handling sessions as agreed with their supervisor. Students will write the first draft of their extended essay and at least 1 chapter of their thesis during the Christmas Vacation.

Students must submit their application for approval of the extended essay topic by Monday of Week 2 of Michaelmas Term.

Students must submit their application for approval of the thesis title by Monday of 0<sup>th</sup> Week of Hilary Term.

In Hilary Term, students will attend language and text classes, 2 tutorials on their extended essay, up to 2 tutorials on their thesis, and Approaches to Islamic Art and Archaeology (II) lectures and complete 4 short essays and tutorials. They will also attend specialist lectures, seminars, and handling sessions as agreed with their supervisor. Students will complete their extended essay and the first draft of their thesis during the Easter Vacation.

In Trinity Term, students will attend language and text revision and up to 3 thesis tutorials. They will also attend specialist lectures, seminars, and handling sessions as agreed with their supervisor. Students will submit their extended essay by Monday of 1<sup>st</sup> Week. Students will complete the final version of their thesis and submit it by noon on Thursday of 6<sup>th</sup> Week.

## Teaching Staff

- Dr [Umberto Bongianino](#) – Wolfson College, Departmental Lecturer in Islamic Art and Architecture.
- Prof. [Alain George](#) – Wolfson College, I.M. Pei Professor of Islamic Art and Architecture
- Dr [Luke Treadwell](#) – St Cross College, Samir Shamma Lecturer in Islamic Numismatics
- Dr [Zeynep Yürekli-Görkay](#) – Wolfson College, Associate Professor of Islamic Art and Architecture

## Examinations and Assessments

In Trinity Term of Year 1, students will sit 2 written examinations, including 1 on language, for the Qualifying examination. Students will also submit their portfolio of practical work for assessment as part of the Final examination. It will be assessed in Year 2.

Please refer to the [conventions](#) for the MPhil Qualifying examinations,

In Trinity Term of Year 2, students will sit 4 written papers, including 2 on language, for the Final examination.

Students must also submit their thesis.

Please refer to the [conventions](#) for the MPhil Final examinations.



Submit any applications for approval of optional papers and for thesis subject/title approvals [here](#).

### Deadlines

Year 1	Michaelmas Term	Week 8, Friday	Examination entry for optional papers (Qualifying)
Year 1	Trinity Term	Week 4, Friday, 12 noon	Portfolio submission
Year 2	Michaelmas Term	Week 2, Monday	Approval of extended essay topic
Year 2	Michaelmas Term	Week 2, Friday	Examination entry for optional papers (Final)
Year 2	Hilary Term	Week 0, Monday	Approval of thesis subject/thesis title
Year 2	Trinity Term	Week 1, Monday, 12 noon	Extended essay submission
Year 2	Trinity Term	Week 6, Thursday, 12 noon	Thesis submission

### Canvas

Click [here](#) for the MPhil Islamic Art & Archaeology Canvas page.

### Examination Regulations

The Examination Regulations relating to this course are available at <http://www.admin.ox.ac.uk/examregs/2019-20/mopinoriestud/studentview/>. If there is a conflict between information in this handbook and the Examination Regulations then you should follow the Examination Regulations

Return to [contents page](#).

## 24. MASTER OF PHILOSOPHY IN ISLAMIC STUDIES AND HISTORY

Course Directors - Prof. [Nicolai Sinai](#) (Michaelmas & Hilary) and Prof. [Christopher Melchert](#) (Trinity)

### Introduction

The course is intended primarily for students who desire an intensive introduction to Islamic history and thought in the pre-modern and early modern periods. It presumes no background in Islamic history or languages. The course focuses on the political, social, and intellectual history of the central Islamic lands (Egypt, the Fertile Crescent, the Arabian Peninsula, Iran, Central Asia, and Anatolia) up until ca. 1800. It differs from analogous M.Phil. courses at other universities in the significance it places on language instruction in classical Arabic, Persian, Turkish, and the study of primary sources. Students already capable of carrying out research in one of these languages (to be assessed at the start of the first year) will be strongly encouraged to take up a second. Instruction and supervision are carried out by several members of the Faculty's teaching staff. Each student is assigned a supervisor who is responsible for offering academic guidance throughout the course. Formally, this is the course organiser, but students are encouraged to solicit input from other faculty members, as well. D.Phil. students in Oxford normally start immediately with their research project. Applicants are therefore rarely admitted directly to a D.Phil. course. This M.Phil. course in Islamic Studies and History is an excellent preparation for subsequent doctoral study.

### Outline

Students will study either Arabic, Persian, or Ottoman Turkish throughout the course. Students already capable of carrying out research in one of these languages will be strongly encouraged to take up a second. This competence will be examined at the start of Year 1.

### Year 1

Year 1 is devoted to intensive language instruction throughout the year (at least 6 hours per week), a twelve-week seminar in Islamic History, and a subsequent twelve-week seminar in Islamic Studies. Students are also encouraged to attend the companion lectures to these seminars, which are given in conjunction with the third-year undergraduates (note that due to the mixed audience, there may be some divergence between the topics covered in the seminars and in the lectures).

### Schedule

Michaelmas Term	Hilary Term	Trinity Term
Language instruction Islamic History seminar Islamic History lectures	Language instruction <i>Weeks 1-4</i> Islamic History seminar Islamic History lectures <i>Weeks 5-8</i> Islamic Studies lectures Islamic Studies seminars	Language instruction Islamic Studies seminar Islamic Studies lectures

By Trinity Term students will be reading text students will have begun to read original texts in their chosen primary language. Students will take a 12-week lecture and seminar series in Islamic History in Michaelmas Term and the first half of Hilary Term, and then a 12-week lecture and seminar series in Islamic Studies in the second half of Hilary Term and Trinity Term.

**Year 2**<sup>[EK3]</sup>

Students will continue to read texts in their chosen language. Students may choose two optional papers from the list below. Note that not all options will be offered every year, and that students should consult with potential instructors at the end of Year 1 to determine availability. All candidates must obtain the approval of the Faculty of Oriental Studies for the papers they wish to take. Students will prepare for 2 options out of the following list, depending on teaching availability:

1. Arabic Literature in any period before 1500 (\*assessed by written examination)  
*Prof. Julia Bray*
2. Arabic or Persian or Ottoman Palaeography
3. Conversion to Islam in the Middle Ages  
*Dr Christian Sahner*
4. Hadith  
*Prof. Christopher Melchert*
5. Introduction to Islamic Art and Archaeology (*from MPhil Islamic Art & Archaeology*)
6. Islamic Law  
*Prof. Christopher Melchert*
7. Ottoman History  
*Dr Aslı Niyazioğlu*
8. Persian Literature in any period before 1500 (\*assessed by written examination)
9. *Dr Dominic Brookshaw* Philosophy and Theology in the Islamic World  
*Prof. Nicolai Sinai and/or Dr Laura Hassan*
10. Problems in Early Islamic History (offered in Hilary Term)  
*Dr Christian Sahner*
11. Qur'an  
*Prof. Nicolai Sinai*
12. Safavid history (tbc)
13. Sufism  
*Prof. Christopher Melchert*
14. Turkish Literature in the early modern period (\*assessed by written examination)  
*Dr Laurent Mignon*

*Another subject approved by the Board of the Faculty of Oriental Studies*

**Options will be subject to the availability of teaching each year.**

<u>Schedule</u> Michaelmas Term	Hilary Term	Trinity Term
Language instruction Optional paper 1	Language instruction Optional paper 2	Language instruction Conclusion of thesis Revision for examinations

Students will study 1 option in Michaelmas Term and 1 option in Hilary Term. Students must apply for approval by Monday of 2<sup>nd</sup> Week of Michaelmas Term. Students may apply to study options from the M.Phil. Islamic Art & Archaeology (queries can be directed to the KRC Administrator, [Gillian Cane](#)).

Students may also propose options not listed in this handbook, pending the availability of an instructor and the approval of the Faculty Board. Students wishing to explore such alternatives are

strongly encouraged to speak to the course organiser and potential instructors near the end of Year 1, as such options may require additional planning.

Students are strongly encouraged to take part in seminars, lectures, and other intellectual activities outside their formal studies.

### Teaching Staff

- Prof. [Julia Bray](#) – St John’s College, The Abdulaziz Saud AlBabtain Laudian Professor of Arabic
- Dr [Dominic Brookshaw](#) – Wadham College, Associate Professor of Persian Literature; Senior Research Fellow in Persian at Wadham College
- Dr [Laura Hassan](#) – Associate Faculty Member
- Prof. [Christopher Melchert](#) – Pembroke College, Professor of Arabic and Islamic Studies
- Dr [Laurent Mignon](#) – St Antony’s College, Associate Professor of Turkish
- Dr [Aslı Niyazioğlu](#) – Exeter College, Associate Professor in Ottoman History
- Dr [Christopher Sahner](#) – St Cross College, Associate Professor of Islamic History Conversion to Islam in the Middle Ages, and Problems in Early Islamic History
- Prof. [Nicolai Sinai](#) – Pembroke College, Professor of Islamic Studies

### Examinations and Assessments

In Trinity Term of Year 1, students will sit one written paper in their chosen language.

Please refer to the [conventions](#) for M.Phil. Qualifying examinations.

During Year 2, students will submit a take-home research paper of up to 5,000 words for each option chosen, except for the Arabic, Persian, and Ottoman Turkish literature options, which will be examined by written examination instead. Students will complete their first option research paper Weeks 8–9 Michaelmas Term. Students will complete their Islamic Studies research paper Week 8 Hilary–Week 0 Trinity Term. Students will complete their second option research paper Weeks 8–9 Hilary Term.

In Trinity Term, students will sit two written examinations, unless taking options examined in this way.

Students will also complete their thesis.

Please refer to the [conventions](#) for M.Phil. Final examinations.

Submit any applications for approval of optional papers and for thesis subject/title approvals [here](#).

### Deadlines

Year 1	Michaelmas Term	Week 8, Friday	Examination entry for optional papers (Qualifying)
Year 2	Michaelmas Term	Week 2, Friday	Examination entry for optional papers (Final)
Year 2	Michaelmas Term	Week 8, Friday 12 noon	Option 1 take-home research paper question released
Year 2	Michaelmas Term	Week 9, Friday 12 noon	Option 1 take-home research paper submission

Year 2	Hilary Term	Week 0, Monday	Approval of thesis subject/thesis title
Year 2	Hilary Term	Week 8, Friday, 12 noon	Islamic Studies paper – Essay question published
Year 2	Hilary Term	Week 8, Friday 12 noon	Option 2 take-home research paper question released
Year 2	Hilary Term	Week 9, Friday 12 noon	Option 2 take-home research paper submission
Year 2	Trinity Term	Week 0, Friday, 12 noon	Islamic Studies paper – Essay submission
Year 2	Trinity Term	Week 6, Thursday, 12 noon	Thesis submission

### Canvas

Click [here](#) for the M.Phil. Islamic Studies & History Canvas page.

### Examination Regulations

The Examination Regulations relating to this course are available at <http://www.admin.ox.ac.uk/examregs/2019-20/mopinoriestud/studentview/>. If there is a conflict between information in this handbook and the Examination Regulations then you should follow the Examination Regulations.

Return to [contents page](#).

## 25. MASTER OF PHILOSOPHY IN JEWISH STUDIES

Course Director - Prof. [Martin Goodman](#)

### History

Oxford has been an important centre for Hebrew and Jewish Studies since the 16<sup>th</sup> century. There are unrivalled collections of Hebrew manuscripts and printed books in the Bodleian Library. Outstanding scholars have held a number of different positions in Hebrew and Jewish Studies in the University and students from all over the world come to Oxford for both undergraduate and graduate studies. The [Leopold Muller Memorial Library](#) also contains invaluable Hebraica and Judaica collections. As the disciplines of Hebrew and Jewish Studies have developed, different approaches and fields of study have evolved, ranging from the study of the classical Hebrew language and the Hebrew Bible to rabbinic, medieval, early modern, and modern Jewish history, culture, and society.

### Outline

The MPhil Jewish Studies provides a broad approach to the study of Jewish history and culture from antiquity to modern times, combined with study of Modern or Biblical Hebrew or Yiddish. This course is designed to teach the methods, sources and languages required for more specialised research within Jewish Studies.

You will be required to complete six terms of language study in the same language. You may choose to study either Modern Hebrew or Biblical Hebrew or Yiddish at elementary, intermediate or advanced level. You will be required to pass a qualifying examination in the language chosen at the end of Hilary term of the first year of the course.

In addition, you will be required to select four courses from a range of options and a dissertation of up to 30,000 words. The options of this course, which vary from year to year, must be selected from those on offer. Most options are assessed by two pre-submitted essays to be handed in at the end of the vacation following the term in which they were taught, though for certain courses there is a three-hour examination at the end of the third term of the second year. The language studied will also be assessed in a three-hour examination at the end of Trinity term (summer term) of the final year of the course. Conferral of the degree requires that students pass all components of the course.

### Optional Papers

Options marked as available in more than one term will be taught in the term for which the largest number of students are registered for that option. Options marked below with an asterisk will be examined by a 3-hour written examination at the end of Trinity Term. Students may choose from the following:

*Septuagint and related studies\** – available in Michaelmas or Hilary Terms, requires students to have a strong command of Greek and Hebrew

*Prof Alison Salvesen*

The texts are chosen for their exegetical and/or text-critical interest, and for their relevance to formative Judaism and Christianity. The course covers general issues of the historical origins of the Septuagint version in the Alexandrian Jewish Diaspora and its subsequent revisions in Palestine, the translation technique of the individual books studied, textual criticism and exegesis of the original Hebrew. Relevant texts in Hebrew and Greek from Qumran will also be taken into consideration. The aim of the course is to demonstrate the value of the Septuagint and the three later Jewish revisions (Aquila, Symmachus, and Theodotion) for textual criticism of the Hebrew Bible, and the importance of

Greek renderings of the Hebrew Bible for Hellenistic Judaism and the Greek-speaking Church. Students are expected to have a good grasp of Greek and Hebrew, and to have prepared the texts in advance of each session, which will take the form of a 1-hour lecture on broad topics and a separate 1-hour class to examine the set texts in detail. This course will be examined by a written examination.

*Jewish History 200 B.C.E. to 70 C.E. \* – available in Michaelmas, Hilary or Trinity Terms*  
*Prof Martin Goodman*

This course covers the political, social, economic, and religious history of the Jews from 200 B.C.E. to 70 C.E. The set text will be Josephus, *The Jewish War*, but students will also be expected to learn how other literary sources, archaeological material and religious texts can be used to understand the history of this period. This course will be examined by written examination to be held at the end of Trinity Term.

*Introduction to Rabbinic texts – available in Michaelmas or Hilary Terms*  
*Dr Benjamin Williams*

The aim of this course is to introduce students to the fundamental texts of Rabbinic Judaism. By examining selected midrashim and texts from the Mishnah, Tosefta, and Palestinian and Babylonian Talmudim, students will develop the ability to undertake independent study. The first class will be devoted to a discussion of the historical background of the sources. In subsequent classes, texts will be analysed with consideration of their content and literary structure, and in the light of secondary scholarship. The sources will be read in English translation, but the original Hebrew texts will also be made available. The course will be examined by means of two pre-submitted essays.

*Modern Jewish History – available in Hilary Term*  
*Dr Zoe Waxman*

A survey course covering the period from the mid-eighteenth century to the Second World War. The course aims to provide an overview of the Jewish experience as a minority group in Europe and Russia, introducing students to the main themes, ideologies and movements of modern Jewish history. Among the topics examined are emancipation and the Enlightenment, Jewish politics, migration, antisemitism and the Holocaust. This course will be examined by means of two pre-submitted essays.

*Modern Hebrew Literature, 1900-Present – available in Hilary Term*  
*Prof Adriana X Jacobs*

From Psalm 137 to the contemporary graphic novel, constantly flowing and shifting affiliations of language, place and identity have shaped the development of Hebrew literature across centuries. In recent years, scholarship on Modern Hebrew literature has reconsidered the teleological “diaspora to nation” narrative that once dominated Modern Hebrew literary historiography, thereby opening its study to include a wider range of authors and a more expansive map of Hebrew literary circulation and reception. This course offers a chronological and thematic overview of Modern Hebrew literature from the late nineteenth century to the present day and examines, in particular, figures and themes of linguistic, cultural, geographical liminality in Modern Hebrew literature; the relation between Hebrew literature’s “minor” status on the global literary map and its own politics of inclusion and exclusion; as well as the ongoing discourse on “centres and peripheries” in Modern Hebrew literature. The course readings will address as well the politics of multilingualism and translation, the relation between nation and diaspora, and themes of trauma and displacement that continue to preoccupy Hebrew writers. Reading knowledge of Hebrew is not required but students who are able to read the original Hebrew are encouraged to do so. This course will be examined by means of two pre-submitted essays.

