

Master of Studies in Traditional China

Course Handbook

Faculty of Asian and Middle Eastern Studies

Academic Year 2022-23 v.1

Course Director – Dr [Giulia Falato](#)

The Examination Regulations relating to this course are available here:

<https://examregs.admin.ox.ac.uk/Regulation?code=mosintradchin&srchYear=2022&srchTerm=1&year=2022&term=1>.

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 MSt Traditional China, 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](#) 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
---	----------------	----------------------

CONTENTS

THIS HANDBOOK.....	2
Version history	2
CONTENTS.....	3
INTRODUCTION TO THE MST TRADITIONAL CHINA.....	4
Course Outline	4
Examination and Assessment Structure	5
Important dates and deadlines.....	5
Thesis	6
Word Limits.....	6
Language Learning and Competency Standards.....	6
EXAMINATIONS AND ASSESSMENT GUIDANCE	6
Examination Regulations, Conventions and Rubrics.....	6
Examination Entry, In-person and Online Examinations	7
Submissions via Inspira	8
Problems Completing Your Assessments.....	8
Vivas and Resits.....	8
Infringements for Examinations and Submitted Assessments	8
Feedback on Learning and Assessment	9
Examiners' Reports and Previous Exam Papers (OXAM)	9
Good Academic Practice and Avoiding Plagiarism.....	9
CHINESE STUDIES CONTACTS.....	10
Teaching Staff.....	10
Complaints and Academic Appeals within the Faculty of Asian and Middle Eastern Studies.....	10
GENERAL GUIDELINES FOR THESIS WRITERS.....	11
PROGRAMME AIMS AND LEARNING OUTCOMES FOR MST COURSES OF STUDY AT ASIAN AND MIDDLE EASTERN STUDIES	15

INTRODUCTION TO THE MST TRADITIONAL CHINA

On this course, students will receive teaching by specialists in small groups with plenty of individual attention; more advanced training in Classical Chinese text-reading and translation skills; a basic course in modern Japanese for sinologists; and an introduction to sinological research techniques; finally, they will produce a researched thesis, with individual supervision.

History

Among the many students who take up Chinese Studies in their undergraduate years, there are always some who want to take their interest a step further, and possibly even move on to doctoral research. However, in this field undergraduate studies never quite bring a student to a point where independent work becomes possible. Further training is required, and it needs to be intensive and technical. This course aims to meet that need, and over the years it has brought several generations of students to the threshold of successful doctoral thesis work. They have come from varied backgrounds and different parts of the world – not only Britain, but also Canada, USA, continental Europe, China, Taiwan, Hong Kong, and Japan. One great benefit of the course is that it brings together students from all those different backgrounds so that they stimulate and enrich one another's work. It is designed to stand independently as a qualification that can lead to further study elsewhere. It also provides the standard training required of graduate students here in Oxford aiming at a thesis degree in pre-modern and early 20th-century Chinese Studies.

Students will enjoy the benefit of one of the best research collections of Chinese books in Europe. Apart from its early holdings of Chinese books from the 16th to 19th centuries, the Bodleian Library has over the last fifty years built up a systematic collection of monographs and periodicals. It has made a point of acquiring many large reprint series of gazetteers, government documents, maps and other material. It has an important collection of early 20th-century newspapers.

Course Outline

You will have just one year in which to complete quite a stiff set of requirements. This will be an intensive experience, but potentially a valuable one. It can fundamentally refocus your approach to the subject and give you the means to go on to serious research. You will work closely with certain members of Oxford's internationally renowned team of specialist tutors in Chinese Studies, and they will help you tailor your Master's degree to suit your needs and interests. It will involve:

Prescribed Texts

This involves close directed reading of selected texts which bear on your area of special interest. The selection will be carefully worked out during Michaelmas Term, and will balance your particular needs with those of other students working in similar areas.

Language Coursework

Based upon your supervisor's assessment of your abilities and the linguistic needs of your research, you will choose one of the following options:

- Intermediate Classical Chinese. If your classical Chinese is not yet up to the level required for your project, your supervisor may recommend that you choose this option. You will attend the advanced classical Chinese classes in the Faculty, and work with your supervisor on improving your ability to read texts in your field.
- A basic course in another Asian language related to your research. While the time is obviously too short to do justice to these languages, you will focus on mastering the basic script and grammar, working on texts that are linked to your field of specialisation.

An Introduction to Sinology

This course covers the state of the field in different time periods and topics and also introduces various philological, analytical and bibliographical tools. The aim here is not so much to transmit information as to lead students away from a dependent, passive approach towards a questioning and free-standing research style.

Thesis

Time is short and length is restricted, but this part of the course will still aim to bring out your powers of exposition and analysis, and you will document your work according to professional standards.

Classical Chinese Reading Group

You will be among students who one day will form part of the next generation of China scholars around the world. Two activities will bring you into direct working contact with them. A Classical Chinese reading group meets every week in Full Term, and this gives a chance to each student in turn to share the reading of a difficult text with the rest of the group. The Institute for Chinese Studies also organises its own weekly seminar, at which speakers include visiting international scholars, members of the Oxford academic staff, and graduate students. The talks are given in English or Chinese, and discussions are always critical and lively. Other graduate seminar groups with more specialised focus, for instance modern history or art and archaeology, also meet regularly.

Examination and Assessment Structure

Assessment for the MSt Traditional China is divided into four units. You will sit two examinations in Trinity Term; on prescribed texts and on your language coursework. You will then complete the submission titled 'Bibliography and techniques of sinology' for the Introduction to Sinology course; the exercise is released after the in-person examinations have taken place and is submitted a week later. You will also submit your thesis in Week 4, Trinity Term.

