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INTRODUCTION

This Handbook is intended for use by all undergraduate students studying Asian and Middle Eastern Studies at Cambridge.

You will find some general information on the staff and the Faculty as well as more detailed information on the courses and examinations. Information on courses and examinations changes from year to year and as you progress through the Tripos, the most up-to-date information can be obtained from the Faculty website.

For each subject area you will find:

- A general introduction
- The list of teaching officers 2018/2019 with their research specialisms
- The course summary
- Papers available with their form and conduct details and 2018/2019 teachers
- Other paper combinations available

The Handbook is revised constantly and any suggestions for revisions are very welcome. Please send them to the Undergraduate Programmes Administrator.

E-mail: ug_progadmin@cam.ac.uk or phone +44 (0) 1223 335105

Faculty contact details

Faculty of Asian and Middle Eastern Studies
Sidgwick Avenue
Cambridge
CB3 9DA
Website www.ames.cam.ac.uk
Office telephone + 44 (0) 1223 335106
Fax + 44 (0) 1223 335110
Library telephone + 44 (0) 1223 335112
FACULTY INFORMATION

Who’s who?

Faculty Officers and Staff

Co-Chairs of the Faculty Board
Professor Amira Bennison (room 216)
Professor Mikael (Mickey) Adolphson (room 310)

Faculty Administrator and Secretary to the Faculty Board
Mr David Martin (Faculty Office)

Deputy Administrator
Ms Susie Nightingale (Faculty Office)

Faculty Office
(Receptionist)
Mr Tony Brinkman (Custodian)
Ms Jill Cooper (Senior Accounts Clerk)
Mr Steve Fagg (Computer Officer)
Ms Lucy Cavan (Graduate Programmes Administrator)
Mrs Andrea Newman (Graduate Programmes Administrator)
Ms Francesca Barraud (Undergraduate Programmes Administrator)

Library (1st Floor)
Mrs Françoise Simmons (Librarian)
Mrs Miki Jacobs (Chief Library Assistant)
Ms Fiona Mossman (Library Assistant)
Mr Nathaniel Johnson (Library Assistant)

Heads of Department 2018-19

Heads of Department should be contacted for advice and assistance on matters concerning courses in the Faculty. You will find the list of teaching officers in each area later on in this Handbook.

<table>
<thead>
<tr>
<th>Department</th>
<th>Head of Department</th>
<th>Room</th>
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<tbody>
<tr>
<td>East Asian Studies</td>
<td>Professor Mikael (Mickey) Adolphson</td>
<td>310</td>
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Year Abroad Co-ordinators

Chinese Studies  Dr Boping Yuan 318
Japanese Studies  Dr Miki Kawabata 319
Arabic Studies  Dr Farida El Keiy 207
Persian Studies  Dr Mahbod Ghaffari 210
Hebrew Studies  Dr Aaron Hornkohl 203

Facilities, Dates and Times

Faculty Building
The Faculty building is open Monday to Friday throughout the year (except for the Christmas and Easter holidays) from 8.30am until 6.00pm during Full Term and until 5.00pm at all other times.

Teaching venues
Faculty teaching for students takes place in the Faculty building, either in the form of lectures or seminars. Supervisions (College teaching on an individual or very small group basis) also usually take place in the Faculty building. Lectures begin on the first Thursday of each Full Term.

Important dates
Full Term Dates for 2018/2019 are as follows:

- Michaelmas Term  2 October – 30 November 2018
- Lent Term  15 January – 15 March 2019
- Easter Term  23 April – 14 June 2019

Part II students should note that the deadline for Dissertation submission is Thursday 25 April 2019.

The Library
The Faculty has an extensive library on the first floor of the Faculty building. In Michaelmas and Lent terms it is open from 9am to 5.30pm Monday to Friday. In Easter term the opening hours are 9am to 7.00pm Monday to Friday and 1.00pm – 5.00pm on Saturdays. Outside Full Term, the Library is open from 9am to 5.00pm Monday to Friday. The Library has a number of computers dedicated to catalogue searching, and is enabled with wireless Internet access. Library staff are available at all times to assist with enquiries concerning the catalogues, the location of books, journals and special collections and to advise on the use of electronic resources.

Further details are available on the Library website: http://www.ames.cam.ac.uk/faclib/

Details are also given in the Library’s own Guide available from the Library Office.

Students are also encouraged to make use of the libraries of their own Colleges and, of course, the University Library.
The Language Learning Laboratories
Basement Seminar room 1 is used for class-based computer-assisted language learning.

The Common Room
The Common Room on the ground floor is for the use of all staff and students in the Faculty. This is also enabled with wireless Internet access.

The Kitchen
The Kitchen is located in the Common Room and students are welcome to use the facilities during Faculty opening hours as long as it is always left exactly as it was found. All washing up should be done immediately please.

Pigeon-holes
Staff pigeon-holes are located next to the Reception Desk. Student pigeon-holes are located in the Common Room. Please check your pigeon-hole regularly.

Notice Boards
There are several notice boards in the front hall: do keep an eye on them, you may find many items of interest. Please do not put up any notices or posters yourself - ask the receptionist to do so.

First Aid
The Faculty has two First Aiders:
Mr Steve Fagg (room 10 in the foyer, across from Reception) telephone number 35126
Ms Susie Nightingale (Faculty Office) telephone number 35113
If there is an emergency and they are not available, there are other First Aiders on the Sidgwick Site whose details can be found from the main Faculty Administrative Office.

Health and Safety
The Faculty’s Health and Safety Policy can be found on the website. If you have any concerns about Health and Safety issues please see the Faculty’s Safety Officer, the Custodian, Mr Tony Brinkman, telephone number: 35099; or contact the Faculty Administrator in the Faculty Office.

Fire Drill
The fire alarm is usually tested every Wednesday morning at 8.50am.
When you hear the fire alarm you should use the nearest available exit to leave the building and report to the person in charge of the assembly point. The assembly point is on the paved area on the west side of Little Hall. Do not stop to collect personal belongings, or use the lift. Do not re-enter the building until advised that it is safe to do so.
Where to find further details

Faculty Website and its Intranet section
The Faculty's website address is www.ames.cam.ac.uk. On the Intranet section (available from within the University only) you will find further information, staff lists, telephone numbers, email addresses etc.

Student Representatives
Election of student representatives takes place early in Michaelmas term for two students to represent undergraduate students on the Faculty Board. A student is also elected to represent undergraduates in each of the Departments (Department of East Asian Studies and Department of Middle Eastern Studies). These students are important members of the relevant committee(s) within the Faculty and represent the views of the students on these bodies.

Student Feedback
Students in the Faculty are provided regularly with a formal opportunity to comment on taught courses they have attended, to provide the teaching staff with some indication of areas where there might be need for a change of approach. Questionnaires are provided for completion and returned in confidence to the Head of Department. In addition, many subject areas operate a regular staff-student meeting system.

Problems – whom to ask
If you are facing any problems relating to your work, you should see your Director of Studies at College. If you have problems unrelated to your work, you should see your Tutor at College. Of course, you may also discuss personal problems with your teachers here in the Faculty if you wish.

Student Complaints Procedure
If you are unhappy with the experience you have received from a University department, faculty, service or staff member, the University has a Student Complaint Procedure for you to use in order to try and resolve the situation. Details are available at www.studentcomplaints.admin.cam.ac.uk/student-complaints.

The Responsible Officers at the Faculty are the Co-Chairs of the Faculty, Professor Amira Bennison and Professor Mikael (Mickey) Adolphson.

Examination Reviews
The University has robust policies in place to ensure that examination results are accurate. However, there may be circumstances where something unusual happens during the examination and you want it taken into account. The University has procedures in place to deal with this possibility. For further information see www.studentcomplaints.admin.cam.ac.uk/examination-reviews.

If you wish to have a mark check on a paper you should contact your DoS.
List of College abbreviations

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<tr>
<th>College Name</th>
<th>Abbreviation</th>
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<tr>
<td>Christ’s</td>
<td>CHR</td>
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<td>Gonville &amp; Caius</td>
<td>CAI</td>
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<td>Peterhouse</td>
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<td>Churchill</td>
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<td>Clare</td>
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<td>Hughes Hall</td>
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<td>Robinson</td>
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<td>Clare Hall</td>
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<td>Jesus</td>
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<td>St Catharine’s</td>
<td>CTH</td>
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<td>Corpus Christi</td>
<td>CC</td>
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<td>King’s</td>
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<td>St Edmund’s</td>
<td>ED</td>
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<td>Darwin</td>
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<td>Lucy Cavendish</td>
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<td>St John’s</td>
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<td>Downing</td>
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<td>Magdalene</td>
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<td>Selwyn</td>
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<td>Emmanuel</td>
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<td>Murray Edwards (formerly New Hall)</td>
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<td>Sidney Sussex</td>
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<td>Fitzwilliam</td>
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<td>Trinity Hall</td>
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<td>Wolfson</td>
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Director of Studies

A list of Directors of Studies is available at [www.ames.cam.ac.uk/undergraduates/whos-who/directors-studies](http://www.ames.cam.ac.uk/undergraduates/whos-who/directors-studies)

Email Address and CRSid

Your Cambridge CRSid (Common Registration Service identifier) is a login name issued by the University Computing Service and it is used to identify you on any computing system managed by the University Computing Service, including Raven, Hermes and Desktop Services. In particular, the CRSid forms part of your standard Cambridge @cam.ac.uk email address.

You are requested to use this email address in your correspondence with the Faculty. It is important that you regularly check this account and answer your cam emails promptly.

Lecture and Seminar Series held at the Faculty of Asian and Middle Eastern Studies

The Research Groups in the Faculty of Asian and Middle Eastern Studies organise seminars and other lectures that involve (mostly) outside speakers who come to present their research and findings. Students in the Faculty are expected to attend those sessions which are relevant to their studies. For further information about the Research Group seminar and lecture series offered in the Faculty of Asian and Middle Eastern Studies and events related to Asian Studies and Middle Eastern Studies, please refer to the following webpage on the Faculty’s website: [www.ames.cam.ac.uk/whats-on](http://www.ames.cam.ac.uk/whats-on)
Student Welfare

Breaking the Silence: Harassment and Consent at Cambridge
www.breakingthesilence.cam.ac.uk

The University launched the “Breaking the Silence” initiative in November 2017 which aims to highlight the issues relating to harassment and sexual misconduct in Cambridge. The website www.breakingthesilence.cam.ac.uk highlights existing policies, has links to sources of support, and will host new material aimed at improving the culture.

Consent Matters

As part of this campaign, there is a new online training module in Moodle called Consent Matters. The Consent Matters training is designed to complement the consent workshops aimed at Freshers but is intended for students in second and higher years. It is a 45 minute course for students on the topic of consent and how to be an active bystander. Please show your support for Breaking the Silence by taking this course which has been designed to be particularly relevant to Cambridge.

