

MPhil Modern Middle Eastern Studies Course Handbook

Faculty of Asian and Middle Eastern Studies

University of Oxford

Academic Year 2026-27 v.2

FACULTY OF ASIAN AND MIDDLE EASTERN STUDIES

UNIVERSITY OF OXFORD

Master of Philosophy in Modern Middle Eastern Studies Course Handbook

Faculty of Asian and Middle Eastern Studies

Course Director – Professor Michael Willis

THIS HANDBOOK

This handbook applies to students starting the course in Michaelmas Term 2026. The information in this handbook may be different for students starting in other years.

The information in this handbook is accurate as at Michaelmas Term 2026; however, it may be necessary for changes to be made in certain circumstances, as explained at www.ox.ac.uk/coursechanges. If such changes are made the faculty will publish a new version of this handbook together with a list of the changes and students will be informed.

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

The Examination Regulations relating to this course are available here: Degrees of Master of Philosophy in the Faculty of Asian and Middle Eastern Studies (ox.ac.uk)

You should consult the current edition of the Examination Regulations for information regarding your course. The information in this handbook should be read in conjunction with:

- the Examination Conventions and Rubrics;
- the Examination Regulations;
- the University Student Handbook
- your college handbook.

If there is a conflict between information in this handbook and the Examination Regulations then you should follow the Examination Regulations. If you have any concerns please contact the Senior Academic Administrator, Edmund Howard.

Comments and criticism of the handbook are always welcome; they should be sent to the Director of Graduate Studies (Jim Mallinson) or the Senior Academic Administrator.

STUDENT HUB

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

- Support and Welfare
- Student Representation and feedback
- Examinations and Assessment information including forms and exam conventions
- Graduate Supervision (GSR)

- Graduate teaching opportunities and PLTO
- Research Ethics and CUREC approval
- Financial Support
- Support for unexpected circumstances, including applying for suspensions, extensions
- Researcher training and development

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

Version history

1	October 2026	Original publication
2	November 2026	Updates: Pages 5,6 and 7, Option tutor and teaching staff: • Social Anthropology of the Middle East, tutor change from Walter Armbrust to Pascal Menoret and Chihab El Khachab • Main Themes in Israeli Society and Politics tutor added, Tali Dax-Jaffe

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INTRODUCTION TO THE MPHIL IN MODERN MIDDLE EASTERN STUDIES

Introduction

This course aims:

1. to provide intensive training in a Middle Eastern language and to develop reading skills to attain a research proficiency;
2. to provide a common foundation in the methods and disciplines relevant to the study of the Middle East;
3. to provide intensive training in three fields of knowledge based on a combination of lectures, tutorials and essay writing;
4. to develop research and writing skills, with training in appropriate theoretical and methodological approaches, through supervision of a thesis on a subject of the student's choice.

All students are required to study a modern Middle Eastern language as an integral part of their course. Arabic, Persian, Hebrew and Turkish are all available at the introductory level. Students with knowledge of Arabic, subject to a placement test, can also take Arabic at the intermediate and advanced level.

The intensive nature of language study and the strong emphasis on essay writing for tutorials are perhaps the distinguishing feature of this course. These features are characteristic of Oxford education and they provide an important rigour and depth of training in this field.

Outline

All students will study either Arabic, Hebrew, Persian, or Turkish.

Students who have previously studied their language of choice will be given a placement test at the start of Year 1, and will be placed into a class at the appropriate level. Otherwise, students who are suitably competent in 1 language will be expected to study one of the other languages offered in the course at introductory level.

Students will choose 3 out of the following options for essay-based study and examination:

Optional papers for 2026-27-entry MPhil MMES students

1. Anthropology of Arabia – *Pascal Menoret*
2. Comparative Authoritarianism – *Dimitar Bechev* (only available to 2nd year students)
3. Computational Methods for Area Studies – *Thomas Hegghammer*
4. Dispossession and Displacement in the Modern Middle East – *Dawn Chatty*
5. The Global Arabian Peninsula – *Pascal Menoret*
6. History and Politics of Modern Turkey – *Ezgi Başaran*
7. History of the Middle East, 1860 to 1970 – *Eugene Rogan*
8. Main Themes in Israeli Society and Politics – *David Borabeck and Tali Dax-Jaffe*
9. Militias and the State – *Maryam Alemzadeh*
10. Modern Islamic Thought – *Raihan Ismail*
11. Political Islam and Modern Islamic Movements – *Raihan Ismail*

12. Politics in the Middle East – *Neil Ketchley*
13. Politics of the Maghreb – *Michael Willis*
14. Social Anthropology of the Middle East – *Pascal Menoret and Chihab El Khachab*
15. Society and Politics in Contemporary Iran – *Maryam Alemzadeh*
16. Turkish Literature: Texts and Contexts – *Laurent Mignon*

Options will be subject to the availability of teaching each year.

