



Undergraduate Student Handbook

Faculty of Oriental Studies

University of Oxford

Academic Year 2021-22

Version 1

The Examination Regulations relating to this course are available at <https://www.admin.ox.ac.uk/examregs/>. 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, Christine Mitchell (academic.administrator@orinst.ox.ac.uk).

The information in this handbook is accurate as at Michaelmas Term 2021, 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 department will publish a new version of this handbook together with a list of the changes and students will be informed.

Version	Purpose/Change	Date
1	2021 EDITION	OCTOBER 2021

Contents

INTRODUCTION.....	12
Welcome to the Faculty of Oriental Studies.....	12
Oriental Studies at Oxford	12
This Handbook	13
THE FACULTY OF ORIENTAL STUDIES	13
Subject Groups	13
Individual Courses.....	13
Joint Honours.....	14
The Oriental Institute - Oriental Institute, Pusey Lane, Oxford OX1 2LE.....	15
Oriental Institute Contacts	15
Academic	15
Academic Administration	15
Faculty Administration and Facilities.....	15
IT Team - it-support@orinst.ox.ac.uk.....	15
Libraries, Research Centres, and Institutes	17
Bodleian Japanese Library and Nissan Institute of Japanese Studies	17
Bodleian K B Chen China Centre Library and the University of Oxford China Centre	17
Khalili Research Centre	18
Leopold Muller Memorial Library.....	18
The Clarendon Institute	18
The Middle East Centre and the Middle East Centre Library	18
Bodleian Nizami Ganjavi Oriental Studies Library (formerly the Oriental Institute Library).....	18
Sackler Library and the Griffith Institute	18
Other Libraries	19
Museums	19
IT Facilities	19
Electronic Resources.....	19
NEW STUDENTS	20
Registration and University Card	20
Student Self Service	20

Residence Requirements	20
Term Dates	21
TEACHING AND LEARNING	22
Course Structure	22
Teaching.....	22
Recommended Patterns of Teaching (RPT).....	22
Feedback and OxCORT.....	23
Applying for Master’s Courses.....	23
Working while Studying.....	23
YEAR ABROAD.....	24
Overview.....	24
Courses	24
Countries and Institutions	25
Co-ordinators.....	26
Attendance Requirements.....	26
Curtailement.....	27
Funding	27
Safety and Security	28
Briefings and Preparation	28
Security	28
Health	28
Travel Insurance	29
EXAMINATION AND ASSESSMENTS.....	30
Assessments	30
Informal Assessment	30
Formal Assessment.....	30
Examinations	30
Examination Entry.....	30
Examination Regulations and Examination Conventions	30
Criteria for Assessment of Examinations.....	31
Dissertation Guidelines.....	31
Submitting Assessments.....	31

Handwriting	32
Resits.....	32
Mitigating Circumstances	32
Examiners' Reports	32
Past Papers	33
Marking and Degree Classification	33
Prizes.....	34
Prize Nomination List for 2021/2022	34
Academic Infringements and Penalties	35
Recording Lectures	35
Plagiarism.....	35
Infringements for Examinations and Submitted Assessments.....	35
FINISHING STUDENTS	37
CHANGES TO YOUR STUDENT STATUS	38
Suspension of Status.....	38
Applying for Temporary Suspension.....	38
Suspension Due to Non-Payment of Fees	38
Council Tax.....	38
International Students.....	39
SUPPORT AND INFORMATION.....	40
Equality and Diversity at Oxford.....	40
Student Welfare and Support Services.....	41
Mental Health and Wellbeing.....	41
Disability Contact.....	41
Harassment Advisor.....	41
Sources of Information	42
Undergraduate Mailing List	42
Lecture Lists	42
The Faculty Website, Weblearn and Canvas	43
Canvas.....	43
Notice Boards	44
University Policies.....	44

Student Representation and Feedback	45
Undergraduate Student Representatives.....	45
Terms of Office and Elections.....	45
Student-led Open Meeting.....	45
Meetings held: Thursday of 3 rd Week, 5pm	45
Undergraduate Joint Consultative Committee.....	45
Meetings held: Thursday of 4th Week, 1pm	45
Secretary – Christine Mitchell	45
Division and University Representation	46
Student Feedback	46
Course Concerns	46
Transfers	47
Skills Development, Employability, and Careers Support	48
Skills Training and Development	48
University Language Centre.....	48
The Careers Service	48
Further Employment Opportunities	48
COMPLAINTS AND APPEALS	50
FACULTY MEETINGS.....	52
Faculty Board	52
Undergraduate Studies Committee.....	52
Curators’ Committee	52
Appendix 1: Educational Aims and Outcomes.....	64
TEACHING AND LEARNING METHODS AND STRATEGIES	67
Appendix 2: Undergraduate Courses.....	68
Bachelor of Arts in Arabic	68
Bachelor of Arts in Chinese.....	68
Bachelor of Arts in Egyptology and Ancient Near Eastern Studies.....	68
Bachelor of Arts in Hebrew.....	68
Bachelor of Arts in Japanese.....	68
Bachelor of Arts in Jewish Studies	68
Bachelor of Arts in Persian	68

Bachelor of Arts in Sanskrit.....	68
Bachelor of Arts in Turkish.....	68
BACHELOR OF ARTS IN ARABIC	69
Introduction	69
Outline	69
Year 1	69
Year 2	70
Years 3 and 4.....	70
Subsidiary languages:.....	71
Further Subjects:.....	72
Special Subjects:.....	72
Papers for Prelims.....	72
Papers for FHS.....	73
Compulsory Papers (Final Honour School).....	73
Further Subjects.....	75
Special Subjects.....	78
European and Middle Eastern Languages (EMEL) with Arabic.....	80
Classics and Oriental Studies.....	80
Arabic as a Subsidiary Language (also known as Additional Arabic or Subsidiary Arabic).....	81
Recommended Patterns of Teaching (RPT).....	83
Teaching Staff.....	88
Examinations and Assessments.....	89
Deadlines	89
Canvas.....	90
Examination Regulations.....	90
BACHELOR OF ARTS IN CHINESE	96
Outline	96
Year 1	96
Year 2	96
Final Honour School (Years 3 and 4)	97
The syllabus comes in three main parts:	97
Papers for Prelims (Compulsory).....	98

Papers for FHS.....	100
Compulsory Papers (Final Honour School).....	100
Special Options Papers (taught 2021-2022).....	101
Chinese as a Subsidiary Language	106
Recommended Patterns of Teaching (RPT).....	107
Teaching Staff.....	112
Examinations and Assessment	112
Deadlines	113
Canvas.....	114
Examination Regulations.....	114
BACHELOR OF ARTS IN EGYPTOLOGY AND ANCIENT NEAR EASTERN STUDIES	115
Introduction	115
Outline	116
Year 1	116
Year 2	117
Year 3	120
Available subsidiary languages/options for students taking Akkadian as their first language:	121
Available subsidiary languages/options for students taking Egyptian as their first language:	122
Available Special Option subjects for students taking Akkadian as their first language:.....	122
Available Special Option subjects for students taking Egyptian as their first language can include the following. Depending on teaching capacity, up to 3 different Special Options are offered in any year	122
.....	122
Egyptology and Ancient Near Eastern Studies as a Subsidiary Language.....	123
Recommended Patterns of Teaching (RPT).....	123
Teaching Staff.....	127
Examinations and Assessment	127
Deadlines	128
Canvas.....	129
Examination Regulations.....	129
BACHELOR OF ARTS IN HEBREW	130
Introduction	130
History.....	130

Outline	131
First year (First Public Examination)	131
Second Year: Course I and Course II (Year Abroad).....	131
Final Honour School	132
Available subsidiary languages:.....	132
Available Jewish Studies options (<i>students should note that they may not take more than 1 option from Section V</i>):	132
Year 3	133
Papers for Prelims	133
Compulsory Papers	133
Papers for FHS.....	134
Compulsory Papers	134
Optional Subjects from Jewish Studies	136
Hebrew as a Subsidiary Language	136
Recommended Patterns of Teaching (RPT).....	137
Teaching Staff.....	139
Examinations and Assessment	139
Deadlines	140
Canvas.....	140
Examination Regulations.....	140
Set Texts and Recommended Readings	141
BACHELOR OF ARTS IN JAPANESE	142
Introduction	142
History.....	142
The Oriental Institute	142
The Nissan Institute of Japanese Studies	143
Bodleian Japanese Library.....	143
Eastern Art Library	143
Outline	143
Year 1	143
Year 2	143
Years 3 and 4.....	144

Papers for Prelims	145
Papers for FHS.....	146
Compulsory Papers	146
Core Special Subjects	147
Special Subjects.....	149
Special Texts.....	154
Subsidiary Languages	159
Japanese as a Subsidiary Language	160
Recommended Patterns of Teaching (RPT).....	162
Core Teaching Staff	167
Examinations and Assessment	168
Deadlines	169
Canvas.....	169
Examination Regulations.....	169
BACHELOR OF ARTS IN JEWISH STUDIES.....	170
Introduction	170
History.....	170
Outline	170
Year 1	170
Years 2 and 3.....	170
Papers for Prelims	170
Recommended Patterns of Teaching (RPT).....	171
Teaching Staff.....	172
Examinations and Assessment	173
Deadlines	173
Canvas.....	174
Examination Regulations.....	174
BACHELOR OF ARTS IN PERSIAN	175
Introduction	175
Outline	175
Year 1	175
Year 2	176

Years 3 and 4 (Persian and Persian with a subsidiary language)	176
Examination Papers.....	178
Persian as a Subsidiary Language	178
Recommended Patterns of Teaching (RPT).....	179
Teaching Staff.....	182
Examinations and Assessment	183
Deadlines	183
Canvas.....	184
Examination Regulations.....	184
BACHELOR OF ARTS IN SANSKRIT	185
Introduction	185
Outline	186
Year 1	186
Years 2 and 3.....	187
Papers for Prelims	190
Papers for FHS.....	191
Compulsory Papers	191
Subsidiary Language Papers.....	198
Subsidiary language options.....	198
Sanskrit as a Subsidiary Language	200
Recommended Patterns of Teaching (RPT).....	201
Teaching Staff.....	203
Examinations and Assessment	204
Deadlines	204
Canvas	205
Examination Regulations.....	205
Set Texts and Recommended Readings	206
BACHELOR OF ARTS IN TURKISH	210
Introduction	210
Outline	210
Year 1	210
Trinity Term (Year 1)	211

Year 2	211
Years 3 and 4 (Turkish and Turkish with a subsidiary language)	212
For students following the Turkish degree:.....	212
For students following Turkish with a subsidiary language:.....	212
Papers for FHS.....	214
Compulsory Papers	214
Further Subjects.....	217
Turkish as a Subsidiary Language	219
Recommended Patterns of Teaching (RPT).....	219
Teaching Staff.....	222
Examinations and Assessment	223
Deadlines	224
Canvas.....	224
Examination Regulations.....	224
Set Texts and Recommended Readings	224

INTRODUCTION

Welcome to the Faculty of Oriental Studies

Oriental Studies at Oxford

'Oriental' languages have been taught at Oxford for centuries: for example, the Regius Professorship of Hebrew was established in 1546, the Laudian Professorship of Arabic in 1636, the Boden Professorship of Sanskrit in 1832, the Professorship of Chinese in 1875, which was named the Shaw Professorship of Chinese from 1993, and the Professorship of Egyptology in 1924, although Egyptology had been taught from 1901. For a short history of the Faculty, visit the [Faculty website](#). Since the Second World War, Oriental Studies in Oxford have been transformed. Though the Faculty was traditionally centred on philology or linguistics and the study of literary, religious and historical texts, today the field is much more diverse and covers a wide range of humanities and social science disciplines. The field of Oriental Studies continues to evolve, embracing new perspectives and responding to changes in the current socio-political climate. However, the teaching of languages and texts remains central to courses at undergraduate and postgraduate level, whether for the ancient or modern period. The centrality of languages and texts marks out Oxford's Oriental Institute from its peers globally. Teaching is offered intensively in small groups, which we consider to be the most effective way to achieve rapid progress in language acquisition. Students are expected to dedicate a large part of their time in preparing for classes and assimilating at least their main language and other teaching that is delivered. We hope that your time in Oxford will be both challenging and rewarding, and we look forward to working with you.

Sincerely yours,

Dr James Lewis

Director of Undergraduate Studies

This Handbook

This handbook provides an introduction to the Faculty of Oriental Studies and its facilities. It applies to students starting their course in Michaelmas Term 2021. The information in this handbook may be different for students starting in other years.

The handbook sets out the basic framework for an undergraduate degree, and what to do should you encounter delays, setbacks, or need to make changes.

THE FACULTY OF ORIENTAL STUDIES

The Faculty is led by the Chair of the Faculty Board. The Faculty Board has a Chair and a Vice-Chair, and includes a Director of Undergraduate Studies and a Director of Graduate Studies. The Board has a number of Committees. There is also the Joint Consultative Committee, which is specifically devoted to discussion of issues between Faculty and students. Each degree area has a subject Course Co-ordinator.

Subject Groups

The courses offered within the Faculty of Oriental Studies are subdivided into administrative groups. These groups are based on languages and subjects within particular geographical areas and are as follows:

Abbreviation	Subjects and Languages in Group
APT	Arabic, Persian, and Turkish
CS	Chinese Studies
EANES	Egyptology and Ancient Near Eastern Studies
HJEC	Hebrew, Jewish, and Eastern Christianity
ISA	Inner and South Asia (India and Tibet)
JK	Japanese and Korean

Individual Courses

The detailed syllabuses for the undergraduate courses of the Faculty of Oriental Studies are set out in the Examination regulations and in the course descriptions in [Appendix 2: Undergraduate Courses](#). Links to the [Examination regulations](#) for each course can also be found in Appendix 2.

You should consult the current edition of the Examination regulations for information regarding your course. The general and course-specific information in this handbook should be read in conjunction with the Examination regulations, the [University Student Handbook](#), and 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 feedback on the handbook are always welcome; they should be sent to the [Director of Undergraduate Studies](#), Oriental Institute, Pusey Lane, Oxford.

The main degree awarded by the Faculty is the **BA in Oriental Studies**. The following subjects are available within this degree:

Arabic and Islamic Studies
 Arabic with a subsidiary language
 Chinese
 Egyptology*
 Egyptology with Ancient Near Eastern Studies*
 Hebrew Studies**
 Jewish Studies*
 Japanese
 Persian
 Persian with a subsidiary language
 Sanskrit*
 Turkish
 Turkish with a subsidiary language

All degrees and subjects require four years of study except for degrees and subjects marked * which require three years of study. Subject marked ** has a choice of three or four years of study.

Joint Honours

The Faculty also offers Joint Honours courses in collaboration with other Faculties:

- BA in Classics and Oriental Studies
 - BA in Classics and Oriental Studies (Classics as major)
 - BA in Oriental Studies and Classics (Oriental Studies as major)
- BA in European and Middle Eastern Languages (double major, weighted equally)
- BA in Religion and Oriental Studies (Religion as major)

Students taking Classics and Oriental Studies will take only the Classics part of their course until Honour Moderations or the Oriental Studies part until Prelims, depending on which of the two is their major. For FHS, they will take either three Classics papers (with Oriental Studies as the major) or the three appropriate subsidiary language Oriental Studies papers (with Classics as the major).

Students taking European and Middle Eastern Studies will take Prelims and FHS in both of their chosen languages.

Students taking Religion and Oriental Studies will take one Religion paper for Prelims as well as the appropriate Oriental Studies papers. They will take three Religion papers, three Oriental Studies papers, and three papers which may be either Religion or Oriental Studies for FHS. (Please refer to the rubrics for Joint Honours papers in the conventions for Prelims and FHS.)

The Oriental Institute - Oriental Institute, Pusey Lane, Oxford OX1 2LE

The Oriental Institute (also referred to as 'the OI') houses the Faculty Office, rooms in which most of the Faculty's lectures and seminars are given, the Oriental Studies Library and the Language Library. A large number of the Faculty's academic staff have their offices here, but some are based elsewhere. For teaching, please refer to the [Lecture List](#) for location details for lectures, seminars and classes. A Common Room can be found in the basement which serves morning coffee from 10.30am – 11.30am and afternoon tea from 3.30pm – 4.30 pm during term (Mon-Fri).

Oriental Institute Contacts

Alongside your supervisor and college advisors there are staff at the OI who can provide you with information and support throughout your degree.

Academic

- Professor [David Rechter](#) – Chair of Faculty Board
- Professor [James Lewis](#) – Director of Undergraduate Studies
- Please refer to the [Oriental Studies website](#) for full information about the Faculty's teaching staff

Academic Administration

For help with all academic enquiries relating to admissions and on-course students, including applications, examinations, DPhil progression, and Tier 4 visas.

- [Christine Mitchell](#) – Senior Academic Administrator
- [Edyta Karimi](#) - Academic Administrator (Examinations)
- [Jane Kruz](#) – Academic Administrator (Graduate Studies)
- [Aalia Ahmad](#) – Academic Administrator (Undergraduate Studies)

Faculty Administration and Facilities

- [Thomas Hall](#) - Head of Administration and Finance
- Michael Flack – Deputy Head of Administration and Finance
- [Stephanie Yoxall](#) – Finance Officer – Contact for any scholarship payments queries
- [Trudi Pinkerton](#) – Facilities Administrator – Contact for queries relating to travel and insurance (for example, for the Year Abroad, or language/research grants).
- [Emily Bush](#) – Administrative Assistant – Contact for Right to Work checks, Faculty trust funds, and editing your Student profile on the OI website.
- [Louise Smith](#) – OI Receptionist
- [Elizabeth Cull](#) – Faculty Secretary – Contact for any room bookings within the Oriental Institute.

IT Team - it-support@orinst.ox.ac.uk

For help with IT issues within the OI, or suggestions regarding software packages.

- [Richard Carpenter](#) – Faculty IT Officer
- Zoe Lu – IT Assistant
- [Luke Milkovic](#) – IT Officer

Course Coordinators

- Arabic – Professor [Julia Bray](#)
- Chinese – Professors Robert Chard (MT) and [Henrietta Harrison](#) (HT and TT)
- Egyptology and Ancient Near Eastern Studies - Professors [Frances Reynolds](#) (MT/HT) and [Jacob Dahl](#) (TT)
- Hebrew and Jewish Studies – Professor [Alison Salvesen](#)
- Japanese – Professor [Bjarke Frellesvig](#)
- Persian – Dr [James White](#)
- Sanskrit – Dr [Victor D’Avella](#)
- Turkish – Dr [Aslı Niyazioğlu](#)

If you are not sure who to contact, please email the [Academic Administrator \(Undergraduate Studies\)](#) or [Senior Academic Administrator](#) and we will direct your email to the relevant person. **If you have a query relating to registration, matriculation, graduation, or University cards, you will need to contact your College.**

Libraries, Research Centres, and Institutes

Through its long-standing traditions and more recent gifts, Oxford has unique resources for Oriental Studies. The Bodleian Library has a magnificent collection of Oriental books and manuscripts built up since the seventeenth century. The Oriental Institute, opened in 1961, is the centre where most teaching is done, acting as a focus for everyone working and studying in the field; it has a lending library of some 80,000 books. There are also institutions for the Modern Middle East, for Hebrew and Jewish Studies, for Modern Japanese Studies, and for Chinese Studies. Adjacent to the Oriental Institute is the Ashmolean Museum, which houses superb collections of objects used in the teaching of most branches of Oriental Art and Archaeology and also has very fine libraries devoted to these subjects. The Griffith Institute (originally opened in 1939 and housed in the Museum; now transferred to a new building in the Sackler Library complex), has unique resources for Egyptology and Ancient Near Eastern Studies. Most of the teaching and research in these subjects is carried out in the Griffith Institute.

Bodleian Japanese Library and Nissan Institute of Japanese Studies

The [Nissan Institute of Japanese Studies](#) is one of the top European centres for the study of modern Japan. It forms part of the Oxford School of Global Area Studies in the University's Social Science Division and contributes to several of the degree programs offered by the University at both the undergraduate and graduate level. The Institute functions as the overall physical academic centre for Japanese Studies in the University and houses the main academics teaching on Japanese course in both humanities and social sciences. The [Bodleian Japanese Library](#) is housed within the Nissan Institute and holds the University's principal collections in the humanities and social sciences, which relate to the history and culture of Japan from the dawn of her civilisation to the present day. A significant collection of works on Japan on the history and social sciences in Japan since the Meiji Restoration has been built up; the Library, comprising about 120,000 volumes, offers one of the best research collections for Japanese studies in Europe. It is an open access library with seating space for thirty-two users.

Bodleian K B Chen China Centre Library and the University of Oxford China Centre

The [Bodleian KB Chen library](#) is located downstairs in the China Centre at the Dickson Poon Building, Canterbury Road. The library has a large lending collection on site which is focussed on undergraduate courses and holds the most frequently used books 'on reserve' at the front desk. It also provides access to the Bodleian's important collection of Chinese books, which can be ordered through the SOLO catalogue for reading in the library. For details of the collection and also the full range of online resources you should consult the library guide: [Home - Bodleian K B Chen China Centre Library Guide - Oxford LibGuides at Oxford University](#). Also located in the Dickson Poon Building is the [University of Oxford China Centre](#) which holds a wide variety of lectures and is a hub for academic activities related to China at the University.

Khalili Research Centre

The [Khalili Research Centre \(KRC\)](#) is the University of Oxford's centre for research into the art and material culture of the Islamic societies of the Middle East and of their non-Muslim members and neighbours. The KRC is located in 2-4 St John Street.

Leopold Muller Memorial Library

[The Leopold Muller Memorial Library](#) contains important collections for work in Hebrew and Jewish Studies. It also contains the Foyle-Montefiore Collection and the Louis Jacobs Library. The library is located at the Oxford Centre for Hebrew and Jewish Studies at the Clarendon Institute Building.

The Clarendon Institute

The teaching of Hebrew is centred on the Clarendon Institute, which is on Walton Street in central Oxford. Apart from offices and classrooms, it holds a well-developed lending library, the Leopold Muller Memorial Library, designed to support graduate and undergraduate courses but also containing research material. There is also a general common room, where staff and students can meet informally.

The Middle East Centre and the Middle East Centre Library

[The Middle East Centre](#) of St Antony's College is the centre for the interdisciplinary study of the modern Middle East in the University of Oxford. Centre Fellows teach and conduct research in the humanities and social sciences with direct reference to the Arab world, Iran, Israel and Turkey. [The library of the Middle East Centre](#) at St Antony's College specializes in the modern (post-1800) period in history and social sciences and it is open to all students reading Islamic Studies. Students may also find the [Oxford Centre for Islamic Studies](#) to be a useful recourse.

Bodleian Nizami Ganjavi Oriental Studies Library (formerly the Oriental Institute Library)

The Bodleian Nizami Ganjavi [Oriental Institute Library](#) is part of the Bodleian Libraries and is located in the Oriental Institute. It has a collection of approximately 55,000 volumes specialising in the Middle East and Islam, Hebrew and Jewish studies, South Asia, Korea, and Japan.

Sackler Library and the Griffith Institute

The [Sackler Library](#) specialises in the ancient history and archaeology in the Near East and also houses the [Griffith Institute](#). It houses the principal collection of books on Egyptology and Ancient Near Eastern Studies, as well as general archaeology, Classical Civilisation, Western and Eastern Art. It is located at 1 St John St, Oxford OX1 2LG, next door to the Oriental Institute. The Sackler Library also houses the [Eastern Art Collection](#) (Floor 3) which comprises of approximately 25,000 volumes broadly covering the art, architecture and archaeology of the Middle East, East Asia and South Asia.

Other Libraries

Some libraries (including that in the Oriental Institute) are administratively part of the Bodleian Libraries. This means that you need your University ID card to gain access to them, though some will require you to register separately for purposes of borrowing. They also all have their own detailed regulation and information sheets. Oxford libraries have a well-developed on-line union catalogue known as SOLO. This catalogue is universally available to readers via the website, so that it is possible to find out at one location where the books you need can be found.

Depending upon your research topic you may need to use other libraries, such as the [History Faculty Library](#) (Western History), the [Philosophy and Theology Faculties Library](#), and the [Charles Wendell David Reading Room](#) of the Weston Library. For general works on linguistics and literary theory/criticism, the libraries of the Taylor Institution, and the English Faculty will be useful. The [Persian section](#) (Ferdowsi library) of the Wadham College Library will be useful for those interested in Persian classical literature and history of medieval and modern Iran.

Museums

Depending upon your course, you may have classes in or assignments to complete relating to the [Ashmolean Museum of Art and Archaeology](#) or the [Pitt Rivers Museum](#). The collections in these museums will be particularly useful for students pursuing topics in art, archaeology, and anthropology. Entry to Oxford University students, including to special exhibitions, is free.

The Ashmolean Museum reopened in November 2009 after a major redevelopment. The Museum has an extensive and notable collection of Ancient Near Eastern and Egyptological antiquities, including the most important collection of cuneiform tablets in the UK after the British Museum and the largest collection of Predynastic Egyptian artefacts outside of Egypt.

IT Facilities

All rooms in the Faculty are covered by the Eduroam and OWL wireless networks. Access to these requires some computer configuration, details of which can be found on the [IT Services website](#). All users of the University's computer network should be aware of the [University's rules relating to computer use](#).

Please note that, when using the computers, it is also your responsibility to ensure you safeguard/backup any files or documents and do not leave important information within the computer facilities.

Electronic Resources

The Bodleian Libraries' electronic holdings are accessible via [SOLO](#) and [OxLIP+](#).

When off-campus, your Oxford Account log in is required to access electronic holdings.

Detailed information about e-resources is available on the [Bodleian's website](#).

NEW STUDENTS

Registration and University Card

When you arrive in Oxford, you will need to go to your college for the final part of your University registration to be completed and to be issued with your University card. If you have any problems with your card or need to replace it, please contact your college. You should complete your registration using Student Self Service by the end of the first week of term in order to confirm your status as members of the University and be able to complete your examination entry successfully when the time comes.

Your Oxford Single Sign On (SSO) username is your main access to University online services. It is essential that you activate your SSO, which will give you access to a range of IT services, including your Oxford email account. Your Oxford email account will be one of the main ways in which supervisors, administrative staff and other members of the University contact you and you are expected to check it at least once per working day. Please use your Oxford email account for all email communication with the University.

You will be required to re-enrol for every year of your course and will receive an email to your University email account when the window to do so opens in early September.

Student Self Service

Once you have completed your University registration, an enrolment certificate is available from [Student Self Service](#) to download and print. This certificate can be used as a proof of your student status for purposes such as obtaining council tax exemption and opening a bank account. You can amend your address and contact details via Student Self Service, access detailed exam results, see your full academic record and print unofficial transcripts.

Student Self Service provides access to important information that you will need throughout your academic career. You can access Student Self Service with your SSO and are able to register, view and update your personal and academic information including exams results throughout your studies at Oxford. You can amend your address and contact details via Student Self Service, access detailed exam results, see your full academic record and print unofficial transcripts.

Residence Requirements

Undergraduate students are expected to be resident in Oxford throughout full term. You should also ensure whether your individual programme has any requirements falling outside full term. It is often necessary for students to be in Oxford for exams or tests or the arrangement of teaching in weeks 0 and 9. Please check with your College before making other arrangements.

Term Dates

The University of Oxford works on a three-term system, each of which has eight weeks of full term (most teaching occurs during full term). As the terms are short, it is important that they are fully utilised. For this reason, students are normally expected to be present during the week preceding full term (i.e. Week 0) during which arrangements are made for teaching and supervision, during the upcoming term. **Please note that the University does not observe Bank Holidays during full term.** Please be advised that the week in the University of Oxford term system starts on Sunday.

The dates of full term for the academic year 2021-22 are as follows and more information about term dates is available on the [University website](#):

Term	Date From	Date To
Michaelmas 2021	Sunday 10 October 2021	Saturday 4 December 2021
Hilary 2022	Sunday 16 January 2022	Saturday 12 March 2022
Trinity 2022	Sunday 24 April 2022	Saturday 18 June 2022

TEACHING AND LEARNING

Course Structure

The course lasts for 3 years (without a year abroad), or 4 years (with a year abroad, which is compulsory for all applicable courses except for the [BA in Hebrew](#)). The course is divided into two (without a year abroad) or three stages (with a year abroad). The first stage is known as Preliminary Examination ('Prelims' for short) or the First Public Examination (FPE). You must pass Prelims before you are allowed to continue into Year 2. The next stage in the course is the Year Abroad (if your degree includes a year abroad), and the final stage is known as the Final Honour School (FHS). These are the final 2 years of your degree and only the examination marks in your final year count towards your final degree classification.

Teaching

Teaching in Oxford consists of a combination of language classes, seminars, lectures, and tutorials (for further details on the type and number of teaching hours for each course, please refer to [Appendix 2](#)). Tutorials are an important part of teaching at Oxford. Students will usually have a tutorial with a tutor alone or with a small group of students. Students are usually set some work before the tutorial, for example, a passage of text for study, an essay topic for which specific reading is set, or a passage of English to be translated into the language of study. Students must then prepare the text, or write the essay or translation for discussion during an arranged tutorial. It is through the directed reading, textual study, essay writing, translation, and discussion involved in classes and tutorials that students gain essential understanding of their subject.

Some of your teaching will be devoted to the study of prescribed texts ("set texts"), on which you will be examined. Lists of these set texts for FHS will be available on Canvas, usually by Friday of 3rd Week of Hilary Term in the year of your final examinations.

University students are responsible for their own academic progress. Since the term is full of teaching, it is crucial that students plan their week as much as possible in advance. Learning one or more languages is a matter of regular preparation and revision, not of cramming at the last moment for a collection or examination. It is very easy to drop behind, but much more difficult to make up any gaps. The vacation time should be used for revision, reading in advance for tutorials, preparing for dissertations and so forth. There is certainly time for extra-curricular activities, such as sports, music and theatre, but planning and time management is essential. For students considering paid work while enrolled on the degree programme, please refer to [Working while Studying](#).

Recommended Patterns of Teaching (RPT)

Students can find their expected number of contact hours and these hours' distribution across the components of their course under their individual courses in [Appendix 2](#).

Feedback and OxCORT

You will receive large amount of feedback during your time in Oxford. Feedback comes in many different forms and classes. You will receive feedback during your tutorials on your tutorial essays, [collections](#) results at the start of each term and class tests, especially for language classes. Tutorials form a key part in Oxford teaching and it is important that you take your tutorials seriously and prepare carefully for them to get the best out of each one.

After each term, Tutors who have taught you will provide a report of your progress through [OxCORT](#) in the form of OxCORT reports. Your College will also have access to these reports. Your College Tutor will usually meet up with you to discuss your progress based on these reports and your collection results. This forms another part of your feedback.

On occasions, there may be some delays in providing marks and feedbacks for class tests, essays or collections due to staff commitments. If these delays are persistent, please contact the [Academic Administrator for Undergraduate Studies](#).

Applying for Master's Courses

If you are considering applying for master's course, it is strongly recommended that you discuss this matter with your tutors as soon as possible towards or during your final year of undergraduate study. Applications are made via Graduate Admissions. Please note, if you apply by the January deadline you will automatically be considered for Oxford scholarships and would only need to apply separately for a small number of scholarships (e.g. Ertegun scholarships). For more information, please refer to the [Graduate Admissions webpages](#).

Working while Studying

There are many opportunities for students to gain work experience while studying. However, the University has strict [guidelines](#) on how many hours full-time students should be working during full term. There are also restrictions for students on Tier 4 visas which students should familiarise themselves with before seeking work.

YEAR ABROAD

Overview

For students on a 4-year programme, you will spend your second year abroad, except for Hebrew, in which students will spend their third year abroad. The purpose of the Year Abroad is two-fold: to enable you to acquire fluency in your chosen language, and to give you the experience of living in a country where the language is spoken. The Year Abroad is essentially what you make of it. The more effort you make to spend time with local people, to learn about their way of life, to visit places of historical interest and to attend cultural events, the more you will benefit, both personally and in terms of your preparedness for FHS.

During your Year Abroad, you are obliged to follow, and successfully complete, an approved course of language instruction (for details, please refer to [Appendix 2](#)). For some languages, you are required to sit a [collection](#) to assess your language progress when you return from your Year Abroad.

Students should note that the year abroad is a **compulsory** part of their course, which can only commence following the successful passing of Prelims. Students who are required to resit any of their Preliminary Examinations should be aware that resits are scheduled during the first two weeks of September only (and this may overlap with when students usually begin their year abroad courses). It is a Faculty regulation that students *must* pass Prelims in order to attend the year abroad. In the event of a resit, students **should not** attend at their year abroad institution until they have been notified that they have successfully passed the prelims resit.

NOTE: In light of UK Government advice about travel, the ability and willingness of our overseas partners and their governments to accept students, and the withdrawal of certain key elements of insurance cover, students were not sent on their year abroad for MT 2020. While the pandemic continues to be an issue worldwide travel arrangements may still be subject to change and curtailment at short notice. However, University guidance has been updated to clarify that the University expects the Year Abroad to take place in 2021-22 unless there is a substantive reason not to. These will be subject to a robust and enhanced risk assessment process designed to mitigate the consequences of the COVID-19 pandemic.

If students have any concerns about the Year Abroad, they should discuss these with the Year Abroad Co-ordinator in their department or faculty, as advised in the student facing FAQs <https://www.ox.ac.uk/coronavirus/students/faq/year-abroad>.

Courses

The following table summarises which undergraduate courses do and no not include a Year Abroad:

Course	Duration	Year Abroad
BA in Arabic	4 years	Yes
BA in Chinese	4 years	Yes
BA in Egyptology and Ancient Near Eastern Studies	3 years	No
BA in Hebrew Studies	3 years	No
	4 years	Yes

BA in Japanese		4 years	Yes
BA in Jewish Studies		3 years	No
BA in Persian		4 years	Yes
BA in Sanskrit		3 years	No
BA in Turkish		4 years	Yes
BA in Classics and Oriental Studies	BA in Classics and Oriental Studies	4 years	No
	BA in Oriental Studies and Classics	3 years	No
		4 years	Yes
BA in Religion and Oriental Studies		3 years	No
BA in European and Middle Eastern Languages		4 years	Yes

Countries and Institutions

The following table summarises in which countries and institutions students will spend their Year Abroad:

Language	Country	City	Institution
Arabic*	Jordan	Amman	Qasid Institute; Institut Francais du Proche-Orient (IFPO)*
	Tunisia	Tunis	Bourguiba Institute (IBLV)
Chinese	China	Taipei	National Taiwan Normal University**
Hebrew	Israel	Jerusalem	Hebrew University
Japanese	Japan	Kobe	Kobe University
Persian	Tajikistan	Dushanbe	Institute for Europe-Asia Studies
Turkish	Turkey	Istanbul	Bosphorus (Bogazici) University

***Please note that the fees at IFPO are higher than those at Qasid. Students will be liable to pay the difference to the Faculty of Oriental Studies should they choose to attend the higher-cost institution.**

** It is not currently possible to travel to the People's Republic of China for study. We have sent students to Beijing until recently and will look at doing so again when that becomes possible.

For students on the European and Middle Eastern Languages degree, you will usually attend the same Year Abroad as single honours Oriental Studies students for your Middle Eastern languages. Your Year Abroad will consist of a combination of countries depending on the language combination you have chosen. Because of the large amount of combinations possible for this degree, there is no fixed Year Abroad programme. Individual arrangements are made for your Year Abroad. Please speak to your Year Abroad Coordinators at Oriental Studies and Modern Languages. You will usually spend more time in a country learning your Middle Eastern Language than your European Language. The Faculty reserves the right to make alternative arrangements with other institutions if there are safety concerns with the current arrangements.

Co-ordinators

Your Year Abroad Coordinator will be the person liaising with the Year Abroad institutions. They will also organise pre-departure briefings before you leave. Your College and Year Abroad Coordinator will be your main points of contact during your year abroad. A member of the Faculty (not necessarily your Year Abroad Coordinator) will usually make at least one pastoral visit to the year abroad institution.

Subject	Year Abroad Coordinator	Period	Email
Arabic	Husam Haj Omar	Academic Year 2021-22	husam.hajomar@orinst.ox.ac.uk
Persian	Edmund Herzig/Sahba Shayani	Academic Year 2021-22	edmund.herzig@orinst.ox.ac.uk sahba.shayani@orinst.ox.ac.uk
Turkish	Emine Çakir	Academic Year 2021-22	emine.cakir@orinst.ox.ac.uk
Japanese	Junko Hagiwara	Academic Year 2021-22	junko.hagiwara@orinst.ox.ac.uk
Chinese	Shio-yun Kan	Academic Year 2021-22	shioyun.kan@orinst.ox.ac.uk
Hebrew	Alison Salvesen	Academic Year 2021-22	alison.salvesen@orinst.ox.ac.uk

Attendance Requirements

The Year Abroad is an essential part of your degree programme and a formal requirement for admission to the FHS. Upon your return from your Year Abroad, the programme continues at the Third Year level, rather than where you left off at the end of the First Year. For this reason, sufficient attendance at classes during your Year Abroad is essential. It is important to note that the teaching methods in your year abroad institution may differ from the [teaching at Oxford](#). The year abroad is a valuable experience, and it will be almost impossible to compensate for the Year Abroad in terms of class attendance and personal experiences with the culture(s) of study once you are back in Oxford.

Attendance is monitored by the Faculty, and **we expect at least 70% attendance** unless permission has been granted by the Faculty and College. This attendance requirement takes into account minor illnesses that a student may experience during the year. If you are ill and cannot attend at least 70% of class hours, you should provide medical certificates and contact the Faculty and College for advice. Year Abroad institutions are required to send the Faculty a student's attendance record at the end of each term/semester. The Year Abroad Coordinators will then monitor the attendance record and let the Faculty know when a student is in danger of not meeting the 70% requirement.

The attendance requirement is only for class attendance at the Year Abroad institution. At the same time, in order to enhance learning experiences, the Faculty encourages all students to spend more time in the country or region beyond just class attendance to immerse themselves in the culture of the country or region they are visiting.

Curtailment

There may be circumstances which prevent class attendance or even emergencies that necessitate a temporary return to your native country. You must inform your College and Faculty if you are returning to Oxford or home, the reason for returning, and how long you are planning to stay (bearing in mind the 70% attendance requirement). You are not required to let your College and the Faculty know if you are returning home during the holidays. If, for some reason, you are unable to return to the Year Abroad institution and cannot fulfil the 70% attendance as a result, permission will be required from the Faculty and College in order to continue into the third year.

If extra teaching is required while at home or in Oxford, it is the College's responsibility to arrange it as required in consultation with the Year Abroad Coordinator. The cost will be borne by the College. The general University policy is that students returning for 10 weeks or more will be charged the full tuition fees for the year. If the College or student think that this is unfair due to the student's individual circumstances, a case can be made to the Fees Panel for consideration through the student's College.

During the year abroad, the Faculty's main contact should be the [Year Abroad Coordinator](#) for the relevant degree or the [Senior Academic Administrator](#).

For College contact, please refer to your College handbook.

Funding

The Faculty will cover the cost to the institution/University where you will be studying during your Year Abroad (please note the exception for Arabic above, where the student is liable for the difference for the higher fee). Fees are still payable to Oxford during your year abroad, at a lower level than the fees charged to students studying in Oxford. See the main [University webpages on Fees and Funding](#).

Overseas and Islands students will also have to pay 50% of the College fees. Home/EU students do not pay College fees.

You are responsible for your travel and living costs during your Year Abroad. Home/EU Students are eligible to be financially assessed in their application for government maintenance support. These students will also be assessed for an Oxford Bursary during their year abroad and the University will use the household income figure which is calculated in their financial assessment to allocate this bursary. Some courses and Colleges have bursaries to help with the costs. Please enquire with your Course Coordinator and College.

Safety and Security

Briefings and Preparation

Pre-departure briefings are organised by your [Year Abroad Coordinator](#). These briefings aim to give you some background to the countries to which you will be going, which have different cultures and legal systems from those you are accustomed to. These briefings will also include advice on risk and safety during your Year Abroad. **It is important that you attend these briefings, as failure to attend them means you will not be eligible for University travel insurance.**

Year Abroad Training sessions for each country are organised by Trudi Pinkerton and are hosted by Training Expertise alongside your Year Abroad Coordinator.

These sessions normally last for half a day and will take place online on Microsoft TEAMS at the beginning of Trinity Term. These sessions are **mandatory** to attend and University insurance cover will not be issued to anyone who does not attend the relevant session without prior warning of any issues being received.

Preparation is extremely important to keep yourself safe. Before you leave, you should be thinking and finding out about accommodation, visa requirements, insurance, healthcare, the local laws and security in the country. Ensure you have a passport which is valid for at least another 3-6 months upon your return to the United Kingdom. This is not an exhaustive list but a useful guide when planning your trip abroad. You are also encouraged to speak to your fellow students and your tutors who have been to the country and ask for their advice.

Security

You are advised to subscribe to the [Foreign Commonwealth Office \(FCO\)](#) travel alerts to receive up to date information about risks that you might face (travel guides are also a useful source of information).

Health

You should check in good time with your GP that you are up to date with your immunisations and you receive the required vaccinations for the country you are going to. If you have an existing health condition you will be required to provide a letter from your GP confirming that you are fit to travel. You should ensure you have enough medical supplies to cover your period away and be aware of any restrictions in place on any supplies you need.

Travel Insurance

During your Year Abroad, you will be covered by the University's travel insurance policy. **Cover is not automatic.** The University's travel insurance is strictly for University business only and does not cover activities deemed as dangerous or hazardous or travels to restricted countries. You must seek advice from the University Insurance Office if you decide to do any of these. For other purposes, for example travelling during your holidays or weekends, you are advised to take out additional personal travel insurance.

University travel insurance covers medical costs that you may incur while you are away, be it an emergency or if you are ill and need to see a doctor. It does not cover pre-existing medical conditions. You are advised to speak to your GP for advice and may be required to take out additional medical insurance yourself.

You will complete an online [Travel Insurance Application and Travel Registration System \(TIRS\) application](#) and as part of this application you need to upload a completed [Risk Assessment form](#) which can be found on the Faculty webpages. During the pandemic you are required to complete a COVID-19 risk assessment in addition to the Faculty risk assessment. This is also available with guidance notes on the Forms page of the Faculty website. Depending on the situation at the time you are intending to travel, your risk assessments may require the approval of the University Safety Office in addition to the approval of your Year Abroad Coordinator. These just be completed and submitted for approval in good time before you intend to travel as a prolonged approval process will increase the time required for insurance cover to be put in place. Depending on the pandemic situation, other measures may be put in place with additional documentation required.

Please contact [Trudi Pinkerton](#), who can help with any questions about this application.

It is important that you read your insurance policy and understand what is and is not covered. Keep copies of your University insurance policy number and emergency contact numbers with you at all times. You should also keep extra copies of insurance policies, passport and visas with a family member or friend in the UK which can be kept safe. You should keep copies of these documents on secure file hosting services and encrypted UBS sticks which you can access from wherever you are.

If you require further information or would like to speak to someone about the University's travel insurance please contact the University Insurance Team or check their [FAQs](#). You might also want to consult the [University Safety Office policies on Safety in Fieldwork and Overseas Travel](#).

You MUST stay in touch with your Year Abroad Coordinator and your College, as well as check your University email account while you are away as the University may need to contact you from time to time. It is also important that the Faculty has your local address and a contact number in case we need to contact you in an emergency. You should send these details (and any changes) to [Trudi Pinkerton](#).

EXAMINATION AND ASSESSMENTS

Assessments

Informal Assessment

Informal assessment, also known as formative assessment, is provided by tutorial feedback and interaction with tutors, by the discussion of prepared class-work or the results of class tests (especially for language classes), and by termly reports, which is discussed with the student in the College.

Students will be given “collections”, usually at the start of term. Collections are informal examinations intended to assess students’ command of material covered during the previous term and the preceding vacation. Despite their informal nature, they are important examinations. The results will be used by colleges to monitor and evaluate students’ academic progress. Tutors will also be using this information when writing references for jobs/further study applications and when asked to provide predicted grades. At the same time, collections serve as progress feedback for students. If students have any [issues with teaching or supervision](#), these should be raised as soon as possible so that they can be addressed promptly.

Formal Assessment

Formal assessment, also known as summative assessment, is provided by Prelims in the first year and by FHS at the end of the course.

Examinations

Examination Entry

You will [enter 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 Oriental Institute’s [Academic Administration team](#) if you are unsure about what these are.

Your timetable will be available approximately 5 weeks before your first examination and your **candidate number** will be provided by your college. For further information regarding your timetable and candidate number, please see the chair of examiners’ letter.

Examination Regulations and Examination Conventions

[Examination Regulations](#) and conventions are the formal record 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 your award. They include information on: marking scales, marking and classification criteria, scaling of marks, progression, resits, use of viva voce examinations, penalties for late submission, and penalties for over-length work.

Examination conventions and rubrics are approved by Examiners at the start of the Hilary Term. Students will be notified once these are available. For students taking their preliminary examinations in Hilary Term, the exam conventions will be available at the beginning of Hilary Term. You should read not only the general

section on your degree course, but also the special regulations of the Board of the Faculty of Oriental Studies and Humanities Division.

Examination regulations can be found at <https://examregs.admin.ox.ac.uk/>

You should take careful note of the dates for submission of essays and theses laid down in the Examination Regulations and conventions. 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](#).

For further instructions on conduct in examinations and the dates and forms of examinations, please refer to the Chairman's letter and the conventions for Prelims and FHS.

Criteria for Assessment of Examinations

For information concerning the assessment of different types of examination and question, please refer to the examination conventions for FPE and FHS.

Dissertation Guidelines

Your dissertation should not exceed the word limit given in your [Examination Regulations](#) – including text and footnotes/endnotes but excluding appendices and bibliography. It is recommended that you use font size 12. Do not justify the text.

Detailed guidance can be found in the [General Guidelines for Thesis Writers](#) (will be available on Canvas).

Submitting Assessments

Depending on your degree, you may be assessed by a piece of submitted work (essays, take-home papers, and dissertation). It is important that you observe the deadline for your submission and the word limit provided in the [Examination Regulations](#) for your course.

Do not write your name anywhere on the submitted works.

All submissions are via the University's electronic exams site, Inspira. Links and information will be sent by the Academic Admin Office five weeks prior to the submission deadline.

You must attach a cover sheet to your submission, which includes: degree title, dissertation title, submission date, candidate number, word count.

Include a [declaration confirming authorship](#).

If you have a Specific Learning Difficulty (SpLD), e.g. dyslexia, you should attach an SpLD information form to the front of **each** copy of the work you are submitting.

Handwriting

If your examination is in person at the exam schools, it will be handwritten. If it is an electronic submission it should be typed, but may be handwritten and uploaded as a single PDF document. Further information will be given in the exam conventions and rubrics for each paper.

You must ensure that your handwriting is legible. If an examiner is unable to read what you have written, you may be required to have your script typed out in the presence of a qualified invigilator, at your own expense. For papers in which an essay submission is required, you are required to type up your answers. If you require any alternative examination arrangements, please ask your College for guidance or refer to your College handbook.

Resits

Candidates must pass all of their Prelims papers to be eligible to progress into Year 2 of their course, and must pass all of their Finals papers to be eligible for the award of their degree.

Specific information about resits for each of Prelims and FHS examinations can be found in the [conventions](#) for each.

Mitigating Circumstances

Mitigating circumstances notices to examiners (MCE)

If you believe your performance in assessment has been seriously affected by circumstances related to COVID-19 and/or serious personal circumstances such as acute serious illness, chronic illness (including mental health conditions) bereavement etc. you can submit a mitigating circumstances notice to your examiners (MCE) either directly or via your college or your department if you are a non-matriculated student.

You can also use the MCE process to explain to examiners why your exam response for an online open-book exam was submitted late. For further information go to <https://www.ox.ac.uk/students/academic/exams/problems-completing-your-assessment>

Examiners' Reports

Examiners' Reports from past exams are [available online](#).

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.

Past Papers

Students are strongly advised to work through [past papers](#) to familiarise themselves with the form of the examinations.