Important dates and deadlines

	When	What	How/Format
Hilary Term	Week 0, Monday.	Submit your approval of thesis subject/ title form.	Email: academic.administrator@orinst.ox.ac.uk
Trinity Term	Week 4, Friday, 12 noon.	Thesis submission . Word limit: not more than 15,000 words.	Via Inspera.
Trinity Term	TBC	Language and Prescribed texts examinations.	In-person or online examinations.
Trinity Term	At the conclusion of examinations.	'Bibliography and techniques of sinology' exercise released .	Via Inspera.

Trinity Term	7 days from when 'Bibliography and techniques of sinology' exercise is released.	'Bibliography and techniques of sinology' submission.	Via Inspira.
--------------	--	--	--------------

Thesis

Approval of Thesis Subject/Title

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

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 MSt Traditional China 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 '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 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).

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).

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 that attendance at the viva might be required, and for some degrees is compulsory unless you have been individually excused, as it is part of the assessment process.

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.

CHINESE STUDIES CONTACTS

Teaching Staff

- Dr [Giulia Falato](#), Lecturer of Chinese Studies, specialises in History of the sino-western cultural relations during Ming and Qing dynasties, Jesuit translations, and the history of education in imperial China.
- Ms [Jing Fang](#), Lecturer in Modern Chinese.
- Prof. [Henrietta Harrison](#), Stanley Ho Professor of Chinese History, specialises in Social and cultural history of China from the Qing through to the present; local history; religion and the experience of revolution.
- Dr [Margaret Hillenbrand](#), Associate Professor of Modern Chinese Literature and Culture China Centre, specialises in Modern literature and film.
- Dr [Ming Tak Ted Hui](#), Associate Professor of Classical Chinese, specialises in language policies and the representation of cultural others from the twelfth to the fourteenth century.
- Dr [Dirk Meyer](#), Associate Professor of Chinese Philosophy, specialises in Chinese Philosophy; orality and literacy in early Chinese philosophical discourse; excavated manuscripts; phonology and palaeography.
- Dr [Christopher Mittelstaedt](#), Lecturer in Modern Chinese Studies, specialises in the history, politics, and ideology of the Chinese Communist Party; Chinese law and governance; and grassroots governance.
- Ms [Yang Song](#), Shaw Lecturer in Chinese, specialises in Linguistic studies of modern Chinese; Chinese as a second language
- Prof. [Tian Yuan Tan](#), Shaw Professor of Chinese, specialises in Pre-modern Chinese literature, with emphasis on drama, fiction, and poetry in the later dynasties; Chinese literary history and historiography; court theatre and performance; cross-cultural interactions between China and other countries.
- Prof. [Shelagh Vainker](#), Associate Professor of Chinese Art; Curator of Chinese Art Department of Eastern Art, Ashmolean Museum, specialises in Early Chinese art; Chinese ceramics.

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 MST COURSES OF STUDY AT ASIAN AND MIDDLE EASTERN STUDIES

The MSt degree is awarded after a course of directed study leading to an examination. The course normally lasts one year. It is thus suitable both for students who have no more than one year available for study and for those who require a year of preliminary training in a subject before proceeding to research. A general MSt. in Asian and Middle Eastern Studies is awarded to those students who have undergone training in a subject for which no specific MSt. is available. The MSt. is at the FHEQ level 7.

The MSt is available in the following subjects:

- Bible Interpretation
- Classical Armenian Studies
- Classical Hebrew Studies
- Islamic Art and Architecture
- Islamic Studies and History
- Jewish Studies
- Jewish Studies in the Graeco-Roman Period
- Korean Studies
- Asian and Middle Eastern Studies
- Syriac Studies
- Traditional China

In general, the arrangements for supervision are similar to those for the MPhil, and in the case of some subjects the course offered is actually a reduced version of a corresponding MPhil course, with the language training omitted.

Educational Aims of the Programme

The programme aims to enable its students to:

- Develop the practice of analytical enquiry;
- Achieve a high level of competence in a relevant language or languages, where relevant;
- Achieve a good level of competence in the textual and philological analysis of texts in the relevant language/s or historical and literary analysis of texts in the relevant language/s;
- Gain a wide-ranging critical knowledge of relevant secondary literature and of current developments in the field;
- Reflect on relevant issues of method;

- Develop skills in written and oral communication, including sustained argument, independent thought and lucid structure and content;
- Develop the ability to identify, understand and apply key concepts and principles;
- Where appropriate, prepare students for further research in the field.

Assessment

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

Summative assessment is provided at the end of the course by written examinations, submitted essays, portfolio, a thesis and *viva voce*, depending on the course.

Programme Outcomes

A. Knowledge and understanding

On completion of the course students will have:

- Acquired relevant linguistic and textual knowledge
- Acquired some specialist knowledge of relevant primary and secondary literature
- Gained enhanced understanding of how primary evidence is employed in philological, textual, historical and literary analysis and argument

Related Teaching/Learning Methods and Strategies

The main learning strategy is that a student should practise the relevant skills under close supervision, receive constant feedback, and have the chance to see the same skills practised by acknowledged experts in a manner which can be emulated. The methods used to achieve this aim include:

- Language and text-reading classes, for which students are expected to prepare
- Lectures
- Seminars with peers and senior academics
- Tutorials (individual) for which students prepare a substantial piece of written work for discussion with their Tutor(s)

B. Skills and other attributes

Intellectual Skills

The ability to:

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

Teaching/Learning Methods and Strategies

As above.

Assessment

As above.

Practical Skills

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

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.