



MSt Traditional China Course Handbook
Faculty of Asian and Middle Eastern Studies
University of Oxford
Academic Year 2023-24 v.1

FACULTY OF
**ASIAN AND
MIDDLE
EASTERN
STUDIES**



Master of Studies in Traditional China

Course Handbook

Faculty of Asian and Middle Eastern Studies

Academic Year 2023-24 v.1

Course Director – Dr [Ming Tak Ted Hui](#)

THIS HANDBOOK

This handbook applies to students starting the course in Michaelmas Term 2023. The information in this handbook may be different for students starting in other years.

The information in this handbook is accurate as at Michaelmas Term 2023; however, it may be necessary for changes to be made in certain circumstances, as explained at 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.

The handbook sets out the basic framework for the MSt Traditional China, 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.

The Examination Regulations relating to this course are available here: **[THIS LINK WILL BE ADDED ONCE THE 2023-24 EXAM REGULATIONS ARE PUBLISHED]**

You should consult the current edition of the Examination Regulations for information regarding your course. The information in this handbook should be read in conjunction with:

- the Faculty's general Masters handbook;
- the Examination Conventions and Rubrics;
- the Examination Regulations;
- the [University Student Handbook](#)
- your college handbook.

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, [Edmund Howard](#).

Comments and criticism of the handbook are always welcome; they should be sent to the Director of Graduate Studies ([Margaret Hillenbrand](#)) or the Senior Academic Administrator.

Version history

1	September 2023	Original publication
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INTRODUCTION TO THE MST TRADITIONAL CHINA

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.

Course 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

You can choose among a list of options which involve reading Chinese texts, discussing them, and writing tutorials. You will be asked to submit two 5,000 word maximum essays. The first essay will be submitted by 12 noon on Monday of week 9 of Michaelmas Term and the second essay will be submitted by 12 noon on Monday of week 9 of Hilary Term.

Each option consists of weekly 2 hour classes in the Michaelmas and Hilary terms, in which you will read original Chinese documents about your subject and discuss the topics, plus 4 tutorials for which you will be discussing your essay with your tutor.

The option courses available in 2023-2024 will be:

- Painters on Painting / Ceramics (Shelagh Vainker)
- Aesop's Fables in China (Giulia Falato)
- Literary Worlds and Cultural Flows in Pre-modern China (Cheuk-Yee Wai)

Painters on Painting

Shelagh Vainker

Artists in China have historically written about painting as well as practising it, in contrast to most European painters, making possible a more direct understanding their art. This option looks at ink painting and calligraphy from its pre-Tang beginnings to the present day through the writings of individual artists. The period up to the Qing is covered through brief extracts from work by Gu Kaizhi or Xie He in the Jin; the Song painter Guo Xi's Essay on Landscape Painting and some of the writing around painting at the court of Huizong (r.1101-25); and Dong Qichang and Shi Tao in the late Ming and early Qing. The 20th century is covered in more detail, beginning with Xu Beihong's controversial 1927 essay "Huo" 惑 (I am Perplexed) at the time of the first national art exhibition. Other writers include the modernist Lin Fengmian and the more traditional painter Fu Baoshi; Wu Guanzhong, who lived in Paris from 1947-1950 before returning to China; the Hong Kong painter Lui Shou-Kwan and more recent artists such as Xu Bing.

Or Ceramics

Ceramics in China have often functioned more as industrial product than admired collectible, yet between the Tang and the 20th century there have been various points when they were admired in poetry and in literature around tea for example, as in the Tang and Song. From Southern Song to Ming they feature in texts on connoisseurship, and there are a number of detailed accounts of porcelain manufacture written between the 14th and 19th centuries. Just as ceramics themselves connect widely (with industry, technology, daily use, ritual or art collecting) so does the literature around them take many forms. This option will consider the history of ceramics – which for centuries was how much of the world knew China - through looking at examples of all these types of text.

(This class will be taught only if students interested in the Art option agree that they wish to do it instead of the class on painting.)