Marking and Degree Classification

For information regarding the marking process for both Prelims and FHS, and the classification of undergraduate degrees, please refer to the [examination conventions](#).

The six classes of FHS in Oriental Studies may be described as follows:

1	70-100	A performance which exhibits the qualities mentioned above to a very high degree, and which is outstanding in some way.
2.i	60-69	A performance which exhibits these qualities to a high but lesser degree, which is fully competent but not outstanding.
2.ii	50-59	A performance which exhibits still fewer of these qualities but in which acceptable answers appear to be predominant.
iii	40-49	A performance which fails to exhibit these qualities to a significant degree, but which nevertheless contains an adequate proportion of acceptable answers.
Pass	30-39	A performance in which the student shows only a marginal level of knowledge and competence.
Fail	29-0	Any other performance.

Marks above 85 are reserved for 'quite outstanding' performances.

A Distinction will be awarded for a first class performance (i.e. 70 or over) in the oral examination. Distinctions will be noted on transcripts for individual students and degree specific text will appear on undergraduate transcripts to state that any oral mark above 70 is awarded a Distinction. This will affect transcripts for degrees in Arabic, Hebrew (Course II), Persian, Turkish, Chinese and Japanese.

All scripts are double blind-marked. This means that each script is read by two different markers and both markers have to agree on a single mark which will be the candidate's final mark.

Prizes

The following prizes are awarded for performance in examinations. The prize money shown below is the total prize money for the fund. The Faculty reserves the right to split the prize money should there be more than one outstanding candidate for the prize.

Prize Nomination List for 2021/2022

Full Prize Name	FPE or FHS	Prize	Description
Dudbridge Junior/Senior Prize*	FPE or FHS	£50/£100	For outstanding performance in the Classical Chinese paper in FPE and the best performance in the Classical Chinese paper in FHS
Gibbs Prize	FPE	3 x £200	Wherever possible, one prize is given to each overall best performance for Chinese, Japanese and Egyptology
James McMullen Prize	FHS	£50	For the best First in Japanese FHS, i.e., the First with highest overall average.
Joseph Schacht Memorial Junior Prize/Prize*	FPE or FHS	TBC	For outstanding performance in Islamic religion, law or history. One prize only either FPE or FHS
Mustafa Badawi Prize in Modern Arabic Literature	FHS	£100	For the best essay in English on an aspect of modern Arabic literature (special competition).
Pusey and Ellerton Junior/Senior Prize*	FPE or FHS	£100/£250	For outstanding performance in Biblical Hebrew
Abramson Prize for Modern Hebrew Literature	FHS	Usually £100	For the best performance in Modern Hebrew Literature paper.
Arthur Lenman Senior Memorial Prize*	FHS or FPE	£60	For an outstanding performance in Egyptology. Usually a first class is required.
James McMullen Prize	FHS	£50	For the best First in Japanese FHS, i.e., the First with highest overall average.

Prizes marked with * may not be awarded annually. These prizes are shared between FPE and FHS and therefore prizes awarded are dependent on the performance of candidates at Prelims and FHS and the amount available in the fund for the particular year.

Academic Infringements and Penalties

Recording Lectures

The University has a [policy](#) on recording lectures and other formal teaching sessions. Students are required to take note of this policy and any breach to this policy is considered a disciplinary offence.

Plagiarism

The work that you present for your examination (including submissions, projects, dissertations, and examination papers) must be **your own work and not the work of anyone else**. You should not quote or closely paraphrase passages from another source, be that a book, article, webpage, another student's work, or other source, without acknowledging and referencing that source. If you do present other people's work as your own, **intentionally or accidentally**, you are committing plagiarism.

This is cheating and the Faculty and the University treat any alleged offence of plagiarism very seriously.

The University's definition of plagiarism:

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 webpage on plagiarism](#).

You should refer to the [University website](#) for guidance on 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.

Please also refer to the conventions for FPE and FHS examinations and to the chair of examiners' letter.

Infringements for Examinations and Submitted Assessments

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

Specifically, for the Faculty of Oriental 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.

FINISHING STUDENTS

At the end of the course, students should ensure that they have returned all library books. Students should contact their College if a reference is required.

Information on Academic transcripts can be found on the [appropriate webpages](#). Students receive one copy of the final transcript automatically on completion of their degree – further copies can be ordered.

You will receive an email with information about [booking a degree ceremony](#).

CHANGES TO YOUR STUDENT STATUS

Suspension of Status

Applying for Temporary Suspension

If you are temporarily unable to carry out your studies, you can apply for a [temporary suspension of status](#) through their college. Factoring in suspension, students must usually be examined for FHS no later than 1 year after the expected end of their course.

Students who wish to discuss the grounds on which suspension of status is likely to be granted should contact their college tutor and/or academic office. **It should be emphasised that requests for suspension are not granted unless there is good cause.**

You should keep in contact with your tutor while you are suspended and ensure that you discuss your return with them. When it comes time to return you will need to meet any conditions of return which may have been set.

While suspended in this way, you will retain your University card and access to online resources, including email, and to University libraries. If your University card expires while you are on a period of suspension, contact your College to request a new card.

Withdrawal after your first examination paper/assessment submission requires the agreement of your college and the approval of the Proctors.

Suspension Due to Non-Payment of Fees

If you are suspended due to non-payment of fees, your access to University facilities and services will be withdrawn. You will be required to return your card directly to Student Information at the Examination Schools.

The University reserves the right to withdraw access to facilities and services in certain other appropriate circumstances for students suspending status.

Council Tax

You will not be eligible for Council Tax exemption from Oxford City Council during the period of your suspension, and other Councils may adopt similar practice. You should notify your Council that your status at the University has changed. If, while suspended, you find yourself in financial hardship you may be able to apply for a discretionary discount. Further advice for students living in Oxford can be found in the [Oxford City Council policy](#). If you need further advice, please contact student.information@admin.ox.ac.uk.

International Students

Students on a Tier 4 visa should be aware that during periods of suspension they need to return to their home country, as your visa is not valid while status is suspended. [Student Immigration](#) can help with any queries you have about what happens to your visa if you need to suspend.

SUPPORT AND INFORMATION

Details of the wide range of sources of support available more widely in the University are available from the [Oxford Students website](#), including in relation to mental and physical health and disability. There is a central [University Counselling Service](#), and colleges have different welfare structures within which non-professional counselling is provided by student peers or designated tutors. Please refer to your College handbook or website for more information on who to contact and what support is available through your college.

Equality and Diversity at Oxford

The University of Oxford is committed to fostering an inclusive culture which promotes equality, values diversity and maintains a working, learning and social environment in which the rights and dignity of all its staff and students are respected. We recognise that the broad range of experiences that a diverse staff and student body brings strengthens our research and enhances our teaching, and that in order for Oxford to remain a world-leading institution we must continue to provide a diverse, inclusive, fair and open environment that allows everyone to grow and flourish” University of Oxford [Equality Policy](#).

As a member of the University you contribute towards making it an inclusive environment and we ask that you treat other members of the University community with respect, courtesy and consideration.

The Equality and Diversity Unit works with all parts of the collegiate University to develop and promote an understanding of equality and diversity and ensure that this is reflected in all its processes. The Unit also supports the University in meeting the legal requirements of the Equality Act 2010, including eliminating unlawful discrimination, promoting equality of opportunity and fostering good relations between people with and without the ‘protected characteristics’ of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and/or belief, sex and sexual orientation. Visit our website for further details or contact us directly for advice: edu.web.ox.ac.uk or equality@admin.ox.ac.uk.

The Equality and Diversity Unit also supports a broad network of harassment advisors in departments/faculties and colleges and a central Harassment Advisory Service. For more information on the University’s Harassment and Bullying policy and the support available for students visit: edu.web.ox.ac.uk/harassment-advice

There are a range of faith societies, belief groups, and religious centres within Oxford University that are open to students. For more information visit: edu.admin.ox.ac.uk/religion-and-belief-0.

The [Faculty’s Equality and Diversity team](#) work with the University’s services to carry out the aims of the Unit.

The Equality and Diversity Officers for Oriental Studies are Professor Margaret Hillenbrand and Dr Paul Wordsworth. Further information and contact details can be found [here](#).

Student Welfare and Support Services

Mental Health and Wellbeing

The Counselling Service is here to help you address personal or emotional problems that get in the way of having a good experience at Oxford and realising your full academic and personal potential. They offer a free and confidential service. While working remotely due to the pandemic, the Counselling Service is offering virtual consultations. For more information visit: www.ox.ac.uk/students/shw/counselling

A range of services led by students are available to help provide support to other students, including the peer supporter network, the Oxford SU's Student Advice Service and Nightline. For more information visit: www.ox.ac.uk/students/shw/peer

Oxford SU also runs a series of campaigns to raise awareness and promote causes that matter to students. For full details, visit: www.oxfordsu.org/communities/campaigns/

There is a wide range of student clubs and societies to get involved in - for more details visit: www.ox.ac.uk/students/life/clubs

Disability Contact

The [Disability Advisory Service \(DAS\)](#) can provide information, advice and guidance on the way in which a particular disability may impact on your student experience at the University and assist with organising disability-related study support. While working remotely due to the pandemic, the Disability Advisory Service is offering virtual consultations.

The Faculty Disability Contact works with the University Disability Advisory Service and other bodies, such as the Oriental Studies Library to help facilitate access to lectures, classes, tutorials and access to information. They are also involved in an ongoing programme to identify and promote good practice in relation to access to teaching and learning for students with disabilities within the Faculty, and to ensure that the Faculty [meets the requirements of the Equality Act \(2010\)](#).

The Faculty's Disability Contact is:

Thomas Hall (thomas.hall@orinst.ox.ac.uk)
Room 311, Oriental Institute
01865 278210

Harassment Advisor

The Faculty of Oriental Studies is committed to creating a happy and healthy work environment, where everyone is treated fairly and with respect. We do not tolerate any form of harassment or bullying. The Faculty Harassment Advisor offers confidential support and advice to all members of the Faculty and in some instances this may be enough to resolve the issue. In other cases, should you decide to make a complaint, the Harassment Advisor can be a valuable source of support and guidance.

The Faculty's Harassment Officers are:

[Professor Zeynep Yürekli](#)

Khalili Research Centre
78226

[Mrs Christine Mitchell](#)

Room 316
Oriental Institute

[Mr Shaba Shayani](#)

Room 205
Oriental Institute

If you do not feel comfortable talking to someone from within the Faculty, the University's anonymous Harassment Line details are: harassment.line@admin.ox.ac.uk (01865 270760). The Equality and Diversity Unit also supports a broad network of harassment advisors in departments/faculties and colleges and a central [Harassment Advisory Service](#), where students can also find more information on the University's Harassment and Bullying policy.

Sources of Information

Undergraduate Mailing List

All students are automatically subscribed to the undergraduate mailing list. This is the Faculty's main means of communicating announcements about lectures and seminars, examinations, IT and library training, library hours etc. If you do not receive messages from the undergraduate mailing list, contact the [Academic Administrator \(Undergraduate Studies\)](#).

Lecture Lists

The Lecture List is the timetable for lectures, seminars, and classes. It does not include tutorials, which are arranged individually between students and their tutors.

Students are entitled to attend, or audit, all lectures given within the University, and in particular lectures given in the Oriental Studies Faculty, unless they are specially restricted.

The lecture list includes the title of the lecture/seminar/classes, the name of the lecturer, the day, time and weeks and the location. The day of the lectures/seminars/classes are indicated in short form; M. for Monday, T. for Tuesday, W. for Wednesday, Th. for Thursday and F. for Friday. Lectures/seminars/classes run from Week 1 to Week 8 of term unless otherwise indicated in italics, e.g. (Wk 1) or (Wk 1-4). Students are advised to purchase an Oxford diary which shows them the weeks of the term and is available from Blackwells or the Oxford University Shop. Lectures/seminars/classes last for an hour unless otherwise indicated on the lectures list, for e.g., 3-5 or 2-3.30.

Examples of lecture list entries:

Subject	Lecturer	Time	Place	Room
Varieties of Judaism in the Second Temple period	Professor M. D. Goodman	Th. 10	Oriental Institute	Lecture Room 1

This means Professor Goodman will lecture on 'Varieties of Judaism in the Second Temple period' on Thursdays at 10-11am, Weeks 1-8 in Lecture Room 1, Oriental Institute.

Islamic Religion (3rd year Arabic, EMEL)	Professor C. Melchert	T. 11, Th. 3-5 (wks 5-8)	Oriental Institute	Lecture Room 1
--	-----------------------	--------------------------	--------------------	----------------

This means Professor Melchert will lecture on 'Islamic Religion' for 3rd year Arabic and EMEL Arabic students on Tuesdays at 11-12noon and Thursdays 3-5pm in Weeks 5-8 in Lecture Room 1, Oriental Institute.

Faculty lecture lists can be found on the [Oriental Institute Intranet](#).

University lectures lists can be found on the [University website](#).

The Faculty Website, Weblearn and Canvas

The [Faculty website](#) provides a range of information about courses, news and events, how the Faculty works, a full list of Faculty staff, much detail relevant to undergraduate and postgraduate study, links to Faculty centres, specialisations, publications, library and computing facilities and more.

Until the end of the academic year 2019/20 Weblearn was the platform where tutors and lecturers stored materials to support their teaching and learning. The new Virtual Learning Environment (VLE) adopted by the University, and made available to students in all years of their study from 2020/21 onwards is Canvas.

Canvas

Students in all year groups have now been enrolled on Canvas. Canvas is the University's new virtual learning environment (VLE) for teaching and learning. Students access Canvas by using their SSO in order to view course information, including handbooks, useful links, information on papers, Examination Conventions, Examiner's Reports and teaching resources. The Faculty has created an Oriental Studies Undergraduate Canvas page with general information applicable to all undergraduates and also individual course pages. These are then split into FPE and FHS. You will need to 'enrol' on these pages to access them. Please do not turn off the notifications for your course as they will need to be on to receive important alerts

such as set texts or take-home paper topics being made available.

The Oriental Studies Undergraduate Canvas page can be accessed [here](#) and links to each course's Canvas page can be found in the course appendices below. The University's Canvas information page can be found [here](#).

Notice Boards

Subject area notices are posted on the notice boards along the basement corridor, or in the Griffith Institute for Egyptology and Ancient Near Eastern Studies. These often include upcoming events and talks related to your subject area and also some scholarship and conference notices.

The Graduate Training Assistants' notice board is on the ground floor and will be used for GTA announcements and events.

University Policies

The University has a wide range of policies and regulations that apply to students. These are easily accessible through the [A-Z of University regulations, codes of conduct and policies](#) available on the Oxford Students website.

These policies include:

- [Equality Policy](#)
- [Race Equality](#)
- [Code of Conduct for using IT Facilities](#)

Student Representation and Feedback

Undergraduate Student Representatives

In response to feedback and recommendations, during Michaelmas Term 2019 the Faculty restructured its student representation. From Hilary Term 2020 the number of representatives has increased to five each at undergraduate and at graduate level. This was intended to allow for a smooth transition between academic years and, with the increase in numbers, greater representation and also a shared workload.

Terms of Office and Elections

Representatives' terms are for one year, starting in either Michaelmas or Hilary Term. Elections will be held each Michaelmas for representatives to serve Michaelmas, Hilary and Trinity; the remaining representatives will be elected in Hilary to serve Hilary, Trinity and the next year's Michaelmas. Potential representatives will be sought and if there are more than two students who come forward, an election will be held.

The representatives sit on the Joint Consultative Committee, Undergraduate Studies Committee, and Faculty Board and Curators Committee. They also, in conjunction with their graduate counterparts, organise, chair and minute the termly student-led Open Meeting. Their role is to represent the views and concerns of the undergraduate student body, and so to act as a point of contact for undergraduate students to put forward any matters they would like to be considered by the Committee or the Board. The Undergraduate Student Representatives' contact details can be found on the [Faculty website](#).

Student-led Open Meeting

Meetings held: Thursday of 3rd Week, 5pm

This meeting is open to all undergraduate and graduate students of the Faculty. These meetings will be organised, chaired and minuted by students and the undergraduate and postgraduate issues raised at this meeting would feed into the separate JCC meetings. Issues from JCCs would then feed into the Undergraduate or Graduate Studies Committee and Faculty Board.

Undergraduate Joint Consultative Committee

Meetings held: Thursday of 4th Week, 1pm

Secretary – Christine Mitchell

Oriental Studies undergraduates are also represented through the Undergraduate Consultative Committee which comprises of academic members and undergraduate student representatives. The agenda of the committee is driven by the student representatives who are asked to submit items for discussion. If you have any issues you would like to raise about your course or life as a student at Oxford, please raise them with your student representatives.

Division and University Representation

Student representatives sitting on the Divisional Board are selected through a process organized by the Oxford Student Union (Oxford SU). The student representatives also sit on the Undergraduate Studies Committee and Faculty Board. Details can be found on the [Oxford SU website](#) along with information about student representation at the University level: www.oxfordsu.org.

Student Feedback

The Faculty of Oriental Studies takes student feedback seriously and your feedback helps us to improve its provision of courses to students. At the end of Trinity term, students are invited to complete a short feedback questionnaire covering the lecture courses and session. Students are encouraged to complete this. All comments are anonymous. The results are then looked through by the Directors of Undergraduate and Graduate Studies and the relevant committees, making it an important part of quality assurance procedures for the continuing review and development of the course.

[The National Student Survey](#) is sent out to all final-year undergraduates between January and April. Your feedback not only contributes to improvements in the facilities, resources and teaching on offer to current students, but also helps prospective students choose the right institution and course for them.

[The Student Barometer](#) surveys full-time and part-time undergraduate, postgraduate taught and postgraduate research students. The survey enables the University to benchmark your feedback on the student experience from application to graduation, against those of 120 other universities.

Results from the National Student Survey and Student Barometer are discussed at the Faculty's [Undergraduate Studies Committee](#) and [Joint Consultative Committee](#) meetings.

Course Concerns

Informally, your Course Co-ordinator, College Tutor and the Director of Undergraduate Studies are available to help if you would like to raise any issues concerning your course. Generally, if you have a problem with the course, you should speak to your Course Co-ordinator in the first instance. If the problem is not resolved to your satisfaction or if you want to speak to someone else other than your Course Coordinator, you can request to speak to the [Director of Undergraduate Studies](#) by contacting the [Senior Academic Administrator](#).

Student Representatives also sit on some Subject Group committees and can raise issues there as well.

If you have a problem with your tutorial teaching, it should be addressed through College mechanisms for addressing such matters. Colleges operate questionnaire systems for receiving student feedback on

tutorials, administered by their Senior Tutors. Individual Colleges will differ slightly in their approaches, and will let you know the details of their own procedures.

Transfers

The Faculty hopes that you will enjoy your course. However, if you find that you would like to change course, you should discuss this with your College Tutor and Academic Office.

While your student record should be updated by your College's Academic Office to reflect any changes, it may not be in some cases. Please notify the [Academic Administrator for Undergraduate Studies](#) at once if you have changed course to ensure that your record is updated so to avoid any administrative complications arising later on in your studies.

Skills Development, Employability, and Careers Support

There are a number of services and programmes across the University that provide support in developing yourself both personally and professionally. These opportunities complement the development opportunities provided through your own activities – within and beyond your research – and those provided by your faculty.

Skills Training and Development

A wide range of [information and training materials](#) are available to help you develop your academic skills – including time management, research and library skills, referencing, revision skills and academic writing through the Oxford Students website.

University Language Centre

From Michaelmas 2018, the [Language Centre](#) launched a completely new range of modern language courses for students and staff at the University. The Languages For All programme includes courses in 12 languages from beginner to advanced stages. General and Fast Track options are available, depending on learners' needs, and a range of Academic English courses will also continue to be on offer.

International students, whose first language is not English, are strongly advised to visit the University Language Centre to find out more about the courses on topics such as Academic Writing and Advanced Communication Skills which run during term time.

The Careers Service

You can obtain advice about all aspects of career matters from the [Oxford University Careers Service](#). The service makes contact with you during your first year in Oxford, and helps you decide on an appropriate approach. The office also runs a successful [internship](#) programme for those looking to get some work experience.

You can seek further information, personal guidance, and up-to-the-minute vacancy details by dropping in to The Careers Service (56 Banbury Road). You are urged to draw on the expertise of the Careers Service throughout your time in Oxford, not just immediately before graduation.

Further Employment Opportunities

Oxford University and College vacancies are advertised on the [University webpages](#) and in the University Gazette, published each Thursday in Full Term and less frequently at other times. Vacancies in other universities are also sometimes advertised in the Gazette. Other general sources of information are The

Times Higher Education Supplement, The Times, The New Scientist, The Independent, The Guardian, and more specialist publications. See also www.jobs.ac.uk and specialist websites/ mailing lists.

COMPLAINTS AND APPEALS

The University, Humanities Division, and the Faculty of Oriental 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.

Many sources of advice are available within Colleges, faculties/departments, and from bodies like the Student Advice Service provided by the [Oxford University Student Union](#) or the [Counselling Service](#), which have extensive experience in advising students. You may wish to take advice from one of these sources before pursuing your complaint.

General areas of concern about provisions affecting students as a whole should be raised through [Joint Consultative Committees](#) or via [student representation](#) on the faculty's committees.

If your concern or complaint relates to teaching or other provision made by the Faculty, then you should raise it with the Director of Graduate Studies as appropriate. Within the Faculty, the officer concerned will attempt to resolve your concern/complaint informally. If you are dissatisfied with the outcome, then you may take your concern further by making a formal complaint to the University Proctors.

An academic appeal is defined as a formal questioning of a decision on an academic matter made by the responsible academic body. A concern which might lead to an appeal should be raised with your College authorities and the individual(s) responsible for overseeing your work.

The procedures adopted by the Proctors for the consideration of complaints and appeals are described in the following places:

- [The Proctors' webpage](#)
- [The Student Handbook](#)
- [Relevant Council regulations](#)

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 (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.

Please remember in connection with all the academic appeals that:

- The Proctors are not empowered to challenge the academic judgment of Examiners or academic bodies.
- The Proctors can consider whether the procedures for reaching an academic decision were properly followed i.e. whether there was a significant procedural administrative error; whether there is

evidence of bias or inadequate assessment; whether the Examiners failed to take into account special factors affecting a candidate's performance.

Students are not permitted to contact the internal Examiners, External Examiners or the Assessors directly on any matter related to the examinations.

FACULTY MEETINGS

The Faculty is led by the Chair of the Faculty Board. The Faculty Board has a Chair and a Vice-Chair, and includes a Director of Undergraduate Studies and a Director of Graduate Studies. The Board has a number of Committees. The Undergraduate Studies Committee deals with business concerning undergraduate studies and is chaired by the Director of Undergraduate Studies. An undergraduate student representative sits on this committee for the Unreserved Business. There are also other joint schools committees for the joint degrees which have representatives from both Faculties. Each Faculty takes turn to chair the joint schools committees annually. There is also the Joint Consultative Committee which is specifically devoted to discussion of issues between faculty and students.

Faculty Board

The Faculty Board consists of nine ex officio members drawn from Faculty officers and five elected members. It also has power to co-opt members whose experience and knowledge it considers to be useful to its deliberations. Graduate and undergraduate representatives sit on this committee.

The board considers and makes decisions on most matters of policy, examinations, syllabus, and university appointments in Oriental Studies, and it administers certain funds at its disposal for research and other expenses. It also considers questions of inter-faculty concern referred to it by the Humanities Divisional Board. In addition, it ratifies, where necessary, decisions taken by the standing committees amongst which the board's work is divided (such as the Graduate Studies Committee, the Undergraduate Studies Committee, the General Purposes Committee, and the Curators' Committee).

Undergraduate Studies Committee

The Undergraduate Studies Committee includes student representatives for much of its business. Student representatives also serve on a [Joint Consultative Committee](#) that exists specifically to discuss student concerns. Representatives to these Committees are selected from the student body. Elections to the JCC are held in Michaelmas Term and/or Hilary Term for the following calendar year. Representations concerning the programme are often made by or on behalf of the JCC. [The Director of Undergraduate Studies](#), other officers of the Faculty and members of the Faculty's administrative staff often engage informally with students and their representatives.

Curators' Committee

Meetings held: Thursday of 0th and 6th Week, 9am

The purpose of the Curators' Committee is to oversee the physical plant of facilities managed, jointly managed, or used by the Faculty of Oriental Studies, including the Oriental Institute, the Clarendon Institute, the Griffith Institute, the China Centre, and the Khalili Research Centre. The Curators plan and execute

maintenance works and improvements, taking into account such factors as health and safety, access, security, and feedback from users.

THE PRO-FORMA FACULTIES STATEMENT OF SAFETY ORGANISATION

The pro-forma is intended to reflect the needs of the larger and more complex faculties. Smaller faculties with simpler managerial structures may wish to compose a simpler document, but if faculties choose not to use, or wish to modify, the pro-forma their statement must

- (a) clearly define the faculties (or area) to which it applies
- (b) clearly define those persons with **executive authority** to enforce the Health and Safety Policy and those with overall or specific **advisory** responsibilities to the faculty board chairs
- (c) describe how staff in the faculties can contact their trade union safety representative
- (d) be reviewed annually and updated when necessary
- (e) be brought to the attention of all employees by the most effective means (e.g. at induction sessions; or by email distribution)
- (f) be issued, signed and dated by the Faculty Board Chairs.

The statement should also identify any special risks in the Faculty and their associated control measures.

1. THE PREAMBLE

- (g) This must clearly identify the faculties units. From time to time, faculties may have safety responsibilities for those working away from the University. The extent of such responsibilities and the arrangements to cover them should be described.

Some faculties may wish to have separate statements for Faculty units, particularly if they are housed in separate buildings. In such cases the statements should cross-reference each other. Faculties in multiple occupancy buildings may wish to draw up a common policy, which must then be signed by all the Faculty Board chairs and heads involved. In all cases the lines of responsibility back to the Faculty Board Chairs must be clearly defined.

2. EXECUTIVE RESPONSIBILITY FOR SAFETY (SECTION 1)

Responsibility for safety in a faculty is a managerial function. The Faculty board chair may decide not to delegate functions indicated in the pro-forma, or may add to or restrict them, but the degree of delegation must be indicated and the individual to whom the Faculty board chair is delegating duties must clearly understand both their nature and extent. Those individuals must be named and not referred to by title alone. The head must ensure that the individuals have the necessary authority to undertake the role and that they are given appropriate training.

Those in day-to-day charge of staff, students, and visitors are expected to control all associated safety matters.

3. ADVISORY RESPONSIBILITY FOR SAFETY (SECTION 2)

It is not always essential for Faculty Board Chair to appoint a Faculty Safety Officer (DSO) and in small Faculties without significant risks this may create unnecessary work. However, in a large Faculties or where complex processes are involved the Faculty board chair should be able to take advice from someone independent of executive responsibilities that can present an informed and unbiased view.

The Faculty Board Chair should not normally delegate executive responsibility to this person, for this is an advisory role, but sometimes they may necessarily have executive functions and these must be identified. The statement should distinguish between those who have an overall advisory function, outside of any areas for which they have executive responsibility, and those who are fulfilling a purely executive role.

The DSO should normally be responsible for co-ordinating any advice given by other specialist advisors.

4. TRADES UNIONS (SECTION 4)

The pro-forma's reference to University Policy Statement S2/04 describes the arrangements for consulting with the recognised trade unions. Faculties may wish to add information they hold about any local trade union safety representation.

5. SPECIFIC SIGNIFICANT RISKS (SECTION 6)

The statement should include a brief indication of significant risks in the Faculties and their location, together with any local written safety arrangements.

STATEMENT OF HEALTH AND SAFETY ORGANISATION FOR THE FACULTY OF ORIENTAL STUDIES.

As Faculty Board Chair of the Faculty of Oriental Studies, I am responsible for ensuring compliance with University Health and Safety Policy. My responsibilities are set out in the Annexe and I have delegated some of these responsibilities to others, as set out in Section 1.

1. EXECUTIVE RESPONSIBILITY FOR SAFETY

Every employee with a supervisory role is responsible for ensuring the health and safety of staff, students, and other persons within their area of responsibility; and of anyone else (e.g. contractors and other visitors) who might be affected by their work activities. In particular, the responsibilities listed in the Annexe are delegated to supervisors for areas under their control.

As it is my duty to ensure adherence to the University's Health and Safety Policy, I instruct every employee with a supervisory role and the Faculty Safety Officer and Area Safety Officer to report to me any breach of the Policy.

All those with executive responsibility should notify me and the Faculty Safety Officer, **Thomas Hall**, and the University Safety Officer, **Christine Williams**, of any planned, new, or newly identified significant hazards in their areas and also of the control measures needed to avert any risks identified.

Where supervisors or others in charge of areas or with specific duties are to be absent for significant periods, adequate substitution must be made in writing to me and such employees and other persons as are affected. Deputising arrangements must be in accordance with University Policy.

The following employees have executive responsibility throughout the Faculty for ensuring compliance with the relevant part of University Safety Policy:

The Administrator, **Thomas Hall**, is responsible for making arrangements for visitors, including contractors, and for ensuring the necessary risk assessments have been made.

In the following areas of the Faculty, the persons named below have executive authority for safety:

Head of Administration & Finance, **Thomas Hall**, is responsible for safety in

Oriental Institute, Pusey Lane

The Khalili Research Centre, 2-4 St John's Street (Administrator: Susie Cogan)

Oxford Centre for Hebrew & Jewish Studies, Walton Street (Registrar/Academic Administrator: Madeleine Trivasse/Priscilla Lange)

Griffith Institute, Sackler Library, St John's Street (Administrator: Iain Hodgson in conjunction with the Curators of the Sackler Library)

Building Administrators report in the first instance to **Trudi Pinkerton**.

Day-to-day responsibility is delegated to the Deputy Safety Officer, **Trudi Pinkerton**, Oriental Institute.

The facilities management team, **Louise Smith, the Facilities Assistant, Nick Gibson, and the Common Room Assistant (mornings)** are, either directly or through delegation, responsible for the Reception and Common Room areas in the Oriental Institute. This team, under the direction of **Trudi Pinkerton**, is also responsible for event safety management throughout the year

2. ADVISORY RESPONSIBILITY FOR SAFETY

I have appointed those listed below to advise me on matters of health and safety within the Faculty. If any member of the Department does not take their advice, they should inform me. If they discover danger that requires immediate action, they are authorised to take the necessary action and inform me subsequently.

Deputy safety officer (DSO)

Trudi Pinkerton is responsible for

- advising me on the measures needed to carry out the work of the Faculty without risks to health and safety
- coordinating any safety advice given in the Faculty by specialist advisors and the University Safety Office
- monitoring health and safety within the Faculty and reporting any breaches of the Health and Safety Policy to me

Informing me and the Director of the University Safety Office if any significant new hazards are to be introduced to the Department.

The DSO's duties are described in University Policy Statement S1/01 To

assist in this work, the Faculty has the following specialist advisors:

Assistant University Safety Officer (AUSO)

Christine Williams has been appointed to support the DSO in her administrative, monitoring, and advisory role.

Faculty Fire Officer

Thomas Hall is responsible for advising the DSO on all matters relating to fire precautions and fire prevention in compliance with University Health and Safety Policy.

Faculty Safety Advisory Committee

The Faculty holds a staff meeting every term and Health and safety items are sectioned on the agenda. In addition, health and safety matters are also a fixed item on the agenda of the Curators Committee which meets twice a term.

In addition to the above arrangements, the Humanities Divisional Health and Safety Committee, meets once a term and whose functions are set out in University Policy Statement S2/0. The Committee is comprised of the following:

Deputy Safety Officer for Oriental Studies, **Trudi Pinkerton**, all Divisional Deputy Safety Officers, University Safety Officer, Christine Williams or one of her colleagues, and Humanities Divisional Secretary, **Lynne Hirsch**.

The Committee's terms of reference are

- Attendance & apologies
- Minutes of previous meeting
- Matters arising
- New items
 - New University Policies
 - New Memoranda
 - New code of practices
- Accident/injury and near miss statistics and reports
- New statement of safety updates and gaps identified
- Training: recommendations, new and on-going
- Any other business (AOB)
- Date of next meeting

OTHER SAFETY FUNCTIONS

First Aid

The following persons are

responsible for First Aid:

Louise Smith (Receptionist, Oriental Institute.T: 78200), holds a full First Aid at Work certificate. Christine Mitchell (Senior Academic Administrator, Oriental institute. T: 78294), holds a full First Aid at work certificate. Aalia Ahmed (Undergraduate Studies Administrator, Oriental Institute. T:78312) holds an Emergency First Aid at Work certificate. The Facilities Assistant is the appointed person.

At the Bodleian Taylor Institute Library, the Taylor Institution Lodge staff (T: 78142) can locate the Modern Languages First Aiders who are as follows:

Piotr Szkonter (M: 07901747370 Mon-Thurs 8.30 a.m.-5.00 p.m.), and **Trevor Langrish** (M: 07932047293 Tues-Thurs 9.50-3.30. Office: (2)78152/78141/78158. Taylor Premises Lodge (2)78142

Rachel Bell (41 Wellington Square) (2)70759 Mon-Thurs 8.45-4.45, Fri 8.45-3.15

Digna Martinez-Sabaris (47 Wellington Square) (2)70461

First Aid facilities are located as follows:

Oriental Institute: Kitchen, Lodge plus a defibrillator, and Faculty Office

Clarendon Institute: Foyer, plus a defibrillator.

Khalili Research Centre: Kitchen

Griffith Institute: Administrator's Office, Archive Office, Director's Office

Modern Languages at 41 Wellington Square: defibrillator

Accident and incident reporting

Louise Smith and Trudi Pinkerton have responsibility for the Faculty online accident/incident report forms and for ensuring accidents are reported promptly to the University Safety Office. From 1 June 2020, a new online system was introduced to record health and safety, and environmental incidents. The Incident Reporting and Investigation System (IRIS) replaces paper incident forms, and enables staff and students to log incidents securely online. Information about IRIS, including system user guides and supporting videos, and instructions on how to report an incident is available at [University Safety Office website](#) under Incident Reporting.

Completing an online incident report form for accidents/incidents in other Faculty buildings also allows the person completing the form to report these accidents/incidents to Louise Smith and Trudi Pinkerton.

Display Screen Assessors

I have appointed the following people as Display Screen Assessors, and the number is sufficient to ensure no one has to assess more than 50 persons.

Elizabeth Cull (T: 88200) is the Display Screen Assessor. The DSE Coordinator for assessments is **Trudi Pinkerton** (T: 88202)

Manual Handling Assessors

I have appointed the following people as Manual Handling Assessors **Safety**

Office (T: 70811) and **Facilities Assistant**

Ladder Safety Assessor

I have appointed the following people as Ladder Safety Assessors **Safety**

Office (T: 70811) and **Facilities Assistant**

Travel Risk Assessment Screening Team

I have appointed the following people to help screen my decision approvals on overseas travel **Medium/high risk** areas and high risk activities according to the FCO information and advice.

Year Abroad Coordinators as follows:

Arabic	Husam Haj Omar	MT22
Persian	Edmund Herzig/Sahba Shayani	MT22
Turkish	Emine Cakir	MT22
Japanese	Junko Hagiwara	MT22
Chinese	Shioyun Kan	MT22
Hebrew	Alison Salvesen (MT21&HT22)	MT22

Trudi Pinkerton, liaising with student supervisors and Year Abroad Coordinators where applicable, and in consultation with the Safety Office, and Insurance Office as required.

Low risk areas of travel and low risk activities

Trudi Pinkerton

Year Abroad Coordinators as follows:

Arabic	Husam Haj Omar	MT22
Persian	Edmund Herzig/Sahba Shayani	MT22
Turkish	Emine Cakir	MT22
Japanese	Junko Hagiwara	MT22
Chinese	Shioyun Kan	MT22
Hebrew	Alison Salvesen (MT21&HT22)	MT22

4. TRADES UNIONS AND APPOINTED SAFETY REPRESENTATIVES

University Policy Statement S2/13 sets out the arrangements for dealing with trade unions and their appointed safety representatives. Employees who wish to consult their safety

representatives should contact the senior safety representative of the appropriate trade union.

UCU: <http://www.oxforducu.org.uk>

Unite (was Amicus): <http://users.ox.ac.uk/~unite>

UNISON: <http://users.ox.ac.uk/~unison>

5. INDIVIDUAL RESPONSIBILITY

All Faculty employees, all students, and all other persons entering onto the Faculty premises or who are involved in Faculty activities have a duty to exercise care in relation to themselves and others who may be affected by their actions. Those in immediate charge of visitors and contractors should ensure that those persons adhere to the requirements of University Health and Safety Policy.

Individuals must

- (a) Make sure that their work is carried out in accordance with University Safety Policy
- (b) Protect themselves by properly wearing any personal protective equipment that is required.
- (c) Obey all instructions emanating from the Faculty Board Chair, Faculty Safety Officer, and Area Safety Officer, in respect of health and safety.
- (d) Warn me and the DSO/AUSO, **Trudi Pinkerton and Christine Williams**, of any significant new hazards to be introduced to the Faculty or of newly identified significant risks found on the premises or in existing procedures.
- (e) Ensure that their visitors, including contractors, have a named contact within the Faculty with whom to liaise.
- (f) Attend training where managers identify it as necessary for health and safety
- (g) Register and attend for health surveillance with the Occupational Health Service when required by University Safety Policy.
- (h) Report all fires, incidents, and accidents immediately to **Thomas Hall** (FSO) or **Trudi Pinkerton** (DSO).
- (i) Familiarise themselves with the location of firefighting equipment, alarm points and escape routes, and with the associated fire alarm and evacuation procedures.

Individuals should

- (a) Report any conditions, or defects in equipment or procedures, that they believe might present a risk to their health and safety (or that of others) so that suitable remedial action can be taken.
- (b) Offer any advice and suggestions that they think may improve health and safety.
- (c) Note that University Policy Statements are available on the web at <http://www.admin.ox.ac.uk/safety/policy-statements/> and in hard copy on request from the Senior Facilities Administrator (Resources), Faculty Office, Oriental Institute.

6. SPECIFIC SIGNIFICANT RISKS

The following areas/activities have been identified as significant risks in this Faculty:

Field work

Work-Related Violence

Insurance application and risk assessment documentation, insurance policy and emergency contact details, relevant University policy statements, and all relevant current documentation specific to the areas of travel and activities undertaken, are located on the Faculty website and in the Faculty Office, Oriental Institute. A risk assessment on Work-Related Violence is updated annually and forms part of the Disaster Recovery Plan documentation, a copy of which is located in the Lodge and the Faculty Office, Oriental Institute, and is also kept on file at the Humanities Division and at Security Services.

Faculty Board Chair: Professor
David Rechter

Date: 9th August 2021

[G:\Oriental Studies\AAR-Trudi\Health, Safety, Security\Statements of Organisation\Statement of Safety Organisation NEW 2021-2022.doc](#)

Statement returned: July 2021

ANNEXE

It is my responsibility, as Faculty Board Chair, directly or through written delegation

1. To ensure adherence to the University's Health and Safety Policy and to ensure that sufficient resources are made available for this.
2. To plan, organise, control, monitor, and review the arrangements for health and safety, including the arrangements for students, contractors, and other visitors, and to strive for continuous improvements in performance.
3. To carry out general and specific risk assessments as required by health and safety legislation and University Safety Policy.
4. To ensure that all work procedures under my control are, as far as is reasonably practicable, safe and without risks to health.
5. To ensure that training and instruction have been given in all relevant policies and procedures, including emergency procedures.
6. To keep a record of all cases of ill health, accidents, hazardous incidents and fires, to report them to the University Safety Office, and to ensure any serious or potentially serious accidents, incidents, or fires are reported without delay.
7. To inform the University Safety Office before any significant hazards are introduced or when significant hazards are newly identified.

Appendix 1: Educational Aims and Outcomes

EDUCATIONAL AIMS

The programme aims to enable its students to:

- Achieve a high level of competence in the spoken and/or written language(s) they are studying;
- Acquire a knowledge of one or more cultures, characterised by range, depth and conceptual sophistication;
- Develop the skills of independent thinking and writing, drawing on technical skills in cultural, historical, literary, and linguistic investigation, and on a sensitive understanding of world cultures in the past and/or in the present;
- Engage and enhance their critical skills, imagination and creativity as an intrinsic part of an intense learning experience.

PROGRAMME OUTCOMES FOR UNDERGRADUATE COURSES

Knowledge and Understanding

- Relevant language(s)
- A broad range of cultural, historical, literary, and linguistic topics related to the language(s) studies
- How primary evidence is employed in historical, literary, linguistic, and philological analysis and argument

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 criticize accepted opinion.

Practical Skills

The ability to:

- Write well, both in English and in relevant language(s) studied, in a manner that can be adapted for a variety of audiences and contexts;

- Engage in oral discussion and argument with others, in a way that advances understanding of the problems at issue and the appropriate approaches and solutions to them;
- Ensure that a range of evidence and opinion can be brought to bear on a problem, and to develop research skills to this end;
- Employ advanced language skills in oral and written contexts.

Transferable Skills

The ability to:

- Find information, organise, and deploy it;
- Draw on such information to consider and analyse complex problems, in ways that are imaginative and sensitive to the norms and traditions of other cultures;
- 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;
- Employ language skills at an advanced level.

The degree programme lasts for 3 years (without a year abroad), or 4 years (with a year abroad). Your teaching in Oxford will consist of a combination of language classes, seminars, lectures and Tutorials. Tutorials are an important part of teaching at Oxford. You will usually have a Tutorial with a Tutor by yourself or with a small group of students. You are usually set some work before the Tutorial, for example, a passage of text for study, an essay topic for which specific reading is set, or a passage of English to be translated into your language of study. You must then prepare the text, or write the essay or translation for discussion during an arranged Tutorial. It is through the directed reading, textual study, essay writing, translation and discussion involved in classes and Tutorials that you will gain essential understanding of your subject.

Tutors submit written reports to your College on your progress at the end of each term, or sooner if necessary. These reports will be discussed with you by your College Tutor or other officers of the College. It is divided into two (without a year abroad), or three stages (with a year abroad). The first stage is known as Preliminary Examination or Prelims for short. It is also known as the First Public Examination (FPE). You have to pass your Prelims before you are allowed to continue into Year 2. The next stage is your Year Abroad if your degree includes a year abroad and the final stage is known as the Final Honour School (FHS). These are the final two years of your degree and only the examination marks in your final year count towards your final degree classification.

You have to be entered for these examinations and when you arrive at Oxford, your College will provide you with a copy of the University's Examination Regulations. The College will advise you about how to enter for University examinations, academic dress, and procedures for dealing with exceptional arrangements (e.g. bereavement, disabilities). Some weeks before an examination, the conventions will be available on the Faculty's Canvas pages, giving you details on how the written or oral examinations will be conducted:

For examination papers, you will normally be required to write your examination answers by hand. You must ensure that your handwriting is legible. If an examiner is unable to read what you have written, you may be required to have your script typed out in the presence of a qualified invigilator, at your own expense. For papers in which an essay submission is required, you are required to type up your answers.

If you require any alternative examination arrangements, please ask your College for guidance or refer to your College handbook.

You can also find further information on this website:

<https://www.ox.ac.uk/students/academic/exams?wssl=1>

Detailed information as to the timetable, location and the conduct of examinations is sent to you some time in advance of the examinations. Information on (a) the standards of conduct expected in examinations and (b) what to do if you would like examiners to be aware of any factors that may have affected your performance before or during an examination (such as illness, accident or bereavement) are available on the Oxford Student website:

<https://www.ox.ac.uk/students/academic/exams/guidance?wssl=1>

You will also be given “collections” usually at the start of term. Collections are informal examinations intended to assess your command of material covered during the previous term and the preceding vacation. Despite their informal nature, they are important examinations. The results will be used by your College to monitor and evaluate your academic progress. Your Tutors will also be using this information when writing references for jobs/further study applications and when asked to provide predicted grades. At the same time collections may as well serve as a progress feedback for students. If you have any issues with teaching or supervision, please raise these as soon as possible so that they can be addressed promptly. Details of who to contact are provided in section 12 (Complaints and Appeals) below.

As a University student, you are responsible for your own academic progress. Since the term is full of teaching, it is crucial that you plan your week as much as possible in advance. Learning one or more languages is a matter of regular preparation and revision, not of cramming at the last moment for a collection or examination. It is very easy to drop behind, but much more difficult to make up any gaps. The vacation time should be used for revision, reading in advance for Tutorials, preparing for dissertations and so forth. There is certainly time for extra-curricular activities, such as sports, music and theatre, but planning and time management is essential. If you are considering paid work while enrolled on the degree programme, please refer to the University guidance on paid work on the Oxford Student website: <https://www.ox.ac.uk/students/life/experience?wssl=1>

TEACHING AND 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 BA Egyptology and Ancient Near Eastern Studies)

Appendix 2: Undergraduate Courses

CONTENTS

[Bachelor of Arts in Arabic](#)

[Bachelor of Arts in Chinese](#)

[Bachelor of Arts in Egyptology and Ancient Near Eastern Studies](#)

[Bachelor of Arts in Hebrew](#)

[Bachelor of Arts in Japanese](#)

[Bachelor of Arts in Jewish Studies](#)

[Bachelor of Arts in Persian](#)

[Bachelor of Arts in Sanskrit](#)

[Bachelor of Arts in Turkish](#)

The Examination Regulations relating to this course are available at <https://www.admin.ox.ac.uk/examregs/>. 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, Christine Mitchell (academic.administrator@orinst.ox.ac.uk).

The information in this handbook is accurate as at Michaelmas Term 2021, 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 department will publish a new version of this handbook together with a list of the changes and students will be informed.

Students should note that they will need to consult more than one course in this appendix if they are taking a subsidiary language that is also available as a main language.

Students should note that they will need to refer to the handbook for the current academic year when choosing their options, not the handbook for the year that they started their course.

Students should also note the subsidiary language and Joint Honours rubrics in the conventions for FPE and FHS examinations.

BACHELOR OF ARTS IN ARABIC

Course Coordinator- [Professor Julia Bray](#)

Introduction

Students will study either Arabic with Islamic Studies or Arabic with a subsidiary language.

The aims of Arabic with Islamic Studies are:

1. to give you a thorough grounding in written and spoken Modern Standard Arabic;
2. to introduce you to selected texts in both classical and modern Arabic;
3. to provide you with a general knowledge of the historical development of Islamic cultures and societies;
4. to enable you to deepen your knowledge of literature, history, religion or learn another discipline through a Further (examined in one 3-hour written examination) and a Special Subject (examined in 1 extended essay and one 3-hour written examination);
5. to develop your general skills of description, interpretation and analysis of literary, historical, religious and cultural material.

The aims of Arabic with a subsidiary language are:

1. to give you a thorough grounding in written and spoken Modern Standard Arabic;
2. to introduce you to selected texts in both classical and modern Arabic;
3. to provide you with a general knowledge of the historical development of Islamic cultures and societies;
4. to give you a firm grounding in a second language (other than a Modern European language) with which Arabic is historically and culturally connected, and to introduce you to the literature of that language;
5. to develop your general skills of description, interpretation, and analysis of literary, historical, religious, and cultural material.

Outline

Year 1

Arabic Prelims comprise three written examination papers of 3 hours each (two in a language, one in History and Culture), plus an oral language examination. Students will take about 10 hours of language classes per week, and will also be expected to prepare for these classes and consolidate their learning in their own time. The course integrates the four language skills of reading, writing, listening and speaking in Modern Standard Arabic. Periodic tests are set, and are intended to provide feedback on your progress.

The History and Culture paper covers the Middle East from Late Antiquity to the present and is taught through lectures and tutorials. You will receive an hour's tutorial every other week. In Michaelmas Term, Hilary Term and weeks 1-4 of Trinity Term, you will receive one one-hour lecture a week on history. In Michaelmas Term and week 1-4 of Trinity Term, you will receive one one-hour lecture a week on Islam

and other aspects of Middle Eastern culture. In Hilary Term you will receive one one-hour lecture a week on Arabic, Persian and Turkish literature. You will write a total of 10 essays (4 in each of Michaelmas and Hilary Terms and 2 in Trinity Term).