Year 1

Throughout the course, all students receive intensive language training designed to cover the fundamentals of grammar in their chosen Middle Eastern language, or the finer points of language competence in the case of one of the Advanced-level options. Depending on the language, students will spend 5-12 hours per week in class and language laboratory.

In Michaelmas Term, students will begin their language training for a minimum of 5 hours per week. Students must also participate in the MPhil Seminar: Qualitative Methodologies for the Study of The Modern Middle East. Every Monday, students will attend the seminar's introductory lecture and every Wednesday, students will attend the seminar, which will be presented each week by a different member of the teaching staff. A reading list is distributed at the start of term providing the required readings and essay topics for each meeting. Students are required to prepare in advance of each weekly meeting for assessment by the teacher who is presenting that particular session. The seminar is an interactive forum in which students are asked to present their arguments and to respond to each other's work. All students are also encouraged to attend lectures and seminars offered by the members of the teaching staff during Michaelmas Term across Asian and Middle Eastern Studies, History, Anthropology, and Politics and International Relations.

At the beginning of the course, in consultation with their University supervisor, students will choose the three options they will take in Hilary Term, Trinity Term, and Michaelmas Term of the second year. Options typically involve 8 weekly tutorials of 1 hour and a number of formative essays, to be arranged between the tutor and the student. Students should complete all of their essays for the option by the end of the term. Most options have an associated lecture series which students are expected to attend.

In Hilary Term, students will continue with their language training for a minimum of 5 hours per week. Students will also arrange a series of tutorials for the first of their three options.

In Trinity Term, students will continue with their language training for a minimum of 5 hours per week. Students will arrange a series of tutorials for the second of their options. In consultation with their University supervisor students will begin to define their thesis topics. Each will meet with members of staff whose teaching interests are closest to the student's proposed subject of thesis research, to help the student in choosing a thesis supervisor. It is quite common for students to have different University and thesis supervisors. Students will be expected to do a full bibliographic search as part of the definition of their thesis topic, and to have begun reading the relevant secondary sources. Students will be expected to continue attending all relevant lectures, seminars, and classes.

The Long Vacation is of great importance to the course, students are strongly urged to pursue intensive language training in an appropriate course in the region, where political circumstances permit. Information on the different courses available may be obtained from the relevant language instructors in the first instance, in consultation with supervisors. Students are also encouraged to take the opportunity provided by study abroad to conduct research for their theses in the region.

Year 2

In Michaelmas Term, students will continue with their language training for a minimum of 5 hours per week. In consultation with their University supervisor students will also arrange a series of tutorials for the third of their options. In consultation with their thesis supervisor, students will consolidate their thesis research from the previous term and the long vacation. Research and writing of the thesis should continue over the Christmas Vacation.

In Hilary Term, students will continue with language training for a minimum of 5 hours per week. They will present their research findings to their peers and faculty in the MPhil Research Seminar. This seminar is attended by all students for the course. Students make a 30-minute presentation on their thesis, with 20 minutes afterwards for questions. The presentations are not assessed more rather this exercise should be viewed as part of the overall training process that the degree aims to provide and to support the thesis preparation process. The seminar has a number of specific aims: to foster a lively discussion of student research in progress; to assist students in the completion of their written work; and to develop students' oral presentation skills. Draft chapters of the thesis should be submitted to the thesis supervisor for comment. A complete draft of the thesis, incorporating the supervisor's comments, should be ready for the supervisor's final assessment by the end of the term.

During the Easter Vacation, students should make final revision to their theses.

In Trinity Term, students will submit their theses and undertake revision in their language and 3 options.

Teaching Staff

- Dr Maryam Alemzadeh, St Antony's College, Associate Professor in Iranian History and Politics, Oxford School of Global and Area Studies
- Prof Walter Armbrust, St Antony's College, Professor of Modern Middle Eastern Studies, Faculty of Asian and Middle Eastern Studies
- Dr Chihab El Khachab, Wolfson College, Associate Professor in Visual Anthropology, School of Anthropology & Museum Ethnography
- Dr Ezgi Başaran, Associate Member of the Faculty of Asian and Middle Eastern Studies
- Dr Dimitar Bechev, St Antony's College, Director of the Dahrendorf Programme at the European Studies Centre and Russian and East European Studies Senior Associate, Oxford School of Global and Area Studies
- Dr David Borabeck, St Antony's College, Post-doctoral Research Fellow in Israel Studies, Oxford School of Global and Area Studies
- Prof Dawn Chatty, Emerita Professor of Anthropology and Forced Migration, Oxford Department of International Development