Aesop's Fables in China

Giulia Falato

Fables are a literary tool used for a number of educational purposes both in the Chinese and European traditions. In China and Japan, translations of Aesop's fables or 伊索寓言 appeared from the early 17th century, produced by the Jesuit missionaries and used as language learning materials and as vehicles for the introduction of European (Christian) moral teachings. The genre was gradually domesticated and has eventually influenced later literary productions, such as 物感 by Qing scholar 李世熊 (1602-1686).

In class we will translate a range of fables from a selected corpus of Jesuit texts (in MT) and later Chinese collections (HT), so as to understand the literary/rhetorical context in which they were used, how the original message was adapted for the Chinese readership and the key translation strategies used by the Jesuits in their earlier publications. These topics will be further explored during the tutorials, when we will discuss more broadly the role of Aesop's fables in the introduction of the Western knowledge and Christianity into late-imperial China, the key differences between fables in the Chinese and European literary tradition and how the genre was eventually domesticated and received by the Chinese readership.

Literary Worlds and Cultural Flows in Pre-modern China

Cheuk-Yee Wai

Our knowledge and understanding of pre-modern Chinese literary cultures are often guided by common classifications and categories such as court, elite, and popular literatures. This option explores the rich interactions and cultural flows among the various literary worlds in pre-modern China. In class, we will read and translate a range of selected literary texts that engage with and are interconnected to multiple cultural spheres. This encourages us to read beyond the 'neat' categories and to consider related issues such as authorship, styles and functions of writing in pre-modern Chinese literature. In tutorials, we will discuss key critical terms and concepts used to capture the complexity of these cultural worlds and literary texts, such as elite versus popular, court versus local, and text versus performance, by looking at secondary scholarship on relevant topics. Third- and fourth-year students are taught together, in both classes and tutorials.

The reading texts will be mainly from the Ming and Qing dynasties, with occasional ventures into short passages from earlier periods where there are intertextual connections. As an indication, in past year we read a selection of Chinese drama, song-texts, *shi* poetry and prose passages (prefaces, literary criticism).

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 Faculty, 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.

Weekly Seminars

You will be among students who one day will form part of the next generation of China scholars around the world. The China Centre 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.

CHINESE STUDIES CONTACTS

Teaching Staff

- 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 [Ming Tak Ted Hui](#), Associate Professor of Classical Chinese, specialises in language policies and the representation of cultural others from the twelfth to the fourteenth century.
- 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 STRUCTURE AND GUIDANCE

Assessment for the MSt Traditional China is divided into four units. You will sit two examinations in Trinity Term; on prescribed texts and on your language coursework. You will then complete the submission titled 'Bibliography and techniques of sinology' for the Introduction to Sinology course; the exercise is released after the in-person examinations have taken place and is submitted a week later. You will also submit your thesis in Week 4, Trinity Term.

Important dates and deadlines

When		What	
Michaelmas Term	Week 9, Monday, 12 noon.	Prescribed text (Essay 1) submission . Word limit: not more than 5,000 words.	Submission via Inespera.
Hilary Term	Week 0, Monday.	Submit your approval of thesis subject/ title form.	Email Exams Administration team

Hilary Term	Week 9, Monday, 12 noon.	Prescribed text (Essay 2) submission. Word limit: not more than 5,000 words.	Submission via Inspira.
Trinity Term	Week 4, Friday, 12 noon.	Thesis submission. Word limit: not more than 15,000 words.	Submission via Inspira.
Trinity Term		Language examinations.	Written examination.
Trinity Term	At the conclusion of examinations.	'Bibliography and techniques of sinology' exercise released.	Submission via Inspira.
Trinity Term	7 days from when 'Bibliography and techniques of sinology' exercise is released.	'Bibliography and techniques of sinology' submission.	Submission via Inspira.

Thesis

Approval of Thesis Subject/Title

Departure from approved titles or subject matter will be penalised. The penalty applied will increase the greater the departure from the approved title or subject matter is. After your thesis subject/title is approved there may need to be changes made before submitting. These should be done in consultation with your supervisor and a request to change your thesis title should be emailed to the [Exams Administration team](#), with your supervisor copied in for approval. Changes cannot be made once your thesis is submitted.