Year 2

You will spend Year 2 (approximately September to June) studying Arabic in the Arab World, on a course approved by the Faculty Board. Depending on circumstances part or all of the Year Abroad may take the form of distance learning provided by IFPO, Qasid. All students currently attend an approved course in Jordan.

Information on the centres is available from the Year Abroad Coordinator and from returning students. Addresses are given below. You must finalise plans for your year abroad, in consultation with the Year Abroad Coordinator, early in Trinity Term, Year 1. **You must have passed Prelims in order to attend the Year Abroad.**

Addresses of centres offering courses recognised by the Faculty Board (this information is correct as of September 2020):

Institut Français du Proche-Orient (I.F.P.O), Amman,
Jabal Amman
3, Ibrahim A. Zahri Street
Amman 11183
Jordan
Tel: +962 (0)46 111 71
Fax: (+691) 1 420 295

Qasid Institute
22 Queen Rania Street next to Mukhtar Mall
Tel: +962 6 515 4364
Fax: +962 6 515 4352

Bourguiba Institute of Modern Languages (IBLV)
Gouvernorat de,
47 Avenue de La Liberté,
Tunis 1002, Tunisia

Years 3 and 4

In your third year, on your return from the Year Abroad, you may either continue with Arabic as your only language, or, subject to conditions, you may take a second OS language. If you continue with Arabic as your only language, the degree will be called “BA Arabic and Islamic Studies”, and in addition to core papers in language, literature, Islamic history and religion, you will take the following three papers: in Y3, a Further Subject and in Y4, a Special Subject examined in two papers (a three-hour examination and an extended essay), selected from a choice listed in the Handbook. If you take a subsidiary OS language (see the list below), you will take three papers in **the additional** language and its culture and literature, which will differ according to language (please consult the Handbook). To be considered for a second OS

language, you must achieve a mark of at least 67 in the YA returnees' Arabic language collection, and you must previously have obtained the conditional agreement of your college tutor and the Course Coordinators of Arabic and of the subsidiary language. **It is your responsibility to contact your college administrator and inform them of the change of degree from "Arabic" to "Arabic with Additional Language" or "Arabic with Islamic Studies".**

Students will broaden and deepen their command of written and spoken Modern Standard Arabic and will begin to acquire an overview of Arabic literature from the seventh to the seventeenth centuries, of twentieth-century and contemporary Arabic literature and of the historical and cultural development of Islamic societies. Arabic literature and Islamic History (the history of the Middle East from around 600-1500) will be taught in Michaelmas and Hilary Terms of Year 3. Islamic Religion will be taught in Hilary and Trinity terms of Year 3.

All students will write a dissertation.

Teaching for Further Subjects, usually in weekly classes or seminars with tutorials and essays every other week, is normally given in Trinity Term of Year 3. Exceptions will be noted in the list of options.

Teaching for Special Subjects will normally be given in Michaelmas Term of Year 4. The type and amount of teaching and tariff of written work varies between subjects but normally consists of weekly lectures and 6 tutorials with associated essays. The extended essay is due on the last Friday before the beginning of HT; the list of questions is published at the end of MT Week 4.

Hilary Term of Year 4 will normally be devoted to dissertations. The dissertation is an opportunity to undertake original research on a topic of a student's own choosing. Students will have 1 or 2 tutorials to discuss method, bibliography, and other aspects at the beginning of the term, then review what they have come up with near the end of the term with the same tutor. However, it is mainly students' project to run with. They will be solely responsible for the final draft, which will not be read by their tutors.

Students should note that not all subsidiary languages, Further Subjects, and Special Subjects may be available in a given year. Conversely, other so-called 'Short-Term' papers may become available. A meeting is held near to the end of Michaelmas Term for third-year students to discuss available papers with tutors

Subsidiary languages:

- Akkadian
- Aramaic and Syriac
- Classical or Modern Armenian
- Classics (for Joint Honours Classics and Oriental Studies: either Latin or Greek)
- Biblical and Rabbinic, Medieval, or Modern Hebrew
- Early Iranian
- Hindi/Urdu
- Persian
- Turkish
- Sanskrit

Further Subjects:

- Hadith
- Muslims and Others in Abbasid Story-Telling**
- Themes in Modern Arabic Literature**
- Art and Architecture in the Early Modern Empires of Islam
- Sufism
- A topic in popular religion
- The Middle East in the Age of Empire, 1830–1970*
- Modern Islamic Thinkers (e.g. Sayyid Qutb, Yusuf al-Qaradawi, Abdullah b. Bayyah)
- Society and Culture in the Middle East
- Harems, Homes and Streets: Space and Gender in the Middle East*
- Short-term Further Subject, as approved by the Board of the Faculty of Oriental Studies
- Art and Architecture in the Age of the Caliphates (ca.622-1000)

* papers not available for 2021-22

** check availability for 2021-22

Special Subjects:

- Qur'an
- Theology and Philosophy in the Islamic World
- Topics in Islamic Law
- A Special Subject from the Field of Islamic Art, Architecture or Numismatics, 500-c. 1900
- The Ottomans, Islam and the Arab World 1300-1566
- Medieval Sufi Thought
- The Nation in Modern Arabic Literature*
- Modern Islamic Thought in the Middle East
- Topics in the January 25th Revolution
- Nahda: Arabic Prose and Cultural Activism in the 19th Century
- Short-Term Special Subject, as approved by the Board of the Faculty of Oriental Studies.

* papers not available for 2021-22

** check availability for 2021-22

Papers for Prelims

The exam regulations for Prelims can be found [here](#).

The compulsory papers are:

1. *Translation and précis into English*
2. *Comprehension, composition, and grammar*
3. *Oral/aural examination*
4. *Islamic history and culture*

Papers for FHS

The exam regulations for FHS can be found [here](#).

Compulsory Papers (Final Honour School)

Arabic Unprepared Translation into English and Comprehension

Taught by Mr Taj Kandoura, Dr Otared Haidar, Dr Husam Haj Omar, Dr Ashraf Abdou

Terms in which it is taught and hours of teaching: Years 3 and 4, through all three terms. 4 hours of classes per week and bi-weekly tutorial.

The course serves language papers 1 and 2 and develops the skills of speaking, writing and listening in Modern Standard Arabic through analysis of a variety of authentic materials, enabling you, for Paper 1 (Arabic Unprepared Translation etc.) to translate from various registers of Arabic into English, and to summarise or otherwise demonstrate comprehension of Arabic passages in English.

Composition in Arabic

Terms in which it is taught: classes and tutorials as above: Years 3 and 4, through all three terms.

For paper 2 (Composition in Arabic), the course prepares you to translate English prose into Arabic and write Arabic essays of approximately 400 words.

Spoken Arabic

Taught by: (tbc)

Throughout Years 3 and 4, there are 2 hours per week devoted to spoken Modern Standard Arabic.

Oral classes and laboratory or online work prepare students to demonstrate aural comprehension of Arabic and the ability to read aloud in Arabic supplying correct grammatical and other vocalisation, and to present a prepared topic in Arabic and hold a guided conversation on it. The medium of instruction and examination is Modern Standard Arabic, but educated dialect may also be used as appropriate.

Arabic Literature

Taught by Professor Julia Bray (Classical); Professor Mohamed-Salah Omri (Modern)

In Michaelmas and Hilary Terms of Year 3, students will attend 2 weekly lectures in each of Classical and Modern Literature and 3 tutorials and write 3 essays in each of Classical and Modern.

The Classical half of the paper is a survey of poetry and prose up to the seventeenth century. The lectures offer close readings of the set texts and put them in their literary and social context. Tutorial assignments may include the literary analysis and translation of set texts, discussion of further and

secondary reading, and essays. Topics covered include major poetic genres (mourning poetry and love poetry), developments in life writing and story-telling (legends, historiography and the *maqāma*), and women as literary subjects and authors.

The set texts for the modern component of this paper are designed to illustrate how modern Arabic literature emerged initially from its classical antecedents such as the *maqāma*, and went on to develop rapidly the themes, genres and language which have made this one of the richest literatures of the postcolonial world. The course begins with extracts from two of the pioneers of modernity in modern Arabic prose, Muhammad al-Muwaylihi and Jibran Khalil Jibran, and continues with a selection of short stories and poetry written between 1929 and 1994. The paper is taught in a combination of lectures and seminar-style classes. They offer close readings of the set texts and put them in their literary and social contexts. Tutorial assignments include the further literary analysis of set texts as well as additional primary texts, and discussion of secondary reading, all through student essays. All set texts for both parts of the paper will be supplied.

Islamic History

Taught by Dr Caitlyn Olson

In Year 3, students will attend a 1-hour lecture and 2 hours of discussion class in Michaelmas Term and the first half of Hilary Term and 6 tutorials and write 6 essays.

This paper provides a chronological and thematic introduction to the history of the pre-modern Middle East (including Spain and North Africa) from Late Antiquity until ca. 1500. Its primary goal is to train students to think critically about the rise of Islam, the formation of classical Islamic civilisation, and the surrounding non-Muslim cultures of the region. Discussion classes are focused on the reading of primary sources in Arabic and English, along with key scholarly books and articles. Throughout the twelve-week course, students will write six essays on a variety of topics. These range from the Byzantine and Sasanian legacy in Islam, to the life of the Prophet Muhammad, the conversion of non-Muslims, tensions between Sunnis and Shi'is, the Mongol conquest, and Islamic historiography. Arabic set texts and primary texts are supplied and there is a bibliography of secondary reading.

Islamic Religion

Taught by tbc

In Year 3, students will have in total 36 hours of lectures and seminars in Hilary and Trinity Terms and 6 tutorials and write 6 essays.

This paper is an introductory survey of the Islamic religious tradition, especially in Arabic. Lectures will provide an initial overview of the main genres of Islamic religious literature and their historical development, while the reading seminars will be devoted to translating and analysing texts from the Qur'an, Hadith, and other genres. Tutorials and associated essays will involve some additional primary texts and current scholarship. Arabic texts are supplied and there is a bibliography of secondary reading.

One-third of the final exam will consist of translation from Arabic into English. Instead of reproducing memorized translations of set texts, a skill unrelated to anything we expect students to do in the future,

students will be asked to translate unseen excerpts from the Qur'an, Qur'anic exegesis, hadith, Islamic law, Sufism, or Islamic theological literature. This unseen material will resemble material read in class in its general style, theme, and diction. It will naturally be of an appropriate level of difficulty (probably easier than texts gone over in lectures), and obscure items of vocabulary will be accompanied by appropriate notes.

Further Subjects

Hadith

Taught by Professor Christopher Melchert

In Trinity Term of Year 3, students will have weekly lectures and 4 tutorials and essays.

Islamic Religion introduced medieval scholarship concerning hadith. Here is an opportunity to explore that subject more deeply. Suggested topics here include the method of identifying weak hadith in Ibn 'Adi al-Qaṭṭān, *al-Kamil fi al-du'afa'*; the use of Hadith in Qur'anic commentary; the use of Hadith in Islamic law; and, finally, the modern authenticity controversy.

Muslims and Others in Abbasid Story-Telling

Taught by Professor Julia Bray

In Trinity Term of Year 3, students will have up to 16 hours of teaching. This includes 4 tutorials and 4 essays.

The paper examines areas of intersection between medieval Arabic literature and Byzantine and other Late Antique cultures, with emphasis on the impact of the Arabic "Great Translation Movement" and on imaginative literary responses to it. Set texts will be read in the original Arabic, with further reading both in Arabic and translation. Tutorials will explore recent scholarship on medieval Arabic literature, cultural identity formation, and ideas of intellectual and political authority as developed in literature.

Modern Arabic Literature

Taught by Professor Mohamed-Salah Omri

In Trinity Term of Year 3, students will have up to 16 hours of teaching, 4 tutorials and 4 essays. In addition to contextual lectures, most of the teaching will be in seminar-style classes based on readings of primary texts as well as theoretical and critical approaches.

The Further Subject will be organised around a specific theme, rather than a genre-based approach. The paper will study in detail how literature engaged with the theme in terms of narrative strategies, language and metaphors. The literary texts themselves include poetry and prose, and cover different periods of time as well as national settings (Tunisia, Morocco, Lebanon, Palestine...). The aim is to trace the changing and the constant elements in literary engagements with the theme through close reading of texts in the Arabic original and in translation, and to develop critical, theoretically-informed approaches to the subject.

Art and Architecture in the Early Modern Empires of Islam.**Course Co-ordinator: Professor Zeynep Yürekli-Görkay.**

In Trinity Term of Year 3, students will have weekly seminars and 3 tutorials, and write 3 essays. The course explores the art and architecture of the early modern empires of Islam: the Safavids, Mughals, and Ottomans. Topics may include palaces, mosques, Sufi shrines, royal workshops, and illustrated manuscripts, with a particular focus on the Ottomans.

Sufism**Taught by Professor Christopher Melchert**

In Trinity Term of Year 3, students will attend weekly lectures, 4 tutorials and write 4 essays. Islamic Religion introduced the topic of Sufism. Here is a supplementary survey. Stress will be on the early *zuhd* period, al-Junayd and the crystallization of Classical Sufism in Baghdad, the Sufi biographical tradition, and Sufi practice and terminology. Sufism in Philosophy, the thought of Ibn 'Arabi and his school, and other topics of the later period may be treated, depending on student interest.

The Middle East in the Age of Empire, 1830-1970**Course Coordinator: Professor Eugene Rogan**

In Hilary Term of Year 3, students will attend 8 hours of lectures. In Trinity Term of Year 3, students will attend 4 tutorials and write 4 essays.

This course will introduce students to the modern history of the Middle East and North Africa, focusing on the social and political history of the Arab world in the nineteenth and twentieth centuries. From the occupation of Algiers in 1830 to the partition of the Ottoman empire in 1919, the Arab world struggled to come to terms with its changing position in a new imperial world order; the struggle to establish state sovereignty and national self-determination would prove no easier in the twentieth century. The course emphasises how Arab men and women adapted to changing circumstances and articulated their aspirations. The region will be approached from its 'peripheries' in the Gulf and North Africa, beginning with the changing commercial and political relations between British India and the coasts of the Arabian Peninsula, and between the Maghrib and southern Europe, in the early nineteenth century, and concluding with the independence of the Gulf states in 1971. Along the way, we shall consider the internal transformation and eventual breakup of the Ottoman empire, European colonisation of North Africa, the emergence and ambiguities of Arab nationalism, the struggle over Israel and Palestine, and the Suez war, the Algerian revolution, and the 'Black September' expulsion of the PLO from Jordan.

Modern Islamic Thinkers (e.g. Sayyid Qutb, Yusuf al-Qaradawi, Abdullah b. Bayyah)**Taught by Dr Usaama Al-Azami**

In Trinity Term of Year 3, students will attend weekly lectures, 4 tutorials and write 4 essays. This course serves as an introduction to modern Islamic thought through the consideration of certain key thinkers, some of whom may be selected by the student in consultation with the tutor. Part biography, part social history, and part intellectual history, it explores the historical, social, and

political contexts in which these scholars' ideas were fashioned, and the impact they had on Islam and Muslims in our own day. We will explore how post-colonial modernity has an impact on a given scholar, often at a profoundly personal level, and how this may have contributed to modulating their Islamic ideas in particular directions. We will also explore how the responses to modernity contrast with one another and reflect on how these ideas may represent alternative visions to the Islam found in Islamic scriptures and a thousand-year-old scholarly tradition.

Harems, Homes and Streets: Space and Gender in the Middle East*
Taught by Professor Marilyn Booth

In Trinity Term of Year 3, students will attend up to 16 hours of lectures and seminars and 4 tutorials and write 4 essays.

This Further Subject focuses on representations of space, place and gendered bodies in European Orientalist writings and modern Middle Eastern literary texts (Arabic, Persian, French, possibly Turkish, in translation) through reading literary texts against notions of 'the harem' and theoretical readings on gender and space. Within Muslim societies, gendered social segregation has varied tremendously according to region, class, and time. Segregation and the veil also became resonant symbols as intellectuals in these societies struggled to define a modernity that would pose a successful challenge to colonial rule and to competing indigenous notions of social organisation. Muslim women have explored the meanings and impacts of segregation through memoirs, poetry and film and in the fiction of the past century have interrogated, critiqued, and at times lauded practices of gender segregation. We will begin by reading some European representations of gendered seclusion and harem life, and selected theoretical literature on the social construction and gendering of space. As well as women's fiction, we will then consider the historical and theological bases for gendered segregation in Muslim communities, and seclusion as lived reality through reading historical essays on earlier periods (early Islamic, Ottoman) and more recent memoirs.

All literary texts are offered in translation. Students who wish to read texts in Arabic, Turkish or Persian are encouraged to explore these in their tutorial essays.

Special Subjects

Qur'an

Taught by tba

In Michaelmas Term of Year 4, students will attend weekly lectures, 6 tutorials and write 6 essays. The course is designed to introduce participants to the study of the Qur'anic texts in their historical context of emergence and/or to the Islamic exegetical tradition.

Theology and Philosophy in the Islamic World

Taught by tba

In Michaelmas Term of Year 4, students will attend weekly lectures, 6 tutorials and write 6 essays. The course will introduce students to the historical development of, and some of the main concepts and ideas discussed in, Arabic philosophy and/or Islamic theology (*kalam*). Depending upon students' interests, the paper will focus on a selection of the following topics:

1. The beginnings of Islamic theological speculation in the Umayyad age;
2. Mu'tazilism;
3. early Ash'arism until ca. 1100;
4. Arabic Philosophy up to al-Suhrawardi (d. 1191);
5. al-Ghazali and later Ash'arism.

Classes will be devoted to presentations by the tutor and to reading excerpts from the set texts, which will be chosen in consultation with students. Tutorials will offer an opportunity for wider explorations based on the relevant secondary literature.

Topics in Islamic Law

Taught by Professor Christopher Melchert

In Michaelmas Term of Year 4, students will have 16 hours of lectures, 6 tutorials and write 6 essays. Islamic Religion introduced the topic of Islamic law. Here is a survey in greater depth. Students will learn to find problems in Islamic law, look up names in biographical dictionaries and in standard reference works (e.g. *GAL*, *GAS*, *Kaḥḥālah*), and look up how to point names in medieval reference works (e.g. Ibn Ḥajar, *Tabṣīr al-muntabih*). We shall read some of both *fiqh*, the genre that lays out rules, and *uṣūl al-fiqh*, the genre that justifies the method of inferring rules; i.e. jurisprudence strictly speaking. The exact topics covered may be shaped to fit student interest.

Medieval Sufi Thought

Taught by Professor Christopher Melchert

In Michaelmas Term of Year 4, students will have weekly lectures, 6 tutorials and write 6 essays. Similar to the [Further Subject](#) but in greater depth. The exact topics covered may be shaped to fit student interest.

Art and Architecture in the Age of the Caliphates (ca. 622-1000).

Course Coordinator: Professor Alain George. Other participating staff may include: Dr Umberto Bongianino and Dr Luke Treadwell.

Please contact Professor Alain George with queries and to register for this paper.

In Michaelmas Term of Year 4, students will have weekly seminars and 4 tutorials, and write 6 essays. The course explores the rise and first classical phase of Islamic art in the age of the Umayyads and Abbasids through the study of mosques, palaces, calligraphy, and coinage.

The Nation in Modern Arabic Literature

Taught by Professor Mohamed-Saleh Omri

In Michaelmas and Hilary Terms of Year 4, students will have 16 hours of lectures, 6 tutorials and write 6 essays.

Students should note that the theme offered is subject to change.

“Nation” is one of the most enduring and contentious concepts of our time in the social sciences and history. However, it is in literature where concepts of nation and national identity are best observed. The aim of the paper is to explore the complexity and the diversity of nation and nationalism in the Arab world, mainly through the novel. Drawing on history, politics and literature, the paper will be looking at the processes and the art of representing the nation in seminal Arabic novels by women writers. Theoretical and background reading includes Fanon, Gelder, Anderson as well as historical sources on Algeria, Morocco, Egypt and Lebanon. There will be a total of four primary set texts, all available in English translation. Students are encouraged to explore additional configurations of the nation in other writers in their tutorial essays and the extended essay. Sample set texts include: *Latifa al-Zayyat*, *Open Door* (1960); Hanan al-Shaykh, *The Story of Zahra* (1980); Leila Abouzeid, *Year of the Elephant* (1983); Ahlam Moutaghanem, *Memory in the Flesh* (1985).

Nahda: Arabic Prose and Cultural Activism in the 19th Century
Taught by Professor Marilyn Booth

In Michaelmas Term of Year 4, students will attend 8 seminars, 6 tutorials and write 6 essays. This course provides an introduction to the *nahda* (as Arab intellectuals were calling it before the end of the 19th century) or ‘awakening’ in Arabic letters and cultural activity. Exploring new styles and genres of writing, but equally looking back to the great classical tradition of Arabic literary expression, intellectuals were articulating visions of indigenous modernity as they grappled with the impact of Europe on their societies. As modes of communication changed radically – trains, telegraphs, the press, independent book publishing, regular postal service, electricity, trams, and telephones became features of Arab urban life in the second half of the 19th century – so did ideas about the responsibilities of writers, who their audiences were and how to communicate with them. Equally, there were new ideas to convey, about nationalism and imperial power, economics, citizenship, gender and social organisation, and who should be educated and how.

European and Middle Eastern Languages (EMEL) with Arabic

The course of Arabic study for EMEL differs from Arabic with Islamic Studies only in the number of papers taken. The content of the papers is the same.

In Year 1, students do not take the paper Islamic History and Culture, but are encouraged to attend all or any of the lectures in this course if they do not clash with their Modern Languages timetable, as they will help in preparation for both the Year Abroad and FHS.

In Years 3 and 4, students do not take the paper Islamic History, and may choose only one option from either the Further or Special Subjects. Students who choose a Special Subject option will sit only the written examination paper. Instead of the dissertation, students will write an Extended or “Bridge/Bridging” Essay on a subject of their own choice that brings together Arabic and the Modern European language around a common topic, co-supervised to the same tariff as a dissertation by a tutor in MMEL and a tutor in OS. The two written Arabic language papers and the Arabic oral count as half papers at FHS, but you will follow the same course of study for them as students reading Arabic with Islamic Studies.

Classics and Oriental Studies

In Y1, over three terms, your Arabic language teaching will lead you through all the basic grammar of Modern Standard Arabic at elementary level. This will equip you to start reading the Classical Arabic set texts of the Arabic Literature paper in TT of Y1. In Y2, you will progress to intermediate level, revising the grammar of Y1 by practising translating into and out of MSA; meanwhile you will be reading Modern set texts for the Literature paper and further Classical Arabic texts for the Islamic Texts paper. The Y1 and Y2 language teaching will give you an applied competence in the contemporary language, to which the Literature and Islamic Text papers will add an understanding of the history of the language. You are strongly encouraged to arrange a period of summer study abroad after Y1, and are eligible to apply for help with funding it from the James Mew Fund.

Arabic as a Subsidiary Language (also known as Additional Arabic or Subsidiary Arabic)

Students taking BA Egyptology and Ancient Near Eastern Studies, BA Sanskrit, BA Hebrew, BA Persian, BA Turkish, and BA Classics with Oriental Studies may take Arabic as a subsidiary language.

The course begins in Michaelmas Term of Year 2 or 3 (Classicists begin in Year 3, one term after taking Mods. Persian and Turkish students begin in Year 3 after the year Abroad. EANES and Sanskrit students begin in Year 2) and consists of 3 compulsory papers taught over 2 years (Y1 and Y2): Arabic Language; Additional Arabic: Literary Texts (Classical and Modern); Additional Arabic: Islamic Texts. It aims to give students taking Arabic alongside another Middle Eastern language, living or ancient, Classics or Sanskrit, an understanding and appreciation of key aspects of literature and religion, with a command of language and culture that will enable them to navigate source texts with a dictionary and to make critical use of translations.

Subsidiary Arabic (Y1 and Y2)

Taught by Dr Husam Haj Omar, Dr Marco Brandl and Mr Taj Kandoura

In Y1, over three terms, your Arabic language teaching will lead you through all the basic grammar of Modern Standard Arabic at elementary level. This will equip you to start reading the Classical Arabic set texts of the Arabic Literature paper in TT of Y1. In Y2, you will progress to intermediate level, revising the grammar of Y1 by practising translating into and out of MSA; meanwhile you will be reading Modern set texts for the Literature paper and further Classical Arabic texts for the Islamic Texts paper. The Y1 and Y2 language teaching will give you an applied competence in the contemporary language, to which the Literature and Islamic Text papers will add an understanding of the history of the language. You are strongly encouraged to arrange a period of summer study abroad after Y1, and are eligible to apply for help with funding it from the James Mew Fund.

Additional Texts: Literature

Taught by Professor Julia Bray (Classical) and Professor Mohamed-Salah Omri (Modern)

For Classical texts, students will attend weekly 2-hour lectures/seminars in Trinity Term of the first year. For modern texts, students will attend weekly 2-hour lectures/seminars in Michaelmas Term of the second year. They will have 4 tutorials and write 4 essays in each of Classical and Modern. The Classical Literature set texts and further reading are designed to highlight connections between medieval Arabic culture and Byzantine and other near eastern Late Antique cultures, through the medium of various kinds of storytelling.

The modern component of this paper provides an introduction to modern Arabic literature through original texts. Students will read a full play and three short stories written between 1929 and 1994. English translations are also available.

Islamic Texts

Teaching staff: Saqib Hussain

Students will attend 12 hours of lectures, 3 tutorials and write 3 essays in Michaelmas and Hilary Terms of the second year.

The purpose of this paper is to introduce students to the interpretation of Islamic primary sources in Arabic. Lectures will concentrate on the translation and analysis of selected passages from the Qur'an, prophetic *ḥadīth*, and the biography of Muḥammad (*sīrah*). Participants will have the opportunity to put these readings in broader context by writing three tutorial essays.

One-third of the final exam will consist of translation from Arabic into English. Students will be asked to translate unseen excerpts from the Qur'an and the *ḥadīth* and *sīrah* literatures. This unseen material will resemble material read in class in its general style, theme, and diction. It will be of a suitable level of difficulty, and obscure items of vocabulary may be accompanied by appropriate notes.

Recommended Patterns of Teaching ([RPT](#))

Below is an indication of the type and number of teaching hours for each degree with Arabic as the only, main, joint or subsidiary/additional language.

Arabic and Islamic Studies; Arabic with a subsidiary language; EMEL with Arabic

Year 1

Paper	Term	Dept/ Faculty		College		Comments
		Lectures	Classes	Tutorials	Classes	
						Figures in this table are in hours unless otherwise stated.
[1 Translation and précis into English.	MT		x			Two hours a day instruction is offered through all three terms; however, the different skills are not assigned to different classes (e.g. translation some days, grammar others).
	HT		x			
	TT		x			
[2 Comprehension, composition, and grammar.	MT		x			
	HT		x			
	TT		x			
[3 Oral/aural comprehension and composition.	MT		x			
	HT		x			

	TT		x			
[4 Islamic history & culture (Not EMEL)	MT	X		x		Two hours lectures per week and four tutorials per term, MT-HT; half that in TT, wks 1-4. Tutorials organised by the Faculty.
	HT	X		x		
	TT		X		x	

Arabic and Islamic Studies; Arabic with a subsidiary language; EMEL with Arabic

Years 3-4

Paper	Term	Dept/ Faculty		College		Comments
		Lectures	Classes	Tutorials	Classes	
						Figures in this table are in hours unless otherwise stated.
[1.] Arabic unprepared translation into English and comprehension.	MT		x	x		4 hours classes per week, one hour tutorials every other week, throughout the year; but the different linguistic skills of papers 1 to 3 by nature cannot be taught separately. Tutorials organised by the faculty.
	HT		x	x		
	TT		x	x		
[2.] Composition in Arabic.	MT		x	x		

	HT		x	x		
	TT		x	x		
[3.] Spoken Arabic.	MT		x	x		
	HT		x	x		
	TT			x		
[4.] Arabic literature.	MT	x		x		2 hours lectures per week, MT-HT; six tutorials likewise distributed over those two terms. Tutorials organised by the faculty.
	HT	x		x		
	TT					
[5.] Islamic history (Arabic only, excluding EMEL).	MT	x		x		3 hours lectures per week, MT and the first half of HT; six tutorials likewise distributed over those two terms. Tutorials organised by the faculty.
	HT	x		x		
	TT					
[6.] Islamic religion.	MT					3 hours lectures per week, second half of HT and TT; six tutorials likewise distributed over those two terms. Tutorials organised by the faculty.
	HT	x		x		
	TT		x	x		
[7.] Further subject (for EMEL:	MT					Weekly lectures (1-3 hours),

Option; for Arabic with Subsidiary Language: Subsidiary Language paper 1).	HT				biweekly tutorials. Tutorials organised by the faculty.
	TT	x		x	
[8.] [9.] Special subject (for EMEL [8] only: alternative option; for Arabic with Subsidiary Language: Subsidiary Language papers 2 and 3)	MT	x		x	Weekly lectures (1-3 hours), 6 hours tutorials. Tutorials organised by the faculty.
[10.] Dissertation (Arabic) or Bridging essay (EMEL)	MT				No lectures.
	HT				Normally 2-3 hours tutorials in HT for Arabic dissertations, 3-4 hours for EMEL bridging essays (divided equally between ML and OS faculties)

Subsidiary Arabic

Paper	Term	Dept/ Faculty		College		Comments
		Lectures	Classes	Tutorials	Classes	
[1] Arabic prose composition and unprepared translation.	MT		x	x		Figures in this table are in hours unless otherwise stated. 6 hours per week of classes throughout the first year; up to 2 hours per week (depending on numbers) as tutorial group from the beginning of MT to week 4 of TT the second year.
	HT		x	x		
	TT		x	X		
[2.] Additional Arabic: literary texts.	MT	x		X		Teaching begins in TT of the first year (Classical Literature) and continues in MT of the second year (Modern Literature).
	HT					
	TT	x		x		
[3.] Additional Arabic: Islamic texts	MT					1-3 hours per week lectures, 4-6 hours tutorials. Teaching may begin in MT or HT of the second year. Tutorials organised by the faculty
	HT	x		X		
	TT					

Teaching Staff

- Dr [Ahmed Al-Shahi](#), Research Fellow (St Antony's)
- Dr [Usaama Al-Azami](#), Departmental Lecturer in Modern Islamic Thought (St Antony's)
- Professor [Walter Armbrust](#), Associate Professor in Modern Middle Eastern Studies (St Antony's)
- Dr Ashraf Abdou, Instructor in Arabic
- Dr [Umberto Bongianino](#), Departmental Lecturer in Islamic Art and Architecture (Wolfson)
- Professor [Marilyn Booth](#), Khalid Bin Abdullah Al Saud Professor for the Study of Contemporary Arab World (Magdalen)
- Dr Marco Brandl
- Professor [Julia Bray](#), Abdulaziz Saud AlBabtain Laudian Professor of Arabic (St John's)
- Professor [Dominic Parviz Brookshaw](#), Associate Professor in Persian Literature (Wadham)
- Dr [Emine Çakır](#), Instructor in Turkish (St Benet's)
- Dr [Stephanie Cronin](#), Lecturer in Persian Studies; Elahé Omidyar Mir-Djalali Research Fellow (St Antony's)
- Professor [Alain Fouad George](#), I.M. Pei Professor of Islamic Art and Architecture (Wolfson)
- Dr [Otaared Haidar](#), Lecturer in Arabic (Wadham)
- Dr [Husam Haj Omar](#), Instructor in Arabic (St Antony's)
- Dr [Laura Hassan](#), Associate Faculty Member
- Professor [Edmund Herzig](#), Masoumeh and Fereydoon Soudavar Professor of Persian Studies (Wadham)
- Dr [Nadia Jamil](#) – on leave 2018-23, Senior Language Instructor; Senior Researcher DocuMult Project Khalili Research Centre (St Benet's and Wolfson)
- Professor [Jeremy Johns](#) – on leave 2018-23, Professor of Islamic Archaeology and Director of the Khalili Research Centre (Wolfson)
- Mr [Tajalsir Kandoura](#), Instructor in Arabic (Pembroke)
- Dr [Homa Katouzian](#), Iran Heritage Foundation Research Fellow (St Antony's)
- Professor [Christopher Melchert](#), Professor of Arabic and Islamic Studies (Pembroke)
- Professor [Laurent Mignon](#), Associate Professor in Turkish (St Antony's)
- Dr Caitlyn Olson, Departmental Lecturer in Islamic History
- Professor [Mohamed-Salah Omri](#), Professor in Modern Arabic Language and Literature (St John's)
- Professor [Philip Robins](#), Professor of Middle East Politics (St Antony's)
- Professor [Eugene Rogan](#), Professor in the Modern History of the Middle East (St Antony's)
- Professor [Christian Sahner](#), Associate Professor of Islamic History (St Cross)
- Mr [Sahba Shayani](#), Instructor in Persian (Brasenose)
- Professor [Nicolai Sinai](#), Professor of Islamic Studies (Pembroke) – on leave 2018-2021
- Dr [Luke Treadwell](#), Samir Shamma Associate Professor in Islamic Numismatics (St Cross)
- Dr James White, Departmental Lecturer in Persian (Wadham)
- Dr [Michael Willis](#), University Research Lecturer and H.M. King Mohammed VI Fellow in Moroccan and Mediterranean Studies (St Antony's)
- Professor [Zeynep Yürekli-Görkay](#), Associate Professor in Islamic Art and Architecture (Wolfson)

Examinations and Assessments

Please refer to the [Examination Regulations for Prelims and FHS in Oriental Studies](#).

In Trinity Term of Year 1, students will sit 3 written examinations and 1 oral/aural examination. Students must pass all 4 papers to proceed into Year 2 of the course.

Please refer to the conventions for Prelims and FHS examinations for the papers to be taken, available on Canvas towards the end of Michaelmas Term.

In Trinity Term of Year 4, students will take a total of 9 examinations and will submit their dissertations.

Please refer to the conventions for FHS examinations for detail of compulsory papers, and papers for Arabic with Islamic Studies and History and Arabic with a subsidiary language.

Deadlines

Date	Year of Course	Event	HOW
Monday 9 th Week Trinity Term	1	Provisional start date of Prelims examinations.	
Monday 6 th Week Hilary Term	3	Deadline for applications for approval for further subjects, special subjects and subsidiary languages. Includes Joint Honours (EMEL) students taking Arabic.	FHS Applications for approval form Form to be sent to Oriental Studies Academic Administration (academic.administrator@orinst.ox.ac.uk)
Friday 4 th Week Michaelmas Term	4	Deadline for exam entry.	Via Student self service
Friday 4 th Week Michaelmas Term	4	Question paper for Special Subject extended essays available from the Faculty Office.	Via Inspira
Monday 0 th Week Hilary	4	Deadline for application for approval for dissertation title	FHS Applications for approval form Form to be sent to Oriental Studies Academic Administration (academic.administrator@orinst.ox.ac.uk)
12 noon Friday 0 th Week Hilary Term	4	Deadline for submission of	Via Inspira

		Special Subject extended essays.	
12 noon, Friday 10 th Week Hilary Term	4	Deadline for submission of dissertation.	Via Inspira
0 th Week Trinity Term	4	Oral examinations in Arabic. Timetables available about 5 weeks before.	
Monday 7 th Week Trinity Term	4	Provisional start date of FHS examinations.	

Canvas

Click [here](#) for the BA Arabic Canvas page.

Examination Regulations

The Examination Regulations relating to this course are available at <https://examregs.admin.ox.ac.uk/>. If there is a conflict between information in this handbook and the Examination Regulations then you should follow the Examination Regulations.

Set Texts and Recommended Readings

(Recommended Reading is reading you should do in preparation for the course):

Set texts for [Arabic Literature](#):

Classical

(1) Wahb ibn Munabbih (attrib.) (d. c.730)/Ibn Hishām (d.833), *Kitāb al-Tijān fi mulūk Ḥimyar*, ed. F. Krenkow, Hyderabad 1928, repr. Ṣana‘a’, pp.274-281.

(2) Ibn A‘tham al-Kūfī (early ninth century?), *al-Futūḥ*, ed. M. ‘Abd al-Mu‘īd Khān, Hyderabad 1968-75, I, pp.1-7. [For purposes of comparison, we will also read the version in al-Wāqidī (d.207/823), *Kitāb al-Ridda* “in the *riwāya* of Ibn A‘tham al-Kūfī”, ed. Yaḥyā al-Jabbūrī, Beirut 1410/1990.]

(3) al-Khansā’ (Tumāḍir bint ‘Amr, d. after 644), *Dīwān*, ed. A. Abū Suwaylim, ‘Ammān 1409/1988, poem no.7, pp.123-7 (6 lines); poem no.24, pp.234-6 (8 lines).

(4) ‘Umar ibn Abī Rabī‘a (d.712 or 721), *Dīwān*, ed. P. Schwarz, Leipzig 1901, poem no.20, p.21 (5 lines); poem no.21, pp.21-2 (6 lines); poem no.24, pp.24-5 (7 lines).

(5) al-Mas‘ūdī (d.956), *Murūj al-dhahab wa ma‘ādin al-jawhar*, eds. C. Barbier de Meynard and Pavet de Courteille, Paris 1861-77, rev. and corr. Ch. Pellat, Beirut 1966-79, IV, ¶¶2619-23, pp.261-2.

(6) Ibn al-Mu‘tazz (d.908), *Ṭabaqāt al-shu‘arā’ al-muḥdathīn*, ed. ‘A. S. Farrāj, Cairo 1956, repr. 1967, pp.366-7.

(7) Badī‘ al-Zamān al-Hamadhānī (d.1008), *al-Maqāmāt*, ed. Muḥammad ‘Abduh, Beirut 1889 and reprs., pp.86-91, *al-Qazwīniyya*; pp.55-8, *al-Ahwāziyya*.

(8) Ibn Ma‘šūm (d.1708), *Sulāfat al-‘aṣr fi maḥāsin al-shu‘arā’ bi kulli miṣr*, Cairo 1906, pp.420-2.

Modern

1. M. al-Muwaylihi: *Hadith ‘Isa ibn Hisham*, Chapter 2.
2. Khalil Jibran: extracts from *‘Ara’is al-muruj* (“Marta al-Baniyya”)
3. Mahmud Tahir Lashin: *Hadith al-qarya*
4. Yusif Idris: *Bayt min lahm*
5. Zakariyya Tamir: *Shams saghira*
6. Ghada al-Samman: *Qat`ra’s al-qitt*
7. Abu ‘l- Qasim al-Shabbi (*Fi zill wadi’l-mawt*)
8. Salah ‘Abd al-Sabur (*Hajama al-tatar*)
9. Khalil Hawi (*al-Bahhar wa’l-darwish*)

Recommended reading for [Arabic Literature](#):

Overall reference (Classical and Modern)

- Julie Scott Meisami and Paul Starkey (eds.). *Encyclopedia of Arabic Literature*. London; New York: Routledge, 1998 and reprints (2 vols.)
- The Qur’ān in a bilingual edition (many available, in print and online; N. J. Dawood in Penguin Classics is well indexed and easy to use)

For information on authors of Classical set texts

- Michael Cooperson and Shawkat M. Toorawa (eds.). *Arabic Literary Culture, 500-925*. Detroit; London: Thomson Gale, 2005 (Dictionary of Literary Biography, vol. 311), continued as:
- Roger Allen, Terri de Young, et al. (eds.). *Essays in Arabic Literary Biography, 950-1350*, and Joseph E. Lowry and Devin J. Stewart (eds.). *Essays in Literary Biography, 1350-1850*. Wiesbaden: Harrassowitz, 2009

For problems and issues in Classical Arabic literature

- Julia Bray (ed.). *Writing and Representation in Medieval Islam*. London; New York: Routledge, 2006

For social and historical background

- Hugh Kennedy. *The Court of the Caliphs*. London: Weidenfeld & Nicolson, 2004;
- Hugh Kennedy. *The Prophet and the age of the caliphates*. Third edition. London: Routledge, 2015;
- Adam Mez. *The Renaissance of Islam*. Salahuddin Khuda Bukhsh and D.S. Margoliouth (tr.). Patna: Jubilee Printing and Publishing House, 1937;
- Muhsin Al-Musawi. *The medieval Islamic republic of letters*. Notre Dame, Indiana: University of Notre Dame Press, 2015

Set texts for [Arabic Literature](#) (subsidiary):

Classical set texts

- al-Jāhīz (ca.776-868), *Kitāb al-Bukhalā'* ("The Book of Misers"), A. al-'Awāmīrī and 'A. al-Jārim (eds.), Beirut: Dār al-Kutub al-'Ilmiyya 1991, p.46, l.2 - p.47, l.4.
- al-Tanūkhī (939-994), *al-Faraj ba'd al-shidda* ("Deliverance Follows Adversity"), 'A. al-Shālījī (ed.), Beirut: Dār Šādir 1978, II, pp.191-205.
— , *al-Faraj ba'd al-shidda*, I, pp.335-337.
- al-Tha'labī (d.1035), *'Arā'is al-majālis fī qiṣaṣ al-anbiyā'* ("Tales of the Prophets"), Cairo n.d., pp.329-332.

Modern set texts

- Tawfīq al-Ḥakīm, *Ughniyat al-mawt*.
- Maḥmūd Ṭāhir Lāshīn, *Ḥadīth al-qarya*.
- Yūsuf Idrīs, *Bayt min laḥm*.
- Imīl Ḥabībī, *al-Kharaza al-zarqā' wa 'awdat Jubayna*.

Recommended reading for [Islamic History](#):

- Cook, ed., *The New Cambridge History of Islam*, 2010
- Berkey, *The Formation of Islam: Religion and Society in the Near East*, 2003
- Kennedy, *The Prophet and the Age of the Caliphates*, 2004
- Lapidus, *A History of Islamic Societies*, 2014
- Lewis, *The Arabs in History*, 2002

Recommended reading for [Islamic Religion](#):

- Brown, Jonathan A. C. *Hadith: Muhammad's Legacy in the Medieval and Modern World*. Oxford: Oneworld, 2009.
- Ernst, Carl W. *The Shambhala guide to Sufism*. Boston, Mass.: Shambhala, 1997.
- Karamustafa, Ahmet T. *Sufism: The Formative Period*. Edinburgh: University Press, 2007.
- Schacht, Joseph. *An Introduction to Islamic Law*, Oxford: Clarendon Press, 1964.
- Sinai, Nicolai. *The Qur'an: A Historical-Critical Introduction*. Edinburgh: Edinburgh University Press, 2017.

Recommended reading for [Hadith](#):

- Berg, Herbert. *The Development of Exegesis in Early Islam: The Authenticity of Muslim Literature from the Formative Period*. Curzon Studies in the Qur'an. Richmond: Curzon, 2000. The first half is a useful review of the authenticity debate.
- Brown, Jonathan A. C. *Hadith: Muhammad's legacy in the medieval and modern world. Foundations of Islam*. Oxford: Oneworld, 2009. The best textbook, especially strong on scholarship in the High Middle Ages and the difficulties raised by what he calls the Historical Critical Method.

- Dickinson, Eerik Nael. *The Development of Early Sunnite Hadith Criticism*. Islamic History and Civilization, Studies and Texts, 38. Leiden: Brill, 2001. Chapter 6, on the comparison of asanid, corrects earlier accounts of the Islamic tradition.
- Juynboll, G. H. A. *Muslim Tradition: Studies in Chronology, Provenance and Authorship of Early hadith*. Cambridge Studies in Islamic Civilization. Cambridge: University Press, 1983. The first major advance since Schacht and Abbott (not listed here).
- Motzki, Harald. *The Origins of Islamic Jurisprudence: Meccan Fiqh before the Classical Schools*. Translated by Marion H. Katz. Islamic History and Civilization, Studies and Texts, 41. Leiden: Brill, 2002. Chapter 1 is another good survey of the authenticity debate.
- Schacht, Joseph. *The Origins of Muhammadan Jurisprudence*. Oxford: Clarendon Press, 1950. The next great advance after Goldziher. Sets out the paradigm everybody qualifies or attacks.

Recommended reading for [Muslims and Others in Abbasid Story-Telling](#):

For overall reference (Classical and Modern)

- Julie Scott Meisami and Paul Starkey (eds.), *Encyclopaedia of Arabic Literature*, London; New York: Routledge, 1998 and reprints (2 vols.);
- the Qur'an in a bilingual edition (many available, in print and online; N. J. Dawood in Penguin Classics is well indexed and easy to use)

For social, intellectual, and historical background

- Michael Cooperson, " 'Arabs' and 'Iranians': The Uses of Ethnicity in the Early Abbasid Period", in Behnam Sadeghi, Asad Q. Ahmed, Adam Silverstein and Robert Hoyland (eds.), *Islamic Cultures, Islamic Contexts. Essays in Honor of Professor Patricia Crone*, Leiden; Boston: Brill, 2015;
- Dimitri Gutas, *Greek Thought, Arabic Culture. The Graeco-Arabic Translation Movement in Baghdad and Early 'Abbasid Society (2nd-4th/8th-10th centuries)*, London; New York: Routledge, 1999;
- Hugh Kennedy, *The Prophet and the age of the caliphates*, third edition, London: Routledge, 2015;
- Louise Marlow, *Counsel for Kings: wisdom and politics in tenth-century Iran*, Edinburgh: Edinburgh University Press, 2016;
- Adam Mez, *The Renaissance of Islam*, Patna: Jubilee Printing and Publishing House, 1937

For background to the set texts

- al- Jāhīz, *The Book of Misers*, trans. R. B. Serjeant, Reading: Garnet, 1997 and/or trans. Jim Colville as *Avarice and the avaricious*, London: Kegan Paul, 1999;
- James E. Montgomery, *al- Jāhīz: in praise of books*, Edinburgh: Edinburgh University Press, 2013;
- Ibn Faḍlān, trans. James E. Montgomery, *Two Arabic travel books*, New York: New York University Press, 2014;
- al-Tha'labi (d.1035), trs. and annotated William M. Brinner, *'Ara'is al-majalis fi qišaş alanbiya' or "Lives of the Prophets" as recounted by Abu Isīliaq Ai'imad ibn Mu'iammad ibn Ibrahim al-Tha'labi*, Leiden; Boston; Cologne: Brill 2002;
- M. O. Klar, *Interpreting al-Tha'labi's Tales of the Prophets. Temptation, responsibility and loss*, London, New York: Routledge, 2009.

Recommended reading for [Islamic Art, Architecture and Archaeology](#) (both the Further Subject and the Special Subject):

- Sheila S. Blair and Jonathan M. Bloom, *The Art and Architecture of Islam, 1250–1800*, New Haven and London: Pelican History of Art and Yale University Press, 1994.
- Sheila S. Blair and Jonathan M. Bloom, *Islamic Art*, London: Phaidon, 1997.
- Richard Ettinghausen, Oleg Grabar, Marilyn-Jenkins-Madina, *Islamic Art and Architecture 650–1250*, New Haven and London: Yale University Press, Pelican History of Art, 2001.
- Markus Hattstein and Peter Delius, *Islam: Art and Architecture*, Cologne: Könemann, 2001.
- Robert Hillenbrand, *Islamic Art and Architecture*, London: Thames and Hudson, 1999.
- Robert Irwin, *Islamic Art in Context: Art, Architecture and the Literary World*, New York: Harry N. Abrams, 1997.
- Fairchild D. Ruggles, *Islamic Art and Visual Culture: An Anthology of Sources*, Chichester: Wiley-Blackwell, 2011.

Recommended reading for [Sufism](#):

- *Encyclopaedia of Islam*, new edn., s.n. ‘*taṣawwuf*’, by B. Radtke, and ‘*zuhd*’, by G. Gobillot.
- Ernst, Carl W. *The Shambhala Guide to Sufism*. Boston, Mass.: Shambhala, 1997. If you can look past the title, you should find a very respectable introductory survey.
- Hujviri (d. Lahore, 465/1072-3?). *The Kashf al-Mahjūb*. Translated by Reynold A. Nicholson. E. J. W. Gibb Memorial series 17. Leiden: E. J. Brill, 1911.
- Karamustafa, Ahmet T. *Sufism: the formative period*. The New Edinburgh Islamic Surveys. Edinburgh: University Press, 2007. Even better than Ernst but stopping around 1100.
- Al-Qushayri (d. Tus, 465/1072). *Al-Qushayri’s Epistle on Sufism = al-Risala al-qushayriyya fi ‘ilm al-tasawwuf*. Translated by Alexander D. Knysh. Reading: Garnet, 2007.
- Al-Sulami (d. Nishapur, 1021). *Early Sufi Women*. Edited and translated by Rkia Elaroui Cornell. Louisville, Ky.: Fons Vitae, 1999.

