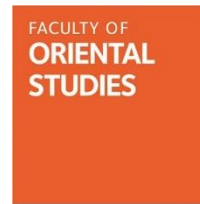


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## MPhil/MSt/MSc Graduate Student Handbook

Faculty of Oriental Studies

Academic Year 2021-22 v.4

The Examination Regulations relating to these courses are available at <https://examregs.admin.ox.ac.uk/>. 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 2021; 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.

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## 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 2021. 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	October 2021	Original publication
2	December 2021	<b>Corrections:</b> <u>MPhil Traditional East Asian Studies</u> : Thesis submission deadline corrected from Friday to Thursday.  <u>MSt Korean Studies</u> : Thesis submission deadline corrected from Friday to Thursday.
3	January 2022	<u>MPhil Classical Indian Religion</u> : Addition of the pathway in Śāktism, pp.57-59.
4	April 2022	Updated exam regulation links Updated Guidelines for Thesis Writers for 2021-22 submission

## 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 architecture, 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.

Professors Edmund Herzig  
**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 [David Rechter](#) – Chair of Faculty Board
- Professor [Edmund Herzig](#) – 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 matters, including applications, examinations, DPhil progression, and Student 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](#) – Oriental Institute 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
- [Luke Milkovic](#) – IT Officer

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.

### 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.

### Residence Requirements

Students are required to be resident in Oxford for a length of time (this is known as the statutory residence requirement) as set out in the Examination Regulations. Colleges are responsible for certifying residence and you need to get permission from your college to be away during term time.

#### Research Students

Research students are required to be resident in Oxford for six terms. 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.

#### Postgraduate Taught Students

Postgraduate taught students are required to be resident in Oxford for the length of their degree (either three or six terms).

### 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 2021-22 are as follows and more information about term dates is available on the [University website](#):

Term	Date From	Date To
Michaelmas 2021	Sunday 10 October 2021	Saturday 4 December 2021
Hilary 2022	Sunday 16 January 2022	Saturday 12 March 2022
Trinity 2022	Sunday 24 April 2022	Saturday 18 June 2022

### 3. 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 on Walton Street 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.

### Bodleian Nizami Ganjavi Oriental Studies Library (formerly the Oriental Institute Library)

The [Bodleian Nizami Ganjavi Oriental Studies 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)

## 4. 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.

### General 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 \(Graduate Studies\)](#).



## 5. 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](#) and [online training courses](#) 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. It is your responsibility to ensure you obtain any ethics approval you may need.

### 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](#).

## 6. 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, 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
- 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, or rubrics. 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.

## 6.1 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.

## 6.2 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)

### 6.3 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.

## 7. 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
- Jewish Studies in the Graeco-Roman Period
- 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.

### 7.1 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.

## 7.2 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)

## 7.3 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.

## 8. M.Sc. COURSES OF STUDY AT ORIENTAL STUDIES

The degree awarded after a course of directed study leading to an examination. The course lasts one calendar 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. The M.Sc. requires at least an intermediate level of proficiency in a relevant research language, subject to the availability of instruction at that level, or research-level proficiency at the start of the course. The M.Sc. is at the FHEQ level 7.

M.Sc. is available in the following subjects:

- Modern Middle Eastern Studies

In general, the arrangements for supervision are similar to those for the M.Phil. described above. M.Sc. students should follow the general advice set out for MPhil. 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.

### 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 or languages, where relevant;
- Reflect on relevant issues of method, both qualitative and quantitative;

- 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 social sciences, 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:

- 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)
- Language and text-reading classes, for which students are expected to prepare

## 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 submitted work throughout the first year covering class-work and methodology modules, and at the end of the course by written language examinations where relevant, and a thesis.

### 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.

## 9. 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 and Timetable

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 Studies [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 rubrics.

### Examination Regulations and Rubrics

The [Examination Regulations](#) and rubrics are the formal record of the specific assessment standards for the course or courses to which they apply.

### Examination Regulations

Examination Regulations are the immutable framework of study and assessment of University degrees to which students must adhere.

### Rubrics

Rubrics are the formal record and explanation of the specific assessment standards for the course or courses to which they apply. They set out how examined work will be marked and how the resulting marks will be used to arrive at a final result and classification of an award. They are approved and published by the Faculty each year and include information such as:

- Marking conventions and scaling

- Reconciliation of marks
- Qualitative criteria for different types of assessment
- Penalties for late or non-submission; for over-length work and departure from approved title/subject matter; for poor academic practice
- Progression and final outcome rules
- Use of viva voce examinations
- Detailed rubrics for individual papers, including:
  - type and structure of examination (e.g. number of papers and weightings; open-book, take-home or sit-down)
  - time allowed
  - format of submission
  - instructions on the use of dictionaries and other materials
  - instructions on the use of different scripts
  - instructions on word limits

The rubrics for MSt/MSc, MPhil Qualifying, and MPhil Final examinations will be published on [Canvas](#) 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 rubrics. 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](#).**

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

Please note the deadlines for submitting your thesis title/subject and any optional subjects/papers requiring approval. The forms can be found here: <https://resources.orinst.ox.ac.uk/forms> and must be submitted to the [Academic Administration team](#) by the deadlines stated.

### 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).

Some 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.

Your work should be submitted via the Inspira online exams platform. Instructions and link to the site will be sent to candidates approximately five weeks prior to the submission deadline. You must include a cover sheet with the following information:

- Degree title
- 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 put your name anywhere on your submitted work.**

If you have a Specific Learning Difficulty (SpLD), e.g. dyslexia, you should attach an [SpLD information form](#) to the submission.

### 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 rubrics.

### What to do in 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.

### Mitigating circumstances notices to examiners (MCE)

The form is designed so that you can make the Board of Examiners aware of any problems that occurred before or during your exams, or in relation to your submitted coursework, that seriously affected your performance.

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

### Examiners' Reports

Examiners' Reports from past exams are normally available from Hilary Term. Please contact the [Academic Administration team](#) about accessing them. 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 rubrics.

## 10. PRIZES FOR 2021-22

List of MPhil and MSt exam prizes:

Prize	for	Amount	Awarding Body
Humphrey Ko Prize	The best thesis for the MPhil Modern Chinese Studies.	£100	Chinese Examiners
Humphrey Ko Prize	The best thesis in the MSt Chinese awarded by the OI.	£100	Chinese Examiners
Zander Prize (TBC)	The best overall performance in Modern Middle Eastern Studies.	£250	Modern Middle Eastern Studies Examiners
Yeshe Khandro Prize	MPhil Tibetan and Himalayan Studies or MSt Oriental Studies. Prize for the best thesis in the field of Tibetan Studies.	£200	Tibetan Examiners

## 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 rubrics for MSt/MSc, MPhil Qualifying, and MPhil Final examinations.

### Infringements for Examinations and Submitted Assessments

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

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 Student 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 more 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. We recognise that the broad range of experiences that a diverse staff and student body brings strengthens our research and enhances our teaching, and that in order for Oxford to remain a world-leading institution we must continue to provide a diverse, inclusive, fair and open environment that allows everyone to grow and flourish.”*

—University of Oxford [Equality Policy](#)

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).

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: [edu.web.ox.ac.uk/harassment-advice](http://edu.web.ox.ac.uk/harassment-advice)

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.admin.ox.ac.uk/religion-and-belief-0](http://edu.admin.ox.ac.uk/religion-and-belief-0)

#### Student Welfare and Support Services

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)

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)

While working remotely due to the pandemic, the Disability Advisory Service and the Counselling Service are both offering virtual consultations.

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)

### Equality & Diversity Officers

The Faculty's Equality & Diversity Officer is:

Prof. Richard Parkinson ([richard.parkinson@orinst.ox.ac.uk](mailto:richard.parkinson@orinst.ox.ac.uk))

### 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 Contacts are:

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

Room 311, Oriental Institute

01865 278 210

Christine Mitchell ([Christine.mitchell@orinst.ox.ac.uk](mailto:Christine.mitchell@orinst.ox.ac.uk))

Room 316, Oriental Institute

01865 278 294

### Harassment Officers

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 Officers 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 Officer can be a valuable source of support and guidance.

The Faculty's Harassment Officers are:

Christine Mitchell ([Christine.mitchell@orinst.ox.ac.uk](mailto:Christine.mitchell@orinst.ox.ac.uk))

Sahba Shayani ([sahba.shayani@orinst.ox.ac.uk](mailto:sahba.shayani@orinst.ox.ac.uk))



Prof. Zeynep Yurekli ([zeynep.yurekli@orinst.ox.ac.uk](mailto:zeynep.yurekli@orinst.ox.ac.uk))

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.

### Funding for 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 & Architecture
- 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 Student 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 \(Graduate Studies\)](#) (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 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 at the Oriental Institute. 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, contact the Careers Service.

### 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.

## 15. GRADUATION AND LEAVING OXFORD

### 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](#).

### Graduation

Please see [here](#) to find out what you need to do in order to graduate and the benefits of joining the University of Oxford's growing body of alumni. There is also useful information on ordering certificates as well as opportunities to continue your studies.

### Working in the UK after your studies – Graduate Route Visa

The Graduate Route visa, which opened for applications on 1 July 2021, is an opportunity to apply for a visa to remain in the UK to work or look for work for **two years** if you have completed an undergraduate degree, PGCE or masters degree, or **three years** if you have completed a DPhil. You do not need a job offer and you do not need to be sponsored by the University or an employer. Students

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

will need to have successfully completed their degree and have remaining time left on their student visa.

Please refer to the University's information on the Graduate Route Visa [here](#) for FAQs and instructions about how to apply. If you have any questions please contact [student.immigration@admin.ox.ac.uk](mailto:student.immigration@admin.ox.ac.uk).

## 16. 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 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. **You will normally need to submit your priority application in Week 1 of term. Please see individual language pages on the Language Centre's website for instructions and to submit an application.**

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.

## 17. 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 increased 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: Thursday 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.

## 18.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.

### Complaints

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.

### Academic Appeals

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](#)

## 19. MASTER OF PHILOSOPHY IN BUDDHIST STUDIES

### Course Director – Dr Matthew Orsborn

#### Introduction

The course is for students wishing to study Buddhism, focusing on primary sources in their original languages. Buddhism is an extremely rich religious tradition, with both a long history and wide geographic spread. The program has its foundation in the early Buddhist teachings and traditions (best represented by the Pāli canon), develops into the mainstream and Mahāyāna schools (found in Sanskrit and other translations thereof), and extends out into several broad non-Indic traditions, i.e. East Asian Buddhism (sourced in the Chinese canon) and Tibetan-Himalayan Buddhism (in the Tibetan canon). Students are expected to therefore ground themselves in the classical texts and their doctrinal content, as they explore the diverse manifestations which evolved therefrom over the course of over two millennia. Students will become familiar with the scholarship into all these aspects, as they develop their own specialist skills for original research in their final thesis.

#### Outline of Year 1 (for MPhil qualifying examinations)

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 I and II).

#### 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. 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

*Dr Matthew Orsborn*

All students will be required to attend the following series of lectures and related tutorials for Introduction to Buddhism. Tutorials include the Proseminars, one each for Michaelmas and Hilary.

### 1. Foundations of Buddhism (Buddhism I)

(eight lectures and four tutorials in Michaelmas Term).

The paper deals with the main doctrines and practices of mainstream (pre-Mahāyāna) Buddhism, as reflected by the surviving literature of the various schools. Tutorials will enable students to further discuss and analyse the main topics dealt with during the course, thus representing an ideal complement to the lectures. It is hoped that in this way the students will be able to develop a critical perspective on the subject of the paper and the relevant scholarship.

### 2. Buddhism in Space and Time (Buddhism II)

(eight lectures and four tutorials in Hilary Term; four tutorials in Trinity Term)

This paper deals with Buddhism as it developed and changed in space and time. The first part of the course will be devoted to the main doctrines and schools of Mahāyāna (Great Vehicle) Buddhism. The second part will discuss the transmission and transformation of Buddhism in some of the main areas where it continues to exist in the modern world. The tutorials will enable students to further discuss and analyse the main topics dealt with during the course, thus representing an ideal complement to the lectures. It is hoped that in this way students will be able to develop a critical perspective on the subject of the paper and the relevant scholarship.

*Assessment: written examination, under the name 'Aspects of Buddhist Thought and History'*

## Outline of Year 2 (for MPhil final examinations)

In the second year, students continue their study of important Buddhist canonical languages with a paper in reading Buddhist texts in language they specialised in during this first year (Reading Buddhist texts).

Concurrently, they will deepen their understanding of Buddhist studies 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).

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

### Reading Chinese Buddhist texts

*Dr Matthew Orsborn*

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.).

### Reading Sanskrit Buddhist texts

*Dr Matthew Orsborn*

Students who have studied Sanskrit in their first year will now read, in weekly classes, passages from Buddhist texts in Sanskrit. These texts will include non-Mahāyāna mainstream literature, Mahāyāna sutra, and Mahāyāna śāstra, 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.

### Reading Tibetan Buddhist texts

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

*Dr Matthew Orsborn*

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. These tutorials include the Proseminars, one each for Michaelmas and Hilary.

### Optional: 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.

### Optional: Pali

*Dr. Andrew Skilton*

Subject to availability of teaching.

### Optional: 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".

### Optional: 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.*

### Optional: 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, analysing 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.*

### Optional: 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.*

### Optional: 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 [Matthew Orsborn](#) – program coordinator
- Dr [Andrew Skilton](#) – Pali
- Prof. [Jan Westerhoff](#) – Introduction to Buddhist Philosophy

### 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 Buddhism and Buddhist studies. 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 Buddhist classical languages where possible. The thesis titles will need to be approved by the Faculty Board in your second year (dates below). 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 in the summer between your first and second years. 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 fourth week of the Trinity Term (dates below), 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. The final thesis has a maximum length of 20,000 words, including footnotes but not the bibliography/references.

### Examinations and Assessments

At the end of year 1 of the course, students will sit 2 written examinations and must pass them to continue to Year 2. That is, 1 written paper for *Aspects of Buddhist Thought and History* (which is Introduction to Buddhism, I and II), and their primary language.

At the end of year 2 of the course, students will sit 3 written examinations and submit a thesis and must pass them to be awarded the degree. That is, 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 annual [rubrics](#) for MPhil qualifying and final examinations for an explanation of the specific assessment standards for this course. The rubrics set out how examined work will be marked and how the resulting marks will be used to arrive at a final result and classification of an award.

### Examination entry – core and optional papers

If you are taking examinations (sit-down examinations or submitted assessments) and you are required to select the options you wish to take, you will be invited by email to enter for your examinations in Student Self Service when the examination entry window for your examination opens. If your examination exists purely of core assessments then your assessments will be visible in Student Self Service in due course. Any options requiring Faculty approval will need to be approved in order for you to enter for this examination on Student Self Service. Please use the relevant application form for approval of optional papers and for thesis subject/title approvals [here](#).

### Submissions

Submissions are via the University's electronic exams site, Inspira. Links and information will be sent by the Academic Administration office five weeks prior to the submission deadline.

### Deadlines

Year 2	Michaelmas Term	Week 2, Monday	Approval of optional paper	Email completed form to the <a href="#">academic administration office</a> .
Year 2	Hilary Term	Week 0, Monday	Approval of thesis subject/thesis title	Email completed form to the <a href="#">academic administration office</a> .
Year 2	Trinity Term	Week 4, Thursday, 12 noon	Thesis <b>submission</b>	Via Inspira

### Canvas

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

## Examination Regulations

The Examination Regulations relating to this course are available at:

<https://examregs.admin.ox.ac.uk/Regulation?code=mopinoriestud&srchYear=2021&srchTerm=1&year=2021&term=1>.

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:

- Buswell Jr, Robert E. *Encyclopedia of Buddhism*. Macmillan Reference USA, 2004.  
Hard copy only, see [SOLO](#).
- Gethin, Rupert. *The foundations of Buddhism*. Oxford University Press, 1998.  
Electronic copies available, see [SOLO](#).
- Harvey, Peter. *An introduction to Buddhism: Teachings, history and practices*. Cambridge University Press, 2012.  
Electronic copies available, see [SOLO](#).
- Jones, Lindsay, and Mircea Eliade. *The encyclopedia of religion*. Macmillan Reference USA, 2005.  
Electronic copies available, see [SOLO](#) and [SOLO](#).
- Williams, Paul, Anthony Tribe, and Alexander Wynne. *Buddhist thought: A complete introduction to the Indian tradition*. Routledge, 2012.  
Electronic copies available, see [SOLO](#).

Other texts will be suggested by the course instructor.

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

- Buswell, Robert Evans, Jr. *Encyclopedia of Buddhism*. Macmillan Reference USA, 2004.  
Hard copy only, see [SOLO](#).
- Ch'en, Kenneth Kuan Sheng. *Buddhism in China: A historical survey*. Vol. 1. Princeton University Press, 1972.  
Electronic version see [SOLO](#).
- Gethin, Rupert. *The foundations of Buddhism*. Oxford University Press, 1998.  
Electronic copies available, see [SOLO](#).
- Gombrich, Richard F. *Theravada Buddhism: A social history from ancient Benares to modern Colombo*. Routledge, 2006. This is the best way  
Electronic version see [SOLO](#).
- Harvey, Peter. *An introduction to Buddhism: Teachings, history and practices*. Cambridge University Press, 2012.  
Electronic copies available, see [SOLO](#).
- Heirman, Ann, and Stephan Peter Bumbacher, eds. *The spread of Buddhism*. Vol. 16. Brill, 2007.  
Electronic copies available, see [SOLO](#).