The training can be accessed via the intranet. Click on the link at intranet.ames.cam.ac.uk/faculty/students/breaking-silence.html

Useful links (on the faculty intranet)

The links below are also available on the faculty intranet at intranet.ames.cam.ac.uk/faculty/students/support-services.html

Student Advice Service www.studentadvice.cam.ac.uk

The Students’ Unions’ Advice Service offers free, confidential and independent support to all Cambridge University students.

Dignity @ Work

"There is no place for any form of harassment, victimisation or sexual misconduct at Cambridge. Such behaviour is contrary to the values and ideals of our shared community, subverts the University’s mission and core values and diminishes the dignity and integrity of all parties”.

The University's Dignity@Work policies and procedures are in place to ensure that all staff and students benefit from a positive (thriving) working environment, free from any form of inappropriate or unacceptable behaviour.

The Dignity@Work Policy is available at https://www.hr.admin.cam.ac.uk/policies-procedures/dignity-work-policy. Additional information is available at www.hr.admin.cam.ac.uk/policies-procedures/dignity-work-policy/guidance-personal-relationships-between-staff-and-students

Student Counselling Service

A free counselling service available to all undergraduate students in residence and graduate students on the register. A considerable portion of the work of this Service is done in student groups. www.counselling.cam.ac.uk/studentcouns/studentgroups
Useful links (not on the faculty intranet)

**Sidgwick Site Equalities Improvement Network Events**
Details of Sidgwick Site Equalities Improvement Network Events can be found at [https://www.mml.cam.ac.uk/news/ssein-events](https://www.mml.cam.ac.uk/news/ssein-events)

**Happy Space**
Happy Space is a mental wellbeing non-profit organization, striving to educate students, and provide particular support in the transition between school and University.
[http://www.happyspace.org.uk](http://www.happyspace.org.uk)

**Environmental Sustainability**
The University of Cambridge has an [Environmental Sustainability Vision, Policy and Strategy](https://www.mml.cam.ac.uk/news/ssein-events) setting out the University’s commitment to achieving outstanding environmental sustainability performance. Every member of the University, staff and student, is asked to play their role in helping to achieve this vision.
The Faculty won a Bronze [Green Impact](https://www.mml.cam.ac.uk/news/ssein-events) Award in 2017-18.
Courses and Examinations

This Handbook gives a fairly complete description of our courses, but it does not replace or overrule the formal regulations, which are to be found in the current issue of the Statutes and Ordinances, available in the Faculty Library. The Specified Texts and Subjects and the rubric for each paper (known as Form and Conduct) are published in the Cambridge University Reporter. Copies of these pages can be accessed from the issues of the Reporter on the University’s web page.

If there is any discrepancy between the information given in this Handbook and that given in Statutes and Ordinances/Cambridge University Reporter, please note that the version in Statutes and Ordinances/Cambridge University Reporter is to be regarded as authoritative.

Past papers, the format of which is followed in subsequent years unless changed by a ‘Form and Conduct’ notice published in the Cambridge University Reporter, are available in the Faculty Library.

Due to the range and variety of Asian and Middle Eastern subjects the regulations are complex. Most subjects can either be taken as a single subject or in combination with another (including some from the Modern and Medieval Languages Tripos), but some can only be taken in combination. Others, like Chinese and Japanese Part I, can only be read as a single subject. The regulations for combinations in Part II are particularly complex. Please refer to the section on ‘Combinations’ in this handbook.

The names of the teaching officers most concerned with the teaching for each paper are generally shown, but this is only for guidance and changes may be made for a variety of reasons.

Suspension of papers/courses

It may happen that a given paper cannot be offered in a given year. This may be owing to study leave patterns or changes in teaching staff. If a course/paper is not going to be offered, it is necessary for such a suspension of the paper to be approved by the Faculty Board, then by the Education Section. This must be completed by the end of Easter Term in the preceding year. The Faculty reserves the right to suspend any elective paper in a given academic year; core papers will not be suspended.

Consolidation

Students are reminded that breaks between terms are not purely vacation time and that consolidation is expected to take place in term breaks.
The Tripos System

All students joining the Faculty in the first year will follow Part IA of this course and will, in subsequent years, go on to study Part IB and Part II. Students in their second year will study Part IB of this course and will similarly go on to study Part II.

AMES Tripos

Part IA
Part IA is taken at the end of the first year.

Part IB
Part IB is taken at the end of the second year.

Part II
Part II is taken after either one or two further years.

Methods of assessment
All papers are assessed by one single written examination of three hours duration unless stated otherwise.
EAST ASIAN STUDIES

Chinese Studies
Undergraduate Coordinator: Dr Heather Inwood

Teaching Officers
Dr Adam Yuet Chau
University Senior Lecturer in the Anthropology of Modern China

Dr Imre Galambos
Reader in Chinese

Ms Shen-Hsing Hong
Unestablished Teaching Associate

Dr Heather Inwood
University Lecturer in Modern and Contemporary Chinese Literature and Culture

Professor Roel Sterckx (On leave to Easter 2019)
Joseph Needham Professor of Chinese History, Science and Civilization

Professor Hans van de Ven
Professor of Modern Chinese History

Dr Justin Winslett
Teaching Associate in Classical and Literary Chinese

Ms Emma Wu
Language Teaching Officer in Chinese

Dr Boping Yuan
Reader in Chinese Language and Linguistics

Temporary teaching staff

Dr Robert Weatherley
Affiliated Lecturer in Chinese Politics
Chinese Studies: Courses and Examinations

Chinese can only be studied as a single subject in Parts IA and IB. In Part II it is normally studied as a single subject. In exceptional circumstances, it may be studied in combination with Japanese, provided the Department and Faculty Board grant permission to do so.

Chinese Studies students are reminded that when making their examination entries they need to make a separate entry for their Chinese oral exam (CO).

PAPERS

Part IA:
Papers C.1-3; EAS.1;
Chinese oral.

Part IB:
Papers C.4-6;
One paper from C.7-8;
One paper from C.7-8, J.6, J.8-10, AMES.1 or X.3;
Chinese oral.

Part II:
Papers C.11-12;
Two papers chosen from the papers announced by the Faculty Board under Regulation 8, provided that only papers prefixed with C may be chosen;
Dissertation;
Chinese oral.

Candidates for Part II Chinese are required to have spent a period of at least eight months in China during their third year.

Part IA

C.1 Modern Chinese translation and writing 1 (Ms Wu, Dr Yuan)
This course is to enable students to use basic elements of Chinese grammar correctly, use Chinese over a range of everyday situations, and write basic Chinese and translate English into Chinese at the sentence level and write simple essays in Chinese.
Taught in Michaelmas, Lent and Easter
Total of 100 lectures and 7 supervisions

Form and Conduct
This paper tests candidates' ability to manipulate modern Chinese. The paper consists of three sections, all of which must be attempted: the first contains questions on grammatical aspects of the Chinese language; the second, sentences for translation into Chinese; and the third, a topic for an essay in Chinese.

C.2 Modern Chinese Texts 1 (Ms Wu, Dr Yuan)
Modern Chinese is taught intensively throughout the year, and in this paper students are required to translate passages in modern Chinese into English. This paper is mainly
designed to assess the student’s ability in understanding and translating simple Chinese texts.

Taught in Michaelmas, Lent and Easter
Total of 40 lectures and 7 supervisions

Form and Conduct
This paper tests candidates’ comprehension of simple Chinese texts. Candidates will be asked to translate three passages into English, at least one of which will be in traditional Chinese characters. All the questions are of equal value.

C.3 Literary Chinese 1 (Dr Winslett)
An introduction to the literary Chinese language. The course introduces students to basic vocabulary, syntax and grammar of the classical period. Excursions are made into the etymology of graphs, the origins of common proverbs and set phrases as well as the intellectual world behind the selected text passages.

Taught in Lent and Easter
Total of 20 lectures and a minimum of 6 supervisions

Form and Conduct
This paper is divided into three sections, all of which must be attempted. Section 1 contains passages in literary Chinese for translation into English. Section 2 contains sentences in literary Chinese for translation into English; candidates will also be asked to comment on the grammar of the sentences. Section 3 contains passages from cognate texts in English for comment.

C.O Oral Examination (Ms Wu, Dr Yuan)
The examination consists of a listening comprehension test and an oral test. All oral tests will be recorded.

Taught in Michaelmas, Lent and Easter
Total of 100 classes and 6 supervisions

Form and Conduct
(a) Listening comprehension test
Candidates will be asked to answer multiple-choice questions in Chinese related to recorded passages read aloud in Chinese, of which the vocabulary and sentence structures are known (40 marks; approximately 30–40 minutes).

(b) Oral text
The candidate will be asked to produce an oral piece of work according to a stimulus provided. Then he or she will be asked to engage in a simple conversation employing vocabulary appropriate to activities of daily life. Finally, there will be a short free conversation between the candidate and the examiners (60 marks; approximately 15 minutes).

EAS.1 Introduction to East Asian History (co-ordinator: Professor Adolphson)
The course covers East Asia thematically from the earliest times to the present, focusing on China, Japan and Korea. Students will read literature, historical monographs and primary sources to familiarize themselves with various types of evidence.

Taught in Michaelmas, Lent and Easter
Total of 46 lectures, 14 seminars/workshops and 8 supervisions
Form and Conduct
This paper consists of at least fifteen questions and is divided into three sections. Students must answer one question from each section. All questions will be of equal value.

Part IB
AMES.1 Cinema East (Dr Inwood, Dr Oliszok, Dr Ghaffari, Dr Young)
This course provides students with the opportunity to explore the film traditions of East Asia and the Middle East through a number of possible themes, including modernity, identity and nation, and genre. These broad concerns encompass common themes of comparative significance, such as gender, city and countryside, love, marriage, and family and violence and are expressed in genres such as melodrama. Each student will give two presentations and write two essays (1,500-2,000 words) each term; feedback on these will be given in supervisions or in group discussions.
Taught in Michaelmas and Lent
Total of 16 lectures, 16 student seminars and 4 supervisions.
Form and Conduct
The exam paper will consist of 24 questions out of which candidates will be required to answer three. Candidates will have to show knowledge of films from at least two of the language areas represented, and some familiarity with general themes in cinema method and theory.

C.O Oral Examination (Ms Wu, Dr Yuan)
The examination consists of a listening comprehension test and an oral test. All oral tests will be recorded.
Taught in Michaelmas, Lent and Easter
Total of 60 classes and 6 supervisions
Form and Conduct
(a) Listening comprehension test
Candidates will be asked to answer multiple-choice questions in Chinese related to recorded passages in Chinese (40 marks; approximately 30–40 minutes).
(b) Oral test
The candidate will first be asked to produce an oral piece of work according to a stimulus provided, and then he or she will be asked to give an impromptu talk in Chinese on a given topic. Finally, there will be a short free conversation in Chinese between the candidate and the examiners (60 marks; approximately 15 minutes).

