

Master of Studies in Classical Hebrew Studies

Course Handbook

Faculty of Asian and Middle Eastern Studies

Academic Year 2022-23 v.1

Course Director – Dr [Harald Samuel](#)

The Examination Regulations relating to this course are available here:

<https://examregs.admin.ox.ac.uk/Regulation?code=mosiclashebrstud&srchYear=2022&srchTerm=1&year=2022&term=1>.

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, Chris Mitchell (chris.mitchell@orinst.ox.ac.uk).

The information in this handbook is accurate as at Michaelmas Term 2022; 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.

THIS HANDBOOK

The handbook sets out the basic framework for the MSt Classical Hebrew Studies, 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.

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 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.

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

Version history

1	September 2022	Original publication
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INTRODUCTION TO THE MSt CLASSICAL HEBREW STUDIES

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 Asian and Middle Eastern 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 Faculty 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.

Examination and Assessment Structure

Assessment for the MSt Classical Hebrew Studies is divided into four units. At the end of Trinity Term, you will sit two written examinations on the core components of the course and one on each of your optional choices.

Important dates and deadlines

Hilary Term	Week 6, Monday	Approval of any optional papers not listed in the handbook.	Email: academic.administrator@orinst.ox.ac.uk
Trinity Term	TBC	Core components examinations (Units i and ii).	In-person or online examination.
Trinity Term	TBC	Optional components examinations (Units iii and iv).	In-person or online examination.

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](#).

EXAMINATIONS AND ASSESSMENT GUIDANCE

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 Classical Hebrew Studies 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 [Academic 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 Asian and Middle Eastern Studies [Academic 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 Inspira. 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 Inspira

Submissions are via the University's online assessment platform, [Inspira](#). 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 Inspira link and information will be sent by the Academic Administration office prior to the submission deadline.

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 students 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.

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.

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.

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 ([Edmund Herzig](#)) 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>).

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 coordinator 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/MSc students should discuss the possible subject of your thesis in the first instance with your supervisor during the first four weeks of Michaelmas Term. 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)

- 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.

- iii. 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.

f. *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.

g. *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.

h. *Emphasis*.

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

i. *Spelling*

English not American spelling should be used, e.g. 'colour' not 'color'. When in doubt, consult the OED, not your spell-checker.

j. *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).

k. *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.

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.