- Hirakawa, Akira. *A History of Indian Buddhism: From Śākyamuni to Early Mahāyāna*. No. 19. Motilal Banarsidass Publ., 1993.  
Electronic version see [SOLO](#).
- Jones, Lindsay, and Mircea Eliade. *The encyclopedia of religion*. Macmillan Reference USA, 2005.  
Electronic copies available, see [SOLO](#) and [SOLO](#).
- Lamotte, Étienne. *History of Indian Buddhism: from the origins to the Śaka era*. Institution Orientaliste, 1988.  
Bodleian see [SOLO](#).
- Powers, John. *Introduction to Tibetan Buddhism*. Snow Lion Publications, 2007.  
Bodleian see [SOLO](#).
- Prebish, Charles S., and Martin Baumann, eds. *Westward Dharma: Buddhism Beyond Asia*. Univ of California Press, 2002.  
Electronic version on [SOLO](#).
- Williams, Paul. *Mahayana Buddhism: the doctrinal foundations*. Routledge, 2008.  
Electronic copies available, see [SOLO](#).
- Williams, Paul, Anthony Tribe, and Alexander Wynne. *Buddhist thought: A complete introduction to the Indian tradition*. Routledge, 2012.  
Electronic copies available, see [SOLO](#).
- Yü, Chün-fang. *Chinese Buddhism: A Thematic History*. University of Hawaii Press, 2020.  
Electronic version see [SOLO](#).
- Zürcher, Erik. *The Buddhist conquest of China: The spread and adaptation of Buddhism in early medieval China*. Vol. 11. Brill, 2007.  
Electronic version see [SOLO](#).

Other texts will be suggested by the course instructor and teachers of individual papers.

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## 20.MASTER OF PHILOSOPHY IN CLASSICAL INDIAN RELIGION

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

### Introduction

bhadrám no ápi vātaya mánaḥ | (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](#) at Southampton University.

## Outline

### 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 Trinity Term of the first year of the course. 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 five options: Śaiva, Vaiṣṇava, Śākta, 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.
- 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.
- Dr Bihani Sarkar, Departmental Lecturer
- Dr Victor d'Avella, Departmental Lecturer

## Examinations and Assessments

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

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

Please refer to the annual [rubrics](#) for MPhil qualifying and final examinations for an explanation of the specific assessment standards for this course. The rubrics set out how examined work will be marked and how the resulting marks will be used to arrive at a final result and classification of an award.

### Examination entry – core and optional papers

If you are taking examinations (sit-down examinations or submitted assessments) and you are required to select the options you wish to take, you will be invited by email to enter for your examinations in Student Self Service when the examination entry window for your examination opens. If your examination exists purely of core assessments then your assessments will be visible in Student Self Service in due course. Any options requiring Faculty approval will need to be approved in order for you to enter for this examination on Student Self Service. Please use the relevant application form for approval of optional papers and for thesis subject/title approvals [here](#).

### Submissions

Submissions are via the University's electronic exams site, Inspera. Links and information will be sent by the Academic Administration office five weeks prior to the submission deadline.

### Deadlines

Year 2	Hilary Term	Week 0, Monday	Approval of thesis title/thesis subject.	Email completed form to the <a href="#">academic administration office</a> .
Year 2	Trinity Term	Week 2, Thursday, 12 noon	Thesis submission.	Via Inspera.

### Canvas

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

### Examination Regulations

The Examination Regulations relating to this course are available at:

<https://examregs.admin.ox.ac.uk/Regulation?code=mopinoriestud&srchYear=2021&srchTerm=1&year=2021&term=1>.

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

### Śāktism

Bose, Mandakranta (Ed) *The Oxford History of Hinduism: The Goddess* (Oxford History of Hinduism), Oxford University Press, Oxford 2018

Kinsley, David, *Hindu Goddesses: Visions of the Divine Feminine*, Berkeley: University of California Press.

Slouber, Michael (Ed) *A Garland of Forgotten Goddesses Tales of the Feminine Divine from India and Beyond* 2020.

### 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

Ṛhadāraṇyaka Upaniṣad II & III.1-5

Manusmṛti, II

Śābarabhāṣya on Mīmāṃsāsūtras I.1.1-4  
 Śaṅkara's Brahmasūtrabhāṣya, III.2.22-30 (Prakṛtāitāvattvādhikaraṇa) 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, āhnikā 13, KSTS edition, pp. 133-155  
 Ísvarapratyabhijñākārikā, 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 Alaśiṅga, Samayavidhi 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

### Śāktism

Kramastotra (Hymn to the 12 Kālīs of the Krama)  
 Kramastotra of Abhinavagupta 1-30,  
 Śivadr̥ṣṭi 3.1-3.6 ab with Somānanda's commentary  
 Kṣemarāja, Pratyabhijñāhṛdaya sūtras 1 and 2 with commentary (*iha ye...avasthānam uktam*)  
 Lakṣmītantra 1.1-61 **OR** Tripurārahasya (jñānakhaṇḍa: text to be decided with discussion with the  
 student) **OR** Vāmakeśvarīmata 1.113-156 **OR** Yoginīhṛdaya Pūjāsamketa 1-51.  
 Caṇḍīśataka of Bāṇabhaṭṭa vv. 1-40  
 Devīmāhātmya.8.1-62 (origin of Cāmuṇḍā) **OR** Devīpurāṇa 1.1-1.70 **OR** Old Skandapurāṇa 58.1-31  
 (the origin of Kauśikī-Vindhyaśinī) and 64.1-49 (the rise of the yoginīs)  
 Bhāskarāya, Guptavatī (commentary) on Devīmāhātmya 1.1 (*ekam eva brahmānādisiddhayā māyayā  
 dharmī dharmāś ceti dvividhabhūtam* etc.)

### Buddhism

Vasubandhu, Abhidharmakośabhāṣya pp. 8035-8056;12184-12342  
 Candrakīrti, Prasannapadā on Mulamādhyaṃakakārikā 17. 2-10 Bodhicaryāvatāra Chapter 2&3  
 Buddhacarita Cantos 7, 9, & 12  
 Sādhanamālā 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.

### Śāktism

1. The roots of the Goddess tradition
2. Esoteric Śāktism, its scriptural branches, their soteriologies
3. Non dualism in Śākta philosophy
4. Local clan goddess worship
5. Relation with Brahmanism, transgression of purity rules and its theological basis
6. Classical Sanskrit and Prakrit hymns to the Goddess
7. The Autumnal Festival of the Nine Nights: liturgy and practice
8. Kingship, state-formation and the worship of the Goddess
9. Ideas of consciousness in the esoteric Goddess traditions
10. The Purāṇic Goddess her mythologies and her cultic appropriations
11. Knowledge and ritual in Śākta worship (Abhinavagupta's view on ritual and gnosis)

### 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

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## 21.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 two 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.

Students will submit two take-home papers, of not more than 2,5000 words each, in Michaelmas and Hilary Terms of Year 2. Students will also sit four written examinations in Trinity Term of Year 2 and submit a thesis of not more than 25,000 words.

Please refer to the annual [rubrics](#) for MPhil qualifying and final examinations for an explanation of the specific assessment standards for this course. The rubrics set out how examined work will be marked and how the resulting marks will be used to arrive at a final result and classification of an award.

### Examination entry – core and optional papers

If you are taking examinations (sit-down examinations or submitted assessments) and you are required to select the options you wish to take, you will be invited by email to enter for your examinations in Student Self Service when the examination entry window for your examination opens. If your examination exists purely of core assessments then your assessments will be visible in Student Self Service in due course. Any options requiring Faculty approval will need to be approved in order for you to enter for this examination on Student Self Service. Please use the relevant application form for approval of optional papers and for thesis subject/title approvals [here](#).

### Submissions

Submissions are via the University's electronic exams site, Inespera. Links and information will be sent by the Academic Administration office five weeks prior to the submission deadline.

### Deadlines

Year 1	Trinity Term	End of term	Optional paper selection due	
Year 2	Michaelmas Term	Week 8, Thursday, 12 noon	Take-home essay 1 topic <b>released</b>	
Year 2	Michaelmas Term	Week 9, Thursday, 12 noon	Take-home essay 1 <b>submission</b>	Via Inespera



Year 2	Hilary Term	Week 0, Monday	Approval of thesis subject/thesis title	Email completed form to the <a href="#">academic administration office</a> .
Year 2	Hilary Term	Week 8, Thursday, 12 noon	Take-home essay 2 topic <b>released</b>	
Year 2	Hilary Term	Week 9, Thursday, 12 noon	Take-home essay 2 <b>submission</b>	Via Inspira
Year 2	Trinity Term	Week 2, Thursday, 12 noon	Thesis <b>submission</b>	Via Inspira

### Canvas

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

### Examination Regulations

The Examination Regulations relating to this course are available at <https://examregs.admin.ox.ac.uk/Regulation?code=mopinoriestud&srchYear=2021&srchTerm=1&year=2021&term=1>. 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).

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## 22.MASTER OF PHILOSOPHY IN EGYPTOLOGY

Course director – Prof. [Maren Schentuleit](#)

### Introduction

This handbook gives outline information about the MPhil in Egyptology. It is intended to supplement and coordinate other documents you will be given. Numbers on the course are very small and you will see the teaching staff very often. You are free to come and discuss the course and your needs at any time. Because of this frequent and close contact, this document is kept quite brief. If you need to know more, come and see one of us.

### General

This course is intended for two purposes and is organised in two related syllabuses. It is presented formally in the *Examination Regulations*; what follows is intended to flesh out that description and, we hope, to clarify that document.

Syllabus A enables those with an Egyptology background to pursue their study of the subject to a higher level, to gain specialised expertise, and to begin fairly detailed research in an area of their choice. For example, students could undertake to specialise in demotic, hieratic, Coptic or other areas of the subject, including material culture studies, which they could not pursue at undergraduate level. Syllabus B enables graduates in another discipline to convert to Egyptology through a course at graduate level that offers a certain amount of specialisation, including a significant element of independent research. The thesis presented for examination with either syllabus can be revised and incorporated into DPhil or MLitt theses. Syllabuses and courses are tailored to individual students, so that a general description can cover only the structures and elements that apply to all. The guide that follows is essentially an explanation of the regulations and an indication of what stages students should expect to have reached by particular junctures in the course.

The MPhil is designed as a graduate course and is very intensive. Students must treat the university vacations as integral parts of their work time and are expected to take relatively limited holidays. From the start of their courses they should also think about whether they need to do fieldwork in Egypt or elsewhere and when this will best be done. (If possible, everyone who has not been to Egypt before should ideally visit there before the end of the course, even as a tourist). In the second year, students should expect to spend the Easter Vacation finishing their theses, which must be submitted halfway through Trinity Term. Depending on the course design, there can also be a take-home examination at the beginning of Trinity Term of the second year, while essays that are to be revised and assessed for another element in the course must be completed and handed in during that term, at a date that varies according to the options chosen. The final examinations are sat during and/or after the end of the term. Different examination provision may be made for some students who are taking options that are offered in other faculties such as Classics. In some cases the syllabus may be varied to enable students to take and be examined in options that are offered at the same time for other courses.

Teaching usually takes place in the Griffith Institute wing of the Sackler Library, on weekdays. Teaching can be either in the morning or afternoon, and lectures and tutorials are usually 1 hour; text classes can be 2 hours. Students have access to the facilities, especially the archive, of the Griffith Institute for research purposes, via separate arrangement. They may apply to their original funding bodies (if any), to their colleges, and to the Griffith Egyptological Fund (administered by the Faculty of

Oriental Studies) for financial assistance with fieldwork or special expenses (such as, for example, obtaining photographs for study for a thesis).

A further vital University resource in Egyptology is the Ashmolean Museum. Students are strongly encouraged to make themselves familiar with the collections, both on display and in the stores. They may like to consider working with a specific category of material in the museum for a special field or thesis. It may also be possible to gain museum work experience on a voluntary basis in the Department of Antiquities. Artefact classes for Egyptology undergraduates (2 hours a week) are held in the museum, and MPhil students are strongly encouraged to attend these where possible. Another Oxford museum with an outstanding Egyptian collection is the Pitt Rivers Museum. Students may wish to explore the possibility of working with its collection, as well as those of other museums in the UK, such as the British Museum.

During the first three terms students should establish which special field they wish to offer (see below under Syllabuses) and check with their supervisors whether it will be available. These are taught in connection to the Special options of the UG course, and depending on teaching capacity, normally a total of three special fields and options can be offered in any one year. This means that in many years special fields cannot be tailored to individual students, but are tailored as much as possible to the students in the year as a whole.

Applications for the approval of detailed options should then be presented, after consultation with the supervisor, to the [Academic Administration team](#) in the Oriental Institute. They are due by Monday in the sixth week of Trinity Term at the end of the first year. They may be submitted by email; if this is done, it is essential that the student keep a record and also provide details to the supervisor. The following options are normally offered when teaching is available, and are taught with a mixture of text classes and essays as appropriate to the candidate and topic:

- Archaeology
- Art and iconography
- Deir el-Medina, sources and analysis
- Coptic and Christian Egypt
- Demotic
- Egyptian grammar
- Greco-Roman hieroglyphic texts
- Papyrology
- Hieratic texts
- Egyptian literary and/or religious texts
- Material culture
- Periods of history from the early dynastic to the Byzantine
- Egyptian society

The structure of the MPhil is kept under review; minor changes and improvements may be introduced during the course with the agreement of students. Feedback is welcomed, and you are encouraged to tell us if you see any ways in which the course or this handbook could be improved.

### The Syllabuses

You will sit different papers depending on your syllabus, which in turn is determined by your existing knowledge of relevant languages. An overview of both syllabuses is given below, and a summary of assessments and deadlines can be found under *Examinations and Assessments*, below.

## SYLLABUS A

### First year

Syllabus A is the more flexible of the two. Students will have chosen the course because they wish to gain expertise in specific areas of Egyptology. They will therefore mostly come with some idea of what kinds of classes they will wish to attend and what other work they will need to do. At the beginning of the course students discuss their plans with their supervisors. They establish whether they must acquire any basic skills; these are sometimes tested in a qualifying examination at the end of the first year. Such skills include the compulsory requirement of a reading knowledge of French and German needed for using secondary literature (in which courses and/or self-study options are available in the [Language Centre](#)), Coptic, and/or Greek (if needed for the options chosen). If hieratic, demotic, or Coptic is a special field (2-3 hours a week), either may require a qualifying examination. Whether or not you need to sit a qualifying examination should be discussed with your supervisor and other teachers during your first two terms.

In the first year, students attend the classes they need in order to acquire particular skills. Some of these may be specially arranged for them, while others may be shared with other graduate students or may be undergraduate courses in fields they have not covered previously. Students should expect to attend at least two sets of classes, typically spending five or more hours per week in class, as well as research seminars, of which there are about five per term (held for the Egyptology and ancient Near East subject group as a whole). Language and text classes are usually 3 hours a week. The classes will involve substantial preparation time. Students should explore other possibilities and discuss with their supervisors whether any lecture courses or seminar series given outside the subject group, in the Oriental Faculty or other faculties, may be valuable for them. Graduate students sometimes organise seminars of their own in a group where they meet together without a teacher.

Another essential part of the first year's work is preparation for specialisation. Students must read independently and widely in the secondary literature, major general works of Egyptology, crucial articles and chapters, and more detailed publications in areas of particular interest. They should write a small number of essays, perhaps one or two per term, on the subjects of classes they are attending or on general and methodological topics; these are then discussed with supervisors or other tutors in meetings afterwards (usually 1 hour). Students can also meet with their supervisors to discuss the focus of these essays, bibliographies, and methods of work before starting work.

By the beginning of the sixth week of Trinity Term in the first year, students must have identified and agreed with their supervisors the subject for their thesis and the special field, or combination of fields, in which they will offer an examination paper, a take-home examination, and two extended essays for assessment. The three units of assessment will typically include one or two based on primary materials and at least one focused around essays. They must discuss these options with their supervisor(s), who will arrange appropriate teaching. In some cases such teaching may begin during the first year, but normally it is concentrated in the second year. The special field is taught with a mixture of text classes and essays as appropriate to the candidate.

Throughout the course students must maintain a broad reading ability in Egyptian language, in particular Middle and Late Egyptian; this is tested in an unprepared translation paper in the final examination. Classes in unprepared text reading are available every year, typically in Hilary and Trinity terms; some special tuition in this area, notably for phases of Classical Egyptian not covered in the BA syllabus, may be arranged during the second year.

## Second year

The second year is devoted primarily to work on the special field and the thesis. The amount of time spent in class in Michaelmas Term is similar to that in the first year, but classes diminish in number in Hilary Term; in Trinity Term they are confined mainly to revision work.

In addition to the examination papers in unprepared translation and in the special field, the final examination includes a general paper, which is shared between the two syllabuses, as is the unprepared translation paper. The general paper requires a broad knowledge of the field of Egyptology, of methodological issues, and of the history of the subject. Lecture and seminar attendance and reading are the basic prerequisites for this paper; there are normally classes in the final Trinity Term at which relevant methods are discussed. Students may wish to write some preparatory essays and to discuss approaches with their supervisor or another teacher. The best time for writing such essays is Trinity Term, quite close to the examinations, but earlier preparation and reading about issues of method and disciplinary history are essential. For examination conventions, see under Syllabus B below.

## SYLLABUS B

### First year

Syllabus B is taken by students who have little or no experience in Egyptology. Because they are starting the subject more or less from the beginning, the first year of their course is largely the same as the first year of the BA. More than BA students, MPhil students must work during their first two and a half terms on acquiring a broad and sophisticated grasp of the secondary literature; in particular they must study towards selecting the options they wish to take for the final examination. They therefore need both to attend classes and to read independently, intensively, and purposefully in Egyptology in order to make an informed selection of their special field in Trinity Term. They must also attend the graduate seminars, as well as the museum classes which are regularly offered to undergraduates (2 hours a week for two terms). The class load for the first year is typically nine or ten hours per week. Of these, three or four require extensive preparation and the remainder background reading and essay writing.