C.4 Modern Chinese translation and writing 2 (Ms Wu, Dr Yuan)
This course aims to develop the students’ ability to translate English texts into Chinese and to write Chinese compositions of various styles, such as letters, messages, notices, narration, etc.
Taught in Michaelmas, Lent and Easter
Total of 20 classes and 7 supervisions
Form and Conduct
The paper consists of two English passages for translation into Chinese, and candidates are also required to write on a given topic in Chinese characters. Candidates are required to attempt all questions.

C.5 Modern Chinese Texts 2 (Dr Yuan)
This course enables students to read modern Chinese writings, both literary and non-literary. Information about authors, the background and the linguistic and stylistic features of the texts is provided as appropriate. The purpose is to give students experience of intensive and extensive reading. Students read unabridged texts from beginning to end, thus increasing their vocabulary, familiarity with modern written Chinese and advancing their understanding of aspects of Chinese historical and cultural experience in 20th century and contemporary China.

Taught in Michaelmas, Lent and Easter
Total of 60 classes and 7 supervisions

Form and Conduct
The paper consists of three literary and non-literary passages from unspecified modern Chinese texts for translation into English. Candidates are required to attempt all questions, which are of equal value. Copies of the Xiandai hanyu cidian will be provided.

C.6 Literary Chinese 2 (Dr Galambos and Dr Winslett)
An introduction to selected works of poetry, prose and fiction in literary Chinese. The course draws on texts ranging from early medieval to late imperial times. Students are introduced to the basic features of grammar and genre and the intellectual and historical background of the readings in question.

Taught in Michaelmas and Lent
Total of 32 classes and a minimum of 8 supervisions

Form and Conduct
This paper contains three sections, all of which must be attempted. Section 1 contains one or more passages from seen texts in literary Chinese for translation into English. Candidates may be asked to comment on the texts in question. Section 2 contains unseen texts for translation into English. Section 3 is a comprehensive reading exercise. Candidates are asked to answer questions, in English, on one or more unseen texts. Candidates will be allowed to use copies of the dictionaries provided.

C.7 History of dynastic China (Dr Winslett)
The history of dynastic China from the Qin through the Qing periods. The course introduces students to many of the formative events and topics of these periods through the use of primary texts (in translation) and select secondary readings. The course explores not only the topics that these texts raise such as the metaphysical foundations of empire, the role of emotion in history, and the construction and reconstruction of identities but also how these texts develop and shape history and the historiographic tradition.

Taught in Michaelmas
Total of 14 lectures and 3 supervisions

Form and Conduct
This paper will consist of nine questions divided into three sections. Candidates are required to answer at least one question from each section. All questions will be of equal value.

**C.8 Globalisation in China, 1850 to the present (Dr Chau and Professor van de Ven)**
The history of globalisation in China from the Taiping Rebellion in the mid nineteenth century until today. For the century after 1850, it will examine the rise of the large vibrant port cities that resulted from the rapid expansion of foreign trade and became centres of social, political, and cultural change. It will also analyse Chinese migration, the emergence of Chinese forms of modernity, the rise of resistance movements to Western financial imperialism, and the effects of revolution and warfare. China’s current phase of globalisation will be placed against the background of this earlier phase of globalisation.
Taught in Michaelmas and Lent
Total of 16 lectures and 3 supervisions

Form and Conduct
This paper will be examined by an 8,000-word long essay. Two hard copies and one electronic copy (pdf) giving only the examination entry number of the candidate, shall be submitted to the Faculty Office on the first Thursday of Full Easter Term.

**X.3 Structures and meanings (Paper Li.2 from the Modern and Medieval Languages Tripos)**
For details consult the Faculty of Modern and Medieval Languages www.mml.cam.ac.uk
Places on this course are limited. To book a place on the course contact the Undergraduate Programmes Administrator (ug_progadmin@cam.ac.uk)

**Part II**

**C.11 Modern Chinese translation and writing 3 (Ms Wu, Dr Yuan)**
This course enables students (a) to use an extensive range of Chinese vocabulary, idioms, and expressions in translation into Chinese and in Chinese essay writing, (b) to produce appropriate degrees of formality in translating and writing, and (c) to write in Chinese on various topics and in different styles.
Taught in Michaelmas, Lent and Easter
Total of 20 classes and 7 supervisions

Form and Conduct
The paper requires candidates to translate two English texts into Chinese and to write an essay in Chinese on a specified topic. Candidates should attempt all questions.

**C.12 Modern Chinese texts 3 (Dr Yuan)**
The course continues the work done in the acquisition of the modern Chinese language in previous years. Students will be presented with various types of texts, ranging from modern and contemporary fiction, newspapers, and articles on contemporary China, to scholarly writings and government documents.
Taught in Michaelmas, Lent and Easter
Total of 60 classes and 7 supervisions

Form and Conduct
The paper requires candidates to translate all three Chinese texts into English. The first will be a text from a Chinese newspaper, the second will be a literary text, and the third will be a non-fiction text. Candidates will be allowed to use the Chinese-Chinese dictionaries provided.

C.0 Oral Examination (Ms Wu, Dr Yuan)
The examination consists of a listening comprehension test and an oral test. All oral tests will be recorded.

Taught in Michaelmas, Lent and Easter
Total of 60 classes and 6 supervisions

Form and Conduct
(a) Listening comprehension test
Candidates will be asked to answer multiple-choice questions in Chinese related to recorded passages in Chinese (40 marks; approximately 30–40 minutes).

(b) Oral test
The candidate will be asked to provide an oral précis of her or his dissertation and answer questions thereon. Then he or she will be asked to discuss a selected topic with the examiners. Finally, there will be a test on English-Chinese interpretation. The selected topics will be posted in the Faculty one working day before the examination (60 marks; approximately 20 minutes).

SPECIAL/REGULATION 8 PAPERS

NOTE: The Department reserves the right not to offer a paper that is undersubscribed.

Please note: only one of the following papers will be offered, depending on the number of students who pre-register for the papers:

C.15 The Chinese Tradition: Chinese Writing; or
C.16 Early and imperial China: Dunhuang and the Silk Road.

C.13 Literary Chinese 3 (Dr Galambos)
This course features advanced selections of texts in literary Chinese. An effort is made to present a wide variety of texts, including pre-Qin philosophical writings, early medieval narrative literature, Buddhist biographies, Tang and Song poetry, didactic primers, and translations of Western literature into literary Chinese. Students will be introduced to features of grammar and genre as well as the intellectual and historical background of the readings in question.

Taught in Michaelmas and Lent.

Form and Conduct
This paper will contain three sections, all of which must be attempted. Section 1 will contain one or more passages from seen texts in literary Chinese for translation into English. Candidates may be asked to comment on the texts in question. Section 2 will
contain unseen texts for translation into English. Section 3 is a comprehensive reading exercise. Candidates will be asked to answer questions, in English, on one or more unseen texts. Candidates will be allowed to use copies of Chinese-Chinese dictionaries provided.

**C.14 Advanced Chinese Texts [Not offered 2018-19]**

**C.15 The Chinese Tradition: Chinese Writing (Dr Galambos)**

This course explores the nature, history, and significance of Chinese writing from its origin until the second half of the twentieth century. It demonstrates the role of the script in the formation of Chinese civilisation and observes how even today the script remains at the core of cultural identity. We will assess traditional explanations of the invention of writing in contrast with archaeological evidence and to recognise potential biases in both pre-modern and modern representations. Tracing the major stages of the development of Chinese characters over more than three millennia, we will examine the socio-political background and the historical figures involved in each period. We will also follow the spread of the script beyond China's borders and the changes it underwent in its new cultural and linguistic environment.

**Form and Conduct**

This paper will consist of a passage in literary Chinese and another one in modern Chinese for translation and comment, and six essay questions, of which two must be attempted. Candidates will be allowed to use copies of Chinese-Chinese dictionaries provided.

**C.16 Early and imperial China: Dunhuang and the Silk Road (Dr Galambos)**

This course focuses on the history and culture of the Silk Road from the fifth to the eleventh centuries in the region that is now known as North-western China. Particular attention is given to manuscripts and art from Dunhuang, which before the eleventh century used to be a thriving oasis city located at the intersection of Chinese and Central Asian cultures. We will examine how the academic field called Dunhuang Studies emerged from the study of the manuscripts, and how it shaped and contributed to our understanding of medieval Chinese history, society, and culture. While exploring topics such as religion, daily life, trade, education, literature or art, we will discover the many ways in which China was influenced by, or had an impact on, cultures to the West.

Taught in Michaelmas and Lent
Total of 16 lectures and up to 4 supervisions

**Form and Conduct**

This paper will consist of a passage in literary Chinese and another one in modern Chinese for translation and comment, and six essay questions, of which two must be attempted. Candidates will be allowed to use copies of Chinese-Chinese dictionaries provided.

**C.17 Modern Chinese literature (Dr Inwood)**

The course aims to introduce undergraduates to the field of modern Chinese literature as it evolved through the 20th century and up to the present. Literature, whether popular or elite, has had a vital place in modern experience. In the first term students become familiar with some of the major canonical writers and issues. Teaching in the second term is organized around a particular topic: possible examples are post-Mao and contemporary fiction; fiction and film in Republican popular culture; Chinese modernism.
Form and Conduct
This paper will consist of two passages in Chinese for translation and comment, and six essay questions, of which two must be attempted. Candidates will be allowed to use copies of Chinese-Chinese dictionaries provided.

C.18 China in a Global WWII (Professor van de Ven)
The Second World War was an axial moment in East Asia. It reshaped the geopolitical contours of the region and it continues to have a deep impact on the historical identities of its citizens, the constitutions of its governments, and the high and low cultures of its societies. The focus is on China in this course; it places China in the wider context of a global Second World War, paying attention to the fighting itself and the changes that took place in its nature to explain the rise of the Chinese Communists. But students will also pay attention to literature, the press, and film and consider the aftermath of the war, including the difficulties of social and economic rehabilitation and the way these traumatic years are commemorated today in public events and museums.

Taught in Michaelmas and Lent
Total of 16 lectures and 4 supervisions

Form and Conduct
This paper will consist of ten questions of which candidates will be required to answer three.

C.19 Chinese linguistics (Dr Yuan)
This course is designed to acquaint students with the nature and workings of the Chinese Language and to help them establish a linguistic (syntactic, semantic, morphological) framework for the description and analysis of Chinese. It will enable students to understand and explain typological and syntactic differences between Chinese and English on the basis of linguistic theories, and to introduce them to some contentious issues in the study of the Chinese language.