*The Emergence of Modern Religious Movements in Judaism – available in Michaelmas or Hilary Terms*  
*Dr Miri Freud-Kandel*

The many different labels used by contemporary Jews to characterise their Jewishness highlight the significant shifts that have developed in the modern period for conceptualising Jewish identity. This has seen the emergence of varied types of Orthodox, Progressive, cultural, and secular Jewish forms of identification. Alongside shifts towards post-denominationalism, which are gathering pace in certain sectors, this survey course will offer an opportunity to study aspects of the evolution of the three major religious movements of Modern Judaism: Reform, Conservative, and Orthodox. This paper focuses on Judaism as a living religion, examining some of the theological constructions that have been proffered in an effort to champion Jewish religious identity. Using selected primary texts and identifying the ideas of certain prominent Jewish thinkers from the late eighteenth century onwards, the historical and theological development of Modern Judaism will be examined and assessed. Beginning with a study of the early emergence in Western Europe of distinctive religious positions, their subsequent development in the USA, in the different sociocultural, political, and historical environments encountered there, will be examined. A consideration of what makes British Jewry distinctive will also be incorporated into the course. Some of the issues to be studied will include the influence of Enlightenment thought, the appeal of fundamentalism, nationalism, and critical scholarship, the meaning of covenant, and the impact of feminism. The course will be examined by means of two pre-submitted essays.

*The Religion of Israel – available in Michaelmas Term*  
*Dr Deborah Rooke*

This course covers the religion of Israel in the Iron Age, from c. 1200-500 BCE. In biblical terms, this is the period from the appearance of the Israelites in the land of Canaan, to the early post-exilic period. The course will explore major themes in Israel's religion, covering introductory questions of methodology, the relationship of Israel's deity to those of the surrounding cultures, covenant and law, prophets and prophecy, priesthood and sacrifice, the monarchy, major festivals, and personal piety. Assessment will be via two take-home essays.

*Jewish Liturgy – available in Michaelmas or Hilary Terms*  
*Dr Jeremy Schonfield*

Jewish rituals and readings for home and synagogue are most commonly studied from an historical point of view, in order to understand their authorship and development. This course will focus primarily on the traditional liturgy and on how it encapsulates biblical themes and rabbinic thinking and uncertainties about the world. We will consider key scriptural scenes and their midrashic interpretations, define some of the core ideas of the sacred narrative, and trace their language and motifs in liturgical passages. This will enable us to see how central rabbinic ideas are explored in the liturgy in occasionally subversive ways, and how the prayer book uses biblical motifs to interpret human experience from birth to death. This course will be examined by means of two pre-submitted essays.

*Holocaust: From History to Memory – available in Michaelmas Term*  
*Dr Zoe Waxman*

The main objective of this course is to teach the Holocaust in a way that explores the history of the events in tandem with an introduction to its historiography. This allows for students both to be introduced to one of the defining events of the twentieth century and also to some of its historical, ethical, and philosophical implications. A number of different sources will be explored, including testimony written in the ghettos of Eastern Europe, the rare testimony that survived the concentration camps, the memoirs of survivors, testimony of the perpetrators and 'bystanders',



literature, and photographic and visual representations. This course will be examined by mean of two pre-submitted essays.

*Written Culture in the Medieval Jewish World – available in Michaelmas Term*

*Prof Judith Olszowy-Schlanger*

Jewish life in the Middle Ages was governed by writing. Books and written documents were essential for liturgy, professional business, law but also daily activities. Writing and reading skills were relatively well spread in medieval Jewish communities of the East and West. Books and documents in Hebrew script are also better preserved than other material remains of the communities and individuals of the past. Both the texts they transmit and their physical features are therefore an excellent source to reconstruct history and ideas. The aim of this course is to introduce students to the different aspects and methods of Hebrew manuscript studies, to familiarize them with the corpora of manuscripts from various parts of the medieval Jewish world (Iraq, Egypt, North African, Yemen, Italy, Iberian Peninsula, Germany, France and Eastern Europe). This will allow them to use the original sources for their further study of Jewish history, literature, linguistics or anthropology. This course will be examined by means of two pre-submitted essays.

*Main Themes in Israeli Society and Politics – available in Michaelmas Term*

*Prof. Yaacov Yadgar*

The course looks at the complicated, unresolved relationship between what are commonly taken to be the distinct realms of “politics” and “religion” in Israel. It will do so while contesting the antimony alleged in the course’s own title (i.e. the conceptual duality of “religion and politics”, by which these are two ahistorical and cultural concepts designating coherent, separate realms of human activity, the interaction between which constitutes a “problem”; hence “Beyond Religion and Politics). Instead of this, the course offers a more nuanced, “post-secular” understanding of the theological or rather theopolitical underpinnings of the politics of the modern (allegedly secular) nation-state. In this light, the course also focuses on a new, political reading of Israeli Judaism. Among other issues, the course will ask what does it mean for Israel to be a “Jewish state”; how is the meaning of “Jewish sovereignty” constructed and understood in Israel; what ideological frameworks of Jewish nationalism has Zionist ideology constructed by way of reinterpreting Jewish tradition or “rebellious” against it; what are the implications of Israel’s Jewish identity on non-Jews in Israel; and how does this supposedly “internal” Jewish-Israeli concern shape the politics of the Middle East. These matters will be preceded by an epistemological and methodological consideration of the very discourse of “religion and politics”. This course will be examined by written examination.

*Key Themes in Jewish Medieval Thought – available in Hilary Term*

*Dr Daniel Herskowitz*

This course provides an introduction to medieval Jewish thought from its beginning in the tenth century as part of the classical period of Islam through its flourishing in the fourteenth century in Christian Europe. It is set to examine key themes and thinkers through prescribed reading of seminal or representative texts, as well as secondary literature. Among the key themes to be discussed are the relations between faith and reason, the nature of revelation, biblical interpretation, the best social order and political leader, prophecy, the question of evil, creation, and providence. Thinkers who are especially important and whose views will be highlighted are Saadia Gaon, Yehuda Halevi, Solomon Ibn Gabirol, Maimonides, Gersonides, Joseph Albo, and Hasdai Crescas. The course will pay close attention to the convergences and differences, dialogues and debates of medieval Jewish thought with equivalent Islamic and Christian philosophical traditions. This course will be examined by means of two pre-submitted essays.

**Options will be subject to the availability of teaching each year.**

## Teaching Staff

- Dr Cian Power – Biblical Hebrew
- Dr [Miri Freud-Kandel](#) – The Emergence of Modern Religious Movements in Judaism
- Prof. [Martin Goodman](#) – Jewish History 200 B.C.E. to 70 C.E.
- Prof. [Adriana X Jacobs](#) – Modern Hebrew Literature, 1880- Present
- Prof. [Judith Olszowy-Schlanger](#) – Written Culture in the Medieval Jewish World
- Dr [Deborah Rooke](#) – The Religion of Israel
- Prof. [Alison Salvesen](#) – Septuagint and related studies
- Dr [Jeremy Schonfield](#) – Jewish Liturgy
- Dr [Zoë Waxman](#) – Modern Jewish History, Holocaust: From History to Memory
- Dr [Haike Wiegand](#) – Yiddish
- Dr [Ben Williams](#) – Introduction to Rabbinic Literature
- Prof. [Yaacov Yadgar](#) – Beyond Religion and Politics in Israel
- Mr. [Gil Zahavi](#) – Modern Hebrew

## Language Studies

Biblical Hebrew or Modern Hebrew or Yiddish will be studied throughout the six terms of the MPhil course to enable students to acquire a solid foundation of vocabulary and general language facility on which they can build to read and understand complex texts in their target language and to translate basic sentences from English into their target language. This paper represents a competence standard in the chosen language and is compulsory.

Language training will be offered at two levels:

Level 1 will be for students who are complete beginners and for students who are false beginners but not up to the next level. Students are taught grammar, and reading, writing and translation skills.

Level 2 will be for students who have excelled at the beginner level. An assessment and further guidance will be given at the beginning of the academic year to students who are interested in this level.

## Placement test

An assessment will be held during the induction week for students who think they might be appropriate for level 2. Students must achieve the required level in translation into English and grammar analysis to be admitted to the level 2 course.

## Examinations and Assessments

Please refer to the [conventions](#) for MPhil Qualifying examinations.

Please refer to the [conventions](#) for MPhil Final examinations.

Submit any applications for approval of optional papers and for thesis subject/title approvals [here](#).

## Deadlines

Year 1	Michaelmas Term	Week 8, Friday	Examination entry for optional papers (Year 1)
Year 1	Michaelmas Term	Week 8, Friday	Optional take-home essay topic published
Year 1	Hilary Term	Week 0, Friday, 12 noon	Optional take-home essay submission

Year 1	Hilary Term	Week 8, Friday	Optional take-home essay topic published
Year 1	Trinity Term	Week 0, Friday, 12 noon	Optional take-home essay submission
Year 2	Michaelmas Term	Week 2, Friday	Examination entry for optional papers (Final)
Year 2	Michaelmas Term	Week 8, Friday	Optional take-home essay topic published
Year 2	Hilary Term	Week 0, Monday	Approval of the thesis subject
Year 2	Hilary Term	Week 0, Friday, 12 noon	Optional take-home essay submission
Year 2	Hilary Term	Week 8, Friday	Optional take-home essay topic published
Year 2	Trinity Term	Week 0, Friday, 12 noon	Optional take-home essay submission
Year 2	Trinity Term	Week 6, Thursday, 12 noon	Thesis submission

### Canvas

Click [here](#) for the MPhil Jewish Studies Canvas page.

### Examination Regulations

The Examination Regulations relating to this course are available at <http://www.admin.ox.ac.uk/examregs/2019-20/mopinoriestud/studentview/>. If there is a conflict between information in this handbook and the Examination Regulations then you should follow the Examination Regulations.

Return to [contents page](#).

## 26. MASTER OF STUDIES IN JEWISH STUDIES

Course Director - Prof. [Martin Goodman](#)

### Introduction

The course offers a broad and intensive approach to the study of Jewish history and culture from antiquity to modern times, combined with the study of Modern or Biblical Hebrew or Yiddish.

### History

Oxford has been an important centre for Hebrew and Jewish Studies since the 16<sup>th</sup> century. There are unrivalled collections of Hebrew manuscripts and printed books in the Bodleian Library. Outstanding scholars have held a number of different positions in Hebrew and Jewish Studies in the University and students from all over the world come to Oxford for both undergraduate and graduate studies. The [Leopold Muller Memorial Library](#) also contains invaluable Hebraica and Judaica collections. As the disciplines of Hebrew and Jewish Studies have developed, different approaches and fields of study have evolved, ranging from the study of the classical Hebrew language and the Hebrew Bible to rabbinic, medieval, early modern, and modern Jewish history, culture, and society.

### Outline

Students will study either Biblical Hebrew, Modern Hebrew, or Yiddish at elementary, intermediate, or advanced level for all 3 terms.

Students will either take options according Syllabus A or Syllabus B. For Syllabus A, students will take 2 options and submit a thesis. For Syllabus B, students will take 4 options.

### Optional Papers

Options marked as available in more than one term will be taught in the term for which the largest number of students are registered for that option. Options marked below with an asterisk will be examined by a 3-hour written examination at the end of Trinity Term. Students may choose from the following:

*Septuagint and related studies\** – available in Michaelmas or Hilary Terms, requires students to have a strong command of Greek and Hebrew

*Prof Alison Salvesen*

The texts are chosen for their exegetical and/or text-critical interest, and for their relevance to formative Judaism and Christianity. The course covers general issues of the historical origins of the Septuagint version in the Alexandrian Jewish Diaspora and its subsequent revisions in Palestine, the translation technique of the individual books studied, textual criticism and exegesis of the original Hebrew. Relevant texts in Hebrew and Greek from Qumran will also be taken into consideration. The aim of the course is to demonstrate the value of the Septuagint and the three later Jewish revisions (Aquila, Symmachus, and Theodotion) for textual criticism of the Hebrew Bible, and the importance of Greek renderings of the Hebrew Bible for Hellenistic Judaism and the Greek-speaking Church. Students are expected to have a good grasp of Greek and Hebrew, and to have prepared the texts in advance of each session, which will take the form of a 1-hour lecture on broad topics and a separate 1-hour class to examine the set texts in detail. This course will be examined by a written examination.

*Jewish History 200 B.C.E. to 70 C.E. \** – available in Michaelmas, Hilary or Trinity Terms

*Prof Martin Goodman*

This course covers the political, social, economic, and religious history of the Jews from 200 B.C.E. to 70 C.E. The set text will be Josephus, *The Jewish War*, but students will also be expected to learn how other literary sources, archaeological material and religious texts can be used to understand the history of this period. This course will be examined by written examination to be held at the end of Trinity Term.

*Introduction to Rabbinic texts – available in Michaelmas or Hilary Terms*

*Dr Benjamin Williams*

The aim of this course is to introduce students to the fundamental texts of Rabbinic Judaism. By examining selected midrashim and texts from the Mishnah, Tosefta, and Palestinian and Babylonian Talmudim, students will develop the ability to undertake independent study. The first class will be devoted to a discussion of the historical background of the sources. In subsequent classes, texts will be analysed with consideration of their content and literary structure, and in the light of secondary scholarship. The sources will be read in English translation, but the original Hebrew texts will also be made available. The course will be examined by means of two pre-submitted essays.

*Modern Jewish History – available in Hilary Term*

*Dr Zoe Waxman*

A survey course covering the period from the mid-eighteenth century to the Second World War. The course aims to provide an overview of the Jewish experience as a minority group in Europe and Russia, introducing students to the main themes, ideologies and movements of modern Jewish history. Among the topics examined are emancipation and the Enlightenment, Jewish politics, migration, antisemitism and the Holocaust. This course will be examined by means of two pre-submitted essays.

*Modern Hebrew Literature, 1900-Present – available in Hilary Term*

*Prof Adriana X Jacobs*

From Psalm 137 to the contemporary graphic novel, constantly flowing and shifting affiliations of language, place and identity have shaped the development of Hebrew literature across centuries. In recent years, scholarship on Modern Hebrew literature has reconsidered the teleological “diaspora to nation” narrative that once dominated Modern Hebrew literary historiography, thereby opening its study to include a wider range of authors and a more expansive map of Hebrew literary circulation and reception. This course offers a chronological and thematic overview of Modern Hebrew literature from the late nineteenth century to the present day and examines, in particular, figures and themes of linguistic, cultural, geographical liminality in Modern Hebrew literature; the relation between Hebrew literature’s “minor” status on the global literary map and its own politics of inclusion and exclusion; as well as the ongoing discourse on “centres and peripheries” in Modern Hebrew literature. The course readings will address as well the politics of multilingualism and translation, the relation between nation and diaspora, and themes of trauma and displacement that continue to preoccupy Hebrew writers. Reading knowledge of Hebrew is not required but students who are able to read the original Hebrew are encouraged to do so. This course will be examined by means of two pre-submitted essays.

*The Emergence of Modern Religious Movements in Judaism – available in Michaelmas or Hilary Terms*

*Dr Miri Freud-Kandel*

The many different labels used by contemporary Jews to characterise their Jewishness highlight the significant shifts that have developed in the modern period for conceptualising Jewish identity. This has seen the emergence of varied types of Orthodox, Progressive, cultural, and secular Jewish forms of identification. Alongside shifts towards post-denominationalism, which are gathering pace in certain sectors, this survey course will offer an opportunity to study aspects of the evolution of the

three major religious movements of Modern Judaism: Reform, Conservative, and Orthodox. This paper focuses on Judaism as a living religion, examining some of the theological constructions that have been proffered in an effort to champion Jewish religious identity. Using selected primary texts and identifying the ideas of certain prominent Jewish thinkers from the late eighteenth century onwards, the historical and theological development of Modern Judaism will be examined and assessed. Beginning with a study of the early emergence in Western Europe of distinctive religious positions, their subsequent development in the USA, in the different sociocultural, political, and historical environments encountered there, will be examined. A consideration of what makes British Jewry distinctive will also be incorporated into the course. Some of the issues to be studied will include the influence of Enlightenment thought, the appeal of fundamentalism, nationalism, and critical scholarship, the meaning of covenant, and the impact of feminism. The course will be examined by means of two pre-submitted essays.

