

# Master of Philosophy in Egyptology

## Course Handbook

Faculty of Asian and Middle Eastern Studies

Academic Year 2022-23 v.1

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

The Examination Regulations relating to this course are available here (LINK TO BE ADDED WHEN 2022-23 EXAMINATION REGULATIONS PUBLISHED).

If there is a conflict between information in this handbook and the Examination Regulations then you should follow the Examination Regulations. If you have any concerns please contact the Senior Academic Administrator, Chris Mitchell ([chris.mitchell@orinst.ox.ac.uk](mailto:chris.mitchell@orinst.ox.ac.uk)).

The information in this handbook is accurate as at Michaelmas Term 2022; however, it may be necessary for changes to be made in certain circumstances, as explained at [www.ox.ac.uk/coursechanges](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.

## THIS HANDBOOK

The handbook sets out the basic framework for the MPhil Egyptology, and what to do should you encounter delays, setbacks, or need to make changes. It provides basic advice about writing your thesis and submitting it for examination.

You should consult the current edition of the Examination Regulations (LINK TO BE ADDED WHEN 2022-23 EXAMINATION REGULATIONS PUBLISHED) for information regarding your course. The information in this handbook should be read in conjunction with:

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

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

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

### Version history

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# INTRODUCTION TO THE MPhil EGYPTOLOGY

## Introduction

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

## General

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

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

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

Teaching usually takes place in the Griffith Institute wing of the Sackler Library, on weekdays. Teaching can be either in the morning or afternoon, and lectures and tutorials are usually 1 hour; text classes can be 2 hours. Students have access to the facilities, especially the archive, of the Griffith Institute for research purposes, via separate arrangement. They may apply to their original funding bodies (if any), to their colleges, and to the Griffith Egyptological Fund (administered by the Faculty of Asian and Middle Eastern Studies ) for financial assistance with fieldwork or special expenses (such as, for example, obtaining photographs for study for a thesis).

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

During the first three terms students taking syllabus B should establish which special fields they wish to offer in their second years (see below under Syllabuses) and check with their supervisors whether it will be available. Students taking syllabus A will have established the availability of their options, such as demotic or Coptic, during their application process ) These are often taught in connection with the Special options of the Undergraduate course and, depending on teaching capacity, normally a total of three special fields and options can be offered in any one year. This means that in many years special fields cannot be tailored to individual students, but are tailored as much as possible to the students in the year as a whole.

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

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

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

## The Syllabuses

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

### SYLLABUS A

#### First year

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

In the first year, students attend the classes they need in order to acquire particular skills. Some of these may be specially arranged for them, while others may be shared with other graduate students or may be undergraduate courses in fields they have not covered previously. Students should expect to attend at least two sets of classes, typically spending five or more hours per week in class, as well as research seminars, of which there are about five per term (held for the Egyptology and ancient Near East subject group as a whole). Language and text classes are 2-3 hours a week. The classes will involve substantial preparation time. Students should explore other possibilities and discuss with their supervisors whether any lecture courses or seminar series given outside the subject group, in the Faculty of Asian and Middle Eastern Studies or other faculties, may be valuable for them. Graduate students sometimes organise seminars of their own in a group where they meet together without a teacher.

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

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

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

### Second year

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

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

## SYLLABUS B

### First year

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

The classes for the first two terms are the elementary language class in Egyptian (3, occasionally 4 hours per week) and the lecture course in Ancient Near Eastern Civilisation and History (4 hours per week). If invited to attend, the museum classes usually run for two hours a week in two terms each year. Students must complete all the exercises for the language class. The grammar of Middle Egyptian is broadly covered in the first term, and in the second term an initial selection of texts is read (3 hours a week).