The classes for the first two terms are the elementary language class in Egyptian (3, occasionally 4 hours per week) and the lecture course in Ancient Near Eastern Civilisation and History (4 hours per week). MPhil students also attend the weekly lecture course on Egyptian art and architecture, which usually runs in the first two terms (1 hour a week), and may be invited to attend the object handling classes in the Ashmolean Museum, which usually run for two hours a week in each term. Students must complete all the exercises for the language class. The grammar of Middle Egyptian is broadly covered in the first term, and in the second term an initial selection of texts is read (3 hours a week).

In addition, MPhil students write about three to four essays per term, mostly together with the undergraduates but sometimes on different topics. These are then discussed with supervisors or other tutors in meetings. Students can also meet with their supervisors to discuss the focus of these essays, bibliographies, and methods of work before starting work.

The text reading continues in the first half of Trinity Term. Both the lecture courses and language classes finish around its sixth or seventh week. Students must choose their special field by the sixth week of Trinity Term of the first year. It is also important to decide a thesis topic at the same time so work for that can begin in the summer. In the ninth week of Trinity Term of the first year they sit a qualifying examination; this is the same as the two language papers of the First Public Examination for the BA in Egyptology.

As for Syllabus A, there is a compulsory requirement to possess the reading knowledge of French and German necessary for using secondary literature. Courses and/or self-study options for this are available in the Language Centre. They may be required to sit a qualifying examination in these languages, often just before the start of Michaelmas Term of the second year, and so students may wish to develop any such competence that they do not already possess over the summer vacation.

### Second year

For the second year, Syllabus B includes work for: one final examination paper of prepared texts, in Middle and either Old or Late Egyptian; two topics in a special field; and a thesis. The prepared texts normally constitute around half of the BA syllabus in Middle Egyptian and two thirds to all of that in Old/Late Egyptian. The final selection of texts from complete lists is normally made when 'examination conventions' (or 'rubrics') are released at the end of Hilary Term in the second year; a larger initial group is therefore generally presented near the end of the first year, when the choices of thesis and options are submitted for approval. One of the topics in the special field may be examined in a take-home examination in the first week of Trinity Term or as a sit-down examination toward the end of Trinity Term depending on the design of the degree overall (this is discussed in your first year). The second topic in the special field is examined by means of two assessed essays. A number of students have taken the course on Egyptian art and architecture, which is regularly available as a special subject for second-year undergraduates, as one of the two units in their special field (taught with lectures and essays). The special field is usually taught with a mixture of text classes and essays as appropriate to the candidate and topic.

There are generally a few introductory classes in Old/Late Egyptian before the end of Trinity Term in the first year. These are intended to enable students to make a serious start with that phase of the language over the Summer Vacation. The vacation should also be used for as much preparatory work on the thesis as is practicable.

During Michaelmas and Hilary terms work is also done on the two units in the special field (as against three for Syllabus A); work on the thesis continues. Teaching for the special field varies considerably: it is in whatever form is appropriate for the topics selected. Because topics are broad and the areas that can be covered are difficult to predict, the final selection of material for examination in prepared texts and special topics is normally made during Hilary Term, and is presented to each student in the form of 'examination conventions'.

### Examination Conventions (or Rubrics)

The 'examination conventions' are gathered in a document which describes the number and range of questions that will be set and must be answered in each paper in the examination, along with any omission of material from the lists prescribed when the special field and lists of prepared texts were first selected. The document also notes any departure in a particular year's examination papers from the practice of earlier years. Except for options that are being examined for the first time – as is relatively common because the range of options is wide – such innovations are minor: significant changes can only be introduced through alterations in the printed *Examination regulations*, and for these a notice of at least a year is required. You can therefore be confident that there will be no unpleasant surprises.

### Examinations and Assessments

Syllabus A	Syllabus B
General paper (sit-down examination) SECTION 1	General paper (sit-down examination) SECTION 1

Unprepared Translation (sit-down examination) SECTION 1	Unprepared Translation (sit-down examination) SECTION 1
Special field 1 (take-home paper, 5,000 words) SECTION 2	Special field 1 (take-home paper, 5,000 words OR sit-down examination) SECTION 2
Special field 2 (assessed essays, 5,000 words each) SECTION 2	Special field 2 (assessed essays, 5,000 words each) SECTION 2
Special field 3 (sit-down examination) SECTION 2	Middle and Old/Late Egyptian texts (sit-down examination) SECTION 3
Thesis (25,000 words)	Thesis (25,000 words)

Please refer to the annual [rubrics](#) for MPhil qualifying and final examinations for an explanation of the specific assessment standards for this course. The rubrics set out how examined work will be marked and how the resulting marks will be used to arrive at a final result and classification of an award.

#### Examination entry – core and optional papers

If you are taking examinations (sit-down examinations or submitted assessments) and you are required to select the options you wish to take, you will be invited by email to enter for your examinations in Student Self Service when the examination entry window for your examination opens. If your examination exists purely of core assessments then your assessments will be visible in Student Self Service in due course. Any options requiring Faculty approval will need to be approved in order for you to enter for this examination on Student Self Service. Please use the relevant application form for approval of optional papers and for thesis subject/title approvals [here](#).

#### Submissions

Submissions are via the University's electronic exams site, Inspira. Links and information will be sent by the Academic Administration office five weeks prior to the submission deadline.

#### Deadlines

Year 1	Trinity Term	Week 6, Monday	Approval of Special Field options	Email completed form to the <a href="#">academic administration office</a> .
Year 2	Michaelmas Term	Week 2, Monday	Approval of options	Email completed form to the <a href="#">academic administration office</a> .
Year 2	Hilary Term	Week 0, Monday	Approval of thesis subject/thesis title.	Email completed form to the <a href="#">academic administration office</a> .
Year 2	Hilary Term	Week 8, Thursday, 12 noon	Special Field 2 (two assessed essays) <b>submission</b> .	Via Inspira
Year 2	Hilary Term	Week 8, Friday	Special Field 1 (take-home paper) paper to be examined <b>confirmed</b> to candidates.	
Year 2	Trinity Term	Week 1, Monday, 12 noon	Special Field 1 (take-home paper) question <b>released</b> .	Via Inspira
Year 2	Trinity Term	Week 2, Monday, 12 noon	Special Field 1 (take-home paper) <b>submission</b> .	Via Inspira



Year 2	Trinity Term	Week 4, Thursday, 12 noon	Thesis <b>submission.</b>	Via Inspira
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### Canvas

Increasingly, syllabus materials and similar information is placed on Canvas, the University's web-based teaching site. Click [here](#) to log in to Canvas.

### Examination Regulations

The Examination Regulations relating to this course are available at

<https://examregs.admin.ox.ac.uk/Regulation?code=mopinoriestud&srchYear=2021&srchTerm=1&year=2021&term=1>. If there is a conflict between information in this handbook and the Examination Regulations then you should follow the Examination Regulations.

### Set Texts

Lists of prepared texts for examinations are devised individually for students and are normally agreed in Trinity Term in the first year or Michaelmas Term in the second year. For Syllabus B they overlap with the texts prescribed for the BA, a list of which is kept and revised from year to year; this may be had on request. Sample lists for Syllabus B are given below.

A final list of set texts will be published not later than Friday of 8th week, Hilary Term of the second year, for the final examination. Below are earlier lists, as used in the academic year 2013.

### SAMPLES

#### Prescribed (Set) Texts for Examination in the FHS in Egyptology, and for Final Examination MPhil Egyptology in Trinity Term 2013

\* Texts that may be set in photographic or line facsimile. Middle Egyptian

As the order of the texts read in class cannot be fixed in advance, the following list is identical with the one for the FHS in Oriental Studies (EANES). But only those texts that have been read by the end of Hilary Term 2013 will form part of the examinations.

K. Sethe, *Ägyptische Lesestücke* (2nd ed.), nos. 15a\*, 17, 18\*, 23, 26\*, 29, 34\*.

R. Anthes, *Die Felsinschriften von Hatnub*, no. 14.

W. Helck, *Historisch-biographische Texte der 2. Zwischenzeit und neue Texte der 18. Dynastie*, no. 98\*.

P. Lacau, *Stèles du Nouvel Empire*, pls. ii-iii\*.

K. Sethe, *Urkunden der 18. Dynastie*, 645-67.

W. Helck, *Urkunden der 18. Dynastie*, 1276-83, no. 372.

R. Koch, *Die Erzählung des Sinuhe*, 1-59, line 5.

A. M. Blackman, *The Story of King Cheops and the Magicians*.

R. O. Faulkner, *Journal of Egyptian Archaeology* 42 (1956), 22-6 (Dispute of a man with his *ba*). G. Posener, *L'Enseignement Loyaliste*, 51-139; K. Sethe, *Ägyptische Lesestücke*, no. 13\* (Loyalist Instruction).

A. de Buck, *The Egyptian Coffin Texts*, vii, sp. 1130.

J. Assmann, *Der König als Sonnenpriester*, 17-19.

E. Naville, *Das ägyptische Tottenbuch der XVIII. bis XX. Dynastie*, i, pl. xv; ii, 22-8; J.

J. Assmann, *Liturgische Lieder an den Sonnengott*, 405-11.

E. Hornung, *Der ägyptische Mythos von der Himmelskuh*, verses 1-202.

Late Egyptian

A. H. Gardiner, *Late-Egyptian stories*, no. iv (Horus and Seth); no. v (Wenamun).

A. H. Gardiner, *Late-Egyptian miscellanies*, 12 no. 1 (with 40-41 no. 10); 25 no. 5; 28-9 no. 9, 445 no. 14 (with parallels); 45-6 nos. 15-16; 60 no. 5; 85-6 no. 9.

M. V. Fox, *The Song of Songs and the ancient Egyptian love songs*, 378 (11) - 380 (9).

*Journal of Egyptian Archaeology*, 22 (1936), pls. xii-xvi.

J. ěerný, *Late Ramesside letters*, nos. 4, 15, 16, 21, 35.

A. H. Gardiner, *Ramesside administrative documents*, no. xxiv.

*Journal of Egyptian Archaeology* 31 (1945), pls. viii-xii.

A. H. Gardiner and Kurt Sethe, *Egyptian letters to the dead*, pls. vii-viii.

Alan H. Gardiner, *Hieratic papyri in the British Museum, third series: Chester Beatty Gift*, pl. 8, ll 10-19 of the first column of text on the plate.

I.E.S. Edwards, *Oracular amuletic decrees of the late New Kingdom*, pls. 1-3a (L1 = pBM EA 10083) OR pls. 18a-21 (T1 = pTurin 1983).

Middle Egyptian texts prescribed for Moderations (EANES) and Qualifying Exams MPhil Egyptology (Syllabus B)

Texts marked \* are often not read. Only texts that have been read in class will form part of the examination. One or two texts are alternatives; again, among these only texts that have been read in class will form part of the examination.

Adriaan de Buck, *Egyptian Readingbook* (Leiden: Nederlandsch Archaeologisch-Philologisch Instituut voor het Nabije Osten 1948):

p. 46 (Canal inscription of Thutmose III, Coronation decree of Thutmose I);

pp. 48-53 (Punt inscriptions of Hatshepsut)\*;

pp. 53-6 (Poetical stela of Thutmose III).

Kurt Sethe, *Urkunden der 18. Dynastie I* (2nd edition; edition; *Urkunden des Ägyptischen Altertums IV*; Leipzig: Hinrichs 1930):

pp. 1-11 (Biography of Ahmose son of Ibana);

pp. 111-23 (Biography of Paheri)\*;

pp. 130-3 (Inscription of Djehuti);

vol. III (1907), pp. 889–97 (Biography of Amenemhab).

Kurt Sethe, *Ägyptische Lesestücke zum Gebrauch im akademischen Unterricht* (2nd edition; Leipzig: Hinrichs 1928):

no. 12, pp. 65–7 (Hymns to Sesostris III);

no. 14, pp. 70–71 (Stela of Ikhernofret);

no. 17, pp. 76–7 (Stelae of Amenisonbe);

no. 27, p. 87 (Harper's songs);

no. 28 a–i, pp. 87–9 (Appeals from funerary inscriptions);

no. 32, pp. 96–7 (Temple documents from Illahun);

no. 33, p. 97 (Letters from Illahun).

A. M. Blackman, *Middle-Egyptian Stories* (Brussels: Fondation Egyptologique Reine Elisabeth 1932), pp. 41–8 (The Story of the Shipwrecked Sailor).

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

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

### Introduction

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

### Outline

Students will study either Arabic, Persian, or Ottoman Turkish throughout the course. They will attend lectures and seminars on a weekly basis, write short essays and discuss them in tutorials given by the KRC teaching staff. Lecture and essay topics will vary according to the availability of teaching each year.

### Year 1

In Michaelmas Term, students will attend language classes, 8 History of Islamic Art and Architecture (I) lectures, and complete 4 short essays and their tutorials. They will also attend specialist lectures, seminars, and handling sessions as agreed with their supervisor.

In Hilary Term, students will attend language classes, 8 History of Islamic Art and Architecture (II) lectures, and complete 4 short essays and their tutorials. They will also attend a series of methodological seminars (Approaches to Islamic Art) and decide on their Extended Essay topic in consultation with their supervisor.

In Trinity Term, students will attend language classes, 8 History of Islamic Art and Architecture (III) lectures, and complete 3 short essays and their tutorials. They will be offered two additional tutorials to discuss the topic of their Thesis and draft their Thesis prospectus. At the end of term (usually in 9th Week) students will sit their Qualifying Examination.

During the Long Vacation, students are expected to conduct research for their Thesis and Extended Essay, including fieldwork, and attend a language course abroad if necessary.

### Year 2

In Michaelmas Term, students will attend language and texts classes, as well as specialist lectures, seminars, and handling sessions as agreed with their supervisor. Students will also attend 4 classes for their Portfolio of Practical Work (I), held in 1st, 3rd, 5th, and 7th Week:

- Architecture I (Zeynep Yürekli-Görkay)
- Architecture II (Zeynep Yürekli-Görkay)
- Manuscripts (Alain George)
- Manuscripts (Umberto Bongianino)

During the Christmas Vacation, students will complete their portfolio assignments for this term, carry out additional research for their Thesis where necessary, and write at least one Thesis chapter for submission to supervisor.

In Hilary Term, students will attend language and texts classes, as well as specialist lectures, seminars, and handling sessions as agreed with their supervisor. Students will also attend 4 classes for their Portfolio of Practical Work (II), held in 1st, 3rd, 5th, and 7th Week:

- Epigraphic Metalwork (Umberto Bongianino)
- Coins (Luke Treadwell)
- Scientific instruments (Federica Gigante)
- Ceramics (Umberto Bongianino)

During the Easter Vacation, students will complete their portfolio assignments for this term, and complete a first draft of the whole Thesis for submission to supervisor.

In Trinity Term, students will attend language and texts classes, complete the final version of their Thesis, and revise for their Final Exams. At the end of term (usually in 9th Week) students will sit their Final Examination.

### 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 two written papers, including one on language, for the Qualifying Examination.

In Trinity Term of Year 2, students will sit written papers, including two on language, for the Final Examination. Students must also submit their Extended Essay, Portfolio of Practical Work, and Thesis, which will be assessed as part of the Final Examination.

Please refer to the annual [rubrics](#) for MPhil qualifying and final examinations for an explanation of the specific assessment standards for this course. The rubrics set out how examined work will be marked and how the resulting marks will be used to arrive at a final result and classification of an award.

### Examination entry – core and optional papers

If you are taking examinations (sit-down examinations or submitted assessments) and you are required to select the options you wish to take, you will be invited by email to enter for your examinations in Student Self Service when the examination entry window for your examination opens. If your examination exists purely of core assessments then your assessments will be visible in Student Self Service in due course. Any options requiring Faculty approval will need to be approved in order for you to enter for this examination on Student Self Service. Please use the relevant application form for approval of optional papers and for thesis subject/title approvals [here](#).

### Submissions

Submissions are via the University's electronic exams site, Inpera. Links and information will be sent by the Academic Administration office five weeks prior to the submission deadline.

## Deadlines

Year 1	Hilary Term	Week 6, Monday	Application for extended essay topic approval	Email completed form to the <a href="#">academic administration office</a> .
Year 2	Michaelmas Term	Week 0, Monday, 12 noon	Extended essay <b>submission</b>	Via Inspira
Year 2	Hilary Term	Week 0, Monday	Application for thesis title/thesis subject approval	Email completed form to the <a href="#">academic administration office</a> .
Year 2	Trinity Term	Week 2, Monday, 12 noon	Portfolio <b>submission</b>	Via Inspira
Year 2	Trinity Term	Week 6, Thursday, 12 noon	Thesis <b>submission</b> .	Via Inspira

### Canvas

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

### Examination Regulations

The Examination Regulations relating to this course are available at <https://examregs.admin.ox.ac.uk/Regulation?code=mopinoriestud&srchYear=2021&srchTerm=1&year=2021&term=1>. If there is a conflict between information in this handbook and the Examination Regulations then you should follow the Examination Regulations.

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

Course Director – Prof. [Christopher Melchert](#)

### 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 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 undergraduate Arabic paper (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 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

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 - *Prof. Julia Bray*
2. Arabic or Persian or Ottoman Palaeography
3. Topics in the History of the Islamic West - *Dr Caitlyn Olson*
4. Hadith - *Prof. Christopher Melchert*
5. Introduction to Islamic Art and Architecture (*from MPhil Islamic Art & Architecture*)
6. Islamic Law - *Prof. Christopher Melchert*
7. Ottoman History - *Dr Aslı Niyazioğlu*
8. Persian Literature in any period before 1500 (\*assessed by written examination) - *Dr Dominic Brookshaw*
9. Philosophy and Theology in the Islamic World - *Prof. Nicolai Sinai and/or Dr Laura Hassan*
10. Qur'an - *Prof. Nicolai Sinai and/or Dr Nora K. Schmid and/or Dr Behnam Sadeghi*
11. Safavi history (tbc)
12. Sufism - *Prof. Christopher Melchert*
13. Turkish Literature in the early modern period (\*assessed by written examination) - *Dr Laurent Mignon*
14. Another subject approved by the Board of the Faculty of Oriental Studies

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

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 MPhil Islamic Art & Architecture (queries can be directed to the KRC Administrator).