Taught in Michaelmas and Lent
Total of 16 seminars and 4 supervisions

Form and Conduct
This paper is divided into four parts, all of which must be attempted. Part 1 and Part 2 (each carrying 15 marks) will each consist of a Chinese-language passage. Candidates...
will be asked to summarize the passage briefly and answer a commentary question, both in English. Part 3 and Part 4 (each carrying 35 marks) will each consist of five essay questions, of which one question must be answered. Candidates will be allowed to use copies of Chinese-Chinese dictionaries provided.

**C.21 China in the International Order (paper POL.21 of the Human, Social, and Political Sciences Tripos)**

Candidates should refer to the Human, Social, and Political Sciences Tripos for information on the form and conduct of this examination.
Japanese Studies

Teaching Officers

Professor Mikael (Mickey) Adolphson
Keidanren Professor of Japanese Studies. Head of the Department of East Asian Studies.

Mrs Toshimi Boulding
Lector in Japanese

Dr Miki Kawabata
Senior Language Teaching Officer in Japanese

Professor Barak Kushner
Professor in Modern Japanese History

Dr Laura Moretti
University Senior Lecturer in Pre-modern Japanese Studies

Dr John Nilsson-Wright (On leave Lent and Easter terms)
University Senior Lecturer in Modern Japanese Politics and International Relations

Dr Brigitte Steger (On leave Michaelmas term)
Senior Lecturer in Modern Japanese Studies

Dr Victoria Young
Kawashima Lecturer in Japanese Literature and Culture

Temporary teaching staff

Dr Angelika Koch
Dr Jeffery Kurashige
Dr David Lewis
Japanese Studies: Courses and Examinations

Japanese can only be studied as a single subject in Parts IA and IB. In Part II it may be studied as a single subject or in combination with Chinese (see Combining Two East Asian Languages at Part II).

Japanese Studies students are reminded that when making their examination entries they need to make a separate entry for their Japanese oral exam (JO).

PAPERS

Part IA:
Papers J.1-3, EAS.1;
Japanese oral.

Part IB:
Papers J.4–6;
One paper from J.7–10;
One paper from J.7-10, C.7-8, AMES.1 or X.3;
Japanese oral.

Part II:
Papers J.11, J.12;
Two papers chosen from the papers announced by the Faculty Board under Regulation 8, with the proviso that J.13 cannot be combined with K.1;
Dissertation;
Japanese oral.

Candidates for Part II Japanese are required to have spent a period of at least eight months in Japan during their third year.

Part IA

J.1 Modern Japanese 1 (Dr Kawabata, Mrs Boulding)
The aim of this paper is to help students acquire solid basic skills of language learning, both receptive (reading and listening) and productive (writing and speaking). In the Michaelmas and Lent terms students undergo an intensive study of the grammar of modern Japanese. The textbook used for this purpose is Bowring and Laurie, Introduction to Modern Japanese (CUP paperback 2004). In the Easter term, the emphasis shifts to reinforcing the basic structures and vocabularies learnt in the first two terms through developing students’ listening and speaking skills further.

Taught in Michaelmas, Lent and Easter

Total of 172 classes and 34 supervisions

Form and Conduct

This paper consists of four questions: section A tests candidates’ kanji knowledge and ability to translate Japanese into English; section B requires candidates to translate English sentences into Japanese; section C contains a passage for translation into Japanese; section D requires candidates to write a composition in Japanese.
J.O Japanese Oral (Dr Kawabata, Mrs Boulding)

The oral examination consists of two sections. All oral tests will be recorded. The teaching for this paper is the same as that for J.1.

Form and Conduct

(a) Listening comprehension: Candidates are asked to listen to recorded passages in Japanese and answer questions in English and/or in Japanese.

(b) Oral test 1: Candidates are asked to read a short passage from the texts that have been studied in class.

(c) Oral test 2: A short conversation.

J.2 Japanese Grammar and Translation (Dr Kawabata, Mrs Boulding)

This paper is taught in conjunction with J.1 in the Michaelmas, Lent, and Easter Terms. It also draws upon skills learned in tackling the texts in J.3, both in terms of ability to construe Japanese texts and in terms of understanding of grammatical patterns.

Supervisions: see under J.1

Form and Conduct

This paper will consist of two sections. In Section A candidates are required to answer questions that test their knowledge of Japanese grammar. In Section B candidates are required: (1) to answer in Japanese and/or in English questions on one unseen text in Japanese and translate part of the text into English; and (2) to produce a guided composition in Japanese.

J.3 Modern Japanese texts 1 (Professor Adolphson, Dr Young)

The reading of selected contemporary texts in order to put into practice the skills and knowledge learned in the Michaelmas and Lent Terms.

Taught in Easter Term

Total of 24 classes; no supervisions

Form and Conduct

This paper consists of two sections. In Section A candidates are required to translate from Japanese into English passages taken from texts read in class during the Easter Term. Knowledge of Japanese grammar may also be tested in the form of questions attached to one or more passages. In Section B candidates are required to translate one unseen passage from Japanese to English.

EAS.1 Introduction to East Asian History (co-ordinator: Professor Adolphson)

The course covers East Asia thematically from the earliest times to the present, focusing on China, Japan and Korea. Students will read literature, historical monographs and primary sources to familiarize themselves with various types of evidence.

Taught in Michaelmas, Lent and Easter

Total of 46 lectures, 14 seminars/workshops and 8 supervisions

Form and Conduct

This paper consists of at least fifteen questions and is divided into three sections. Students must answer one question from each section. All questions will be of equal value.
Part IB

AMES.1 Cinema East (Dr Inwood, Dr Olszok, Dr Ghaffari, Dr Young)

This course provides students with the opportunity to explore the film traditions of East Asia and the Middle East through a number of possible themes, including modernity, identity and nation, and genre. These broad concerns encompass common themes of comparative significance, such as gender, city and countryside, love, marriage, and family and violence and are expressed in genres such as melodrama. Each student will give two presentations and write two essays (1,500-2,000 words) each term; feedback on these will be given in supervisions or in group discussions.

Taught in Michaelmas and Lent

Total of 16 lectures, 16 student seminars and 4 supervisions.

Form and Conduct

The exam paper will consist of 24 questions out of which candidates will be required to answer three. Candidates will have to show knowledge of films from at least two of the language areas represented, and some familiarity with general themes in cinema method and theory.

J.4 Modern Japanese 2 (Dr Kawabata, Mrs Boulding)

The main aims of this course are that students: (a) acquire the ability to understand intermediate written and spoken Japanese; (b) acquire the ability to handle oral communication effectively to express themselves in Japanese in a limited range of topics; (c) increase competence in written skills.

Taught in Michaelmas, Lent and Easter

Total of 92 lectures and 12 supervisions

Form and Conduct

This paper consists of four sections: section A tests candidates’ kanji knowledge and ability to translate Japanese into English; section B requires candidates to answer questions that test their knowledge of Japanese grammar; section C contains a passage for translation into Japanese; section D requires candidates to write a composition in Japanese.

J.0 Japanese Oral (Dr Kawabata, Mrs Boulding)

The oral examination consists of three parts. All oral tests will be recorded.

Supervisions: see under J.4

Form and Conduct

The examination will contain three sections:

(a) Listening comprehension: candidates are asked to listen to recorded passages in Japanese and answer questions in English and/or in Japanese.

(b) Reading: candidates prepare a short text and then read it aloud to the examiners.

(c) Role play.

J.5 Modern Japanese Texts 2 (Dr Moretti, Dr Steger, Dr Young)

Reading selected contemporary Japanese literary and non-literary texts, with attention to style and content, the aim being to gain proficiency in reading, pronouncing, translating, and interpreting modern prose.

Taught for 20 weeks over Michaelmas, Lent and/or Easter terms.
Total of 40 classes; no supervisions.

Form and Conduct

This paper consists of three sections. In section A (35%) candidates will be required to translate from Japanese to English from unseen text. In section B (35%) candidates will be required to answer comprehension questions in English on unseen text. In section C (30%) candidates will be required to translate from Japanese into English one out of two passages taken from texts covered during the year.

J.6 Japanese History (Professor Adolphson, Professor Kushner, Dr Kurashige)

This paper explores a variety of narratives and approaches to understanding Japan’s history. Topics will include power politics, religions and ideologies, gender, warfare, and modernity as well as Japan’s place in the world.

J6 offers a critical survey of Japan’s history from its early beginnings to the present with a broad focus on political, intellectual and social history. For Michaelmas, we will cover Japan’s classical, medieval and early modern eras, up to the 1850s, whereas Lent Term will be devoted to Japan’s modern age (1850s to the present). This paper is split into two meetings a week - one lecture and one seminar. Through the lectures, students will be offered narratives based on the latest research, which frequently challenges conventional wisdom. It is therefore important that students attend all lectures, engage with the material covered and stay active in class.

Taught in Michaelmas and Lent

Total of 16 lectures, 16 seminars and supervisions.

Form and Conduct

This paper consists of three sections containing nine essay questions of which candidates will be required to attempt one from each section.

J.7 Literary Japanese (Dr Moretti)

An introduction to the grammar of literary, pre-modern Japanese, followed by readings of simple prose and poetry. Some essay work on aspects of classical literature is also required.

This is an introduction to the world of pre-modern and early-modern written Japanese. We shall read a variety of primary sources, starting from the Edo period (graphic prose, humorous prose, didactic prose) and going backwards through the Muromachi period (otogizōshi), the Kamakura period (Tsurezuregusa and Hōjōki) to the Heian period (Ise monogatari and/or Genji monogatari and waka poetry). Students will gain an in-depth knowledge of Japanese classical grammar that will allow them to read any text produced up to the 1910s, while developing an understanding of pre-Meiji culture and literature (both learned and popular). Students will be also trained in translating literary texts into English and have a chance to practice translation from classical Japanese into contemporary Japanese. This will help improve modern Japanese at the same time as learning pre-modern and early-modern Japanese.

Format of the Classes

This paper meets regularly for a total of 16 weeks (8 each in Michaelmas & Lent terms) with 3 hours per week. The classes are taught in seminar format and all students are expected to attend seminars regularly and prepare the analysis of the texts and their translation in advance. Sessions to practice working on unseen texts will be scheduled in each term.

Taught in Michaelmas and Lent
Total of 48 classes and 4 supervisions

Form and Conduct
This paper is assessed by a two-hour examination in Easter Term, and two coursework assignments, to be handed in on the first Tuesday of Lent and Easter Term.

Each assignment will consist of translating an unseen pre-modern text, contextualizing it within its cultural context, and analyzing selected grammar patterns. For the first assignment, the text will be announced on the first day (Thursday) of the sixth week of Michaelmas Term. For the second assignment each student will be asked to identify a text of their choice and agree on it with the instructor by the first day (Thursday) of the sixth week of Lent Term.

The examination will consist of two sections. Section A will contain a passage of pre-modern Japanese chosen from the texts set as reading for the course (a 'seen passage’) to be translated into English. Section B will contain a passage of unseen pre-modern Japanese to be translated into English.