Recommended reading for [Qur’an](#):

- Görke, Andreas, and Johanna Pink (eds), *Tafsīr and Islamic Intellectual History: Exploring the Boundaries of a Genre*. Oxford: Oxford University Press, 2014.
- Sinai, Nicolai. *The Qur’an: A Historical-Critical Introduction*. Edinburgh: Edinburgh University Press, 2017.

Recommended reading for [Theology and Philosophy in the Islamic World](#):

- El-Rouayheb, Khaled, and Sabine Schmidtke (eds). *The Oxford Handbook of Islamic Philosophy*. Oxford: Oxford University Press, 2017.
- Schmidtke, Sabine (ed.). *The Oxford Handbook of Islamic Theology*. Oxford: Oxford University Press, 2016.

Recommended reading for [Topics in Islamic Law](#):

- Abu Ishaq al-Shirazi (d. Baghdad, 476/1083). *Kitab al-Lumà fi usul al-fiqh. Le Livre des Rais illuminant les fondements de la compréhension de la Loi. Traité de théorie légale musulmane*. Translated and edited with introduction by Eric Chaumont. Studies in Comparative Legal History. Berkeley: Robbins Collection, 1999. A translation with copious notes and a useful bibliography.
- Ibn Rushd (d. Merrakech, 595/1198). *The Distinguished Jurist’s Primer: A Translation of Bidayat al-mujtahid*. Translated by Imran Ahsan Khan Nyazee; reviewed by Muhammad Abdul Rauf.

Great Books of Islamic Civilisation. 2 vols. Reading: Garnet, 1994-6. Bodleian Arab. An unusual hybrid of *furu`* and *uṣul*, showing how different Sunni schools justify their distinct rules.

- Schacht, Joseph. *An Introduction to Islamic Law*. Oxford: Clarendon Press, 1964.
- Weiss, Bernard G. *The Spirit of Islamic Law*. The Spirit of the Laws. Athens: Univ. of Georgia Press, 1998. A mellow account of what it says: divine sovereignty, the textualist bent, probabilism, &c.

Recommended reading for [Modern Islamic Thought in the Middle East](#):

- Brown, Daniel, *Rethinking Tradition in Modern Islamic Thought*, Cambridge: Cambridge University Press, 1996.
- Brown, Jonathan A. C., *Misquoting Muhammad: The Challenge and Choices of Interpreting the Prophet's Legacy*, Oxford: Oneworld Publications, 2014.
- Gesink, Indira Falk, *Islamic Reform and Conservatism: Al-Azhar and the Evolution of Modern Sunni Islam*, London: I. B. Tauris, 2010.
- Hourani, Albert, *Arabic Thought in the Liberal Age, 1798-1939*, Cambridge: Cambridge University Press, 1983.
- Kassab, Elizabeth Suzanne, *Contemporary Arab Thought: Cultural Critique in Comparative Perspective*, New York: Columbia University Press, 2009.
- Mahmood, Saba, *Politics of Piety: The Islamic Revival and the Feminist Subject*, Princeton: Princeton University Press, 2005.
- Tripp, Charles, *Islam and the Moral Economy: The Challenge of Capitalism*, Cambridge: Cambridge University Press, 2006.
- Zaman, Muhammad Qasim, *Modern Islamic Thought in a Radical Age: Religious Authority and Internal Criticism*, Cambridge: Cambridge University Press, 2012.
-

Recommended reading for [Additional Arabic/Subsidiary Arabic: Additional Texts: Arabic Literature](#):

For background for Classical literature

- al- Jāhīz, trans. R. B. Serjeant, *The Book of misers* (Reading: Garnet, 1997); trans. Jim Colville, *Avarice and the avaricious* (London: Kegan Paul, 1999), or trans. Charles Pellat, *Le Livre des avares* (Paris: Maisonneuve, 1952).
- J. Bray, "Arabic literature" = chapter 4 of *The New Cambridge History of Islam*, vol. 4, ed. Robert Irwin: *Islamic Cultures and Societies to the End of the Eighteenth Century* (Cambridge: Cambridge University Press, 2010), pp.383-413.
- Dimitri Gutas, *Greek Thought, Arabic Culture. The Graeco-Arabic Translation Movement in Baghdad and Early 'Abbasid Society (2nd-4th/8th-10th centuries)* (London; New York: Routledge, 1999 and reprints).
- M. O. Klar, *Interpreting al-Tha'labī's Tales of the Prophets. Temptation, responsibility and loss* (London, New York: Routledge, 2009)

BACHELOR OF ARTS IN CHINESE

Course Co-ordinator – Professor [Henrietta Harrison](#)

Outline

Year 1

Students will study modern Chinese, classical Chinese and Chinese History and Civilisation

By the end of the first year in modern Chinese you will have covered the whole range of basic grammar and begun your experience of reading original material in modern Chinese. You will have made a start in formulating what you need to say in spoken Chinese. By this point, you have an active vocabulary of 900 characters and approximately 1,500 lexical items; your passive vocabulary is larger than this.

For Classical Chinese, students will master the basic grammar and vocabulary. You will learn the basic structures and features of the language used in prose writings just before and just after the dawn of the imperial age, and have begun to read original texts. From this point onwards, exposure to texts, the building of a vocabulary, and practice of the skills developed in the first year are what students will need to move forward in Classical Chinese and prepare themselves for working with material in their third and fourth years.

For History and Civilisation, students will take part in tutorials and attend lectures where they will study topics in philosophy, history, literature, art and political science from prehistory to the present.

The details of these courses are given below. Together they constitute the basic kit which you will need to equip you for the more serious work to come.

Year 2

You will spend the second year of your course studying at National Taiwan Normal University Mandarin Training Centre. This will give you contact with Chinese life and Chinese people at a point when you are just about ready to encounter them in their own language. You will continue to study modern Chinese, classical Chinese and Chinese culture and society. You will return to Oxford with greater confidence, some real fluency in speaking the language, and a much clearer sense of what you want to do in the second part of the course.

Before you go to Taiwan you will be given two briefing sessions and detailed guidance on matters of official paperwork, costs, and general preparation for this period of overseas study in your first year. For anyone without sufficient resources to cope with the costs whilst abroad, some colleges will help with travel grants, and the China Centre has a small number of hardship travel scholarships, derived from trust funds run by the university.

While in Taiwan, you are still Oxford students and as such will be expected to attend classes, consolidate what you have learned, and sit collections as you would at Oxford.

Your Modern Chinese classes will be organised by the Mandarin Training Centre and details of those will be provided to you upon arrival at the university.

Classical Chinese will involve working on a variety of set texts included in the material that students will obtain before you leave for Beijing. These include “Dao zhi” of the *Zhuangzi* and “Shi guo” of the *Hanfeizi*, which students will begin in their first year, and selections from the *Shiji*, the *Guwen guanzhi* and a selection of poetry. Students are supplied with complete texts taken from editions of works used by scholars. The passages studied are carefully selected to provide students with well-known texts that they are able to tackle at their level. In addition to two hours a week of Classical instruction provided by National Taiwan Normal University, students will be expected to engage in independent work and will be expected to work on the assigned set texts in their own time.

In preparation for the third year Modern China course, students will undertake four projects during their time in China. The first two essays will bring them into a museum and into contact with local popular culture. In the second term there is a choice between a piece of historical creative writing and conducting an interview with an older person about their life. The final, capstone essay, is an ethnographic project on a subject of your choice.

While at National Taiwan Normal University, you will have access to the university libraries which house a large collection of secondary material in many languages. Through your Oxford Single Sign On, you will also have access to all the electronic databases and journals (e.g. SOLO, JSTOR) to which Oxford subscribes. As you will not have lectures or tutorials, these will be your main resources in studying the topics assigned.

We have set separate times for handing in the essays, because some of them involve actual fieldwork. Please keep to the set dates, in order to allow us to provide proper supervision and help. All of these essays are obligatory in the same way as the various classes and the collections that you attend.

Note for 2022: Prior to Covid19 we sent students to Beijing University in China and will consider doing so again in the future. However, it is currently thought to be unlikely that China will be accepting short term language students in the near future and we expect that you will be studying abroad in Taiwan.

Final Honour School (Years 3 and 4)

The syllabus comes in three main parts:

1. a core of compulsory papers in Modern Chinese (including oral), Classical Chinese, and the study of Modern China. (A detailed list of these papers can be found below)

2. *Either*

Two options, with a choice between focusing on an aspect of Chinese Studies (see list and details below). These options involve reading Chinese texts in this area, discussing them, and writing tutorials. Each option is examined through a single paper that usually involves translation, comment and essay writing. Students take one option in the 3rd year and one in the 4th year. In the Trinity Term of the 3rd year they write an extended essay in the area of their 3rd year option. This is a separate exam paper and provides training for the dissertation.

Or

A subsidiary language: Korean, Japanese, or Tibetan. The option consists of language study, with a focus on reading ability, and tutorials on history and culture. The subsidiary language is assessed through two language papers and one essay paper.

3. a dissertation, where the choice of topic lies entirely with the student and may vary from a linguistic analysis of internet language to a close study of newly discovered ancient texts or from the contemporary art market to the green movement in Hong Kong. Students begin investigating the choice of topic in the third year and many will undertake reading and research over the summer, but the bulk of the dissertation writing is done in the final year.

Students should note that not all subsidiary languages and Special Options may be available in a given year.

Subsidiary languages:

- Japanese
- Korean
- Sanskrit
- Tibetan

Available Special Options to be taught 2021-2022:

- Life in China under Mao (HH)
- Chinese Painters on Painting (SV)
- Literature from Republican China (PB)
- Love and Emotions in Pre-Modern Chinese Literature (Ted Hui)
- Contemporary Chinese Government and Politics (CM)
- Argumentation in Early Chinese Philosophy (DM)

The options which will be available in 2021-2022 are not yet fully decided, but the following are likely to be offered:

S China and the World I (Qing and Republican China) (HH)

Contemporary Chinese Cities in Literature, Art and Cinema (PB)

Chinese Law and Governance (CM)

Chinese Painters on Painting (SV)

Tang dynasty literature (Xiaojing Miao)

Argumentation in Early Chinese Philosophy (DM)

Papers for Prelims (Compulsory)

The exam regulations for Prelims can be found [here](#).

Modern Chinese

The textbook we use to introduce our students to all aspects of basic modern Chinese grammar is *Practical Chinese Reader*, Books I-II, Beijing 1981. Although more than 30 years old, this textbook still offers one of the most thorough introductions to Chinese grammar. In addition to grammar classes and language tutorials that focus on writing and reading skills, in the first year you will also have oral

classes in small groups, plus 3 hours a week in the language lab working on pronunciation, fluency, and listening skills. The goal here is to enable you to communicate effectively in given situations and to familiarise you with a Chinese language environment. The spoken, written, and writing elements all reinforce one another and are examined at Prelims in a written and an oral paper.

The written exam will require you to translate English sentences into modern Chinese, with systematic use of both abbreviated (simplified) and unabbreviated (unsimplified or traditional) script. There will also be a passage in Chinese to test your comprehension and a grammar question in which you will be asked to explain the characteristics of given sentences.

The oral examination is conducted in two parts: a comprehension test conducted in groups (c. 25 minutes), and an individual test (c. 25 minutes).

In the comprehension test, you will hear a passage or passages lasting up to five minutes and read twice by a native speaker or speakers. You will be allowed 10 minutes to give written evidence in English that you have understood the material.

In the individual test, you will be required to read aloud a short passage in Chinese selected from texts that you have prepared during your course of study. You will then be asked to answer a few questions based on the text. After this, you will be required to conduct a short conversation in Chinese with the Moderators in an imagined situation.

Classical Chinese

Students will study Classical Chinese for 3 hours per week in each term.

This paper tests work covered during the first year on two set books: R.L. Chard, ed., *Selected Texts in Classical Chinese* (copies available in the China Centre office) and R.S. Dawson, *A New Introduction to Classical Chinese*, Oxford 1984, which can be purchased online or borrowed from your college library. You will be expected to produce translations from the prescribed passages, to give diagrammatic analysis of the structure of selected sentences, and to translate short pieces of unseen text. The preparation for this paper is done in classes. The Classical Chinese language is presented systematically, much as a modern language might be taught for reading knowledge. The aim is to develop genuine reading ability and to provide exposure to significant classical texts as quickly as possible, while at the same time assisting the study of Modern Chinese, in particular through the intensive acquisition of commonly used characters and basic morphological structures. Early lessons introduce basic vocabulary and grammar, reinforced through reading exercises consisting of individual sentences from Classical Chinese texts. In the second and third terms longer passages are read, the majority from the *Han Feizi* and the *Mengzi*. Much of the third term is spent working on a wide range of unseen texts.

East Asia Survey: China

Students will attend lectures each week, and will complete 4 tutorials per term. This paper covers aspects of Chinese society past and present, including religious practices, political culture, social and economic history, literature, and philosophy. The exam consists of three essays chosen from a total of eight to ten questions. Preparation for this paper begins in Michaelmas Term of the first year and continues throughout the year. Students attend the East Asian Survey lecture series and explore many of the subjects covered in the fortnightly tutorial essay.

Papers for FHS

The exam regulations for FHS can be found [here](#).

Compulsory Papers (Final Honour School)

Modern Chinese Prose Composition and Unprepared Translation from Modern Chinese (Including Spoken Chinese)

These two papers are based on a functional, rather than literary, approach to the language and will be taught throughout the third and fourth years. The prose composition paper is intended to help you develop your active vocabulary and ability to express yourself in written Chinese.

The translation paper is designed to reflect training in reading expository and discursive writing, including newspaper styles. In the final examination your skill in translating the Chinese language as it appears in current publications in China and Taiwan and/or Hong Kong will be examined. Spoken Chinese is an oral test that exercises three distinct and important skills: understanding sustained passages of spoken Chinese; formulating your own thoughts in the language at some length; and negotiating two-way communication on behalf of other people. The language teaching offered through the third and fourth years will prepare you specifically in each of those skills.

FHS Spoken Chinese is weighted as half a paper.

Classical Chinese I

This is a translation and short essay question paper. This paper is devoted to texts that would have formed part of the cultural capital of literate persons in pre-modern China. Reading these texts will thus familiarise the student with many of the concepts, conventions, and ideas common to Chinese culture, while also improving their ability to read and work with Classical Chinese.

Preparation for this paper will begin in the third year with the reading of select passages of the *Zhuangzi*. The imagery and ideas presented in this text are so well known to later generations that this text is central to the Chinese experience and inherently worth reading for its own sake.

In the fourth year, students will continue their preparation for this paper by selecting from one of two options as listed below. These options are subject to the availability of specialists in that field and thus will not all be offered every year. Students will be expected to be responsible for the material covered in only the option they select.

1. Classical Chinese Philosophy. You will look at passages from texts from the formative period of the Chinese intellectual tradition. The arguments and ideas in the set texts have long provoked debate and discussion in the intellectual and political world of China.
2. Classical Chinese Historiography. You will look at passages selected from the Western Han Dynasty text the *Shiji*. One of the first histories of China, this text not only sets the pattern for all subsequent histories and marks the beginning of the historiographic tradition of China, but the episodes and stories it contains have also been enjoyed as literature in their own right being well recounted and discussed even today.

Classical Chinese II

This paper takes an approach different from Classical Chinese I. It stems from the recognition that this language was the medium through which all our knowledge of China's past has been transmitted to the present and focuses on narrative as the primary reading skill. Certain texts will be prescribed and taught in class through the third year. All are fresh, immediate narratives

displaying the precision and versatility of Classical Chinese and providing us with insights into the lives of people in late imperial China. Against this background, the paper will also test unprepared translation from similar narrative texts. Preparation for unprepared translation is the focus of teaching in the fourth year.

Modern China

This is an interdisciplinary course which builds on the first-year East Asia Survey as well as your first-hand experience of China during the second year abroad. Extending from the late imperial era to the present, its aim is to look beneath the surface of contemporary China and to examine the events, influences, debates and ideas that have made China what it is today. The topics covered range from the construction of ethnicity, through political participation and dissent, to the contemporary cultural scene and human rights. The course is taught in a series of lectures and tutorials spread over the third year and part of the fourth year. It is expected that you will begin reading for this course soon after Prelims and continue into the fourth year.

Special Options Papers (taught 2021-2022)

Argumentation in Early Chinese Philosophy

Dirk Meyer

Recently obtained manuscript texts demonstrate the wide breadth of argument-making beyond the known analytic traditions in Early China. Some of the new texts have urged us to develop new reading strategies to make sense of them, which in turn has made us rethink how arguments work in the texts of the more mainstream traditions, too. By paying greater attention to the form and function of the arguments that can be found in the ancient Chinese texts, the primary aim of this option will be to deepen our understanding of ancient Chinese philosophical argumentation as philosophy.

The option will study Chinese manuscript texts and transmitted texts from various traditions with a special focus on the Warring States period (ca 453 – 222 BC).

The option will comprise tutorials and seminar-style close readings of primary materials from the Chinese traditions, which will be read alongside secondary literature and primary philosophical texts from western traditions in comparative critical terms.

Love and Emotions in Pre-Modern Chinese Literature

Ted Hui

This class explores the relationships of passion, love, and desire over the course of nearly two millennia. It examines how forbidden desires were expressed in pre-modern Chinese literature and how writers justify the legitimacy of these representations. The expressions of forbidden love are often transgressions of socially established norms. Through reading unlikely romances and dangerous liaisons in tales and dramas, this course examines how social expectations are challenged by amorous relationships. This also gives us insight to examine how writers seek to redefine love in conjunction with desire, sexuality, gender, politics, and morality. It will show how forbidden romance becomes the site where writers and readers negotiate with the power of passion, and how the representations of love generated ethical, legal and political consequences.

Life in China under Mao***Henrietta Harrison***

Between the communist revolution in 1949 and the death of Mao in 1976 Chinese people lived through a dramatic and often traumatic period, but they also shared many experiences and interests with other people at this time. This option will focus on the everyday life of ordinary people during the period. Chinese texts will all be people writing about themselves and their own lives: diaries, confessions, memoirs and other personal accounts. Students will also be encouraged to read some of the many memoirs, and other documents of the period that are available in English.

Painters on Painting***Shelagh Vainker***

Artists in China have historically written about painting as well as practising it, in contrast to most European painters, making possible a more direct understanding their art. This option looks at ink painting and calligraphy from its pre-Tang beginnings to the present day through the writings of individual artists. The period up to the Qing is covered through extracts from work by Gu Kaizhi or Xie He in the Jin; the Song painter Guo Xi's Essay on Landscape Painting and some of the writing around painting at the court of Huizong (r.1101-25); and Dong Qichang and Shi Tao in the late Ming and early Qing. The 20th century is covered in more detail, beginning with Xu Beihong's 1927 essay 惑 (I am) perplexed at the time of the first national art exhibition. Other writers included are the modernist Lin Fengmian and the more traditional painter Fu Baoshi; Wu Guanzhong, who lived in Paris from 1947-1950 before returning to China; the Hong Kong painter Lui Shou-Kwan and more recent artists such as Xu Bing.

Literature from Republican China***Paul Bevan***

The Republican era was a period of turmoil and transformation in China. More than two millennia of imperial rule had ended, foreign powers encroached, and society was in upheaval. A new generation of writers and intellectuals were stirred to action by their sense that China was in peril, and many began to reject the legacies of empire in favour of a vision of modernity inspired by the West and Japan. Yet there was only limited consensus on the right path for China's future, and intellectuals engaged in intense debates over the role that culture should play in national remaking. This was an era of extraordinary intellectual dynamism, in which all aspects of culture saw re-invention, innovation, and the importation of foreign influences.

This option examines the rich cultural world of Republican China, with a particular focus on literature. The texts which form the core of this option represent a broad cross-section of the cultural field from 1919-1949. The option is taught via both classes and tutorials. Students will translate texts in class, while the tutorial component of the option focuses on the critical interpretation of these works.

Michaelmas Term

Ding Ling, "Wo zai Xiacun de shihou".

Lao She: selections from Luotuo Xiangzi (Camel Xiangzi)

Hilary Term

Zhang Ailing “Fengsuo” (Sealed off)

Mu Shiyong: “Shanghai de hubuwu” (Shanghai Foxtrot)

Contemporary Chinese Government and Politics

Chris Mittelstaedt

In mid-March 2018, the nearly 3,000 delegates of China’s parliament, the National People’s Congress (NPC), voted to approve sweeping amendments to the Chinese Constitution. They not only abolished presidential term limits but also enshrined Chinese Communist Party (CCP) General Secretary Xi Jinping’s ruling ideology of “Socialism with Chinese characteristics for a New Era” (新时代中国特色社会主义思想) and inserted the CCP as an organization into Article 1 of the Constitution. While analysts and commentators quickly derided the changes as Xi “tightening his grip” and China being on “the road to totalitarianism”, these modifications go beyond any individual and further enhanced the Party’s power over the state. Hence, gaining a solid understanding of the CCP has never been more important. The aim of this option is to place the role of the CCP in Xi Jinping’s “New Era” in its proper historical context to achieve this.

The CCP is a text-centred Party. Language creates authority, with even slight changes of vocabulary being associated with power struggles. Texts are therefore critical to understand the Party’s behaviour. Contrary to popular perception, there is no lack of information on the CCP, with central and local organs publishing huge swaths of documents, instructions, and summaries of activities. These texts are frequently commented on in the margins of central and local newspapers and WeChat accounts and reframed by grassroots authorities that represent different actors and interests in a fragmented, yet centralized, system.

To grasp these nuances and the dynamics behind them, in Michaelmas term we will follow an internal CCP campaign. In May 2019, the Party launched the “Stay true to our original aspiration, keep our founding mission firmly in mind” thematic education campaign (“不忘初心、牢记使命”主题教育). Lasting until January 2020 and separated into two parts, this campaign involved cadres on and above the county-level. The main resources we will use are Chinese-language texts from the grassroots on the campaign’s conduct, central and local commentaries, analyses, and policies, as well as central leaders’ speeches. In class we will translate and compare these sources to excavate key themes that we then contextualize and explain. The aim is to use this campaign as a microcosm through which to understand and critically analyse the CCP’s organization and behaviour, its ideology and language, and to enable you to read, understand, and (maybe?) even enjoy CCP materials.

In Hilary term we will then use our gained knowledge of how the CCP operates and constructs itself organizationally and ideologically to analyse its relationship with other, non-CCP, organs. Since the

Party “leads everything”, we will be focusing on the CCP’s relationship with the state, the legislative, judiciary, society, foreign relations, and the private economy by selecting and translating key texts and cases from all administrative levels. **Subsidiary Language Papers**

Korean, Japanese and Tibetan are offered as subsidiary languages. The courses spread across the third and fourth year and consist of language teaching with a focus on the acquisition of a strong foundation in the language plus the study of history and culture. In each case the examinations consist of two language papers and an essay paper.

Notes:

1. Studying for the subsidiary languages requires initiative from the students as the pattern of work is different from that of the majority of your year group. It is important that you keep track of which classes and tutorials you should be doing and contact teachers where necessary.
2. Since students taking subsidiary languages do not take the Extended Essay paper which provides training for the dissertation in the BA Chinese they are encouraged to attend the initial classes for the extended essay. They should contact the teacher of whichever option is closest to their planned dissertation topic at the start of Trinity Term of the 3rd year to arrange this.

Korean

The three Korean subsidiary papers (Modern Korean Language, Korean Texts, Korean Culture) are designed to bring students up to a functional level in reading and writing with some oral and listening ability. The options begin with classes (3rd year) that lay a grammatical foundation and prepare the student to read texts in modern Korean translation (4th year). Also in the fourth year, students write essays in English on general aspects of Korean Language or Korean History.

1) *Modern Korean Language* is a 136-hour course that lasts for two years, starting from Michaelmas Term of the third year of the Chinese Studies undergraduate course. This intensive course is primarily designed for beginners and aims at helping students to be able to read Korean newspapers with some reference to dictionaries by the time they finish the course. The teaching is heavily oriented to the structural aspect of the language, i.e., grammar acquisition, reading and writing, but in the first year of the course (third year of their overall career), students will also learn colloquial communication through classes, wherein various multimedia platforms such as film, drama clips, and Kpop videos are adopted. Traditionally the class size has been four to seven people, which has provided a cosy and effective learning environment. Students choosing this option must contact the Korean Language Instructor before beginning their third year.

2) *Korean Texts* is a 42-hour course that lasts for one year, starting from Michaelmas Term of the fourth year of the Chinese Studies undergraduate course. The prescribed texts survey Language and Culture (modern and historical linguistics) or History and Culture (from antiquity to the 20th century).

3) *Korean Culture* is an 8-hour course that lasts for one year, starting from Trinity Term of the third year of the Chinese Studies undergraduate course. The essays for Korean Culture are prepared from English-language materials and fall into two categories: modern and historical linguistics or history from antiquity to the 20th century. The essays are most useful when used in parallel with the Prescribed Text readings to supply context and commentary. It is highly recommended that students attend the relevant Korean lectures in the East Asia Survey.

Japanese

The three Japanese subsidiary papers (Modern Japanese Language, Japanese Texts, Japanese Culture) are designed to bring students up to a functional level in reading and writing with some oral and listening ability. The options begin with classes (3rd year) that lay a grammatical foundation and prepare the student to read texts in modern Japanese translation (4th year). Also, in the third and fourth years, students write essays in English on general aspects of Japanese History and Culture.

1) *Modern Japanese Language* is a 136-hour course that lasts for two years, starting from Michaelmas Term of the third year of the Chinese Studies undergraduate course. This intensive course is primarily designed for beginners and aims at helping students to be able to read Japanese newspapers with some reference to dictionaries by the time they finish the course. The teaching is heavily oriented to the structural aspect of the language, i.e., grammar acquisition, reading and writing, but in the first year of the course (third year of their overall career), students will also learn colloquial communication through classes, wherein various multimedia platforms such as film, drama clips, and videos are adopted. Students choosing this option must contact the Japanese Language Instructors and the Japanese Subject Coordinator before beginning their third year.

2) *Japanese Texts* is a 42-hour course that lasts for one year, starting from Michaelmas Term of the fourth year of the Chinese Studies undergraduate course. The prescribed texts survey Language and Culture.

3) *Japanese Culture*

Students will have 8 tutorials spread over 2 years in association with the East Asia Survey. When beginning the Japanese Subsidiary, a complete overview of essay topics and readings ('Japanese Studies- YEAR-YEAR First Year.docx') should be requested from the Director of the East Asia Survey or downloaded from the East Asia Survey course online. Note that the lectures, essays, and tutorials follow a chronological scheme: Michaelmas Term focuses on ancient and early medieval Japan; Hilary Term focuses on late medieval and early-modern Japan; Trinity Term focuses on Modern Japan. The essay examination paper will require at least one essay on Modern Japan and at least one essay on Premodern Japan, so students should prepare a balance. The student should decide on which topics they would like to write essays and receive tutorials and they must follow the same essay and tutorial schedule as the students of Japanese. They must directly contact the lecturers on Japan named in the East Asia Survey before the essay is due, request to be included in the tutorials, request any additional reading lists and essay topics, and arrange to attend the same tutorials offered to the students of Japanese. Because the lectures on Modern Japan are held every Trinity Term, students should consider writing their essays on Modern Japan in Trinity Term of their third year, and that will take pressure off Trinity Term of their final year.

Tibetan

Taking Tibetan as subsidiary language is a three-paper option which involves a two-year commitment.

The first two terms of the third year are almost entirely language based, in which you will learn to read, write and speak Tibetan from scratch with the lecturer in Tibetan and the Tibetan language instructor (total class time 5hrs per week).

In the Trinity Term of the third year (or Michaelmas of your fourth year), you will do weekly essays/tutorials on aspects of Tibetan history, religion and culture. In your fourth year you will read set texts in *either* classical *or* modern Tibetan alongside the MPhil students. Lectures on Tibetan History and Civilisation run annually in Michaelmas term. You will be warmly welcomed into the small but lively Tibetan Studies community at Oxford.

Chinese as a Subsidiary Language

Students studying BA Japanese may take Chinese as a subsidiary language.

The three Chinese subsidiary papers focus on Modern China. The language classes are designed to bring students up to a functional level in reading and writing with some oral and listening ability. In their third-year students also take the Modern China course alongside 3rd year undergraduates studying Chinese.

The Chinese language course is primarily designed for beginners. In their third-year students have an introduction to elementary Chinese language with a focus on grammar and structure. There are two hours contact hours per week using the *Practical Chinese Reader books I and II*. In the fourth year there are three contact hours per week which focus on newspaper reading, modern Chinese literature, and intermediate spoken Chinese

The Modern China course extends from the late imperial era (c. 1900) to the present. Its aim is to look beneath the surface of contemporary China and to examine the events, influences, debates and ideas that have made China what it is today. The topics covered range from the construction of ethnicity, through political participation and dissent, to the contemporary cultural scene and human rights. The course is taught in a series of lectures and tutorials spread over the third year and part of the fourth year. There is one lecture each week in the third year, plus usually six tutorials spread through the third year and two final tutorials in the fourth year.

Recommended Patterns of Teaching ([RPT](#))

Below is an indication of the type and number of teaching hours on this course.

FPE

Paper	Term	Dept/ Faculty		College		Comments
		Lectures	Classes	Tutorials	Classes	
						<i>Figures in this table are in hours unless otherwise stated.</i>
[1.] Modern Chinese	MT		56	8		2 hours grammar (MT&HT); 1 hour TT per student per week. 3 hours lab; 1 hour text reading and interpreting; 1 hour oral practice; 1 hour tutorial per student per week.
	HT		56	8		
	TT		48	8		
[2.] Classical	MT		24			
	HT		24			
	TT		24			
[3.] East Asian Survey: China	MT	24		4		
	HT	16		4		
	TT	8		4		

Year 2 (Year Abroad)

Paper	Term	Dept/ Faculty		College		Comments
		Lectures	Classes	Tutorials	Classes	
[1] Modern	MT					First semester: Sept – Dec Second semester: Feb – June Modern language 10 hours of classes a week Modern literature 2 hours of classes a week
	HT					
	TT					
[2] Classical	MT					First semester: Sept – Dec Second semester: Feb – June Classical Chinese 2 hours of classes a week
	HT					
	TT					
[3] East Asian Survey: China	MT					The students write four essays, based increasingly on actively interacting with local people and local culture through their increasingly strong linguistic capabilities.
	HT					
	TT					

FHS – Chinese Studies (Years 3 and 4)

Paper	Term	Dept/ Faculty		College		Comments
		Lectures	Classes	Tutorials	Classes	
[1.a] (Year 3) Modern Chinese I.	MT			8		1 hour tutorial per week per student (prose translation and composition; oral presentation)
	HT			8		
	TT			8		
[1.b] (Year 4) Modern Chinese I.	MT		12			1 hour prose translation; 0.5 prose composition
	HT		12			

	TT		8			
[2.a] (Year 3) Modern Chinese II.	MT		8			1 hour per student per week: reading comprehension and translation from Chinese to English
	HT		8			
	TT		8			
[2.b] (Year 4) Modern Chinese II.	MT		8			1 hour newspaper reading;
	HT		8			
	TT		6			
[3.a] (Year 3) Oral	MT		12			1 hour: listening comprehension classes; 0.5 hours: interpreting classes per week per student.
	HT		12			
	TT		12			
[3.b] (Year 4) Oral	MT		16			1 hour: listening comprehension classes; 0.5 hours: interpreting classes per week per student; 0.5 hour: oral presentation;
	HT		16			
	TT					
[4.a] (Year 3) Classical I: Zhuangzi	MT					
	HT		16			
	TT			3-4		
[4.b1] (Year 4) Classical I: Philosophy	MT		16			
	HT					
[4.b2] (Year 4) Classical I: Historiography	MT		16			
	HT					
	TT			3-4		
[5a] (Year 3) Classical II	MT		8			Seen texts
	HT		8			
	TT		8			
[5b] (Year 4) Classical II	MT		8			Unseen texts
	HT		8			
	TT		4			
[6.a] (Year 3) Modern China	MT	8		2		
	HT	8		3		
	TT	8		2		

[6.b] (Year 4) Modern China	MT			1		
	HT			1		
	TT					
[7.a] (Year 3) Dissertation	MT					
	HT	1				
	TT	1				
[7.b] (Year 4) Dissertation	MT		3			
	HT		3			
	TT					
[8.a] (Year 3) Special Option I: Text and Essays	MT		16	2		
	HT		16	2		
	TT					
[8.b] (Year 3) Special Option I: Extended Essay	MT					
	HT					
	TT		8			
[9.] (Year 4) Special Option II: Text and Essays Linguistics (at present not available).	MT		16	2		
	HT		16	2		
	TT					

FHS Chinese with Japanese

Chinese with Japanese	8) Japanese Language (total 136)	9) Prescribed Texts (total 42)	10) Japanese Culture (total 8)
3rd Year	hours/week (total)	hours/week (total)	hours/week (total)
Michaelmas Term	2 (16)		
Hilary Term	2 (16)		
Trinity Term	2 (16)		1 per 4 weeks (2)
4th Year			
Michaelmas Term	2 (16)	2 (16)	1 per 2 weeks (2)
Hilary Term	2 (16)	2 (16)	1 per 2 weeks (2)
Trinity Term	2 (10)	2 (10)	1 per 2 weeks (2) with revision
Total hours	90	42	8

FHS Chinese with Korean

Chinese with Korean	8) Korean Language (total 136)	9) Prescribed Texts (total 42)	10) Korean Culture (total 8)
3rd Year	hours/week (total)	hours/week (total)	hours/week (total)
Michaelmas Term	4 (32)		
Hilary Term	4 (32)		
Trinity Term	4 (32)		1 per 4 weeks (2)
4th Year			
Michaelmas Term	2 (16)	2 (16)	1 per 2 weeks (2)
Hilary Term	2 (16)	2 (16)	1 per 2 weeks (2)
Trinity Term	2 (8)	2 (10)	1 per 2 weeks (2) with revision
Total hours	136	42	8

Teaching Staff

- Professor [Henrietta Harrison](#), Professor of Modern Chinese History (Pembroke College)
- Professor Robert Chard, Associate Professor of Chinese (St Anne's College)
- Dr Paul Bevan, Departmental Lecturer in Chinese
- Ms [Jing Fang](#), Instructor in Chinese (University College)
- Dr [Giulia Falato](#), Departmental Lecturer in Chinese
- Ms [Bo Hu](#), Instructor in Chinese (The Queen's College)
- Mr [Shio-yun Kan](#), Senior Instructor in Modern Chinese (Wadham College)
- Professor [Dirk Meyer](#), Associate Professor of Chinese Philosophy (The Queen's College)
- Dr Jean Christopher Mittelstaedt, Departmental Lecturer in Chinese
- Ms [Yang Song](#), Shaw Instructor in Chinese (St Hilda's College)
- Professor [Shelagh Vainker](#), Associate Professor of Chinese Art (St Hugh's College)

Examinations and Assessment

Please refer to the [Examination Regulations for Prelims and FHS](#) in Oriental Studies.

In Trinity Term of Year 1, students will sit 3 written examinations and 1 oral/aural examination. Students must pass all papers to proceed into Year 2 of the course.

Please refer to the conventions for Prelims examinations for the papers to be taken, available on Canvas towards the end of Michaelmas Term.

In Michaelmas Term of Year 4, students doing options will submit their extended essays.

In Trinity Term of Year 4, students will take a total of 9 examinations and will submit their [dissertations](#).

Please refer to the conventions for FHS examinations for detail of compulsory papers, and papers for Chinese Studies and Chinese with a subsidiary language.

Deadlines

Date	Year of Course	Event	HOW
8 th Week Trinity Term	1	Oral examination	
Monday 9 th Week Trinity Term	1	Provisional start date of	
Friday 4 th Week Michaelmas Term	4	Deadline for exam entry.	Via student self-service
12 noon, Monday 0 th Week Hilary Term	4	Deadline for submission of dissertation titles for Faculty Board approval.	FHS Application for Approval Form. Form to be sent to Oriental Studies Academic Administration academic.administrator@orinst.ox.ac.uk
12 noon, Friday 10 th Week Hilary Term	4	Deadline for submission of dissertation.	Via University online submission platform
0 th Week Trinity Term	4	Oral examination for Chinese language. Timetables available about 5 weeks before the oral exams.	
12 noon, Friday 8 th Week Michaelmas Term	4	Deadline for submission of Special Option III: Extended Essays.	Via University online submission platform
Monday 7 th Week Trinity Term	4	Provisional start date of the Final Honour School examinations	

Canvas

Click [here](#) for the BA Chinese Canvas page.

Examination Regulations

The Examination Regulations relating to this course are available at <https://examregs.admin.ox.ac.uk/>

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

BACHELOR OF ARTS IN EGYPTOLOGY AND ANCIENT NEAR EASTERN STUDIES

Course Co-ordinator - Professor Frances Reynolds (MT; HT); Professor Jacob Dahl (TT)

Introduction

The course is designed to be both wide-ranging and flexible. It covers all principal aspects of the study of the field while allowing concentration on particular areas of interest. The skills involved are comparable with those needed for other language-focused courses in the humanities, but their application is rather broader. While the core of the teaching is in language and texts, the objective is to engage fully with the histories and material cultures of these civilisations, using written sources where appropriate as the point of departure for studying a wide range of phenomena. It should also be borne in mind that all the texts we study are preserved on ancient surfaces, usually recovered through excavation, and are archaeological artefacts in their own right. No prior knowledge of any ancient language is expected.

For those who have chosen Akkadian as their first language, the focus is on study of the principal ancient language of Mesopotamia; emphasis is also placed on knowledge of the literature, cultural and political history, and archaeology of the area. This is supplemented by study of a second language, which may be Egyptian, Sumerian, Hittite (if available), Early Iranian, Biblical and Mishnaic Hebrew, Aramaic and Syriac, Classics (generally Ancient Greek), or Arabic – together with its associated literature, culture, and history. If Egyptian is chosen as the first language, Akkadian, Arabic, Aramaic and Syriac, Classics, Coptic, Early Iranian, or Biblical and Mishnaic Hebrew are possible choices for a second language. Classics as a second language is offered in the joint School of Classics and Oriental Studies. Both with Akkadian and with Egyptian, Archaeology and Anthropology is available as a subsidiary subject instead of a second language. Acceptance for the second language or subsidiary subject is necessary for all options. In addition to the first-language classes, there are lecture courses on all principal aspects of Ancient Near Eastern and Egyptian civilisation, as well as regular essay writing. At all stages of the course, emphasis is laid on detailed familiarity with the primary sources, textual sources being studied in the original languages and scripts and non-textual sources in other media. A major objective is that you should become familiar with the use of a range of historiographical, literary-critical, and other methods for understanding these sources.

The core objectives of the course are that you should master the script, grammar, vocabulary, and syntax of Egyptian or Akkadian, and should become acquainted over the three years with several different phases of Egyptian (from Old Egyptian onwards) or Akkadian (from Old Babylonian onwards); and that you should acquire a comparable, but naturally less extensive, command of a second language, or of Archaeology and Anthropology. You should acquire a good knowledge of the secondary literature, including the various aids to study (reference works, bibliographies, dictionaries, sign lists, etc.), and how to make best use of them.

Opportunities are available to work with ancient artefacts in the Ashmolean Museum's collections, as well as to practise reading from original inscribed objects such as cuneiform tablets or Egyptian stelae and papyri. At the same time, you should become familiar with a wide range of cultural institutions of the civilisations you study. Your work on texts should be seen in this broader context of understanding key features of the civilisations.

Archaeology and Anthropology bring cognate disciplines into the course; this course is not focused specifically on the Ancient Near East, although it is possible to take special subjects or develop dissertations that bridge the different fields.

Outline

Year 1

The aim of the first year is to lay a foundation in knowledge of the language and civilisation that will provide a solid basis for the more diversified and detailed work of the second and third years; at the same time you should gain a general knowledge of the history and civilisation of the whole Ancient Near East, including Egypt.

Those taking Akkadian as their first language attend intensive classes in Akkadian grammar and cuneiform script during the first six weeks of Michaelmas Term. These are usually also attended by graduate students beginning Akkadian for the MPhil in Cuneiform Studies and undergraduates beginning Akkadian as their second language. The reference grammar currently used is *A Grammar of Akkadian* by John Huehnergard and students should acquire *A Concise Dictionary of Akkadian* by Jeremy Black and others. Then students are ready to continue their language work by beginning to read the Laws of Hammurapi, a Babylonian king of the second millennium BCE. This text is read first because of its grammatical clarity and regularity, as well as its social, cultural, and historical significance. Other Akkadian texts are read in classes during the rest of the year: the myth of Ishtar's Descent to the Underworld, selected annals of Assyrian kings and the Flood story from the Epic of Gilgamesh. These text-reading classes require extensive preparation in advance by the student, using the set editions and the other study aids available in libraries or purchased for private use. In Trinity Term, students also do simple unseen translation work and grammar revision classes, followed by about two weeks without classes for independent revision.

For those taking Egyptian as their first language, Middle Egyptian is studied intensively. There are 3 language classes every week, which may also be attended by some MPhil students as well as undergraduates beginning Egyptian as their second language. The grammar is generally completed, or nearly completed, during Michaelmas Term. At present, Mark Collier's unpublished Middle Egyptian course, which is available via Canvas, is the text used for teaching the language, supplemented by the tutor's own materials. Students also need to acquire Alan H. Gardiner, *Egyptian grammar*, Third Edition, and R. O. Faulkner, *A concise dictionary of Middle Egyptian*. For each hour of the elementary language class, you must read a chapter or chapters of the Collier grammar and prepare exercises that will be either corrected in class or taken away and returned at the next session. During Hilary and Trinity Terms, the chief focus of the language classes is on reading Middle Egyptian texts, including the Tale of the Shipwrecked Sailor and biographical inscriptions displayed in the tombs of Egyptian officials. The prescribed texts are normally completed in the second half of Trinity Term, and are followed by exercises in translation into Egyptian and some further grammatical work, leaving about a week for revision, during which classes are only held at the request of students.

The text-reading classes in both languages, like those later in the course, involve reading the ancient texts beforehand, learning the relevant vocabulary, and preparing to translate passages from them on request in the classroom. For many of the texts published translations are available, but these are frequently debatable or inaccurate and can never form more than an aid to the study of the original. During the classes, the rendering of the texts into English, their meaning and cultural import, and their status in groups of texts and as visual works on ancient monuments, are reviewed and

discussed. This reading of texts in class and discussion of their cultural significance and of the kinds of evidence they supply is at the core of the course and it is essential that you apply yourself to preparing the material, thinking about it, and participating actively in class.

Complementing the language classes is a lecture course for all first-year students, in Egyptian and Mesopotamian Culture and History. This covers Egypt and Mesopotamia, and includes detailed study of Ancient Near Eastern history into the Parthian period and Egyptian history to the Byzantine period. 4 essays on topics related to the culture and history course are written in each of Michaelmas and Hilary Terms, and 2 in Trinity Term. These essays will alternate in topic between Egypt and Mesopotamia.

Throughout the first year, you should be reading general works on Egyptology and Near Eastern culture. Reading lists for these are distributed during the year; you should read something in all the main categories by the end of the year.

By Trinity Term, you must discuss with your teachers which second language you wish to take, or whether you wish to take Archaeology and Anthropology as a second subject. For Hebrew, there may be a few hours of instruction at the end of Trinity Term. These are intended to allow a start to be made on the language during the Summer Vacation. Those intending to do Arabic or Greek should consult their teachers about possible summer schools in these languages. You also need to find out about the additional stage of your main language, either Egyptian or Akkadian, to be studied in the second year.

Year 2

The second year is intensive in numbers of classes and lectures – an average will be about 10-15 hours per week. Those who choose Archaeology and Anthropology as their second subject will be given access to handbooks from the School of Archaeology. This course is much more strongly focused on essay writing than the Egyptology/Akkadian part. You will attend lectures and tutorials in three relevant papers during the second and third years: these are 'The Nature of Archaeological and Anthropological Enquiry'; 'Urbanism and Society' *or* 'From Hunting and Gathering to States and Empires in South-West Asia'; 'Social Analysis and Interpretation' *or* 'Cultural Representations'.

For those who choose a second language, classes begin in Michaelmas Term. The grammar is often covered by the end of Michaelmas Term and texts are read in Hilary and Trinity Terms. There are typically around 4 hours per week of classes in the second language throughout the year. Some subjects also offer lecture courses that take forward the general subjects presented in the first-year Culture and History course. In the case of Coptic, the background to early Christian Egypt is covered mainly in the text classes and by essay work.

For Akkadian, the division of Akkadian set texts for the final examination (termed Final Honour School in Oxford, and abbreviated to FHS here) is published by Friday, 3rd Week of Hilary term in Year 2. These lists make clear which texts should be prepared for the FHS Text Edition Essay (take-home) paper or papers and which texts should be prepared for other FHS papers. The Special Option (field of concentration) and details of the Akkadian text(s) of choice are registered later.

The division of Egyptian set texts occurs at the end of Hilary Term of Year 3.

You need to select your Special Option, as well as your dissertation topic. For either of those elements, some students choose from among the topics listed, but the majority select subjects that are tailored for a group of two or three students, or sometimes individually. Your Special Option and dissertation may be offered in your main language, your second subject or language, or one in each area.

For Egyptology, an additional stage of the first language, that is Old or Late Egyptian in addition to Middle Egyptian, is begun in Michaelmas Term of both the second and the third years (these stages of Egyptian alternate by year, and second- and third-year students are taught together). Texts in the first additional stage of the language are read over Michaelmas and Hilary Terms in Year 2. Because these stages of the language are not fundamentally different from Middle Egyptian, grammatical instruction is confined to a few hours and much of the learning of the language is through reading texts. There are 2 or 3 hours of classes in Old or Late Egyptian per week.

Middle Egyptian texts, which form the largest category that is read, are studied throughout Year 2 in 3 classes per week. The range of genres of material read is very wide. Class work involves discussion of such topics as interpersonal communication in letters, biography, law, religion, historiography, and literature. The texts are grouped both by theme and progressively in terms of difficulty. The selection of texts may be varied in order to relate the material to choices of second languages and to take advantage of new editions. Some ancient texts have assumed a central position in Egyptology and will always be included (in whole or in part). Examples of these are the tales of Sinuhe, and Wenamun, as well as parts of the Pyramid Texts, the Coffin Texts, and the Book of the Dead. Among historical texts, the Annals of Thutmose III have a similar status, as do biographies like the Old Kingdom text of Harkhuf.

Hieratic, the cursive form of the Egyptian script, is also taught for two terms of Years 2 and 3 (two hours a week). Students learn to read the hieratic originals of texts they have already read in transcribed hieroglyphic versions, such as the Tale of the Shipwrecked Sailor for Middle Kingdom hieratic and a papyrus detailing a woman's disinheritance of her poorly behaved children for New Kingdom hieratic (this is read from the original papyrus in the Ashmolean Museum).

Teaching in the second year sometimes includes seminars on non-language topics 2 times per term. A lecture course on Egyptian Art and Architecture runs for Michaelmas and Hilary Terms and the first half of Trinity Term. This is also attended by some students reading Classical Archaeology and Ancient History and History of Art. It is possible to take Art and Architecture as either the Special Option or in the place of a dissertation, building on the knowledge gained from the lecture course.

In Trinity Term, a weekly handling class on Egyptian materials and artefacts is held in the Ashmolean Museum. This covers a full range of object types and materials, and discusses how artefacts should be approached, relating them to archaeological contexts where possible, and studying what can be learned about them as individual pieces as well as what they tell us more broadly about Egyptian culture. These classes are often also attended by MPhil students.