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 Caitlyn Olson, Departmental Lecturer
- Dr [Behnam Sadeghi](#) – Postdoctoral Researcher
- Dr [Nora K Schmid](#) – Postdoctoral Researcher and Junior Research Fellow at Wolfson College
- 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.

During Year 2, students will submit a take-home research paper of up to 5,000 words for each option chosen or sit a three-hour written examination, as specified in Michaelmas Term. 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 by submission.

Students will also complete their theses.

Please refer to the annual [rubrics](#) for MPhil qualifying and final examinations for an explanation of the specific assessment standards for this course. The rubrics set out how examined work will be marked and how the resulting marks will be used to arrive at a final result and classification of an award.

### Examination entry – core and optional papers

If you are taking examinations (sit-down examinations or submitted assessments) and you are required to select the options you wish to take, you will be invited by email to enter for your examinations in Student Self Service when the examination entry window for your examination opens. If your examination exists purely of core assessments then your assessments will be visible in Student Self Service in due course. Any options requiring Faculty approval will need to be approved in order for you to enter for this examination on Student Self Service. Please use the relevant application form for approval of optional papers and for thesis subject/title approvals [here](#).

### Submissions

Submissions are via the University's electronic exams site, Inpera. Links and information will be sent by the Academic Administration office five weeks prior to the submission deadline.

### Deadlines

Year 2	Michaelmas Term	Week 2, Monday	Approval of optional papers	Email completed form to the <a href="#">academic administration office</a> .
Year 2	Michaelmas Term	Week 8, Friday 12 noon	Option 1 take-home research paper question <b>released</b>	
Year 2	Michaelmas Term	Week 9, Friday 12 noon	Option 1 take-home research paper <b>submission</b>	Via Inpera

Year 2	Hilary Term	Week 0, Monday	Approval of thesis subject/thesis title	Email completed form to the <a href="#">academic administration office</a> .
Year 2	Hilary Term	Week 8, Friday, 12 noon	Islamic Studies paper – Essay question <b>published</b>	
Year 2	Hilary Term	Week 8, Friday 12 noon	Option 2 take-home research paper question <b>released</b>	
Year 2	Hilary Term	Week 9, Friday 12 noon	Option 2 take-home research paper <b>submission</b>	Via Inspira
Year 2	Trinity Term	Week 0, Friday, 12 noon	Islamic Studies paper – Essay <b>submission</b>	Via Inspira
Year 2	Trinity Term	Week 6, Thursday, 12 noon	Thesis <b>submission</b>	Via Inspira

### Canvas

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

### Examination Regulations

The Examination Regulations relating to this course are available at

<https://examregs.admin.ox.ac.uk/Regulation?code=mopinoriestud&srchYear=2021&srchTerm=1&year=2021&term=1>. If there is a conflict between information in this handbook and the Examination

Regulations then you should follow the Examination Regulations.

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## 25.MASTER OF PHILOSOPHY IN JEWISH STUDIES

**Course Director - Dr. Zoe Waxman**

### 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 Trinity term of the first year of the course, unless exempted.

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, of not more than 2,500 words, 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 of the second year. 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.

*The Formation of Rabbinic Judaism – available in Michaelmas Term*  
*Dr Benjamin Williams*

*The course aims to acquaint students with the main historical evidence for the development of Rabbinic Judaism from the first century CE to the early modern period and the main factors which influenced that development. Students will study the nature and origin of the main rabbinic texts from this period, relating the ideas and attitudes expressed to the religious lives of Jews in these centuries. Key topics include varieties of Judaism in the first century CE; religious reactions to the destruction of the Temple in 70 CE; early Rabbinic Judaism; Mishnah, Midrash, and Talmud; the Geonic academies of Babylonia; Maimonides and the Maimonidean Controversy; Jewish life in the Latin West; and Mysticism and Kabbalah.*

The course will be examined by means of two pre-submitted essays.

*Introduction to Rabbinic Texts – available in Hilary Term*  
*Dr Benjamin Williams*

*The aim of this course is to introduce students to the Mishnah, Tosefta, Talmudim, and midrashic literature by studying selected texts. The first class will introduce the history of these corpora and, in subsequent classes, selected passages 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 from Trinity Term 2022*  
*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 Hilary Term*

*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.

*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 [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
- Dr Dorota Molin – Biblical Hebrew
- 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 [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 annual [rubrics](#) for MPhil qualifying and final examinations for an explanation of the specific assessment standards for this course. The rubrics set out how examined work will be marked and how the resulting marks will be used to arrive at a final result and classification of an award.

### Examination entry – core and optional papers

If you are taking examinations (sit-down examinations or submitted assessments) and you are required to select the options you wish to take, you will be invited by email to enter for your

examinations in Student Self Service when the examination entry window for your examination opens. If your examination exists purely of core assessments then your assessments will be visible in Student Self Service in due course. Any options requiring Faculty approval will need to be approved in order for you to enter for this examination on Student Self Service. Please use the relevant application form for approval of optional papers and for thesis subject/title approvals [here](#).

### Submissions

Submissions are via the University's electronic exams site, Inspera. Links and information will be sent by the Academic Administration office five weeks prior to the submission deadline.

### Deadlines

Years 1 & 2	Michaelmas Term	Week 8, Friday	Michaelmas options take-home essay topics <b>published</b>	
Years 1 & 2	Hilary Term	Week 0, Friday, 12 noon	Michaelmas options take-home essay <b>submission</b>	Via Inspera
Years 1 & 2	Hilary Term	Week 8, Friday	Hilary options take-home essay topics <b>published</b>	
Years 1 & 2	Trinity Term	Week 0, Friday, 12 noon	Hilary options take-home essay <b>submission</b>	Via Inspera
Years 1 & 2	Trinity Term	Week 8, Friday	Trinity options take-home essay topics <b>published</b>	
Years 1 & 2	Michaelmas Term	Week 0, Friday, 12 noon	Trinity options take-home essay topic <b>submission</b>	Via Inspera
Year 2	Hilary Term	Week 0, Monday	Approval of the thesis title/thesis subject	Email completed form to the <a href="#">academic administration office</a>
Year 2	Trinity Term	Week 6, Thursday, 12 noon	Thesis <b>submission</b>	Via Inspera

### Canvas

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

### Examination Regulations

The Examination Regulations relating to this course are available at <https://examregs.admin.ox.ac.uk/Regulation?code=mopinoriestud&srchYear=2021&srchTerm=1&year=2021&term=1>

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

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

Course Director – Prof [Walter Armbrust](#)

### 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 knowledge of Arabic, subject to a placement test, can also take Arabic at the intermediate and advanced 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. Politics in the Middle East - *Neil Ketchley*
2. History and Politics of the Islamic Republic of Iran - *Edmund Herzig*
3. Nahda: Arabic Prose and Cultural Activism in the 19th Century - *Marilyn Booth*
4. Displacement and Dispossession and in the Modern Middle East - *Dawn Chatty*
5. History of the Maghreb since 1830 - *James McDougall*
6. History of the Middle East, 1860 to 1970 (Michaelmas Term 2022) - *Eugene Rogan*
7. Mass Media in the Middle East – *Walter Armbrust*
8. Main Themes in Israeli Society and Politics - *Yaacov Yadgar*
9. Modern Islamic Thought - *Usaama al-Azami*
10. The Political Economy of the Middle East and North Africa - *Adeel Malik*
11. Political Islam, Islamism and Modern Islamic Movements - *Usaama al-Azami*
12. Politics of the Maghreb - *Michael Willis*
13. Social Anthropology of the Middle East - *Walter Armbrust*
14. Space and Gender in Middle Eastern Literatures: The Harem and the Body - *Marilyn Booth*
15. Turkish Literature: Texts and Contexts (Trinity Term) - *Laurent Mignon*
16. Law in the Contemporary Muslim World - *Lena Salaymeh*

Options will be subject to the availability of teaching each year.**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 Tuesday, students will attend the seminar's introductory lecture and every Thursday, 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

- Dr Maryam Alemzadeh, St Antony's College, Associate Professor in Iranian History and Politics, Oxford School of Global and Area Studies (from Michaelmas Term 2022)
- Prof [Walter Armbrust](#), St. Antony's College, Professor of Modern Middle Eastern Studies, Faculty of Oriental Studies
- Dr [Usaama Al-Azami](#), St Antony's College, Departmental Lecturer in Contemporary Islamic Studies, Faculty of Oriental Studies
- Prof [Marilyn Booth](#), Magdalen College, Khalid bin 'Abdullah Al-Sa'ud Professor for the Study of the Contemporary Arab World, Faculty of Oriental Studies
- Prof Dawn Chatty, St Cross College, Emerita Professor of Anthropology and Forced Migration, Department of International Development
- Prof [Edmund Herzig](#), Masoumeh and Fereydoon Soudavar Professor of Persian Studies, Faculty of Oriental Studies
- Dr Neil Ketchley, St Antony's College, Associate Professor of the Politics of the Middle East, Department of Politics and International Relations and Oxford School of Global and Area Studies
- Dr [Adeel Malik](#), St Peter's College, Globe Fellow in the Economies of Muslim Societies Department of International Development and Oxford Centre for Islamic Studies
- Prof [James McDougall](#), Trinity College, Professor of Modern and Contemporary History, Faculty of History
- Dr [Laurent Mignon](#), St Antony's College, Associate Professor in Turkish, Faculty of Oriental Studies
- Prof [Eugene Rogan](#), St Antony's College, Professor of Modern Middle Eastern History, Faculty of Oriental Studies
- Prof Lena Salaymeh, British Academy Global Professor, Oxford School of Global and Area Studies
- Dr [Michael Willis](#), St Antony's College, King Muhammad VI Fellow in Moroccan and Mediterranean Studies, Faculty of Oriental Studies
- Prof [Yaacov Yadgar](#), St Anne's College, Stanley Lewis Professor of Israel Studies, Department of Politics and International Relations and School of Global and Area Studies

### 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 above 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

At the end of Michaelmas Term of Year 1, students will submit one assignment in qualitative methods. In Trinity Term of Year 1 students will sit a written language examination. Students must pass both papers in order to progress into the second year of the course.

In Trinity Term of Year 2, students will sit four examinations; one language paper and their three option papers. Students will also submit their thesis in Trinity Term of Year 2.

Please refer to the annual [rubrics](#) for MPhil qualifying and final examinations for an explanation of the specific assessment standards for this course. The rubrics set out how examined work will be marked and how the resulting marks will be used to arrive at a final result and classification of an award.

### Examination entry – core and optional papers

If you are taking examinations (sit-down examinations or submitted assessments) and you are required to select the options you wish to take, you will be invited by email to enter for your examinations in Student Self Service when the examination entry window for your examination opens. If your examination exists purely of core assessments then your assessments will be visible in Student Self Service in due course. Any options requiring Faculty approval will need to be approved in order for you to enter for this examination on Student Self Service. Please use the relevant application form for approval of optional papers and for thesis subject/title approvals [here](#).

### Submissions

Submissions are via the University's electronic exams site, Inspira. Links and information will be sent by the Academic Administration office five weeks prior to the submission deadline.

### Deadlines

Year 1	Michaelmas Term	Week 6, Monday,	Practical take-home test in qualitative methods <b>is released</b>	Via Inspira
Year 1	Michaelmas Term	Week 9, Monday, 12 noon	<b>SUBMIT</b> - Practical take-home test qualitative methods	Via Inspira
Year 2	Hilary Term	Week 0, Monday	Approval of the thesis subject/thesis title	Email completed form to the <a href="#">academic administration office</a> .
Year 2	Trinity Term	Week 2, Thursday, 12 noon	Thesis <b>submission</b>	Via Inspira

### Canvas

Click [here](#) for the MPhil Modern Middle Eastern Studies Canvas page.

### Examination Regulations

The Examination Regulations relating to this course are available at:

<https://examregs.admin.ox.ac.uk/Regulation?code=mopinoriestud&srchYear=2021&srchTerm=1&year=2021&term=1>.

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

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## 27.MASTER OF PHILOSOPHY IN TIBETAN AND HIMALAYAN STUDIES

Course Director for 2021-22 – Dr [George FitzHerbert](#)

### Outline

Throughout the course, attendance at 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 other 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.

As a general guideline, students can expect to attend 5 hours of language classes, 3 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 the term and the stage in the course, and on how much language has already been acquired.

### 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. In consultation with their course director, students may also be asked to write one of their eight tutorial essays this term.

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 or stories 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. In consultation with their course director, students may also be asked to write one of their eight tutorial essays this term.

At the end of Hilary term, students will sit a three-hour written Qualifying Exam, which will consist of translation from and into Tibetan, as well as translation from the texts read during the term. They will also do a 20-minute oral exam in which they will be called upon to introduce themselves and answer questions in spoken Tibetan.

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, the focus is on essay writing. Alongside essays, students will continue work on the *Manual* up to lesson 20. Extracts from a range of texts will be read and knowledge of literary Tibetan grammar further developed. Weekly essays will be written on various aspects of Tibetan history and civilisation, based on prescribed readings. Submission of the essay will be followed by a tutorial which will involve discussing the sources, the content and the issues raised by the topic. Students should start thinking about the topic of their MPhil thesis this term and discuss their ideas with their supervisor.

The long summer vacation should be used to visit Tibetan-speaking communities (either in Tibet or in South Asia), and/or to attend a Tibetan language summer school to develop their language skills. They should also begin work on their thesis. An extended essay of max. 5,000 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.

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 to 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. Theses 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

### Theses

The MPhil Thesis constitutes the individual research portion of the MPhil. degree.

In consultation with the course director and language teacher(s), the thesis can be on any subject related to history, culture, language, or contemporary society in the Tibetan and Himalayan region. The research must be based, at least in part, on materials (written or oral) accessed in the relevant subject language (ie Tibetan, or another Himalayan language). Some language assistance with such materials will, where possible, be provided by the Language Instructor.

Typically, exploratory research for the thesis, including identifying suitable sources, will begin during the long vacation after the first year of the MPhil. course. Exploratory translations of relevant materials would typically begin in Michaelmas of the 2<sup>nd</sup> year.

Appendices (which do not count towards the final word count) may be used to provide the original language text of materials presented, more extensive translations, or other necessary reference materials. **Length** - max. 25,000 words (including footnotes, excluding bibliography and appendices).

### Teaching Staff

- Dr [George FitzHerbert](#) - Departmental Lecturer in Tibetan and Himalayan Studies
- [Lama Jabb](#) – Instructor in Tibetan

### Examinations and Assessments

In Hilary Term of Year 1, students will sit one written examination on Tibetan language and grammar and one 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.



In Trinity Term of Year 2, students will take four written examinations. Students will also submit their thesis.

Please refer to the annual [rubrics](#) for MPhil qualifying and final examinations for an explanation of the specific assessment standards for this course. The rubrics set out how examined work will be marked and how the resulting marks will be used to arrive at a final result and classification of an award.

#### Examination entry – core and optional papers

If you are taking examinations (sit-down examinations or submitted assessments) and you are required to select the options you wish to take, you will be invited by email to enter for your examinations in Student Self Service when the examination entry window for your examination opens. If your examination exists purely of core assessments then your assessments will be visible in Student Self Service in due course. Any options requiring Faculty approval will need to be approved in order for you to enter for this examination on Student Self Service. Please use the relevant application form for approval of optional papers and for thesis subject/title approvals [here](#).

#### Submissions

Submissions are via the University's electronic exams site, Inspera. Links and information will be sent by the Academic Administration office five weeks prior to the submission deadline.

#### Deadlines

Year 2	Michaelmas Term	Week 0, Friday, 12 noon	Take-home essay <b>submission</b>	Via Inspera
Year 2	Hilary Term	Week 0, Monday	Approval of the thesis subject/thesis title	Email completed form to the <a href="#">academic administration office</a> .
Year 2	Trinity Term	Week 2, Thursday, 12 noon	Thesis submission	Via Inspera

#### Canvas

Click [here](#) for the MPhil Tibetan & Himalayan Studies Canvas page.

#### Examination Regulations

The Examination Regulations relating to this course are available at <https://examregs.admin.ox.ac.uk/Regulation?code=mopinoriestud&srchYear=2021&srchTerm=1&year=2021&term=1>.

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

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## 28.MASTER OF PHILOSOPHY IN TRADITIONAL EAST ASIA

Course Director – Prof [Dirk Meyer](#)

### 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 disciplinary approaches 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 or Classical Japanese or Middle Korean is 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 the course 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 specialities in Tibetan, Sanskrit, Japanese Historical Linguistics, Chinese Phonology, Korean Phonology and Historical Linguistics, and other specialities in addition to disciplinary specialities such as History, Philosophy, Literature, and Religion.

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.

## First year

Your first-year work has three parts.

You should have some proficiency in a modern East Asian language (Chinese, Korea, or Japanese). If your proficiency in your main language is not up to academic standards, you will be required to prepare for an examination in that language. If, on arrival, your proficiency is judged to be up to academic standards, you will choose a different modern East Asian language for research purposes and prepare for the examination in the selected language. A three-hour qualifying language in your modern language is held at the end of the third term.

You will be required to follow a general course in a classical East Asian language: Classical Chinese, Classical Japanese, or Middle Korean. Instruction may take the form of lectures, text classes, or some combination of the two. You will prepare and present English translations in text classes. Depending on your ability you may be permitted to follow more than one classical language, but you must choose only one classical language for assessment in your qualifying examination.