The coursework assignments will together constitute 50% of the final grade and the examination will constitute 50% equally distributed between both sections.

J.8 Japanese Literature (Dr Moretti, Dr Young)
This paper is a survey of Japanese literature. By reading a wide selection of primary sources in English translation, students will learn about authors, genres, texts and themes that populate Japanese literary culture.

Taught in Michaelmas and Lent
Total of 16 lectures, 16 seminars and supervisions

Form and Conduct
This paper contains ten essay questions divided over two sections. Candidates will be required to attempt three, including at least one from each section.

J.9 Japanese Society (Dr Steger, Dr Koch) Borrowed by Social Anthropology students
An introduction to Japanese society, its current phenomena and their historical and cultural background. Starting from our own images and influential descriptions of Japanese society, this course will investigate family, demography, education, work, and leisure, as well as life stages and different aspects of daily (and nightly) life of the various social groups.

Taught in Michaelmas and Lent
Total of 16 lectures, 16 seminars and 4 supervisions

Form and Conduct
This paper contains ten essay questions divided over two sections. Candidates will be required to attempt three, including at least one from each section.

J.10 Japanese Politics [Not offered 2018-19]

X.3 Structures and meanings (Paper Li.2 from the Modern and Medieval Languages Tripos)
For details consult the Faculty of Modern and Medieval Languages www.mml.cam.ac.uk
Places on this course are limited. To book a place on the course contact the Undergraduate Programmes Administrator (ug_progadmin@cam.ac.uk)
Part II

J.11 Modern Japanese 3 (Dr Kawabata, Mrs Boulding)

The main aims are that students: a) acquire the ability to understand advanced written and spoken Japanese; b) acquire the ability to discuss, in Japanese, a wide range of topics; c) increase competence in written skills.

Taught in Michaelmas, Lent and Easter
Total of 52 lectures and 12 supervisions

Form and Conduct

The paper will consist of three questions: (1) a short unseen passage for translation from English into Japanese; (2) an unseen Japanese text to be summarized in Japanese; candidates will also be asked to answer in Japanese questions based on the text; and (3) a short composition in Japanese. Candidates will be required to attempt all three questions.

J.12 Modern Japanese Texts 3 (Dr John Nilsson-Wright, Dr Steger)

This course consists of reading texts in advanced modern Japanese with much attention given not only to grammar and syntax but also to context. Supplementary reading will also be expected.

Taught for 16 weeks over Michaelmas, Lent and/or Easter terms.

Language classes twice a week. No supervisions.

Form and Conduct

This paper consists of two sections which have equal value. Section A consists of unseen passages for translation from Japanese into English. Section B consists of longer unseen passages in Japanese with comprehension questions answered in English. Students must answer both sections. Copies of the dictionaries Shinjigen and Kojien will be available during the examination.

J.0 Japanese Oral (Dr Kawabata, Mrs Boulding)

The oral examination consists of three sections and all oral tests will be recorded.

Supervisions: see under J.11

Form and Conduct

The oral examination will consist of three sections. Section (a), Speech, will be taken at the beginning of the fourth year and sections (b) and (c), listening comprehension and oral précis, will be taken at the end of the fourth year.

(a) Speech: candidates will be asked to give an oral presentation based on an essay in Japanese that they have worked on during their year abroad. The speech itself should last no more than ten minutes; notes are allowed but the speech must not be read aloud from a prewritten text. A short conversation may follow (40 marks).

(b) Listening comprehension: candidates will listen to a selection of recorded passages of Japanese and answer questions in Japanese and/or in English (20 marks).

(c) Oral précis: candidates will prepare a passage in English with the aid of dictionaries, the content of which will be summarized in Japanese before the examiners. A short conversation in Japanese on the topic may follow (40 marks).
NOTE: The Department reserves the right not to offer a paper that is undersubscribed.

**J.13 Advanced Japanese Texts [Not offered 2018-19]**

**J.14 Premodern texts (Dr Moretti and Professor Adolphson)**

This is a language-based paper in which students will read a variety of pre-modern and early-modern texts, covering a range of genres from historical documents to literary texts from the pre-Meiji era.

Total of 32 classes and supervisions.

This paper meets regularly for a total of 16 weeks two hours per week. The classes are taught in seminar format and all students are expected to attend seminars regularly and prepare the analysis of the texts and their translation in advance. Sessions to practice working on unseen texts will be scheduled in each term.

Supervisions: Michaelmas and Lent terms. In Easter term, additional sessions will be scheduled if the need arises.

**Form and Conduct**

The coursework that constitutes this paper’s assessment will consist of two annotated translations of premodern Japanese texts, of between 3,000 and 4,500 words each in English, including notations but excluding bibliography. Two hard copies and one electronic copy (pdf) of each translation shall be submitted to the Programmes Administrator in the Faculty Office so as to arrive by the division of Full Easter Term.

**J.15 Modern Japanese Cultural History (Dr Young)**

This seminar-style paper will explore specific facets, approaches and methodologies of modern and contemporary works of Japanese literature and culture. Topics may vary from year to year, but will generally cover a range of works that have been produced within contexts deemed ‘other’ or marginal vis-à-vis the mainstream, and will pay particular attention to issues of social, gendered, and ethnic difference that these works present. Informed by feminist, postcolonial, and translational approaches, this course aims to broaden your awareness of the kinds of texts produced in Japanese. Moreover, by drawing on key concepts and works of literary criticism, this course aims to hone your critical reading skills and enable you to engage with key questions pertaining to identity and difference in the study of a non-western literature.

Taught in Michaelmas and Lent

Total of 32 seminars and 2 supervisions

**Form and Conduct**

The coursework that constitutes this paper’s assessment will consist of one research essay, of between 6,000 and 7,500 words, including footnotes and excluding bibliography. Each student will develop the topic of the essay in consultation with the instructor. An outline plus a bibliography will be due at the beginning of Lent Term. Two hard copies and one electronic copy (pdf) of the research essay shall be submitted to the Programmes Administrator in the Faculty Office so as to arrive not later than the division of Full Easter Term.

**J.16 Topics in Pre-modern Japanese History (Professor Adolphson)**

This advanced seminar-based course will explore approaches to and topics in recent scholarship of pre-modern Japanese history. The focus may vary from year to year but the coverage will sample Japanese and some English-language scholarship from early
history to the late Tokugawa period. The focus will be on the critical reading of a variety of narratives, which will be discussed during our weekly meetings. Students will also develop their analytical skills, write brief reports, and work on their presentation skills.

Taught in Michaelmas, Lent and Easter

Form and Conduct

The coursework that constitutes this paper’s assessment consists of one research essay of between 6,000 and 7,500 words, including footnotes and excluding bibliography. Each student will develop the topic of the essay in consultation with the instructor. Two hard copies and one electronic copy (pdf) of the research essay shall be submitted to the Programmes Administrator in the Faculty Office so as to arrive not later than the division of Full Easter Term.

J.17 Modern Japanese History [Not offered 2018-19]

J.18 Japanese Politics & International Relations [Not offered 2018-19]

J.19 Contemporary Japanese Society: Religion in Japanese Daily Life (Dr Lewis)

This is an advanced seminar-based course focusing on contemporary Japanese society. The focus will vary from year to year, such as questions of learning and education, family, time, space, gender or the like, investigating these topics from a wide range of angles. In each instance the emphasis will be on situating the study of Japan within the disciplinary context of Social Anthropology and Sociology. In the academic year 2018-19 the topic is ‘Religion in Japanese Daily Life’. The course is aimed at deepening students’ understanding of (selected aspects of) Japanese society as well as developing research and writing skills. It will involve working with both secondary and primary source material.

Taught in Michaelmas, Lent and Easter

Total of 14 two-hour seminars and 2-4 supervisions.

Form and Conduct

The coursework that constitutes this paper’s assessment consists of one research essay, of between 6,000 and 7,500 words, including footnotes and excluding bibliography. Each student will develop the topic of the essay in consultation with the instructor. A one-page topic and paper outline plus a bibliography will be due during the first class session of Lent Term. Two hard copies of the research essay shall be submitted to the Programmes Administrator in the Faculty Office so as to arrive not later than the division of Full Easter Term.

C.18 China in a Global WWII (Professor van de Ven)

The Second World War was an axial moment in East Asia. It reshaped the geopolitical contours of the region and it continues to have a deep impact on the historical identities of its citizens, the constitutions of its governments, and the high and low cultures of its societies. The focus is on China in this course; it places China in the wider context of a global Second World War, paying attention to the fighting itself and the changes that took place in its nature to explain the rise of the Chinese Communists. But students will also pay attention to literature, the press, and film and consider the aftermath of the war, including the difficulties of social and economic rehabilitation and the way these traumatic years are commemorated today in public events and museums.

Taught in Michaelmas and Lent

Total of 16 lectures and 4 supervisions
Form and Conduct

This paper will consist of ten questions of which candidates will be required to answer three.

K.1 Readings in Elementary Korean  [Not offered 2018-19]

EAS.2 The East Asian Region (Dr Nilsson-Wright, Professor Kushner)

A seminar-based course that extends the comparative approach adopted in EAS.1. It concentrates on thematic and policy issues relevant to understanding Japan, the Korean peninsula, China (broadly defined), and also Southeast Asia, as well as the role of the United States in East Asia. The course runs over two terms and draws explicitly on historical research and social science methodology in addressing how best to conceptualize ‘East Asia’ as a region. Topics addressed will vary from year to year, depending on the research interests of the teaching officers involved, but an indicative list of subjects covered in the course would include some, but not necessarily all of the following issues: the Cold War as a historical phenomenon; conflict and war in East Asia and contemporary security challenges; comparative models of economic development in East Asia and the role of ‘plan-rational’ policy-making; the role of the nation-state and competing models of historical identity; multilateralism, the emergence of trans-national actors and economic integration in East Asia; political legitimacy, contrasting models of authoritarian rule, and democratization as a political movement; demographic change; energy and environmental policy and technological change.

Taught in Michaelmas, Lent and Easter

Total of 16 sessions of 2-3 hours and 2 supervisions

Form and Conduct

This paper will contain ten essay questions of which candidates will be required to attempt three.
COMBINING TWO EAST ASIAN LANGUAGES AT PART II

Students who have passed either Chinese or Japanese Part 1B may choose to study the other language at Part II. Note, however, that the usual year abroad will NOT be available and a Preliminary Examination for Part II must be sat at the end of the third year.

The Faculty Board must grant permission to take Chinese with Japanese or Japanese with Chinese. Students wanting to take either option must apply for permission from the Faculty Board by the division of Lent term in their second year.

Students are reminded that AMES language papers have an oral component and a separate entry needs to be made for each oral. The oral entry codes are Chinese oral exam (CO) and Japanese oral exam (JO).