- Prof Thomas Hegghammer, All Souls College, Senior Research Fellow Politics and International Relations, Department of Politics and International Relations
- Prof Raihan Ismail, H.H. Sheikh Hamad Bin Khalifa Al Thani Professor in Contemporary Islamic Studies, St Antony's College, Faculty of Asian and Middle Eastern Studies
- Dr Tali Jaffe-Dax, Postdoctoral Research Fellow in Israel Studies, Oxford School of Global and Area Studies
- Prof Neil Ketchley, St Antony's College, Professor of the Politics of the Middle East, Department of Politics and International Relations and Oxford School of Global and Area Studies
- Prof Pascal Menoret, Magdalen College, Khalid bin Abdullah Al Saud Professor in the Study of the Contemporary Arab World, Faculty of Asian and Middle Eastern Studies
  Prof Laurent Mignon, St Antony's College, Associate Professor in Turkish, Faculty of Asian and Middle Eastern Studies
- Prof Eugene Rogan, St Antony's College, Professor of Modern Middle Eastern History, Faculty of Asian and Middle Eastern Studies
- Prof Michael Willis, St Antony's College, King Muhammad VI Fellow in Moroccan and Mediterranean Studies, Faculty of Asian and Middle Eastern Studies

Academic and Academic Administration Staff

- Prof Jim Mallinson – Director of Graduate Studies
- Prof Henrietta Harrison – Faculty Board Chair
- Thomas Hall – Head of Administration and Finance
- Edmund Howard – Senior Academic Administrator
- Caroline Davis – Graduate Programme Administrator (Modern Middle Eastern Studies)
- Xiaobo Wang – Academic Administrator (Examinations)
- Jane Kruz – Academic Administrator (Graduate Studies)

Teaching Methods

Tutorials are the stock in trade of an Oxford education, and the backbone of the teaching for the MPhil. Each of the options presented above represents a course of eight tutorials. Typically, the tutor is a member of the teaching staff who meets with students in the tutor's office individually or in pairs or small groups for a teaching session of one hour's duration. In all cases tutorials revolve around essay prompts based on a set of readings set by the tutor. The manner of conducting tutorials varies from tutor to tutor: some tutors request students to hand in weekly essays in advance for discussion in tutorial, while others ask students to write essays on a less frequent schedule. Attendance and completion of the assignment are strictly required.

Classes are interactive groups in which a member of the teaching staff instructs between 3-10 students. Most language training is done in classes. Attendance is required, and all assignments are to be handed in to the instructor for assessment.

Lectures are open to the University public. Normally, a member of the teaching staff presents a series of eight weekly lectures grouped around a topic of relevance to one of the course options, e.g. 'The Politics of the Middle East' or 'Social Anthropology of the Middle East.' They tend not to be interactive, though some lecturers invite questions at the end of their presentation. Attendance is optional, and there are no required readings or

assignments. However, students are strongly encouraged to attend all of the lectures in a series to broaden their general knowledge of the subject.

Seminars take two forms. Some are closer to classes, in the sense of being an interactive group with required attendance and assignments, such as the MPhil/MSc opening seminar series, 'Qualitative Methodologies for the Study of The Modern Middle East.' Others are closer to lectures, in the sense of being open to the public and organised around a theme. The Middle East Centre hosts a weekly seminar on a topic of general interest each term. What both forms share in common is that they are organised by a convenor and tend to bring a different speaker each week.

Supervision

University Supervisor

Each student is assigned a University Supervisor before coming up to Oxford. The University Supervisor is the person of first reference for all academic matters. Students should discuss their choice of options and of thesis topics with their University Supervisor, who is also responsible for helping students to arrange meetings with potential tutors. University Supervisors follow students' progress closely, obtain reports on their performance from their tutors and instructors at the end of each term, and are required to submit a brief termly report on their progress to the university. Students should meet with their Supervisor before each term to discuss what they are expected to accomplish during that term, and should arrange a meeting at the end of the term for a progress report. Of course, students are also encouraged to meet with their University Supervisor during the term as necessary. University Supervisors are often required to sign forms for you, and are available to write references.

Thesis Supervisor

While students have their University Supervisor assigned to them, they choose their thesis supervisor as the member of academic staff best able to oversee the research and writing of a given research topic. Students are advised to consult with their University Supervisor and meet with a number of members of staff to discuss their interests before deciding on a topic and thesis supervisor. Students are entitled to 8 tutorials with their thesis supervisor on the research and writing of their thesis. Generally, thesis supervisors read one draft of each chapter for comments and then read a completed draft of the thesis, with revisions incorporating the thesis supervisor's comments. It is not reasonable to expect your thesis supervisor to read several drafts of the same chapter.