In the first year, you will be required to survey disciplinary approaches to East Asia. For this, you will be required to prepare a 2,000-word essay every two weeks for the East Asia Colloquium. You will attend this general overview graduate colloquium, for which you receive a reading list and write four 2,000-word essays per term. The essays should compare at least two scholarly pieces of writing and discuss the disciplinary approach across China, Korea, and Japan. The colloquium convenes every two weeks in a 90-minute seminar to present the gist of student essays and discuss the topic at hand. One of the course coordinators will either lead the seminar or recruit an expert colleague to lead. First Week of the first year will involve a short introduction, followed by seminars in weeks 2, 4, 6, and 8 of each term. The qualifying examination for the colloquium consists of an assessment of your three best essays from the twelve prepared over the year. No marks are given on each essay during the colloquia, but comments and feedback are given, and you must choose and submit one essay to Examination Schools at the end of each term that you feel presents the best of your work. You may re-write and edit your original essay using the comments before you submit the essay to Examination Schools. 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
- East Asian Art

## Second year

There are no modern language requirements in the second year, but you may monitor or audit classes in a modern or classical language that you were unable to study or for which you would like further study.

Your second-year work has three parts.

In the second year, you will spend a good portion of your time researching and writing your thesis with fewer contact hours for class work. Applications for the approval of the thesis title are due by Monday of 0th Week of Hilary Term. Students present their interim research results at one 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 one month for final proofreading and polishing. Such a schedule allows additional time to review and revise other material prior to the final examinations.

You will be required to continue your study of a classical language by reading prescribed texts. This requirement consists of reading texts in Classical Chinese or Classical Japanese or Middle Korean. Texts are chosen in consultation with one of the Course Coordinators and drawn from canonical literature in the areas of history, literature, and philosophy. The final examination is a three-hour written examination at the end of the second year. You will have eight one-hour classes spread over three terms.

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 (i.e., training in bibliography and methodology). 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.

### Assessment

In the first year, you will take two three-hour written examinations at the end of the third term (Trinity term). One will be in a modern language.

The second examination will be in a classical language.

You will also be assessed on the three submitted essays from the first, second, and third terms.

In the second year, you will prepare a thesis of between 20,000 and 30,000 words, using information gathered through at least one East Asian language. You will present your interim research results at one public colloquium held at the end of the fifth term. The dissertation is due during the sixth term.

At the end of the sixth term, you will sit one three-hour examination on the prescribed texts you have prepared in your chosen classical language, and you will be given a take-home examination to be completed in the library to assess your knowledge of classical bibliography and methodology in your chosen field (Korea, Japan, or China).

According to regs, students submit a Research Bibliography and Methodology paper, published at 12.00 noon on Tuesday of ninth week of TT of the second year, submitted by Friday of the same week.

## Supervision

The allocation of graduate supervision for this course is the responsibility of the Faculty of Oriental Studies and it is not always possible to accommodate the preferences of incoming graduate students to work with a particular member of staff. Under exceptional circumstances a supervisor may be found outside the Faculty of Oriental Studies.

## Graduate destinations

Oriental Studies graduates have found employment in many and diverse fields including museology, libraries, journalism, diplomacy, but also international banking, business, law, government service, secondary education, and non-governmental organisations.

## Changes to this course and your supervision

The University will seek to deliver this course in accordance with the description set out in this course page. However, there may be situations in which it is desirable or necessary for the University to make changes in course provision, either before or after registration. In certain circumstances, for example, due to visa difficulties or because the health needs of students cannot be met, it may be necessary to make adjustments to course requirements for international study.

Where possible, your academic supervisor will not change for the duration of your course. However, it may be necessary to assign a new academic supervisor during the course of study or before registration for reasons which might include sabbatical leave, parental leave, or change in employment.

## 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 will be 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 of 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 in 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 nine-month course is intended for students who already have two or three years of training in the Chinese language. The objective is to help students achieve advanced levels in the four 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 two or three years of training in the Japanese language. The objective is to help students gain knowledge and develop language skills and strategies in the four 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 is to be taught with students following the MSt in Korean Studies. The target is Upper Intermediate to Advanced Korean Language. This nine-month course is intended for students who already have two or three years of training in Korean language. The objective is to help students achieve advanced levels in the four 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 two written examinations on the East Asian language that they have studied in their first year, including one on their modern language and one on their classical language. Students will be expected to submit their three best essays from over the course of the year, submitting one at the end of each term.

In Trinity Term of Year 2, students will sit one written examination on their chosen classical language. The take-home examination for the country specialisation will be released after the completion of the written examination on the classical language in 9th 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.

Vivas are compulsory unless candidates are excused by the examiners.

Please refer to the annual [rubrics](#) for MPhil qualifying and final examinations for an explanation of the specific assessment standards for this course. The rubrics set out how examined work will be marked and how the resulting marks will be used to arrive at a final result and classification of an award.

#### Examination entry – core and optional papers

If you are taking examinations (sit-down examinations or submitted assessments) and you are required to select the options you wish to take, you will be invited by email to enter for your examinations in Student Self Service when the examination entry window for your examination opens. If your examination exists purely of core assessments then your assessments will be visible in Student Self Service in due course. Any options requiring Faculty approval will need to be approved in order for you to enter for this examination on Student Self Service. Please use the relevant application form for approval of optional papers and for thesis subject/title approvals [here](#).

#### Submissions

Submissions are via the University's electronic exams site, Inspera. Links and information will be sent by the Academic Administration office five weeks prior to the submission deadline.

#### Deadlines

Year 1	Michaelmas Term	Week 9, Friday, 12 noon	Essay 1 <b>submission</b>	Via Inspera
Year 1	Hilary Term	Week 9, Friday, 12 noon	Essay 2 <b>submission</b>	Via Inspera
Year 1	Trinity Term	Week 9, Friday, 12 noon	Essay 3 <b>submission</b>	Via Inspera
Year 2	Hilary Term	Week 0, Monday	Approval of the thesis subject/thesis title	Email completed form to <a href="mailto:academic.administrator@orinst.ox.ac.uk">academic.administrator@orinst.ox.ac.uk</a> .
Year 2	Trinity Term	Week 6, Thursday, 12 noon	Thesis <b>submission</b>	Via Inspera
Year 2	Trinity Term	Week 9, Tuesday, 12 noon	Take-home Research Bibliography and Methodology paper <b>released</b>	Via Inspera
Year 2	Trinity Term	Week 9, Friday, 5pm	Take-home Research Bibliography and Methodology paper <b>submission</b>	Via Inspera

#### Canvas

Click [here](#) for the MPhil Traditional East Asia Canvas page.

## Examination Regulations

The Examination Regulations relating to this course are available at

<https://examregs.admin.ox.ac.uk/Regulation?code=mopinoriestud&srchYear=2021&srchTerm=1&year=2021&term=1>.

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

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## 29.MASTER OF SCIENCE IN MODERN MIDDLE EASTERN STUDIES

Course Coordinator – Prof [Walter Armbrust](#)

### 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](#) listed below, a few further options are available to students on this course:

1. Politics in the Middle East - *Neil Ketchley*
2. History and Politics of the Islamic Republic of Iran - *Edmund Herzig*
3. Nahda: Arabic Prose and Cultural Activism in the 19th Century - *Marilyn Booth*
4. Displacement and Dispossession and in the Modern Middle East - *Dawn Chatty*
5. History of the Maghreb since 1830 - *James McDougall*
6. Mass Media in the Middle East – *Walter Armbrust*
7. Main Themes in Israeli Society and Politics - *Yaacov Yadgar*
8. Modern Islamic Thought - *Usaama al-Azami*
9. The Political Economy of the Middle East and North Africa - *Adeel Malik*
10. Political Islam, Islamism and Modern Islamic Movements - *Usaama al-Azami*
11. Politics of the Maghreb - *Michael Willis*
12. Social Anthropology of the Middle East - *Walter Armbrust*
13. Space and Gender in Middle Eastern Literatures: The Harem and the Body - *Marilyn Booth*
14. Turkish Literature: Texts and Contexts (Trinity Term) - *Laurent Mignon*



15. Law in the Contemporary Muslim World - *Lena Salaymeh*

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

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

- Prof [Walter Armbrust](#), St. Antony's College, Professor of Modern Middle Eastern Studies, Faculty of Oriental Studies
- Dr [Usaama Al-Azami](#), St Antony's College, Departmental Lecturer in Contemporary Islamic Studies, Faculty of Oriental Studies
- Prof [Marilyn Booth](#), Magdalen College, Khalid bin 'Abdullah Al-Sa'ud Professor for the Study of the Contemporary Arab World, Faculty of Oriental Studies
- Prof Dawn Chatty, St Cross College, Emerita Professor of Anthropology and Forced Migration, Department of International Development
- Prof [Edmund Herzig](#), Masoumeh and Fereydoon Soudavar Professor of Persian Studies, Faculty of Oriental Studies
- Dr Neil Ketchley, St Antony's College, Associate Professor of the Politics of the Middle East, Department of Politics and International Relations and Oxford School of Global and Area Studies
- Dr [Adeel Malik](#), St Peter's College, Globe Fellow in the Economies of Muslim Societies Department of International Development and Oxford Centre for Islamic Studies
- Prof [James McDougall](#), Trinity College, Professor of Modern and Contemporary History, Faculty of History
- Dr [Laurent Mignon](#), St Antony's College, Associate Professor in Turkish, Faculty of Oriental Studies
- Prof [Eugene Rogan](#), St Antony's College, Professor of Modern Middle Eastern History, Faculty of Oriental Studies
- Prof Lena Salaymeh, British Academy Global Professor, Oxford School of Global and Area Studies
- Dr [Michael Willis](#), St Antony's College, King Muhammad VI Fellow in Moroccan and Mediterranean Studies, Faculty of Oriental Studies
- Prof [Yaacov Yadgar](#), St Anne's College, Stanley Lewis Professor of Israel Studies, Department of Politics and International Relations and School of Global and Area Studies

### Examinations and Assessment

Students will be examined on their options through one 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 one written examination in Trinity Term.

Students will be examined in two 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 annual [rubrics](#) for MSt and MSc examinations for an explanation of the specific assessment standards for this course. The rubrics set out how examined work will be marked and how the resulting marks will be used to arrive at a final result and classification of an award.

#### Examination entry – core and optional papers

If you are taking examinations (sit-down examinations or submitted assessments) and you are required to select the options you wish to take, you will be invited by email to enter for your examinations in Student Self Service when the examination entry window for your examination opens. If your examination exists purely of core assessments then your assessments will be visible in Student Self Service in due course. Any options requiring Faculty approval will need to be approved in order for you to enter for this examination on Student Self Service. Please use the relevant application form for approval of optional papers and for thesis subject/title approvals [here](#).

#### Submissions

Submissions are via the University's electronic exams site, Inspera. Links and information will be sent by the Academic Administration office five weeks prior to the submission deadline.

#### Deadlines

Mode A (Language track)

Michaelmas Term	Week 6, Monday,	Practical take-home test in qualitative methods <b>is released</b>	Via Inspera
Michaelmas Term	Week 9, Monday, 12 noon	<b>SUBMIT</b> - Practical take-home test qualitative methods	Via Inspera
Hilary Term	Week 2, Friday, 12 noon	<b>SUBMIT</b> - Dissertation title approval	Email completed form to the <a href="#">academic administration office</a> .
Hilary Term	Week 6, Monday	Take-home test in quantitative analysis <b>is released</b>	Via Inspera
Hilary Term	Week 6, Monday	Take-home essay title 1 <b>is released</b>	Via Inspera
Hilary Term	Week 9, Monday, 12 noon	<b>SUBMIT</b> - Take-home test in quantitative analysis	Via Inspera
Trinity Term	Week 0, Monday, 12 noon	<b>SUBMIT</b> - take-home essay 1	Via Inspera

Trinity Term	Week 6, Monday	Take-home essay title 2 <b>is released</b>	Via Inspira
Trinity Term	Week 12, Friday, 12 noon	<b>SUBMIT</b> - take-home essay 2	Via Inspira
Trinity Term	12 noon of the weekday on or nearest to 1 September	<b>SUBMIT</b> Dissertation	Via Inspira

## Mode B (Non-language track)

Michaelmas Term	Week 6, Monday	Practical take-home test in qualitative methods <b>is released</b>	Via Inspira
Michaelmas Term	Week 6, Monday	Take-home essay title 1 <b>is released</b>	Via Inspira
Michaelmas Term	Week 9, Monday, 12 noon	<b>SUBMIT</b> - Practical take-home test qualitative methods	Via Inspira
Hilary Term	Week 0, Monday, 12 noon	<b>SUBMIT</b> - take-home essay 1	Via Inspira
Hilary Term	Week 2, Friday, 12 noon	<b>SUBMIT</b> - Dissertation title approval	Email completed form to the <a href="#">academic administration office</a> .
Hilary Term	Week 6, Monday	Take-home test in quantitative analysis <b>is released</b>	Via Inspira
Hilary Term	Week 6, Monday	Take-home essay title 2 <b>is released</b>	Via Inspira
Hilary Term	Week 9, Monday, 12 noon	<b>SUBMIT</b> Take-home test in quantitative analysis	Via Inspira
Trinity Term	Week 0, Monday, 12 noon	<b>SUBMIT</b> Take-home essay 2	Via Inspira
Trinity Term	Week 6, Monday	Take-home essay title 3 <b>is released</b>	Via Inspira

Trinity Term	Week 12, Friday, 12 noon	<b>SUBMIT</b> Take-home essay 3	Via Inspira
Trinity Term	12 noon of the weekday on or nearest to 1 September	<b>SUBMIT</b> Dissertation	Via Inspira

### 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://examregs.admin.ox.ac.uk/Regulation?code=moscimmiddeaststud&srchYear=2021&srchTerm=1&year=2021&term=1>

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

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## 30.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 (1 hour per week), and a series of 8 tutorials covering the principal sources for exegesis of the Hebrew Bible and select topics during Michaelmas and Hilary Terms. Topics covered usually 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 Dorota Molin is the Instructor in Classical Hebrew, and also specialises in Aramaic.

- 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 Targums.
- Dr Harald Samuel is Departmental Lecturer in Classical Hebrew, specialising in Hebrew Bible.
- 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.

### Examinations and Assessments

Students will sit three written exams in Trinity Term, one on the core component of the course and two 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 annual [rubrics](#) for MSt and MSc examinations for an explanation of the specific assessment standards for this course. The rubrics set out how examined work will be marked and how the resulting marks will be used to arrive at a final result and classification of an award.

### Examination entry – core and optional papers

If you are taking examinations (sit-down examinations or submitted assessments) and you are required to select the options you wish to take, you will be invited by email to enter for your examinations in Student Self Service when the examination entry window for your examination opens. If your examination exists purely of core assessments then your assessments will be visible in Student Self Service in due course. Any options requiring Faculty approval will need to be approved in order for you to enter for this examination on Student Self Service. Please use the relevant application form for approval of optional papers and for thesis subject/title approvals [here](#).

### Submissions

Submissions are via the University's electronic exams site, Inspera. Links and information will be sent by the Academic Administration office five weeks prior to the submission deadline.

### Deadlines

Hilary Term	Week 0, Monday	Approval of thesis subject/thesis title	Email completed form to <a href="mailto:academic.administrator@orinst.ox.ac.uk">academic.administrator@orinst.ox.ac.uk</a>
Trinity Term	Week 4, Friday, 12 noon	Thesis <b>submission</b>	Via Inspera

### Canvas

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

### Examination Regulations

The Examination Regulations relating to this course are available at:

<https://examregs.admin.ox.ac.uk/Regulation?code=mosinbiblinterm&srchYear=2021&srchTerm=1&year=2021&term=1>.

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)
- Esther 2-6
- Deut 5–6
- Isaiah 6.1-9.6 (Masoretic Text)
- Habakkuk 1-3 (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), 6 (ed. Lauterbach, vol. 2, pp. 323-324)
- Midrash Tanhuma (printed) Bereshit 9
- Pesikta de-Rav Kahana 1:1-2 (ed. Mandelbaum, vol. 1, pp. 1-4)
- 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 Daniel 2–7
- Peshitta Gen 37, 39–45, 46.28-47.6
- 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
- Ephrem the Syrian, *Commentary on Genesis*, XV and XVI, XXXIII, XXXV–XL, ed. R. M. Tonneau
- Ephrem the Syrian, *Commentary on Exodus* I-III, VII-XI, ed. R. M. Tonneau
- Ephrem the Syrian, *Commentary on the Diatessaron* (Sermon on the Mount) VI.1a-21b, ed. L. Leloir (1990), pp. 56–80

Greek:

- LXX Isaiah 6–9, 52-53

- LXX Genesis 1-4
- LXX Deuteronomy 5–6
- LXX Proverbs 7–9
- Greek Esther Additions A, C, D, F
- 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).

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## 31.MASTER OF STUDIES IN CLASSICAL ARMENIAN STUDIES

Course Director – Prof. [Theo Maarten van Lint](#) (Calouste Gulbenkian Professor of Armenian Studies)

### Introduction

The M.St. in Classical Armenian Studies is a one-year taught degree which is intended to give students experience in reading and interpreting a wide range of Armenian texts, from a choice of genres, either as a stand-alone qualification or as a solid foundation in the subject for those intending to go on to do doctoral research.

Armenia lies at the cross-roads of the Near East. To the west were the great empires of the eastern Mediterranean (Roman, Byzantine, Ottoman), to the east those of Iran (Achaemenid, Sasanian, Safavid). Dominated by Mount Ararat, the Armenian plateau separates the Caucasian range to the north from the plains of Mesopotamia to the south. A distinct Armenian people is attested from the sixth century BC; and within a century after their conversion to Christianity at the beginning of the fourth century of our era they developed a written literature in their own alphabet that existed next and partly replaced an oral literature only fragments of which have survived. During the past thousand years a widely scattered diaspora has extended Armenian life and traditions outwards from the homeland over most of the globe.