Papers for the Preliminary Examination for Part II

**Chinese with Japanese**

Papers J.1–3;

One paper chosen from J.6, J.9–10, AMES.1, and C.7–8 [but **not** one already taken at Part IB];

Japanese oral.

**Japanese with Chinese**

Papers C.1–3;

One paper chosen from C.7–8, AMES.1, and J.7–10 [but **not** one already taken at Part IB];

Chinese oral.

**Papers for Tripos Part II**

**Chinese with Japanese**

Papers J.4–5;

Paper C.12;

either Paper C.11, or Paper C.13, when it has been announced by the Faculty Board under the provisions of Regulation 8;

either two further papers chosen from the papers announced by the Faculty Board under Regulation 8, provided that only papers prefixed with C may be chosen; or Paper J.7 and one further paper chosen from the papers announced by the Faculty Board under Regulation 8, provided that only papers prefixed with C may be chosen.

Japanese oral.

**Japanese with Chinese**

Papers C.4–5;

Paper J.12;

Three papers chosen from the papers announced by the Faculty Board under Regulation 8, provided that only papers prefixed with J., EAS., or K. may be chosen.

Chinese oral.
MIDDLE EASTERN STUDIES

Arabic and Persian

Arabic and Persian are the two main languages of the Middle East since the emergence of Islam in the 7th century AD. Together these languages are the key to the culture of this fascinating and complex region, both past and present. Our degree provides students with the opportunity to learn Arabic or Arabic and Persian and then explore the literature, history and religion of the Islamic Middle East through a diverse array of texts including the Qur'an, medieval biographies, historical chronicles, poetry, modern novels and the media. We offer courses ranging from techniques in translation to the study of early Arabic texts, Persian poetry and 20th century political thought. Our aim is to give students a thorough grounding in their chosen language(s) in the first year and an introduction to the region's literature and history in the second year. The third year abroad gives students the opportunity to improve their spoken language(s) and actually experience daily life in the Middle East. Our final-year courses offer in-depth perspectives on a wider range of subjects. Students also get a chance to work on a topic of particular interest to them in their final-year dissertation.

Teaching Officers

Professor Amira K. Bennison
Professor of the History and Culture of the Maghrib and Fellow of Magdalene College. Professor Bennison specialises in the history of North Africa and Islamic Iberia from the medieval period to the encounter with modernity. Professor Bennison is the Head of the Department of Middle Eastern Studies.

Dr Paul Anderson (On sabbatical leave 2018-19)
University Senior Lecturer in Middle Eastern Studies; Assistant Director, HRH Prince Alwaleed Bin Talal Centre of Islamic Studies and Fellow of Darwin College. Dr Anderson teaches courses on the Modern Middle East with a focus on the anthropology of Islam and Islamic Intellectual history.

Dr Assef Ashraf
Lecturer in Eastern Islamic Lands and the Persian-speaking world. Dr Ashraf teaches Persian Studies.

Mrs Farida El-Keiy
Language Teaching Officer in Arabic. Year Abroad Coordinator for Arabic.

Professor Khaled Fahmy
His Majesty Sultan Qaboos Bin Sa'id Professor of Modern Arabic Studies; Director, HRH Prince Alwaleed Bin Talal Centre of Islamic Studies and Fellow of King's College. Professor Fahmy teaches undergraduate courses in modern Middle Eastern history

Dr Mahbod Ghaffari
Associate in Persian Language and Culture. Year Abroad Coordinator for Persian.

Dr Rachael Harris
Senior Language Teaching Officer in Arabic and Fellow of Clare College. Dr Harris teaches Arabic language and linguistics.
Ms Saussan Khalil  
Lector in Arabic  

Dr Andrew Marsham  
Reader in Classical Arabic Studies. Dr Marsham teaches undergraduate courses relating to the history and culture of the Middle East  

Professor James Montgomery (On leave 2018-19)  
The Sir Thomas Adams’s Professor of Arabic and Fellow of Trinity Hall. Professor Montgomery specialises in Arabo-Islamic intellectual systems in the Classical period.  

Dr Charis Olszok  
University Lecturer in Modern Arabic Literature and Culture. Dr Olszok teaches intermediate and advanced literary Arabic.  

Dr Christine van Ruymbeke  
Ali Reza and Mohamed Soudavar Reader in Persian Studies and Fellow of Darwin College. Dr van Ruymbeke teaches Persian literature and is particularly interested in Persian poetry.  

Hebrew and Aramaic  
Hebrew literature has had a life of over 3,000 years from the earliest parts of the Bible to the most modern newspaper or novel. The classical phase of the language is represented in the Hebrew Bible and in some slightly later literature, notably in some of the Dead Sea scrolls. It also appears in inscriptions, of which more and more are being discovered in Israel. After Biblical Hebrew a later form of the language was spoken in Judah at the beginning of the present era, and was used by the early rabbis in their voluminous writings. In the Middle Ages Hebrew continued to be used by the great Jewish commentators on the Bible, and by poets, grammarians and authors of many other works. Throughout, it was, of course, the language of Jewish prayer and worship, in home and synagogue, and was a means of international communication between Jewish communities. Christians too studied Hebrew, especially in the Renaissance and Reformation periods, and in the centuries since then. Finally, Hebrew was reinvigorated in the nineteenth century, not just as a literary language, but as a vernacular in everyday use, and it is now the language of the State of Israel, where there is a vigorous and growing literature.  

Aramaic, in both its spoken and written forms, has a similarly long history. It became the official language of the Persian Empire in the fifth and fourth centuries BCE, and was widely used in Palestine during the period of the Second Temple. An extensive literature was produced in Syriac, which was a Christian dialect of Aramaic. Syriac remains to this day a liturgical language. Aramaic, moreover, is still used as a vernacular language by some Jewish and Christian communities.  

Cambridge has long been a centre for Hebrew and Aramaic studies, and the Regius Professorship of Hebrew was founded by Henry VIII as early as 1540. The University Library has a large number of Hebrew and Aramaic manuscripts, and special mention must be made of the famous Taylor-Schechter Genizah Collection. The teaching staff in Cambridge has expertise in a wide range of Hebrew and Aramaic studies.
Teaching Officers

Dr Aaron Hornkohl
Language Teaching Officer in Modern Hebrew. Year Abroad Coordinator for Hebrew.

Professor Geoffrey Khan
Regius Professor of Hebrew and Fellow of Wolfson College. Professor Khan teaches a course in Comparative Semitic Linguistics to final year undergraduate students.

Dr Yaron Peleg (On sabbatical leave 2018-19)
Kennedy-Leigh Reader in Modern Hebrew Studies. Dr Peleg teaches courses relating to his research, including courses in the history of modern Hebrew literature and the formation of Zionist culture in the first half of the twentieth century and its legacy beyond that time.

Dr Michael Rand
University Lecturer in Hebrew & Aramaic. Dr Rand teaches undergraduate courses in Hebrew and the history and culture of the Middle East.

South Asian Studies

South Asian Studies is part of the Department of Middle Eastern Studies, a collocation justified by the rich and varied historical links between these two macro-regions of the Asian continent, and especially between India and Iran. These links go back to pre-historic times as is shown by the close genealogical relation between Avestan and Old Persian, on the one hand, and (Vedic) Sanskrit, on the other, which historical linguistics consider to be the two branches of the Indo-Iranian group of the Indo-European family.

Although the subsequent history of the two regions saw the two languages change in diverging directions, several centuries later mediaeval Persian, as the language of culture and administration of most Indo-Muslim courts, and particularly the Mughals, played a fundamental role in the formation of Hindi and Urdu and their respective literary cultures. We offer them as optional papers to fourth-year students of Middle Eastern Studies.

The study of Sanskrit, the language that has been the chief linguistic medium of pre-modern South Asia for almost three millennia, gives access to a huge literary corpus, comprising the sacred texts and doctrinal works of India’s major religious traditions (Hinduism, Buddhism and Jainism) as well as a rich and sophisticated legacy of literary, philosophical and scientific works. In the course of the year, the Elementary Sanskrit course covers the whole grammar of the language and introduces the students to selected readings from some major literary texts of classical India, allowing them to acquire a solid grounding in the language that may prepare them for further study in this field. Hindi and Urdu are the most significant link languages that have been used in modern times in large parts of South Asia. It is inconceivable to establish effective communication and pursue serious scholarship in modern India without the knowledge of Hindi and Urdu. Both the languages share vocabulary from Perso-Arabic languages and, therefore, learning Hindi-Urdu would be particularly beneficial for those studying Persian or Arabic. Aside from supporting other linguistic degrees, Hindi-Urdu has many arguments for being studied in its own right. With the rise of the global, political, economic and cultural influence of South Asia, professional proficiency in Hindi and Urdu has become a unique asset for any student interested in an international career and opens the door to the home of some of the world’s largest film, fashion, media and music industries, occupying a key role in today’s global culture.
Teaching Officers

Dr Eivind Kahrs
Reader in Sanskrit

Dr Vincenzo Vergiani
University Senior Lecturer in Sanskrit

Mr Aishwarj Kumar
Language Teaching Officer in Hindi

Temporary teaching staff

Dr Menna Abukhadra
Israeli Institute Post-doctoral Fellow

Dr Samuel (Sami) Everett
Affiliated Lecturer, Woolf Institute and Research Associate, Centre for Research in the Arts, Social Sciences and Humanities (CRASSH), University of Cambridge

Dr Nathaniel Miller
Leverhulme Early Career Fellow. Dr Miller teaches advanced literary Arabic.

Dr Ben Outhwaite
Affiliated Researcher in Hebrew and Director, Cairo Genizah Research Unit

Dr Sertaç Sehlikoglu
Abdullah Mubarak Al-Sabah Research Fellow in Islamic and Middle Eastern Studies, Pembroke College

Dr Krisztina Szilágyi
Leverhulme Early Career Fellow. Dr Szilágyi teaches a course on the history of Islam to undergraduate students.

Dr Deniz Türker
Research and Outreach Associate, HRH Prince Alwaleed Bin Talal Centre of Islamic Studies; Affiliated Lecturer, Department of History of Art and Faculty of Asian and Middle Eastern Studies

Dr Roman Vaters
Leverhulme Early Career Fellow. Dr Vaters teaches Hebrew.
Middle Eastern Studies: Paper Combinations

At Part IA (first year) and Part IB (second year) and Part II (fourth year) in the Asian and Middle Eastern Studies Tripos Arabic, Persian, Hebrew and Aramaic courses have been integrated into one ‘Middle Eastern Studies’ pathway. There is a separate pathway for those students combining Middle Eastern Studies (Arabic, Persian, Hebrew) with a modern language from the Modern and Medieval Languages Tripos. Such students must have a qualification to at least A Level standard in the Modern European Language to be offered.

The papers that can be taken in these pathways are laid out below.