EXAMINATION AND ASSESSMENT STRUCTURE

At the end of Michaelmas Term of Year 1, students will submit one assignment in qualitative methods, as a qualifying examination. In Trinity Term of Year 1 students will sit a written language qualifying examination. Students must pass both qualifying examinations in order to progress into the second year of the course.

In Trinity Term of Year 2, students will sit four examinations; one language paper and their three option papers. Students will also submit their thesis in Trinity Term of Year 2.

Important Dates and Deadlines

When			What	How/format
Year 1	Michaelmas Term	Week 6, Monday	Qualitative methods: **test published**	Online, via Inspera
Year 1	Michaelmas Term	Week 9, Monday, 12 noon	Qualitative methods: **test submitted** **Word limit:** 2,500	Online, via Inspera
Year 1	Trinity Term	Week 9	Qualifying examination (language)	In-person handwritten, time/date to be confirmed no later than 5 weeks before exam date Timetables | Oxford University
Year 2	Michaelmas Term	Week 2, Friday	Approval of any optional paper not listed in the course handbook	Email: mmes.administrator@ames.ox.ac.uk
Year 2	Hilary Term	Week 0, Monday	Submit your approval of thesis subject/ title form	Email: mmes.administrator@ames.ox.ac.uk
Year 2	Trinity Term	Week 2, Thursday, 12 noon	Thesis **submission** **Word limit:** 30,000	Online, via Inspera
Year 2	Trinity Term	Week 7, 8, 9 or 10, tbc	Final examination (three optional papers)	Time/date to be confirmed in Year 2, no later than 5 weeks before exam date Timetables | Oxford University
Year 2	Trinity Term	Week 9	Final examination (language)	In-person handwritten, time/date to be confirmed no later than 5 weeks before exam date Timetables | Oxford University

Thesis

Approval of Thesis Subject/Title

Departure from approved titles or subject matter will be penalised. The penalty applied will increase the greater the departure from the approved title or subject matter is.

Requesting a Change

After your thesis subject/title is approved there may need to be changes made before submitting. These should be done in consultation with your supervisor and a request to change your thesis title should be emailed to Graduate Programme Administrator for Modern Middle Eastern Studies, 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 AMES Faculty student hub webpages: Approval Forms

Word Limit

Your submissions should not exceed the word limit given in your Examination Regulations and rubrics. The word count includes text and footnotes/endnotes but excludes appendices and bibliography.

General Guidelines for Thesis Writers

Further guidance and more information about formatting can be found in the General Guidelines for Thesis Writers. Examples of MPhil and MSt/MSc theses are available on the 'Exams and Assessment Information' site on Canvas. The Bodleian Libraries also holds many MPhil theses and these can be searched for on SOLO. Please check the Bodleian's information here to help you search for an Oxford thesis. Some theses awarded a distinction are eligible to be deposited to the Bodleian, and should your thesis be eligible, you will be contacted regarding the procedure after your results are released.

Thesis timetable of important dates and deadlines

Michaelmas Term 2026	Begin to formulate ideas for thesis
Hilary Term 2027	Week 1 – Begin to formulate CUREC application if necessary (Central University Research Ethics Committee – for all research involving interaction with human subjects; https://www.ox.ac.uk/research/support/governance-and-committees/research-policies/research-ethics-policy) consult with potential thesis supervisors for advice Week 8 – Confirmation of Research Topic and Supervisor Week 9 – Monday (15th March 2027) – Cohort-wide meeting to discuss i. Thesis plans of each student ii. Advice for spending time in the region during summer break Week 9 – submit CUREC applications
Trinity Term 2027	Week 8 i. CUREC application successfully completed ii. Confirmation with supervisor of secondary literature review Week 9 – Monday (21st June 2027) Cohort-wide meeting to confirm thesis and research plans for summer
Summer Break 2027	*Main research for Research Thesis – particularly location of primary sources or conducting field research*
Michaelmas Term 2027	Continue research for thesis
Hilary Term 2028	Weekly Research Seminar at which every student presents ongoing work on thesis

Trinity Term 2028	Submission of Thesis in Week 2 (4th May 2028), via Inspera

EXAMINATIONS AND ASSESSMENT GUIDANCE

Examination Regulations

Examination Regulations are the immutable framework of study and assessment of University degrees to which students must adhere. The regulations for the MPhil Modern Middle Eastern Studies can be found here.