*The Religion of Israel – available in Michaelmas Term*

*Dr Deborah Rooke*

This course covers the religion of Israel in the Iron Age, from c. 1200-500 BCE. In biblical terms, this is the period from the appearance of the Israelites in the land of Canaan, to the early post-exilic period. The course will explore major themes in Israel's religion, covering introductory questions of methodology, the relationship of Israel's deity to those of the surrounding cultures, covenant and law, prophets and prophecy, priesthood and sacrifice, the monarchy, major festivals, and personal piety. Assessment will be via two take-home essays.

*Jewish Liturgy – available in Michaelmas or Hilary Terms*

*Dr Jeremy Schonfield*

Jewish rituals and readings for home and synagogue are most commonly studied from an historical point of view, in order to understand their authorship and development. This course will focus primarily on the traditional liturgy and on how it encapsulates biblical themes and rabbinic thinking and uncertainties about the world. We will consider key scriptural scenes and their midrashic interpretations, define some of the core ideas of the sacred narrative, and trace their language and motifs in liturgical passages. This will enable us to see how central rabbinic ideas are explored in the liturgy in occasionally subversive ways, and how the prayer book uses biblical motifs to interpret human experience from birth to death. This course will be examined by means of two pre-submitted essays.

*Holocaust: From History to Memory – available in Michaelmas Term*

*Dr Zoe Waxman*

The main objective of this course is to teach the Holocaust in a way that explores the history of the events in tandem with an introduction to its historiography. This allows for students both to be introduced to one of the defining events of the twentieth century and also to some of its historical, ethical, and philosophical implications. A number of different sources will be explored, including testimony written in the ghettos of Eastern Europe, the rare testimony that survived the concentration camps, the memoirs of survivors, testimony of the perpetrators and 'bystanders', literature, and photographic and visual representations. This course will be examined by mean of two pre-submitted essays.

*Written Culture in the Medieval Jewish World – available in Michaelmas Term*

*Prof Judith Olszowy-Schlanger*

Jewish life in the Middle Ages was governed by writing. Books and written documents were essential for liturgy, professional business, law but also daily activities. Writing and reading skills were relatively well spread in medieval Jewish communities of the East and West. Books and documents in Hebrew

script are also better preserved than other material remains of the communities and individuals of the past. Both the texts they transmit and their physical features are therefore an excellent source to reconstruct history and ideas. The aim of this course is to introduce students to the different aspects and methods of Hebrew manuscript studies, to familiarize them with the corpora of manuscripts from various parts of the medieval Jewish world (Iraq, Egypt, North African, Yemen, Italy, Iberian Peninsula, Germany, France and Eastern Europe). This will allow them to use the original sources for their further study of Jewish history, literature, linguistics or anthropology. This course will be examined by means of two pre-submitted essays.

*Main Themes in Israeli Society and Politics – available in Michaelmas Term*

*Prof. Yaacov Yadgar*

The course looks at the complicated, unresolved relationship between what are commonly taken to be the distinct realms of “politics” and “religion” in Israel. It will do so while contesting the antimony alleged in the course’s own title (i.e. the conceptual duality of “religion and politics”, by which these are two ahistorical and cultural concepts designating coherent, separate realms of human activity, the interaction between which constitutes a “problem”; hence “Beyond Religion and Politics”). Instead of this, the course offers a more nuanced, “post-secular” understanding of the theological or rather theopolitical underpinnings of the politics of the modern (allegedly secular) nation-state. In this light, the course also focuses on a new, political reading of Israeli Judaism. Among other issues, the course will ask what does it mean for Israel to be a “Jewish state”; how is the meaning of “Jewish sovereignty” constructed and understood in Israel; what ideological frameworks of Jewish nationalism has Zionist ideology constructed by way of reinterpreting Jewish tradition or “rebellious” against it; what are the implications of Israel’s Jewish identity on non-Jews in Israel; and how does this supposedly “internal” Jewish-Israeli concern shape the politics of the Middle East. These matters will be preceded by an epistemological and methodological consideration of the very discourse of “religion and politics”. This course will be examined by written examination.

*Key Themes in Jewish Medieval Thought – available in Hilary Term*

*Dr Daniel Herskowitz*

This course provides an introduction to medieval Jewish thought from its beginning in the tenth century as part of the classical period of Islam through its flourishing in the fourteenth century in Christian Europe. It is set to examine key themes and thinkers through prescribed reading of seminal or representative texts, as well as secondary literature. Among the key themes to be discussed are the relations between faith and reason, the nature of revelation, biblical interpretation, the best social order and political leader, prophecy, the question of evil, creation, and providence. Thinkers who are especially important and whose views will be highlighted are Saadia Gaon, Yehuda Halevi, Solomon Ibn Gabirol, Maimonides, Gersonides, Joseph Albo, and Hasdai Crescas. The course will pay close attention to the convergences and differences, dialogues and debates of medieval Jewish thought with equivalent Islamic and Christian philosophical traditions. This course will be examined by means of two pre-submitted essays.

**Options will be subject to the availability of teaching each year.**

**Teaching Staff**

- Dr Cian Power – Biblical Hebrew
- Dr Daniel Herskowitz
- Dr [Miri Freud-Kandel](#) – The Emergence of Modern Religious Movements in Judaism
- Prof. [Martin Goodman](#) – Jewish History 200 B.C.E. to 70 C.E.
- Prof. [Adriana X Jacobs](#) – Modern Hebrew Literature, 1900- Present

- Prof. [Judith Olszowy-Schlanger](#) – Written Culture in the Medieval Jewish World
- Dr [Deborah Rooke](#) – The Religion of Israel
- Prof. [Alison Salvesen](#) – Septuagint and related studies
- Dr [Jeremy Schonfield](#) – Jewish Liturgy
- Dr [Zoë Waxman](#) – Modern Jewish History, Holocaust: From History to Memory
- Dr [Haïke Wiegand](#) – Yiddish
- Dr [Ben Williams](#) – Introduction to Rabbinic Texts
- Prof. [Yaacov Yadgar](#) – Beyond Religion and Politics in Israel
- Mr. [Gil Zahavi](#) – Modern Hebrew

### Language Studies

Biblical Hebrew or Modern Hebrew or Yiddish will be studied throughout the three terms of the MSt course to enable students to acquire a solid foundation of vocabulary and general language facility on which they can build to read and understand complex texts in their target language and to translate basic sentences from English into their target language. This paper represents a competence standard in the chosen language and is compulsory.

Language training will be offered at two levels:

Level 1 will be for students who are complete beginners and for students who are false beginners but not up to the next level. Students are taught grammar, and reading, writing and translation skills.

Level 2 will be for students who have excelled at the beginner level. An assessment and further guidance will be given at the beginning of the academic year to students who are interested in this level.

#### Placement test

An assessment will be held during the induction week for students who think they might be appropriate for level 2. Students must achieve the required level in translation into English and grammar analysis to be admitted to the level 2 course.

#### *Tips for language learning as part of the MSt course:*

For many students on the MSt, learning language will take up the majority of your study time. Since few of you will have had experience learning a non-European language before, the amount of memorisation required is likely to be a particular challenge. Generally speaking each hour of language teaching will require at least three hours of self-study. This will be in addition to the reading and essay writing you are doing for your other courses for the MSt.

- Organise essays and preparation for other classes so that they fit round the schedule of your language learning. It is essential to continue studying your language according to a regular pattern every day, even when you are writing an essay or preparing for an exam. A good pattern might be to do an hour of language work in the morning before you start your other work and another hour in the evening after you finish.
- Attend class and submit your homework on time. It is your responsibility to do this without pressure from your teachers.

### Examinations and Assessment

Students will be required to sit 1 paper on their chosen language (Syllabus A and B).



Students will be required to sit either 2 options papers and submit a thesis (Syllabus A), or sit 4 options papers (Syllabus B). The options papers will either be take-home examinations or written examinations.

Please refer to the [conventions](#) for MSt and MSc examinations.

Submit any applications for approval of optional papers and for thesis subject/title approvals [here](#).

### Deadlines

#### Syllabus A

Michaelmas Term	Week 8, Friday	Examination entry for optional papers
Michaelmas Term	Week 8, Friday	Optional take-home essay topic published
Hilary Term	Week 0, Friday, 12 noon	Optional take-home essay submission
Hilary Term	Week 0, Monday	Approval of the thesis subject/thesis title
Hilary Term	Week 8, Friday	Optional take-home essay topic published
Trinity Term	Week 0, Friday, 12 noon	Optional take-home essay submission
Trinity Term	Week 6, Friday, 12 noon	Thesis submission

#### Syllabus B

Michaelmas Term	Week 8, Friday	Examination entry for optional papers
Michaelmas Term	Week 8, Friday	Optional take-home essay topic published
Hilary Term	Week 0, Friday, 12 noon	Optional take-home essay submission
Hilary Term	Week 8, Friday	Optional take-home essay topic published
Trinity Term	Week 0, Friday, 12 noon	Optional take-home essay submission

### Canvas

Click [here](#) for the MSt Jewish Studies Canvas page.

### Examination Regulations

The Examination Regulations relating to this course are available at <https://www.admin.ox.ac.uk/examregs/2019-20/mosinjewistud/studentview/>. If there is a conflict between information in this handbook and the Examination Regulations then you should follow the Examination Regulations.

Return to [contents page](#).

## 27. MASTER OF STUDIES IN KOREAN STUDIES

Course Director - Prof. [James Lewis](#)

### Objectives

The course aims to:

- a) build on a basic knowledge of modern Korean and classical Chinese or modern Japanese and ensure that the student becomes capable in using at least modern Korean for research purposes;
- b) acquaint students with many of the most important classical texts from all periods of Korean history in modern Korean translation or the original classical Chinese, or to acquaint students with the major concerns and problems of contemporary Korean linguistics and train up students to competency in Old or Middle Korean;
- c) enable students to understand and use a range of classical references and historiographical research methods for the treatment of pre-modern primary sources, or to acquaint students with a range of linguistic theories and methodologies that will enable them to begin independent linguistic research in Korean;
- d) allow students to do more specialised study from a wide range of possible options and thereby exercise their new skills.

### History

Korean language and history are recent additions to the Faculty of Oriental Studies. Some teaching of Korean language had been offered intermittently from the late 1980s, and a fixed-term University Instructorship in Korean Language was established from January 1994. This was followed by a fixed-term University Lecturership in Korean History from June 1994. Both of these posts were made possible by a generous start-up grant from the Korea Foundation. Over the decade to 2004, a further grant from the Korea Foundation, and generous gifts from Dr. Chong Hee Seung and former Korean government minister Lee Yun Taek, as well as financial support from the Faculty of Oriental Studies have supported Korean Studies and kept it alive at Oxford. In June 2005, the University established a permanent post in Korean History, and in July 2006, a generous endowment from the Korea Foundation and the International Communication Foundation established a permanent post with the name 'Young Bin Min-Korea Foundation Lecturership in Korean Language and Linguistics'. From 2016, both posts were made Associate Professorships. The establishment of a full undergraduate degree in Korean Studies awaits permanent funding for a third post; until then, we can offer Korean subjects only as options within existing undergraduate programmes in Chinese and Japanese, within the Master of Studies in Korean Studies (MSt), within the Master of Philosophy in Traditional East Asia (MPhil), and through research degrees such as the Doctor of Philosophy (DPhil). We have graduated a number of Master's and Doctoral students, and undergraduate interest in Korean Studies is strong and expanding

In the spring of 1995, formal amendments were made to existing degree programmes to recognize the opportunities presented by Korean Studies. The teachers of Chinese and Japanese approved revisions to their syllabuses to admit Korean language and history as electives within the undergraduate degrees in Chinese and Japanese. The establishment of a full undergraduate degree in Korean Studies awaits permanent funding for a third post. A Master of Studies in Korean Studies was approved in spring 1995 and graduated its first student in the spring of 1996.

Since then, a good number of students have taken the degree, a few with Distinction, and undergraduate interest in Korean Studies is strong and expanding.

### Outline

The Master of Studies degree is rigorous and time-consuming. It requires your full-time attention. The chief qualification for admission is the ability to read modern Korean, so there is little or no time for remedial language training. We will improve your Korean language, add in some Classical Chinese and possibly Japanese, instruct you in the Korean tradition through intense study of a classical canon, and train you to find information for yourself about Korea past and present.

Since the course spans only three, short eight-week terms, during all three terms **students must attend all tutorials, lectures, and public seminars as instructed by their teachers**. Any missed tutorial delays preparation; any missed lecture or public seminar can never be repeated. Time is short; attendance is critical.

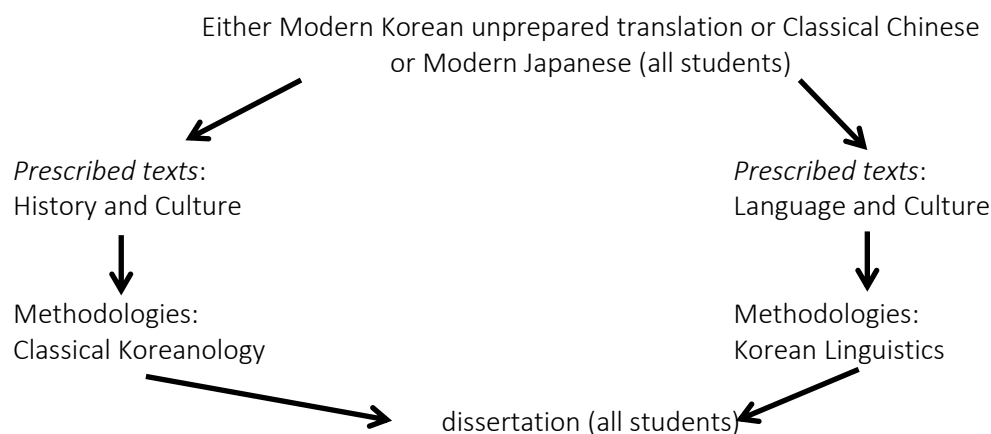
All preparation is for a set of final examinations in the following three areas:

1. *Prescribed texts*;
2. Either Modern Korean *unprepared translation* or Classical Chinese or Modern Japanese (NOTE: Candidates who already possess a sufficient knowledge of Modern Korean will be required to choose Classical Chinese or Modern Japanese);
3. *Methodologies* for Classical Koreanology or Korean Linguistics;

Candidates are also required to submit:

1. A *thesis* of not more than 15,000 words on a topic approved by the Board of the Faculty of Oriental Studies.

The course has two tracks (Language and Culture *or* History and Culture) can be graphically presented as:



### Teaching Methods

Students should expect to attend up to ten hours per week of tutorials and should expect to spend an additional thirty to forty hours a week, perhaps more, during each full term for preparation. In addition, they should expect to be set a considerable amount of work during the winter and spring vacations.

Language instruction, the reading of prescribed texts, and bibliographic or methodological exercises are usually conducted in tutorials for which students are expected to prepare thoroughly in advance. Lectures are provided for instruction on general themes of Korean and East Asian history and critical issues in Contemporary and Classical Korean Linguistics. Students are advised to take advantage of public lectures offered on China and Japan, since they also supply historical context, comparative linguistic information, regional background, and comparative perspectives for work in tutorials.

Teaching takes place in tutorials or small classes. Students are required to prepare thoroughly for whatever is required: language exercises, prescribed readings, essays, bibliographic or methodological exercises, and they should be able to present their preparation in finished form. Depending on the task, the finished form may be written language exercises, essays on linguistic, historical, literary, or cultural topics, or translation from Korean (or Chinese or Japanese) into English. Outstanding students typically view themselves as 'researchers in training' and consciously set about building their competence in the body of secondary reference materials available (in Korean, English, Chinese, and Japanese) as an additional aspect of tutorial preparation.

## Syllabus

### I. Prescribed Texts

Texts will be announced by the board in the Oriental Institute in the seventh week of Michaelmas Full Term, the first term, but in the past have largely included those listed below. NOTE that there are two tracks: History and Culture (A) or Language and Culture (B) and that other texts may be substituted for these, pending finalisation by seventh week of the first term.

#### A. History and Culture

The texts range from the third century AD to the twentieth century AD and offer highlights of classical Korean historical literature, prose, and poetry.

##### 1. 《三國志》〈東夷傳〉

Korean: 金哲垞, 崔柄憲 編 《史料로 본 韓國文化史, 古代篇》, (서울: 一志社, 1986): 29-45.