Akkadian set text classes run for 2-4 hours per week throughout Year 2 and the first two terms of Year 3. Second and third year students usually share set text classes within a two-year syllabus. There are Akkadian unseen text classes in Hilary and Trinity Terms for students in their final year of Akkadian. Students taking Akkadian as their first language and students taking their second year of Akkadian as a second language study a core of important texts. Everyone reads parts of the Epic of Gilgamesh or the Babylonian Epic of Creation in cuneiform and usually letters from the international Amarna correspondence. These letters complement the Egyptian courses taken by some students.

Royal inscriptions of Esarhaddon and Nabonidus or Old Babylonian documents on a range of subjects also usually form part of every student's syllabus. All students usually also study the literary prologue and epilogue of the Laws of Hammurapi in Old Babylonian monumental cuneiform in Trinity Term. Students taking Akkadian as a second language would read this text in Trinity Term during their first year studying Akkadian.

Other works studied will depend on your special interests and your chosen Special Option (first language) and/or text of choice (some second languages) in your final year. However, your overall syllabus should cover compositions in Old Babylonian, Standard Babylonian, and at least one other dialect of Akkadian (e.g. Neo-Assyrian, Old Akkadian, Amarna dialect). Your syllabus as a whole should also encompass a range of the following genres: myths and epics; religious texts, such as hymns, incantations, and rituals; scholarly works, such as omens, mathematical and medical texts; letters; economic and/or administrative documents; historiographical texts, such as royal annals and inscriptions; and laws and/or legal records. Your teachers are happy to advise you on this.

More advanced lectures or seminars are given for 2 hours per week on a wide range of aspects of Ancient Near Eastern and specifically Mesopotamian civilisation, e.g., literature, cultural and political history, and religion.

Classes on Mesopotamian artefacts are held in the Ashmolean Museum in Michaelmas and Hilary Terms. Students take these classes in either Year 2 or Year 3. In Michaelmas Term, classes are organised around a wide range of artefacts, materials including clay, stone, metal, glass, and glazes, while in Hilary Term the focus shifts to cuneiform tablets and other inscribed objects. If you are taking both Akkadian and Egyptian, in either combination, you may choose to be examined in artefacts from both areas, or just one.

For all students, depending on your subject, essays and/or seminars can continue during the second year at the rate of about 2 per term; about 2/3 are in the first subject and 1/3 in the second subject. Tutorials are used to help you explore issues in the interpretation of ancient cultures and to develop skills of argument and presentation.

General reading should be kept up so that an overall view of the subject is maintained and you keep abreast with developments. The reading lists given out in Year 1 are quite full and are intended to be useful throughout the course; they will be replaced as necessary by new versions. You may also wish to approach staff for advice on supplementing what is given there, or for materials in areas not covered by the lists.

You may wish to attend lectures in related subjects in which you have an interest, e.g. archaeology, art history, and linguistics, but these may sometimes clash with other classes. You also need to be realistic about the number of commitments you take on. You are strongly encouraged to attend the research seminars arranged during term in Ancient Near Eastern Studies and Egyptology, at which local and visiting speakers present papers for discussion. These are usually followed by tea in the Common Room.

Before the Long Vacation, you need to decide on an area for a dissertation topic, in consultation with your teachers. The subject must be different from your Special Option but may utilise either one or both of your languages, or Archaeology and Anthropology. You may focus on textual sources, or aspects of material culture, or both. Some students choose to work on the collections of the Ashmolean or Pitt Rivers Museums for their dissertations.

Year 3

In Michaelmas Term, the number of class hours remains roughly as in Year 2. In Trinity Term, most of the work in class is unprepared or consists of revision sessions. Because you have your Special Option, which can be essay or text focused, and your dissertation work, the number of essays on general topics is reduced in comparison with earlier years, but the overall proportion of writing rises.

Much of the year is devoted to work on your Special Option and dissertation. The pattern of work depends upon the topic chosen, how many students are doing the same subjects, and how particular topics are best taught. Subjects can be approached through essay writing, through text classes, or through a mixture of both. Broadly, the Special Option should fill up to half of the time spent on the Egyptology or Akkadian part of the course for Michaelmas and Hilary Terms (or a rather larger proportion for the subject if the Special Option is in the second subject).

About a quarter of the main subject time should be spent on the dissertation. For this, bibliographies are discussed with the supervisor and an outline is agreed. If the dissertation is to involve museum work, this needs discussing with the museum staff as early as possible. The supervisor can give feedback on at least some chapters of dissertations as they are produced; some students, however, prefer to work more on their own for the dissertation.

Students taking Archaeology and Anthropology as a subsidiary subject choose 1 out of 2 Archaeology papers and 1 out of 2 Anthropology papers. For Archaeology, you may choose between: 'Urbanism and society' or 'From Hunting and Gathering to States and Empires in South-west Asia' (the latter is not necessarily offered every year, so please check what is available). For Anthropology, you may choose between: 'Social Analysis and Interpretation' or 'Cultural Representations'. You must speak with the Subject Co-ordinator at the beginning of each term to arrange tutorials.

Egyptian artefact classes in the Ashmolean Museum continue. In Michaelmas Term and the first half of Trinity Term, individual artefacts from all periods are studied in a chronological sequence, [see here](#). The classes last two hours per week. Towards the end of these classes, practice is given in preparing formal written descriptions of artefacts.

As described under Year 2, students take Mesopotamian artefact classes in the Ashmolean Museum in the Michaelmas and Hilary Terms of either Year 2 or Year 3.

In Egyptology, another additional stage of the first language, that is Old or Late Egyptian, is begun in Michaelmas Term of the third year and texts in this second additional stage of the language are read over Michaelmas and Hilary Terms in Year 3. Because these stages of the language are not fundamentally different from Middle Egyptian, grammatical instruction is confined to a few hours and much of the learning of the language is through reading texts. There are 2 or 3 hours of classes in Old or Late Egyptian per week.

In Egyptology, the Middle Egyptian text classes continue, typically for 2 hours per week, with the prescribed syllabus normally being completed during Michaelmas Term. The class then moves on to reading unprepared texts in Middle, Late, and sometimes Old Egyptian, both in preparation for the unseen translation paper in the final examination and in order to broaden your experience of Egyptian texts as a whole. Unprepared texts continue to be read until the first few weeks of Trinity

Term. In Michaelmas and Hilary Terms, there is a course in Old or Late Egyptian, as described above for Year 2.

Akkadian students take the complementary year of the Akkadian set text syllabus, as described under Year 2. They also take Akkadian unseen classes in Hilary and Trinity Terms.

For all students, there is no specific coursework for the final general paper, which includes questions on topics in culture and history. Preparation for this paper consists of essays, seminar work, and independent reading, which is essential for the final examination. You are naturally free to discuss this work with your teachers and you may wish to write trial examination answers for comment by your teachers in tutorials.

During Hilary and/or Trinity Terms, written practice may be given in examination answers for prepared texts, in order to develop skills in presenting annotated translations together with interpretive discussions of the significance of texts or passages in texts. This work is relevant both to the Text Edition Essay (take-home) papers, which are done in the first few weeks of Trinity Term, and to other final examination (FHS) papers.

For Egyptian, at the end of Hilary Term the division of prepared texts for the final examination is announced and distributed in the form of a copy of the list of prescribed texts with those to be prepared for the Text Edition Essay (take-home) examination singled out. For Akkadian, this is done in Hilary Term of Year 2.

For both Egyptian and Akkadian, about a third of the texts are revised over the Easter Vacation and examined in the Text Edition Essays (take-homes) in Week 1 (main language) and Week 3 (second language) of Trinity Term (for some second languages, and for Archaeology and Anthropology, the Week 3 take-home is substituted by a sit-down examination at the end of the term). There is little class work during those weeks so that you can concentrate on the examinations.

Other classes in Trinity Term are arranged with the agreement of teachers. Apart from the Egyptian artefact classes, which continue for about half of the term, classes are mostly confined to unprepared translation and to revision sessions, in which either prepared texts or general topics are reviewed.

Weeks 5–6 of Trinity Term are mostly left free for revision, although classes can be held at the request of students. The final examination is usually in 7th and 8th Weeks, possibly extending into 9th Week.

Students should note that not all subsidiary languages/options and Special Option subjects may be available in a given year.

Available subsidiary languages/options for students taking Akkadian as their first language:

- Arabic
- Aramaic and Syriac
- Egyptian
- Biblical and Rabbinic Hebrew
- Hittite
- Early Iranian
- Sumerian

- Archaeology and Anthropology
- Classics (for students taking Classics and Oriental Studies, typically Greek)

Available subsidiary languages/options for students taking Egyptian as their first language:

- Akkadian
- Arabic
- Aramaic and Syriac
- Coptic
- Biblical and Rabbinic Hebrew
- Early Iranian
- Archaeology and Anthropology
- Classics (for students taking Classics and Oriental Studies)

Available Special Option subjects for students taking Akkadian as their first language:

- Texts relating to the Chaldeans
- Old Assyrian colony period texts: trade *or* ethnicities
- Babylonian omens and prevention rituals
- Etana in context
- The conquests of Hammurapi
- Ludlul Bel Nemeqi
- Old Babylonian documents
- The Mari archives
- Old Babylonian letters
- Akkadian Late Bronze Age texts

Available Special Option subjects for students taking Egyptian as their first language can include the following. Depending on teaching capacity, up to 3 different Special Options are offered in any year

- Demotic
- Egyptian art and architecture
- Deir el-Medina: sources and analysis
- Hieroglyphic texts of the Graeco-Roman period
- Middle Kingdom literature
- Letters
- Inscriptions and history of the Late New Kingdom and/or Third Intermediate Period
- Texts of healing

For field work, students should note the following:

The course does not include a compulsory period abroad, but appropriate travel is recommended to all students during their degree. If doing Egyptology, you are usually encouraged to visit Egypt, and if possible to take part in some archaeological work either (although this is not possible to arrange in Egypt for undergraduates) or elsewhere. Many Egyptology students in past years have visited Egypt during their undergraduate careers. Visiting the Middle East depends on current circumstances but there are usually areas where it is relatively easy to travel as a tourist. From 2008 - 2017, a number of undergraduate and graduate students in Egyptology and Ancient Near Eastern Studies

participated in excavation of the Bronze and Iron Age city of Zincirli in south-east Turkey (run by Tübingen University and the Oriental Institute, University of Chicago). In 2018, our students joined an archaeological survey project in Konya, Turkey. Ask your teachers for advice if you plan to travel to Egypt or elsewhere during your degree or if you wish to participate in excavation projects. Colleges also often provide financial assistance for relevant travel.

Students who take Archaeology and Anthropology as a second subject undertake archaeological fieldwork, either in the UK or abroad, or museum internships during the summer of their second year. This is usually arranged by the Institute of Archaeology, although museum internships can be arranged by us with advance consultation.

A small number of undergraduate and graduate students each year take up summer internships at museums and other organisations with Egyptian and Near Eastern collections, including the British Museum, the Ashmolean Museum, and the Palestine Exploration Fund. Again, talk with your teachers if you would like to apply for an internship.

Egyptology and Ancient Near Eastern Studies as a Subsidiary Language

Students taking BA Arabic, BA in Egyptology and Ancient Near Eastern Studies (first language Egyptian), BA Hebrew and BA Classics with Oriental Studies may take Akkadian as a subsidiary language.

Students taking BA Egyptology and Ancient Near Eastern Studies (first language Akkadian) and BA Classics with Oriental Studies may take Egyptian as a subsidiary language.

Please refer to the conventions for FHS examinations for the papers to be taken, available on Canvas towards the end of Michaelmas Term.

Recommended Patterns of Teaching ([RPT](#))

Below is an indication of the type and number of teaching hours on this course, using Egyptology with Coptic as an example.

FPE

Paper	Term	Dept/ Faculty				Comments
		Lectures	Classes	Tutorials	Classes	
[1.] Elementary Middle Egyptian language and texts	MT		24			Figures in this table are in hours unless otherwise stated.
	HT		24			
	TT		21			
[2.] Egyptian Culture and History	MT	16		2		
	HT	16		2		
	TT	12		1		

[3.] Ancient Near Eastern History and Civilisations	MT	16		2	
	HT	16		2	
	TT	12		1	
Notes					

FHS - Year 2

Paper	Term	Dept/ Faculty				Comments
		Lectures	Classes	Tutorials	Classes	
[1 Middle Egyptian texts	MT		24			Figures in this table are in hours unless otherwise stated.
	HT		24			
	TT		24			
[2 Hieratic (Middle Egyptian)	MT		16			
	HT					
	TT					
[3 Egyptian artefacts	MT					
	HT					
	TT		16			
[4 Old Egyptian texts	MT		18			Late and Old Egyptian are taught in alternative years, so this course can take place in the 2 nd year instead of Old Egyptian.
	HT		18			
	TT					
[5.] Second language: Coptic	MT		24	2-4		
	HT		24	2-4		
	TT		24			
[6 Second year seminars	MT			2		
	HT			2		
	TT			2		
	MT	8				

[7 Egyptian Art
and Architecture

HT	8			
TT	4			

Notes

FHS – Year 3

Paper	Term	Dept/ Faculty				Comments
		Lectures	Classes	Tutorials	Classes	
[1] Middle Egyptian set texts	MT		24			Figures in this table are in hours unless otherwise stated.
	HT		6-12			
	TT					
[2] Hieratic	MT					
	HT		16			
	TT					
[3] Egyptian artefacts	MT		16			
	HT					
	TT		16			
[4] Late Egyptian set texts	MT		24			Late and Old Egyptian are taught in alternative years, so this course can take place in Old Egyptian
	HT		24			
	TT					
[5] Second language: Coptic	MT		24	?		In TT, classes are used for Coptic revision and Coptic unseens
	HT		24	?		
	TT		18			
[6] Dissertation	MT			4		
	HT			4		
	TT					
[7] Special Option	MT		16			Teaching can be in the form of classes or tutorials depending on the topic
	HT		16			
	TT		6			
[8] Unseens and revision for general paper	MT					The number of revision and unseen classes given depends on students' needs.
	HT		16			
	TT		30			

Teaching Staff

- Dr Moudhy Al-Rashid, Junior Research Fellow (Wolfson College)
- Dr [Christoph Bachhuber](#), Associated Faculty Member, Stipendiary Lecturer in Archaeology (St John's College)
- Professor [John Baines](#), Professor Emeritus, Egyptology (Queen's College)
- Dr [Francisco Bosch-Puche](#), Assistant to the Editor of the Topographical Bibliography and Keeper of the Archive, Griffith Institute
- Dr [Paul Collins](#), Jaleh Hearn Curator of Ancient Near East, Ashmolean Museum (Jesus College)
- Professor [Jacob Dahl](#), Professor of Assyriology (Wolfson College)
- Dr [Stephanie Dalley](#), Faculty Member, Retired Research Fellow (Wolfson College)
- Mr Vivian Davies, Faculty Member, Director of the Oxford Epigraphic Expedition to Elkab, Griffith Institute
- Dr [Elizabeth Frood](#), Associate Professor of Egyptology (St Cross College)
- Dr [Linda Hulin](#), Oxford Centre for Maritime Archaeology (Harris-Manchester and Magdalen Colleges)
- Mr [Liam McNamara](#), Lisa and Bernard Selz Curator of Ancient Egypt and Sudan, Ashmolean Museum
- Dr [Christopher Metcalf](#), Associate Professor and Tutorial Fellow of Classical Languages and Literature (Queen's College)
- Dr [Arietta Papaconstantinou](#), Faculty Member (Corpus Christi College)
- Professor [Richard Bruce Parkinson](#), Professor of Egyptology (Queen's College)
- Dr [Frances Reynolds](#), Shillito Fellow and Associate Professor of Assyriology (St Benet's Hall)
- Dr Daniela Rosenow, Project officer, Griffith Institute
- Dr [Gesa Schenke](#), Faculty Member, Professor of Coptology, Münster University
- Dr Maren Schentuleit, Associate Professor of Egyptology and Coptic Studies; Lady Wallis Budge Fellow (University College)
- Dr [Robert Simpson](#), Griffith Egyptological Fund Research Fellow
- Professor [Mark Smith](#), Emeritus Professor of Egyptology and Coptic (University College)
- Dr [Elizabeth Tucker](#), Jill Hart Research Fellow in Indo-Iranian Philology (Wolfson College)
- Professor [Yuhan Sohrab-Dinshaw Vevaina](#), Bahari Associate Professor of Sasanian Studies (Wolfson College)
- Dr [Helen Whitehouse](#), Faculty Member, Retired curator of Ancient Egypt and Sudan in the Ashmolean Museum

Examinations and Assessment

Please refer to the [Examination Regulations for Prelims and FHS](#) in Oriental Studies.

In Trinity Term of Year 1, students will sit 4 written examinations. Students must pass all papers to proceed into Year 2 of the course.

Please refer to the conventions for Prelims examinations for the papers to be taken, available on Canvas towards the end of Michaelmas Term.

In Trinity Term of Year 4, students will take a total of 9 examinations and will submit their dissertations.

Please refer to the conventions for FHS examinations for the papers to be taken, available on Canvas towards the end of Michaelmas Term.

Deadlines

<u>Date</u>	<u>Year of Course</u>	<u>Event</u>	<u>How</u>
Monday 9 th Week Trinity Term	1	Provisional start date of Prelims examinations.	
Monday 6 th Week Trinity Term (EANES students) <u>Please note:</u> for Classics and OS students , the deadline will be Monday 6 th Week of Trinity Term of Year 3	2	Deadline for applications for approval of Field of Concentration.	Form to be sent to Oriental Studies Academic Administration academic.administrator@orinst.ox.ac.uk
Monday 0 th Week Michaelmas Term	3	Deadline for applications for approval by the Subject Group of Special Option (field of concentration).	
Monday 0 th Week Hilary Term	3	Deadline for applications for approval by the Subject Group of dissertation titles or Egyptian Art and Architecture.	Form to be sent to Oriental Studies Academic Administration academic.administrator@orinst.ox.ac.uk
Friday 4 th Week Michaelmas Term	3	Deadline for exam entry.	Via student self service
12 noon Friday 10 th Week Hilary Term	3	Deadline for submission of dissertation.	Via Inspira
10am Monday 1 st Week Trinity Term	3	Essay titles for Text Edition Essay (take-home) in first language released by the Faculty Office.	
12 noon Monday 2 nd Week Trinity Term	3	Deadline for submission of Text Edition Essay (take-home) in first language.	Via Inspira
10am Monday 3 rd Week Trinity Term	3	Essay titles for Text Edition Essay (take-home) in	

		second language released by the Faculty Office.	
12 noon Monday 4 th Week Trinity Term	3	Deadline for submission of Text Edition Essay (take-home) in second language.	
Monday 7 th Week Trinity Term	3	Provisional start date of FHS EANES examinations.	

N.B. For Classics (main subject) with OS, all relevant deadlines in Year 3 apply to Year 4.

Canvas

Click [here](#) for the BA EANES Canvas page.

Examination Regulations

The Examination Regulations relating to this course are available at <https://examregs.admin.ox.ac.uk>. If there is a conflict between information in this handbook and the Examination Regulations then you should follow the Examination Regulations.

BACHELOR OF ARTS IN HEBREW

Course Co-ordinator - Prof [Alison Salvesen](#)

Introduction

The undergraduate course in Hebrew at Oxford embraces the study of the Hebrew language in all its major phases (Classical, Rabbinic and Medieval, and Modern). Some of the most important texts are studied in detail with attention not only to language but also to their literary, historical and religious significance. In order to set all this in context, students may choose also to study one or more periods of Israelite or Jewish history and can take papers on such wider literary topics as Biblical narrative or prophecy, Jewish Bible interpretation, medieval Hebrew poetry or prose, and modern Hebrew literature.

In recent years the particular interests of those who have taken the course have included Biblical studies, Jewish literature, modern Israel, the Ancient Near East, the New Testament and early Christianity, Semitic languages, and Rabbinic thought. The flexibility of the course can accommodate a wide range of interests and one of the hallmarks of the course is the individual attention that students receive.

History

Oxford has been an important centre for Hebrew and Jewish Studies since the sixteenth century. Outstanding scholars have held a number of different positions in Hebrew and Jewish Studies in the University and students from all over the world come to Oxford for both undergraduate and graduate studies. We boast unrivalled collections of Hebrew manuscripts and printed books in the Bodleian Library. The Leopold Muller Memorial Library of the Oxford Centre for Hebrew and Jewish Studies, housed in the Clarendon Institute Building, also contains invaluable Hebraic and Judaica collections. Additionally, the archaeology and material culture of the land of Israel are strongly represented in the Ashmolean Museum.

Over the centuries the study of Hebrew has evolved to take account of new developments, most obviously the growth of literature in Modern Hebrew and major discoveries such as the Dead Sea Scrolls. Our courses therefore cover all the main phases in the long history of the Hebrew language in its historical, literary and cultural contexts. (It is also possible to study for a separate BA in Jewish Studies.) As the disciplines of Hebrew and Jewish Studies have developed, different approaches and fields of study have evolved, from the study of classical Hebrew and the Hebrew Bible to all other aspects of medieval and modern Jewish culture and society. The University's posts in the Faculty of Oriental Studies reflect that diversity, with expertise ranging from the study of Classical Hebrew, the Hebrew Bible, Second Temple and early Rabbinic periods, through rabbinical literature and medieval to early modern history and literature, to modern Hebrew and other Jewish literatures and modern Jewish history.

Outline

There are 2 courses that students may take as part of this degree. Students taking the 3-year course must decide at the end of Year 1 whether to focus on [Jewish](#) or Hebrew Studies and, if Hebrew Studies, whether to take a subsidiary language. Students taking the 4-year course must also decide whether to take a subsidiary language, and if so, they will participate in the Year Abroad in Year 3.

First year (First Public Examination)

For those taking Hebrew or Jewish Studies, the first three terms of the course comprise intensive class instruction in the Hebrew language in all its main periods (Classical/Biblical; Rabbinic and Medieval; Modern). The aim is to cover basic grammar in the first term and to consolidate this information in the second and third terms, when simple texts in each form of the language are also taught. This demanding objective is essential in order to achieve a level of reading proficiency that will stand you in good stead for the rest of the course. There are three class hours a week in both Classical (Biblical) and Modern Hebrew. Readings in Rabbinic, Medieval and Modern Hebrew texts are introduced in the second and third terms.

Students also prepare for a general paper which provides an introductory framework for the rest of the course. Outline surveys are given in lectures through the year, but the main form of teaching is in tutorials, for which there is recommended reading and an essay to be written.

Four papers are set for Prelims, taken at the end of the third term.

1. Hebrew Texts I: Biblical and Rabbinic Hebrew.
2. Hebrew Texts II: Medieval and Modern Hebrew.
3. Grammar and Translation into Hebrew.
4. General Paper.

Candidates who perform exceptionally well in Biblical Hebrew in Prelims are eligible for the Junior Pusey and Ellerton Prize. In the unlikely event of failure, it is possible to resit the paper(s) in question later on. You must pass Prelims in order to proceed to Finals. All examinations are held at the end of Trinity Term.

Second Year: Course I and Course II (Year Abroad)

There are two Hebrew courses: a three-year course (Course I), or a four-year course (Course II) in which the third year is spent on a prescribed course of study at a university in Israel.

Candidates for Course I are required to offer seven papers and a dissertation. Candidates for Course II are required to offer seven papers, a dissertation, and an oral examination. Please refer to course syllabus below. Students on Course II will be expected to carry out during their year abroad such work as the Board of the Faculty of Oriental Studies may require.

For guidance about preparing for the year abroad, consult with the acting year abroad coordinator (for 2020-21: Prof Alison Salvesen).

Final Honour School

Upon completing your Prelims, it is necessary to make a final choice about whether you wish to study Hebrew or Jewish Studies. If you are still unsure about which choice to make, any member of the teaching staff will be happy to provide guidance.

Those who choose to do Hebrew must also decide whether to take it on its own or in combination with a 'subsidiary' language.

Hebrew	Hebrew with a subsidiary language
1. (for Course I): Hebrew composition and unprepared translation OR (for Course II): Essay in modern Hebrew and unprepared translation. 2. Prepared texts I: Biblical texts 3. Prepared texts II: Rabbinic and Medieval Hebrew texts 4. Prepared texts III: Modern Hebrew literature 5. History, Culture and Society 6. and 7. One of the papers in Jewish Studies paper c (see restrictions below) 8. Dissertation 9. (for Course II) Oral.	1. (for Course I): Hebrew composition and unprepared translation OR (for Course II): Essay in modern Hebrew and unprepared translation. 2. Prepared texts I: Biblical texts 3. Prepared texts II: Rabbinic and Medieval Hebrew texts 4. Prepared texts III: Modern Hebrew literature 5, 6, 7. Three papers from one of the following subsidiary languages (see below) 8. Dissertation 9. (for Course II) Oral.

Students should note that not all subsidiary languages/options and Field of Concentration subjects may be available in a given year.

Available subsidiary languages:

- Akkadian
- Arabic
- Aramaic and Syriac
- Classics (for students taking Classics and Oriental Studies)
- Egyptian
- Persian
- Turkish

Available Jewish Studies options (*students should note that they may not take more than 1 option from Section V*):

- Section I
 - Biblical History
 - Biblical Archaeology
 - Biblical Narrative
 - Biblical Prophecy
- Section II
 - Second Temple Judaism
 - Second Temple History

- History of the Talmudic Period
- Jewish Aramaic Literature
- Section III
 - Israel: History, Politics, and Society
 - Modern Hebrew Literature
- Section IV
 - History of Jewish-Christian Relations
 - History of Jewish Bible Interpretation
 - Orthodox Judaisms
- Section V
 - Biblical Religion
 - Modern Jewish History
 - Modern Judaism

Year 3

Students taking Course II will spend the year abroad at the Hebrew University in Jerusalem.

Papers for Prelims

Compulsory Papers

Hebrew Texts I: Biblical and Rabbinic Hebrew and Hebrew Texts II: Medieval and Modern Hebrew

For both these papers there will be passages for translation from the specified texts (all of which will have been taught in classes). There may also be some questions that ask for comment on or explanation of aspects of the language and related matters arising from the texts.

The list of set texts approved for examination in the following academic year will be published by Friday of 3rd week, Hilary term.

Grammar and Translation into Hebrew

In this paper, in which all questions must be attempted, there will be:

- (i) Five questions on specific grammatical topics in Biblical Hebrew
- (ii) One passage for translation from English into pointed Biblical Hebrew
- (iii) One passage for translation from Modern Hebrew into English

General Paper

This will be an essay paper on Israelite and Jewish history and other related topics. You will be required to answer questions on different historical periods, though there will be a wide choice within each section.

Papers for FHS

Compulsory Papers

Prepared Texts I: Biblical texts

Lecturer: Dr Harald Samuel

The list of set texts approved for examination in the current academic year will be published on Canvas by Friday of 3rd week, Hilary Term.

You should make sure that you have the list relevant to the year in which you will sit your examinations, as changes are sometimes introduced. It is advisable to check this with your teachers.

To gain a good knowledge of Biblical Hebrew two things are required: extensive reading, ideally of the whole Hebrew Bible and analytical study of the texts, which will include textual criticism, comparative philology, historical criticism and literary analysis. While the in-depth analysis will be taught in lectures, students will be expected to read a certain number of chapters on their own or with a tutor. The examination will include: a) Hebrew texts for translation (with brief comments); b) Hebrew texts for translation with detailed comments on textual and philological matters; c) a short essay on a more general topic arising from the texts.

Prepared Texts II: Rabbinic and Medieval Hebrew texts

Lecturers: Dr Ben Williams, Prof. Judith Olszowy-Schlanger

The development of Hebrew in the post-biblical period is complex and variegated. We will read and analyse a selection of texts (legal, philosophical, historical, and exegetical) from the rich field of Hebrew literature of the post-Biblical/pre-modern period.

Students normally begin studying these texts in their third term, when they have mastered the fundamentals of biblical Hebrew grammar and have acquired a basic working vocabulary.

All texts are taught in lectures where they are examined with attention not only to grammar and translation but also to their style, content and historical background. One tutorial hour is also arranged for each text so that students have the opportunity to explore the relevant literary and intellectual context. The examination includes passages for translation and comment as well as essays on more general topics arising from the texts.

Prepared Texts III: Modern Hebrew literature

Lecturer: Prof. Glenda Abramson, Dr Adriana Jacobs

The Hebrew literary texts for this paper range from the late 19th century to the present, and include fiction, poetry and essays. These texts are read and analysed as literature rather than used as language exercises, although their language is discussed as well. The majority of the texts are taught in class but you will be expected to prepare others, predominantly poetry, on your own, with tutorial help if necessary, as with your biblical texts. The historical and cultural background of the texts is also discussed, together with relevant critical and theoretical works. Your examination will consist of passages for translation from some of your literary texts, and essays on the texts and on the history and development of modern Hebrew literature.

History, Culture and Society

Lecturers: Prof. Martin Goodman; Prof. Judith Olszowy-Schlanger; Dr Ben Williams

The aim of this paper is to draw together the whole course in Hebrew studies, giving you the chance to relate one aspect of the subject to another and/or to reflect on wider issues arising from the detailed study of the particular periods which interest you most.

The paper is currently in four sections (ancient, medieval, modern, and a final section which cuts across all periods), with about six questions in each section. You are required to answer four questions, selecting questions from at least two sections.

Commenting on Biblical Texts: A Brief Guide

(FHS Papers 2 and 6; subsidiary Hebrew, papers 2 and 3)

1) 'Translate with full annotation'

Detailed annotation deals with all aspects of a text — background, literary context, literary form, language, textual criticism, and so on. Only texts from group (a) will be set. (NB In subsidiary Hebrew, the texts are not divided into groups; any text can be examined under any of the three rubrics described here.)

2) 'Translate with comments where necessary'

Necessary comments are directly concerned with the translation of a text; they do not include general background information or discussion of the literary context and form of a text. They should discuss briefly specific problems of text or language where there is sufficient doubt for your translation to require some form of justification — for instance, where there is doubt about the meaning of a word or phrase, or where there are major textual variants, especially if you adopt them yourself. (Even if you do not, you should remember that sometimes other scholars do because they find some problem in the biblical text, and so this itself may require explanation.) Free translations of phrases that cannot be translated literally into normal English may be annotated with a literal translation. Texts may be set from any of those prescribed, (a) or (b).

3) 'Comments on textual and linguistic problems'

Textual and linguistic comments deal with short passages that contain significant textual and/or linguistic problems. They do not include general background information or other general discussions unless these are directly relevant to textual and linguistic problems. Students may translate the passage if this is helpful in discussing the problems, but translation is not required. Passages from group (a) only will be set.

In all types of exercise, where variant readings or emendations are adopted, a translation of the MT should be given in a footnote, with an explanation of why the variant reading is preferred. Remember that you will often tell an examiner more about your knowledge of Hebrew by setting out what is the problem with the text than by remembering a proposed emendation. Standard abbreviations (e.g. MT, LXX) are perfectly acceptable.

Dissertation

The subject of your dissertation must be submitted for approval very early at the start of your third year, so that in practice it is sensible to discuss it with your teachers from the middle of the second year. Some tutorial guidance is available, but you should research and write up a topic that you find to be of particular interest; you are required to sign a statement indicating that it is your own work. The detailed regulations about how and where to do this are included in the Examination Regulations. Remember to write your candidate number and not your name on the dissertation. Also refer to the dissertation section in the General Handbook.

An Optional Special Subject

You may offer an optional 3-hour paper on a special subject. The subject must be approved at the start of your final year. Provided your choice of subject falls within the broad range of Hebrew and Jewish studies, no reasonable proposal is likely to be refused. If you are considering this, please discuss it with your teachers during the previous year. They will also make suggestions as to how you can use the summer vacation to do some of the necessary reading and research. Tutorial teaching will be made available to help you prepare.

Optional Subjects from Jewish Studies

See the [course outline](#) for the choices of options and the number to be taken. You can take two papers from the list of options here: [Jewish Studies \(handbook\)](#). The list is Section C of the Final Honour School (Second and Third Year) of the BA in Jewish Studies. Not more than one paper from Section V may be taken.

Subsidiary Language Papers

Please refer to the conventions for FHS examinations for the papers to be taken, available on Canvas towards the end of Michaelmas Term.

Hebrew as a Subsidiary Language

Students taking BA Arabic, BA Egyptology and Ancient Near Eastern Studies, and BA Classics with Oriental Studies may take Hebrew as a subsidiary language. Students will choose 1 of Biblical and Rabbinic, Medieval, or Modern Hebrew to study, of which there are limitations of choice for each course:

- BA Arabic – Biblical and Rabbinic Hebrew, Medieval Hebrew, or Modern Hebrew
- BA Egyptology and Ancient Near Eastern Studies – Biblical and Rabbinic Hebrew
- BA Classics with Oriental Studies – Biblical and Rabbinic Hebrew or Medieval Hebrew

Please refer to the conventions for FHS examinations for the papers to be taken, available on Canvas towards the end of Michaelmas Term.

Recommended Patterns of Teaching (RPT)

Below is an indication of the type and number of teaching hours on this course.

BA Hebrew

Summary

Each student receives (maximum) to FHS:

Language Instruction: 456 hours

University lectures/classes: 163 hours

Tutorials/classes: 84 hours

Dissertation supervision: 6 hours

Over 3 years, this is an average of 236 hours teaching (maximum) per year, or c.9.8 hours per week

BA in Hebrew/Jewish Studies (Year I is combined)

YEAR 1: FPE

4 Papers

- (i) Hebrew Texts I: Biblical and Rabbinic Hebrew
- (ii) Hebrew Texts II: Medieval and Modern Hebrew
- (iii) Grammar and Translation into Hebrew
- (iv) General Paper

Teaching arrangements for the year per student

Language instruction: 182 hours

Lectures/Classes: 67 hours

Tutorials: 12 hours

BA Hebrew YEARS 3 & 4: FHS

Course I: 7 Papers plus dissertation

Course II: 7 Papers plus dissertation plus oral exam

1. (for Course I): Hebrew composition and unprepared translation. (for Course II): Essay in modern Hebrew and unprepared translation.

2. Prepared texts I: Biblical texts
3. Prepared Texts II: Rabbinic and Medieval Hebrew texts
4. Prepared Texts III: Modern Hebrew literature
5. History, Culture and Society
6. One of the papers in Jewish Studies paper c. Not more than one option from Section V.
7. One of the papers in Jewish Studies paper c. Not more than one option from Section V.
8. Dissertation
9. (for Course II) Oral.

Teaching arrangements for the year per student (hrs)

Paper	Language Classes		University Lecture/Class		Tutorial (Tutorial Class)		Supervision
	Year 3	Year 4	Year 3	Year 4	Year 3	Year 4	
1	72	72			-	-	
2	66	44			8	8	
3			24	16	12	8	
4			24	16	12	8	
5						4	
6					8		
7						8	
8							Yr 3: 2; yr 4: 4

Comments

Papers 1–4: intensive language tuition continues in Years 3 & 4 -- for 24 weeks in Year 3 and 24 weeks in year 4 for Modern Hebrew and 22 weeks for Biblical Hebrew.

In Year 3, a student will receive 138 hours of intensive language teaching, up to 48 hours of University lectures or classes, and a maximum of 40 hours of tutorials.

In Year 4, a student will receive 136 hours of intensive language teaching, up to 48 hours of University lectures or classes, and a maximum of 32 hours of tutorials.

Teaching Staff

- Professor [Judith Olszowy-Schlanger](#), Director of the Centre for Hebrew and Jewish Studies, University of Oxford; President of OCHJS; Fellow of Corpus Christi College, Oxford
- Dr [Miri Freud-Kandel](#), Lecturer in Modern Judaism (Wolfson College)
- Professor [Martin Goodman](#), Professor of Jewish Studies (Wolfson College)
- Professor [Alison Salvesen](#), Professor of Early Judaism and Christianity (Mansfield College), Polonksy Fellow of the Oxford Centre for Hebrew and Jewish Studies
- Dr Harald Samuel, Departmental Lecturer in Classical Hebrew
- Dr Dorota Molin, Instructor in Classical Hebrew
- Professor [David Taylor](#), Professor of Aramaic and Syriac (Wolfson College)
- Dr [Zoe Waxman](#), Departmental Lecturer in Modern Jewish History
- Dr [Benjamin Williams](#), Departmental Lecturer in Jewish Studies; Fellow of the Oxford Centre for Hebrew and Jewish Studies
- Prof. Glenda Abramson, Modern Hebrew literature; Emeritus Professor of Hebrew and Jewish Studies and Emeritus Fellow of St Cross College and of the Oxford Centre for Hebrew and Jewish Studies
- Mr [Gil Zahavi](#), Instructor in Modern Hebrew
- Professor [Adriana X. Jacobs](#), Associate Professor of Modern Hebrew Literature (St. Cross College): on leave 2020-2022

Examinations and Assessment

Please refer to the [Examination Regulations for Prelims and FHS in Oriental Studies](#).

In Trinity Term of Year 1, students will sit 4 written examinations. Students must pass all papers to proceed into Year 2 of the course.

Please refer to the conventions for FPE examinations for the papers to be taken, available on Canvas towards the end of Michaelmas Term.

Students on Course I will take a total of 7 written and/or take-home examinations and will submit their [dissertations](#) in Trinity Term of Year 3. Students on Course II will take a total of 7 written examinations, an oral examination, and will submit their [dissertations](#) in Trinity Term of Year 4.

Please refer to the conventions for FHS examinations for the papers to be taken, available on Canvas towards the end of Michaelmas Term.

Deadlines

Date	Year of Course	Event	How
Monday 9th Week Trinity Term	1	Provisional start date of the First Public Examinations.	
Friday 4 th Week Michaelmas Term	3/4	Deadline for exam entry.	Via student self service
Monday 0th Week Hilary Term	3/4	Deadline for applications for approval of dissertation titles, special subjects for paper 8 (as in Examination Regulations).	Form to be sent to Oriental Studies Academic Administration academic.administrator@orinst.ox.ac.uk
12 noon, Friday 10th Week Hilary Term	3/4	Deadline for submission of dissertation.	Via Inspira
0th Week Trinity Term	3/4	Oral examinations for Hebrew language (Course II only).	
Monday 7th Week Trinity Term	3/4	Provisional start date of the Final Honour School examinations.	

Canvas

Click [here](#) for the BA Hebrew Canvas page.

Examination Regulations

The Examination Regulations relating to this course are available at <https://examregs.admin.ox.ac.uk/> . If there is a conflict between information in this handbook and the Examination Regulations then you should follow the Examination Regulations.

Set Texts and Recommended Readings

Recommended reading for [Prepared Texts II: Rabbinic and Medieval Hebrew Texts](#):

- M. Fishbane, *Judaism: Revelations and Traditions*, New York 1987.
- H. Maccoby, *Early Rabbinic Writings*, Cambridge 1998.
- Norman Solomon, *The Talmud. A Selection*, New York 2009.
- J.R. Marcus, *The Jew in the Medieval World: a Source-Book, 315-1791* with introduction and updated bibliographies by Marc Saperstein, Cincinnati 1999.
- P. Cole, *The Dream of the Poem: Hebrew Poetry from Muslim and Christian Spain, 950-1492*, Princeton 2007.
- G. Scholem, *Major Trends in Jewish Mysticism*, New York (1941) 1974.
- Y.H. Yerushalmi, *Zachor: Jewish History and Jewish Memory*, Washington (1982) 1996.
- Martin Goodman, *A History of Judaism* (2018)

Recommended reading for [Prepared Texts III: Modern Hebrew Literature](#):

- Glenda Abramson and Tudor Parfitt, eds., *The Great Transition: The Recovery of the Lost Centers of Modern Hebrew Literature* (Totowa, NJ: Rowman & Allanheld 1985)
- Benjamin Harshav, *Language in Time of Revolution* (Berkeley: University of California Press, 1993)
- Simon Halkin, *Modern Hebrew Literature, From the Enlightenment to the Birth of the State of Israel: Trends and Values* (New York: Schocken Books, 1950/1970)
- Gudrun Krämer, *A History of Palestine* (Princeton University Press, 2005)
- Ariel Hirschfeld, 'Locus and Language: Hebrew Culture in Israel, 1890-1990,' in David Biale, ed. *Cultures of the Jews: A New History* (NY: Schocken, 2002): 1011-1061.

BACHELOR OF ARTS IN JAPANESE

Course Co-ordinator - Professor [Bjarke Frellesvig](#)

Introduction

The Oxford BA course in Japanese is a four-year course, including a compulsory study period of one year in Japan in the second year. The course is comprehensive and demanding, revolving around intensive work on the written and spoken language through all four years, combined with both general and specialised study of Japanese culture, civilisation and society. The language teaching takes place in classes and small groups and in language laboratories. It includes work conducted by experienced native speakers.

The course aims:

1. to give students a thorough grounding in modern written and spoken Japanese, and in the written classical language;
2. to ensure that students have a good general knowledge of Japanese civilisation, culture, history, and society;
3. to allow students to do in-depth, specialised study from a range of subjects, including both classical and modern literature, linguistics, pre-modern and modern history, anthropology, politics, economics, and art.

History

Japanese has been taught as a degree subject at Oxford since 1963. The course started with only one lecturer, but the field has shown a dramatic expansion in both staff and student numbers since then. Oxford is today a major national and international centre for the study of Japan. The University currently has sixteen senior faculty members and four full-time language Lecturers engaged in research and teaching in fields related to Japan. There are usually around fifty undergraduates reading for the degree of B.A. Honours in Oriental Studies (Japanese) range, and ten or so graduate students in Japanese in Faculty of Oriental Studies at any one time. It is possible to take Chinese, Korean, or Tibetan studies as a subsidiary language for the BA in Oriental Studies (Japanese) degree, which will give you the opportunity to study the subsidiary language to intermediate level.

There are two centres for the teaching programme in the University, The Oriental Institute, and the Nissan Institute of Japanese Studies:

The Oriental Institute

The Oriental Institute is centrally located close to the Ashmolean Museum. It is in this Institute that the core curriculum of language classes for the B.A. Honours degree in Japanese Studies is taught. Other fields in Oriental Studies, including Korean, and Tibetan, share the same building. Korean, Tibetan, and Chinese are offered as subsidiary or optional languages for students of Japanese. There is a common room where tea and coffee are available and staff and students can meet.

The Nissan Institute of Japanese Studies

The [Nissan Institute of Japanese Studies](#) is one of the top European centres for the study of modern Japan. It forms part of the Oxford School of Global Area Studies in the University's Social Science Division and contributes to several of the degree programs offered by the University at both the undergraduate and graduate level. The Institute functions as the overall physical academic centre for Japanese Studies in the University and houses the main academics teaching on Japanese course in both humanities and social sciences.

Bodleian Japanese Library

The Bodleian Japanese Library <http://www.bodleian.ox.ac.uk/bjl> is housed within the Nissan Institute and holds the University's principal collections in the humanities and social sciences, which relate to the history and culture of Japan from the dawn of her civilisation to the present day. A significant collection of works on Japan on the history and social sciences in Japan since the Meiji Restoration has been built up; the Library, comprising about 120,000 volumes, offers one of the best research collections for Japanese studies in Europe.

Eastern Art Library

The Eastern Art Library <http://www.bodleian.ox.ac.uk/sackler/collections/easternart>, housed in the Sackler Library, contains the University's research collection on Japanese art, in both Japanese and Western languages.

The University's [Ashmolean Museum](#) has a fine collection of Japanese art, particularly strong in holdings of ceramics.

Outline

Year 1

The first year is dedicated to intensive work on the Japanese languages and study of the history and culture of Japan, and East Asia in general. At the end of the first year you will take Prelims, which examines the language and history and culture work you have done during the first year.

Subjects taken in the first year:

- Modern Japanese I
- Modern Japanese II
- East Asia Survey: Japan

Year 2

This year of the course will be spent at Kobe University in Japan for continued extensive language study, combined with the study of civilisation, culture and history. Details about the year abroad will be given during the course of the first year.

Years 3 and 4

The regular language work continues, and you will begin study in the classical language. An important part of these 2 years is specialised work within subject areas chosen by yourself from a wide array of available options, including both classical and modern literature, linguistics, pre-modern and modern history, anthropology, politics, economics, and art. You will choose 1 core special subject option, 2 special text options, 1 special subject option, and 1 option which can be either special subject or special text.

It is possible to study a subsidiary language (in which case you will only choose 1 core special subject option and 1 special text option).

In Year 4, you also write a dissertation on a subject of your own choice under supervision.

Japanese	Japanese with a subsidiary language
<ol style="list-style-type: none"> 1. Modern Japanese I 2. Modern Japanese II 3. Spoken Japanese (1/2 paper) 4. Classical Japanese 5. Core special subject option I [essays] 6. Special text option I [translation and commentary] 7. Dissertation 	<ol style="list-style-type: none"> 1. Modern Japanese I 2. Modern Japanese II 3. Spoken Japanese (1/2 paper) 4. Classical Japanese 5. Core special subject option I [essays] 6. Special text option I [translation and commentary] 7. Dissertation
<ol style="list-style-type: none"> 8. Special text option II [translation and commentary] 9. Special subject option II [essays] 10. Either Special text option III or Special subject option III 	<p>A Subsidiary Language:</p> <ol style="list-style-type: none"> 8. Chinese, Korean, or Tibetan Texts 9. Chinese, Korean, or Tibetan History and Culture 10. Chinese, Korean, or Tibetan Language

Students should note that not all subsidiary languages and special subject/text options may be available in a given year.

Subsidiary languages:

- Chinese
- Korean
- Tibetan

Available core special subject options (all Michaelmas Term only):

- Classical Japanese Literature
- Japanese Linguistics
- Modern Japanese Literature

Available special subject options:

- The Japanese Economy – runs in Michaelmas Term
- History of the Japanese Language – runs in Hilary Term
- Japanese Art – runs in Hilary Term
- Japanese Politics – runs in Michaelmas
- Japanese Society – runs in Hilary Term and the first 2 weeks of Trinity Term, and is only available to Year 4 students
- Modern History of Japan
- Pre-modern Japanese History I: to 1185 – runs in Michaelmas Term, and in other terms by arrangement
- Pre-modern Japanese History II: 1185 to 1853 – runs in Hilary Term, and in other terms by arrangement
- Topics in Classical Japanese Poetry – runs in Hilary Term
- Topics in Modern Japanese Literature – runs in Hilary Term
- Early Modern Japan (runs in Trinity Term)

Available special text options:

- Classical Japanese I: The Tale of Genji and the Pillow Book – runs in Michaelmas Term
- Classical Japanese II: Warrior Tales – runs in Hilary Term
- Japanese Linguistics I: *Boku wa unagi da* – runs in Michaelmas Term
- Japanese Linguistics II: Linguistic variation – runs in Hilary Term
- Japanese Linguistics III: Old Japanese – runs in Trinity Term
- Special Texts: Japan's International Relations and Security Policy – runs in Hilary Term
- Modern Literature I: Gender in Modern Japanese Literature – runs in Hilary Term
- Modern Literature II: Trauma and Narrative in Modern Japanese Literature – runs in Trinity Term
- Special Texts: Japanese History I: to 1185 – runs in Michaelmas Term
- Special Texts: Current Issues in the Japanese Economy – runs in Michaelmas Term

Papers for Prelims

The exam regulations for Prelims can be found [here](#).

Modern Japanese I and Modern Japanese II

Students will have approximately 10 hours of language classes per week throughout the year, and 1 class per week of grammatical analysis in Hilary Term.

Students will be taught how to read, write, speak and listen to Japanese and how to translate from English into Japanese, as well as to analyse Japanese grammatically.

East Asia Survey: Japan

Students will have just over 2 lectures per week throughout the year, and essay tutorials every fortnight. Students will write 12 essays throughout the year.

Lectures in Michaelmas and Hilary Terms will cover all of East Asian history with a focus on Japan in East Asia. Lectures in Trinity Term will focus entirely on modern and contemporary Japan.

Papers for FHS

Compulsory Papers

Modern Japanese I and Modern Japanese II

The two papers in Modern Japanese will test students' ability to translate into Japanese and from Japanese into English, as well as writing and reading in Japanese. The teaching for these papers will be language classes, translation classes, and text tutorials.