Armenians are thus heirs to many different cultures, and in their turn have made an individual contribution to numerous societies. Armenian studies have been pursued at Oxford since the mid-nineteenth century. More recently, the establishment in 1965 of the Calouste Gulbenkian Professorship has guaranteed a permanent place for Armenian in the broader field of the Near East. Within the long span of Armenian history study of Armenia at Oxford concentrates on the period when Armenian sources give valuable information not only about Armenian culture itself, but also about neighbouring peoples of the Near East. Emphasis is therefore given to the study of the classical and medieval forms of the language and to Armenian literature from the fifth to the seventeenth centuries.

Oxford is the only university in the UK where Armenian may be studied as a main subject. The Armenian resources of the Bodleian Library are excellent; the Oriental Institute also houses a working library for students.

### Courses of Instruction

Armenian may be studied at the undergraduate level in conjunction with Arabic, Greek, Persian or Turkish. At the graduate level two taught courses are offered: a one year Master of Studies in Classical Armenian alone; and a two year Master of Philosophy, in which Armenian is a component part of the Eastern Christian Studies M.Phil. It may also be studied as a part of the M.St. and M.Phil. in Late Antique and Byzantine Studies, and as the M.Phil. in General Linguistics and Comparative Philology. Advanced research may lead to a D.Phil. in Armenian.

### Content and Teaching

After an initial introduction to the grammar and syntax of classical Armenian, the student reads a variety of texts. An understanding of the literary culture of the period and the historical background is thus obtained directly from the original sources.

Students prepare for FOUR papers, Paper I and three others.

Paper I, core course on the language, literature, history, and culture of Ancient and Medieval Armenia.

Papers II-IV, core courses on key Armenian literary genres. Students must choose to study texts in THREE of the following subjects:

1. Biblical texts
2. Homiletic and polemical literature
3. Hagiographic texts
4. Historical literature of the 5th-9th centuries
5. Historical literature of the 10th-14th centuries
6. Religious and secular verse
7. Any other subject approved by the Faculty Board

### Teaching Staff

- Prof. [Theo Maarten van Lint](#) (Calouste Gulbenkian Professor of Armenian Studies)

### Examinations and Assessments

The examination (towards the end of the Trinity Term) takes the form of four three-hour papers. The first consists of essay questions on general topics of Armenian language, literature, history and culture; candidates are generally required to answer three questions out of ten or so that are set. The other three papers consist of passages to be translated from the three types of text chosen by the candidate, with brief questions on the background, content or grammar of the passages set. The passages will be taken from the texts set for the examination as agreed by the Faculty Board.

The use of an Armenian dictionary will not be permitted during these examinations.

Every candidate will be examined viva voce unless individually excused by the examiners.

Students must pass all examinations to be awarded the degree.

Please refer to the annual [rubrics](#) for MSt and MSc examinations for an explanation of the specific assessment standards for this course. The rubrics set out how examined work will be marked and how the resulting marks will be used to arrive at a final result and classification of an award.

### Examination entry – core and optional papers

If you are taking examinations (sit-down examinations or submitted assessments) and you are required to select the options you wish to take, you will be invited by email to enter for your examinations in Student Self Service when the examination entry window for your examination opens. If your examination exists purely of core assessments then your assessments will be visible in Student Self Service in due course. Any options requiring Faculty approval will need to be approved in order for you to enter for this examination on Student Self Service. Please use the relevant application form for approval of optional papers and for thesis subject/title approvals [here](#).

### Submissions

Submissions are via the University's electronic exams site, Inespera. Links and information will be sent by the Academic Administration office five weeks prior to the submission deadline.

### Canvas

Click [here](#) for the MSt Classical Armenian Studies Canvas pages.

## Examination Regulations

The Examination Regulations relating to this course are available at

<https://examregs.admin.ox.ac.uk/Regulation?code=mosiclasarmestud&srchYear=2021&srchTerm=1&year=2019&term=1>

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 CLASSICAL HEBREW STUDIES

### Course Director – Dr Harald Samuel

#### 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 supervision from a tutor, usually for 1 hour every fortnight. 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 vacation 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

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

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 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.*

### 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 Harald Samuel, Departmental Lecturer in Classical Hebrew, specialising in Hebrew Bible.
- 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 two written examinations on the core components of the course and one on each of their optional choices.

Please refer to the annual [rubrics](#) for MSt and MSc examinations for an explanation of the specific assessment standards for this course. The rubrics set out how examined work will be marked and how the resulting marks will be used to arrive at a final result and classification of an award.

### Examination entry – core and optional papers

If you are taking examinations (sit-down examinations or submitted assessments) and you are required to select the options you wish to take, you will be invited by email to enter for your examinations in Student Self Service when the examination entry window for your examination opens. If your examination exists purely of core assessments then your assessments will be visible in Student Self Service in due course. Any options requiring Faculty approval will need to be approved in order for you to enter for this examination on Student Self Service. Please use the relevant application form for approval of optional papers and for thesis subject/title approvals [here](#).

### Submissions

Submissions are via the University's electronic exams site, Inpera. Links and information will be sent by the Academic Administration office five weeks prior to the submission deadline.

### Deadlines

Hilary Term	Week 6, Monday	Approval of any optional papers	Email completed form to the <a href="#">academic administration office</a> .
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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://examregs.admin.ox.ac.uk/Regulation?code=mosiclashebrstud&srchYear=2021&srchTerm=1&year=2019&term=1>.

If there is a conflict between information in this handbook and the Examination Regulations then you should follow the Examination

Regulations.

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## 33.MASTER OF STUDIES IN ISLAMIC ART AND ARCHITECTURE

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

#### Introduction

This is a one-year degree that aims to provide tailor-made courses in order to train you at the beginning of your research in the history of Islamic art and architecture. The M.St. is designed for students who already possess the necessary qualifications in Arabic or Persian or Ottoman Turkish to use primary sources in the original language for the study of Islamic art. A supervisor will guide your progress and will agree with you a programme of work and a timetable for each term of the course, including: general skills and research specific training, formal teaching and instruction, attendance at lectures and seminars, and regular meetings for detailed discussions on your progress.

#### Outline

In Michaelmas Term, students will attend 8 History of Islamic Art and Architecture (I) lectures, and complete at least 2 short essays and their tutorials. They will also attend specialist lectures, seminars, and handling sessions as agreed with their supervisor. These may include 4 classes for their Portfolio of Practical Work (I), held in 1st, 3rd, 5th, and 7th Week:

- Architecture I (Zeynep Yürekli-Görkay)
- Architecture II (Zeynep Yürekli-Görkay)
- Manuscripts I (Alain George)
- Manuscripts II (Umberto Bongianino)

During Michaelmas Term, students will take two Thesis tutorials, and they will write and submit their first Extended Essay, should they choose to do so as part of the course assessment.

In Hilary Term, students will attend 8 History of Islamic Art and Architecture (II) lectures, and complete at least 2 short essays and their tutorials. They will also attend specialist lectures, seminars, and handling sessions as agreed with their supervisor. These may include 4 classes for their Portfolio of Practical Work (II), held in 1st, 3rd, 5th, and 7th Week:

- Coins (Luke Treadwell)
- Scientific instruments (Federica Gigante)

- Ceramics (Umberto Bongianino)
- Epigraphic Metalwork (Umberto Bongianino)

During Michaelmas Term, students will take two more Thesis tutorials, and they will write and submit their second Extended Essay, should they choose to do so as part of the course assessment.

In Trinity Term, students will attend 8 History of Islamic Art and Architecture (III) lectures, and complete at least 2 short essays and their tutorials. They will be offered two additional tutorials to complete their Thesis, which is submitted by noon on Thursday of 6th Week. At the end of term (usually in 9th Week) students will sit their Final Examinations, should they choose to do so as part of the course assessment.

### 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

### Assessment

At the end of the year (usually in the 9<sup>th</sup> week of Trinity Term), all candidates must sit the Final Examination, consisting of the following four units:

#### UNIT 1: Thesis

Candidates shall submit a thesis of between 12,000 and 15,000 words in length (excluding bibliography), which should be equivalent to a substantial draft chapter or chapters of a proposed thesis for the M.Litt. or the D.Phil.

The thesis must be submitted by Thursday of 6<sup>th</sup> Week of Trinity Term.

#### UNIT 2: Report or Portfolio on Practical Work

Candidates shall submit: **EITHER**

- **2A:** a portfolio containing reports on the practical work completed during the course, according to the schedule given each year in the syllabus.

**OR**

- **2B:** a report or reports on practical work completed on one or more objects, buildings or sites that will form part of a proposed thesis for the M.Litt. or the D.Phil., to be selected by the candidate in consultation with the candidate's supervisor.

The report or portfolio must be submitted by Monday in the 2<sup>nd</sup> Week of Trinity Term.

#### UNITS 3 and 4: Examination Papers and/or Extended Essays

Candidates shall take any one of the following:

- **A:** two examination papers, which may be any combination of language and non-language papers. When an elective paper is shared with another degree, the regulations for the paper follow that of the home degree.
- **B:** two extended essays of between 5,000 and 7,000 words in length, which may be any two of the following:



- (i) an essay on the theoretical issues raised by the subject which the candidate is proposing for the thesis for the M.Litt. or D.Phil.
  - (ii) an essay on a topic relevant to the subject of the proposed thesis for the M.Litt. or D.Phil.
  - (iii) an essay discussing the historical or literary background, or the source material, relevant to the proposed thesis for the M.Litt. or D.Phil.
- o C: one examination paper under (A) above and one essay under (B) above.

The extended essays must be submitted by Monday in the 9<sup>th</sup> Week of Michaelmas Term and Monday in the 9<sup>th</sup> Week of Hilary Term.

#### Examination entry – core and optional papers

If you are taking examinations (sit-down examinations or submitted assessments) and you are required to select the options you wish to take, you will be invited by email to enter for your examinations in Student Self Service when the examination entry window for your examination opens. If your examination exists purely of core assessments then your assessments will be visible in Student Self Service in due course. Any options requiring Faculty approval will need to be approved in order for you to enter for this examination on Student Self Service. Please use the relevant application form for approval of optional papers and for thesis subject/title approvals [here](#).

#### Submissions

Submissions are via the University's electronic exams site, Inspera. Links and information will be sent by the Academic Administration office five weeks prior to the submission deadline.

#### Deadlines

Michaelmas Term	Week 2, Monday	Applications for approval of choices under Units 2, 3 and 4	Email completed form to the <a href="#">academic administration office</a> .
Michaelmas Term	Week 9, Monday, 12 noon	<b>Submission</b> of Extended Essay 1 (where applicable)	
Hilary Term	Week 0, Monday	Application for approval of thesis title/thesis subject	Email completed form to the <a href="#">academic administration office</a> .
Hilary Term	Week 9, Monday, 12 noon	<b>Submission</b> of Extended Essay 2 (where applicable)	Via Inspera
Trinity Term	Week 2, Monday, 12 noon	<b>Submission</b> of Report or Portfolio for Unit 2	Via Inspera
Trinity Term	Week 6, Thursday, 12 noon	<b>Submission</b> of Thesis	Via Inspera

#### Canvas

Click [here](#) for the MSt Islamic Art & Architecture Canvas page.

### Examination Regulations

The Examination Regulations relating to this course are available at

<https://examregs.admin.ox.ac.uk/Regulation?code=mosiartandarchi&srchYear=2021&srchTerm=1&ear=2021&term=1>

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

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## 34.MASTER OF STUDIES IN ISLAMIC STUDIES AND HISTORY

Course Director – Prof. [Christopher Melchert](#)

### Introduction

The M.St. in Islamic Studies and History is a one-year postgraduate degree in Islamic Studies and History for students who hold an undergraduate degree in the field of Islamic Studies and History (or a closely related subject) and who are already proficient in Arabic, Persian or Turkish. The course's focus is on the study of primary sources. 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. This M.St. course is an excellent preparation for subsequent doctoral study in Islamic Studies or Islamic History.

### Outline

The course is studied in one year, full time. Students will receive supervision for their thesis (or their two essays) and will take two of the following papers from the MPhil in Islamic Studies and History (5-26).

### Structure

Michaelmas Term	Hilary Term	Trinity Term
Optional paper 1	Optional paper 2 Work on the thesis/essays (two supervision meetings)	Revision for examinations Conclusion of thesis/essays (final supervision meeting)

All candidates must obtain the approval of the Faculty of Oriental Studies for the papers they wish to take. Students will prepare for two options out of the following list:

1. Arabic Literature in any period before 1500 - *Prof. Julia Bray*
2. Arabic or Persian or Ottoman Palaeography
3. Topics in the History of the Islamic West - *Dr Caitlyn Olson*
4. Hadith - *Prof. Christopher Melchert*
5. Introduction to Islamic Art and Architecture (*from MPhil Islamic Art & Architecture*)
6. Islamic Law - *Prof. Christopher Melchert*
7. Ottoman History - *Dr Aslı Niyazioğlu*
8. Persian Literature in any period before 1500 (\*assessed by written examination) - *Dr Dominic Brookshaw*
9. Philosophy and Theology in the Islamic World - *Prof. Nicolai Sinai and/or Dr Laura Hassan*

10. Qur'an - *Prof. Nicolai Sinai and/or Dr Nora K. Schmid and/or Dr Behnam Sadeghi*
11. Safavi history (tbc)
12. Sufism - *Prof. Christopher Melchert*
13. Turkish Literature in the early modern period (\*assessed by written examination) - *Dr Laurent Mignon*
14. Another subject approved by the Board of the Faculty of Oriental Studies

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

Students will study one option in Michaelmas Term and one 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 MPhil Islamic Art & Architecture (queries can be directed to the KRC Administrator).

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 Niyazioglu](#) – Exeter College, Associate Professor in Ottoman History
- Dr Caitlyn Olson, Departmental Lecturer
- Dr [Behnam Sadeghi](#) – Postdoctoral Researcher
- Dr [Nora K Schmid](#) – Postdoctoral Researcher and Junior Research Fellow at Wolfson College
- Prof. [Nicolai Sinai](#) – Pembroke College, Professor of Islamic Studies

### Examinations and Assessments

The course will consist of four units. Students will be required to sit two options which will either be take-home examinations or written examinations, for units i and ii. Students must prepare an essay up to 4,000 words on methods and research materials related to one of the subjects studied under (i) and (ii). Students will submit either a thesis of no more than 15,000 words or two essays of no more than 6,000 words as part of unit iv.

Please refer to the annual [rubrics](#) for MSt and MSc examinations for an explanation of the specific assessment standards for this course. The rubrics set out how examined work will be marked and how the resulting marks will be used to arrive at a final result and classification of an award.

### Examination entry – core and optional papers

If you are taking examinations (sit-down examinations or submitted assessments) and you are required to select the options you wish to take, you will be invited by email to enter for your examinations in Student Self Service when the examination entry window for your examination opens. If your examination exists purely of core assessments then your assessments will be visible in Student Self Service in due course. Any options requiring Faculty approval will need to be approved in order for you to enter for this examination on Student Self Service. Please use the relevant application form for approval of optional papers and for thesis subject/title approvals [here](#).

### Submissions

Submissions are via the University's electronic exams site, Inspera. Links and information will be sent by the Academic Administration office five weeks prior to the submission deadline.

### Deadlines

Michaelmas Term	Week 2, Monday	Approval of optional papers and thesis (or two essays) title/subject approval	Email completed form to the <a href="#">academic administration office</a> .
Hilary Term	Week 0, Monday	Thesis (or essays) title/subject approval	Email completed form to the <a href="#">academic administration office</a> .
Hilary Term	Week 4, Friday	Take-home essay questions on methods and research materials <b>published</b> .	
Hilary Term	Week 8, Friday, 12 noon	Take-home essay on methods and research materials <b>submission</b>	Via Inspera
Trinity Term	Week 4, Friday, 12 noon	Thesis or two essays <b>submission</b>	Via Inspera

### Canvas

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

### Examination Regulations

The Examination Regulations relating to this course are available at <https://examregs.admin.ox.ac.uk/Regulation?code=mosiistudandhist&srchYear=2021&srchTerm=1&year=2021&term=1>. If there is a conflict between information in this handbook and the Examination Regulations then you should follow the Examination Regulations.

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## 35.MASTER OF STUDIES IN JEWISH STUDIES

Course Director – Dr. [Zoe Waxman](#)

### 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.

*The Formation of Rabbinic Judaism – available in Michaelmas Term*

*Dr Benjamin Williams*

The course aims to acquaint students with the main historical evidence for the development of Rabbinic Judaism from the first century CE to the early modern period and the main factors which influenced that development. Students will study the nature and origin of the main rabbinic texts from this period, relating the ideas and attitudes expressed to the religious lives of Jews in these centuries. Key topics include varieties of Judaism in the first century CE; religious reactions to the destruction of the Temple in 70 CE; early Rabbinic Judaism; Mishnah, Midrash, and Talmud; the Geonic academies of Babylonia; Maimonides and the Maimonidean Controversy; Jewish life in the Latin West; and Mysticism and Kabbalah.

The course will be examined by means of two pre-submitted essays.

*Introduction to Rabbinic Texts – available in Hilary Term*

*Dr Benjamin Williams*

The aim of this course is to introduce students to the Mishnah, Tosefta, Talmudim, and midrashic literature by studying selected texts. The first class will introduce the history of these corpora and, in subsequent classes, selected passages 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.

*The Emergence of Modern Religious Movements in Judaism – available in Hilary Term*

*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.