Chinese: 晉陳壽撰, 宋裴松之注《三國志》, 第三冊, 卷二一至三十(魏書三) (北京: 中華書局出版, 1959-1973): 831-863.

*San Guo Zhi*, 'Dong Yi Zhuan' (the "Eastern Barbarians" section from a Chinese dynastic history, earliest historical records about the Korean peninsula).

##### 2. 《廣開土王陵碑文》

Korean: 金哲垞, 崔柄憲 編 《史料로 본 韓國文化史, 古代篇》, (서울: 一志社, 1986): 79-83.

Chinese: 武田幸男, 《高句麗史と東アジア: 「廣開土王碑」研究序説》, (東京: 岩波書店, 1989): 430-433.

*Kwanggaet'o wangnŭng pimun* (one of the oldest extant Korean historical texts, the great memorial stele [AD 414] to King Kwanggaet'o of the Koguryŏ kingdom)

##### 3. 《三國史記》卷四十一 〈列傳第一 金庾信傳〉

Korean: 金富軾, 李丙壽 譯註 《三國史記》〈卷 第四十一, 列傳 第一 金庾信傳〉, (서울: 乙酉文化史, 1983): 283-290.

Chinese: 《三國史記》(鑄字本)奧付, 〈卷 第四十一, 列傳 第一 金庾信傳〉 (東京:

學習院大學東洋文化研究所, 1986): 335-339.

*Samguk Sagi*, Book 41, Biographies, No. 1, Kim Yu-sin (biography of the general who, in alliance with the Tang Empire, unified the peninsula in 668; the full biography follows him from his young, *hwarang* days, learning magic in the mountains, to his deathbed farewell speech to his king)

4. 《三國遺事》卷一〈古朝鮮-檀君傳〉

Korean: 一然, 李民樹 譯 《三國遺事》卷第一 紀異 第一〈古朝鮮 王儉朝鮮〉(서울: 乙酉文化史, 1983): 43-44.

Chinese: 《三國遺事》(東京: 學習院大學東洋文化研究所, 1986): 32-34.

*Samguk Yusa*, Book 1, 'Ko Chosŏn', the Tan'gun myth (the founding myth of the Korean people)

5. 《三國遺事》卷一〈鄉歌〉

Modern Korean: 一然, 李民樹 譯 《三國遺事》卷第一 紀異 第一

〈古朝鮮 王儉朝鮮〉(서울: 乙酉文化史, 1983): 156, 308, 124, 378, 121, 386, 369, 370-371, 126, 126, 364, 259, 390, 139, or 조동일.

Hyangcha'l (鄉札): 一然, 李民樹 譯 《三國遺事》卷第一 紀異 第一〈古朝鮮 王儉朝鮮〉(서울: 乙酉文化史, 1983): 157, 308, 124, 378-379, 122, 387, 370, 370, 127, 127, 364, 259, 391, 140.

*Samguk Yusa*, 'Hyangga poetry' (the oldest extant Korean poetry)

6. 《高麗史》券二〈世家, 太祖二十六年, 四月: 10 Injunctions〉

Korean: 李基白, 閔賢九 編, 《史料로 본 韓國文化史, 高麗篇》, (서울: 一志社, 1984): 20-22.

Chinese: 韓國學文獻研究所 編, 《韓國學古典叢書, 高麗史》券第二 丁十四b--丁十七a〈世家, 太祖二十六年, 四月〉(서울: 亞細亞文化社, 1990): 54-56.

*Koryŏsa*, Book 2, Annals 2, folio 14b-17a (10 Injunctions to his heirs dictated by Wang Kŏn on his deathbed)

7. 《樂學軌範》卷五丁七b--丁八b〈動動〉

Korean: 이혜구 역주, 《韓國音樂學 學術叢書 5, 新譯 樂學軌範, 신역 악학궐범》卷五 丁七b--丁八b, (서울: 국립국악원, 2000): 324-327.

*Akhak kwebŏm*, 'Tong tong' (representative Koryŏ-period popular song/poem)

8. 《樂章歌詞》〈青山別曲〉

Korean: 李基白, 閔賢九 編, 《史料로 본 韓國文化史, 高麗篇》, (서울: 一志社, 1984): 133-134, and 國語國文學資料씨리즈 《樂學軌範, 樂章歌詞, 教坊歌謠》(서울: 亞細亞文化社, 1975): 38-40, or 서울 대학교 사범 대학 국어 교육 연구소 편 《국어 상》, (서울: 교육부, 1999): 36-37.

*Akchang kasa*, 'Ch'ŏngsan pyŏlgok' (representative Koryŏ-period popular poem)

9. 《東文選》〈舟賂說〉〈忌名說〉(李奎報)

Korean: 서거정 외찬 《고전국역총서 31, 국역 동문선, 7》(서울: 민족문화추진회 편, 1998): 443-445.

Chinese: 徐居正 外篇 《古典國譯叢書 31, 國譯 東文選 7》(서울: 民族文化推進會編, 1998): 《東文選》卷之九十六, 說, 丁一b--丁二b〈舟賂說〉〈忌名說〉, pp.194.

*Tongmunson*, 'Chu-nui sŏl', 'Ki-myŏng sŏl' by Yi Kyu-bo (social commentary by one of the greatest literary figures of the Koryŏ kingdom)

10. 《東文選》〈蝨太說〉〈鏡說〉(李奎報)

Korean: 서거정 외찬 《고전국역총서 31, 국역 동문선, 7》(서울: 민족문화추진회 편, 1998): 443-445.

Chinese: 徐居正 外篇 《古典國譯叢書 31, 國譯 東文選 7》(서울: 民族文化推進會編, 1998): 《東文選》卷之九十六, 說, 丁一 a--丁三 a 〈舟路說〉 〈忌名說〉, pp.194.  
*Tongmunson, Sül-t'ae söl', 'Kyöng söl' by Yi Kyu-bo (essays on society and philosophy)*

11. 《訓民正音解例》〈訓民正音解例 後序〉 and 《朝鮮王朝實錄 世宗實錄》卷 103, 世宗 26 年 2 月庚子條〈訓民正音反對上疏〉

Korean: 韓治勳, 李泰鎮 編 《史料로 본 韓國文化史, 朝鮮前期篇》, (서울: 一志社, 1984): 100-107.

Chinese: 韓治勳, 李泰鎮 編 《史料로 본 韓國文化史, 朝鮮前期篇》, (서울: 一志社, 1984): 296; 朝鮮王朝實錄 世宗實錄 卷 百三, 世宗二十六年 二月庚子條〈訓民正音反對上疏〉.

'Hunmin Chöngüm Proclamation' (afterword to the *Hunmin Chöngüm haerye*, the Chosön kingdom proclamation that officially established the modern Korean script today known as *hangül*) and *Chosön Wangjo Sillok, Sejong Sillok*, Book 103, Sejong 26th year, second month, kyöngja day (the major opposition memorial to the new script)

12. 《月印釋譜》〈釋譜詳節〉(首陽大君)

Korean: 《月印釋譜》卷 第一 丁一 a--丁十一 b.

*Wölin sökbo, 'Sökbo sangjöl' by Suyang Taegun (one of the earliest pieces of literature using hangül)*

13. 朝鮮時代の 詩歌 selections

Korean:

1) 歌詞: <農家月令歌, 八月令> 韓 勳, 李成茂 編 《史料로 본 韓國文化史, 朝鮮後期篇》, (서울: 一志社, 1985): 394-395.

2) 時調: <辭說時調> 박경신, 김태식, 송백헌, 양왕용 편 《문학, 상》, (서울: 금성출판사, 1999): 106.

3) 時調: <時調> 서울 대학교 사범 대학 국어 교육 연구소 편 《국어 상》, (서울: 교육부, 1999): 151.

4) 時調: <平時調, 三首> 박경신, 김태식, 송백헌, 양왕용 편 《문학, 상》, (서울: 금성출판사, 1999): 57.

Chosön-era poetry selections (*kasa* and *shijo*)

14. 《洪吉童傳》(許筠) selections

Korean: <홍길동 집을 나가다> 韓 勳, 李成茂 編 《史料로 본 韓國文化史, 朝鮮後期篇》, (서울: 一志社, 1985): 378-383 or 金俊榮, 崔三龍 編 <洪吉童傳>, 京版本抄, p. 268-273/完版本抄, p. 274-285 in 《古典文學集成》(서울: 螢雪出版社, 1985).

Selections from the *Honggiltong-jön* by Hō Kyun (?) (one of the earliest Korean novels, which tells the tale of a Robin Hood figure)

15. 《燕岩集》卷 81, 傳〈兩班傳〉(朴趾源)

Korean: 韓治勳, 李成茂 編 《史料로 본 韓國文化史, 朝鮮後期篇》, (서울: 一志社, 1985): 211-214.

Chinese: 韓祐, 李成茂 編 《史料로 본 韓國文化史, 朝鮮後期篇》, (서울: 一志社, 1985): 505-506.

*Yŏn'am jip*, Book 81, 'Story of the Yangban' by Pak Chi-wŏn (social satire by a literary giant of the later Chosŏn kingdom)

#### 16. 《三一獨立宣言文》

Korean: 김영호 편 《註解 獨立宣言書》 (서울: 三岡教材開發研究士, 1988).

*Sam'il tongnip sŏn'ŏnsŏ* (the Korean Declaration of Independence from Japan in 1919)

### B. Language and Culture

The texts are generally written in Modern Korean, but some are in Middle or early-modern Korean.

#### Unit 1: The History and Structure of the Korean Language

1. 이익섭 (Yi Ik-sŏp) (1997), 『한국의 언어』 (Han'guk ŭi ŏnŏ), 신구문화사 (Sin'gu munhwasa).  
Survey of Korean language/linguistics, including overviews on typological, morpho-syntactic, and phonological aspects of Korean.

2. 강신항 (Kang Sin-hang) (2003), 『(수정증보) 훈민정음 연구』 (Hunmin chŏng'ŭm yŏn'gu),  
성균관대학교 출판부 (Sungkyunkwan taehakkyo ch'ulp'anbu)  
Principles and mechanism found in Korean alphabet.

or

김방한 (Kim Pang-han) (1990), 『한국어의 계통』 (Han'gugŏ ŭi kyet'ong), 민음사, (Minumsa).  
The Typology of Korean.

3. 이정민 (Yi Chŏng-min) (1989), “국어의 통사적 중의성 (Kugŏ ŭi t'ongsajŏk chungŭisŏng)”, 『한글 및 한국어 정보처리 학술발표논문집』 (Han'gŭl mit Han'gugŏ chŏngbo ch'ŏri haksul palp'yo nonmunjip), 한국정보과학회/한국인지과학회 (Han'guk chŏngbo kwa hakhoe / Han'guk inji kwahakhoe)  
Structural properties of Korean and their implications for psycholinguistics.

4. 권재일 (Kwŏn Chae-il), 김윤한 (Kim Yun-han), 문양수 (Mun Yang-su), 남승호 (Nam Sŭng-ho)  
전종호 (Chŏn Chong-ho) (1997), “통사구조와 운율구조의 상관성 연구 (T'ongsa kujo wa unyul kujo ŭi sangkwansŏng yŏn'gu)”, 『언어학』 (Ŏnŏhak) 20, 1-53.  
Interaction between syntactic structure and prosody of Korean.

5. 고영근 (Ko Yŏng-kŭn) (1999), 『북한의 언어 문화』 (Pukhanŭi ŏnŏ munhwa)  
서울대학교 출판부 (Seoul taehakkyo ch'ulp'anbu).  
Language and culture of North Korea.

#### Unit 2: Traditional/Modern World Views through Literature (texts range from the fifteenth century into the twenty-first century)

6. 김인겸 (Kim In-kyŏm), 『일동장유가』 (Iltong changyu-ga).

7. 규원가 (Kyu Wŏn-ka) 『허난설현』 (Hŏ Nan sŏlhŏn).

8. 정약용 (Chŏng Yak-yong), 『유배지에서 온 편지』 (Yubae-ji esŏ on p'yŏnji).
9. 황순원 (Hwang Sun-wŏn), 『학』 (Hak).
10. 이청준 (Yi Ch'ŏng-chun), 『눈길』 (Nungil).

### Unit 3: Traditional Arts, Thought and Culture

The texts cover traditional and modern arts, thought, society, and culture.

11. 이기백 (Yi Ki-baek), 『민족문화의 전통과 계승』 (Minjok munhwa ūi chŏnt'ong kwa kyesŭng), 『고등학교 국어(하)』 (Kodŭng hakkyo Kuk'ŏ, ha).  
Inheritance and Application of Tradition.

12. 정범모 (Chŏng Pŏm-mo) (2001), “역사의 전면에 떠오른 통속문화: 풍속화 (Yŏksa ūi chŏnmyŏn e ttŏ orŭn t'ongsok munhwa: P'ungsok hwa)”, 『한국미술의 이해』 *Han'guk misul ūi ihae*, 다할미디어 (Dahal-media).  
Chosŏn-era painting, particularly reflecting the lives of ordinary people.

13. 유홍준 (Yu Hong-jun), (2003), “유회삼매, 선비의 예술과 선비취미 (Yuhŭi sammae, sŏnbi ūi yesul kwa sonbi ch'wimi)”, 『고서화도록 7』 (Kosŏhwa torok 7), 학고재 (Hakkochae).  
Chosŏn-era intellectual life, poetry, and art.

14. 정병호 (Chŏng Pyŏng-ho), (1985), 『한국춤』 (Han'guk ch'um), 열화당 (Yŏlhwadang).  
Korean Dancing.

15. 김동춘 (Kim Tong-ch'un), (2002), “유교와 한국의 가족주의, 가족주의는 유교적 가치의 산물인가? (Yugyo wa Han'guk ūi kajok chu'i, kajok chu'i nun Yugyo chŏk kach'i ui sanmul inga?)” 『경제와 사회』 55, 한국산업사회학회 (Han'guk sanŏp sahoe hakhoe).  
Confucian influences on the Korean family.

## II. Modern Korean

‘Modern Korean’ is designed for students reading for the Master of Studies in Korean Studies with prior training in Korean up to an intermediate level. Candidates who already possess advanced knowledge of Modern Korean with fluent communicative ability will be instead required to choose Classical Chinese or Modern Japanese.

Preparation for the examination of this paper will be made using a variety of modern Korean prose covering social, cultural, political, and economic issues studied under the rubric of *Modern Korean (for Korean MSt.)* in the lecture list.

### Aims and Objectives

‘Modern Korean’ is aimed at familiarizing the MSt. course students with a variety of contemporary writings so that they can satisfy diverse language requirements arising from their research activities.

‘Modern Korean’ has been designed to help students to determine the extent to which any given material is relevant to their research or offers a reading interest, and to analyse the structures and styles of discourse materials. It is also expected to help students to write documentary requests and inquiries in relation to their academic activities.



'Modern Korean' is not limited to teaching and learning formal linguistic features. Students are trained to approach materials from a critical point of view and link the material with the background knowledge of their subject area. The habit of critical reading will be especially emphasized in dealing with texts related to history and social sciences. In order to develop such skills, students will practice scanning texts for relevant or specific information; summarizing the gist of texts; identifying styles of initiating, developing, and concluding arguments; drawing out implicit or subtly expressed assumptions underlying certain statements; and, finally, comparing multiple numbers of writings and determining the extent of convergence and divergence.

Those who wish to refurbish basic grammar and translation skills are advised to consult with the teacher to discuss the need to attend classes entitled 'Modern Korean' for Undergraduates.

#### *Class Hours*

- Michaelmas Term: 16 hours (2 hrs/week)
- Hilary Term: 16 hours (2 hrs/week)
- Trinity Term: 12 hours (2 hrs/week)
- Total: 44 hours

#### *Study Material*

##### 1. Reading

Students will read a variety of contemporary writings such as newspaper editorial articles, weekly and monthly magazines, academic theses, conference papers, and university textbooks. Topics and contents will cover Korean current affairs, the post-1945 history, and traditional thoughts and religion.

##### 2. Chinese Characters

Depending on the courses that the students attended previously and the research topic, students will be required to learn Chinese characters. Students will be trained to acquire and expand a working knowledge of the most common Chinese characters. Students will use one of the following two textbooks.

- F. Y. T. Park, *Speaking Korean: A Guide to Chinese Characters*.
- Fred Lukoff, *A First Reader in Korean Writing in Mixed Script*.