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

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

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

### Second year

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

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

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

### Examination Conventions (or Rubrics)

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

### Teaching Staff

- Prof. [Elizabeth Frood](#) – Associate Professor of Egyptology; Fellow of St Cross; Honorary Fellow of The Queen's College
- Prof. [Richard Bruce Parkinson](#) - Professor of Egyptology; Fellow of The Queen's College



- Prof. [Maren Schentuleit](#) - Associate Professor of Egyptology and Coptic Studies; Lady Wallis Budge Fellow, University College

## Examination and Assessment Structure

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

## Important dates and deadlines

Year 1	Trinity Term	Week 6, Monday	Submit approval of Special Field options.	Email: <a href="mailto:academic.administrator@orinst.ox.ac.uk">academic.administrator@orinst.ox.ac.uk</a>  <u>You must also enter for these approved options as part of the examination entry process.</u>
Year 1	Trinity Term	TBC	Qualifying examination	In-person or online examination.
Year 2	Hilary Term	Week 0, Monday	Submit approval of thesis subject/thesis title.	Email: <a href="mailto:academic.administrator@orinst.ox.ac.uk">academic.administrator@orinst.ox.ac.uk</a>
Year 2	Hilary Term	Week 8, Thursday, 12 noon	Special Field 2: <b>submission.</b> <b>Word limit:</b> 5,000 each	Via Inspira
Year 2	Trinity Term	Week 1, Monday	Special Field 1: question <b>released.</b>	Via Inspira
Year 2	Trinity Term	Week 2, Monday, 12 noon	Special Field 1: <b>submission.</b> <b>Word limit:</b> 5,000	Via Inspira
Year 2	Trinity Term	Week 4, Thursday, 12 noon	Thesis <b>submission.</b> <b>Word limit:</b> 25,000	Via Inspira
Year 2	Trinity Term	TBC	Final examinations	In-person or online examination.

## Thesis

### Approval of Thesis Subject/Title

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

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

### Word Limits

Your submissions should not exceed the word limit given in your Examination Regulations and rubrics – including text and footnotes/endnotes but excluding appendices and bibliography.

Further guidance and more information about formatting can be found in the General Guidelines for Thesis Writers below. Examples of MPhil and MSt/MSc theses are available from the Weston Library and can be searched on [SOLO](#) (Search Oxford Libraries Online). Some theses awarded a distinction are eligible to be deposited to the Bodleian Library. Should your thesis be eligible, you will be contacted regarding the procedure after your results are released.

### Language Learning and Competency Standards

Though the Faculty works closely with the Disability Advisory Service (DAS) and support students with SpLD, language papers represent competency standards and therefore cannot be replaced with easier language papers or non-language papers. If you have any questions or concerns relating to this please speak with your course director or the [Director of Graduate Studies](#).

## EXAMINATIONS AND ASSESSMENT GUIDANCE

### Examination Regulations, Conventions and Rubrics

#### Examination Regulations

Examination Regulations are the immutable framework of study and assessment of University degrees to which students must adhere. The regulations for the MPhil Egyptology can be found here (LINK TO BE ADDED WHEN 2022-23 EXAMINATION REGULATIONS PUBLISHED).

#### Examination Conventions and Rubrics

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

#### **Conventions**

- Marking conventions and scaling
- Verification and reconciliation of marks
- Qualitative marking criteria for different types of assessment
- Penalties for late or non-submission; for over-length work and departure from approved title/subject matter; for poor academic practice; for non-attendance
- Progression rules and classification conventions
- Use of viva voce examinations
- Re-sits
- Consideration of mitigating circumstances

- Details of examiners and rules on communicating with examiners

### Rubrics

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

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

You should take careful note of the dates for submission of essays and theses laid down in the Examination Regulations, course handbook, setting conventions, or rubrics. It is the candidate's responsibility to comply with these dates. The University Proctors, who have overall control of examinations, will not give leave for work to be submitted late except for cases of exceptional circumstances.

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

### Examination Entry, In-person and Online Examinations

You will enter for examinations through your College. It is your responsibility to ensure that you are entered for the correct number of papers and correct options, but you can speak to your College's academic office or the Asian and Middle Eastern Studies [Academic Administration team](#) if you are unsure about what these are. Your timetable will be available approximately five weeks before your first exam. Please refer to the Oxford Students website for full examination entry and alternative examination arrangements ([www.ox.ac.uk/students/academic/exams](http://www.ox.ac.uk/students/academic/exams)). Formal University examinations are normally sat in the Examination Schools or other approved locations.