*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 Daniel Herskowitz – Key Themes in Medieval Jewish Thought
- 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.
- Dr. Dorota Molin – Biblical Hebrew
- Prof. [Judith Olszowy-Schlanger](#) – Biblical Hebrew; 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](#) – Rabbinic and Medieval Hebrew
- 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 one paper on their chosen language (Syllabus A and B).

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

Please refer to the annual [rubrics](#) for MSt and MSc examinations for an explanation of the specific assessment standards for this course. The rubrics set out how examined work will be marked and how the resulting marks will be used to arrive at a final result and classification of an award.

### Examination entry – core and optional papers

If you are taking examinations (sit-down examinations or submitted assessments) and you are required to select the options you wish to take, you will be invited by email to enter for your examinations in Student Self Service when the examination entry window for your examination opens. If your examination exists purely of core assessments then your assessments will be visible in Student Self Service in due course. Any options requiring Faculty approval will need to be approved in

order for you to enter for this examination on Student Self Service. Please use the relevant application form for approval of optional papers and for thesis subject/title approvals [here](#).

### Submissions

Submissions are via the University's electronic exams site, Inspera. Links and information will be sent by the Academic Administration office five weeks prior to the submission deadline.

### Deadlines

#### Syllabus A

Michaelmas Term	Week 8, Friday	Michaelmas take-home essay topics <b>published</b>	
Hilary Term	Week 0, Friday, 12 noon	Michaelmas take-home essay <b>submission</b>	Via Inspera.
Hilary Term	Week 0, Monday	Approval of the thesis subject/thesis title	Email completed form to the <a href="#">academic administration office</a> .
Hilary Term	Week 8, Friday	Hilary take-home essay topics <b>published</b>	
Trinity Term	Week 0, Friday, 12 noon	Hilary take-home essay <b>submission</b>	Via Inspera.
Trinity Term	Week 6, Friday, 12 noon	Thesis <b>submission</b>	Via Inspera.

#### Syllabus B

Michaelmas Term	Week 8, Friday	Michaelmas take-home essay topics <b>published</b>	
Hilary Term	Week 0, Friday, 12 noon	Michaelmas take-home essay <b>submission</b>	Via Inspera.
Hilary Term	Week 8, Friday	Hilary take-home essay topics <b>published</b>	
Trinity Term	Week 0, Friday, 12 noon	Hilary take-home essay <b>submission</b>	Via Inspera.

### Canvas

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

### Examination Regulations

The Examination Regulations relating to this course are available at <https://examregs.admin.ox.ac.uk/Regulation?code=mosinjewistud&srchYear=2021&srchTerm=1&year=2021&term=1>. If there is a conflict between information in this handbook and the Examination Regulations then you should follow the Examination Regulations.

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## 36.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 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 Lectureship in Korean History from June 1994. Both of these posts were made possible by a generous start-up grant from the Korea Foundation. In the spring of 1995, formal amendments were made to existing undergraduate 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. A Master of Studies in Korean Studies was approved in spring 1995 and graduated its first student in the spring of 1996. 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 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 Lectureship 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 professorial 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

### 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 or modern linguistic theory, 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.

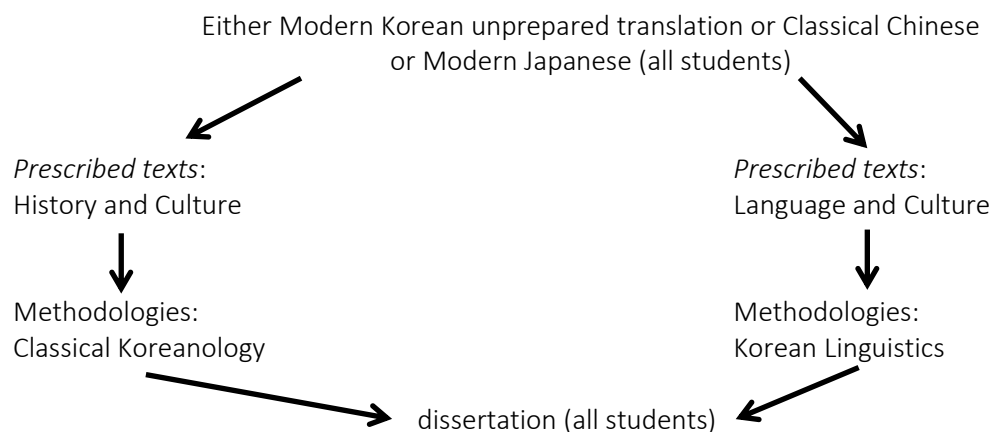
All preparation is for a set of final examinations in the following three areas:

1. *Prescribed texts*;
  1. 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);
  2. *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. Applications for the approval of the thesis title are due by Monday of 0th Week of Hilary Term. The thesis must be submitted by the end of 6<sup>th</sup> week of Trinity Term.

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 in tutorials and classes and should expect to spend an additional thirty 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 small groups or 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》券四十一 〈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 《국어상》, (서울: 교육부, 1999): 36-37.

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

9. 《東文選》〈舟路說〉〈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 〈舟路說〉〈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: 韓祐勳, 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: 韓祐勳, 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의 詩歌 selections

Korean:

1) 歌詞: <農家月令歌, 八月令> 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): 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 祐, 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 Hö 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: 韓祐勳, 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: 韓祐勗, 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 ūi 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 ūi kyet'ong), 민음사, (Minumsa). The Typology of Korean.

3. 이정민 (Yi Chŏng-min) (1989), “국어의 통사적 중의성 (Kugŏ ūi 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 ūi 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』 (Il-tong changyu-ga).

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



8. 정약용 (Chöng Yak-yong), 『유배지에서 온 편지』(Yubae-ji esö on p'yöngji).
9. 황순원 (Hwang Sun-wön), 『학』(Hak).
10. 이청준 (Yi Ch'öng-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 üi chönt'ong kwa kyesüng,), 『고등학교 국어(하)』(Kodüng hakkyo Kuk'ö, ha).  
Inheritance and Application of Tradition.

12. 정범모 (Chöng Pöm-mo) (2001), “역사의 전면에 떠오른 통속문화: 풍속화 (Yöksa üi chönmyön e ttö orün t'ongsok munhwa: P'ungsok hwa)”, 『한국미술의 이해』(Han'guk misul üi ihae, 다할미디어 (Dahal-media).  
Chosön-era painting, particularly reflecting the lives of ordinary people.

13. 유홍준 (Yu Hong-jun), (2003), “유희삼매, 선비의 예술과 선비취미 (Yuhüi sammae, sönbü üi yesul kwa sonbü ch'wimi)”, 『고서화도록 7』 (Kosöhwa torok 7), 학고재 (Hakkochae).  
Chosön-era intellectual life, poetry, and art.

14. 정병호 (Chöng Pyöng-ho), (1985), 『한국춤』 (Han'guk ch'um), 열화당 (Yölhwadang).  
Korean Dancing.

15. 김동춘 (Kim Tong-ch'un), (2002), “유교와 한국의 가족주의, 가족주의는 유교적 가치의 산물인가? (Yugyo wa Han'guk üi kajok chuüi, kajok chuüi nun Yugyo chök kach'i ui sanmul inga?)” 『경제와 사회』 55, 한국산업사회학회(Han'guk sanöp 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 with a reading 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 texts 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 compose research plans 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 thought 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 or a PhD elsewhere. The examination consists of a take-home paper that the student must complete in the Bodleian Library following the completion of their written examinations

for the Language paper and the Prescribed Texts paper. The examination should be submitted to Examination Schools by the Friday of the same week.

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. 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 Thursday 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 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. He possesses an MPhil degree in International Relations and a DPhil in theology. 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. He has lectured 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 Professor in Korean Language and Linguistics, with specialities in modern and classical linguistics. Dr Kiaer's research focuses on the nature of syntactic motivations. In a 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 Jiyong Shin from Korea University. Dr. Kiaer is also actively engaged in developing textbooks for Korean language and linguistics. For example, a recent publication (co-authored with Anna Yates-Lu) is entitled *Korean Literature Through the Korean Wave*, 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 (e.g., *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 (e.g., '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 indigenous 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) Tongmunŏn*, 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 in the 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 annual [rubrics](#) for MSt and MSc examinations for an explanation of the specific assessment standards for this course. The rubrics set out how examined work will be marked and how the resulting marks will be used to arrive at a final result and classification of an award.

#### Examination entry – core and optional papers

If you are taking examinations (sit-down examinations or submitted assessments) and you are required to select the options you wish to take, you will be invited by email to enter for your examinations in Student Self Service when the examination entry window for your examination opens. If your examination exists purely of core assessments then your assessments will be visible in Student Self Service in due course. Any options requiring Faculty approval will need to be approved in order for you to enter for this examination on Student Self Service. Please use the relevant application form for approval of optional papers and for thesis subject/title approvals [here](#).

#### Submissions

Submissions are via the University's electronic exams site, Inspira. Links and information will be sent by the Academic Administration office five weeks prior to the submission deadline.

#### Deadlines

Hilary Term	Week 0, Monday	Approval of the thesis subject/thesis title.	Email completed form to <a href="mailto:academic.administrator@orinst.ox.ac.uk">academic.administrator@orinst.ox.ac.uk</a>
Trinity Term	Week 6, Thursday, 12 noon	Thesis <b>submission</b> .	Via Inspira.

#### Canvas

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

#### Examination Regulations

The Examination Regulations relating to this course are available at:

<https://examregs.admin.ox.ac.uk/Regulation?code=mosinkorestud&srchYear=2021&srchTerm=1&year=2021&term=1>.

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

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## 37.MASTER OF STUDIES IN ORIENTAL STUDIES

### Outline

The MSt in Oriental Studies aims to provide tailor-made courses for training graduate students at the beginning of their research in different areas of Oriental Studies. This course is available only in consultation with the teachers in the area to be studied. Some sections of the Faculty offer fixed MSt courses, which they expect most or all of their graduate students to follow. The fixed MSt courses, which have their own examination regulations and handbooks, are as follows:

- Bible Interpretation
- Chinese Studies
- Classical Armenian Studies
- Classical Hebrew Studies
- Islamic Art & Architecture
- Japanese Studies
- Jewish Studies in the Græco-Roman Period
- Jewish Studies
- Korean Studies
- Syriac Studies

The MSt in Oriental Studies is designed for those students whose subject is not covered by one of the fixed MSt courses.

### Course Content

The precise content of the course followed by each student is fixed by the supervisor in consultation with each student in order to provide the most useful training for that student. The course content is in each case designed to advance the student's progress towards a research degree after the completion of the MSt. The student may therefore be required by the supervisor, under the direction of the Faculty Board, to attend lecture courses, seminars, language classes and tutorials, and also to write more extended pieces of written work. Students discuss with their supervisors at the beginning of the course which form their course will take and the options selected will need to be formally approved.

The course may be taught in a variety of ways, depending on the needs of the student. Students who wish to learn languages are normally taught in classes. Students who wish to concentrate on historical issues may be taught primarily in regular tutorials for which they are expected to write essays.

Evaluation of the course takes place entirely during the third term.

### Teaching Staff

- MSt Oriental Studies students will be taught by various staff members, depending on their individual course of study. A list of Faculty staff can be found [here](#).

### Examinations and Assessments

**You will offer all of the following three papers:**

#### Option paper 1

#### Option paper 2

- These will each be three-hour sit-down examinations and may be any combination of approved language or non-language papers.

Research methods and materials essay

- This will be a take-home examination. You will write an essay of between 5,000 and 7,000 words on research methods and materials relating to the area of study relating to the approved option papers 1 and 2. You will have seven days to submit this essay from the date on which the topic is set.

**Additionally, you will be required to offer one of the following two:**

Option paper 3

- two essays of between 5,000 and 7,000 words in length each, on approved topics. They may be any two of the following:
  - a. what might become part of a thesis for the MLitt or DPhil;
  - b. an essay on the theoretical issues raised by the subject which you are proposing for the thesis;
  - c. an essay on a topic relevant to the subject of the thesis;
  - d. a discussion of the historical and literary background or of the source material which is relevant to the proposed subject.

A substantial draft chapter or chapters of a proposed thesis for the MLitt or the DPhil

- between 12,000 and 15,000 words, on an approved topic.

You may be required to attend a viva.

Please refer to the annual [rubrics](#) for MSt and MSc examinations for an explanation of the specific assessment standards for this course. The rubrics set out how examined work will be marked and how the resulting marks will be used to arrive at a final result and classification of an award.

Examination entry – core and optional papers

If you are taking examinations (sit-down examinations or submitted assessments) and you are required to select the options you wish to take, you will be invited by email to enter for your examinations in Student Self Service when the examination entry window for your examination opens. If your examination exists purely of core assessments then your assessments will be visible in Student Self Service in due course. Any options requiring Faculty approval will need to be approved in order for you to enter for this examination on Student Self Service. Please use the relevant application form for approval of optional papers and for thesis subject/title approvals [here](#).

Submissions

Submissions are via the University's electronic exams site, InSpera. Links and information will be sent by the Academic Administration office five weeks prior to the submission deadline.

Deadlines

Hilary Term	Week 0, Monday	Applications for approval of all option papers/proposed thesis.	Email completed form to the <a href="#">academic administration office</a> .
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Trinity Term	-	Examinations for option papers 1,2. Dates will be published five weeks before the examination.	
Trinity Term	-	<b>Submission</b> of Research methods and materials essay. You will have seven days to submit this essay from the date on which the topic is set.	Via Inspera.
Trinity Term	Week 4, Friday, 12 noon	Option paper 3 <b>submission</b> .	Via Inspera.
Trinity Term	Week 4, Friday, 12 noon	Proposed thesis <b>submission</b> .	Via Inspera.

### Canvas

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

### Examination Regulations

The Examination Regulations relating to this course are available at

<https://examregs.admin.ox.ac.uk/Regulation?code=mosinoriestud&srchYear=2021&srchTerm=1&year=2020&term=1>.

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

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## 38.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:

1. Biblical versions
2. Exegetical literature
3. Early poetry
4. Liturgy
5. Historical literature
6. Secular literature
7. Monastic literature
8. Hagiography
9. Translations of Greek patristic texts
10. Theological texts
11. 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 one written examination on the core component of the course and one paper on each of their options.

Please refer to the annual [rubrics](#) for MSt and MSc examinations for an explanation of the specific assessment standards for this course. The rubrics set out how examined work will be marked and how the resulting marks will be used to arrive at a final result and classification of an award.

### Examination entry – core and optional papers

If you are taking examinations (sit-down examinations or submitted assessments) and you are required to select the options you wish to take, you will be invited by email to enter for your examinations in Student Self Service when the examination entry window for your examination opens. If your examination exists purely of core assessments then your assessments will be visible in Student Self Service in due course. Any options requiring Faculty approval will need to be approved in

order for you to enter for this examination on Student Self Service. Please use the relevant application form for approval of optional papers and for thesis subject/title approvals [here](#).

### Submissions

Submissions are via the University's electronic exams site, Inpera. Links and information will be sent by the Academic Administration office five weeks prior to the submission deadline.

### Canvas

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

### Examination Regulations

The Examination Regulations relating to this course are available at <https://examregs.admin.ox.ac.uk/Regulation?code=mosinsyristud&srchYear=2021&srchTerm=1&year=2019&term=1>.

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

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## 39.MASTER OF STUDIES IN TRADITIONAL CHINA

**Course Director – Dr [Giulia Falato](#)**

### 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; and an introduction to sinological research techniques; finally, 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. However, 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 [Giulia Falato](#), Lecturer of Chinese Studies, specialises in History of the sino-western cultural relations during Ming and Qing dynasties, Jesuit translations, and the history of education in imperial China.
- Ms [Jing Fang](#), Lecturer 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
- Dr Christopher Mittelstaedt, Lecturer in Modern Chinese Studies, specialises in the history, politics, and ideology of the Chinese Communist Party; Chinese law and governance; and grassroots governance.
- Ms [Yang Song](#), Shaw Lecturer in Chinese, specialises in Linguistic studies of modern Chinese; Chinese as a second language
- Prof. [Tian Yuan Tan](#), Shaw Professor of Chinese, specialises in Pre-modern Chinese literature, with emphasis on drama, fiction, and poetry in the later dynasties; Chinese literary history and historiography; court theatre and performance; cross-cultural interactions between China and other countries.
- 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 two written examinations on language and one take-home paper on 'An Introduction to Sinology'. Students will also submit their thesis in Trinity Term. Please note that, the format for the 2021-22 exam will be confirmed during this academic year.

Please refer to the annual [rubrics](#) for MSt and MSc examinations for an explanation of the specific assessment standards for this course. The rubrics set out how examined work will be marked and how the resulting marks will be used to arrive at a final result and classification of an award.

### Examination entry – core and optional papers

If you are taking examinations (sit-down examinations or submitted assessments) and you are required to select the options you wish to take, you will be invited by email to enter for your examinations in Student Self Service when the examination entry window for your examination opens. If your examination exists purely of core assessments then your assessments will be visible in Student Self Service in due course. Any options requiring Faculty approval will need to be approved in order for you to enter for this examination on Student Self Service. Please use the relevant application form for approval of optional papers and for thesis subject/title approvals [here](#).

### Submissions

Submissions are via the University's electronic exams site, Inspira. Links and information will be sent by the Academic Administration office five weeks prior to the submission deadline.

### Deadlines

Hilary Term	Week 0, Monday	Approval of the thesis subject/thesis title	Email completed form to the <a href="#">academic administration office</a> .
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-	At the conclusion of the language examinations	Bibliography and techniques of sinology take-home paper <b>released</b>	Via Inspira.
-	7 days from Bibliography and techniques of sinology take-home paper release date, 12 noon	Bibliography and techniques of sinology take-home paper essay <b>submission</b>	Via Inspira.
Trinity Term	Week 4, Friday, 12 noon	Thesis <b>submission</b>	Via Inspira.