##### 3. Composition

Depending on the level of the student's proficiency in written Korean, one of the two forms of composition assignment below will be assigned. All essays should be submitted at least two days before the reading class and typed (preferably word-processed using a Korean word processor) in A4 size.

- Either: one topic every four weeks (length: 2 pages in A4)
- Or: one short summary of the seen material every two weeks (length: 1-2 pages in A4)

### III. Methodologies for Classical Koreanology or Korean Linguistics

These tutorials are designed to acquaint the student with the minimum skill sets required for any candidate who might be considering future advancement towards a research degree, such as D.Phil. candidature, at Oxford. The examination consists of a take-home paper that the student must complete in the Bodleian Library not sooner than two days and not later than seven days after the completion of the Language paper and the Prescribed Texts paper.

Students should choose their track: History and Culture or Language and Culture.

#### History and Culture:

Depending on the capabilities of the candidate, eight or more library research exercises will be set beginning in the first term (Michaelmas) that involve the use of classical reference texts or examine linguistic theory and methodologies. The classical reference texts were originally written in Chinese and many have been translated into modern Korean.

#### Language and Culture:

Depending on the capabilities of the candidate, eight or more library research exercises will be set beginning in the first term (Michaelmas) that involve the use of linguistic theory and methodologies. Linguistic theory and methodology exercises may involve practicums or essay preparation.

#### IV. Thesis

Each candidate will be required to produce in standard scholarly format a thesis of not more than 15,000 words. The thesis allows candidates to pursue a topic of their own choice applying the research skills acquired in other parts of the course. Candidates should expect to identify their topics in the first term (Michaelmas), do a large portion of the research during the Christmas vacation, ask specific questions of a linguistic, methodological, or conceptual nature during the second term (Hilary), and produce a first, complete draft by the beginning of the third term (Trinity) to allow time for revision before final submission not later than noon on Friday of the sixth week of the third term.

#### Teaching Staff

- Dr [Younghae Chi](#), St Antony's College, University Instructor in Korean, with specialities in multi-language comparative approach to Korean learning, and contemporary Korean culture and religion.

Dr Chi has worked as a military specialist at the Korea Institute for Defence Analyses in Seoul, before he came to study International Relations at Oxford in 1988. Having been trained both as a political scientist and as a theologian, he has been conducting research in the interdisciplinary field of politics, theology, and religion. Recently he gave a series of public lectures on inter-Korean relations at Seoul National University in Korea and Salamanca University in Spain. His present research focuses on inter-Korean relations with emphasis on North Korean defectors and social-cultural dynamisms in the two Koreas. His publications include 'The Christian and Buddhist Environmental Movements in Contemporary Korea: Common Efforts and Their Limitations', *Korea Journal*, vol. 54, no. 4 (winter 2014) (co-authored with Professor Namchul Boo) and a review of 'The Tyranny of the Weak: North Korea and the World, 1950–1992', by Charles K. Armstrong in *Korean Studies*, v. 38 (2014).
- Dr [Jieun Kiaer](#), Hertford College, Young Bin Min-Korea Foundation Lecturership in Korean Language and Linguistics, with specialities in modern and classical linguistics.

Dr Kiaer's research focuses on the nature of syntactic motivations. In her recent book *Pragmatic Syntax* (Bloomsbury Publishing, 2014), she argues that the fundamental syntactic motivation is pragmatic in nature. Mainly based on a large corpus investigation, the study shows that linguistic structures have been built and are built in order to maximise the efficiency of human communication and at the same time to meet expressive goals, adding different dimensions of meaning to propositions. Dr Kiaer also works on the role of prosody in syntactic realisation. For this, she is investigating the Sejong Spoken Korean Corpus along with Korea University Spoken Corpus in collaboration with Prof Jiyoung Shin from Korea University. Dr. Kiaer is also actively engaged in developing textbooks for Korean language and linguistics. Her most recent publication

(co-authored with Anna Yates-Lu), *Korean Literature Through the Korean Wave*, was published by Routledge Press in 2019.

- Dr [James B. Lewis](#), Wolfson College, Associate Professor in Korean History, with specialities in Korean-Japanese relations, Korean economic history, and East Asian comparative history.

Dr. Lewis works on Korean and Japanese history from ca. 1600 to 1850 and has published on relations between the two countries, focusing on trade and diplomacy (*Frontier Contact Between Chosŏn Korea and Tokugawa Japan*, Routledge, 2003), cultural exchange ('A Scroll of the 1748 Korean embassy to Japan preserved in the British Museum', *Acta Koreana*, Vol. 13, No. 1, 2010, pp. 51-88), and war (*The East Asian War, 1592-1598*, an edited volume, Routledge, 2015). His recent work is collaborative and focuses on the economic history of Chosŏn Korea, drawing attention to demand-side drivers ('Korean Expansion and Decline from the Seventeenth to the Nineteenth Century: A View Suggested by Adam Smith', co-authored, *The Journal of Economic History*, Vol. 68, No. 1, March 2008, pp: 244-282). He has also published papers with collaborators using rare, original documents from North and South Korea that demonstrate an eighteenth-century Korean double-entry bookkeeping method ('Korean Double-Entry Merchant Accounts from Kaesŏng City (1786-1892)', co-authored, *Sungkyun Journal of East Asian Studies*, Vol. 13, No. 2, 2013, pp. 105-148). He is currently working on projects to translate and comment on materials related to Korean-Japanese relations (*Kōrin teisei*, 1728; *Haeyurok*, 1719) and to compose a survey of Chosŏn-period economic history for the *Cambridge History of Korea*. His most recent publication (co-translated and co-authored with Xin Wei), *Korea's Premier Collection of Classical Literature: Selections from Sŏ Kŏjŏng's (1420-1488) Tongmunsŏn*, was published by University of Hawai'i Press in 2019.

### Examinations and Assessment

In Trinity Term, students will have four examinations. The Thesis is submitted by the end of 6th week, leaving three examinations at the end of Trinity Term: Prescribed Texts, Modern Korean (or another modern language examination), and a Methodology examination.

Prescribed Texts and Modern Korean are sat in Examination Schools. Methodology is a take-home examination to be prepared in the Bodleian Library and will be issued after the Prescribed Texts and Modern Korean examinations are completed. For Prescribed Texts in Korean, students are responsible for translating selected passages and answering questions asking for exegesis and commentary.

NOTE: Because all examined texts for Prescribed Texts are 'seen' texts or prepared before the examination, no dictionaries or notes of any kind are permitted in the examination halls. The same is true for the modern language examination.

Vivas are compulsory unless candidates are excused by the examiners.

Please refer to the [conventions](#) for MSt and MSc examinations.

Submit any applications for approval of optional papers and for thesis subject/title approvals [here](#).

### Deadlines

Hilary Term	Week 0, Monday	Approval of the thesis subject/thesis title
Hilary Term	Week 4, Friday	Examination entry for optional papers
Trinity Term	Week 6, Friday, 12 noon	Thesis submission

## Canvas

Click [here](#) for the MSt Korean Studies Canvas page.

## Examination Regulations

The Examination Regulations relating to this course are available at <https://www.admin.ox.ac.uk/examregs/2019-20/mosinkorestud/studentview/>. If there is a conflict between information in this handbook and the Examination Regulations then you should follow the Examination Regulations.

Return to [contents page](#).

## 28. MASTER OF PHILOSOPHY IN MODERN MIDDLE EASTERN STUDIES

Course Director - Dr [Michael Willis](#)

### Introduction

This course aims:

1. to provide intensive training in a Middle Eastern language and to develop reading skills to attain a research proficiency;
2. to provide a common foundation in the methods and disciplines relevant to the study of the Middle East;
3. to provide intensive training in three fields of knowledge based on a combination of lectures, tutorials and essay writing;
4. to develop research and writing skills, with training in appropriate theoretical and methodological approaches, through supervision of a thesis on a subject of the student's choice.

All students are required to study a modern Middle Eastern language as an integral part of their course. Arabic, Persian, Hebrew and Turkish are all available at the introductory level. Students with an intermediate knowledge of all four languages, subject to a placement test, can take Advanced Arabic, Advanced Persian, Advanced Hebrew or Advanced Turkish in lieu of the introductory level; otherwise they will be required to take another language at the introductory level.

The intensive nature of the language study and the strong emphasis on essay writing for tutorials are perhaps the distinguishing feature of this course. These features are characteristic of Oxford education and they provide an important rigour and depth of training in this field.

### Outline

All students will study either Arabic, Hebrew, Persian, or Turkish.

Students who are suitably competent in all 4 languages, which will be established in a test at the start of Year 1, will be expected to study 1 of them at advanced level. Otherwise, students who are suitably competent in 1 language will be expected to study another 1 at introductory level.

Students will choose 3 out of the following options for essay-based study and examination:

1. The Arab-Israeli Conflict (Trinity Term) - *Avi Shlaim*
2. History and Politics of the Gulf (Michaelmas Term) - *Toby Matthiesen*
3. History and Politics of the Islamic Republic of Iran, 1979-2005 (Trinity Term) - *Maziyar Ghiabi*
4. History from Below in the Middle East and North Africa (Hilary Term) - *Hilary Term*
5. History of Qajar Iran (Trinity Term) - *Stephanie Cronin*
6. History of the Maghreb since 1830 (Michaelmas Term) - *James McDougall*
7. History of the Middle East, 1860 to 1970 (Hilary Term) - *Eugene Rogan*
8. International Relations of the Middle East (Hilary Term) - *Toby Matthiesen*
9. Iran from the Constitutional Revolution to the Islamic Revolution (Michaelmas Term) - *Stephanie Cronin*
10. Main Themes in Israeli Society and Politics (Michaelmas Term) - *Yaacov Yadgar*
11. Modern Hebrew Literature, 1900-Present (Hilary Term) - *Adriana Jacobs*
12. Modern Islamic Thought (Hilary Term) - *Usama al-Azami*

13. Nahda: Arabic Prose and Cultural Activism in the 19<sup>th</sup> Century (Michaelmas Term) - *Marilyn Booth*
14. Politics and Anthropology of Iran (Hilary Term) - *Maziyar Ghiabi*
15. The Political Economy of the Middle East and North Africa (Michaelmas Term) - *Adeel Malik*
16. Political Islam, Islamism and Modern Islamic Movements (Trinity Term) - *Usaama al-Azami*
17. Politics and Anthropology of Iran (Michaelmas Term) - *Maziyar Ghiabi*
18. Politics of the Maghreb (Michaelmas & Trinity Terms) - *Michael Willis*
19. Social Anthropology of the Middle East (Michaelmas & Hilary Terms) - *Walter Armbrust*
20. Space and Gender in Middle Eastern Literatures: The Harem and the Body (Trinity Term) - *Marilyn Booth*
21. Turkish Literature: Texts and Contexts (Trinity Term) - *Laurent Mignon*

## Year 1

Throughout the course, all students receive intensive language training designed to cover the fundamentals of grammar in their chosen Middle Eastern language, or the finer points of language competence in the case of one of the Advanced-level options. Depending on the language, students will spend 5-12 hours per week in class and language laboratory.

In Michaelmas Term, students must participate in the Introduction to the Modern Middle East and North Africa seminar. Every Thursday, students will attend the seminar's introductory lecture and every Tuesday, students will attend the seminar, which will be presented each week by a different member of the [teaching staff](#). A reading list is distributed at the start of term providing the required readings and essay topics for each meeting. Students are required to prepare in advance of each weekly meeting for assessment by the teacher who is presenting that particular session. The seminar is an interactive forum in which students are asked to present their arguments and to respond to each other's work. All students are also encouraged to attend [lectures and seminars](#) offered by the members of the teaching staff during Michaelmas Term across Oriental Studies, History, Anthropology, and Politics and International Relations.

In Hilary Term, in consultation with their University supervisor, students will arrange a series of tutorials for 1 of their 3 options. Tutorials typically involve 8 weekly meetings of 1 hour and 6 essays, to be arranged between the tutor and the student. Students should complete all of their essays for the option by the end of the term. Most options have an associated lecture series which students are expected to attend.

In Trinity Term, students will continue with their language training for a minimum of 5 hours per week. Students will arrange a series of tutorials for the second of their options. In consultation with their University supervisor students will begin to define their thesis topics. Each will meet with members of staff whose teaching interests are closest to the student's proposed subject of thesis research, to help the student in choosing a thesis supervisor. It is quite common for students to have different University and thesis supervisors. Students will be expected to do a full bibliographic search as part of the definition of their thesis topic, and to have begun reading the relevant secondary sources. Students will be expected to continue attending all relevant lectures, seminars, and classes.

The Long Vacation is of great importance to the course, students are strongly urged to pursue intensive language training in an appropriate course in the region, where political circumstances permit. Information on the different courses available may be obtained from the relevant language instructors in the first instance, in consultation with supervisors. Students are also encouraged to take the opportunity provided by study abroad to conduct research for their theses in the region.

## Year 2

In Michaelmas Term, students will continue with their language training for a minimum of 5 hours per week. In consultation with their University supervisor students will also arrange a series of tutorials for the third of their options. In consultation with their thesis supervisor, students will consolidate their thesis research from the previous term and the long vacation. Research and writing of the thesis should continue over the Christmas Vacation.

In Hilary Term, students will continue with language training for a minimum of 5 hours per week. They will present their research findings to their peers and faculty in the MPhil Research Seminar. This seminar is attended by all candidates for the course. These presentations normally take 40 minutes, with 20 minutes afterwards for questions. The seminar has a number of specific aims: to foster a lively discussion of student research in progress; to assist candidates in the completion of their written work; to develop students' oral presentation skills. Draft chapters of the thesis should be submitted to the thesis supervisor for comment. A complete draft of the thesis, incorporating the supervisor's comments, should be ready for the supervisor's final assessment by the end of the term.

During the Easter Vacation, students should make final revision to their theses.

In Trinity Term, students will submit their theses and undertake revision in their language and 3 options.

## Teaching Staff

- Prof. [Walter Armbrust](#), St. Antony's College, Associate Professor in Modern Middle Eastern Studies – Social Anthropology of the Middle East
- Dr [Usaama Al-Azami](#), St Antony's College, Departmental Lecturer in Contemporary Islamic Studies
- Prof. [Marilyn Booth](#), Magdalen College, Khalid bin 'Abdullah Al-Sa'ud Professor for the Study of the Contemporary Arab World – Nahda: Arabic Prose and Cultural Activism in the 19<sup>th</sup> Century
- Dr [Stephanie Cronin](#), St Antony's College, Roshan Institute Visiting Research Fellow, Elahé Omidyar Mir-Djalali Research Fellow – History from Below in the Middle East and North Africa, Iran from the Constitutional to the Islamic Revolution , History of Qajar Iran
- Dr [Maziyar Ghiabi](#), Departmental Lecturer in Persian and Iranian Studies, Oriental Institute – History and Politics of the Islamic Republic of Iran, 1979-2005, Politics and Anthropology of Iran
- Dr [Adriana Jacobs](#), Associate Professor and Cowley Lecturer in Modern Hebrew Literature, Oriental Institute – Modern Hebrew Literature, 1900 to Present
- Dr [Adeel Malik](#), Department of International Development and Oxford Centre for Islamic Studies, Islamic Centre Lecturer in Development Economics – The Political Economy of the Middle East and North Africa
- Dr [Toby Matthiesen](#), St Antony's College, Senior Research Fellow in the International Relations of the Middle East – International Relations of the Middle East, History and Politics of the Gulf
- Prof. [James McDougall](#), Trinity College, Professor of Modern and Contemporary History – History of the Maghreb Since 1830
- Dr [Laurent Mignon](#), St Antony's College, Lecturer in Turkish – Turkish Literature: Texts and Contexts

- Prof. [Eugene Rogan](#), St Antony's College, Professor of Modern Middle Eastern History – History of the Middle East, 1860-1970
- Prof. [Avi Shlaim](#), St Antony's College, Emeritus Professor of International Relations – The Arab-Israeli Conflict
- Dr [Michael Willis](#), St Antony's College, King Muhammad VI Fellow in Moroccan and Mediterranean Studies – Politics of the Maghreb
- Prof. [Yaacov Yadgar](#), Department of Politics and International Relations and School of Interdisciplinary Area Studies, Professor of Israel Studies – Beyond Religion and Politics in Israel

## Teaching Methods

Tutorials are the stock in trade of an Oxford education, and the backbone of the teaching for the M.Phil. Each of the options presented below represents a course of eight tutorials. Typically, the tutor is a member of the teaching staff who meets with students in the tutor's office individually or in pairs or small groups for a teaching session of one hour's duration. The student is required to present an essay based on a set of readings and an essay question arranged with the tutor in advance. The manner of conducting tutorials varies from tutor to tutor: some tutors request students to hand in their essays in advance for discussion in tutorial, while others ask students to read their essay out loud in tutorial, with discussion to follow. Attendance and completion of the assignment are strictly required.