Part IA

Middle Eastern Studies

Candidates shall offer:

*either*  
(i) Papers MES.1 and MES.2;  
(ii) one paper chosen from MES.6-7;  
(iii) one further paper chosen from MES.3-7 and X.1-2.

*or*  
(i) two papers chosen from MES.3-5;  
(ii) one paper chosen from MES.6-7;  
(iii) one further paper chosen from MES.6-7 and X.1-2.

Candidates offering any of papers MES.2, MES.3, and MES.5 shall also offer an oral examination associated with that paper and under conditions set out by the Faculty Board from time to time. Candidates offering two of these papers shall offer two oral examinations.

Middle Eastern Studies with a Modern Language

Provided that no more than two languages may be offered in total, candidates shall offer:

(i)  
*either* Papers MES.1 and MES.2;  
*or* one paper chosen from MES.3-5, and one paper chosen from MES.6-7;

(ii) Papers B1 and B2 and oral examination B in one of the modern languages set for Part IA of the Modern and Medieval Languages Tripos; (These are e.g. FR B1 and FR B2)

(iii) one paper chosen from among the papers in Schedule IA of the Modern and Medieval Languages Tripos. (These are e.g. FR1 and FR2)

Candidates offering any of papers MES.2, MES.3 and MES.5 shall also offer an oral examination associated with that paper and under conditions set out by the Faculty Board from time to time.
Part IB

Middle Eastern Studies

Provided that no more than two languages may be offered in total, candidates shall offer:

(i) one paper chosen from Papers MES.11-13;

(ii) either (a) four further papers chosen from MES.11-20, AMES.1, X.3-8 and the additional papers announced by the Faculty Board under Regulation 8, providing that no more than two papers may be chosen (i) from papers MES.11-13, or (ii) from papers X.3-8 and that no candidate may offer both papers X.6 and X.7.

or (b) one paper from MES.1, MES.3-5, and three further papers chosen from MES.14-20, AMES.1, and X.3-5, X.8, and the additional papers announced by the Faculty Board under Regulation 8, providing that no more than two papers may be chosen from Papers X.3-5, X.8 and that no paper previously offered in Part IA may be offered in Part IB.

Candidates offering any of Papers MES.3, 5, 11-13 shall also offer an oral examination associated with that paper and under conditions set out by the Faculty Board from time to time. Candidates offering two of the papers shall offer two oral examinations.

* Paper X.6 can only be taken at Part IB if a candidate has taken paper X.1 at Part IA

* Paper X.7 can only be taken at Part IB if a candidate has taken paper X.2 at Part IA

Middle Eastern Studies with a Modern Language

Provided that no more than two languages may be offered in total, candidates shall offer:

(i) one paper chosen from Papers MES.11-13;

(ii) one paper chosen from MES.14-20, AMES.1 and any additional papers announced by the Faculty Board under Regulation 8,

(iii) three further papers chosen from: MES.14-20, AMES.1, X.3-5, X.8, Paper B3* in one of the modern languages set for Part IB of the Modern and Medieval Languages Tripos, and any papers not marked with an asterisk in Schedule IB of the Modern and Medieval Languages Tripos, providing that no more than one paper may be chosen from X.3-5, X.8.

Candidates offering any of papers MES.11-13 shall also offer an oral examination associated with that paper and under conditions set out by the Faculty Board from time to time.

*It is recommended that students wishing to continue with their MML language at Part II take Paper B3 in that language.

Students taking a B3 paper in MML will also need to select the AV option for their exam entries, for example, FRB3 and FRAV. These two entries are counted as one paper.

Part II

Middle Eastern Studies and Middle Eastern Studies with a Modern Language:

Third Year

All candidates are normally required to spend eight months in a Middle Eastern country or countries ‘deemed appropriate by the Faculty Board’, and under conditions approved
by the Faculty Board. Note that students combining a Middle Eastern with a modern European language are required to spend the full eight months in the Middle East and are not required to spend any time in a country relevant to their European language. Specifically:

**Arabic, Hebrew or Persian as a whole subject**

Students are required to spend **eight** months in a country speaking that language, or if that is impossible, in an appropriate equivalent situation.

**Arabic combined with Hebrew or Persian**

Students are required to spend at least **four** months of the eight in an Arabic-speaking country and at least **three** months in Israel or Iran or an equivalent deemed appropriate. Exceptions to this requirement to spend time in Israel or Iran or an equivalent will only be made in the case of students from Hebrew or Persian-speaking backgrounds. If for any reason a student is unable to go to Iran or Israel or equivalent, they will normally not be permitted to continue with Persian or Hebrew at Part II. Because of the risk of difficulties in organising visas, and the uncertainty of events in Iran, students are strongly advised to go to Iran at the beginning of the Year Abroad.

**Hebrew combined with Persian**

Students must spend at least **three** months in Israel and at least **three** months in a Persian-speaking country, and at least eight months altogether in the two combined.

**Arabic or Hebrew or Persian with a MML Language**

The standard requirement is to spend **eight** months in an appropriate Middle Eastern country. In exceptional circumstances, and if there is a reason deemed sound by the Faculty Board, you may spend some of the eight months in country relevant to your MML language, but you must in any case spend a minimum of three months in Israel or a Persian-speaking country.

**Fourth Year**

**Middle Eastern Studies**

Provided that no more than two languages may be offered in total, candidates shall offer:

(i) One paper chosen from Papers MES.31-33;

(ii) **either** (a) three further papers chosen from MES.31-36 and the additional papers announced by the Faculty Board under Regulation 8, providing that no more than two papers may be chosen (i) from MES.31-33 or (ii) from those papers offered by other Faculties.  

or  

(b) one paper chosen from MES.11-13 and two papers chosen from MES.34-36 and the additional papers announced by the Faculty Board under Regulation 8, providing that (i) no more than two papers may be chosen from those papers offered by other Faculties; and (ii) that no paper previously offered in Part IB may be offered in Part II.

(iii) a dissertation, under conditions set out in Regulation 23.

*Note: The dissertation counts as two papers for marking purposes.*

Candidates offering any of Papers MES.11-13, 31-33 shall also offer an oral examination associated with that paper and under conditions set out by the Faculty
Board from time to time. Candidates offering two of the papers shall offer two oral examinations.

**Middle Eastern Studies with a Modern Language**

Provided that no more than two languages may be offered in total\(^1\), candidates shall offer:

(i) One paper chosen from Papers MES.31-33;
(ii) Three papers chosen from MES.34-36, the additional papers announced by the Faculty Board under Regulation 8, Paper C1** or C2** in one of the modern languages set for Part II of the Modern and Medieval Languages Tripos, and papers from Schedule II of the Modern and Medieval Languages Tripos.

(iii) *either* a dissertation on a topic in Asian and Middle Eastern Studies, approved and supervised by the Faculty Board of Asian and Middle Eastern Studies under conditions set out in Regulation 23;

*or* a dissertation on a topic in Modern and Medieval Languages, approved and supervised by the Faculty Board of Modern and Medieval Languages under conditions set out for the optional dissertation in Regulation 27(i) of the Modern and Medieval Languages Tripos.***

Candidates offering any of Papers MES.31-33 shall also offer an oral examination associated with that paper and under conditions set out by the Faculty Board from time to time.

**Although C1 and C2 each count as 70% of a paper in the MML Tripos, each counts as a whole paper in the AMES Tripos.

***For more information see: [http://www.mml.cam.ac.uk/undergrad/MMLtripos/optional_dissertation/default.html](http://www.mml.cam.ac.uk/undergrad/MMLtripos/optional_dissertation/default.html)

Students are reminded that AMES language papers have an oral component and a separate entry needs to be made for each oral. The oral entry codes are MESAO (Arabic), MESHIO (Hindi), MESHO (Hebrew), MESPO (Persian).

\(^1\) Including those languages offered under Schedule II of the Modern and Medieval Languages Tripos.
Middle Eastern Studies Part IA Courses and Examinations

Please Note: Course Outlines are available on the AMES website http://intranet.ames.cam.ac.uk/faculty/students/mes-course-outlines/

MES.1 Elementary Arabic Language A (Dr Harris, Ms Saussan Khalil)

MES.2 Elementary Arabic Language B (Dr Harris, Ms Saussan Khalil)

These two papers are taught as a single course. The course aims to give students confidence with all the basic grammar of Modern Standard and Egyptian Colloquial Arabic and to help them develop a broad basic vocabulary in both. It aims to equip students to reach a lower intermediate level in reading, writing and listening in MSA and in speaking and listening in ECA. The course will mainly be based on our own materials and may also use Al-Kitaab fii Ta’allum al-'Arabiyya Part I, 2nd edition as a textbook after the first term.

Form and Conduct

MES.1: This paper will contain three questions, all of which must be answered: two passages of Arabic with questions (30 marks each) and one passage of Arabic for translation into English (40 marks).

MES.2: This paper consists of two sections: a one-and-a-half-hour written examination (50 marks) and an oral examination (50 marks). The written examination will contain one writing task in Arabic from a choice of tasks (30 marks) and a translation from English into Arabic (20 marks).

The oral examination will consist of three sections:
(a) Listening comprehension (20 marks);
(b) Liaison interpreting (15 marks);
(c) Discussion (15 marks). (b) and (c) together: 10 minutes. All timings are approximate and all oral examinations are recorded.

MES.3 Elementary Persian Language (Dr Ghaffari)

This paper introduces the students to contemporary Persian language through a series of grammar, reading, listening, speaking, and writing exercises.

Form and Conduct

This paper will consist of two parts: an oral examination (30 marks) and a written paper (70 marks). The written paper will consist of three sections: Section A will contain passages of Persian for translation into English (20 marks), Section B will contain a choice of topics for a composition of approximately 100 words in Persian (20 marks), and Section C will contain questions on Persian grammar (30 marks).

The oral examination will consist of three sections:
(a) dictation (10 marks);
(b) a presentation (10 marks); and
(c) a role play (10 marks).

MES.4 Elementary Hebrew Language A (Dr Rand and Dr Hornkohl)

In this course students are introduced to the language of the Hebrew Bible. In Michaelmas Term students will concentrate on working through the textbook Introduction to Biblical Hebrew by T. Lambdin. In Lent Term the focus will be on a philologically and linguistically oriented reading of Genesis 1–4 (and possibly related texts) along with the
integration of secondary literature dealing with pertinent issues of both a linguistic and non-linguistic nature.

Form and Conduct

The paper will consist of two sections. In Section A, question 1 will contain three grammar questions (5 marks each), question 2 will contain a passage of Biblical Hebrew for vocalization (10 marks) and translation into English (10 marks), and question 3 will contain a passage in English for translation into pointed Biblical Hebrew (25 marks). In Section B there will be one question containing two seen passages for translation into English and for comment (20 marks for each passage). All questions must be answered.

