



MSt Korean Studies Course Handbook
Faculty of Asian and Middle Eastern Studies
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FACULTY OF
**ASIAN AND
MIDDLE
EASTERN
STUDIES**



Master of Studies in Korean Studies

Course Handbook

Faculty of Asian and Middle Eastern Studies

Course Director – Prof [Jieun Kiaer](#)

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. 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 Korean 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.

The Examination Regulations relating to this course are available here: [Master of Studies in Korean Studies](#)

- 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

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INTRODUCTION

Objectives

The course aims to:

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

History

Korean language and history are recent additions to the Faculty of Oriental Studies. Some teaching of Korean language had been offered intermittently from the late 1980s, and a fixed-term University Instructorship in Korean Language was established from January 1994. This was followed by a fixed-term University Lectureship in Korean History from June 1994. Both of these posts were made possible by a generous start-up grant from the Korea Foundation. In the spring of 1995, formal amendments were made to existing undergraduate degree programmes to recognize the opportunities presented by Korean Studies. The teachers of Chinese and Japanese approved revisions to their syllabuses to admit Korean language and history as electives within the undergraduate degrees in Chinese and Japanese.

A Master of Studies in Korean Studies was approved in spring 1995 and graduated its first student in the spring of 1996. Over the decade to 2004, a further grant from the Korea Foundation, and generous gifts from Dr. Chong Hee Seung and former Korean government minister Lee Yun Taek, as well as financial support from the Faculty of Oriental Studies supported Korean Studies and kept it alive at Oxford.

In June 2005, the University established a permanent post in Korean History, and in July 2006, a generous endowment from the Korea Foundation and the International Communication Foundation established a permanent post with the name 'Young Bin Min-Korea Foundation Lectureship in Korean Language and Linguistics'. From 2016, both posts were made Associate Professorships. The establishment of a full undergraduate degree in Korean Studies awaits permanent funding for a third professorial post; until then, we can offer Korean subjects only as options within existing undergraduate programmes in Chinese and Japanese, within the Master of Studies in Korean Studies (MSt), within the Master of Philosophy in Traditional East Asia (MPhil), and through research degrees such as the Doctor of Philosophy (DPhil). We have graduated a number of Master's and Doctoral students, and undergraduate interest in Korean Studies is strong and expanding

Outline

The Master of Studies degree is rigorous and time-consuming. It requires your full-time attention. The chief qualification for admission is the ability to read modern Korean, so there is little or no time for remedial language training. We will improve your Korean language, add in some Classical Chinese and

possibly Japanese, instruct you in the Korean tradition through intense study of a classical canon or modern linguistic theory, and train you to find information for yourself about Korea past and present.

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

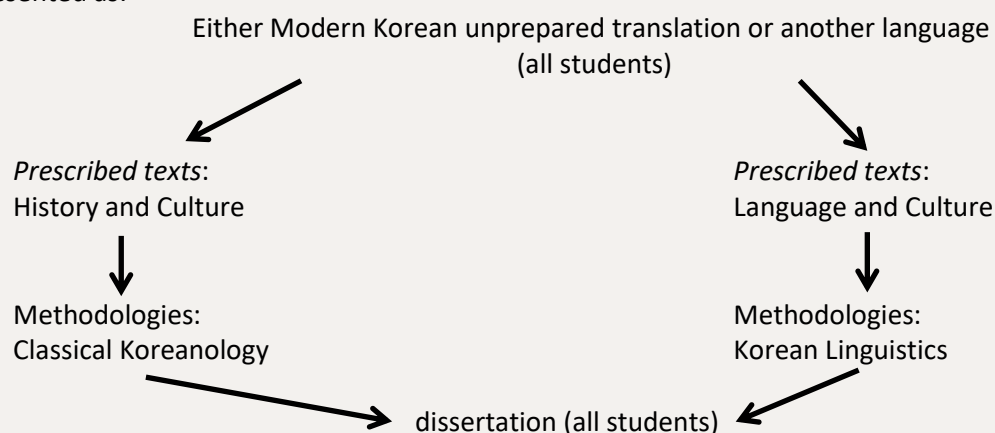
All preparation is for a set of final examinations in the following three areas:

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

Candidates are also required to submit:

A *thesis* of not more than 15,000 words on a topic approved by the Board of the Faculty of Oriental Studies. Applications for the approval of the thesis title are due by Monday of 0th Week of Hilary Term. The thesis must be submitted by the end of 6th week of Trinity Term.