### Canvas

Click [here](#) for the MSt Traditional China Canvas page.

### Examination Regulations

The Examination Regulations relating to this course are available at

<https://examregs.admin.ox.ac.uk/Regulation?code=mosintradchin&srchYear=2021&srchTerm=1&year=2021&term=1>.

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](#).

## 40. 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 they will put you in touch with someone suitable to supervise a thesis in the chosen area. You should do so as early as possible:

- For undergraduates, Trinity Term, Year 1 is probably the best time for preliminary discussions. In no case should you leave the choice of a subject for your thesis later than the beginning of Michaelmas Term, Year 3.  
Print form from: <https://resources.orinst.ox.ac.uk/forms>
- MSt students should discuss the possible subject of your thesis in the first instance with your supervisor during the first four weeks of Michaelmas Term Print form from: <https://resources.orinst.ox.ac.uk/forms>
- MPhil students should discuss the possible subject of your thesis with your supervisor before the end of Michaelmas Term, Year 1.  
Print form from: <https://resources.orinst.ox.ac.uk/forms>

### *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. They will advise on sources and presentation and assist with bibliographical advice; they will certainly expect to read draft chapters or sections. They 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.

(i) Books

Beeston, A.F.L., *The Arabic Language Today*, London, 1970.

or

Beeston, A.F.L (1970), *The Arabic Language Today*, London.

(ii) 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 Sabean penal law', *Le Muséon* 64 (1951) : 7-15.

or

Beeston, A.F.L. (1951), 'A Sabean 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.

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.

**( ) Emphasis.**

Avoid the use of bold, italics, underline, exclamation marks, etc. for emphasis. It's ***rude***

to

shout!!!

**(a) 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) Submission**

The thesis must be typed double-spaced with margins not less than 2.5cm (1"). The gutter margin must be at least 3.5cm. It is recommended that you use 12-point type. Do not justify the text.

**(i) From 2021/22 onwards,** Thesis and Dissertations must be submitted electronically on

Inspira. Your local administrator will provide the link. There is no longer a requirement to print your Thesis and you will not be able to submit it by hand. You no longer need to

submit a separate document certifying that the content is your own work, as this is done as part of the submission process on Inspira.

## 41. THE PRO-FORMA FACULTIES STATEMENT OF SAFETY ORGANISATION

The pro-forma is intended to reflect the needs of the larger and more complex faculties. Smaller faculties with simpler managerial structures may wish to compose a simpler document, but if faculties choose not to use, or wish to modify, the pro-forma their statement must

- (a) clearly define the faculties (or area) to which it applies
- (b) clearly define those persons with **executive authority** to enforce the Health and Safety Policy and those with overall or specific **advisory** responsibilities to the faculty board chairs
- (c) describe how staff in the faculties can contact their trade union safety representative
- (d) be reviewed annually and updated when necessary
- (e) be brought to the attention of all employees by the most effective means (e.g. at induction sessions; or by email distribution)
- (f) be issued, signed and dated by the Faculty Board Chairs.

The statement should also identify any special risks in the Faculty and their associated control measures.

### 1. THE PREAMBLE

- (g) This must clearly identify the faculties units. From time to time, faculties may have safety responsibilities for those working away from the University. The extent of such responsibilities and the arrangements to cover them should be described.

Some faculties may wish to have separate statements for Faculty units, particularly if they are housed in separate buildings. In such cases the statements should cross-reference each other. Faculties in multiple occupancy buildings may wish to draw up a common policy, which must then be signed by all the Faculty Board chairs and heads involved. In all cases the lines of responsibility back to the Faculty Board Chairs must be clearly defined.

### 2. EXECUTIVE RESPONSIBILITY FOR SAFETY (SECTION 1)

Responsibility for safety in a faculty is a managerial function. The Faculty board chair may decide not to delegate functions indicated in the pro-forma, or may add to or restrict them, but the degree of delegation must be indicated and the individual to whom the Faculty board chair is delegating duties must clearly understand both their nature and extent. Those individuals must be named and not referred to by title alone. The head must ensure that the individuals have the necessary authority to undertake the role and that they are given appropriate training.

Those in day-to-day charge of staff, students, and visitors are expected to control all associated safety matters.

### 3. ADVISORY RESPONSIBILITY FOR SAFETY (SECTION 2)

It is not always essential for Faculty Board Chair to appoint a Faculty Safety Officer (DSO) and in small Faculties without significant risks this may create unnecessary work. However, in a large Faculties or where complex processes are involved the Faculty board chair should be able to take advice from someone independent of executive responsibilities that can present an informed and unbiased view.

The Faculty Board Chair should not normally delegate executive responsibility to this person, for this is an advisory role, but sometimes they may necessarily have executive functions and these must be identified. The statement should distinguish between those who have an overall advisory function,

outside of any areas for which they have executive responsibility, and those who are fulfilling a purely executive role.

The DSO should normally be responsible for co-ordinating any advice given by other specialist advisors.

#### 4. TRADES UNIONS (SECTION 4)

The pro-forma's reference to University Policy Statement S2/04 describes the arrangements for consulting with the recognised trade unions. Faculties may wish to add information they hold about any local trade union safety representation.

#### 5. SPECIFIC SIGNIFICANT RISKS (SECTION 6)

The statement should include a brief indication of significant risks in the Faculties and their location, together with any local written safety arrangements.

### STATEMENT OF HEALTH AND SAFETY ORGANISATION FOR THE FACULTY OF ORIENTAL STUDIES.

As Faculty Board Chair of the Faculty of Oriental Studies, I am responsible for ensuring compliance with University Health and Safety Policy. My responsibilities are set out in the Annexe and I have delegated some of these responsibilities to others, as set out in Section 1.

#### 1. EXECUTIVE RESPONSIBILITY FOR SAFETY

Every employee with a supervisory role is responsible for ensuring the health and safety of staff, students, and other persons within their area of responsibility; and of anyone else (e.g. contractors and other visitors) who might be affected by their work activities. In particular, the responsibilities listed in the Annexe are delegated to supervisors for areas under their control.

As it is my duty to ensure adherence to the University's Health and Safety Policy, I instruct every employee with a supervisory role and the Faculty Safety Officer and Area Safety Officer to report to me any breach of the Policy.

All those with executive responsibility should notify me and the Faculty Safety Officer, **Thomas Hall**, and the University Safety Officer, **Christine Williams**, of any planned, new, or newly identified significant hazards in their areas and also of the control measures needed to avert any risks identified.

Where supervisors or others in charge of areas or with specific duties are to be absent for significant periods, adequate substitution must be made in writing to me and such employees and other persons as are affected. Deputising arrangements must be in accordance with University Policy.

The following employees have executive responsibility throughout the Faculty for ensuring compliance with the relevant part of University Safety Policy:

The Administrator, **Thomas Hall**, is responsible for making arrangements for visitors, including contractors, and for ensuring the necessary risk assessments have been made.

In the following areas of the Faculty, the persons named below have executive authority for safety:

Head of Administration & Finance, **Thomas Hall**, is responsible for safety  
in Oriental Institute, Pusey Lane

The Khalili Research Centre, 2-4 St John's Street (Administrator: Susie Cogan)

Oxford Centre for Hebrew & Jewish Studies, Walton Street (Registrar/Academic  
Administrator: Madeleine Trivasse/Priscilla Lange)

Griffith Institute, Sackler Library, St John's Street (Administrator: Iain Hodgson in  
conjunction with the Curators of the Sackler Library)

Building Administrators report in the first instance to **Trudi Pinkerton**.

Day-to-day responsibility is delegated to the Deputy Safety Officer, **Trudi  
Pinkerton**, Oriental Institute.

The facilities management team, **Louise Smith, the Facilities Assistant, Nick  
Gibson, and the Common Room Assistant (mornings)** are, either directly or  
through delegation, responsible for the Reception and Common Room areas in  
the Oriental Institute. This team, under the direction of **Trudi Pinkerton**, is also  
responsible for event safety management throughout the year

## 2. ADVISORY RESPONSIBILITY FOR SAFETY

I have appointed those listed below to advise me on matters of health and safety within the  
Faculty. If any member of the Department does not take their advice, they should inform  
me. If they discover danger that requires immediate action, they are authorised to take the  
necessary action and inform me subsequently.

### Deputy safety officer (DSO)

**Trudi Pinkerton** is responsible for

- advising me on the measures needed to carry out the work of the Faculty without  
risks to health and safety
- coordinating any safety advice given in the Faculty by specialist advisors and the  
University Safety Office
- monitoring health and safety within the Faculty and reporting any breaches of the  
Health and Safety Policy to me
- Informing me and the Director of the University Safety Office if any significant new  
hazards are to be introduced to the Department.

The DSO's duties are described in University Policy Statement S1/01. To assist in this work,  
the Faculty has the following specialist advisors:

### Assistant University Safety Officer (AUSO)

**Christine Williams** has been appointed to support the DSO in her administrative,  
monitoring, and advisory role.

### Faculty Fire Officer

**Thomas Hall** is responsible for advising the DSO on all matters relating to fire precautions and fire prevention in compliance with University Health and Safety Policy.

### Faculty Safety Advisory Committee

The Faculty holds a staff meeting every term and Health and safety items are sectioned on the agenda. In addition, health and safety matters are also a fixed item on the agenda of the Curators Committee which meets twice a term.

In addition to the above arrangements, the Humanities Divisional Health and Safety Committee, meets once a term and whose functions are set out in University Policy Statement S2/0. The Committee is comprised of the following:

Deputy Safety Officer for Oriental Studies, **Trudi Pinkerton**, all Divisional Deputy Safety Officers, University Safety Officer, Christine Williams or one of her colleagues, and Humanities Divisional Secretary, **Lynne Hirsch**.

The Committee's terms of reference are

- Attendance & apologies
- Minutes of previous meeting
- Matters arising
- New items
  - New University Policies
  - New Memoranda
  - New code of practices
- Accident/injury and near miss statistics and reports
- New statement of safety updates and gaps identified
- Training: recommendations, new and on-going
- Any other business (AOB)
- Date of next meeting

### OTHER SAFETY FUNCTIONS

#### First Aid

The following persons are responsible for First Aid:

**Louise Smith** (Receptionist, Oriental Institute.T: 78200), holds a full First Aid at Work certificate. **Christine Mitchell** (Senior Academic Administrator, Oriental institute. T: 78294), holds a full First Aid at work certificate. **Aalia Ahmed** (Undergraduate Studies Administrator, Oriental Institute. T:78312) holds an Emergency First Aid at Work certificate. The Facilities Assistant is the appointed person.

At the Bodleian Taylor Institute Library, the Taylor Institution Lodge staff (T: 78142) can locate the Modern Languages First Aiders who are as follows:

**Piotr Szkonter** (M: 07901747370 Mon-Thurs 8.30 a.m.-5.00 p.m.), and **Trevor Langrish** (M: 07932047293 Tues-Thurs 9.50-3.30. Office: (2)78152/78141/78158. Taylor Premises Lodge (2)78142

**Rachel Bell** (41 Wellington Square) (2)70759 Mon-Thurs 8.45-4.45, Fri 8.45-3.15

**Digna Martinez-Sabaris** (47 Wellington Square) (2)70461

First Aid facilities are located as follows:

Oriental Institute: Kitchen, Lodge plus a defibrillator, and Faculty Office

Clarendon Institute: Foyer, plus a defibrillator.

Khalili Research Centre: Kitchen

Griffith Institute: Administrator's Office, Archive Office, Director's Office

Modern Languages at 41 Wellington Square: defibrillator

### **Accident and incident reporting**

**Louise Smith and Trudi Pinkerton** have responsibility for the Faculty online accident/incident report forms and for ensuring accidents are reported promptly to the University Safety Office. From **1 June 2020**, a new online system was introduced to record health and safety, and environmental incidents. The Incident Reporting and Investigation System (IRIS) replaces paper incident forms, and enables staff and students to log incidents securely online. Information about IRIS, including system user guides and supporting videos, and instructions on how to report an incident is available at [University Safety Office website](#) under Incident Reporting.

Completing an online incident report form for accidents/incidents in other Faculty buildings also allows the person completing the form to report these accidents/incidents to Louise Smith and Trudi Pinkerton.

### **Display Screen Assessors**

I have appointed the following people as Display Screen Assessors, and the number is sufficient to ensure no one has to assess more than 50 persons.

**Elizabeth Cull** (T: 88200) is the Display Screen Assessor.

The DSE Coordinator for assessments is **Trudi Pinkerton** (T: 88202)

### **Manual Handling Assessors**

I have appointed the following people as Manual Handling Assessors **Safety Office** (T: 70811) and **Facilities Assistant**

### **Ladder Safety Assessor**

I have appointed the following people as Ladder Safety Assessors **Safety Office** (T: 70811) and **Facilities Assistant**

### ***Travel Risk Assessment Screening Team***

I have appointed the following people to help screen my decision approvals on overseas travel **Medium/ high risk** areas and high risk activities according to the FCO information and advice.



Year Abroad Coordinators as follows:

Arabic	Husam Haj Omar	MT22
Persian	Edmund Herzig/Sahba Shayani	MT22
Turkish	Emine Cakir	MT22
Japanese	Junko Hagiwara	MT22
Chinese	Shioyun Kan	MT22
Hebrew	Alison Salvesen	(MT21&HT22) MT22

**Trudi Pinkerton**, liaising with student supervisors and Year Abroad Coordinators where applicable, and in consultation with the Safety Office, and Insurance Office as required.

**Low risk areas** of travel and low risk activities

**Trudi Pinkerton**

Year Abroad Coordinators as follows:

Arabic	Husam Haj Omar	MT22
Persian	Edmund Herzig/Sahba Shayani	MT22
Turkish	Emine Cakir	MT22
Japanese	Junko Hagiwara	MT22
Chinese	Shioyun Kan	MT22
Hebrew	Alison Salvesen	(MT21&HT22) MT22

#### 4. TRADES UNIONS AND APPOINTED SAFETY REPRESENTATIVES

University Policy Statement S2/13 sets out the arrangements for dealing with trade unions and their appointed safety representatives. Employees who wish to consult their safety representatives should contact the senior safety representative of the appropriate trade union.

UCU: <http://www.oxforducu.org.uk>

Unite (was Amicus): <http://users.ox.ac.uk/~unite> UNISON: <http://users.ox.ac.uk/~unison>

#### 5. INDIVIDUAL RESPONSIBILITY

All Faculty employees, all students, and all other persons entering onto the Faculty premises or who are involved in Faculty activities have a duty to exercise care in relation to themselves and others who may be affected by their actions. Those in immediate charge of visitors and contractors should ensure that those persons adhere to the requirements of University Health and Safety Policy.

#### **Individuals must**

- (a) Make sure that their work is carried out in accordance with University Safety Policy
- (b) Protect themselves by properly wearing any personal protective equipment that is required.
- (c) Obey all instructions emanating from the Faculty Board Chair, Faculty Safety Officer, and Area Safety Officer, in respect of health and safety.
- (d) Warn me and the DSO/AUSO, **Trudi Pinkerton and Christine Williams**, of any significant new hazards to be introduced to the Faculty or of newly identified significant risks found on the premises or in existing procedures.
- (e) Ensure that their visitors, including contractors, have a named contact within the Faculty with whom to liaise.
- (f) Attend training where managers identify it as necessary for health and safety
- (g) Register and attend for health surveillance with the Occupational Health Service when required by University Safety Policy.
- (h) Report all fires, incidents, and accidents immediately to **Thomas Hall** (FSO) or **Trudi Pinkerton** (DSO).
- (i) Familiarise themselves with the location of firefighting equipment, alarm points and escape routes, and with the associated fire alarm and evacuation procedures.

#### **Individuals should**

- (a) Report any conditions, or defects in equipment or procedures, that they believe might present a risk to their health and safety (or that of others) so that suitable remedial action can be taken.
- (b) Offer any advice and suggestions that they think may improve health and safety.
- (c) Note that University Policy Statements are available on the web at <http://www.admin.ox.ac.uk/safety/policy-statements/> and in hard copy on request from the Senior Facilities Administrator (Resources), Faculty Office, Oriental Institute.

## **6. SPECIFIC SIGNIFICANT RISKS**

The following areas/activities have been identified as significant risks in this Faculty:

### **Field work**

#### **Work-Related Violence**

Insurance application and risk assessment documentation, insurance policy and emergency contact details, relevant University policy statements, and all relevant current documentation specific to the areas of travel and activities undertaken, are located on the Faculty website and in the Faculty Office, Oriental Institute. A risk assessment on Work-Related Violence is updated annually and forms part of the Disaster Recovery Plan documentation, a copy of which is located in the Lodge and the Faculty Office, Oriental Institute, and is also kept on file at the Humanities Division and at Security Services.

Faculty Board Chair: Professor David Rechter

Date: 9th August 2021

Statement returned: July 2021

## ANNEXE

It is my responsibility, as Faculty Board Chair, directly or through written delegation

1. To ensure adherence to the University's Health and Safety Policy and to ensure that sufficient resources are made available for this.
2. To plan, organise, control, monitor, and review the arrangements for health and safety, including the arrangements for students, contractors, and other visitors, and to strive for continuous improvements in performance.
3. To carry out general and specific risk assessments as required by health and safety legislation and University Safety Policy.
4. To ensure that all work procedures under my control are, as far as is reasonably practicable, safe and without risks to health.
5. To ensure that training and instruction have been given in all relevant policies and procedures, including emergency procedures.
6. To keep a record of all cases of ill health, accidents, hazardous incidents and fires, to report them to the University Safety Office, and to ensure any serious or potentially serious accidents, incidents, or fires are reported without delay.
7. To inform the University Safety Office before any significant hazards are introduced or when significant hazards are newly identified.