Classes are interactive groups in which a member of the teaching staff instructs between 3-10 students. Most language training is done in classes. Attendance is required, and all assignments are to be handed in to the instructor for assessment.

Lectures are open to the University public. Normally, a member of the teaching staff presents a series of eight weekly lectures grouped around a topic of relevance to one of the course options, e.g. 'The Politics of the Middle East' or 'Social Anthropology of the Middle East.' They tend not to be interactive, though some lecturers invite questions at the end of their presentation. Attendance is optional, and there are no required readings or assignments. However, students are strongly encouraged to attend all of the lectures in a series to broaden their general knowledge of the subject.

Seminars take two forms. Some are closer to classes, in the sense of being an interactive group with required attendance and assignments, such as the MPhil opening seminar, 'Research Methods for Modern Middle Eastern Studies.' Others are closer to lectures, in the sense of being open to the public and organised around a theme. The Middle East Centre hosts a weekly seminar on a topic of general interest each term. What both forms share in common is that they are organised by a convenor and tend to bring a different speaker each week.

## Supervision

### University Supervisor

Each student is assigned a University Supervisor before coming up to Oxford. The University Supervisor is the person of first reference for all academic matters. Students should discuss their choice of options and of thesis topics with their University Supervisor, who is also responsible for helping students to arrange meetings with potential tutors. University Supervisors follow students' progress closely, obtain reports on their performance from their tutors and instructors at the end of each term, and are required to submit a brief termly report on their progress to the university. Students should meet with their Supervisor before each term to discuss what they are expected to accomplish during that term, and should arrange a meeting at the end of the term for a progress report. Of course students are also encouraged to meet with their University Supervisor during the



term as necessary. University Supervisors are often required to sign forms for you, and are available to write references.

### Thesis Supervisor

While students have their University Supervisor assigned to them, they choose their thesis supervisor as the member of academic staff best able to oversee the research and writing of a given research topic. Students are advised to consult with their University Supervisor and meet with a number of members of staff to discuss their interests before deciding on a topic and thesis supervisor. Students are entitled to 8 tutorials with their thesis supervisor on the research and writing of their thesis. Generally, thesis supervisors read one draft of each chapter for comments and then read a completed draft of the thesis, with revisions incorporating the thesis supervisor's comments. It is not reasonable to expect your thesis supervisor to read several drafts of the same chapter.

### Examinations and Assessment

In Hilary Term of Year 1, students will sit 2 written examinations, including 1 language paper. Students must pass both papers in order to progress into the second year of the course.

Please refer to the [conventions](#) for MPhil Qualifying examinations.

In Trinity Term of Year 2, students will sit 4 examinations, 1 language paper and their 3 option papers.

Students will also submit their thesis in Trinity Term of Year 2.

Please refer to the [conventions](#) for MPhil Final examinations.

### Deadlines

Year 1	Michaelmas Term	Week 8, Friday	Examination entry for optional papers (Qualifying)
Year 2	Michaelmas Term	Week 2, Friday	Examination entry for optional papers (Final)
Year 2	Hilary Term	Week 0, Monday	Approval of the thesis subject/thesis title
Year 2	Trinity Term	Week 2, Thursday, 12 noon	Thesis submission

### Canvas

Click [here](#) for the MPhil Modern Middle Eastern Studies Canvas page.

### Examination Regulations

The Examination Regulations relating to this course are available at <http://www.admin.ox.ac.uk/examregs/2019-20/mopinoriestud/studentview/>. If there is a conflict between information in this handbook and the Examination Regulations then you should follow the Examination Regulations.

Return to [contents page](#).

## 29. MASTER OF SCIENCE IN MODERN MIDDLE EASTERN STUDIES

Course Coordinator - Prof<sup>[ELR4]</sup>. [Eugene Rogan](#)

### Introduction

The course aims to provide an understanding in depth of the societies, politics, economies, histories, and cultures of the Middle East, and their position in the wider world, to give training in the research methods, drawn from a range of humanities and social science disciplines, needed for this understanding, and to provide an appreciation of the research resources relevant to the study of the Middle East.

### Outline

The course accommodates both students who are at the intermediate or advanced level in Arabic or Hebrew and students who already have research-level language skills in a Middle Eastern language. The course does not, at present, accommodate students who wish to study Persian or Turkish, though we can offer some course options relevant to Iran and Turkey.

Students at intermediate or advanced level in their chosen language will follow Mode A and will be required to take examination in that language as 1 of their 3 options. Students who have research-level competence in their chosen language will follow Mode B and will take 3 non-language options. These options will be taught through a combination of lectures, tutorials, and non-assessed essays.

As well as the options offered for the [MPhil in Modern Middle Eastern Studies](#)<sup>[ELR5]</sup> listed below, a few further options are available to students on this course:

1. The Arab-Israeli Conflict (Trinity Term) - *Avi Shlaim*
2. History and Politics of the Gulf (Michaelmas Term) - *Toby Matthiesen*
3. History and Politics of the Islamic Republic of Iran, 1979-2005 (Trinity Term) - *Maziyar Ghiabi*
4. History from Below in the Middle East and North Africa (Hilary Term) - *Hilary Term*
5. History of Qajar Iran (Trinity Term) - *Stephanie Cronin*
6. History of the Maghreb since 1830 (Michaelmas Term) - *James McDougall*
7. History of the Middle East, 1860 to 1970 (Hilary Term) - *Eugene Rogan*
8. International Relations of the Middle East (Hilary Term) - *Toby Matthiesen*
9. Iran from the Constitutional Revolution to the Islamic Revolution (Michaelmas Term) - *Stephanie Cronin*
10. Main Themes in Israeli Society and Politics (Michaelmas Term) - *Yaacov Yadgar*
11. Modern Hebrew Literature, 1900-Present (Hilary Term) - *Adriana Jacobs*
12. Modern Islamic Thought (Hilary Term) - *Usaama al-Azami*
13. Nahda: Arabic Prose and Cultural Activism in the 19<sup>th</sup> Century (Michaelmas Term) - *Marilyn Booth*
14. Politics and Anthropology of Iran (Hilary Term) - *Maziyar Ghiabi*
15. The Political Economy of the Middle East and North Africa (Michaelmas Term) - *Adeel Malik*
16. Political Islam, Islamism and Modern Islamic Movements (Trinity Term) - *Usaama al-Azami*
17. Politics and Anthropology of Iran (Michaelmas Term) - *Maziyar Ghiabi*
18. Politics of the Maghreb (Michaelmas & Trinity Terms) - *Michael Willis*
19. Social Anthropology of the Middle East (Michaelmas & Hilary Terms) - *Walter Armbrust*

20. Space and Gender in Middle Eastern Literatures: The Harem and the Body (Trinity Term) - *Marilyn Booth*
21. Turkish Literature: Texts and Contexts (Trinity Term) - *Laurent Mignon*

Students will also be required to complete practical exercises on Qualitative Research Methods and Quantitative Research Methods, which will be taught by lecture series and seminars in Michaelmas and Hilary Terms.

*Mode A (includes language option)*

Students will attend language classes throughout all 3 terms of the course. Students will take 2 non-language options, 1 in each of Hilary and Trinity Terms.

*Mode B (does not include language option)*

Students will take 3 non-language options, 1 in each term.

### Teaching Staff

- Dr Usaama al-Azimi, Faculty of Oriental Studies, Departmental Lecturer in Contemporary Islamic Studies
- Prof [Walter Armbrust](#), Faculty of Oriental Studies, Associate Professor in Modern Middle Eastern Studies
- Dr [Christopher Barrie](#), Deptment of Sociology, Tutor in Quantitative Research Methods
- Prof [Marilyn Booth](#), Faculty of Oriental Studies, Khalid bin Abdullah Al Saud Professor for the Study of the Contemporary Arab World
- Dr [Stephanie Cronin](#), Departmental Lecturer, Faculty of Oriental Studies
- Dr [Maziyar Ghiabi](#), Faculty of Oriental Studies, Departmental Lecturer
- Dr [Adriana Jacobs](#), Faculty of Oriental Studies, Associate Professor and Cowley Lecturer in Modern Hebrew Literature
- Dr [Tajalsir Kandoura](#), Faculty of Oriental Studies, Instructor in Arabic
- Dr [Adeel Malik](#), Department of International Development and Oxford Centre for Islamic Studies, Islamic Centre Lecturer in Development Economics
- Dr [Toby Matthiesen](#), St Antony's College, Sir Adam Roberts Senior Research Fellow in the International Relations of the Middle East
- Prof. [James McDougall](#), Department of History, Associate Professor
- Dr [Laurent Mignon](#), Faculty of Oriental Studies, Associate Professor
- Prof [Eugene Rogan](#), Faculty of Oriental Studies, Professor in the History of the Modern Middle East
- Prof [Avi Shlaim](#), St Antony's College, Emeritus Professor of International Relations
- Dr [Michael Willis](#), Faculty of Oriental Studies, King Muhammad VI Fellow in Moroccan and Mediterranean Studies
- Prof [Yaacov Yadgar](#), Oxford School of Global and Area Studies, Department of Politics and International Relations, Professor of Israel Studies – Modern Israel: History, Politics, and Culture, 1882-Present
- Mr [Gil Zahavi](#), Oriental Institute, Instructor in Modern Hebrew

## Examinations and Assessment

Students will be examined on their options through 1 take-home essay per option, which will be released on Monday of 6<sup>th</sup> Week of each term and will be due on Monday of 0<sup>th</sup> Week of Hilary and Trinity Terms and Friday of 12<sup>th</sup> Week in Trinity Term. Students taking Mode A will be examined on their chosen language in 1 written examination in Trinity Term.

Students will be examined in 2 take-home examinations on Research Methods. These examinations will be publicised in the term in which they are taught, and due by Monday of Week 9 of that same term.

Students will also submit a dissertation.

Please refer to the [conventions](#) for MSt and MSc examinations for full details of each assessment for Mode A and Mode B students, and their weightings.

## Deadlines

### Mode A (Language track)

Michaelmas Term	Week 6, Monday,	Practical take-home test in qualitative methods <b>is released</b>
Michaelmas Term	Week 9, Monday, 12 noon	<b>SUBMIT</b> - Practical take-home test qualitative methods
Hilary Term	Week 2, Friday, 12 noon	<b>SUBMIT</b> - Dissertation title approval
Hilary Term	Week 6, Monday	Take-home test in quantitative analysis <b>is released</b>
Hilary Term	Week 6, Monday	Take-home essay title 1 <b>is released</b>
Hilary Term	Week 9, Monday, 12 noon	<b>SUBMIT</b> - Take-home test in quantitative analysis
Trinity Term	Week 0, Monday, 12 noon	<b>SUBMIT</b> - take-home essay 1
Trinity Term	Week 6, Monday	Take-home essay title 2 <b>is released</b>
Trinity Term	Week 12, Friday, 12 noon	<b>SUBMIT</b> - take-home essay 2
Trinity Term	12 noon of the weekday on or nearest to 1 September	<b>SUBMIT</b> Dissertation

### Mode B (Non-language track)

Michaelmas Term	Week 6, Monday	Practical take-home test in qualitative methods <b>is released</b>
Michaelmas Term	Week 6, Monday	Take-home essay title 1 <b>is released</b>
Michaelmas Term	Week 9, Monday, 12 noon	<b>SUBMIT</b> - Practical take-home test qualitative methods

Hilary Term	Week 0, Monday, 12 noon	<b>SUBMIT</b> - take-home essay 1
Hilary Term	Week 2, Friday, 12 noon	<b>SUBMIT</b> - Dissertation title approval
Hilary Term	Week 6, Monday	Take-home test in quantitative analysis <b>is released</b>
Hilary Term	Week 6, Monday	Take-home essay title 2 <b>is released</b>
Hilary Term	Week 9, Monday, 12 noon	<b>SUBMIT</b> Take-home test in quantitative analysis
Trinity Term	Week 0, Monday, 12 noon	<b>SUBMIT</b> Take-home essay 2
Trinity Term	Week 6, Monday	Take-home essay title 3 <b>is released</b>
Trinity Term	Week 12, Friday, 12 noon	<b>SUBMIT</b> Take-home essay 3
Trinity Term	12 noon of the weekday on or nearest to 1 September	<b>SUBMIT</b> Dissertation

### Canvas

Click [here](#) for the MSc Modern Middle Eastern Studies Canvas page.

### Examination Regulations

The Examination Regulations relating to this course are available at <https://www.admin.ox.ac.uk/examregs/2019-20/mosbcimmiddeaststud/studentview/>. If there is a conflict between information in this handbook and the Examination Regulations then you should follow the Examination Regulations.

Return to [contents page](#).

## 30. MASTER OF STUDIES IN SYRIAC STUDIES

Course Director - Prof. [David G. K. Taylor](#)

### Introduction

This course has been designed to give students experience in reading and interpreting a wide range of Syriac texts, from a choice of genres and in all the major scripts, as well as a broad knowledge of Syriac literature and history, and an ability to use key research tools. It can thus be either a stand-alone qualification or a solid foundation in the subject for those intending to go on to do doctoral research.

### History

Syriac is the local Aramaic dialect of Edessa (modern Urfa, SE Turkey), which became the literary language of Aramaic-speaking Christians in the eastern Roman Empire and the Persian Empire, and spread with them from the Caucasus to Arabia and India, and from Syria to China, and is still spoken in classical and modern forms today. It has been studied and taught in Oxford since the 1570s. The Oxford University Press published many of the great eighteenth-, nineteenth-, and twentieth-century editions of Syriac texts, and the two-volume *Thesaurus Syriacus* of Robert Payne Smith and his daughter Jessie Payne Smith, as well as her *Compendious Syriac Dictionary*, remain the standard lexica for most scholars and students of Syriac. In the late twentieth-century, through the innumerable and ground-breaking publications of Sebastian Brock, the names Syriac and Oxford became synonymous. Dr Sebastian Brock has retired from teaching but remains an active researcher in Oxford.

Oxford remains a major world centre of Syriac studies, with a great deal to offer all potential students in any of the academic disciplines associated with this language. As a result of the 440-year tradition of teaching Syriac, the University of Oxford has one of the world's greatest library collections of printed Syriac books, and related materials, as well as an important collection of Syriac manuscripts.

As a result of the 440 year tradition of teaching Syriac the University of Oxford has one of the world's greatest library collections of printed Syriac books, and related materials, as well as an important collection of Syriac manuscripts. The Bodleian Library is the main research collection, but the Oriental Faculty also has a major collection of Syriac books. Other relevant collections are housed in the Sackler Library (Archaeology, Classical Languages, Ancient Near East) and the Theology Faculty Library.

In addition to doctoral research and this MSt, Syriac is also studied in Oxford as part of the following degrees: the undergraduate BA in Oriental Studies (as a subsidiary language, with Aramaic); the new joint BA in Oriental Studies and Theology; the MPhil Eastern Christian Studies; the MSt Bible Interpretation; and as language options in the MSt/MPhil Late Antique and Byzantine Studies, and in the MSt Greek and Roman History. As a consequence Oxford usually has a surprisingly large community of students with an interest in Syriac language, history, and culture.

Close links are maintained between the Oriental Faculty's professors and students in Syriac and those teaching Arabic, Armenian, Coptic, Greek, Persian, ancient Assyrian and Hebrew, as well as with colleagues in Byzantine Studies, Classics, History, Theology, Islamic Studies, Jewish Studies, and Archaeology.

### Outline

**Paper I, core course on the history, literature, and culture of the Syriac Churches.**

An introductory lecture series on the background of Syriac literature, and key research tools for major literary genres, will be provided, 1 hour per week, in the first term. In addition students are expected to produce oral or written presentations on specified topics each week (for a tutorial or seminar lasting 1 and a half hours per week).

#### **Papers II-IV, core courses on key Syriac literary genres.**

Students must choose to study set texts for 3 of the following options:

- Biblical versions
- Exegetical literature
- Early poetry
- Liturgy
- Historical literature
- Secular literature
- Monastic literature
- Hagiography
- Translations of Greek patristic texts
- Theological texts
- Any other subject approved by the Faculty Board

No more than three of these subjects are usually taught in any one year, and so the choice of subjects is decided by consultation between teacher and students in the first week of Michaelmas Term. It is thus possible that teaching for some options may not be available every year.