Examination-related forms, including thesis approval forms, are available on the Faculty webpage here: <https://resources.orinst.ox.ac.uk/forms>

Word Limits

Submissions should not exceed the word limit given in your [Examination Regulations](#) and rubrics – including text and footnotes/endnotes but excluding appendices and bibliography.

General Guidelines for Thesis Writers

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 on the 'Exams and Assessment Information' site on [Canvas](#) or from the Weston Library and can be searched on [SOLO](#) (Search Oxford Libraries Online). Some theses 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.

Examination Regulations, Conventions and Rubrics

Examination Regulations

Examination Regulations are the immutable framework of study and assessment of University degrees to which students must adhere. The regulations for the MSt Traditional China can be found [here](#).

Examination Conventions and Rubrics

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

Conventions

- Marking conventions and scaling
- Verification and reconciliation of marks
- Qualitative marking 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; for non-attendance
- Progression rules and classification conventions
- Use of viva voce examinations
- Re-sits
- Consideration of mitigating circumstances
- Details of examiners and rules on communicating with examiners

Rubrics

- type and structure of examination (e.g. in-person or online examination)
- submission instructions
- weightings of paper
- time allowed
- instructions on the use of dictionaries and other materials
- instructions on the use of different scripts
- instructions on word limits
- instructions on handwriting

The conventions and rubrics will be published on the 'Exams and Assessment Information' site on [Canvas](#) not less than one whole term before your examination takes place or, where assessment takes place in the first term of a course, at the beginning of that term.

You should take careful note of the dates for submission of essays and theses laid down in the Examination Regulations, course handbook, 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 cases of exceptional circumstances.

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

Examination Entry, In-person and Online Examinations

You will enter for 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 [Exams Administration team](#) if you are unsure about what these are. Your timetable will be available approximately five weeks before your first exam. Please refer to the Oxford Students website for full examination entry and alternative examination arrangements (www.ox.ac.uk/students/academic/exams). Formal University examinations are normally sat in the Examination Schools or other approved locations.

In-person Examinations

Practical information and support for sitting in-person exams is provided on the Oxford students website (www.ox.ac.uk/students/academic/exams/guidance).

Online Examinations

Online exams are taken in Inspera. You must familiarise yourself with the system prior to taking an online exam. There are a wide range of resources to help you on the Oxford Students website, including expectations regarding standards of behaviour and good academic practice for online open-book exams (www.ox.ac.uk/students/academic/exams/online-exams). Online exams require you to adhere to the University's Honour Code (www.ox.ac.uk/students/academic/exams/open-book/honour-code) and you should read this in advance of any online exams.

Candidate number

Your candidate number will be provided by your college you can also locate it on the Examination and Assessment Information page in Student Self Service or by looking on the top of your individual timetable. **Your candidate number is not your student number.**

Submissions via Inspera

Submissions are via the University's online assessment platform, [Inspera](#). Ensure you are familiar with the online submission process in advance of any deadline. Full information is provided on the Oxford students website (www.ox.ac.uk/students/academic/exams/submission).

An Inspera link and information will be sent by the [Exams Administration team](#) prior to the submission deadline.

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](#).

Problems Completing Your Assessments

There are a number of University processes in place to help you if you find that illness or other personal circumstances are affecting your assessments or if you experience technical difficulties with an online exam or submission. Full information is available on the Oxford student website (www.ox.ac.uk/students/academic/exams/problems-completing-your-assessment).

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 [Oxford students website](#).

Vivas and Resits

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.

Information about when resits take place can be found in your Examination Conventions and you enter for resits in the same way as the first attempt. Please contact your College with any questions about your resits.

When making any travel arrangements for the post-exam period, it is your responsibility to bear in mind attendance at the viva and when resits may take place.

Infringements for Examinations and Submitted Assessments

Please refer to the examination conventions for penalties for infringements of word limit, late submission, plagiarism and non-adherence to rubrics.