#### In-person Examinations

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

#### Online Examinations

Online exams are taken in Inspera. You must familiarise yourself with the system prior to taking an online exam. There are a wide range of resources to help you on the Oxford Students website, including expectations regarding standards of behaviour and good academic practice for online open-book exams ([www.ox.ac.uk/students/academic/exams/online-exams](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

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

## Submissions via Inspera

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

An Inspera link and information will be sent by the Academic Administration office prior to the submission deadline.

## Problems Completing Your Assessments

There are a number of University processes in place to help you if you find that illness or other personal circumstances are affecting your assessments or if you experience technical difficulties with an online exam or submission. Full information is available on the Oxford students website ([www.ox.ac.uk/students/academic/exams/problems-completing-your-assessment](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. When making any travel arrangements for the post-exam period, it is your responsibility to bear in mind attendance at the viva.

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

## Infringements for Examinations and Submitted Assessments

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

Faculty of Asian and Middle Eastern Studies students should note that interpretation of the electronic word count is at the discretion of the Examiners, in view of the fact that most languages taught in the Faculty are not written in alphabetic scripts and the electronic word count may not be as accurate when taking these scripts into account.

## Feedback on Learning and Assessment

### Informal (Formative) Assessment

Informal assessment, also known as formative assessment, is provided by tutorial feedback and interaction with the Supervisor and/or tutor, by the discussion of prepared class-work or the results

of class tests (especially for language classes), and by the Supervisor's termly report, which is discussed with the student in the Faculty and separately in the College.

### Formal (Summative) Assessment

Formal assessment, also known as summative assessment, is provided by qualifying examinations in the first year and by one or more of written examinations, submitted essays, portfolio, and a thesis or dissertation at the end of the course.

### Examiners' Reports and Previous Exam Papers (OXAM)

Examiners' reports from past exams are normally available from Hilary Term and will be uploaded to the 'Exams and Assessment Information' site on [Canvas](#). These reports give you an idea of how the exams were conducted and the performance of the cohort. Due to small class sizes for some degrees, it is not always possible to provide Examiners' reports for them. In these cases, please consult with your Course Director for some feedback.

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

### Good Academic Practice and Avoiding Plagiarism

#### Plagiarism

The University's definition of plagiarism is:

Plagiarism is presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition. Plagiarism may be intentional or reckless, or unintentional. Under the regulations for examinations, intentional or reckless plagiarism is a disciplinary offence.

It is important that you take time to look at the University's guidance on plagiarism here: <http://www.ox.ac.uk/students/academic/guidance/skills/plagiarism>.

You should refer to the University's guidance on referencing (<https://www.ox.ac.uk/students/academic/guidance/skills/referencing>). If, after having done so, you are still unsure how to reference your work properly, you should contact your supervisor for guidance.

The University employs software applications to monitor and detect plagiarism in submitted examination work, both in terms of copying and collusion. It regularly monitors online essay banks, essay-writing services, and other potential sources of material.

### Set Texts

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

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

#### **SAMPLES**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Late Egyptian

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Kurt Sethe, *Urkunden der 18. Dynastie I* (2nd edition; edition; *Urkunden des Ägyptischen Altertums IV*;

Leipzig: Hinrichs 1930):

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

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

pp. 130-3 (Inscription of Djehuti);

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

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

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

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

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

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

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

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

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

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

**Complaints and Academic Appeals within the Faculty of Asian and Middle Eastern Studies**

The University, Humanities Division, and the Faculty of Asian and Middle Eastern Studies all hope that provision made for students at all stages of their course of study will make the need for

complaints (about that provision) or appeals (against the outcomes of any form of assessment) infrequent.

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

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

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

### Complaints

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

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

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

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

### Academic appeals

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

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

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



## GENERAL GUIDELINES FOR THESIS WRITERS

These guidelines are for assistance only, they are not exam regulations. If your tutor or supervisor has given you alternative guidelines, then you should follow those instead.

### **Status of the thesis within the degree course**

It is imperative to recognize that the writing of a thesis involves quite as much work as for a paper, and that the work differs from conventional study in shape and demand. The subject of your thesis may, but need not, overlap with a subject or period covered by one or more of your other papers, but you must not repeat material used in your thesis in any of your papers, and you will not be given credit for material extensively repeated.

