



**MSt Bible Interpretation**  
**Course Handbook**  
**Faculty of Asian and Middle Eastern Studies**  
**University of Oxford**  
Academic Year 2025-26 v.1

FACULTY OF  
**ASIAN AND  
MIDDLE  
EASTERN  
STUDIES**



UNIVERSITY OF  
**OXFORD**



# Master of Studies in Bible Interpretation

## Course Handbook

Faculty of Asian and Middle Eastern Studies

Course Director – Prof. Alison Salvesen

### THIS HANDBOOK

This handbook applies to students starting the course in Michaelmas Term 2025. 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 2025; 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.

The handbook sets out the basic framework for the MSt Bible Interpretation, 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: [Master of Studies in Bible Interpretation](#)

- 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 ([Jim Mallinson](#)) or the Senior Academic Administrator.

### STUDENT HUB

The Student Hub is an ongoing project to provide a live online version of the handbook. Please check the information on the Student Hub in conjunction with this handbook as it provides you with additional important information covering:

- Support and Welfare
- Student Representation and feedback
- Examinations and Assessment information including forms and exam conventions
- Graduate Supervision (GSR)
- Graduate teaching opportunities and PLTO
- Research Ethics and CUREC approval
- Financial Support
- Support for unexpected circumstances, including applying for suspensions, extensions
- Researcher training and development

You can also access the Student Hub through the 'Student Hub' button on the top bar of the Faculty Website. You may need to log in using your SSO details.

### Version history

1	October 2025	Original publication
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## 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, Aramaic Targums, and Latin Vulgate.

- 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.
- Prof. [Meron Piotrkowski](#), Associate Professor of Ancient Jewish History, teaches rabbinics, and researches Hellenistic Judaism and papyrology.

### Academic and Academic Administration Staff

- [Jim Mallinson](#) – Director of Graduate Studies (except Trinity Term 2025, when the role will be filled by [Dominic Brookshaw](#))
- [Henrietta Harrison](#) – Faculty Board Chair
- [Thomas Hall](#) – Head of Administration and Finance
- [Edmund Howard](#) – Senior Academic Administrator
- [Xiaobo Wang](#) – Academic Administrator (Examinations)
- [Jane Kruz](#) – Academic Administrator (Graduate Studies)

## EXAMINATIONS AND ASSESSMENT GUIDANCE

### Examination and Assessment Structure

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.

### Important dates and deadlines

When		What	
Hilary Term	Week 0, Monday	Approval of thesis subject/thesis title.	The online form can be found <a href="#">here</a> .
Trinity Term	Week 4, Friday, 12 noon	Thesis <b>submission</b>	Submission via Inspira.
Trinity Term		Written examinations.	

### 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.

#### Requesting a change

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 [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](#).

## Word Limit

Your submissions should not exceed the word limit given in your Examination Regulations and rubrics. The word count includes text and footnotes/endnotes but excludes 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](#). The Bodleian Libraries also holds many MPhil theses and these can be searched for on [SOLO](#). Please check the Bodleian's information [here](#) to help you search for an Oxford thesis. Some theses awarded a distinction are eligible to be deposited to the Bodleian, and should your thesis be eligible, you will be contacted regarding the procedure after your results are released.

## Previous Set Texts

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 Virginité 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).

**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.

**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 Bible Interpretation 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 '[Graduate \(Taught\) Examinations and Assessment](#)' page on the Student Hub 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

#### Entering for your exams

You will be invited by email to enter for your examinations when the examination entry window opens. 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. Please refer to the Oxford Students website for full examination entry and alternative examination arrangements (<https://www.ox.ac.uk/students/academic/exams/examination-entry>).

#### Timetable

Your personal timetable showing your papers and the dates, times and location at which they will take place will be published online at least two weeks before your first examination. If you have not received your timetable, or discover any problems such as a clash of papers, contact your college as soon as possible. It is your responsibility to ensure that you sit the correct examination and misreading of information will not be considered an acceptable reason for non-attendance.

#### In-person Examinations

Practical information and support for sitting in-person exams is provided on the Oxford students website (<http://www.ox.ac.uk/students/academic/exams/guidance>). The majority of in-person examinations take place at either the Examination Schools or Ewert House.

### 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(<http://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](http://www.ox.ac.uk/students/academic/exams/open-book/honour-code)) and you should read this in advance of any online exams.

### Candidate number

A candidate number is created for examinations to ensure anonymity, and you'll find your candidate number 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.**

**Do not put your name or student number anywhere on your submissions.**

### 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](http://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.

## Examiners' Reports and Previous Exam Papers

Examiners' reports from past exams are normally available from Hilary Term and will be uploaded to the '[Graduate \(Taught\) Examinations and Assessment](#)' page on the Student Hub. 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 [Search Oxford Libraries Online \(SOLO\)](#), the online catalogue platform provided by the Bodleian Libraries.

## 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.

## EQUALITY, DIVERSITY AND INCLUSION

In accordance with our [Statement of Values](#), the Faculty of Asian and Middle Eastern Studies is committed to creating a teaching, learning, and research environment in which every member of our community – at every academic level from undergraduate to senior academic, and among library and administrative staff – can achieve their full professional potential without discrimination on the basis of age, disability, gender, marriage or civil partnership, nationality, pregnancy or parenthood, race, religion or belief, sex, or sexual orientation.



We welcome suggestions for making our courses more diverse and inclusive. In general, you are encouraged to tell us if you see any ways in which the courses or this handbook might be improved. Staff and students are welcome to contact the Equality and Diversity team with any suggestions or concerns:

Faculty Equality and Diversity Officer: [Dominic Brookshaw](#)

## WELFARE AND SUPPORT

Our community aims to encourage and support all students. The student experience at Oxford offers lots of opportunities for you to thrive, grow, and look after your own wellbeing, but we know that sometimes there can be stresses and challenges too.

We want to give you the agency to navigate welfare support, and to make your own decisions. This includes by:

- Keeping in touch with your College and Department, and letting them know if you need help
- Seeking support when needed
- Supporting your fellow students
- Registering with Disability Advisory Service for structured support if you have a disability

Should you have any concerns, or for guidance and support, please do not hesitate to contact the following people:

**Disability Coordinators:** [Thomas Hall](#) and [Edmund Howard](#)

**Welfare Contact:** [Edmund Howard](#)

**Harassment Officers:** [Leyla Najafzada](#) and [Laurence Mann](#)

Details of the range of sources of support available in the University are available from the [Oxford Students](#) website, including in relation to mental and physical health and disability.

## 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 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 or the Faculty Board Chair. 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

### 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 criticise 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;
- 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.