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



Teaching Methods

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

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

historical context, comparative linguistic information, regional background, and comparative perspectives for work in tutorials.

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

Syllabus

I. Prescribed Texts

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

A. History and Culture

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

1. 《三國志》〈東夷傳〉

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

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

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

2. 《廣開土王陵碑文》

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

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

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

3. 《三國史記》卷四十一 〈列傳第一 金庾信傳〉

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

Chinese: 《三國史記》(鑄字本)奧付, 〈卷 第四十一, 列傳 第一 金庾信傳〉 (東京: 學習院大學東洋文化研究所, 1986): 335-339.

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

4. 《三國遺事》卷一〈古朝鮮-檀君傳〉

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

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

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

5. 《三國遺事》卷一〈鄉歌〉

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

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

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

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

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

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

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

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

7. 《樂學軌範》卷五丁七b--丁八b〈動動〉

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

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

8. 《樂章歌詞》〈青山別曲〉

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

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

9. 《東文選》〈舟賂說〉〈忌名說〉(李奎報)

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

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

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

10. 《東文選》〈蝨太說〉〈鏡說〉(李奎報)

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

Chinese: 徐居正 外篇 《古典國譯叢書 31, 國譯 東文選 7》(서울:民族文化推進會編, 1998): 《東文選》卷之九十六, 說, 丁一 a--丁三 a 〈舟路說〉 〈忌名說〉, pp.194.

Tongmunson, Sŭl-t'ae sŏl', 'Kyŏng sŏl' by Yi Kyu-bo (essays on society and philosophy)

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

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

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

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

12. 《月印釋譜》〈釋譜詳節〉(首陽大君)

Korean: 《月印釋譜》卷 第一 丁一 a--丁十一 b.

Wŏlin sŏkbo, 'Sŏkbo sangjŏl' by Suyang Taegun (one of the earliest pieces of literature using hangŭl)

13. 朝鮮時代의 詩歌 selections

Korean:

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

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

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

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

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

14. 《洪吉童傳》(許筠) selections

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

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

15. 《燕岩集》卷 81, 傳〈兩班傳〉(朴趾源)

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

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

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

16. 《三一獨立宣言文》

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

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

B. Language and Culture

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

Unit 1: The History and Structure of the Korean Language

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

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

or

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

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

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

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

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

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

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

8. 정약용 (Chŏng Yak-yong), 『유배지에서 온 편지』 (Yubae-ji esŏ on p'yŏnji).

9. 황순원 (Hwang Sun-wŏn), 『학』 (Hak).

10. 이청준 (Yi Ch'ŏng-chun), 『눈길』 (Nungil).

Unit 3: Traditional Arts, Thought and Culture

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

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

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

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

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

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

II. Modern Korean

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

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

Aims and Objectives

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

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

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

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

Class Hours

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

Study Material

1. Reading

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

2. Chinese Characters

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

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

3. Composition

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

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

NOTE: The choice of other languages and the relevant tutors will be made after an assessment for Modern Korean and in consultation with the Course Director.

III. Methodologies for Classical Koreanology or Korean Linguistics

These tutorials are designed to acquaint the student with the minimum skill sets required for any candidate who might be considering future advancement towards a research degree, such as D.Phil.

candidature, at Oxford or a PhD elsewhere. The examination consists of a take-home paper that the student must complete in the Bodleian Library following the completion of their written examinations for the Language paper and the Prescribed Texts paper. The examination should be submitted to Examination Schools by the Friday of the same week.

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

History and Culture:

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

Language and Culture:

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

IV. Thesis

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

Teaching Staff

- Dr [Younghae Chi](#), St Antony's College, University Instructor in Korean, with specialities in multi-language comparative approach to Korean learning, and contemporary Korean culture and religion. Dr Chi worked as a military specialist at the Korea Institute for Defence Analyses in Seoul, before he came to study International Relations at Oxford in 1988. He possesses an MPhil degree in International Relations and a DPhil in theology. Having been trained both as a political scientist and as a theologian, he has been conducting research in the interdisciplinary field of politics, theology, and religion. He has lectured on inter-Korean relations at Seoul National University in Korea and Salamanca University in Spain. His present research focuses on inter-Korean relations with emphasis on North Korean defectors and social-cultural dynamisms in the two Koreas. His publications include 'The Christian and Buddhist Environmental Movements in Contemporary Korea: Common Efforts and Their Limitations', *Korea Journal*, vol. 54, no. 4 (winter 2014) (co-authored with Professor Namchul Boo) and a review of 'The Tyranny of the Weak: North Korea and the World, 1950–1992', by Charles K. Armstrong in *Korean Studies*, v. 38 (2014).
- Dr [Jieun Kiaer](#), Hertford College, Young Bin Min-Korea Foundation Professor in Korean Language and Linguistics, with specialities in modern and classical linguistics. Dr Kiaer's research focuses on the nature of syntactic motivations. In a recent book *Pragmatic Syntax* (Bloomsbury Publishing, 2014), she argues that the fundamental