### **Planning and Choice of Topic**

You should discuss the topic of your thesis in the first instance with your course coordinator or supervisor. If your course coordinator or supervisor does not feel qualified to give detailed advice they will put you in touch with someone suitable to supervise a thesis in the chosen area. You should do so as early as possible:

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

### **The Thesis Supervisor's Role**

The supervisor of your thesis will assist in the choice of a topic and give initial advice on relevant sources and methods. They will advise on sources and presentation and assist with bibliographical advice; they will certainly expect to read draft chapters or sections. They may, but will not necessarily, read and comment on a complete first draft. But a thesis must be your own work.

### **Theses - Good and Indifferent**

The hallmark of a good thesis is that it contains a consecutive argument or set of arguments on its topic. Apart from showing a sound grasp of the secondary literature on the subject and/or period and an awareness of the problems of the topic, you should deploy the evidence of the sources to support the elements in your general argument. It should be made clear how you have approached the subject, what conclusions you have reached and, if appropriate, how your approach and conclusions are related to the views of other scholars.

The work should be well-written and properly presented, with footnote references in orderly, consistent and unfussy shape and a sensibly-selected bibliography. Good presentation, in the experience of many examiners, is usually combined with high quality of analysis.

Conversely, careless or unclear writing, uncorrected mis-spellings, typing errors and plain misquotations often go with an uncertain or myopic focus on the subject.

Authors sometimes become so interested in their topic that they overlook the need to provide at least a brief introduction to it and to set it in its broader historical context or contexts. (An introductory section to a thesis may often usefully include a survey of the existing literature on a topic and 'pointers' to its particular interest and problems.)

While reading and research are being carried out, you should also be planning how to shape materials into an argument. Research, while sometimes frustrating, is intensely stimulating; it can also become a beguiling end in itself. Laboriously collected materials are worthless unless they contribute to a coherent argument. For this reason, you should begin to plan the structure of your argument as early as possible; some plans may need to be discarded until the most feasible one has been found.

It is a reasonable assumption that writing the thesis will take longer than expected: a good thesis will certainly require more than one draft of parts if not of the whole. Plenty of time should be allowed for getting the final typed version into presentable form without disrupting work for other papers or revision.

### **Format of the Thesis**

#### *a. Length*

Your thesis should not exceed the word limit given in the Exam Regulations (Grey Book) or in your course handbooks, including text and notes but excluding appendices and bibliography (see below).

#### *b. Pagination*

Pagination should run consecutively from beginning to end and include any appendices etc. Cross references should be to pages and not simply to any sectional divisions.

#### *c. Order of Contents*

After the title-page (N.B. This must bear your candidate number but not your name) there should normally be:

- i. A table of contents, showing, in sequence, with page numbers, the subdivisions of the thesis. Titles of chapters and appendices should be given; titles of subsections of chapters may be given.
- ii. A list of illustrations (if appropriate)
- iii. A list of tables (if appropriate)
- iv. A list of abbreviations, cue-titles, symbols etc.
- v. A brief introduction in which the examiners' attention is drawn to the aims and broad argument(s) of the work, and in which any relevant points about sources and obligations to the work of other scholars are made.
- vi. The thesis itself, divided into chapters. The chapters should have clear descriptive titles.
- vii. A conclusion, consisting of a few hundred words which summarize the findings and briefly explore their implications.
- viii. Any appendices (which are likely not to count towards the word limit)
- ix. A bibliography. This is essential, and should be sensibly selective, omitting nothing which has been important in the production of the thesis. Works which are not specifically mentioned in the text may be included, but it is not necessary to include everything that may have been read or consulted. Works should be listed alphabetically by surname of author.

#### *d. Footnotes, References, and Bibliography*

Footnotes (except for references) should be as few and as brief as possible: they count towards the overall word-limit. The practice of putting into footnotes information which cannot be digested in the text should be avoided. Notes should be printed, single-spaced, at the foot of the page. Footnote numbers should be superscript (not bracketed) and run in a continuous sequence through each chapter. In subject areas where standard abbreviations for much quoted books and periodicals are in common use, these abbreviations may be employed in text, footnotes, or bibliography; they should be listed separately after the table of contents.