Examination Conventions and Rubrics

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

Conventions

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

Rubrics

- Type and structure of examination (e.g. in-person or online examination)
- Submission instructions
- Weightings of paper
- Time allowed
- Instructions on the use of dictionaries and other materials
- Instructions on the use of different scripts
- Instructions on word limits
- Instructions on handwriting

The conventions and rubrics will be published on the Graduate (Taught) Examinations and Assessment page on the Student Hub not less than one whole term before your examination takes place or, where assessment takes place in the first term of a course, at the beginning of that term.

You should take careful note of the dates for submission of essays and theses laid down in the Examination Regulations, course handbook, setting conventions, or rubrics. It is the candidate's responsibility to comply with these dates. The University Proctors, who have

overall control of examinations, will not give leave for work to be submitted late except for cases of exceptional circumstances.

If there is any discrepancy in information, you should always follow the Examination Regulations and please contact the Graduate Programme Administrator for Modern Middle Eastern Studies.

Examination Entry, In-person and Online Examinations

Entering for your exams

You will be invited by email to enter for your examinations when the examination entry window opens. It is your responsibility to ensure that you are entered for the correct number of papers and correct options, but you can speak to your college's academic office or the Graduate Programme Administrator for Modern Middle Eastern Studies if you are unsure about what these are. Please refer to the Oxford Students website for full examination entry and alternative examination arrangements (https://www.ox.ac.uk/students/academic/exams/examination-entry).

Timetable

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

In-person Examinations

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

Online Examinations

Online exams are taken in Inspera (https://oxford.inspera.com/). 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 (https://www.ox.ac.uk/students/academic/exams/completing-an-exam/online-exams).

Online exams require you to adhere to the University's Honour Code (https://www.ox.ac.uk/students/academic/exams/honour-code) and you should read this in advance of any online exams.

Candidate Number

A candidate number is created for examinations to ensure anonymity, and you'll find your candidate number on the Examination and Assessment Information page in Student Self Service or by looking on the top of your individual timetable.

Your candidate number is not your student number.

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

Submissions via Inspera

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

An Inspera link and information will be sent by the Graduate Programme Administrator for Modern Middle Eastern Studies prior to the submission deadline.

Problems Completing Your Examinations and 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: https://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: https://www.ox.ac.uk/students/academic/exams/problems-completing-your-assessment).

Vivas and Resits

You may be required to attend a viva voce examination after you have completed your written examinations. This is to enable your examiners to clarify any matters in your answers, and it gives you the opportunity to improve upon your performance, should that be necessary.

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

When making any travel arrangements for the post-exam period, it is your responsibility to bear in mind attendance at the viva and when resits may take place.

Infringements for Examinations and Submitted Assessments

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

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

Examiners' Reports and Previous Exam Papers

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

Previous examination papers can be viewed on Search Oxford Libraries Online (SOLO), the online catalogue platform provided by the Bodleian Libraries.

GOOD ACADEMIC PRACTICE AND AVOIDING PLAGIARISM

Plagiarism

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

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

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

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

EQUALITY, DIVERSITY AND INCLUSION

In accordance with our **Statement of Values**, the Faculty of Asian and Middle Eastern Studies is committed to creating a teaching, learning, and research environment in which every member of our community – at every academic level from undergraduate to senior

academic, and among library and administrative staff – can achieve their full professional potential without discrimination on the basis of age, disability, gender, marriage or civil partnership, nationality, pregnancy or parenthood, race, religion or belief, sex, or sexual orientation.

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

Arabic, Persian and Turkish Group Equality and Diversity Representative: Walter Armbrust

Faculty Equality and Diversity Officer: Dominic Brookshaw

WELFARE AND SUPPORT

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

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

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

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

Disability Coordinators: Thomas Hall and **Edmund Howard**

Welfare Contact: Edmund Howard

Harassment Officers: Leyla Najafzada and **Laurence Mann**

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

COMPLAINTS AND ACADEMIC APPEALS WITHIN THE FACULTY OF ASIAN AND MIDDLE EASTERN STUDIES

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

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

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

Many sources of advice are available from colleges, faculties/departments and bodies like the Counselling Service or the Oxford SU Student Advice Service, which have extensive experience in advising students. You may wish to take advice from one of those sources before pursuing your complaint.
General areas of concern about provision affecting students as a whole should be raised through Joint Consultative Committees or via student representation on the faculty/department's committees.

Complaints

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

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

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

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

Academic appeals

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

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

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

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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 by a qualifying examination in the first year and at the end of the course by written examinations, submitted essays, portfolio, a thesis and a *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.