Spoken Japanese

The paper is an aural and oral examination and will be taken in Hilary Term of the fourth year. It will test your ability to understand and produce spoken Japanese. The Spoken paper counts as half a paper. Most of the teaching directly preparing you for the paper in spoken Japanese will be language classes.

Classical Japanese

The paper in Classical Japanese will take the form of translation into English of Classical Japanese set texts and unseen texts, including a small amount of translation into English of *kanbun* set texts. There will be classes and tutorials in Classical Japanese set texts (including *kanbun*) in Year 3 and classes on translation of unseen texts throughout Year 4.

Dissertation

Each student will produce a dissertation on a topic relating to Japan. They should already be thinking about your dissertation topic in Year 3, and the topic may well be informed by option work done on the course. You are expected to utilise your Japanese language skills in your research on your topic. Usually, students receive 2 hours of supervision in Trinity Term of Year 3 and 3 hours in each of Michaelmas Term and Hilary Term of Year 4. Please note the deadlines for submitting your dissertation title, and for submission of your dissertation.

Core Special Subjects

Classical Japanese Literature: Ancient to Early Modern

Term in which it is taught: Michaelmas Term

Taught by Dr Jennifer Guest

This course provides a survey of classical Japanese literature from earliest times to the early nineteenth century, with readings in English translation from a wide range of important works as well as suggested secondary readings on key topics in the literature of each period.

Week 1: What factors make a text classical, literary, or Japanese? (Does the Kojiki qualify?)

Week 2: The meaning of a “good poem” in early Japan

Week 3: Memoirs, diaries, and biographies in the Heian court

Week 4: Gender and genre in the mid-Heian classics

Week 5: Buddhist themes in medieval poetry and anecdotal literature

Week 6: Portrayals of warriors and warfare in medieval prose and theatre

Week 7: Humour in Edo literature

Week 8: Reflections of earlier classical literature in Edo prose and haikai poetry

Japanese Linguistics

Term in which it is taught: Michaelmas Term

Taught by Professor Bjarke Frellesvig

This option is designed to give an overview of the Japanese language and linguistics through reading and writing of essays on selected topics across the major fields of linguistics, beginning with a look at the main characteristics of Japanese as compared to other languages. Next we look at variation within the Japanese language, considering both sociological characteristics of the speech situation (e.g., status and *keigo*) and of the speaker (e.g., gender). We will also examine loanwords in the Japanese vocabulary, lexical stratification, and some selected aspects of Japanese grammar, focusing on transitivity in particular. We will work on a syntactic description of sentences selected from naturalistic data in Modern Japanese, and on description of Japanese dialects. Students taking this option should follow Professor Frellesvig’s lecture series on Japanese Linguistics in Michaelmas Term.

Week 1: Main features of the Japanese language

Week 2: Honorific language (*keigo*) in Japanese, including its acquisition and use

Week 3: Gender as a factor in language variation in Japanese

Week 4: Loanwords in Japanese

Week 5: Lexical stratification

Week 6: Syntactic description of a given set of Japanese sentences

Week 7: The notion of transitivity and its role (including transitivity pairs) in Japanese

Week 8: Describing the features of a spoken dialect text in Japanese

Modern Japanese Literature: The Invention of Modern Japanese Literature

Term in which it is taught: Michaelmas Term

Taught by Dr Linda Flores

This option provides an overview of important literary works and writers in the period spanning from the middle of the Edo to the beginning of the 20th century. We will explore key issues in Japanese literary studies including modernity, the self, identity, and gender. This option will examine the development of the concept of modern Japanese literature and explore the ways in which that development accompanied the rise of Japan as a modern nation. Lectures and tutorials will address both the social and historical context of the works under examination as well as closer readings of the texts themselves.

Week 1: What is 'Modern' 'Japanese' 'Literature'?

Week 2: The Edo Period and the Invention of Japan

Week 3: Gender and Identity

Week 4: Civilisation and Enlightenment

Week 5: The Invention of Literature

Week 6: Women Writers and the Reform of Tanka Poetry

Week 7: The Rise of Empire

Week 8: Japanese Naturalism and the 'I-novel'

Special Subjects

The Japanese Economy (Previously known as 'Economy of Japan')

Term in which it is taught: Michaelmas Term

Taught by Professor Hugh Whittaker

This option explores the postwar rise of the Japanese economy, its subsequent problems, and recent digital and green transitions. On the way we will look at some of the controversies and contrasting approaches which have framed our understanding of the Japanese economy, adopting a perspective of comparative capitalism will be adopted. Readings will be available in the Bodleian Japanese Library.

History of the Japanese Language

Term in which it is taught: Hilary Term

Taught by Professor Bjarke Frellesvig

This option focuses on the development of the Japanese language from Old Japanese as it appears in the earliest attested writings through to written and spoken Modern Japanese within the phonology, morphology and syntax of the language. Other themes covered will be the reconstruction of even earlier language stages than that of Old Japanese, the origins and development of the scripts used to write Japanese, dialectal and other variation within pre-modern Japanese, and the influence from foreign languages, both Chinese and European, on the Japanese language. Students taking this option should follow Professor Frellesvig's lecture series on History of the Japanese Language and on Introduction to Old Japanese in Hilary Term.

Topics covered may include:

Proto-Japanese and Japanese before Old Japanese; Japanese scripts; The sound system of Old Japanese and phonological changes; The Eastern Old Japanese dialects; Old Japanese morphology and later changes in inflection and verb morphology; Historical syntax; External influences on Japanese.

Japanese Art

Term in which it is taught: Hilary 2022

Taught by Dr Clare Pollard and Dr Lena Fritsch

This option provides an introduction to Japanese art since the Meiji and Taisho eras, with reference to the collections of the Ashmolean Museum. The first part of the course explores developments during the important transitional period of Japanese art in the Meiji and Taisho eras as artists and makers adapted to changes following the opening of Japan by western powers and the Meiji Restoration. The second part focuses on Japanese art since 1945, introducing avant-garde movements such as Gutai, Jikken Kobo and Mono-ha as well as contemporary trends. Major developments and themes in Japanese photography will also be featured. Students taking this

option should also follow Dr Pollard and Dr Fritsch's series of lectures and object-based sessions which take place in the Ashmolean Museum.

Japanese Politics

Taught in Michaelmas Term

Taught by Dr Giulio Pugliese

This option provides a broad introduction to contemporary Japan's domestic politics and its international relations. Students will have the opportunity to read and consider several alternative approaches to conceptualizing, modeling, and analyzing Japanese politics.

Course Description

The course begins by considering modern Japan's political traditions and the impact of the post-war American occupation on contemporary Japan's political layout. Then we spend three weeks analysing recent changes in Japan's political economic model, its government structure, and the peculiar case of Japan's fourth estate and its relationship with power. The second half of the classes focuses on a series of policy issues pertaining Japan's foreign and defence policy: continuity and change in its security practice, the evolution of the US-Japan alliance, Japan's thorny relations with its neighbours and the legacy of Empire, culminating with a discussion on the nature of Japan's domestic and international outlook: What role for 21st Century Japan?

Tutorial topics will be chosen from:

Post-War Japan's International Environment and its Internal Political Layout: Continuity and Change; Japan's Developmental State and its Neo-Liberal Transformation?; Alternation in Power and Centralization of Power; Media and Politics in Contemporary Japan; Foreign and Defence Policy: Turning Japan into a "Normal" Country; Japan-China-US Relations; The Burdens of History, Identity and Japan's Thorny Relations with its Neighbours; Japan in the 21st Century; The LDP's dominance and the DPJ's failure: a new 1955 system?

Recommended Introductory Reading:

Hook, Glenn D. 2005. *Japan's International Relations: Politics, Economics and Security*, Routledge.
 Neary, Ian J. 2002, *The State and Politics in Japan*, Blackwell.
 McCargo, Duncan. 2004. *Contemporary Japan*, Palgrave.
 Shinoda Tomohito, 2013 *Contemporary Japanese Politics*, Columbia.

Japanese Society

Term in which it is taught: Hilary Term and first 2 weeks of Trinity Term

(Please note that this option is only available for fourth years)

Taught by Professor Roger Goodman

This option has two main aims: (a) to provide an introduction to Japanese society from an anthropological perspective and (b) to show how the study of Japan can contribute to mainstream anthropological theory. Major themes which will be covered include notions of personhood, rituals and symbols, time and space, structure and agency, continuity and change, and the construction of ethnic, gender, sexual and minority identities. It will be possible to study a number of contemporary

social institutions in depth, including the Japanese educational, legal, medical, welfare, company, household and kinship systems, new religions and the worlds of traditional arts and popular culture. At the micro level, the details of these operations and the ideologies which support them will be examined, while at the macro level the course will explore their relation to other social institutions and the wider political and economic arena both inside and outside Japan. Students taking this option should also follow Professor Goodman's lecture series Japanese Society in Hilary Term.

Recommended Introductory Reading:

Hendry, Joy. 2013. *Understanding Japanese Society* (4th edition). Routledge.
 Martinez, D. P. (ed.). 2007. *Modern Japanese Culture and Society* (4 Vols). Routledge.
 Nakane, Chie. 1973. *Japanese Society*. Penguin.
 Robertson, Jennifer (ed.). 2005. *A Companion to the Anthropology of Japan*. Blackwells.
 Ryang, Sonia. 2004. *Japan and National Anthropology: A Critique*. Routledge Curzon.
 Sugimoto, Yoshio. 2010. *An Introduction to Japanese Society* (3rd edition). CUP.

Modern History of Japan (Please note this Special Subject will not be available in Academic year 2020-21 but will be available in MT 2022)

Term in which it is taught: Michaelmas 2022

Teaching staff: Dr Alice Freeman

This option offers a broad introduction to the cultural and intellectual life of nineteenth- and twentieth-century Japan in the wider world. We will read both primary texts in translation and secondary works. Assigned readings consist of all common readings and your choice of text(s) from the list of selected readings or outside the list. Common readings will be on reserve at the Bodleian Japanese Library. Some suggested theoretical readings are also listed throughout the syllabus, which should prove helpful for future research and writing on Japanese history.

Pre-Modern Japanese History I: to 1185

Term in which it is taught: Michaelmas Term and other terms by arrangement.

Taught by Dr James Lewis

The narrative of Japanese history can be broken into three main divisions: to 1185, 1185 to 1853, and 1853 to the present. Japanese Pre-modern history options cover the first two divisions. The essay questions are thematic and range over institutions, religions, politics, intellectual concerns, economy, and foreign relations.

Pre-Modern Japanese History II: 1185-1853

Term in which it is taught: Hilary Term and other terms by arrangement.

Taught by Dr James Lewis

The narrative of Japanese history can be broken into three main divisions: to 1185, 1185 to 1853, and 1853 to the present. Japanese Pre-modern history options cover the first two divisions. The essay questions are thematic and range over institutions, religions, politics, intellectual concerns, economy, and foreign relations.

Topics in Classical Japanese Poetry**Term in which it is taught: Hilary Term****Taught by Dr Jennifer Guest**

This option focuses on poetry of the Heian, medieval, and early modern periods as well as its various literary and social contexts. Students taking this option should follow the seminar 'Topics in Classical Japanese Poetry' in HT, which involves discussion of selected waka, kanshi, and haikai poems in the original language (with an eye to understanding form and content rather than for translation as set text) as well as a closer look at some premodern manuscript materials. Essay tutorials for the option will further contextualise these primary sources with secondary reading in English on relevant issues, including the material and performance contexts of different poetic forms; the role of intertextuality and seasonal topics in composing and anthologising poetry; relationships between poetry, storytelling, and literary scholarship; and the role of poetry in imagining travel and landscape (from *Sarashina nikki* to Bashō's travel diaries). It may be helpful to take the Classical Japanese Literature Special Subject Core option first and/or to have completed the third-year Classical Japanese set texts, but this is not necessary or required.

Topics covered may include:

The Kokinshū and ideas about the nature of waka poetry; Poetry competitions and material culture; Kanshi (Chinese-style poetry) and Heian academics; The *Wakan rōeishū*: poetry as visual and aural art; Poetic miscellanies and storytelling; Medieval commentary and poetics; Travel diaries, intertextuality, and the poetic landscape; Haikai poetry and visual art.

Topics in Modern Japanese Literature**Term in which it is taught: Hilary Term****Taught by Dr Linda Flores**

This option provides an overview of important literary works and writers in the period spanning from the early 20th century to the contemporary period. For this option we will consider issues such as gender, reactions to the I-novel, and post-war literature. Lectures and tutorials will address both the social and historical context of the works under examination as well as closer readings of the texts themselves. Students taking this option should also follow the Modern Japanese Literature lecture series in Hilary Term.

Topics covered may include:

Proletarian Literature; Japanese Modernism; Literature of the Flesh; Atomic Bomb Literature; The Feminist Movement; Literature of the 1960s; Post-modern Literature; and Alienation in Japanese Society.

Early Modern Japan**Term in which it is taught: Trinity 2022****Taught by Dr Pia Joliffe****Overview**

This special subject provides a general overview over early modern Japanese society during the Tokugawa period (1603-1868). Our tutorials start with the 16th century political “unification” of Japan. In this way we gain an understanding of the political-economic and socio-cultural conditions that set the stage for Japan’s development under the Tokugawa Shogunate.

During the Tokugawa period (1603-1868) foreign relations were strictly regulated. Nevertheless, economic and cultural relations with European and Asian peoples existed. We shall examine these non-state relations and discuss how they may have contributed to the flourishing of Japanese society. We shall discuss the status system of early modern Japanese society and learn how adults and children of different gender and social status experienced their everyday lives. Tutorials also engage with economic growth as well as the high level of education and literacy during the Tokugawa period. In our last tutorial we shall discuss the final years of the Tokugawa shogunate (*bakumatsu* period) and the "opening" of Japan to Western countries.

Details:

Week 1: Introduction and the 16th century “unification” of Japan

Week 2: Everyday life and material culture

Week 3: Economic growth and change

Week 4: Foreign relations

Week 5: Gender during the Tokugawa period

Week 6: Children in early modern Japan

Week 7: Education and literacy

Week 8: The *bakumatsu* period

Special Texts

Classical Japanese I: The Tale of Genji and the Pillow Book

Term in which it is taught: Michaelmas Term

Taught by Dr Jennifer Guest

This option will involve readings from two near-contemporary works of Heian court prose, the Tale of Genji and the Pillow Book. Through close reading of passages from the Pillow Book, students will trace Sei Shōnagon's accounts of how she outwitted various other courtiers and impressed the empress with her quick literary responses; get to know the rhythms of Heian court life and the seasonal progression of waka topics; and consider the socio-political and gendered dynamics behind the brilliant setting of mid-Heian court salons. Readings from the Tale of Genji will focus on the early volumes of the tale and on Genji's relationship with the character known as Murasaki, perhaps the most iconic (if at times problematic) romance in Japanese literary history; the dynamics of romantic longing, power, and transgression established in these early episodes provide one possible set of signposts through the complex plot of the text as a whole.

These two texts, which are now among the best-known canonical works of classical Japanese literature, illuminate many facets of life in the Heian court around the turn of the eleventh century, including poetry and aesthetics; ideals of romance and other relationships; shared assumptions about literary and cultural knowledge; conceptions of death, the supernatural, and the world beyond the capital; and attitudes toward gender and women's writing. By reading key excerpts from the Tale of Genji and Pillow Book alongside each other, we will aim for a deeper understanding of these themes and the roles they played in Heian court literature.

Classical Japanese II: Warrior Tales

Term in which it is taught: Hilary Term

Taught by Dr Jennifer Guest

In this option, students will read, translate, and comment on selected medieval warrior tales. Our focus will be on iconic passages from the immensely influential Tales of the Heike (Heike monogatari), which depicts the rise and fall of the Taira warrior clan along with the heroic acts and tragic deaths of characters on both sides of the twelfth-century civil wars. As we examine specific scenes in detail, we will also consider themes that run through the text as a whole and have wider implications for medieval Japanese literature, including portrayals of ideal warrior conduct and feats of bravery; Buddhist worldviews and attitudes toward death; the roles played by women in the tale; and the interaction between written sources and oral performance. We will conclude with a quick look at how the characters of the Heike were reimagined in later storytelling, art, and Noh drama, reading a passage from the Story of Yoshitsune (Gikeiki) – a popular account of the exploits of the Genji general Minamoto no Yoshitsune and his loyal warrior-monk companion Benkei that provides a chance to think further about the literary construction of warrior heroes (particularly doomed ones).

Japanese Linguistics I: Boku wa unagi da**Term in which it is taught: Michaelmas Term****Taught by Professor Bjarke Frellesvig**

The purpose of this option is to examine a particular set of issues in Japanese linguistics in some detail, while assimilating the necessary concepts and vocabulary in the process. Students will read, translate, and critically comment on parts of the book 'Boku wa unagi da' no bunpō: da to no by Okutsu Kei'ichirō (1979).

This is an important and oft-quoted work on Japanese grammar that takes as its starting point various possible uses and interpretations of the sentence *boku wa unagi da* sometimes literally (but usually mistakenly) translated 'I am an eel'. Depending on context, this sentence can be used in reply to questions such as "What did you order?", "What are you fishing for?", or "What is your favourite fish?", amongst many others. Okutsu examines sentences that can be formed on the same basic pattern from the perspectives of syntax and semantics.

The book addresses in particular the question of the status of the 'copula' within Japanese. The topic Okutsu treats here has been and is still controversial in the field of Japanese linguistics. It raises further questions about focus, presupposition, etc., thus covering some basic notions in pragmatics. The book covers a broad range of issues using basic intuitions about meaning and grammaticality in a very accessible way.

Japanese Linguistics II: Linguistic Variation**Term in which it is taught: Hilary Term****Taught by Professor Bjarke Frellesvig**

The purpose of this option is to explore varieties of the Japanese language, and to consider the factors that bear on the choices speakers make with regard to what they say and how they say it.

We will first look at various dialects of Japanese and the geographical patterns that dialectal variation exhibits. The readings will be taken from the book: *O-kuni kotoba o shiru* (Satō 2002). The topics looked at may include: the east/west dialect split in Japan; inferring how innovations spread; the standardisation of Japanese; the future of dialects in Japan; philology and dialectology; the sources of dialect items.

We then go on to focus specifically on gender as a factor in variation in speech and writing in Japanese, and its interaction with other sociolinguistic variables. The readings are selections from the book *Onna to Kotoba* (Endō 2001). The topics looked at may include: girls who refer to themselves using *boku*; which genders use masculine and/or feminine speech in TV dramas; factors on women's use of pauses and fillers in speech; the place of feminine speech in 'queer' contexts.

Japanese Linguistics III: Old Japanese**Term in which it is taught: Trinity Term****Taught by Professor Bjarke Frellesvig**

The purpose of this option is to learn to read, translate and comment on texts written in Old Japanese, the oldest attested form of the Japanese language (from the Asuka/Nara period). The

writing, the vocabulary, and the grammar of Old Japanese are significantly different from that of the canons of Classical Japanese literature from the Heian period onwards. The texts will be read and studied from a linguistic, rather than literary, point of view, focusing on the special features of Old Japanese script, phonology and grammar. These texts raise many points of interest for all students of Japanese, but knowledge of Old Japanese is an especially valuable addition to the study of Classical Japanese.

Most of the texts from this period are poetry. We will read texts from the poetry anthology the *Man'yōshū* (compiled after 759 AD), which is the main source of texts from the period, but we will also read poetry from other sources. We will also read works written in a ritualistic prose, from the *Senmyō* (imperial edicts) in the *Shoku-Nihongi* and from the *Norito* (prayers and blessings) from the *Engishiki*. We will also read some of the few texts written in Eastern Old Japanese, a group of dialects with characteristics that are different from the language of the capital, which is that reflected in the majority of sources.

Students taking this option should follow Professor Frellesvig's lecture series on History of the Japanese Language and on Introduction to Old Japanese in Hilary Term.

Japan's International Relations and Security Policy (Previously known as Japanese Politics)

Taught by Dr Giulio Pugliese

Term in which it is taught: Hilary Term

The focus will be on contemporary Japan's international relations and security policy. No prior knowledge of the themes is expected. We will look at representative books on Japanese diplomatic and security written by academics or authoritative practitioners. In 2021-22 classes will be devoted to the critical reading of strategist Kanehara Nobukatsu's *anzen hoshō senryaku* (Nikkei BP 2021). Students will do translations and write essays on topics that we will discuss in tutorials.

Further details will be given in class. Giulio can be contacted at giulio.pugliese@nissan.ox.ac.uk

Modern Literature I: Gender and Identity in Modern Japanese Literature

Term in which it is taught: Hilary Term

Taught by Dr Linda Flores

This option is designed to explore issues of gender and identity in modern Japanese literature. Topics for discussion may include: the good wife-wise mother, representations of women who challenge normative motherhood, infanticidal mothers, parasite singles, the shifting meanings associated with being a woman in contemporary Japan, dystopian fiction, and representations of reproductive technologies in fiction. We will also read scholarship on gender and literary theory in English. For Hilary Term 2022 we will examine the topic of gender and dystopian literature.

The primary texts for this option will consist of literature relating to writers such as Murata Sayaka.

Modern Literature II: Trauma and Narrative in Modern Japanese Literature**Term in which it is taught: Trinity Term****Taught by Dr Linda Flores**

Over a decade has past since the devastation of the Great Eastern Earthquake, tsunami and Fukushima crisis. 3.11 has left an indelible mark not only on the landscape of the affected regions, but also on the cultural consciousness of the people. Authors and cultural critics have penned numerous responses to these traumatic events, and this option considers the state of Japanese literature written about or in reaction to 3.11. We will interrogate issues related to the crises including but not limited to the following: How have writers and cultural critics responded to 3.11? How can we best define the category of *shinsaigo bungaku* (post-disaster literature)? Is there a new post 3.11 set of ethics that has emerged in the aftermath of these crises? How has the literary world changed since 3.11? What is the role of literature in the wake of trauma?

Readings may include English language studies of trauma and memory by scholars such as Cathy Caruth, Pierre Janet, Sigmund Freud, Dominick Lacapra and Jeffrey Alexander.

The primary texts for this option will include literature related to the Triple Disaster (3.11) in Japan.

Japanese History I: to 1185**Term in which it is taught: Michaelmas Term****Taught by Dr James Lewis**

The readings for this option were chosen with two purposes in mind. The first is to introduce students to the field of ancient Japanese history, and the second is to focus on one aspect of antiquity—foreign relations. Time permitting, a third aspect will be developed that looks at the controversial ways history is used to elaborate contemporary identities.

The first text is a bibliographical survey of the fields covered by ancient historians. A new survey is published annually, and this survey is the best way for students to identify the latest scholarly work in a field that interests them. Acquaintance with this resource is essential for any historical work—ancient, medieval, modern, or contemporary—and could be the starting point for any dissertation topic on any aspect of Japanese history. We will read selections from the section on ancient history.

The second text is a modern Japanese translation of the oldest and most elaborate description of the Japanese. The text was written in the third century CE in Chinese.

Time permitting, we will also read sections and discuss the third and fourth texts, which will be one part of a comparative composite of Japanese high school texts on ancient history. These may also be most usefully read as background.

Current Issues in the Japanese Economy (previously known as ‘The Economy of Japan’)**Term in which it is taught: Michaelmas Term****Taught by Professor Hugh Whittaker**

The option will focus on a small number of themes which will serve as ‘windows’ on aspects of the contemporary Japanese economy and business. Possibilities include:

- Reforming Japanese agriculture
- Reforming Japanese corporate governance
- Employment relations
- Ageing and welfare provision
- Entrepreneurship
- Digital economy
- Green economy

Passages will be selected from weekly economics or business journals; Nikkei shimbun; books; and other relevant publications.

Further details will be given in class. All the classes will be taught by Professor Hugh Whittaker, Professor in the Economy and Business of Japan, based at the Nissan Institute. He can be contacted at hugh.whittaker@nissan.ox.ac.uk

Subsidiary Languages

Chinese, Korean and Tibetan are offered as subsidiary languages. The courses spread across the third and fourth year and consist of language teaching with a focus on the acquisition of a strong foundation in the language plus the study of history and culture. In each case the examinations consist of two language papers and an essay paper. Studying for the subsidiary languages requires initiative from the students as the pattern of work is different from that of the majority of your year group. It is important that you keep track of which classes and tutorials you should be doing and contact teachers where necessary.

Japanese with Chinese

The three Chinese subsidiary papers focus on Modern China. The language classes are designed to bring students up to a functional level in reading and writing with some oral and listening ability. In their third year students also take the Modern China course alongside 3rd year undergraduates studying Chinese.

The Chinese language course is primarily designed for beginners. In their third year students have an introduction to elementary Chinese language with a focus on grammar and structure. There are two hours contact hours per week using the *Practical Chinese Reader books I and II*. In the fourth year there are three contact hours per week which focus on newspaper reading, modern Chinese literature, and intermediate spoken Chinese

The Modern China course extends from the late imperial era (c. 1900) to the present. Its aim is to look beneath the surface of contemporary China and to examine the events, influences, debates and ideas that have made China what it is today. The topics covered range from the construction of ethnicity, through political participation and dissent, to the contemporary cultural scene and human rights. The course is taught in a series of lectures and tutorials spread over the third year and part of the fourth year. There is one lecture each week in the third year, plus usually six tutorials spread through the third year and two final tutorials in the fourth year.

Japanese with Korean

Students reading for the Honour School in Japanese can choose Japanese with Korean. Such a programme would contain the following papers from the core and three papers in Korean.

- 1) Modern Japanese I
- 2) Modern Japanese II
- 3) Spoken Japanese
- 4) Classical Japanese
- 5) Core special subject option I (essays)
- 6) Special text option I (translation and commentary)
- 7) A dissertation of a subject approved by the Board of the Faculty (Honour School dissertations may be written on any aspect of the history of relations between Japan and Korea and researched using Japanese sources or on an aspect of comparative linguistics between Japanese and Korean.)

The three Korean subsidiary papers (Modern Korean Language, Korean Texts, Korean Culture) are designed to bring students up to a functional level in reading and writing with some oral and

listening ability. The options begin with classes (3rd year) that lay a grammatical foundation and prepare the student to read texts in modern Korean translation (4th year). Also in the fourth year, students write essays in English on general aspects of Korean Language or Korean History.

1) *Modern Korean Language* is a 136-hour course that lasts for two years, starting from Michaelmas Term of the third year of the Japanese Studies undergraduate course. This intensive course is primarily designed for beginners and aims at helping students to be able to read Korean newspapers with some reference to dictionaries by the time they finish the course. The teaching is heavily oriented to the structural aspect of the language, i.e., grammar acquisition, reading and writing, but in the first year of the course (third year of their overall career), students will also learn colloquial communication through classes, wherein various multimedia platforms such as film, drama clips, and Kpop videos are adopted. Traditionally the class size has been four to seven people, which has provided a cosy and effective learning environment. Students choosing this option must contact the Korean Language Lecturer before beginning their third year.

2) *Korean Texts* is a 42-hour course that lasts for one year, starting from Michaelmas Term of the fourth year of the Japanese Studies undergraduate course. The prescribed texts survey Language and Culture (modern and historical linguistics) or History and Culture (from antiquity to the 20th century).

3) *Korean Culture* is an 8-hour course that lasts for one year, starting from Trinity Term of the third year of the Japanese Studies undergraduate course. The essays for Korean Culture are prepared from English-language materials and fall into two categories: modern and historical linguistics or history from antiquity to the 20th century. The essays are most useful when used in parallel with the Prescribed Text readings to supply context and commentary. It is highly recommended that students attend the relevant Korean lectures in the East Asia Survey.

Japanese with Tibetan

Taking Tibetan as subsidiary language is a three-paper option which involves a two year commitment.

The first two terms are almost entirely language based, in which you will learn to read, write and speak Tibetan from scratch with the lecturer in Tibetan and the Tibetan language Lecturer (total class time 5hrs per week).

In the Trinity Term of the first year (or Michaelmas of the second year), you will do weekly essays/tutorials on aspects of Tibetan history, religion and culture. In the second year you will read set texts in either classical or modern Tibetan alongside the MPhil students. Lectures on Tibetan History and Civilisation run annually in Michaelmas term. You will be warmly welcomed into the small but lively Tibetan Studies community at Oxford.

Japanese as a Subsidiary Language

Students studying BA Chinese may take Japanese as a subsidiary language.

Students reading for the Honour School in Chinese can choose Chinese with Japanese. Such a programme would contain the following papers from the core and three papers in Japanese.

- 1) Modern Chinese I
- 2) Modern Chinese II
- 3) Spoken Chinese
- 4) Classical Chinese
- 5) Core special subject option I (essays)
- 6) Special text option I (translation and commentary)
- 7) A dissertation of a subject approved by the Board of the Faculty

The three Japanese subsidiary papers (Japanese language, Japanese texts, Japanese history and culture) are designed to bring students up to a functional level in reading and writing with some oral and listening ability, combined with writing essays in English on aspects of Japanese history and culture, and the ability to give a grammatical analysis of Japanese sentences. Teaching for Japanese subsidiary begins from Michaelmas Term of the third year and continues through the fourth year.

Japanese language. Teaching for this paper starts from Michaelmas Term of the third year of the Chinese course, with two hours of teaching a week during the third and fourth years. Teaching in the third year will establish a solid foundation in Japanese grammar and develop the skills to understand how Japanese sentences are constructed and to be able to translate between Japanese and English. In the fourth year, teaching focusses on more complex language structures and variety of expressions. In Hilary Term of the fourth year, students will attend lectures and in Michaelmas Term a single tutorial in grammatical analysis of Japanese.

Japanese texts. Teaching for this paper starts from Michaelmas Term of the fourth year and comprises reading texts, which survey the social, cultural, and historical aspects of Japan in varying styles. This will include modern literature and academic and non-academic non-fiction texts.

Japanese history and culture. Teaching for this paper usually starts from Trinity Term of the third year of the Chinese Studies undergraduate course, but there is some flexibility for students to plan the timing. The essays for Japanese history and culture are prepared from English-language materials and are studied within the offerings of the East Asia Survey course. Students should contact the Coordinator of the East Asia Survey by 0th week of Michaelmas Term of their third year for the current lecture schedule, essay topics and readings, and tutors' contacts. The essays may be spread over two years.

Recommended Patterns of Teaching ([RPT](#))

Below is an indication of the type and number of teaching hours on this course.

BA Oriental Studies (Japanese)

FPE

Paper	Term	Dept/ Faculty		College		Comments
		Lectures	Classes	Tutorials	Classes	
[1.] Modern Japanese I	MT		80			Language classes overall contribute to both language papers. The lectures and the tutorial specifically contribute to the 'Grammatical analysis' part of Modern Japanese II.
[2.] Modern Japanese II	HT	8	80	1		
	TT		80			
[3.] East Asia Survey: Japan	MT	20		8		Tutorials also contribute to some extent to the two language papers.
	HT	20		7		
	TT	20		8		
	TT					
<u>Notes</u>						

FHS

Years 3 and 4

Paper	Term	Dept/ Faculty		College		Comments
		Lectures	Classes	Tutorials	Classes	
						<i>Figures in this table are in hours per term.</i>
[1.] Modern Japanese I	MT	8*	32*	8**		Note: *: Both 3rd and 4 th year **: Only 3 rd year
[2.] Modern Japanese II	HT	8*	32*			
[3.] Spoken Japanese (1/2 paper)	TT	8*	32*			
[4.] Classical Japanese	MT	8*				Note: *: Both 3rd and 4 th year **: Only 3 rd year
	HT	8*		8**		
	TT	8*		8**		
[5.] Core special subject option I [essays]	MT	8		8		MT in the 3 rd year
	HT					
	TT					
[6.] Special text option I [translation and commentary]	MT					Note: The term and year in which this option is taken can vary, depending on other option choices.
	HT			16		
	TT					
[7.] Special text option II [translation and commentary]	MT					Note: The term and year in which this option is taken can vary, depending on other option choices.
	HT					
	TT			16		
[8.] Special subject option II [essays]	MT	8		8		Note: The term and year in which this option is taken can vary, depending on other option choices.
	HT					
	TT					

Paper	Term	Dept/ Faculty		College		Comments
		Lectures	Classes	Tutorials	Classes	
						<i>Figures in this table are in hours per term.</i>
[9] Either a: Special text option III; or b: Special subject option III	HT			16 ^a		Note: The term and year in which this option is taken can vary, depending on other option choices.
[10.] Dissertation	MT	3 ^{**}				Note: *: 3rd year **: 4th year
	HT	3 ^{**}				
	TT	2 [*]				
<u>Notes</u> For each of papers 5, 6, 7, 8, and 9, a single hour of revision tutorial is sometimes offered in TT in the 4 th year.						

FHS

Years 3 and 4: Japanese with a subsidiary language

Paper	Term	Dept/ Faculty		College		Comments
		Lectures	Classes	Tutorials	Classes	
						<i>Figures in this table are in hours unless otherwise stated.</i>
[1.] Modern Japanese I	MT	8 [*]	32 [*]	8 ^{**}		Note: *: Both 3rd and 4 th year **: Only 3 rd year
[2.] Modern Japanese II	HT	8 [*]	32 [*]			
[3.] Spoken Japanese (1/2 paper)	TT	8 [*]	32 [*]			
	MT	8 [*]				

Paper	Term	Dept/ Faculty		College		Comments
		Lectures	Classes	Tutorials	Classes	
[4.] Classical Japanese	HT	8*		8**		Note: *: Both 3 rd and 4 th year **: Only 3 rd year <i>Figures in this table are in hours unless otherwise stated.</i>
	TT	8*		8**		
[5.] Core special subject option I [essays]	MT	8		8		MT in the 3 rd year
	HT					
	TT					
[6.] Special text option I [translation and commentary]	MT					Note: The term and year in which this option is taken can vary, depending on other option choices.
	HT			16		
	TT					
[7.] A Subsidiary Language: Chinese, Korean, or Tibetan I. Language	MT		32* 16#			Note: *: 3 rd year #: 4 th year
	HT		32* 16#			
	TT		32* 8#			
[8.] A Subsidiary Language: Chinese, Korean, or Tibetan II. History and Culture	MT	8		8		Note: *: 3 rd year #: 4 th year
	HT	8		8		
	TT					
[9.] A Subsidiary Language: Chinese, Korean, or Tibetan III. Texts	MT			16		4 th year
	HT			16		
	TT			10		
	MT	3**				

Paper	Term	Dept/ Faculty		College		Comments
		Lectures	Classes	Tutorials	Classes	
[10.] Dissertation	HT	3**				Note: *: 3rd year **: 4th year
	TT	2*				

Notes

The same language will be studied for papers 11, 12, and 13. Number of hours and teaching patterns will differ between the three languages. The example given for illustration is for Korean.

For each of papers 5 and 6 a single hour of revision tutorial is sometimes offered in TT in the 4th year.

FHS Japanese with Korean

Japanese with Korean	13) Korean Language (total 104)	11) Prescribed Texts (total 42)	12) Korean Culture (total 8)
3 rd Year	hours/week (total)	hours/week (total)	hours/week (total)
Michaelmas Term	4 (32)		
Hilary Term	4 (32)		
Trinity Term	4 (32)		1 per 4 weeks (2)
4 th Year			
Michaelmas Term	2 (16)	2 (16)	1 per 2 weeks (2)
Hilary Term	2 (16)	2 (16)	1 per 2 weeks (2)
Trinity Term	2 (8)	2 (10)	1 per 2 weeks (2) with revision
Total hours	136	42	8

Total hours: 186; Korean Language would end in TT 4th wk; Prescribed Texts would end in TT 5th wk; History and Culture would end in TT 4th wk.

FHS Chinese with Japanese

Chinese with Japanese	13) Japanese Language	11) Japanese Texts	12) Japanese History and Culture
3rd Year	hours/week (total)	hours/week (total)	hours/week (total)
Michaelmas Term	2 (16)		
Hilary Term	2 (16)		
Trinity Term	2 (16)		1 per 4 weeks (2)
4th Year			
Michaelmas Term	2 (16)	2 (16)	1 per 2 weeks (2)
Hilary Term	3 (24)	2 (16)	1 per 2 weeks (2)
Trinity Term	2 (10) 1 single tutorial	2 (10)	1 per 2 weeks (2) with revision
Total hours	99	42	8

Japanese Language will usually end by TT 5th wk; Japanese Texts will usually end by TT 5th wk; Japanese History and Culture will usually end by TT 4th wk.

Core Teaching Staff

- Dr [Linda Flores](#), Associate Professor of Modern Japanese Literature (Pembroke College)
- Professor [Bjarke Frellesvig](#), Professor of Japanese Linguistics (Hertford College)
- Dr [Lena Fritsch](#), Curator, Modern and Contemporary Art (Ashmolean Museum)
- Professor [Roger Goodman](#), Nissan Professor of Modern Japanese Studies (St Antony's College)
- Dr [Jennifer Guest](#), Associate Professor of Classical Japanese Literature (Queen's College)
- Ms [Junko Hagiwara](#), Senior Lecturer in Japanese
- Mrs. [Keiko Harada](#), Lecturer in Japanese
- Ms [Hiroe Kaji](#), Lecturer Japanese
- Dr Pia Joliffe, Fellow (Blackfriars Hall)
- Professor [Takehiko Kariya](#), Professor of Japanese Sociology (St Antony's College)
- Professor [Sho Konishi](#), Associate Professor of Modern Japanese History (St Antony's College)
- Dr [James Lewis](#), Associate Professor of Korean History (Wolfson College)
- Ms [Kaori Nishizawa](#), Lecturer in Japanese
- Dr [Clare Pollard](#), Curator of Japanese Art (Ashmolean Museum)
- Dr [Giulio Pugliese](#), Departmental Lecturer in Japanese Politics and International Relations
- Professor [Hugh Whittaker](#), Professor in the Economy and Business of Japan (St Antony's College)

Examinations and Assessment

Please refer to the Examination Regulations for [Prelims](#) and [FHS](#) in Oriental Studies.

In Trinity Term of Year 1, students will sit 3 written examinations. Students must pass all papers to proceed into Year 2 of the course.

Please refer to the Conventions for Prelims examinations.

In Trinity Term of Year 4, students will take 8 written examinations, 1 oral examination, and will submit their [dissertations](#).

Please refer to the conventions for FHS examinations for detail of compulsory papers, and papers for Japanese with a subsidiary language.

Deadlines

Date	Year of Course	Event	How
Monday Week 9 of Trinity Term	1	Provisional start date of the First Public Examinations.	
Friday Week -2 of Michaelmas Term	3	Deadline for submission of choice of Core Special Subject Option for Michaelmas Term; and, if relevant, indication of intention to read a subsidiary language.	
Friday Week 4 Michaelmas Term	4	Deadline for exam entry.	Via student self-service
Monday Week 0 Hilary Term	4	Deadline for applications for approval of dissertation titles.	Form to be sent to Oriental Studies Academic Administration academic.administrator@orinst.ox.ac.uk
12 noon, Friday Week 10 Hilary Term	4	Deadline for submission of dissertation	Via Inspira
Week 0 Trinity Term	4	Oral examinations for Japanese language. Timetables available about 5 weeks before the oral exams.	
Monday Week 7 Trinity Term	4	Provisional start date of the Final Honour School examinations.	

Canvas

Click [here](#) for the BA Japanese Canvas page.

Examination Regulations

The Examination Regulations relating to this course are available at [2021-22, Preliminary Examination in Oriental Studies \(ox.ac.uk\)](#) and [2020-21, Honour School of Oriental Studies \(ox.ac.uk\)](#)

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

BACHELOR OF ARTS IN JEWISH STUDIES

Course Co-ordinator – Prof [Alison Salvesen](#)

Introduction

See the [Introduction to the BA in Hebrew](#) course.

History

See the [History of the BA in Hebrew](#) course.

Outline

Year 1

See [Year 1 of the BA in Hebrew](#) course.

Years 2 and 3

Students will study one out of Biblical and Rabbinic Hebrew, Medieval Hebrew, Modern Hebrew, or Yiddish. Students should refer to the papers for Hebrew and Yiddish as subsidiary languages in the conventions for FHS examinations. **Students should note that teaching for some language options may not be available every year.**

Students will take the same core essay paper, History, Culture, and Society, as those taking the BA in Hebrew. They will also select 5 options from the [Jewish Studies options](#). At least 3 must be chosen from papers that require a study of set texts in the original language, at least 1 paper from each of Sections I, II, and III, and not more than 1 paper may be chosen from Section V.

Students will also complete a dissertation.

Papers for Prelims

See [Papers for Prelims in the BA in Hebrew](#) course.

Recommended Patterns of Teaching ([RPT](#))

Below is an indication of the type and number of teaching hours on this course. **BA**

in Jewish Studies

Summary:

Each student receives to FHS:

Language instruction: 278 hours (maximum)

University lectures/classes: 67 hours (minimum)

Tutorials: 52 (maximum)

Dissertation supervision: 6 hours

Over 3 years this is an average of 134 hours teaching per year, or c. 5.60 hours per week.

BA Hebrew/Jewish Studies (Year 1 is combined)

YEAR 1: FPE 4 Papers

- (i) Hebrew Texts I: Biblical and Rabbinic Hebrew
- (ii) Hebrew Texts II: Medieval and Modern Hebrew
- (iii) Grammar and Translation into Hebrew
- (iv) General Paper

Teaching arrangements for the year per Student:

Language instruction: 182 hours

Lectures/Classes: 67 hours

Tutorials: 12 hours

BA Jewish Studies: Years 2 and 3 FHS:

7 Papers (includes a. language paper; b. paper on History, Culture and Society; c. five optional papers) plus dissertation

Papers:

1. Language paper
2. History, Culture and Society
3. Optional paper 1
4. Optional paper 2
5. Optional paper 3
6. Optional paper 4
7. Optional paper 5
8. Dissertation

Each optional paper: 8 hours of tutorials

Paper on History, Culture and Society: 4 tutorials

Dissertation: 6 hours of supervision

Language paper: 96 hours of language instruction (2 hours per week for 6 terms)

Teaching arrangements for FHS per student:

Language instruction: 96 hours

Lectures/classes: may be provided for optional papers with set texts

Tutorials: 40 hours

Dissertation supervision: 6 hours

Paper	Language Instruction		Lectures/Classes		Tutorials		Supervision	
	Year 2	Year 3	Year 2	Year 3	Year 2	Year 3	Year 2	Year 3
1	48	48						
2						4		
3					8			
4					8			
5					8			
6						8		
7						8		
8							2	4

Teaching Staff

- Professor [Judith Olszowy-Schlanger](#), Director of the Centre for Hebrew and Jewish Studies, University of Oxford; President of OCHJS; Fellow of Corpus Christi College, Oxford
- Dr [Miri Freud-Kandel](#), Lecturer in Modern Judaism (Wolfson College)
- Professor [Martin Goodman](#), Professor of Jewish Studies (Wolfson College)
- Professor [Adriana X. Jacobs](#), Associate Professor of Modern Hebrew Literature (St. Cross College): on leave 2020-2022
- Professor [Alison Salvesen](#), Professor of Early Judaism and Christianity (Mansfield College)
- Professor [David Taylor](#), Associate Professor in Aramaic and Syriac (Wolfson College)
- Dr [Zoe Waxman](#), Departmental Lecturer in Modern Jewish History
- Dr [Benjamin Williams](#), Departmental Lecturer in Jewish Studies; Fellow of the Oxford Centre for Hebrew and Jewish Studies
- Mr [Gil Zahavi](#), Instructor in Modern Hebrew
- Professor Glenda Abramson, Emeritus Professor of Modern Hebrew Literature and Emeritus Professor of St Cross College and of the Oxford Centre for Hebrew and Jewish Studies

Examinations and Assessment

Please refer to the [Examination Regulations for Prelims and FHS in Oriental Studies](#).

In Trinity Term of Year 1, students will sit 4 written examinations. Students must pass all papers to proceed into Year 2 of the course.

Please refer to the conventions for Prelims examinations, available on Canvas towards the end of Michaelmas Term.

In Trinity Term of Year 3, students will take 9 written and/or take-home examinations. Students will also submit their [dissertations](#). Please refer to the conventions for FHS examinations for the papers to be taken, available on Canvas towards the end of Michaelmas Term.

Deadlines

Date	Year of Course	Event	How
Monday 9th Week Trinity Term	1	Provisional start date of the First Public Examinations.	
Friday 4 th Week Michaelmas Term	3	Deadline for exam entry.	Via student self-service
Monday 6th Week Trinity Term	3	Deadline for applications for approval of Special Subjects and dissertation titles.	Form to be sent to Oriental Studies Academic Administration academic.administrator@orinst.ox.ac.uk
12 noon, Friday 10th Week Hilary Term	3	Deadline for submission of dissertation.	Via Inspira
10am, Monday 2nd Week Trinity Term	3	Release of essays titles for Papers in Section V (refer to Examination Regulations)	tbc
12 noon, Monday 3rd Week Trinity Term	3	Deadline for submission of Papers in Section V (refer to Examination Regulations) at the Examination Schools.	Via Inspira
Monday 7th Week Trinity Term	3	Provisional start date of the Final Honour School	

Canvas

Click [here](#) for the BA Jewish Studies Canvas page.

Examination Regulations

The Examination Regulations relating to this course are available at <https://examregs.admin.ox.ac.uk/> If there is a conflict between information in this handbook and the Examination Regulations then you should follow the Examination Regulations.

BACHELOR OF ARTS IN PERSIAN

Course Co-ordinator – Dr James White

Introduction

Students will study either Persian sole, or Persian with a subsidiary language.

The aims of Persian sole are:

1. to help you to become proficient in reading, writing, and speaking Persian;
2. to familiarise you with the characters, concerns, and development of Persian literature, both modern and pre-modern, and to develop your literary critical skills;
3. to familiarise you with the major themes and questions of Iranian history from medieval to modern times, and to develop your skills in historical analysis and argument;
4. to give you scope to specialise in those areas of Persian and Iranian studies that most interest you and to develop your skills in independent research and extended writing, through optional papers and the dissertation.

The aims of Persian with a subsidiary language are:

1. to make you proficient in reading, writing, and speaking modern Persian;
2. to familiarise you with the character, concerns, and development of Persian literature, both modern and pre-modern, and to develop your literary critical skills;
3. to familiarise you with the major themes and questions of Iranian history from medieval to modern times, and to develop your skills in historical analysis and argument;
4. to give you scope to specialise in one area of Persian and Iranian studies that particularly interests you and to develop your skills in independent research and extended writing through the dissertation;
5. to provide you with a firm grounding in a second language with which Persian is historically and culturally linked, and to introduce you to the literature of that language.

Outline

Year 1

The first three terms of your course are designed to give you a sound foundation in modern Persian, and to introduce you to Islamic religion and culture and the history of the Middle East.

Persian Prelims comprise three examination papers of 3 hours each:

- Translation from Persian and reading comprehension
- Translation into Persian and essay in Persian
- Islamic history and culture

Students will attend Persian language classes for up to 10 hours per week, as well as working independently on the course material provided. Students will be required to build up a basic vocabulary, and to learn to use all of the essential grammatical structures of modern Persian. The teaching method combines systematic presentation of grammatical and thematic topics during language classes with regular assignments in reading, writing and translation. There will be regular written tests taken in class time to monitor students' progress and identify areas for development.

The modern and pre-modern set texts for this year will be available from the Faculty Office. These are modern and pre-modern Persian texts which will have been read and discussed in class.

Spoken language classes will develop students' speaking and listening comprehension skills. As the year progresses, the spoken classes will become more oriented towards the colloquial language and particular situations that students are likely to encounter in Iran.

In Michaelmas Term, Hilary Term, and the first 1/2 of Trinity Term, students will attend 1 1-hour lecture per week and 1 1-hour tutorial every fortnight on Islamic history and culture. For the tutorials, students will be required to write 10 essays throughout the year (4 in each of Michaelmas and Hilary Terms, and 2 in Trinity Term).

In Hilary and Trinity Terms, students will also prepare for the Year Abroad. The Faculty will support students in applying for the approved course, and for their visa (where applicable).

