

Master of Philosophy in Islamic Art and Architecture

Course Handbook

Faculty of Asian and Middle Eastern Studies

Academic Year 2022-23 v.1

Course Director – Prof [Alain George](#)

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).

The information in this handbook is accurate as at Michaelmas Term 2022; however, it may be necessary for changes to be made in certain circumstances, as explained at www.ox.ac.uk/coursechanges. If such changes are made the faculty will publish a new version of this handbook together with a list of the changes and students will be informed.

THIS HANDBOOK

The handbook sets out the basic framework for the MPhil Islamic Art & Architecture, 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

1	September 2022	Original publication
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INTRODUCTION TO THE MPhil ISLAMIC ART & ARCHITECTURE

This is a two-year course combining instruction in a language and in the history of Islamic art and architecture with research. The MPhil is designed for students with little or no background in Islamic art and architecture who also wish to learn Arabic, Persian or Ottoman Turkish. It is suitable either as a stand-alone course or as a stepping stone towards doctoral research.

Outline

Students will study either Arabic, Persian, or Ottoman Turkish throughout the course. They will attend lectures and seminars on a weekly basis, write short essays and discuss them in tutorials given by the KRC teaching staff. Lecture and essay topics will vary according to the availability of teaching each year.

Year 1

In Michaelmas Term, students will attend language classes, 8 History of Islamic Art and Architecture (I) lectures, and complete 4 short essays and their tutorials. They will also attend specialist lectures, seminars, and handling sessions as agreed with their supervisor.

In Hilary Term, students will attend language classes, 8 History of Islamic Art and Architecture (II) lectures, and complete 4 short essays and their tutorials. They will also attend a series of methodological seminars (Approaches to Islamic Art) and decide on their Extended Essay topic in consultation with their supervisor.

In Trinity Term, students will attend language classes, 8 History of Islamic Art and Architecture (III) lectures, and complete 3 short essays and their tutorials. They will be offered two additional tutorials to discuss the topic of their Thesis and draft their Thesis prospectus. At the end of term (usually in 9th Week) students will sit their Qualifying Examination.

During the Long Vacation, students are expected to conduct research for their Thesis and Extended Essay, including fieldwork, and attend a language course abroad if necessary.

Year 2

In Michaelmas Term, students will attend language and texts classes, as well as specialist lectures, seminars, and handling sessions as agreed with their supervisor. Students will also attend 4 classes for their Portfolio of Practical Work (I), held in 1st, 3rd, 5th, and 7th Week:

- Architecture I (Zeynep Yürekli)
- Architecture II (Zeynep Yürekli)
- Manuscripts (Alain George)
- Manuscripts (Umberto Bongianino)

During the Christmas Vacation, students will complete their portfolio assignments for this term, carry out additional research for their Thesis where necessary, and write at least one Thesis chapter for submission to supervisor.

In Hilary Term, students will attend language and texts classes, as well as specialist lectures, seminars, and handling sessions as agreed with their supervisor. Students will also attend 4 classes for their Portfolio of Practical Work (II), held in 1st, 3rd, 5th, and 7th Week:

- Epigraphic Metalwork (Umberto Bongianino)

- Coins (Luke Treadwell)
- Scientific instruments (Federica Gigante)
- Ceramics (Umberto Bongianino)

During the Easter Vacation, students will complete their portfolio assignments for this term, and complete a first draft of the whole Thesis for submission to supervisor.

In Trinity Term, students will attend language and texts classes, complete the final version of their Thesis, and revise for their Final Exams. At the end of term (usually in 9th Week) students will sit their Final Examination.

Teaching Staff

- Dr [Umberto Bongianino](#) – Wolfson College, Departmental Lecturer in Islamic Art and Architecture.
- Prof. [Alain George](#) – Wolfson College, I.M. Pei Professor of Islamic Art and Architecture
- Dr [Federica Gigante](#) - Curator of the Collection from the Islamic World, History of Science Museum
- Dr [Luke Treadwell](#) – St Cross College, Samir Shamma Lecturer in Islamic Numismatics
- Dr [Zeynep Yürekli](#) – Wolfson College, Associate Professor of Islamic Art and Architecture

Examination and Assessment Structure

Year 1

In Trinity Term you will sit two written examinations, including one on language, for the Qualifying Examination.

Year 2

In Trinity Term of Year 2, students will sit written papers, including two on language, for the Final Examination. You will also submit your Extended Essay, Portfolio of Practical Work, and Thesis, which will be assessed as part of the Final Examination.

Important dates and deadlines

When		What	How/format
Year 1	Hilary Term Week 8, Monday	Approval of the Approaches to Islamic Art and Architecture (extended essay) topic.	Email: academic.administrator@orinst.ox.ac.uk
Year 1	Trinity Term	TBC	Qualifying examination one (History of Islamic Art & Architecture).
Year 1	Trinity Term	TBC	Qualifying examination two (language).

Year 2	Michaelmas Term	Week 0, Monday, 12 noon	Approaches to Islamic Art and Architecture (extended essay) submission Word limit: 5,000-6,000.	Via Inspira.
Year 2	Hilary Term	Week 0, Monday	Approval of the thesis subject/thesis title.	Email: academic.administrator@orinst.ox.ac.uk
Year 2	Trinity Term	Week 2, Monday, 12 noon	Portfolio submission.	Via Inspira.
Year 2	Trinity Term	Week 6, Thursday, 12 noon	Thesis submission Word limit: 30,000.	Via Inspira.
Year 2	Trinity Term	TBC	Final examination one (Prepared Texts).	In-person or online examination.
Year 2	Trinity Term	TBC	Final examination two (language).	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, 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 Limit

Your submission 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 Islamic Art & Architecture 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). Formal University examinations are normally sat in the Examination Schools or other approved locations.

In-person Examinations

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

Online Examinations

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

Candidate number

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

Submissions via Inspira

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

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

Problems Completing Your Assessments

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

If you experience unexpected circumstances that may affect your performance, you must discuss your circumstances with your College first as any application to the Proctors will come from them. They can advise on the best course of action for your circumstances.

Mitigating circumstances notices to examiners (MCE)

The form is designed so that you can make the Board of Examiners aware of any problems that occurred before or during your exams, or in relation to your submitted coursework, that seriously affected your performance. For further information about mitigating circumstances, please refer to the rubrics and to the [Oxford students website](#).

Vivas and Resits

Vivas are compulsory for this course unless candidates are excused by the examiners, please refer to the Examination Conventions and Rubrics when they are released. 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.

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.

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.