Teaching takes the form of (a) text-classes (usually 6 hours per week), for which students are expected to prepare; (b) seminars (usually one and a half hours per week): students are expected to prepare oral or written presentations on specified topics; and (c) lectures on the general background of Syriac literature (normally one hour per week in Michaelmas term). Other optional lecture courses on related subjects may be offered from time to time. Students are also encouraged to attend seminars in relevant areas: there are regular series in Patristic Studies, Late Antique and Byzantine Studies, Armenian Studies, Jewish Studies in the Greco-Roman Period, Old Testament, and New Testament, Ancient Near Eastern studies.

#### **Teaching Staff**

- Dr [Alison Salvesen](#)
- Prof. [David G. K. Taylor](#)

#### **Examinations and Assessment**

Students will take 1 written examination on the core component of the course and 1 paper on each of their options.

Please refer to the [conventions](#) for MSt and MSc examinations.

#### **Deadlines**

Michaelmas Term	Week 1	Set text selection
Hilary Term	Week 4, Friday	Examination entry for optional papers

#### **Canvas**

Click [here](#) for the MSt Syriac Studies Canvas page.

### Examination Regulations

The Examination Regulations relating to this course are available at <https://www.admin.ox.ac.uk/examregs/2019-20/mosinsyristud/studentview/>. If there is a conflict between information in this handbook and the Examination Regulations then you should follow the Examination Regulations.

Return to [contents page](#).



## 31. MASTER OF PHILOSOPHY IN TIBETAN AND HIMALAYAN STUDIES

Course Director – Dr George FitzHerbert (Michaelmas)

### Outline

Throughout the course, attendance at the weekly presentations of work in progress by doctoral students of Tibetan Studies, and lectures given by visiting scholars, will be strongly recommended.

In addition, students are expected to attend occasional guest lectures in Tibetan & Himalayan Studies. Students are also encouraged to attend further relevant events, such as the Faculty's methodology seminars, the Lingyin lectures on Buddhism, and lectures organised by the Oxford Centre for Buddhist Studies. These and other events will be announced in a weekly email by the course coordinator.

Students can expect to attend 5 hours of language classes, 5 hours of text classes, 2 hours of lectures, 2 hours of graduate seminars, and 1 hour for a tutorial per week, with some variation according to how much language has been taught.

### Year 1

In Michaelmas Term, students will attend 5 hours of Tibetan language classes per week. The teaching will be based primarily on Nicolas Tournadre and Sangda Dorje's *Manual of Standard Tibetan* (Ithaca, Snow Lion Publications, 2003). It is expected that, within the first week, students will have grasped the essential features of Tibetan phonology, and learned the alphabet and the principles of syllable structure. The remaining weeks of term will cover lessons 1 to 10 of the Manual. Homework will consist of completing the grammar exercises that follow each lesson. There will also be a brief vocabulary and grammar test each week. Students will also be expected to read a number of English-language works by way of general background to the region, and to attend a series of weekly lectures entitled Introduction to Tibetan History and Civilisation. They will also be encouraged to attend a series of introductory lectures on Buddhism.

Average contact hours per week (subject to adjustments):

<b>Paper 1</b> 5 hours language classes	<b>Paper 4</b> 1 hour Tibetan Studies lecture; 1 hour graduate seminar
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In Hilary Term, students will have a 1-hour collection (minor examination) to ensure that the lessons from Michaelmas Term have been retained. Collections will be held at the beginning of every term hereafter. The aim of the language course this term is to complete and revise lessons 1-15 of the *Manual*, and to read a number of short pieces from different sources in modern and/or classical Tibetan. Students will also do exercises in spoken Tibetan. In addition to language classes, students will be expected to attend a weekly lecture on a selected topic of Tibetan culture, such as The Literary Heritage of Tibet or Religions of Tibet.

Average contact hours per week (subject to adjustments):

<b>Paper 1</b> 5 hours language classes	<b>Paper 4</b> 1 hour Tibetan Studies lecture; 1 hour graduate seminar
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In Trinity Term, students will continue work on the *Manual* up to lesson 20. Extracts from a range of texts will be read and knowledge of grammar further developed. Students will also take a series of tutorials on aspects of Tibetan history and civilisation, covering various themes in history, literature, religion, politics, and anthropology. Each tutorial will involve reading prescribed secondary works and preparing an essay or a presentation. Discussions with the supervisor concerning the content and structure of the thesis should start this term.

Students will be encouraged to use the long summer vacation to visit Tibetan-speaking communities (either in Tibet or in South Asia) or attend a Tibetan language summer school to develop their language skills. They should also begin work on their thesis<sup>[UK7]</sup>. An extended essay of max. 5000 words is likely to be due at the end of the summer vacations. This essay will be marked and will count towards the final examination.<sup>[CA8][EK9]</sup>

Average contact hours per week (subject to adjustments):

<b>Paper 1</b> 5 hours language classes	<b>Paper 4</b> 1 hour tutorial; 1 hour graduate seminar
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## Year 2

In Michaelmas Term, there will be a 1-hour collection based on lessons 1-20 of the *Manual*. Chapters 21-25 will be covered during the course of the term. Students will read both classical and modern set texts in class. Tutorials will be held as required. The title of the thesis should be decided and work on the thesis should begin.

Average contact hours per week (subject to adjustments):

<b>Paper 1</b> 2 hours language classes	<b>Paper 2</b> 1 hour classical set texts	<b>Paper 3</b> 1 hour modern set texts	<b>Paper 4</b> 1 hour lecture; 1 hour graduate seminar
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In Hilary Term, chapters 26-30 of the *Manual* will be covered. Language training and the reading of the classical and modern set texts will continue. Students should attend the lecture series this term, which will be on topics such as Religions on Tibet or The Tibetan Literary Heritage. The title of the thesis will be submitted in 0<sup>th</sup> week for approval.

Average contact hours per week (subject to adjustments):

<b>Paper 1</b> Language revision as needed	<b>Paper 2 and 3</b> Text revision as needed	<b>Paper 4</b> Tutorial revision as needed
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In Trinity Term, revision sessions for chapters 1-30 of the *Manual* will be held, and the set texts and essay topics reviewed. Excerpts from a variety of texts will be read as practice for translating unseens. More time will be devoted in this term to developing conversational skills. Thesis are to be submitted by the end of 2<sup>nd</sup> Week.

Average contact hours per week (subject to adjustments):

<b>Paper 1</b> 2 hours language classes	<b>Paper 2</b> 1 hour classical set texts	<b>Paper 3</b> 1 hour modern set texts	<b>Paper 4</b> 1 hour methodology course; 1 hour graduate seminar
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Written examinations will be held at the end of this term. They consist of the following papers:

1. Tibetan language and grammar
2. Classical Tibetan prepared translation
3. Modern Tibetan prepared translation
4. History and civilisation of Tibet and the Himalayas

### Teaching Staff

- Dr George FitzHerbert
- [Lama Jabb](#) – Instructor in Tibetan

### Examinations and Assessments

In Hilary Term of Year 1, students will sit 1 written examination on Tibetan language and grammar and 1 oral examination. Students are also required to submit take-home essay which they will work on during the Long Vacation. All examinations must be passed for students to progress onto Year 2 of the course. [EK10]

Please refer to the [conventions](#) for MPhil Qualifying examinations.

In Trinity Term of Year 2, students will take 4 written examinations. Students will also submit their thesis.

Please refer to the [conventions](#) for MPhil Final examinations.

### Deadlines

Year 2	Michaelmas Term	Week 0	Take-home essay submission
Year 2	Hilary Term	Week 0, Monday	Approval of the thesis subject/thesis title
Year 2	Trinity Term	Week 2, Thursday, 12 noon	Thesis submission

### Canvas

Click [here](#) for the MPhil Tibetan & Himalayan Studies Canvas page.

### Examination Regulations

The Examination Regulations relating to this course are available at <http://www.admin.ox.ac.uk/examregs/2019-20/mopinoriestud/studentview/>. If there is a conflict between information in this handbook and the Examination Regulations then you should follow the Examination Regulations.

## 32. MASTER OF STUDIES IN TRADITIONAL CHINA

Course Director - Dr [Robert Chard](#)

### Introduction

On this course, students will receive teaching by specialists in small groups with plenty of individual attention; more advanced training in Classical Chinese text-reading and translation skills; a basic course in modern Japanese for sinologists; an introduction to sinological research techniques and they will produce a researched thesis, with individual supervision.

### History

Among the many students who take up Chinese Studies in their undergraduate years, there are always some who want to take their interest a step further, and possibly even move on to doctoral research. But in this field undergraduate studies never quite bring a student to a point where independent work becomes possible. Further training is required, and it needs to be intensive and technical. This course aims to meet that need, and over the years it has brought several generations of students to the threshold of successful doctoral thesis work. They have come from varied backgrounds and different parts of the world – not only Britain, but also Canada, USA, continental Europe, China, Taiwan, Hong Kong, and Japan. One great benefit of the course is that it brings together students from all those different backgrounds so that they stimulate and enrich one another's work. It is designed to stand independently as a qualification that can lead to further study elsewhere. It also provides the standard training required of graduate students here in Oxford aiming at a thesis degree in pre-modern and early 20th-century Chinese Studies.

Students will enjoy the benefit of one of the best research collections of Chinese books in Europe. Apart from its early holdings of Chinese books from the 16th to 19th centuries, the Bodleian Library has over the last fifty years built up a systematic collection of monographs and periodicals. It has made a point of acquiring many large reprint series of gazetteers, government documents, maps and other material. It has an important collection of early 20th-century newspapers.

### Outline

You will have just one year in which to complete quite a stiff set of requirements. This will be an intensive experience, but potentially a valuable one. It can fundamentally refocus your approach to the subject and give you the means to go on to serious research. You will work closely with certain members of Oxford's internationally renowned team of specialist tutors in Chinese Studies, and they will help you tailor your Master's degree to suit your needs and interests. It will involve:

### Prescribed Texts

This involves close directed reading of selected texts which bear on your area of special interest. The selection will be carefully worked out during Michaelmas Term, and will balance your particular needs with those of other students working in similar areas.

### Language Coursework

Based upon your supervisor's assessment of your abilities and the linguistic needs of your research, you will choose one of the following options:

- Intermediate Classical Chinese. If your classical Chinese is not yet up to the level required for your project, your supervisor may recommend that you choose this option. You will attend the

advanced classical Chinese classes in the Institute, and work with your supervisor on improving your ability to read texts in your field.

- A basic course in another Asian language related to your research. While the time is obviously too short to do justice to these languages, you will focus on mastering the basic script and grammar, working on texts that are linked to your field of specialisation.

### An Introduction to Sinology

This course covers the state of the field in different time periods and topics and also introduces various philological, analytical and bibliographical tools. The aim here is not so much to transmit information as to lead students away from a dependent, passive approach towards a questioning and free-standing research style.

### Thesis

Time is short and length is restricted, but this part of the course will still aim to bring out your powers of exposition and analysis, and you will document your work according to professional standards.

### Classical Chinese Reading Group

You will be among students who one day will form part of the next generation of China scholars around the world. Two activities will bring you into direct working contact with them. A Classical Chinese reading group meets every week in Full Term, and this gives a chance to each student in turn to share the reading of a difficult text with the rest of the group. The Institute for Chinese Studies also organises its own weekly seminar, at which speakers include visiting international scholars, members of the Oxford academic staff, and graduate students. The talks are given in English or Chinese, and discussions are always critical and lively. Other graduate seminar groups with more specialised focus, for instance modern history or art and archaeology, also meet regularly.

### Teaching Staff

- Dr [Robert Chard](#), Associate Professor of Classical Chinese, specialises in History and religion of early imperial China, Confucian ritual
- Dr [Guilia Falato](#), Lecturer of Chinese, specialises in History of the sino-western cultural relations during Ming and Qing dynasties. History of Song-Ming pedagogy. Translation and adaptations of European books on moral philosophy in Chinese
- Ms [Jing Fang](#), Instructor in Modern Chinese
- Prof. [Henrietta Harrison](#), Stanley Ho Professor of Chinese History, specialises in Social and cultural history of China from the Qing through to the present; local history; religion and the experience of revolution
- Dr [Margaret Hillenbrand](#), Associate Professor of Modern Chinese Literature and Culture China Centre, specialises in Modern literature and film
- Dr [Dirk Meyer](#), Associate Professor of Chinese Philosophy, specialises in Chinese Philosophy; orality and literacy in early Chinese philosophical discourse; excavated manuscripts; phonology and palaeography
- Ms [Yang Song](#), Shaw Instructor in Chinese, specialises in Linguistic studies of modern Chinese; Chinese as a second language
- Prof. [Shelagh Vainker](#), Associate Professor of Chinese Art; Curator of Chinese Art Department of Eastern Art, Ashmolean Museum, specialises in Early Chinese art; Chinese ceramics

### Examinations and Assessment

Students will sit 2 written examinations on language and 1 take-home paper on An Introduction to Sinology. Students will also submit their thesis in Trinity Term.

Please refer to the [conventions](#) for MSt and MSc examinations.

### Deadlines

Hilary Term	Week 0, Monday	Approval of the thesis subject/thesis title
Hilary Term	Week 4, Friday	Examination entry for optional papers
-	At the conclusion of the language examinations	Bibliography and techniques of sinology take-home paper released
-	7 days from Bibliography and techniques of sinology take-home paper release date, 12 noon	Bibliography and techniques of sinology take-home paper essay submission
Trinity Term	Week 4, Friday, 12 noon	Thesis submission

### Canvas

Click [here](#) for the MSt Traditional China Canvas page.

### Examination Regulations

The Examination Regulations relating to this course are available at <https://www.admin.ox.ac.uk/examregs/2019-20/mosintradchin/studentview/>. If there is a conflict between information in this handbook and the Examination Regulations then you should follow the Examination Regulations.

Return to [contents page](#).

### 33. MASTER OF PHILOSOPHY IN TRADITIONAL EAST ASIA

Course Director - Dr [Robert Chard](#)

#### Introduction

Any understanding of East Asia, contemporary or otherwise, depends on familiarity with a general tradition expressed across the region comprising China, Korea, and Japan. That general tradition, which we might call 'sinitic', has multiple local variations and adaptations. These variations and adaptations reveal the differences we think of as 'Chinese' or 'Korean' or 'Japanese'. An overtly comparative examination of political, economic, social, philosophical, literary, linguistic, and other matters reveals similarities and differences and can be more valuable than taking a single country alone.

Our course is designed to train up researchers so they can work across the region and also possess expertise in at least one of the major cultures. For the most part, we will be reading and analysing written texts. These can also include imagery and cartographic representations. Primary and secondary texts will come in a variety of languages, so we will be very concerned with your language acquisition. If you are working on China or Korea, you will quickly see that the best and most extensive modern scholarship on either is in Japanese. If you are working on Korea or Japan, you will quickly see that knowledge of Classical Chinese can be indispensable. We are also interested in honing your analytical abilities and bringing you up to date on current scholarship in the English language. Therefore, we will ask you to read widely in English and compare across the region. We will encourage you to follow your intuition and look for large patterns as well as local peculiarities.

The central vision of the course is regional and comparative. The main tools it teaches are linguistic, analytical, and bibliographical. With a judicious balance of language training, prescribed texts, seminar work, and a thesis, the degree is intended to provide advanced scholarly training in East Asian languages, a broad introduction to the region, and stand as preparation for advancement to the D.Phil. or M.Litt. Of course, the degree can also be an end in itself.

The MPhil is very intensive, especially in the first year. Students must treat the university vacations as integral parts of their work time and take limited holidays. Language study will be time-consuming. Terms are short and essay assignments come quickly. All essays must be completed and handed in during the term. From the start of their courses students should begin thinking about their thesis topic. They should expect to spend the Easter Vacation of the second year finishing their theses, which must be submitted by the end of Sixth Week of the sixth term or the last term in the second year. The final examination is sat immediately after the end of the sixth term.

Oxford offers expertise in classical, medieval, and early-modern East Asian Studies, and we encourage you to take every opportunity the University has to offer. For example, within the Faculty of Oriental Studies there are scholars with specialties in Tibetan, Sanskrit, Japanese Historical Linguistics, Chinese Phonology, Korean Phonology and Historical Linguistics, and other specialties in addition to disciplinary specialties such as History, Philosophy, Literature, and Religion.

#### Outline

Students will take classes in their chosen East Asian language. Students who already have academic competence in one East Asian language, to be assessed using the test results supplied during the admissions process, will be required to take classes in a second one, either modern or classical.