syntactic motivation is pragmatic in nature. Mainly based on a large corpus investigation, the study shows that linguistic structures have been built and are built in order to maximise the efficiency of human communication and at the same time to meet expressive goals, adding different dimensions of meaning to propositions. Dr Kiaer also works on the role of prosody in syntactic realisation. For this, she is investigating the Sejong Spoken Korean Corpus along with Korea University Spoken Corpus in collaboration with Prof Jiyoung Shin from Korea University. Dr. Kiaer is also actively engaged in developing textbooks for Korean language and linguistics. For example, a recent publication (co-authored with Anna Yates-Lu) is entitled *Korean Literature Through the Korean Wave*, published by Routledge Press in 2019.

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

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

In Trinity Term, you will submit your thesis and sit three examinations: Prescribed Texts, Modern Korean (or another modern language examination), and a Methodology examination.

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

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

Vivas are compulsory unless candidates are excused by the examiners.

Important dates and deadlines

When		What	How/format
Hilary Term	Week 0, Monday	Submit your approval of thesis subject/ title form.	The online form can be found here .
Trinity Term	Week 6, Friday, 12 noon	Thesis submission . Word limit: 15,000	Submission via Inspira.
Trinity Term	TBC	Language examinations.	In-person or online examinations.
Trinity Term	At the conclusion of examinations.	'Bibliography and techniques of Koreanology' exercises released .	Submission via Inspira.
Trinity Term	7 days from when exercise is released.	'Bibliography and techniques of Koreanology' 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.

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.

Language Learning and Competency Standards

Though the Faculty works closely with the Disability Advisory Service (DAS) and supports students with SpLD and other disabilities, language papers represent competence standards¹ and therefore cannot be replaced with easier language papers or non-language papers. Though some software programmes are available to assist students to input script in some target languages on a computer, all such available programmes include a 'predictive text/word suggestion' function which cannot be turned off. Hence using such a programme would prevent examiners from understanding whether the student has or has not achieved the required proficiency and understanding of the target language. Handwriting the script is required to demonstrate that the student has reached the required level of competence, ability, and knowledge of the target language.

For this course, Japanese, Korean and Chinese language papers will include a requirement to handwrite in the script of the relevant primary language. The handwriting assessment component represents a competence standard for the award of the degree and there are limited alternative assessment arrangements that can be made as a reasonable adjustment for disability. All students will be required to handwrite and no adjustments to this mode of completion of the assessment can be made. However, adjustments may be available to the conditions in which the assessment is completed (for example, additional time, larger type for exam papers etc).

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

Examination Regulations are the immutable framework of study and assessment of University degrees to which students must adhere. The regulations for the MSt Korean 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 '[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 [Exams 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 (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) 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 or written exams.

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 [Exams Administration team](#) 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 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.

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:

Hebrew, Jewish and Eastern Christian Studies Group Equality and Diversity Representative:
[Zoe Waxman](#)

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 Najafzade](#) 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>).

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

or

Beeston, A.F.L. (1951), 'A Sabea 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 where a study of language is part of the course;
- Achieve a good level of competence in the textual and historical analysis of texts in the relevant language;
- Gain a wide-ranging critical knowledge of relevant secondary literature and of current developments in the field;
- Reflect on relevant issues of method;
- Develop skills in written and oral communication, including sustained argument, independent thought and lucid structure and content;
- Develop the ability to identify, understand and apply key concepts and principles
- Where appropriate, prepare students for further research in the field.

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/or text-reading classes, for which students are expected to prepare

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

B. Skills and other attributes

1. Intellectual Skills

The ability to:

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

Teaching/Learning Methods and Strategies

As above.

Assessment

As above.

2. Practical Skills

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

3. Transferable Skills

The ability to:

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