Faculty of Asian and Middle Eastern 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.

Feedback on Learning and Assessment

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.

Examiners' Reports and Previous Exam Papers (OXAM)

Examiners' reports from past exams are normally available from Hilary Term and will be uploaded to the 'Exams and Assessment Information' site on [Canvas](#). 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.

Previous examination papers can be viewed on the Oxford Examination Papers Online website (<https://weblearn.ox.ac.uk/portal/site/oxam>), you will need your SSO details to login.

GOOD ACADEMIC PRACTICE AND AVOIDING PLAGIARISM

Plagiarism

The University's definition of plagiarism is:

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's guidance on plagiarism here: <http://www.ox.ac.uk/students/academic/guidance/skills/plagiarism>.

You should refer to the University's guidance on referencing (<https://www.ox.ac.uk/students/academic/guidance/skills/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.

COMPLAINTS AND ACADEMIC APPEALS WITHIN THE FACULTY OF ASIAN AND MIDDLE EASTERN STUDIES

The University, Humanities Division, and the Faculty of Asian and Middle Eastern 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.

Where such a need arises, an informal discussion with the person immediately responsible for the issue that you wish to complain about (and who may not be one of the individuals identified below) is often the simplest way to achieve a satisfactory resolution.

Many sources of advice are available from colleges, faculties/departments and bodies like the Counselling Service or the Oxford SU Student Advice Service, which have extensive experience in advising students. You may wish to take advice from one of those sources before pursuing your complaint.

General areas of concern about provision affecting students as a whole should be raised through Joint Consultative Committees or via student representation on the faculty/department's committees.

Complaints

If your concern or complaint relates to teaching or other provision made by the faculty/department, then you should raise it with the Director of Graduate Studies ([Margaret Hillenbrand](#)) as appropriate.

Complaints about departmental facilities should be made to the Departmental administrator ([Trudi Pinkerton](#)). If you feel unable to approach one of those individuals, you may contact the Head of Administrator ([Thomas Hall](#)) or the Faculty Board Chair ([David Rechter](#)). The officer concerned will attempt to resolve your concern/complaint informally.

If you are dissatisfied with the outcome, you may take your concern further by making a formal complaint to the Proctors under the University Student Complaints Procedure (<https://www.ox.ac.uk/students/academic/complaints>).

If your concern or complaint relates to teaching or other provision made by your college, you should raise it either with your tutor or with one of the college officers, Senior Tutor, Tutor for Graduates (as appropriate). Your college will also be able to explain how to take your complaint further if you are dissatisfied with the outcome of its consideration.

Academic appeals

An academic appeal is an appeal against the decision of an academic body (e.g. boards of examiners, transfer and confirmation decisions etc.), on grounds such as procedural error or evidence of bias. There is no right of appeal against academic judgement.

If you have any concerns about your assessment process or outcome it is advisable to discuss these first informally with your subject or college tutor, Senior Tutor, course director, director of studies, supervisor or college or departmental administrator as appropriate. They will be able to explain the assessment process that was undertaken and may be able to address your concerns. Queries must not be raised directly with the examiners.

If you still have concerns you can make a formal appeal to the Proctors who will consider appeals under the University Academic Appeals Procedure (<https://www.ox.ac.uk/students/academic/complaints>).

PROGRAMME AIMS AND LEARNING OUTCOMES FOR MST COURSES OF STUDY AT ASIAN AND MIDDLE EASTERN STUDIES

The MSt 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 MSt. in Asian and Middle Eastern Studies is awarded to those students who have undergone training in a subject for which no specific MSt. is available. The MSt. is at the FHEQ level 7.

The 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
- Asian and Middle Eastern Studies
- Syriac Studies
- Traditional China

In general, the arrangements for supervision are similar to those for the MPhil, and in the case of some subjects the course offered is actually a reduced version of a corresponding MPhil course, with the language training omitted.

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.

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 at the end of the course by written examinations, submitted essays, portfolio, a thesis and *viva voce*, depending on the course.

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)

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;
- Handwrite in non-Roman script.

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.