Students will study Chinese, Japanese, or Korean, and Classical Chinese, Classical Japanese, or Middle Korean.

Numbers on the course are small and you will see the teaching staff very often. You are also free to come and discuss the course and your needs at any time. Because of this frequent and close contact, the information in this section is kept quite brief and supplements other documents you will receive.

## Year 1

Students are advised to spend up to 6 hours preparing for every 1 contact hour. Students will be expected to provide English translations of texts in language classes.

Students will read a prepared list of leading secondary works on research topics relevant to East Asia and write 4 essays of not more than 2,500 words each per term assessing the various discipline-based methodological concerns related to that topic. The essays must, at minimum, compare 2 scholarly pieces of writing. All students will meet together every 2 weeks in a 90-minute seminar to present the gist of their essays. 1 of the course coordinators will either lead the seminar or recruit an expert colleague to lead. 1<sup>st</sup> Week will involve a short introduction, followed by seminars in weeks 2, 4, 6, and 8 of each term. The topics will include but not be limited to the following:

### Michaelmas Term

- Geography and climate
- Archaeology and art
- Languages
- Kingship and bureaucracy

### Hilary Term

- Writing and texts
- East Asian philosophy
- East Asian religion
- East Asian literature

### Trinity Term

- Diplomacy and trade
- Militarisation and war
- Social structures and economic history
- European encounters with East Asia

## Year 2

Students will have fewer contact hours per week, but will be expected to spend more time preparing for each contact hour. Additionally, students should be prepared to spend a good portion of their time researching and writing their theses.

Students do not need to take modern language classes in their second year, but may monitor or audit any of the first-year classes in a modern language that they were unable to study in their own first year. Students will continue to take classes in their chosen classical language, in which they will read prescribed texts selected based on students' interests and competency. These texts are chosen in consultation with one of the course coordinators and will be drawn from canonical literature in the areas of History, Literature, and Philosophy.



### *Bibliography and Methodology*

Students will be required to choose a country specialisation out of China, Japan, or Korea. They will be expected to prepare answers to a series of exercises that require they be able to find specific and general information in the classical bibliography of one of the three countries. Students will be given eight one-hour classes spread over three terms. For Korean, students may join the Methodology class that is taught for the MSt in Korean Studies. For Chinese, students may join the Methodology class that is taught for the MSt in Chinese Studies.

Students will complete a thesis. Applications for the approval of the title are due by Monday of 0<sup>th</sup> Week of Hilary Term. Students present their interim research results at 1 public colloquium to be held at the end of the fifth term. After the first week of the Trinity Term, students may not solicit advice on their theses from their supervisors. This means that the draft of the thesis should be completed by the beginning of Trinity Term, leaving about 1 month for final proofreading and polishing. Such a schedule allows additional time to review prior to the final examinations.

### Language Requirements

Because research in East Asia before 1900 requires strong language skills, we need to know something about your skills to teach you most effectively. Thus applicants whose native language is not Chinese, Japanese, or Korean were asked to supply scores with their applications from one of the major international proficiency examinations. For Chinese, that would be the HSK (Chinese Proficiency Test) with a target level of 4. For Japanese, that would be the Japanese Language Proficiency Test with a target of level N2. (Additionally, applicants will be required to submit a JCAT score.) For Korean, that would be the Standard Test of Proficiency in Korean (S-TOPIK) with a target level of 4. These test scores are useful to your language teachers to place you accurately within the range of classes on offer.

Applicants with a secondary or tertiary education in Chinese, Japanese, or Korean and those who have an academic proficiency in one of these three languages will be required to study another modern or classical language for examination after the first year. Foreign applicants without a higher degree from an English-language university are expected to supply evidence of achieving 7.5 on the IELTS. We will help students with their English, but we cannot write essays or theses for you. If you find yourself struggling too much, talk with your tutors and investigate the University's Language Centre.

### *Modern Chinese*

*Mr. Shio-yun Kan*

Modern Chinese is to be taught with students following the MSc Modern Chinese Studies. The target is Upper Intermediate to Advanced Chinese Language. This 9-month course is intended for students who already have 2 or 3 years of training in the Chinese language. The objective is to help students achieve advanced levels in the 4 language skills (reading, writing, listening, and speaking). By the end of the course, students will be able to read and write 3,000 Chinese characters; translate newspaper articles and documents to and from Chinese and English; summarise academic reading and listening texts and answer questions in English; and give academic presentations in Chinese.

### *Modern Japanese*

*Ms. Kaori Nishizawa*

Modern Japanese is to be taught with students following the MSc in Modern Japanese Studies. The target is Upper Intermediate to Advanced Japanese Language. This 9-month course is intended for

students who already have 2 or 3 years of training in the Japanese language. The objective is to help students gain knowledge and develop language skills and strategies in the 4 skills (reading, writing, listening, and speaking) for academic purposes. By the end of the course students will be able to use effective skills and strategies appropriate for reading Japanese texts of an academic nature (e.g. newspaper articles, published research papers, etc); enhance their reading speed, amount of reading, and capacity for independent reading; expand their vocabulary for key concepts in relevant subject fields; learn 1,945 jōyō kanji; develop skills to summarise academic reading and listening texts; gain translation skills; develop communication skills in academic contexts, such as skills for public speaking; explain and discuss issues of their specialised field in both writing and speaking; and develop Japanese skills for conducting research according to their needs.

*Modern Korean*  
*Dr. Young-hae Chi*

Modern Korean to be taught with students following the MSt in Korean Studies. The target is Upper Intermediate to Advanced Korean Language. This 9-month course is intended for students who already have 2 or 3 years of training in Korean language. The objective is to help students achieve advanced levels in the 4 language skills (reading, writing, listening, and speaking) for academic purposes. By the end of the course students will be able to use effective skills and strategies appropriate for reading Korean texts of an academic nature (e.g. newspaper articles, published research papers, etc); enhance their reading speed, amount of reading, and capacity for independent reading; expand their vocabulary for key concepts in relevant subject fields; develop skills to summarise academic reading and listening texts; gain translation skills; develop communication skills in academic contexts; explain and discuss issues of their specialised field in both writing and speaking; and develop Korean skills for conducting research according to their needs.

### Teaching Staff

- Dr [Young-hae Chi](#) – Course convenor for Modern Korean
- Mr [Shio-yun Kan](#) – Course convenor Modern Chinese
- Ms [Koari Nishizawa](#) – Course convenor for Modern Japanese

### Examinations and Assessments

In Trinity Term of Year 1, students will be required to sit 2 written examinations on the East Asian language which they have studied in their first year, including 1 on their modern language and 1 on their classical language. Students will be expected to submit their 3 best essays from over the course of the year, submitting 1 at the end of each term.

Please refer to the [conventions](#) for MPhil Qualifying examinations.

In Trinity Term of Year 2, students will sit 1 written examination on their classical language. The take-home examination for the country specialisation will be released on Tuesday of 9<sup>th</sup> Week of Trinity Term and must be submitted by Friday of the same week. Students will also submit their thesis in Trinity Term Year 2.

Please refer to the [conventions](#) for MPhil Final examinations.

Vivas are compulsory unless candidates are excused by the examiners.

## Deadlines

Year 1	Michaelmas Term	Week 9, 12 noon	Essay 1 submission
Year 1	Hilary Term	Week 9, 12 noon	Essay 2 submission
Year 1	Trinity Term	Week 9, 12 noon	Essay 3 submission
Year 2	Michaelmas Term	Week 2, Friday	Examination entry for optional papers (Final)
Year 2	Hilary Term	Week 0, Monday	Approval of the thesis subject/thesis title
Year 2	Trinity Term	Week 6, Thursday, 12 noon	Thesis submission

## Canvas

Click [here](#) for the MPhil Traditional East Asia Canvas page.

## Examination Regulations

The Examination Regulations relating to this course are available at <http://www.admin.ox.ac.uk/examregs/2019-20/mopinoriestud/studentview/>. If there is a conflict between information in this handbook and the Examination Regulations then you should follow the Examination Regulations.

Return to [contents page](#).

## 34. GENERAL GUIDELINES FOR THESIS WRITERS

These guidelines are for assistance only, they are not exam regulations. If your tutor or supervisor has given you alternative guidelines, then you should follow those instead.

### ***Status of the thesis within the degree course***

It is imperative to recognize that the writing of a thesis involves quite as much work as for a paper, and that the work differs from conventional study in shape and demand. The subject of your thesis may, but need not, overlap with a subject or period covered by one or more of your other papers, but you must not repeat material used in your thesis in any of your papers, and you will not be given credit for material extensively repeated.

### ***Planning and Choice of Topic***

You should discuss the topic of your thesis in the first instance with your course coordinator or supervisor. If your course co-ordinator or supervisor does not feel qualified to give detailed advice he or she will put you in touch with someone suitable to supervise a thesis in the chosen area. You should do so as early as possible:

- MSt/MSc students should discuss the possible subject of your thesis in the first instance with your supervisor during the first four weeks of Michaelmas Term.
- MPhil students should discuss the possible subject of your thesis with your supervisor before the end of Michaelmas Term, Year 1.

### ***The Thesis Supervisor's Role***

The supervisor of your thesis will assist in the choice of a topic and give initial advice on relevant sources and methods. He or she will advise on sources and presentation and assist with bibliographical advice; he or she will certainly expect to read draft chapters or sections. He or she may, but will not necessarily, read and comment on a complete first draft. But a thesis must be your own work.

### ***Theses - Good and Indifferent***

The hallmark of a good thesis is that it contains a consecutive argument or set of arguments on its topic. Apart from showing a sound grasp of the secondary literature on the subject and/or period and an awareness of the problems of the topic, you should deploy the evidence of the sources to support the elements in your general argument. It should be made clear how you have approached the subject, what conclusions you have reached and, if appropriate, how your approach and conclusions are related to the views of other scholars. The work should be well-written and properly presented, with footnote references in orderly, consistent and unfussy shape and a sensibly-selected bibliography. Good presentation, in the experience of many examiners, is usually combined with high quality of analysis. Conversely, careless or unclear writing, uncorrected mis-spellings, typing errors and plain misquotations often go with an uncertain or myopic focus on the subject.

Authors sometimes become so interested in their topic that they overlook the need to provide at least a brief introduction to it and to set it in its broader historical context or contexts. (An introductory section to a thesis may often usefully include a survey of the existing literature on a topic and 'pointers' to its particular interest and problems.)

While reading and research are being carried out, you should also be planning how to shape materials into an argument. Research, while sometimes frustrating, is intensely stimulating; it can also become a beguiling end in itself. Laboriously collected materials are worthless unless they contribute to a coherent argument. For this reason, you should begin to plan the structure of your argument as early as possible; some plans may need to be discarded until the most feasible one has been found.

It is a reasonable assumption that writing the thesis will take longer than expected: a good thesis will certainly require more than one draft of parts if not of the whole. Plenty of time should be allowed for getting the final typed version into presentable form without disrupting work for other papers or revision.

### ***Format of the Thesis***

#### *a) Length*

Your thesis should not exceed the word limit given in the Exam Regulations (Grey Book) or in your course handbooks, including text and notes but excluding appendices and bibliography (see below).

#### *b) Pagination*

Pagination should run consecutively from beginning to end and include any appendices etc. Cross references should be to pages and not simply to any sectional divisions.

#### *c) Order of Contents*

After the title-page (N.B. This must bear your candidate number but not your name) there should normally be:

- (i) A table of contents, showing, in sequence, with page numbers, the subdivisions of the thesis. Titles of chapters and appendices should be given; titles of subsections of chapters may be given.
- (ii) A list of illustrations (if appropriate)
- (iii) A list of tables (if appropriate)
- (iv) A list of abbreviations, cue-titles, symbols etc.
- (v) A brief introduction in which the examiners' attention is drawn to the aims and broad argument(s) of the work, and in which any relevant points about sources and obligations to the work of other scholars are made.
- (vi) The thesis itself, divided into chapters. The chapters should have clear descriptive titles.
- (vii) A conclusion, consisting of a few hundred words which summarize the findings and briefly explore their implications.
- (viii) Any appendices (which are likely not to count towards the word limit, see below)
- (ix) A bibliography. This is essential, and should be sensibly selective, omitting nothing which has been important in the production of the thesis. Works which are not specifically mentioned in the text may be included, but it is not necessary to include everything that may have been read or consulted. Works should be listed alphabetically by surname of author.

#### *d) Footnotes, references, and bibliography*

Footnotes (except for references) should be as few and as brief as possible: they count towards the overall word-limit. The practice of putting into footnotes information which

cannot be digested in the text should be avoided. Notes should be printed, single-spaced, at the foot of the page. Footnote numbers should be superscript (not bracketed) and run in a continuous sequence through each chapter. In subject areas where standard abbreviations for much quoted books and periodicals are in common use, these abbreviations may be employed in text, footnotes, or bibliography; they should be listed separately after the table of contents.

When reference is given for a quotation or for a viewpoint or item of information, it must be precise. But judgment needs to be exercised as to when reference is required: statements of fact which no reader would question do not need to be supported by references. It is recommended that references be given in footnotes by means of author's name and/or full or abbreviated title. For example: 'Beeston, *Arabic Language*, 72' or 'Beeston (1970), 72'. All works referred to in this way must be listed in full at the end of the text in alphabetical order by author's name. Your bibliography might take the following form; you do not have to follow exactly this format, but whichever you do adopt must be equally clear, precise and consistent.

#### Books

Beeston, A.F.L., *The Arabic Language Today*, London, 1970.

or

Beeston, A.F.L (1970), *The Arabic Language Today*, London.

#### Contributions to Books

Beeston, A.F.L, 'Background topics', in A.F.L. Beeston, T.M. Johnstone, R.B. Serjeant, and G.R. Smith (eds), *Arabic Literature to the End of the Umayyad Period*, Cambridge, 1983, pp. 1-26.

or

Beeston, A.F.L. (1983), 'Background topics', in A.F.L. Beeston, T.M. Johnstone, R.B. Serjeant, and G.R. Smith (eds), *Arabic Literature to the End of the Umayyad Period*, Cambridge, pp. 1-26.

#### Journal Articles

Beeston, A.F.L., 'A Sabeen penal law', *Le Muséon* 64 (1951) : 7-15.

or

Beeston, A.F.L. (1951), 'A Sabeen penal law', *Le Muséon* 64:7-15.

#### e) *Tables, Photographs, Maps, Graphs and Drawings*

You are encouraged to employ tables, illustrations and graphs on any occasion when an argument can be more clearly and elegantly expressed by their employment. If they are not your own work, their original source must be acknowledged.

#### f) *Appendices*

These should be used only to convey essential data that cannot be elegantly subsumed within the body of the text. They are particularly appropriate for material which does not count within the word limit of the thesis, such as transcriptions of texts, or catalogues of data.

#### g) *Italics*

These should be used for: titles of books and periodicals; technical terms or phrases in languages other than English (but not for quotations in foreign languages); for abbreviations

which are abbreviations of foreign words (*e.g., loc. cit.*). Most such abbreviations are best avoided altogether.

#### *h) Capitals*

These should be used as sparingly as possible. They should be used for institutions and corporate bodies when the name used is the official title or part of the official title.

#### *i) Emphasis.*

Avoid the use of bold, italics, underline, exclamation marks, etc. for emphasis. It's rude to shout!!!

#### *j) Spelling*

English not American spelling should be used, *e.g.* 'colour' not 'color'. When in doubt, consult the *OED*, not your spell-checker.

#### *k) Transliteration*

Transliteration must be systematic, and follow a standard scholarly method. You should consult your supervisor as to which system is most appropriate to your subject. One system is that adopted by the *International Journal of Middle East Studies (IJMES)*.

#### *l) Printing and Binding*

The thesis must be typed or printed double-spaced on one side only of A4 paper, with margins not less than 2.5cm (1"). The gutter margin must be at least 3.5cm. The thesis must be securely bound in either hard or soft covers. Loose-leaf binding is not acceptable. It is recommended that you use 12-point type. Do not justify the text. Normally two copies of the thesis should be submitted, please check the exam regulations or with your course tutor.

#### *m) Submitting the Thesis.*

Once the final draft of the whole thesis is complete, make sure that you allow adequate time for printing, checking, copying, collating, binding, checking again, packing, and submitting: all this is likely to take much longer than expected. Candidates must certify on submitting the thesis that it is indeed their own work. You can print a 'Declaration of candidate's own work' form from the Student Resources WebLearn page [here](#).