When reference is given for a quotation or for a viewpoint or item of information, it must be precise. But judgment needs to be exercised as to when reference is required: statements of fact which no reader would question do not need to be supported by references.

It is recommended that references be given in footnotes by means of author's name and/or full or abbreviated title. For example: 'Beeston, Arabic Language, 72' or 'Beeston (1970), 72'. All works referred to in this way must be listed in full at the end of the text in alphabetical order by author's name. Your bibliography might take the following form; you do not have to follow exactly this format, but whichever you do adopt must be equally clear, precise and consistent.

i. Books

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

**or**

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

ii. Contributions to Books

Beeston, A.F.L, 'Background topics', in A.F.L. Beeston, T.M. Johnstone, R.B. Serjeant, and G.R. Smith (eds), *Arabic Literature to the End of the Umayyad Period*, Cambridge, 1983, pp. 1-26.

**or**

Beeston, A.F.L. (1983), 'Background topics', in A.F.L. Beeston, T.M. Johnstone, R.B. Serjeant, and G.R. Smith (eds), *Arabic Literature to the End of the Umayyad Period*, Cambridge, pp. 1-26.

iii. Journal Articles

Beeston, A.F.L., 'A Sabean penal law', *Le Muséon* 64 (1951): 7-15.

**or**

Beeston, A.F.L. (1951), 'A Sabean penal law', *Le Muséon* 64: 7-15.

e. *Tables, Photographs, Maps, Graphs and Drawings*

You are encouraged to employ tables, illustrations and graphs on any occasion when an argument can be more clearly and elegantly expressed by their employment. If they are not your own work, their original source must be acknowledged.

These should be used only to convey essential data that cannot be elegantly subsumed within the body of the text. They are particularly appropriate for material which does not count within the word limit of the thesis, such as transcriptions of texts, or catalogues of data.

f. *Italics*

These should be used for: titles of books and periodicals; technical terms or phrases in languages other than English (but not for quotations in foreign languages); for abbreviations which are abbreviations of foreign words (e.g., loc. cit.). Most such abbreviations are best avoided altogether.

#### g. *Capitals*

These should be used as sparingly as possible. They should be used for institutions and corporate bodies when the name used is the official title or part of the official title.

#### h. *Emphasis.*

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

#### i. *Spelling*

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

#### j. *Transliteration*

Transliteration must be systematic, and follow a standard scholarly method. You should consult your supervisor as to which system is most appropriate to your subject. One system is that adopted by the International Journal of Middle East Studies (IJMES).

#### k. *Submission*

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

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

The MPhil is a degree awarded on the successful completion of a course of directed study leading to an examination, which is normally taken after two years; as part of their coursework students normally also submit a thesis, the regulations for which are specified under individual subject headings in the [Examination Regulations](#).

In addition to this the Asian and Middle Eastern Studies Board is jointly responsible for the MPhil in Late Antique and Byzantine Studies (with options in Arabic, Armenian and Syriac) and for the MPhil in Judaism and Christianity in the Graeco-Roman World. The MPhil is at the FHEQ level 7.

Students enter for the MPhil Qualifying and Final examinations through their College. Students who wish to defer taking the examination beyond the two years must apply for permission to the Asian and Middle Eastern Studies Board.

The MPhil is available in the following subjects:

- Buddhist Studies
- Classical Indian Religion
- Cuneiform Studies
- Eastern Christian Studies
- Egyptology
- Islamic Art and Architecture
- Islamic Studies and History
- Jewish Studies
- Jewish Studies in the Graeco-Roman Period
- Modern Middle Eastern Studies
- Tibetan and Himalayan Studies
- Traditional East Asia

## 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.

## Assessment

**Formative assessment** is provided by tutorial feedback and interaction with the Supervisor and/or tutor, by the discussion of prepared class-work, and by the Supervisor's termly report, which is discussed with the student in the Faculty and separately in the College.

**Summative assessment** is provided by a qualifying examination in the first year and at the end of the course by written examinations, submitted essays, portfolio and a thesis, depending on the course.