Year 2

The second year of study comprises the Year Abroad. Most recently, students have studied in Dushanbe, Tajikistan, following a course of study approved by the Faculty Board. Due to the global Covid-19 pandemic, it is currently not possible for students to travel to Tajikistan. The situation will be reviewed on a term-by-term basis, with a view to sending students to Tajikistan when the FCDO travel advice allows. We regularly review options for Persian study in the region with a view to sending our students to the best institution for learning Persian.

***Due to the global pandemic, students will not visit Tajikistan in Michaelmas 2021. For up to date information, please contact the Year Abroad Coordinators ([Edmund Herzig](#) and [Sahba Shayani](#))**

For detailed and further information on your year abroad, accommodation, and areas of study, please contact the [Year Abroad Co-ordinator](#). It is most important for you to use the time during the year abroad to improve your knowledge and skills in the language, and to deepen your understanding of those aspects of Persian culture and history in which you wish to specialise. You should find it an exciting period, one which will test your initiative, stamina, and ability to respond to a quite different society. It will be a time to carry out research for your dissertation and to start thinking about and reading for your optional papers.

Years 3 and 4 (Persian and Persian with a subsidiary language)

For FHS, students will be pursuing several different kinds of study in parallel. Language work will continue steadily, and will continue to develop your capacity to speak, read, and write modern Persian. You will have up to 5 hours of language classes each week, covering reading comprehension, translation into and out of Persian, essay-writing in Persian and speaking and listening comprehension.

Classes and tutorials for your literature papers will form another major part of your course work, covering modern and pre-modern literature, both poetry and prose. You will read and analyse the set texts and write essays on literary and literary historical questions.

You will also attend lectures and have tutorials on Iranian history. Finally, you will write a dissertation, mainly in Hilary Term of Year 4, where you have the opportunity to pursue in greater

depth a topic that particularly interests you, whether this be in language, literature, history, culture, or social studies. Your dissertation supervisor will guide your research and provide feedback on plans and early drafts of your work. Your dissertation topic has to be approved by the Faculty Board at the beginning of your final year.

For students taking only Persian, you will be able to tailor your course to your own interests through your choice of two optional papers. You may choose to concentrate more on literary or historical study, or to maintain a balance between them both. The teaching for the optional literature and history will usually be similar to that for the core components of the course. Depending on the options you have chosen, you can expect to spend 4-6 hours per week from Michaelmas Term of Year 3 to the end of Michaelmas Term of Year 4 in classes devoted to the close reading and explication of these texts, to which you must come adequately prepared.

For students taking Persian with a subsidiary language, your subsidiary language will demand at least one-third of your time, especially in Year 3, when you will be attending an intensive elementary language class. The 2 years of the FHS course offer an excellent opportunity to acquire a solid grounding in a second language, but it does mean that you give up the possibility of shaping your course to your own particular interests, as you lose the 2 optional papers. The dissertation does, however, allow you to explore a subject that particularly interests in depth.

Graduates will have acquired a range of expertise and skills. Linguistic proficiency in Persian and knowledge of Persian literature and Iranian history, as well as of the general culture and religion of Islam, may lead some towards a variety of jobs connected with Iran and the Middle East, such as diplomacy and international organisations, journalism, broadcasting, publishing, charities and NGOs, and business. Depending on the options you have chosen, you may also be equipped with specialist knowledge in other areas – for example, choosing the papers in Islamic art and architecture might lead you towards work in museums, art galleries, or the art market. A significant proportion of our graduates choose to continue their studies at the graduate level with a view to an academic career.

Students should note that not all subsidiary languages and options may be available in a given year.

Available subsidiary languages:

- Arabic
- Classical or Modern Armenian
- Classics (for students taking Oriental Studies and Classics)
- Early Iranian
- Hebrew
- Hindi/Urdu
- Turkish

Examination Papers

Persian	Persian with a subsidiary language
1. Unprepared translation from Persian 2. Translation into Persian and essay in Persian 3. Spoken Persian 4. Persian Literature: 1000 – 1400 5. Persian Literature: 1400 – 1900 6. Persian Literature: 1900 – the present 7. Themes in Iranian history 8. 9. Optional papers 10. A dissertation: topic to be approved by the Board of the Faculty of Oriental Studies	1. Unprepared translation from Persian 2. Translation into Persian and essay in Persian 3. Spoken Persian 4. and 5. Two papers selected from the following three: Persian Literature: 1000 – 1400 Persian Literature: 1400 – 1900 Persian Literature: 1900 – the present 6. Themes in Iranian history 7. 8. and 9. A subsidiary language from: Arabic, Armenian, Classics, Hebrew, Hindi/Urdu, Old Iranian, Turkish 10. A dissertation: topic to be approved by the Board of the Faculty of Oriental Studies

Options (not all options will be available in any given year):

- The Transition from Sasanian to Islamic Persian (up to the 10th Century CE)
- Safavid History
- Qajar History
- Iranian History from 1921 to 1979
- Iranian History from the 1979 Revolution to the Present
- Early Islamic Monetary History
- Early Islamic Historiography
- Islamic Art and Architecture of the Persian-speaking World
- The Rise of the Sufi Orders in the Islamic World, 1200-1500
- Religion and Politics during the Mongol Period
- Ottoman State and Society, 1566-1700
- History of the Middle East during the late Ottoman Age, 1750-1882
- A short-term Further Subject, as approved by the Board of the faculty of Oriental Studies

Persian as a Subsidiary Language

Students taking BA Arabic, BA Turkish, and BA Classics with Oriental Studies may take Persian as a subsidiary language.

Please refer to the conventions for FHS examinations for the papers to be taken, available on Canvas towards the end of Michaelmas Term.

Recommended Patterns of Teaching ([RPT](#))

Below is an indication of the type and number of teaching hours on this course.

BA Oriental Studies (Persian)

FPE

Paper	Term	Dept/ Faculty		College		Comments
		Lectures	Classes	Tutorials	Classes	
[1.] Translation from Persian and reading comprehension	MT		80			All Persian language teaching contributes to both papers
	HT		80			
	TT		80			
[2.] Translation into Persian and essay in Persian						See above
[3.] Islamic history and culture	MT	X		X		Two hours lectures per week and four tutorials per term, MT-HT; half that in TT, wks 1-4. Tutorials organised by the Faculty. Arabic only, excluding EMEL.
	HT	X		X		
	TT	X		X		
<u>Notes</u>						
The course co-ordinator for the BA in Persian is responsible for allocating tutorials, etc.						

FHS

Years 3 and 4

Paper	Term	Dept/ Faculty		College		Comments
		Lectures	Classes	Tutorials	Classes	
[1.] Unprepared translation from Persian	MT		32			Figures in this table are in hours unless otherwise stated.
	HT		32			

Paper	Term	Dept/ Faculty		College		Comments
		Lectures	Classes	Tutorials	Classes	
						<i>Figures in this table are in hours unless otherwise stated.</i>
	TT		32/ 24			All Persian language teaching contributes to all three papers 32 hours in Year 3. 24 hours in Year 4
[2.] Translation into Persian and essay in Persian						See above
[3.] Spoken Persian						See above
[4.] Persian Literature: 1000 – 1400	MT		16- 20	4-5		Year 3 1 revision class in year 4
	TT		2			
[5.] Persian Literature: 1400 – 1900	HT		16- 20	4-5		Year 3 1 revision class in year 4
	TT		2			
[6.] Persian Literature: 1900 – the present	TT		16- 20	4-5		Year 3, except 2 revision classes in year 4
[7.] Themes in Iranian history	MT	8		8		Year 3 1 revision class in year 4
	TT		1			
[8.] Optional Paper (e.g. The Transition from Sasanian to Islamic Persia (up to the 10th Century CE))	Any term	(8)	1	8		Year 4 or 3 (if in year 4, teaching is in MT; if in year 3, teaching is usually in HT, but may be in TT). For some, but not all, optional papers, a lecture is given as well as a series of tutorials. The single class is a revision class given in TT of year 4.

Paper	Term	Dept/ Faculty		College		Comments
		Lectures	Classes	Tutorials	Classes	
<i>Figures in this table are in hours unless otherwise stated.</i>						
<u>Notes</u>						
The course co-ordinator for the BA in Persian is responsible for allocating tutorials, etc.						

FHS**Years 3 and 4: Persian as a subsidiary language**

Paper	Term	Dept/ Faculty		College		Comments
		Lectures	Classes	Tutorials	Classes	
<i>Figures in this table are in hours unless otherwise stated.</i>						
[1.] Persian Language	MT		40			All Persian language teaching contributes to all three papers 40 hours in year 3. 30 hours in year 4
	HT		40			
	TT		40/ 30			
[2.] Pre-Modern Persian Literature taught in MT	MT		16-20	4-5		Teaching for these papers is given in year 4 1-2 revision classes per paper in year 4
[3.] Modern Persian Literature taught in HT	HT		16-20	4-5		
	TT		2-4			
<u>Notes</u>						
The course co-ordinator for the BA in Persian is responsible for allocating tutorials, etc.						

Teaching Staff

- Professor [Walter Armbrust](#), Associate Professor of Modern Middle Eastern Studies (St Antony's)
- Professor [Marilyn Booth](#), Khalid Ibn Abdullah Al Saud Professor for the Study of the Contemporary Arab World (Magdalen)
- Professor [Julia Bray](#), Laudian Professor of Arabic (St John's)
- Professor [Dominic Parviz Brookshaw](#), Associate Professor of Persian Literature (Wadham)
- Dr [Emine Çakır](#), Instructor in Turkish
- Dr [Stephanie Cronin](#), Elahé Omidyar Mir-Djalali Research Fellow (St Antony's)
- Dr [Otared Haidar](#), Lecturer in Arabic
- Professor [Edmund Herzig](#), Masoumeh and Fereydoon Soudavar Professor of Persian Studies (Wadham)
- Dr [Nadia Jamil](#), Senior Instructor in Classical and Modern Standard Arabic (on study leave from 2018-2023)
- Mr [Tajalsir Kandoura](#), Instructor in Arabic
- Dr [Homa Katouzian](#), Iran Heritage Foundation Research Fellow (St Antony's)
- Professor [Christopher Melchert](#), Associate Professor of Arabic and Islamic Studies (Pembroke)
- Professor [Laurent Mignon](#), Associate Professor of Turkish (St Antony's)
- Professor [Aslı Niyazioğlu](#), Associate Professor of Ottoman History (Exeter)
- Professor [Mohammed-Salah Omri](#), Associate Professor of Modern Arabic (St John's)
- Dr [Usaama Al-Azami](#), Departmental Lecturer in Contemporary Islamic Studies (St Antony's)
- Professor [Philip Robins](#), Professor of Middle East Politics (St Antony's)
- Professor [Eugene Rogan](#), Professor of Modern Middle Eastern History (St Antony's)
- Professor [Christian Sahner](#), Associate Professor of Islamic History (St Cross)
- Dr [Sahba Shayani](#), Instructor in Persian (Brasenose)
- Professor [Nicolai Sinai](#), Professor of Islamic Studies (Pembroke)
- Professor [Luke Treadwell](#), Samir Shamma Associate Professor of Islamic Numismatics (St Cross)
- Dr [Elizabeth Tucker](#), Jill Hart Research Fellow in Indo-Iranian Philology (Wolfson)
- Professor [Yuhan Vevaina](#), Bahari Associate Professor of Sasanian Studies (Wolfson)
- Dr James White, Departmental Lecturer in Persian Literature (Wadham)
- Dr [Michael Willis](#), University Research Lecturer and H.M. King Mohammed VI Fellow in Moroccan and Mediterranean Studies (St Antony's)
- Dr [Paul Wordsworth](#), Postdoctoral Research Fellow (Nizami Ganjavi Programme for the study of languages and cultures of Azerbaijan and the Caucasus) (Brasenose)
- Professor [Zeynep Yürekli-Görkay](#), Associate Professor of Islamic Art and Architecture (Wolfson)

Examinations and Assessment

Please refer to the [Examination Regulations for Prelims and FHS in Oriental Studies](#).

In Trinity Term of Year 1, students will sit 3 written examinations. Students must pass all papers to proceed into Year 2 of the course.

Please refer to the conventions for FPE examinations for the papers to be taken, available on Canvas towards the end of Michaelmas Term.

In Trinity Term of Year 4, students will take 8 written examinations and 1 oral examination. Students will also submit their [dissertations](#).

Please refer to the conventions for FHS examinations for the papers to be taken, available on Canvas towards the end of Michaelmas Term.

Deadlines

Date	Year of Course	Event	How
Monday 9 th Week Trinity Term	1	Provisional start date of the First Public Examinations.	
Friday 4 th Week Michaelmas Term	4	Deadline for exam entry.	Via student self service
Monday 0 th Week Hilary Term	4	Deadline for applications for approval for Optional Subjects (Persian only) and dissertation titles (Persian and Persian with Subsidiary Language) (as in Examination Regulations).	Form to be sent to Oriental Studies Academic Administration academic.administrator@orinst.ox.ac.uk
12 noon, Friday 10 th Week Hilary Term	4	Deadline for submission of dissertation.	Via Inspira
0 th Week Trinity Term	4	Oral examinations for Persian language.	
Monday 7 th Week Trinity Term	4	Provisional start date of the Final Honour School examinations.	

Canvas

Click [here](#) for the BA Persian Canvas page.

Examination Regulations

The Examination Regulations relating to this course are available at <https://examregs.admin.ox.ac.uk/> If there is a conflict between information in this handbook and the Examination Regulations then you should follow the Examination Regulations.

BACHELOR OF ARTS IN SANSKRIT

Course Co-ordinator- Dr Victor d'Avella

Introduction

The BA course in Sanskrit is flexible by design. It aims to give students a solid grounding in the Classical Sanskrit language, and to impart at the same time a general knowledge of the Indian cultural setting in which Sanskrit has had its life and meaning. A substantial amount of the teaching proceeds through the close reading and understanding of texts. Emphasis is placed at the same time on developing a broad understanding of the major literary and intellectual developments in Sanskrit, developing a familiarity with what modern scholars have identified as key debates and topics, and developing an understanding of the history of Western scholarship on India. The history of Sanskrit as a language, and its place within the social history of India, is also given prominence. Alongside language classes and text reading classes, therefore, there are lecture courses on principal aspects of ancient and medieval Indian civilization, and students will be given regular tutorials, for which they will read relevant literature and write essays on various aspects of Sanskrit literature, history and culture.

No prior knowledge of any ancient language is expected for students entering the degree.

Alongside the study of Sanskrit, students choose one subsidiary language option, which is studied in the second and third years of the course. Students may choose from either Hindi, Early Iranian, Pali, Prakrit, or Tibetan. Exceptionally, permission may be granted to take a different subsidiary language alongside Sanskrit, such as Persian or Arabic. Classics may be studied as a subsidiary option alongside Sanskrit as part of the Classics and Oriental Studies degree. Students on the Chinese BA course may choose Sanskrit as a subsidiary option.

The aims of the course are:

1. to give students a strong command of the script, grammar, and vocabulary of Classical Sanskrit;
2. to enable students to read simple Classical texts largely by sight, and texts of intermediate difficulty with the aid of a dictionary and/or commentary;
3. to give students an understanding of the importance of Sanskrit in the history of Indian civilisation, with particular reference to the intellectual, literary, and religious history of India;
4. to give students a strong command of a second Oriental Studies language;
5. to give students a broad knowledge of secondary literature on Sanskrit and ancient Indian culture, including dictionaries and reference works, and how best to make use of them;
6. to enable students to assess academic arguments made in secondary literature on Sanskrit topics, and write coherent discussions and criticisms of what they read.

Outline

Year 1

The first year of the course lead to the First Public Examination, also called the Preliminary Examination or Prelims, which is taken at the end of the third term. The Sanskrit Prelims comprise three written examinations of three hours each:

1. Texts;
2. Grammar;
3. General paper.

The main teaching is intensive language instruction and introduction to text reading as part of the Elementary Sanskrit classes, which all first-year undergraduates must attend for around 4–5 hours per week. Students will also need to commit a considerable amount of their own time to reading text books, completing translation and composition exercises, reading texts, and learning paradigms and vocabulary, alongside the Elementary Sanskrit classes themselves. Weekly exercises will be marked by the class tutor, and students will also have regular review sessions, quizzes, and collections at the start of Hilary and Trinity Terms. Through these both you and the class tutor will be able to assess your progress.

Grammar

Students are not expected to have any knowledge of the Sanskrit language before starting the course. However, the Elementary Sanskrit course is fast moving, and you will be expected to start using Devanagari, the script in which Sanskrit is usually printed, from the outset. You are therefore recommended to familiarise yourself with Devanagari prior to the start of the course. Besides the Sanskrit coursebooks mentioned below, we recommend Lambert's *Introduction to the Devanagari Script* (<https://archive.org/details/in.gov.ignca.3374>); there are also numerous online resources, including <https://ubcsanskrit.ca/lesson2/writingtutor.html>.

The course books which will be required for the Elementary Sanskrit course include Coulson's *Complete Sanskrit* (formerly *Teach Yourself Sanskrit*) and Macdonell's *A Sanskrit Grammar for Students*. You are recommended to obtain copies of these books prior to the start of the course. Other course books and materials will be provided during the classes.

A basic knowledge of English grammar, and standard grammatical terms, is also highly valuable for students starting this course. Sanskrit is taught here with the "grammar and translation" method, which makes use of advances in the disciplines of historical linguistics and philology over the last two centuries. A knowledge of the terminology of these sciences of language is essential to learning Sanskrit as it is taught in Oxford, and proves especially useful in studying the earlier layers of Sanskrit literature, the Vedas.

For students who have not encountered this terminology before, or the conception of language that lies behind it, mastering it while trying to learn Sanskrit presents an extra burden. Sanskrit has many inflected forms—a lot of declensions of nouns and adjectives and a lot of conjugations of verbs. A significant part of the Elementary Sanskrit course is taken up with memorizing them. To have a template into which to fit these inflections can help enormously; it can make the difference between struggling and progressing with confidence.

Students will therefore benefit from familiarizing themselves with the basics of English grammar and

grammatical terminology—and more generally *how language works*—before the start of the course. It will be helpful to remember, for example, what it means that the subject and verb of a sentence agree in number and person; what it means that verbs also have tenses, moods, and voices, and that nouns and adjectives also have case and gender. It will be useful to remember what a participle, a gerund, a pronoun, and a subordinate clause are, and so on. Of course, some students will already be familiar with this terminology, but there is always more to learn. A useful online resource with which you can begin your review is the “Introduction to Traditional Grammar,” sections 1 and 2, available on the [WPWT website](#) at Southampton University. For a slightly more detailed overview, Chapters 2, 3, 5, 6, 8 and 9 of *All about language* by Barry Blake provide useful introductions to many of the concepts and terminology that you need to know when studying Sanskrit.

Texts

By the middle of Michaelmas Term in your first year, you will begin reading Sanskrit texts as part of the Elementary Sanskrit classes, alongside the language work. The set texts for Prelims 2020–2021 will be specified at a later date, but in previous years usually include the following:

1. The Story of Nala and Damayantī, and stories from the Hitopadeśa (edition in C.R. Lanman, *Sanskrit Reader*).
2. *Bhagavad-Gītā* (ed. S.K. Belvalkar), Books II, IV, VI, and XI.

Texts will be provided in paper and/or electronic form by the class tutor, but students are advised to purchase or have access to Lanman’s reader, which contains comprehensive vocabulary and notes. Both [Lanman’s reader](#), and [Belvalkar’s edition of the Bhagavad-Gītā](#), are freely downloadable online.

For the *Bhagavad-Gītā*, students may also find it useful to purchase or have access to Zaehner’s edition, which contains a detailed commentary.

General paper

The purpose of the General paper is to introduce students to the study of ancient Indian civilisation, and to the importance of Sanskrit within Indian civilisation. For this paper, students will attend introductory lectures, as available and as advised by their tutor. Students will also receive 6–8 tutorials, for which they will write essays on introductory topics in the study of Sanskrit and ancient Indian literature and culture. See the end of this document for the recommended reading list for the first year course.

Years 2 and 3

Although there is no year abroad in the Sanskrit BA, for the past few decades the Faculty has been able to send students to India, if they wish to go, in order to study during the summer vacation between their second and third years.

In the second and third years of the course, students study towards the Second Public Examination, or Final Honour School (FHS), on which their final degree classification will be based.

In the Final Honour School, students will broaden and deepen their command of Sanskrit language and literature. Text reading classes provide experience of a wide variety of Sanskrit genres, with a particular focus on the main literary genres. The set text papers introduce students to 2 of the historically and culturally most important genres of Sanskrit literature: Sanskrit grammatical science (*vyākaraṇa*) and Vedic Sanskrit. Teaching on Sanskrit grammar is provided by means of lectures,

classes, and tutorials, primarily in Year 2. Teaching on Vedic Sanskrit is provided by means of classes and tutorials, beginning in Trinity Term of Year 2, and continuing into Year 3.

Alongside this, students select a 'chosen area' of Sanskrit literature in which to specialise. Students will read texts and take tutorials in this chosen area in Year 3. The choice of this more specialised area and of the materials read in preparation for the examination in it is arranged between teachers and student.

Students must also choose a special subject, which may involve another area of literature, or a different topic (for suggestions, see below). The special subject is studied in year 3, and arrangements for it are made between teacher and student.

The final paper is the dissertation. The dissertation offers students the opportunity to synthesise some of the many strands of learning they have undertaken during their degree, and to undertake detailed research into a particular topic in Sanskrit or Indology. For the dissertation, it is also sometime possible for students to edit and translate unpublished texts from manuscripts or inscriptions. Teaching and/or supervision for the special subject is tailored to the subject chosen, and offered in Year 3.

Students will also take a subsidiary language. Study of the subsidiary language begins at the start of Year 2, and thereafter accounts for about 1/3 of the work. Subsidiary languages consist of 3 papers.

The choice of a subsidiary language lies between Early Iranian, Pali, Prakrit, Tibetan or Hindi. For Early Iranian students choose either Avestan, Old Persian, or Middle Persian as the main language of study; Avestan and Middle Persian literature is primarily Zoroastrian religious literature, while Old Persian is preserved almost exclusively in the Achaemenid royal inscriptions. Pali literature is exclusively Buddhist; Prakrit literature is highly varied, and students may study, for example, Jaina literature, secular creative literature (poetry and drama), and inscriptional material. Study of the subsidiary language begins at the start of the second year, and thereafter accounts for about a third of the work. Details on the subsidiary language options and their methods of examination are provided below.

The Final Honour School is examined in ten papers, seven in Sanskrit and three in the subsidiary language.

Sanskrit

The following papers will be set:

- 1. Sanskrit unprepared translation.
- 2. Essay questions on classical Indian literature, history and culture.
- 3. Ancient Indian linguistics.
- 4. The historical philology of Old Indo-Aryan, with particular reference to: selected *sūktas* from the *R̥gveda Saṃhitā* and/or the *Atharvaveda Saṃhitā* and/or selected passages of prose from the *Yajurveda Saṃhitā* and/or *Brāhmaṇas*, and/or from the early *Upaniṣads*.

- 5. Chosen area of Sanskrit studies. Chosen area to be approved by the Subject Group.

Applications for approval must be submitted by the Monday of the sixth week of the Trinity Term of

the academic year preceding the examination.

- 6. A special subject as approved by the Subject Group.
- 7. Dissertation.
- 8., 9., 10. Three papers on one of the following additional languages: Hindi, Early Iranian, Pali and Prakrit, Tibetan, or Classics (in the Honour School of Classics and Oriental Studies).

All areas of Sanskrit studies, special subjects, and subsidiary languages are subject to the approval of the Faculty Board.

Students should note that not all subsidiary languages, areas of Sanskrit studies, and special subjects may be available in a given year.

Subsidiary languages:

- Classics (for students taking Classics and Oriental Studies)
- Hindi
- Early Iranian (within which students must choose either Avestan, Old Persian, or Middle Persian as the main language of study) – Avestan and Middle Persian literature is primarily Zoroastrian religious literature, while Old Persian is preserved almost exclusively in the Achaemenid royal inscriptions
- Pali and Prakrit – Pali literature is exclusively Buddhist; Prakrit literature is highly varied, and students may study, for example, Jaina literature, secular creative literature (poetry and drama), and inscriptional material
- Tibetan

Exceptionally, permission may be granted to take a different subsidiary language, such as:

- Arabic
- Persian

Example chosen areas of Sanskrit studies:

- Poetry (kāvya, mahākāvya)
- Poetics (alaṃkāraśāstra)
- Drama (nāṭya)
- The Epics
- Indian Buddhism
- Śaivism
- Vaiṣṇavism
- Jainism
- Law (dharmaśāstra)
- Polity and Statecraft (arthaśāstra)
- Indian philosophy (e.g., nyāya, mīmāṃsā)
- Grammar (vyākaraṇa and related traditions)
- Upaniṣadic literature

- Other subjects previously approved for the chosen area include story literature and yoga.

Example special subjects:

- Comparative grammar of Sanskrit and Early Iranian
- Indian art and archaeology
- Composition in Sanskrit prose and/or verse
- Aśokan Inscriptions
- Other subjects as approved by the Faculty Board.

Papers for Prelims

1. Texts

Paper description and teaching pattern:

This paper requires students to have studied prescribed texts in Sanskrit, as described above. The exam requires students to translate five passages taken from the prescribed texts, to parse and comment on selected words in these passages, and to scan at least one verse and identify its metre.

This paper is taught over the first year, and is examined at the end of Trinity Term in year 1.

Recommended reading: For recommended reading, please see the end of the course handbook

2. Grammar

Paper description and teaching pattern:

This paper requires students to have learned Sanskrit grammar as taught in the Elementary Sanskrit course, as described above. The exam requires students firstly to answer questions on the grammar of Sanskrit, including declining or conjugating words or phrases, and secondly to translate a short passage of English into Sanskrit.

This paper is taught over the first year, and is examined at the end of Trinity Term in year 1.

Recommended reading: For recommended reading, please see the end of the course handbook

3. General Paper

Paper description and teaching pattern:

This paper is based on lectures and tutorials on aspects of Indian history, culture and literature taken during the first year. It is examined at the end of Trinity Term in year 1. The exam requires students to write four essays answering questions on topics in ancient Indian history, culture and literature.

Recommended reading: For recommended reading, please see the end of the course handbook

Papers for FHS

Compulsory Papers

1.Sanskrit Unprepared Translation

Paper description:

The examination for this paper requires students to translate four unseen passages of Sanskrit into English. No dictionary is permitted, but some vocabulary may be provided. The passages chosen for translation will be chosen based on the genres and texts which students have studied during the course of their degree.

Teaching pattern:

This paper is designed to assess students' general knowledge of the Sanskrit language, and their ability to read and translate Sanskrit texts. Students will attend 2 or more Sanskrit text classes in each term of FHS, usually 2 hours per week for each text class, and through these classes will gain a broad experience of reading and translating a range of varieties of Sanskrit. Text classes will provide students with additional breadth and depth of experience reading Sanskrit, and an understanding of the history of the language; teaching for these and all other papers will also contribute to students' knowledge of ancient Indian culture and literature, which will further augment their ability to correctly interpret unseen Sanskrit texts.

2.Essay Questions on the History of Classical Indian Literature and Civilisation

Paper description:

This paper enables students to go beyond the text reading which constitutes the majority of their degree work, to investigate the key ideas and historical events which underlie the Sanskrit literary tradition. The examination for this paper requires students to write four essays answering questions on a range of topics across the field of classical Indian literature and civilization.

Teaching pattern:

This paper is primarily taught through tutorials. Students will have around two tutorials in each term of FHS, both on topics related to the texts they are reading, and on broader topics.

3.Indian Linguistics

In this paper students will be introduced to the indigenous tradition of grammatical and linguistic scholarship. In ancient India, linguistic analysis held a prime status in academic thought and discourse, and was central to the traditions of scientific and philosophical work. Students will study a range of texts, introducing them to linguistic analysis from its very earliest origins, through the central, monumental work of Pāṇini's *Aṣṭādhyāyī*, to the later tradition of the philosopher-grammarians such as Bhartṛhari.

Teaching pattern:

This paper will be taught through a combination of lectures, classes and tutorials. Eight lectures, usually given in Michaelmas Term of Year 2, will introduce students to the tradition of linguistic analysis in ancient India. This will be followed by a series of classes in Hilary and Trinity Terms of Year 2, in which key selections from a range of grammatical texts will be read. Tutorials will be taken alongside the lectures and classes.

Recommended reading: For recommended reading, please see the end of the course handbook

4. The Historical Philology of Old-Aryan

In this paper students will be introduced to the study of the earliest Vedic literature, and to the principles of historical philological analysis of these texts. The Vedas stand at the beginning of the history of Sanskrit literature, and retained a position of primary importance throughout the history of ancient India. The language of the Vedas is different from Classical Sanskrit, being older and more archaic. This means that the original meaning and intention of the Vedic texts can only be understood with the help of principles of historical philology and, in many cases, comparison with the older stages of related languages and language families (such as Avestan, Ancient Greek, and Latin).

Students will read a selection of texts from the *R̥gveda*, the collection containing the oldest surviving Vedic literature, and from the *Yajurveda*, which contains the oldest surviving prose literature in Sanskrit, and preserves important information about Vedic-era ritual. In some years, other Vedic texts may also be read.

This paper is primarily taught through text reading classes, which usually take place 2 times per week in Trinity Term of Year 2 and Michaelmas Term of Year 3. The texts read will constitute the set texts for the exam. Student will also take around four tutorials, covering topics in the religion and language of the Vedas. Relevant lectures may also be offered.

Recommended reading: For recommended reading, please see the end of the course handbook

5.Chosen Area

For paper 5, students will choose an area of Sanskrit studies in which to specialize (subject to approval by the board of the Faculty). There is no fixed list of chosen areas, but popular options include the following: poetry, poetics, drama, epic, Indian Buddhism, Śaivism, Vaiṣṇavism, Jainism, law (dharmaśāstra), polity and statecraft, schools of Indian philosophy (e.g., Nyāya, Mīmāṃsā), grammar, Upaniṣadic literature.

The examination will involve unprepared translation, based on the texts which students have read for their chosen area, and also essay questions based on tutorial topics taken by the students. Passages for translation may be taken from the same, or similar, texts as those which have been read in classes/tutorials for this option.

Teaching pattern:

The chosen area is studied in the Year 3. Text reading classes are offered during Michaelmas and Hilary Terms; the arrangements for these classes will vary depending on the area chosen. Alongside text reading classes, students will receive around four tutorials on topics related to the chosen area.

Popular options:

(Students may wish to explore some of the recommended literature before finalizing their choice of area. Other areas not listed here may also be chosen (subject to approval); recommended reading for other subjects will be provided as and when required.)

Poetry (kāvya, mahākāvya)

Kāvya, and especially Mahākāvya, represent the highest achievements of Sanskrit poetic art. For this chosen area, students will read and study texts which are among the most highly crafted poetry written in any language, and you will develop an understanding of the history, principles, and application of Sanskrit poetic art.

Recommended reading: For recommended reading, please see the end of the course handbook

Poetics (alaṃkāśāstra)

In ancient India a sophisticated science of poetics, alaṃkāśāstra, developed detailed and subtle analyses of the formal structure of poetic composition and its use to evoke emotions. For this chosen area, students will read original texts on poetics, and study the principles and methods of Sanskrit poetic science.

Recommended reading: For recommended reading, please see the end of the course handbook

Drama (nāṭya)

Sanskrit drama, nāṭya, represents the inspired fusion of sophisticated poetry with a tradition of storytelling through dramatic performance. Kālidāsa's *Śakuntalā* was one of the first Sanskrit literary works to be translated into a European language, and Sanskrit drama remains perhaps the most popular and accessible area of Sanskrit literature to Western readers. For this chosen area, students will read a range of Sanskrit dramas, and study the history and methods of Sanskrit drama, as well as the science of drama as defined in Bharata's *Nāṭyaśāstra*.

Recommended reading: For recommended reading, please see the end of the course handbook

The Epics

The two great Sanskrit epics, the *Mahābhārata* and the *Rāmāyana*, hold a central place in Sanskrit literature and in elite Indian culture. The *Mahābhārata* narrates the story of a great war between rival royal cousins; the characters and tales of its main storylines were central to much later Sanskrit literature. The *Rāmāyana* tells the story of Rāma; this story had a huge popularity in ancient South and South-East Asia, and remains highly popular in India today. For this chosen area, students will read selections from both epics, and will study the origins, history, subject matter and reception of the epics.

Recommended reading: For recommended reading, please see the end of the course handbook

Indian Buddhism

Buddhism originated in the late Vedic period in north India within the same philosophical milieu which produced Jainism, as well as the Hindu Upaniṣads. Although Buddhists eschewed the use of Sanskrit at an early period in favour of more vernacular language, later Buddhists could not avoid the cultural prestige and reach of Sanskrit, and many important Buddhist works were written in Sanskrit. For this chosen area, students will read Sanskrit Buddhist texts, including poetic Buddhist texts such as the *Buddhacarita*, and will study the history and doctrine of Buddhism in South Asia.

This chosen area may be most profitably chosen by students who take the subsidiary languages Pali or Tibetan, though it is by no means restricted to such students (nor are students taking Pali or Tibetan necessarily expected to take this chosen area).

Recommended reading: For recommended reading, please see the end of the course handbook

Śaivism

Śaivism is one of the major religious trends within Hinduism, which reveres Śiva as the supreme being. For this chosen area, students will read selections of Śaiva literature and will study the origins of Śaivism and the thought and practice of Śaivism in ancient South Asia.

Recommended reading: For recommended reading, please see the end of the course handbook

Vaiṣṇavism

Vaiṣṇavism is one of the major religious trends within Hinduism, which reveres Viṣṇu as the supreme being, usually in the form of a particular avatar or incarnation, such as Kṛṣṇa or Rāma. For this chosen area, students will read selections of Vaiṣṇava literature and will study the origins of Vaiṣṇavism and the thought and practice of Vaiṣṇavism in ancient South Asia.

Recommended reading: For recommended reading, please see the end of the course handbook

Jainism

Like Buddhism, Jainism originated in the late Vedic period in North India. As with the Buddhists, early Jains eschewed the use of Sanskrit, but later Jain writers could not avoid the cultural prestige and reach of Sanskrit. For this chosen area, students will read selections of Jain Sanskrit literature, and study the history, thought and practice of Jainism in ancient South Asia.

This chosen area may be most profitably chosen by students who take the subsidiary language option in Prakrit, though it is by no means restricted to such students (nor are students taking Prakrit necessarily expected to take this chosen area).

Recommended reading: For recommended reading, please see the end of the course handbook

Law (dharmaśāstra)

Personal and social ethical conduct (dharma) held a place of central importance in ancient Indian culture and thought, and from the late Vedic period the codification of legal conduct became an increasingly significant topic of intellectual debate. For this chosen area, students will read selections of texts on the science of dharma, and will study the origins, content, and cultural significance of dharma literature in ancient South Asia.

Recommended reading: For recommended reading, please see the end of the course handbook

Polity and Statecraft (arthaśāstra)

Alongside the concern for personal and social ethical conduct in ancient India, there arose a concern with the ethics of polity and statecraft. For this chosen area, students will read selections from Kautilya's Arthaśāstra and related texts, and will study the history and content of political science in ancient India.

Recommended reading: For recommended reading, please see the end of the course handbook

Indian philosophy (e.g., nyāya, mīmāṃsā)

The orthodox Hindu traditions of Indian philosophy include Nyāya, Vaiśeṣika, Saṃkhya, Yoga, Mīmāṃsā and Vedānta philosophy. For this chosen area, students will read selections of texts from one or more traditions of Indian philosophy, and will study the origins and thought of these philosophical traditions.

Recommended reading: For recommended reading, please see the end of the course handbook

Grammar (vyākaraṇa and related traditions)

For this chosen area, students may go deeper into the thought and work of one or more of the major Indian grammarians, beyond the necessary limitations of what students will have covered. For example, the detailed workings of Pāṇini's *Aṣṭādhyāyī*, or the philosophical or grammatical thought of Bhartṛhari, or the linguistic approach of the Nirukta, may be studied as part of this chosen area.

Recommended reading: For recommended reading, please see the end of the course handbook

Upaniṣadic literature

The *Upaniṣads* are the last and best-known texts of the Vedic period, marking the transition from Vedic ritual practice to the philosophical and esoteric speculation which underlies modern Hindu thought and practice. For this chosen area, students will read selections from the *Upaniṣads* and study the origins, content, and later influence of Upaniṣadic thought and literature.

Recommended reading: For recommended reading, please see the end of the course handbook

6.Special Subject

For this paper, students choose a special subject, as approved by the Faculty Board; the examination method will be as appropriate for the subject chosen, but will standardly involve a three-hour written examination. There is no restriction on the special subject chosen for this paper, but listed below are brief descriptions of possible special subject options.

This paper is taken in Year 3. Teaching and/or supervision for this paper is arranged as appropriate depending on the subject chosen.

Ancient Indian history

For this option, students may study topics in the history of Ancient India.

Ancient Indian philosophy

For this option, students may study topics in Ancient Indian philosophy.

Comparative grammar of Sanskrit and Old Iranian

The language of the earliest Vedic Sanskrit is in many ways more similar to the language of the earliest Old Iranian texts, Old Avestan, than it is to later Classical Sanskrit. Comparing the grammar and literature of these two closely related languages reveals insights into the early history and language of the Indo-Iranian peoples, the ancestors of both the Indo-Aryan speakers who brought Sanskrit to India in the second millennium BCE, and the Iranian speaking peoples who colonized Iran

in the same period.

Indian Art and Archaeology

For this option, students may study topics in Indian art and archaeology as these connect with Sanskrit language, culture and literature.

Aśokan Inscriptions

For this option, students will attend classes and write essays on the inscriptions of Aśoka. Although these are written in an early form of Prakrit, with a little study they are more than comprehensible to Sanskrit students, and will give you a flavour not only of Middle Indic language, but also of the earliest Indian epigraphy and the moral declarations of one of India's greatest emperors.

Composition in Sanskrit prose and/or verse

Students will have undertaken composition into Sanskrit as part of Prelims, but there is no compulsory composition into Sanskrit as part of FHS. While no longer a fully living language, Classical Sanskrit remains an important medium of academic and religious communication, and of literary composition, in India. The ability to compose Sanskrit prose and/or verse requires a deep and intimate understanding of both the Sanskrit language and its complexities, and of the conventions of Sanskrit literary composition.

Teaching pattern:

This paper is taken in year 3. Teaching and/or supervision for this paper is arranged as appropriate depending on the subject chosen.

Recommended reading:

Recommended reading will be provided where required by tutors / supervisors for the special options.

7. Dissertation

A dissertation may be written in any of the subject areas listed above, or other subject areas as approved by the Faculty Board. Popular options for the dissertation include translating and writing commentaries on previously unpublished Sanskrit texts, and editing and translating previously unpublished Sanskrit manuscripts. The Bodleian Library hosts an unrivalled collection of Sanskrit manuscripts, many of which have never been properly studied.

Teaching pattern:

This paper is taken in year 3. Teaching and/or supervision for this paper is arranged as appropriate depending on the subject chosen.

Recommended reading:

Recommended reading will be provided where required by tutors / supervisors for the special options.

Subsidiary Language Papers

All subsidiary languages are examined by 3 papers.

Subsidiary language options

Study of the subsidiary language begins at the start of the second year, and thereafter accounts for about a third of the work.

Early Iranian

For Early Iranian students choose either Avestan, Old Persian, or Middle Persian as the main language of study; Avestan and Middle Persian literature is primarily Zoroastrian religious literature, while Old Persian is preserved almost exclusively in the Achaemenid royal inscriptions. The Early Iranian option is examined as follows, for candidates offering Sanskrit as main subject:

Candidates will offer three papers, with at least one but no more than two from group (a).

(a) Old and Middle Iranian Language

- 1. Avestan texts
- 2. Old Persian texts
- 3. Middle Persian texts

(b) Religion and Philology of Ancient and Late Antique Iran

- 4. Zoroastrianism
- 5. Indo-Iranian Philology

(c) History of Ancient and Late Antique Iran

- 6. The Achaemenid Empire, 550-330 BC
- 7. The Sasanian Empire, 224-651 AD

(d) Early Iranian Texts and Topics

For paper 8, candidates will choose two of the subjects 1 to 7 above. Candidates may not choose under (d) a subject which they are also offering from groups (a)-(c) , and in addition may not choose under (d) a subject from group (a) if they are already offering two subjects from group (a).

Papers under group (a) are text papers; students will read texts in the language(s) chosen and will be required to translate and comment on passages from these texts in the examination. Papers under (b) and (c) address the history, religion and linguistics of early Iranian languages, and for these topics students will receive up to eight tutorials for each option. The examinations for these papers requires students to write essays answering questions on topics relevant to the given subject.

Hindi

Hindi is the most widely known tongue of South Asia. Those who know Hindi are also able to talk with speakers of Urdu since the two languages have virtually the same grammar and share a large part of everyday vocabulary. The faculty runs elementary to advanced Hindi course as well as classes of Modern Literary Hindi and of Old Hindi (Brajhasha).

Hindi is examined by three papers:

1. Hindi unprepared translation.
2. Hindi prepared texts.
3. Questions on Hindi language and literature.

Pali and Prakrit

Pāli is the language of the Tipiṭaka, the Theravāda Buddhist canon, and many later Buddhist works. Pāli is one of the most archaic forms of Middle Indo-Aryan attested, alongside the inscriptional material of the 4th century B.C. to the 2nd century A.D. The Prakrits were Middle Indo-Aryan languages spoken between about 500 B.C. and 500 A.D. The name Prakrit (prākṛta) means 'derived', a name contrasting with Sanskrit (saṃskṛta) 'complete, perfected', reflecting the fact that the Prakrit languages were considered historically secondary to, and less prestigious than, Sanskrit.

The oldest stage of Middle Indo-Aryan language is attested in the inscriptions of Ashoka (ca. 260 BCE), as well as in the earliest forms of Pāli, the language of the Theravāda Buddhist canon. The most prominent form of Prakrit is Ardhamāgadhī, associated with the ancient kingdom of Magadha, in modern Bihar, and the subsequent Mauryan Empire. Mahāvīra, the founder of Jainism, was born in Magadha, and the earliest Jain texts were composed in Ardhamāgadhī.

The other main Prakrit languages include Māhārāṣṭrī, Śaurasenī, Māgadhī, and Avantī, used in dramatic literature and lyric poetry, and Gāndhārī, a far North-Western Indo-Aryan language once used extensively as a language of Buddhist literature in Central Asia. The latest Middle Indo-Aryan period is represented by the Apabhraṃśas, used as literary languages from around the 8th century A.D. well into the second millennium.

Pali and Prakrit is examined by three papers.

1. Unprepared translation from Pali and/or Prakrit literature.
2. Prepared texts.
3. Questions on Middle Indic language, literature, and culture.

The precise balance of study between Pali and Prakrit can be varied depending on the interests of the students, and will be decided in consultation between the student and teacher.

Tibetan

Tibetan belongs to the Tibeto-Burman language family, which some linguists treat as a branch of the Sino-Tibetan language group. The Tibetan language and its dialects are spoken primarily by ethnically Tibetan peoples, who live across a wide area of eastern Central Asia bordering the Indian subcontinent, including the Tibetan Plateau and the northern Indian subcontinent in Baltistan, Ladakh, Nepal, Sikkim, and Bhutan. Classical Tibetan is the major literary language, particularly for its use in Buddhist literature, but also in other types of literature.

Tibetan is written in an alphabet derived from an Indian alphabet of the Gupta era. Since the orthography has not changed significantly since the 7th cent. CE, students of Tibetan can easily read texts composed over a period of more than a millennium once they have mastered the writing system and the grammar.

Tibetan is examined by three papers:

1. Tibetan prose composition and unprepared translation.
2. Prepared texts, with questions.
3. Questions on Tibetan culture and history.

Sanskrit as a Subsidiary Language

Students taking BA Chinese and BA Classics and Oriental Studies may choose Sanskrit as a subsidiary language.

Please refer to the conventions for FHS examinations for the papers to be taken, available on Canvas towards the end of Michaelmas Term.

Recommended Patterns of Teaching (RPT)

Below is an indication of the type and number of teaching hours on this course.

BA Oriental Studies (Sanskrit)

FPE

Paper	Term	Dept/ Faculty		College		Comments
		Lectures	Classes	Tutorials	Classes	
[1.] Texts	MT		48			Texts and grammar are taught together. Figures represent teaching over the term
	HT		48			
	TT		42			
[2.] Grammar	MT					See above.
	HT					
	TT					
[3.] General Paper	MT	8		4		
	HT	8		4		
	TT			3		
	TT					
<u>Notes</u>						

FHS

Paper	Term	Year 1				Year 2				Comments
		Dept		College		Dept		College		
		Lectures	Classes	Tutorials	Classes	Lectures	Classes	Tutorials	Classes	
										<i>Figures in this table are in hours unless otherwise stated.</i>
[1.] Sanskrit Unprepared Translation	MT		32					32		
	HT		32					32		
	TT		32					32		
[2.] Essay questions on the history of classical Indian literature and civilisation	MT			4					4	
	HT			4					4	
	TT			4						
[3.] Indian Linguistics	MT	8								
	HT		16	2						
	TT		16	2						
[4.] Historical Philology of Old Indo-Aryan	MT							16	2	
	HT									
	TT		16	2						
[5.] Chosen Area	MT							16	2	
	HT							16	2	
	TT									
[6.] Special Subject	MT							8	2	
	HT							8	2	

Paper	Term	Year 1				Year 2				Comments	
		Dept		College		Dept		College			
		Lectures	Classes	Tutorials	Classes	Lectures	Classes	Tutorials	Classes		
	TT										<i>Figures in this table are in hours unless otherwise stated.</i>
[7.] Dissertation	MT								6		
	HT									6	
	TT										
[8.] Hindi (as an example)	MT		32						32		These numbers represent total teaching over 2 years for both papers 7 and 8.
	HT		32						32		
	TT		32								

Teaching Staff

Core Sanskrit teaching staff:

- Professor [Diwakar Acharya](#) - Spalding Professor of Eastern Religions and Ethics
- Dr Victor D'Avella - Departmental Lecturer in Sanskrit
- Dr [John Lowe](#) - Associate Professor of Sanskrit
- Dr Bihani Sarkar – Departmental Lecturer in Sanskrit

Subsidiary language options:

- Dr [Imre Bangha](#) - Associate Professor of Hindi
- Dr [Lama Jabb](#) Instructor in Tibetan
- Professor [Ulrike Roesler](#) - Professor of Tibetan and Himalayan Studies
- Dr [Andrew Skilton](#) -Pali Instructor, Faculty of Theology & Religion
- Dr [Yuhan Vevaina](#)- Bahari Associate Professor of Sasanian Studies

Other teaching/research staff:

- Dr [James Benson](#)- Associate Professor of Sanskrit (Retired)
- Dr [Shailendra Bhandare](#) - Assistant Keeper (South Asian Numismatics), Heberden Coin Room, Ashmolean Museum
- Dr [Faisal Devji](#)- Professor of Indian History
- Dr Christopher Fleming – British Academy Post-Doctoral Researcher
- Professor [David Gellner](#) - Professor of Social Anthropology
- Professor [Sondra Hausner](#)- Professor of Anthropology of Religion
- Dr [Mallica Kumbera Landrus](#) – Keeper, Eastern Art, Ashmolean Museum
- Professor [Christopher Minkowski](#) - Boden Professor of Sanskrit (Retired)
- Dr [Maria Misra](#)- Associate Professor of Modern History
- Professor [Fernanda Pirie](#) – Professor of the Anthropology of Law; Director of the Centre for Socio-Legal Studies
- Dr Yiming Shen – ERC Post-Doctoral Researcher
- Dr [Alan Strathern](#) – Associate Professor of History
- Professor [Jan Westerhoff](#) – Professor of Buddhist Philosophy

Examinations and Assessment

Please refer to the [Examination Regulations for Prelims and FHS in Oriental Studies](#).

In Trinity Term of Year 1, students will sit 3 written examinations. Students must pass all papers to proceed into Year 2 of the course.

Please refer to the conventions for FPE examinations for the papers to be taken, available on Canvas towards the end of Michaelmas Term.

In Trinity Term of Year 3, students will take 9 written examinations and complete a [dissertation](#).

Please refer to the conventions for FHS examinations for the papers to be taken, available on Canvas towards the end of Michaelmas Term.

Deadlines

Date	Year of Course	Event	How
Monday 9th Week Trinity Term	1	Provisional start date of the First Public Examinations.	
Monday 6th Week Trinity Term	2	Deadline for application for approval for choices in Paper 5 and 6 (as in the Examination Regulations), and for topics for	Form to be sent to Oriental Studies Academic Administration academic.administrator@orinst.ox.ac.uk

		paper 7 (dissertation).	
Friday 4th Week Michaelmas Term	3	Deadline for exam entry.	Via student self-service
Friday 10th Week Hilary Term	3	Deadline for paper 7 (dissertation).	Via Inspera
Monday 7th Week Trinity Term	3	Provisional start date of the Final Honour School examinations.	

Canvas

Click [here](#) for the BA Sanskrit Canvas page.

Examination Regulations

The Examination Regulations relating to this course are available at [2021-22, Preliminary Examination in Oriental Studies \(ox.ac.uk\)](#) and <https://www.admin.ox.ac.uk/examregs/2020-21/hsoforiestud/studentview/>. If there is a conflict between information in this handbook and the Examination Regulations then you should follow the Examination Regulations.

Set Texts and Recommended Readings

Recommended reading for the [Prelims Texts Paper](#):

- C. R. Lanman, *A Sanskrit Reader; text, vocabulary and notes*.
- R. C. Zaehner, *The Bhagavad-Gīta*.

Recommended reading for the [Prelims Grammar Paper](#):

- Michael Coulson, *Complete Sanskrit*. Teach Yourself.
- A.A. Macdonell, *A Sanskrit Grammar for Students*, third edition. Oxford University Press.
- Antonia Ruppel, *The Cambridge Introduction to Sanskrit*. Cambridge University Press.

Recommended reading for the [Prelims General Paper](#):

- *Thomas Trautmann, *India: Brief History of a Civilization* (OUP New York, 2015)
- Nayanjot Lahiri, *Ashoka in Ancient India* (Cambridge USA, Harvard Univ. Press, 2015)
- Hermann Kulke and Dietmar Rothermund, *A History of India*, 2d ed. (London: Routledge, 1986)
- Romila Thapar, *The Penguin History of Early India From the Origins to AD 1300*, Penguin, 2002.
- William Dalrymple, *The East India Company: the original corporate raiders*
- <http://www.theguardian.com/world/2015/mar/04/east-india-company-original-corporate-raiders>
- *John Brockington, *The Sacred Thread: Hinduism in its Continuity and Diversity* (Edinburgh, 1996)
- Gavin Flood, *An Introduction to Hinduism* (Cambridge, 1996)
- *Christopher Fuller, *The Camphor Flame: Popular Hinduism and Society in India* (2d ed., Princeton, 2004)
- *Walpola Rahula, *What the Buddha Taught* (2d ed., Grove/Atlantic, 2007)
- Paul Williams (with Anthony Tribe), *Buddhist Thought: A Complete Introduction to the Indian Tradition* (Routledge, 2000)
- Rupert Gethin, *The Foundations of Buddhism*. Oxford: Oxford UP, 1998.
- Paul Dundas, *The Jains*. 2nd ed. London & New York: Routledge, 2002.
- *Jonathan Key, *India Discovered* (Harper Collins, 2001)
- Charles Allen, *The Buddha and Dr. Führer: An Archaeological Scandal* (Penguin India, 2010)
- Nayanjot Lahiri, *Finding Forgotten Cities: How the Indus Civilization Was Discovered*. (Permanent Black, 2005).
- Thomas Trautmann, *Elephants and Kings: an Environmental History* (University of Chicago, 2017).
- Jim Corbett, *My India* (Durkin, 1952)
- Jim Corbett, *Jungle Lore* (Oxford India, 1990)
- Mahesh Rangarajan, *Oxford Anthology of Indian Wildlife* (Oxford India, 2001)
- Mahesh Rangarajan, *India's Wildlife History: An Introduction* (Permanent Black 2017)

Recommended reading for [Indian Linguistics](#):

- W.S. Allen, *Phonetics in Ancient India*.
- Peter Scharf, "Linguistics in India", in Keith Allen (ed.) *The Oxford Handbook of the History of*

Linguistics.

Recommended reading for [The Historical Philology of Old-Aryan](#):

- Stephanie W. Jamison and Joel P. Brereton, *The Rigveda: The earliest religious poetry of India. An English translation.* Oxford University Press, 2014. [Read the introduction.]
- Stephanie W. Jamison and Michael Witzel, [Vedic Hinduism](#).
- A.A. Macdonell, *A Vedic Reader for Students.* Oxford University Press.
- A.A. Macdonell, *A Sanskrit Grammar for Students.* Oxford University Press. [Read Appendix III: Chief peculiarities of Vedic grammar.]

Recommended reading for [Poetry \(kāvya, mahākāvya\)](#):

- Sheldon Pollock, *A Rasa reader: Classical Indian aesthetics.* Columbia University Press, 2016.
- Sheldon Pollock, 'Sanskrit Literary Culture from the Inside Out' in Sheldon Pollock (ed.), *Literary Cultures in History: Reconstructions from South Asia.* University of California, 2003, pp. 39-130. (The editor's Introduction to the volume is also relevant.)
- Yigal Bronner, David Shulman and Gary Tubb (eds.), *Innovations and turning points: Towards a history of kāvya literature.* Oxford University Press, 2014.

Recommended reading for [Poetics \(alamkāraśāstra\)](#):

- Sheldon Pollock, *A Rasa reader: Classical Indian aesthetics.* Columbia University Press, 2016.
- S.K. De, *History of Sanskrit poetics*, second edition. K.L. Mukhopadhyay, 1960.

Recommended reading for [Drama \(nāṭya\)](#):

- Manmohan Ghosh, [The Nāṭyaśāstra ascribed to Bharata-Muni, translated into English.](#) Asiatic Society of Bengal, 1951.
- V. Raghavan, *Sanskrit Drama: Its aesthetics and production.* Madras, 1993.

Recommended reading for [The Epics](#):

- John Brockington, *The Sanskrit Epics.* Brill, 1998.
- Robert P. Goldman and Sally J. Sutherland Goldman, *The Rāmāyaṇa of Vālmīki: an epic of ancient India. Volume VII: Uttarakāṇḍa.* Princeton University Press, 2017. [Read the introduction. Introduction to the translations of the earlier volumes are similarly valuable.]
- Peter Hill, *Fate, Predestination and Human Action in the Mahābhārata : A Study in the History of Ideas.* New Delhi: Munshiram Manoharlal Publishers, 2001.
- Bimal Matilal, "Moral Dilemmas, Insights from Indian Epics," in Jonardon Ganeri (ed.) *Ethics and Epics*, 2002.
- T. Oberlies, *A Grammar of Epic Sanskrit* (Walter De Gruyter: Berlin 2003).
- Paula Richman, *Many Rāmāyaṇas: The Diversity of a Narrative Tradition in South Asia.* University of California Press, 1991.
- Paula Richman, *Questioning Ramayanas: A South Asian Tradition.* Oxford University Press, 2000.
- Yaroslav Vassilkov, "Kālavāda (the doctrine of cyclical time) in the Mahābhārata and the Concept of Heroic Didactics" in Mary Brockington and Peter Schreiner (eds.) *Composing a tradition: concepts, techniques and relationships* (Proceedings of the First Dubrovnik International Conference on the Sanskrit Epics and Puranas, August 1997). Croatian Academy of Sciences and Arts, 1999, pp. 17-34.
- E. Washburn Hopkins, "The Social and Military Position of the Ruling Caste in Ancient India" *JAOS* 13 (1889).
- E. Washburn Hopkins, *The Great Epic of India, its character and origin* (New York: Scribner', 1901).

Recommended reading for [Indian Buddhism](#):

- Steven Collins, *Selfless Persons*. Cambridge University Press, 1982.
- Akira Hirakawa, *A History of Indian Buddhism*. Translated by Paul Groner. University of Hawai'i Press, 1990.
- Étienne Lamotte, *History of Indian Buddhism*. Translated by Sara Boin. Institut Orientaliste, 1988.
- Walpola Rahula, *What the Buddha Taught*. Second edition. Grove/Atlantic, 2007.
- Andrew Skilton, *A Concise History of Buddhism*. Windhorse, 1994.
- Paul Williams, *Mahāyāna Buddhism: The Doctrinal Foundations*, second edition. Routledge, 2008.
- Paul Williams with Anthony Tribe and Alexander Wynne, *Buddhist Thought: A Complete Introduction to the Indian Tradition*. Second edition. Routledge, 2011.

Recommended reading for [Śaivism](#):

- Peter Bisschop, 'Śiva', in Knut A. Jacobson (ed.), *Brill's Encyclopedia of Hinduism*, Vol. 1. Brill, 2009.
- Richard Davis, *Rituals in an Oscillating Universe: Worshipping Śiva in Medieval India*. Princeton, 1991.
- Gavin Flood, *Tantric Body: The Secret Tradition of Hindu Religion*. I B Tauris, 2006, pp. 131-145.
- Alexis Sanderson, "The Śaiva Literature," in *Journal of Indological Studies* 24-25 (2012-2013), 2014, 1-113.
- Alexis Sanderson, "Śaivism and the Tantric Traditions", in S. Sutherland et al (ed.) *The World's Religions*. Routledge, 1988, pp. 660–704. Reprinted in F. Hardy (ed.), *The World's Religions: The Religions of Asia*. Routledge, 1990, pp. 128–172.

Recommended reading for [Vaiṣṇavism](#):

- Ramkrishna Gopal Bhandarkar, *Vaiṣṇavism, Śaivism and other minor religious systems*. Poona, 1913. [Old but still useful]
- Francis Clooney and Tony Steward, 'Vaiṣṇava', in Mittal and Thursby (eds.), *The Hindu World*.
- Gérard Colas, 'History of Vaiṣṇava Traditions: An Esquisse,' in Gavin Flood (ed.), *The Blackwell Companion to Hinduism*. Oxford, 2003, pp. 229-270.
- Gérard Colas, 'Bhagavatism', 'Vaikhānasa' and 'Vaiṣṇava Saṃhitās' in Knut A. Jacobsen (ed.) *Brill's Encyclopedia of Hinduism*. Brill, 2009.
- André Couture, 'Viṣṇu', in Knut Jacobsen (ed.) *Brill's Encyclopedia of Hinduism*. Brill, 2009.
- Jan Gonda, *Aspects of Early Visnuism*. Oosthoek, 1954.
- Freda Matchett. "The Pervasiveness of Bhakti in the Bhāgavata Purāṇa," in Werner (ed.) *Love Divine: Studies in Bhakti and Devotional Mysticism*. Durham Indological Series, no. 3. Curzon, 1993.
- J.A.B. Van Buitenen, 'On the Archaism of the Bhāgavata Purāṇa' in M.B. Singer (ed.) *Krishna: Myths, Rites, and Attitudes*. Chicago University Press, 1966.

Recommended reading for [Jainism](#):

- Lawrence Babb, *Absent Lord: Ascetics and Kings in a Jain Ritual Culture*. Berkeley: Univ. of California Press, 1996.
- Paul Dundas, *The Jains*. Psychology Press, 1992.
- Phyllis Granoff, "The Violence of Non-Violence: A Study of Some Jain Responses to Non-Jain Religious Practices." *Journal of the International Association of Buddhist Studies* 15, 1 (1992) 1-43.

Recommended reading for [Law \(dharmaśāstra\)](#):

- Donald R. Davis Jr., *The Dharma of business: Commercial law in Medieval India*. Penguin, 2017.
- Timothy Lubin, Donald R. Davis Jr., and Jayanth K. Krishnan, *Hinduism and Law: An Introduction*. Cambridge University Press, 2010.
- Patrick Olivelle, *Manu's Code of Law*. Oxford University Press, 2004.
- Patrick Olivelle, *A Dharma reader: Classical Indian Law*. Columbia University Press, 2016.
- Patrick Olivelle and Donald R. Davis Jr. (eds.), *Hindu Law: A New History of Dharmaśāstra*. Oxford University Press, 2018.

Recommended reading for [Polity and Statecraft \(arthaśāstra\)](#):

- Mark McLish, *The history of the Arthaśāstra*. Cambridge University Press, 2019.
- Patrick Olivelle, *King, governance and law in Ancient India*. Oxford University Press, 2013.
- Patrick Olivelle and Mark McLish, *The Arthaśāstra: Selections from the Classic Indian Work on Statecraft*. Hackett, 2012.
- Thomas Trautmann, *The Arthaśāstra: The Science of Wealth*. Allen Lane / Penguin, 2012.

Recommended reading for [Indian philosophy \(e.g., nyāya, mīmāṃsā\)](#):

- Jonardon Ganeri, *The Oxford Handbook of Indian Philosophy*. Oxford University Press, 2017.
- B.K. Matilal, *The character of logic in India*. SUNY Press, 1998.
- J.N. Mohanty, *Classical Indian Philosophy: An Introductory Text*. Rowman, 2000.
- Karl H. Potter, *Presuppositions of India's Philosophies*. Greenwood, 1972.

Recommended reading for [Grammar \(vyākaraṇa and related traditions\)](#):

- Eivind Kahrs, *Indian semantic analysis: the nirvacana tradition*. Cambridge University Press, 1998.
- R.N. Sharma, *The Aṣṭādhyāyī of Pāṇini*, volume 1. Munshiram Manoharlal, 2002.
- K.A. Subramania Iyer, *Bharṭṛhari*. Deccan College, 1992.

Recommended reading for [Upaniṣadic literature](#):

- Paul Deussen, *The Philosophy of the Upanishads*. (English translation by A.S. Geden.) T.T. Clark, 1919.
- Patrick Olivelle, *The Samnyāsa Upaniṣads*. Oxford University Press, 1992.
- Patrick Olivelle, *The early Upaniṣads*. Oxford University Press, 1998.

BACHELOR OF ARTS IN TURKISH

Course Co-ordinator- Dr [Aslı Niyazioğlu](#)

Introduction

Students will study either Turkish, or Turkish with a subsidiary language.

The aims of Turkish are:

1. to make students proficient in reading, writing, listening to, and speaking modern Turkish;
2. to familiarise students with the evolution and concerns of modern Turkish literature, and to develop their literary critical skills;
3. to teach students to read Ottoman historical texts of various periods, and to give them the ability to interpret and analyse them;
4. to help students to understand the major cultural and political issues which have been involved in Turkey's transition from empire to modern nationhood; to provide options in the study of Ottoman and modern Turkish history, in Ottoman and traditional Turkish literature, and in the language reform movement that has left such a mark on the contemporary language.

The aims of Turkish with a subsidiary language are:

1. to make students proficient in reading, writing, listening to, and speaking modern Turkish;
2. to familiarise students with the evolution and concerns of modern Turkish literature, and to develop their literary critical skills;
3. to teach students to read Ottoman historical texts of various periods, and to give them the ability to interpret and analyse them;
4. to help students to understand the major cultural and political issues which have been involved in Turkey's transition from empire to modern nationhood;
5. to provide students with a firm grounding in a second language with which Turkish is historically and culturally linked, and to introduce them to the literature of that language.

Outline

Year 1

The first year of the course is designed to give students a solid foundation in modern Turkish, and to introduce them to Islamic religion and culture and the history of the Islamic Middle East (most of which was for 4 centuries part of the Ottoman Empire).

All degrees do the same papers. Turkish Prelims comprise three examination papers of 3 hours each:

1. Prepared texts and unseen translation from Turkish.
2. Turkish grammar and translation from English into Turkish.
3. Islamic history and culture.

You will prepare for Papers 1 and 2 by attending language classes for up to 7-8 hours per week, and working on the course material systematically by yourself every day. You will be required to build up a basic vocabulary, and to learn to handle all the essential grammatical structures of contemporary Turkish during these three terms. The teaching method combines systematic presentation of

grammatical topics with oral practice and conversation sessions. Written translation exercises will be set on the material covered each week. The set texts for Paper 1 which consist of short poems, traditional tales and modern short stories are available from the Faculty Office. All texts will be read in full in class.

Paper 3 is taught principally through lectures and tutorials (respectively, 1 hour per week and 1 hour every other week) in Michaelmas Term and Hilary Term and weeks 1-4 of Trinity Term. You will also be required to write a total of 10 essays over the year (4 in each of Michaelmas and Hilary Terms, and 2 in Trinity Term).

Trinity Term (Year 1)

In the third term of your first year you will also be preparing for your year abroad. Some of the spoken Turkish classes this term will be oriented towards particular situations that you are likely to encounter in Turkey. At the end of this term, you will write and give a presentation on a topic of your personal choice (Length of presentation 15-20 min).

Year 2

You will follow a course of study at [Boğaziçi University](#) in Turkey approved by the Faculty Board. If you know of another which you think has suitable provision, and to which you would particularly like to go, discuss this with your teachers as early as possible.

Istanbul is unquestionably the most important city for undergraduates to get to know well, because of its pre-eminent role in the cultural and intellectual life of Turkey from its conquest by the Ottomans in 1453 right down to the present day. Your reading both of Ottoman history and of modern Turkish literature will be immeasurably enriched by a close knowledge of the former imperial capital, still Turkey's largest city and the centre of its economic life.

Boğaziçi University, which was founded as an American college in 1863 but has been a Turkish state university since 1971, is one of the best universities in Turkey, with a strong tradition of liberal scholarship, a wide range of student activities, and a most beautiful campus situated on a wooded hillside overlooking the Bosphorus. The medium of instruction here is English, but the vast majority of the degree students are Turkish, and Turkish is what is spoken outside the classroom. The teaching and assessment is organised on a semester basis, as is the standard pattern at Turkish universities; the first semester runs from late September to mid-January, and the second from mid-February to early June.

The Faculty of Oriental Studies has an agreement with the Faculty of Arts and Sciences of Boğaziçi University under which undergraduates reading Turkish at Oxford can enrol as 'special students' at a reduced fee. They are supervised by academics in the Department of Turkish Language and Literature who are personally known to the teaching staff at Oxford, and follow a curriculum of four or five courses per semester from among those available to Boğaziçi undergraduates. Some of these courses are likely to be in Turkish for Foreigners and elementary Ottoman Turkish, and additional options may include an introduction to linguistics, modern Turkish history or a period of Ottoman history.

The best way to acquire fluency in Turkish during your year abroad is to live with Turkish people – who are rightly famed for their hospitality. One way of doing this is to stay with a Turkish family, perhaps in return for providing help with English to members of the household. Such an arrangement can be set up in advance, with the assistance of teaching staff at Oxford using academic e-mail networks. Another possibility is to share accommodation with Turkish students.

Boğaziçi University has a modern 'superdorm' with individual study bedrooms arranged in flats, which provides just such an opportunity. Alternatively, rented accommodation can be found over the internet, or through local estate agencies. Rents are considerably lower than in Oxford.

Years 3 and 4 (Turkish and Turkish with a subsidiary language)

Students will be pursuing several different kinds of study in parallel.

Language work will continue steadily, and will focus on 2 types of teaching session. Students will have regular language tutorials, for which they will usually produce either a translation from English into Turkish, a translation from Turkish into English, or a short essay (of about 400 words) in Turkish, for discussion with their tutor.

There will also be 3 hours per week of classes conducted in Turkish, designed to improve students' active command of the language. 1 of these will be devoted to the reading of articles from the contemporary Turkish press, 1 to discussion of the political or cultural issues raised in those articles, and 1 to direct practice for the aural comprehension component of FHS.

The study of prescribed texts ('set texts'), both Ottoman and modern, historical, literary and political, will form another major ingredient of students' work. Depending on the options they have chosen, students can expect to spend 4-6 hours per week from Michaelmas Term of Year 3 to the end of Michaelmas Term of Year 4 in classes devoted to the close reading and explication of these texts, to which they must come adequately prepared.

For students following the Turkish degree:

One element of choice in this course comes in the range of options for papers 7, 8 and 9. Those who are more interested in language and literature can choose a texts-based paper on classical Ottoman poetry and traditional Turkish popular literature, a paper on general topics in Turkish literature, and a paper on Turkish language reform. It is also possible to devote the options to history, in which case you can either cover the entire span of Ottoman and modern Turkish history from 1300 to 1980, or you can combine one or two Ottoman options with one from the wider history of the Islamic Middle East. [NB this is subject to confirmation, please discuss with the course coordinator first.] Combinations of historical and non-historical papers are also possible in this flexible part of the course.

Finally, you will write a dissertation (to be worked on in Hilary Term of Year 4) where you have the opportunity to pursue in greater depth a topic that particularly interests you, whether this be in language, literature, history, culture or politics. Your dissertation topic has to be approved by the Faculty Board at the beginning of your final year. (See Appendix I for general guidance on the writing of dissertations (this can be found on Canvas).)

For students following Turkish with a subsidiary language:

Your subsidiary language will probably demand at least one-third of your time, especially in Year 3, when you will be attending an intensive elementary class. Because of the heavy demands of a course combining two languages, the Special Subject is optional in this course. Any Special Subject topic has to be approved by the Faculty Board at the beginning of your final year.

Turkish	Turkish with a subsidiary language
1. Unprepared translation from Ottoman and modern Turkish. 2. Translation into Turkish and essay in Turkish. 3. Spoken Turkish. 4. Ottoman historical texts. 5. Turkish political and cultural texts, 1860 to the present. 6. Modern Turkish literary texts. 7. 8. 9. Three optional papers 10. A dissertation, topic to be approved by the Board of the Faculty of Oriental Studies.	1. Unprepared translation from Ottoman and modern Turkish. 2. Translation into Turkish and essay in Turkish. 3. Spoken Turkish. 4. Ottoman historical texts. 5. Turkish political and cultural texts, 1860 to the present. 6. Modern Turkish literary texts. 7. 8, 9. A subsidiary language from: Arabic, Armenian, Classics, Hindi/Urdu, Persian. 10. An optional special subject, to be approved by the Board of the Faculty of Oriental Studies.

Students should note that not all subsidiary languages and options may be available in a given year.

Available subsidiary languages:

- Arabic
- Classical or Modern Armenian
- Classics (for students taking Classics and Oriental Studies)
- Hindi/Urdu
- Persian

Available options:

- Turkish and Ottoman literary texts, 1300-1900
- Turkish literature: general questions
- Turkish language reform and language politics from 1850 to the present day
- Islamic History, 570-1500
- The Ottoman Empire, 1300-1566
- The Ottoman Empire, 1566-1807
- The Ottoman Empire and the Republic of Turkey, 1807-1980
- Any 1 paper out of the options below from the syllabus for Arabic and Islamic Studies (**not all options are available yearly, please refer to the [BA in Arabic](#)**)
 - Early Islamic historiography
 - Aspects of Islamic art and architecture
 - The rise of the Sufi orders in the Islamic world, 1200-1500
 - Sufism
 - Religion and politics during the Mongol Period
 - The Middle East in the Age of Empire, 1830-1971
 - Society and Culture in the Modern Arab World
 - The Biography of Mohammad

Papers for FHS

Compulsory Papers

Unprepared Translation from Ottoman and Modern Turkish

Term in which it is taught and hours of teaching: Years 3 and 4

Taught by Dr Laurent Mignon, Dr Emine Çakır, and Dr Aslı Niyazioğlu

Translation from Turkish into English forms a major part of the work of the 'set texts' classes which you will be attending several hours a week throughout Year 3 (and perhaps in the first term of Year 4 also). The detailed guidance on translation strategies and techniques that you will receive in these classes should, together with your own work on vocabulary learning, provide you with sufficient skills and knowledge to tackle unseen translations with confidence, at least as far as modern Turkish is concerned. As your overall exposure to Ottoman will have been less extensive, in Michaelmas of Year 4 you will have a weekly session on Ottoman unseen translation. You will also get 'exam-type' practice in modern unseen translation in Ottoman and Turkish collections

Translation into Turkish and Essay in Turkish

Term in which it is taught and hours of teaching: Years 3 and 4. 1-hour tutorial per week (alternately for translation and essay writing).

Taught by Dr Laurent Mignon and Dr Emine Çakır

Your skills in translating from English into Turkish, involving appropriate vocabulary choices in both semantic and stylistic terms, grammatically correct sentence construction, and the linking of sentences together in a way which is cohesive, and which develops the argument as required, will be built up gradually over this period.

Essay writing in Turkish involves the same command of vocabulary, idiom and style, but here, instead of the requirement to reflect the sense of an English source text as accurately as possible you have the freedom - and the challenge - of creating a Turkish text that reflects your own knowledge and perspective on a given topic. The length of essay expected in the examination, and also in your work for tutorials, is about 400 words. Essays are evaluated not just in terms of linguistic skills but also as pieces of academic writing. That is to say, as in all essay writing at Oxford you will be expected to develop a clear, strong argument and to present appropriate evidence to support it. The topics set may relate specifically to Turkey or to some aspect of Turkish life, or may reflect issues of general political or cultural interest. The essays that you write for your tutorials will be co-ordinated with the topics that you are working on in Spoken Turkish classes, which in turn will have been the subject of newspaper articles read in the language classes 'Political and Cultural Articles'. The living experience of Turkish that you will have acquired during your year abroad will, of course, greatly assist you in the development of your writing skills.

Spoken Turkish (Oral)**Term in which it is taught and hours of teaching: Years 3 and 4****Taught by Dr Laurent Mignon and Dr Emine Çakır**

Students will take these classes throughout Years 3 and 4.

The classes in 'Spoken Turkish' are designed to build upon the oral and aural language skills that you will have acquired during your Year Abroad. Much use is made of material from recent newspapers ('Political and Cultural Articles'), both in order to familiarise you with topics of current concern and debate in Turkey, and also to provide you with the necessary vocabulary and structures to discuss such issues yourself. A third type of language class is 'Aural Comprehension', which trains you for part (i) of the oral examination.

The 'Spoken Turkish' component of FHS consists of the following parts:

- i) Listening comprehension. Candidates will be presented with a list of factual questions, in Turkish, relating to the content of the text that they are about to hear. They will be allowed five minutes to study these questions. A recorded Turkish text, lasting about five minutes, will then be played to them twice, with a pause of five minutes between the two playings. Candidates will be required to write brief answers to each question, in Turkish, in the spaces provided on the question sheet. A further ten minutes after the end of the second playing of the recorded text will be allowed for candidates to complete their answers.
- ii) Conversation
- Each candidate will be required to discuss with the examiner a topic chosen by the candidate from a list of three announced one hour before the commencement of the oral examination. (Approximate duration ten to fifteen minutes.)
 - Candidates will be presented with a brief written description, in English, of a situation from everyday life in which they are required to imagine themselves. The description will include instructions as to what they are trying to achieve by verbal communication in that situation. Each candidate will be given five to ten minutes' preparation time, and will then be asked to conduct a dialogue with the examiner, in Turkish, appropriate to the situation and goal specified. (Approximate duration, excluding preparation time, five to ten minutes.)
- iii) Interpreting.
- Each candidate will be required to interpret, in a non-technical subject area, between a person speaking Turkish and a person speaking English. (Approximate duration ten minutes.)

Ottoman Historical Texts**Term in which it is taught and hours of teaching: Year 3 (Hilary and Trinity Terms). 2-3 hours of classes per week. Occasional essay tutorials.****Taught by Dr Aslı Niyazioğlu**

This paper introduces students to the major topics in Ottoman history and historiography of the 15th-17th centuries through a close reading of selected primary texts. You will learn about the historical contexts these texts reflect and explore how the Ottoman authors responded to significant developments in Ottoman history. Topics will include the nature of the early Ottoman expansion, the reconstruction of Istanbul after the conquest, recruitment of the ruling elite, the 1622 revolt that led to the execution of Sultan Osman II, and the dreams of a 17th-century Ottoman princess. The

examination will contain passages from the set texts for translation with annotation. There will also be a choice of essay questions on the subject matter, style, purpose or historical importance of particular texts. Some of the essay questions will ask for comment on a passage reproduced on the examination paper.

Turkish Political and Cultural Texts, 1860 to the Present

Term in which it is taught and hours of teaching: Year 3 (Michaelmas and Hilary Terms). 2-3 hours of classes per week. Occasional essay tutorials

Taught by Dr Laurent Mignon

The purpose of this paper is to give you a good understanding of the processes of constitutional, ideological and cultural change that were involved in the transformation from a traditional, pre-national, multi-ethnic empire to the modern, national, and culturally diverse Republic of Turkey. The texts set for this paper include excerpts from the Ottoman constitution of 1876, the provisional constitution of 1921 and the first constitution of the Republic of Turkey (1924). There is also a wide selection of writings on political and cultural issues, ranging chronologically from the 1860's to the 1990's. The texts include an article by one of the oppositional Young Ottoman writers of the 1860s, an essay on Ottoman Jewish identity by a leading Ottoman Jewish intellectual, and writings from the early and late 20th century representing a spectrum of nationalist, humanist, leftist and Islamist viewpoints on questions of modern Turkish identity. The examination will contain passages from the set texts for translation with annotation. There will also be a choice of essay questions on the subject matter, style, purpose or historical importance of particular texts. Some of the essay questions will ask for comment on a passage reproduced on the examination paper.

Modern Turkish Literary Texts

Term in which it is taught and hours of teaching: Year 3 and 4 (starts in Hilary 2018 and continues into Michaelmas and Hilary 2019). 2-3 hours of classes per week. Occasional essay tutorials.

Taught by Dr Laurent Mignon

The texts set for this paper consist of selected short stories, poetry and excerpts from novels from the post-Tanzimat period to the present day. The detailed class study of the texts makes it possible for any linguistic problems to be dealt with, and also for attention to be paid to the ways in which a writer's style and narrative technique contribute to the meaning of a work. The texts are discussed both in terms of their literary qualities and, where relevant, in relation to their historical or political context. The texts will provide you with a firm background in Turkish literary history. They will also introduce you to some of the major issues explored by contemporary critics in Turkey, from debates about minority literature to controversies on "native orientalism".

The examination will contain translation, commentary and essay questions. In commentary questions on short stories you will be expected to bring out the significance of a particular passage in relation to the work as a whole, and to discuss issues such as style, narrative technique, point of view, and characterisation. Commentaries on poetry may involve comparisons between two or more poems, and in all cases you are expected to be able to identify and discuss the particular strategies that contribute to a poem's overall effect. Essay questions will focus on the set texts themselves, but will assume some knowledge of their authors and of the historical, literary and ideological contexts in which the works were produced.

Further Subjects

Turkish and Ottoman Literary Texts, 1300-1900

Term in which it is taught and hours of teaching: Hilary Term of Year 4. 2-3 hours of classes per week. Occasional essay tutorials.

Taught by Dr Laurent Mignon

Students will have 2-3 hours of classes per week in Hilary Term of Year 4 and occasional essay tutorials.

This paper is designed to give you an insight into the world of pre-modern Turkish literature, where the favoured genre was indisputably poetry, and also into the processes of change that entered that world in the second half of the nineteenth century. In early Anatolian Turkish poetry religious themes are dominant. The highly sophisticated classical divan literature that developed as the Ottoman state grew into an imperial power drew its inspiration from Persian court literature, and specialized in lyric and panegyric poetry and versified romances. Alongside this a vigorous tradition of popular poetry produced by itinerant âşık poets gives glimpses into the lives and concerns of various sections of the wider population. You will also read an example of narrative prose of an epic character. In the late nineteenth century increasing exposure to European influences caused Turkish intellectuals to question many aspects of their literary heritage. Included, therefore, in this paper are some examples of the new poetry of the Servet-i Fünun group, which displays an individualism not seen before. The examination will contain translation, commentary and essay questions. In commentary questions on poetry you will be expected to show knowledge of the literary conventions within which poets worked, or (in the case of the early modern texts) the aims and concerns of particular poets.

Turkish Literature: General Questions

Term in which it is taught and hours of teaching: Michaelmas Term of Year 4. 1 weekly lecture. Six tutorials.

Taught by Dr Laurent Mignon

This paper looks at Turkish literature in a broad perspective. Major topics included within the scope of the paper are, for example, the characteristics, genres and conventions of classical Ottoman poetry and its imaginative world, the formal and thematic qualities of Turkish popular poetry, the origins of modern Turkish literature, and the aims of writers and poets at different periods (tensions between educative or social-critical aims and aesthetic ideals or individual imagination). For this paper you will be expected to read some further works of Turkish literature on your own, depending on your particular interests. You can also make use of English translations where these exist. You will be expected to use a certain amount of analytical and critical work in Turkish, as there are very few studies of modern Turkish literature available in English.

Turkish Language Reform and Language Politics from 1850 to the Present Day

Term in which it is taught and hours of teaching: Michaelmas Term of Year 4. 2 hours of classes per week, and 4 tutorials.

Taught by Dr Laurent Mignon

Students will have 2 hours of classes per week and 4 tutorials in Michaelmas Term of Year 4.

Work for this paper includes the study of a selection of texts concerned with the issue of language reform, beginning with the writings of Ottoman intellectuals in the 1860s and continuing through the 'New Language' campaign of the Young Turk period and the radical language reform programme launched by Atatürk in the 1930s to the highly politicised controversies of the 1960s and 1970s. In your essays, you will read more widely around the subject, and consider topics such as the changing concerns and priorities of reformers at different periods, the complex relationship between language reform and nationalism, and the concerns of opponents and critics of the movement.

The examination will consist of comment and essay questions. You will be expected to be able to discuss specific issues of reform, such as the elimination of Arabic and Persian grammatical forms and constructions, and the means of lexical substitution, with appropriate terminology and supporting examples. Some questions may ask you to comment on the style of an unseen passage or passages from the point of view of language reform issues.

The Ottoman Empire, 1300-1566

Term in which it is taught and hours of teaching: Trinity Term of Year 3. (8 one-hour lectures and six tutorials)

Taught by Dr Aslı Niyazioğlu

For course information and recommended reading, contact Dr Niyazioğlu.

The Ottoman Empire, 1566-1807

Term in which it is taught and hours of teaching: Michaelmas Term of Year 4. (8 one-hour lectures and six tutorials)

For course information and recommended reading, contact Dr Niyazioğlu.

The Ottoman Empire and the Republic of Turkey, 1807-1980

Term in which it is taught and hours of teaching: 8 lectures in Hilary Term of Year 4 and 6 tutorials.

Taught by tba

For this paper, you will study the final century of the life of the Ottoman empire, the 'national struggle' that followed the dismemberment of that empire after defeat in World War One, and the development, down to the military intervention of 1980, of the Turkish nation state that emerged under Mustafa Kemal [Atatürk]'s leadership in 1923. Topics within the Ottoman period will include the 19th century modernising reforms known as the Tanzimat, the effects on Ottoman state and society of greatly increased political intervention and economic penetration by the European powers, the causes and results of territorial contraction, the intellectual renaissance accompanying

the birth of the Turkish press, the new Islamic emphasis of Abdülhamid II, and the efforts of the 'Young Turks' to save the empire by constitutional government. Thereafter we shall examine how it was that the Republic of Turkey emerged in the form that it did, the impact on state and society of the nation-building measures of the one-party period, the transition to multi-party politics after World War Two and the interaction between democratic development and military intervention in the succeeding decades.

Turkish as a Subsidiary Language

Students taking BA Arabic, BA Persian, and BA Classics with Oriental Studies may take Turkish as a subsidiary language.

Please refer to the conventions for FHS examinations for the papers to be taken, available on Canvas towards the end of Michaelmas Term.

Recommended Patterns of Teaching ([RPT](#))

Below is an indication of the type and number of teaching hours on this course.

FPE

Paper	Term	Dept/ Faculty		College		Comments
		Lectures	Classes	Tutorials	Classes	
[1.] Prepared texts and unseen translation from Turkish	MT		32			<i>Figures in this table are in hours unless otherwise stated.</i>
	HT		32			
	TT		32			
[2.] Turkish grammar and translation into Turkish	MT		32			
	HT		32			
	TT		32			

FHS

Year 3

Paper	Term	Dept/ Faculty		College		Comments
		Lectures	Classes	Tutorials	Classes	
						<i>Figures in this table are in hours unless otherwise stated.</i>
[1.] Unprepared translation from Ottoman and modern Turkish.	MT		24	3		The number, distribution and nature of classes may vary according to the judgement of the professors
	HT		16	3		
	TT		16	3		
[2.] Translation into Turkish and essay in Turkish	MT		16	3		The number, distribution and nature of classes may vary according to the judgement of the professors
	HT		16	3		
	TT		16	3		
[3.] Spoken Turkish	MT		8			
	HT		8			
	TT		8			
[4.] Ottoman historical texts	MT					The number, distribution and nature of classes may vary according to the judgement of the professors
	HT		16-24	2		
	TT		16-24	2		
[5.] Turkish political and cultural texts 1860 to present	MT		16-24	2		The number, distribution and nature of classes may vary according to the judgement of the professors
	HT		16-24	2		
	TT					

Paper	Term	Dept/ Faculty		College		Comments
		Lectures	Classes	Tutorials	Classes	
						<i>Figures in this table are in hours unless otherwise stated.</i>
[6.] Turkish literature: general questions (optional paper)	MT					
	HT		8	6		
	TT					

FHS Turkish as an additional language

Year 3

Paper	Term	Dept/ Faculty		College		Comments
		Lectures	Classes	Tutorials	Classes	
						<i>Figures in this table are in hours unless otherwise stated.</i>
[1.] Turkish Language	MT		64			The number, distribution and nature of classes may vary according to the judgement of the professors
	HT		64			
	TT		48			
[2.] Turkish political and cultural texts	MT					The number, distribution and nature of classes may vary according to the judgement of the professors

FHS Turkish as an additional language

Year 4

Paper	Term	Dept/ Faculty		College		Comments
		Lectures	Classes	Tutorials	Classes	
[1.] Turkish Language	MT		32	4		The number, distribution and nature of classes may vary according to the judgement of the professors
	HT		32	4		
	TT		16	2		
[2.] Turkish political and cultural texts	MT		16	2		The number, distribution and nature of classes may vary according to the judgement of the professors
	HT					
	TT					
[3.] Turkish Literary Texts	MT		8	1		The number, distribution and nature of classes may vary according to the judgement of the professors
	HT		24	2		
	TT					

Teaching Staff

- Dr [Ahmed Al-Shahi](#), Research Fellow (St Antony's)
- Dr [Walter Armbrust](#), Associate Professor of Modern Middle Eastern Studies (St Antony's)
- Professor [Marilyn Booth](#), Khalid Bin Abdullah Al Saud Professor for the Study of Contemporary Arab World (Magdalen)
- Professor [Julia Bray](#), Abdulaziz Saud Albabtain Laudian Professor of Arabic (St John's)
- Dr [Dominic Parviz Brookshaw](#), Associate Professor in Persian Literature (Wadham)
- Dr [Emine Çakır](#), Instructor in Turkish
- Dr [Stephanie Cronin](#), Elahé Omidyar Mir-Djalali Research Fellow
- Dr [Otared Haidar](#), Instructor in Arabic
- Professor [Edmund Herzig](#), Soudavar Professor of Persian Studies (Wadham)
- Dr [Nadia Jamil](#), on leave 2018-23; Senior Instructor in Classical and Modern Arabic
- Mr [Tajalsir Kandoura](#), Instructor in Arabic
- Dr [Homa Katouzian](#), Iran Heritage Foundation Research Fellow (St Antony's)
- Professor [Christopher Melchert](#), Professor of Arabic and Islamic Studies (Pembroke)
- Dr [Laurent Mignon](#), Associate Professor in Turkish (St Antony's)

- Dr [Aslı Niyazioğlu](#), Associate Professor in Ottoman History (Exeter)
- Dr [Mohamed-Salah Omri](#), Associate Professor in Modern Arabic Language and Literature (St John's)
- Professor [Philip Robins](#), Professor of Middle East Politics (St Antony's)
- Dr [Eugene Rogan](#), Associate Professor in the Modern History of the Middle East (St Antony's)
- Mr [Sahba Shayani](#), Instructor in Persian
- Dr [Nicolai Sinai](#), Shaikh Zayed Associate Professor in Islamic Studies (Pembroke)
- Dr [Luke Treadwell](#), Samir Shamma Associate Professor in Islamic Numismatics (St Cross)
- Dr [Elizabeth Tucker](#), Jill Hart Research Fellow in Indo-Iranian Philology (Wolfson)
- Professor [Oliver Watson](#), J.M. Pei Professor of Islamic Art and Architecture (Wolfson)
- Dr James White, Departmental Lecturer in Persian Literature (Wadham)
- Dr [Michael Willis](#), University Research Lecturer and H.M. King Mohammed VI Fellow in Moroccan and Mediterranean Studies (St Antony's)
- Dr [Zeynep Yürekli-Görkay](#), Associate Professor in Islamic Art and Architecture (Wolfson)

Examinations and Assessment

Please refer to the [Examination Regulations for Prelims and FHS in Oriental Studies](#).

In Trinity Term of Year 1, students will sit 3 written examinations. Students must pass all papers to proceed into Year 2 of the course.

Please refer to the conventions for FPE examinations for the papers to be taken, available on Canvas towards the end of Michaelmas Term.

In Trinity Term of Year 4, students will take 8-9 written examinations and 1 oral examination. Students writing a [dissertation](#) will submit it.

Please refer to the conventions for FHS examinations for the papers to be taken, available on Canvas towards the end of Michaelmas Term.

Deadlines

Date	Year of Course	Event	How
Monday 9 th Week Trinity Term	1	Provisional start date of the First Public Examinations.	
Friday 4 th Week Michaelmas Term	4	Deadline for exam entry.	Via student self-service
Monday 0 th Week Hilary Term	4	Deadline for submission of dissertation titles for Faculty Board approval.	Form to be sent to Oriental Studies Academic Administration academic.administrator@orinst.ox.ac.uk
12 noon, Friday 10 th Week Hilary Term	4	Deadline for submission of dissertation.	Via Inspira
0 th Week Trinity Term	4	Oral examinations for Turkish language. Timetables available about 5 weeks before the oral exams.	
Monday 7 th Week Trinity Term	4	Provisional start date of the Final Honour School examinations.	

Canvas

Click [here](#) for the BA Turkish Canvas page.

Examination Regulations

The Examination Regulations relating to this course are available at <https://examregs.admin.ox.ac.uk/> If there is a conflict between information in this handbook and the Examination Regulations then you should follow the Examination Regulations.

Set Texts and Recommended Readings

Recommended reading for [Ottoman Historical Texts](#)

- Faroqhi, Suraiya. *Subjects of the Sultan: Culture and Daily Life in the Ottoman Empire*, New York, 2000.
- Finkel, Caroline. *Osman's Dream: The Story of the Ottoman Empire 1300-1923*, London,

2005.

- Fleet, Kate et al. (eds). Cambridge History of Turkey, vol 1-3, Cambridge, 2009- 2013.
- Kafadar, Cemal. *Between Two Worlds: The Construction of the Ottoman State*, Berkeley, 1995.
- Piterberg, Gabriel. *An Ottoman Tragedy. History and Historiography at Play*, Berkeley, 2003.
- Woodhead, Christine, (ed). *The Ottoman World*, London and New York, 2012.

Recommended reading for [Turkish Political and Cultural Texts, 1860 to the Present](#):

- Ahmad, Feroz. *The Making of Modern Turkey*, London, 1993.
- Davison, Roderic. *Turkey: A Short History*, 3rd edn, Huntingdon, 1998.
- Hanioglu, Sukru. *The Young Turks in Opposition*. Oxford: Oxford University Press, 1995
- Heper, Metin et al. (eds). *Turkey and the West: Changing Political and Cultural Identities*, London, 1993. (Chapters 4, 5, 11.)
- Kadioglu, Ayse et al. (eds). *Symbiotic Antagonisms: Competing Nationalisms in Turkey*. Salt Lake City: The University of Utah Press, 2011.
- Mango, Andrew. *Atatürk*, London, 1999.
- Poulton, Hugh. *Top Hat, Grey Wolf and Crescent: Turkish Nationalism and the Turkish Republic*, London, 1997
- Zürcher, Erik Jan. *Turkey: A Modern History*, Revised edn, London, 2004.

Recommended reading for [Modern Turkish Literary Texts](#):

- Göksu, Saime and Timms, Edward. *Romantic Communist: The Life and Work of Nazim Hikmet*, London, 1999.
- Evin, A.O., *Origins and Development of the Turkish Novel*, Minneapolis, 1983.
- Heper, Metin et al. (eds). *Turkey and the West: Changing Political and Cultural Identities*, London, 1993. (Chapters, 4, 5, 11.)
- Kerslake, Celia. 'New Directions in the Turkish Novel', in Brian Beeley (ed.), *Turkish Transformation*, Huntingdon, 2002.
- Mignon, Laurent, 'Lost in Transliteration: A Few Remarks on the Armeno–Turkish Novel and Turkish Literary Historiography' in Evangelia Balta and Mehmet Ölmez, *Between Religion and Language*, Istanbul: Eren, 2011: 101-123.
- Ostle, Robin (ed.). *Modern Literature in the Near and Middle East 1850-1970*, London, 1991. (Chapters 7 and 12.)
- Seyhan, Azade. *Tales of Crossed Destinies: The Modern Turkish Novel in a Comparative Context*. New York: The Modern Language Association, 2008.

Recommended reading for [Turkish and Ottoman Literary Texts, 1300-1900](#):

- Andrews, Walter. *Poetry's Voice, Society's Song: Ottoman Lyric Poetry*, Seattle and London, 1985.
- Andrews, Walter G. and Mehmet Kalpaklı. *The Age of Beloveds: Love and the Beloved in Early Modern Ottoman and European Culture and Society*. Durham and London: Duke University Press, 2005.
- Evin, Ahmet Ö. *Origins and Development of the Turkish Novel*, Minneapolis, 1983.

- Halman, Talat Sait (ed.). *Turkey: From Empire to Nation*, New York, 1973. (Review of National Literatures.) (Chapters by T.S. Halman, J.R. Walsh, and R.C. Clark.).
- Holbrooke, Virginia. *The Unreadable Shores of Love: Turkish Modernity and Mystic Romance*. Austin: University of Texas Press, 1994.

Recommended reading for [Turkish Literature: General Questions](#):

Refer to Recommended reading for [Turkish and Ottoman Literary Texts, 1300-1900](#).

Recommended reading for [Turkish Language Reform and Language Politics from 1850 to the Present Day](#):

- Heyd, Uriel. *Language Reform in Modern Turkey*, Jerusalem, 1954.
- Iz, Fahir. 'Ottoman and Turkish' in D.P. Little (ed.), *Essays on Islamic Civilization presented to Niyazi Berkes*, Leiden, 1976.
- Lewis, Bernard. *The Emergence of Modern Turkey*, 3rd edn., New York/Oxford, 2002. Section 'Script and Language' in Ch. xii, 'Religion and Culture'.
- Lewis, Geoffrey, *The Turkish Language Reform: A Catastrophic Success*, Oxford, 1999.
- Mignon, Laurent. 'The Literati and the Letters: A Few Words on the Turkish Alphabet Reform', *Journal of the Royal Asiatic Society*, Volume 20/01 (2010):11-24.
- Thomas, George. *Linguistic Purism*, London, 1991.

Recommended reading for [The Ottoman Empire and the Republic of Turkey, 1807-1980](#):

- Finkel, Caroline. *Osman's Dream: The Story of the Ottoman Empire 1300-1923*, London, 2005. Chapters 13-16.
- Hanioglu, M. Şükrü. *A Brief History of the Late Ottoman Empire*, Princeton/Oxford, 2008.
- Lewis, Bernard. *The Emergence of Modern Turkey*, 3rd edn, New York/Oxford, 2002.
- Mango, Andrew. *Atatürk*, London, 1999.
- Macfie, A.L., *The End of the Ottoman Empire, 1908-1923*, London, 1998.
- Poulton, Hugh. *Top Hat, Grey Wolf and Crescent: Turkish Nationalism and the Turkish Republic*, London, 1997.
- Zürcher, Erik Jan. *Turkey: A Modern History*, Revised edn, London, 2004.