**MES.5 Elementary Hebrew Language B (Dr Hornkohl, Dr Rand, Dr Abukhadra)**

In this course students acquire competence in spoken and written Modern Hebrew. Classes will cover Modern Hebrew grammar and representative texts from Modern Hebrew literature. All students taking this course also take an introductory course on Biblical Hebrew grammar in the Michaelmas and Lent Terms and are required to answer one question on this in the examination.

Form and Conduct

The paper will consist of five questions, all of which must be answered. There is also a compulsory oral. Question 1 will contain a passage of Biblical Hebrew for vocalization (8 marks) and translation into English (7 marks), question 2 will contain three questions on Modern Hebrew grammar (5 marks each), question 3 will contain one unseen passage for translation into English (15 marks), question 4 will require candidates to write a short composition in Modern Hebrew (15 marks), and question 5 will contain one seen passage for translation into English and for comment (15 marks: 8 for translation and 7 for comment).

The oral (25 marks) will consist of three sections:

(a) Listening comprehension test (5 marks);
(b) Reading comprehension test (10 marks);
(c) Conversation test (10 marks).

**MES.6 Introduction to the history and culture of the Middle East (Dr Rand et al)**

This paper provides an introduction to the history of the Middle East, with the emergence of Islam being its focal point. Within this framework, it surveys some of the relevant religious and politico-cultural developments of its different regions over time, aiming to introduce the student to the academic study of the Middle East at university level, and to the sources and the main themes that will arise in studying Middle Eastern societies in subsequent years of the Tripos. The course consists primarily of lectures and writing assignments.

Form and Conduct

This paper will consist of eight essay questions of which candidates will be required to answer three. All questions will carry equal marks.

**MES.7 Introduction to the contemporary Middle East: Languages and Literatures of the Modern Middle East (Dr Olszok et al)**

This paper provides a critical introduction to the languages, cultures, and literatures of the Middle East.

This paper provides an introduction to the languages and literatures of contemporary Middle Eastern societies in their various contexts. It aims to introduce students to the history, politics and culture of the Middle East, broadly speaking, and to the academic study
of the subject at university level, including an overview of the sources and themes that will arise in studying Middle Eastern societies in subsequent years of the Tripos.

**Form and Conduct**

This paper will consist of eight essay questions of which candidates must answer three. All questions will carry equal marks.

**X.1 Akkadian language I (Paper M1 of Part I of the Archaeology Tripos)**

For details, consult the Department of Archaeology.

**X.2 Egyptian language I (Paper E1 of Part I of the Archaeology Tripos)**

For details, consult the Department of Archaeology.

**Middle Eastern Studies Part IB Courses and Examinations**

Please Note: Course Outlines are available on the AMES website [http://intranet.ames.cam.ac.uk/faculty/students/mes-course-outlines/](http://intranet.ames.cam.ac.uk/faculty/students/mes-course-outlines/)

**MES.11 Intermediate Arabic Language (Mrs El-Keiy and Dr Harris)**

The aim of this course is to develop students’ knowledge of Arabic to a high intermediate level, giving them the capacity to read and listen to a variety of authentic texts, as well as the speaking skills to discuss similar kinds of topics in Egyptian-based Educated Spoken Arabic. Students will also be introduced to other colloquials. The course aims to consolidate and develop students’ knowledge of Arabic grammar to a high level. The main textbook is *Al-Kitaab fii Ta’allum al-’Arabiyya* Part 2, 2nd edition. The classes are taught in Arabic as far as possible, using English only where necessary, mainly in explaining grammar.

**Form and Conduct**

This paper will contain two sections: a three-hour written examination (70 marks) and an oral examination (30 marks). The written examination will contain one passage of Arabic on which candidates will be required to answer questions (20 marks); one passage of Arabic for translation into English (20 marks); one passage of English for translation into Arabic (15 marks); and one question requiring a piece of writing in Arabic (15 marks). All questions should be attempted.

The oral examination will contain three sections. All timings are approximate and all oral examinations are recorded.

(a) Listening comprehension: Candidates answer questions on a recorded passage, which may be taken from a variety of sources (10 marks).

(b) Liaison interpreting: Candidates act as an interpreter for two examiners, one speaking Arabic and one English (10 marks).

(c) Discussion: Candidates discuss a topic chosen in advance of the examination (10 marks). (b) and (c) together: 15 minutes.

**MES.12 Intermediate Persian Language (Dr Ghaffari)**

This paper consists of language work, building on the four major language skills of reading, listening, writing and speaking with a focus on presentations, aural comprehension and writing. In addition, the students read a variety of texts in modern Persian as language exercises, for reading comprehension and reproduction, as well as vocabulary building.
Form and Conduct

This paper will contain two sections: a three-hour written examination (70 marks) and an oral examination (30 marks).

The written examination will contain one passage of Persian on which candidates will be required to answer comprehension questions in Persian (30 marks); one passage of Persian for translation into English (15 marks); and one question requiring a piece of writing of approximately 200 words of Persian (25 marks). All questions should be attempted.

The oral examination will consist of three sections. All timings are approximate and all oral examinations are recorded.

(a) Liaison interpreting: Candidates act as an interpreter for two examiners; one speaking Persian, and one speaking English (10 marks, 10 minutes);

(b) Listening Comprehension: Candidates listen to a short passage in Persian on which questions will be answered (10 marks, 10 minutes);

(c) Presentation: Candidates prepare several presentations on previously agreed topics, of which they are asked to present one (10 marks, 10 minutes).

MES.13 Intermediate Hebrew Language (Dr Hornkohl, Dr Rand)

This paper enables students to improve their grasp of Hebrew and develop competence in the critical reading of Hebrew texts. There will be two sections, on Classical Hebrew and Modern Hebrew respectively. Candidates taking the Modern Hebrew option will have an oral as part of their paper.

Form and Conduct

This paper will be divided into two sections, at least one of which must be answered.

Section A (Classical Hebrew) will contain four questions on Hebrew language (15 marks each) and two questions on specified texts (20 marks each).

Section B (Modern Hebrew) will contain three questions on Hebrew language (15 marks each). Question 1: unseen Modern Hebrew passage for translation and linguistic analysis. Question 2: summary of a Modern Hebrew unseen passage. Question 3: Composition in Modern Hebrew from a choice of three topics, two questions on specified texts (15 marks each), and one oral (25 marks). Candidates offering one section only must answer all questions. Candidates studying both Classical Hebrew and Modern Hebrew must offer two language questions (15 marks each) and one specified text question (20 marks) from Section A and one language question (15 marks), one specified text question (15 marks), and oral (20 marks) from Section B.

The oral will consist of (a) reading precision and comprehension test (5 marks); (b) listening comprehension test (5 marks); (c) general oral ability test (15 marks; 10 marks for candidates offering both Classical and Modern Hebrew).

MES.14 Intermediate Literary Arabic (Dr Olszok)

This course considers the nature of literary Arabic, and how it has changed over time. Specifically it aims: to introduce students to reading and translating literary Arabic prose and poetry texts; to acquaint students with the basic grammatical structures of literary Arabic; to enhance students’ understanding of translation techniques, textual analysis and linguistic expression; to provide students with an introduction to the history, study and analysis of Arabic literature.

Past papers are on the Faculty website.
Seen passages for translation in the examination will be chosen from the Arabic core texts but may not necessarily have been read in full or discussed in class. Students should ensure therefore that they have read all of the core texts as prescribed. Unseen passages for translation in the examination will be chosen from any period and any type of literary Arabic. The essay questions set in the examination will be related to discussions, problems and issues raised in the secondary bibliographical materials.

**Form and Conduct**

This paper is assessed by a two-hour examination in Easter Term, and two coursework essays (of a maximum of 4,000 words, and minimum of 3,500 words, including footnotes and excluding bibliography), to be handed in on the first Tuesday of Lent and Easter Term. A choice of two essay questions will be announced on the first day (Thursday) of the sixth week of Michaelmas and Lent Terms.

The examination will consist of two sections. Section A will contain a passage of Arabic chosen from the texts set as reading for the course (a 'seen passage') to be translated into English. Section B will contain a passage of unseen Arabic to be translated into English.

The coursework essays will together constitute 50% of the final grade, and the examination will constitute 50% equally distributed between both sections.

**MES.15 Intermediate Literary Persian (Dr van Ruymbeke)**

This course provides an introduction to Persian literary texts, using a selection of readings from prose writers and poets. The objective is to introduce major classical Persian authors, to familiarize students with classical literary and poetical conventions and to see the written language in action as a vehicle for literary expression.

**Form and Conduct**

This paper is assessed in two parts – each part carries equal marks: (a) a research essay of between 4,500 and 5,000 words, including footnotes and excluding bibliography. Each student will develop the topic of the essay in consultation with the instructor. A one-page topic and paper outline will be due during the first week of Lent Term. Two hard copies and one electronic copy (pdf) of the project shall be submitted to the Programmes Administrator in the Faculty office so as to arrive not later than the fourth Friday of Full Easter Term; (b) a viva voce examination which will contain the reading and translation of a seen passage, a commentary on given aspects of the piece, and a discussion of the research essay.

**MES.16 Hebrew Literature/Culture (special topics) (Dr Abukhadra, Dr Rand)**

This course will be divided into two sections, of which students must choose one: (a) Modern Hebrew culture, and (b) Medieval Hebrew texts. In both sections, the focus will be on linguistic, literary or cultural analysis.

**Form and Conduct**

This paper will be divided into two sections. Section A will contain four questions on Modern Hebrew culture and Section B will contain four questions on Medieval Hebrew texts. Candidates will pick one section from which they must answer all four questions. All questions carry equal marks.

**MES.17 The formation of Islam (Dr Marsham, Dr Szilágyi)**

This paper examines how the development of the Islamic world was shaped by its social, political, economic and ecological contexts, tracing the history of Islam from its origins in the religious and political turmoil of late antiquity through the rise and fall of the first Muslim empire and the emergence of the new religious and political formations of early
medieval times. The paper engages both with the primary sources for these questions, and with the debates in the modern literature.

Students taking this paper will learn to engage with current debates about the formative era of Islam (c.500 to c.1000 CE) and will learn to analyse the relevant primary sources. Particular attention is paid to the social, political, economic and ecological context of the earliest Islamic societies.

Form and Conduct
This paper will consist of eight essay questions, of which candidates will be required to answer two, and a question requiring commentary on three short source extracts (from a choice of ten). All questions will carry equal marks.

**MES.18 Topics in Hebrew studies (Professor Khan, Dr Rand, Dr Artman)**

This course will enable students to study the special topics of: (1) Pre-modern Jewish Literature; or (2) Modern Hebrew Culture. The topic ‘Pre-modern Jewish literature’ subsumes two options, of which the student must choose one: (a) Aramaic, or (b) Medieval Hebrew literature.

Form and Conduct
This paper will be divided into two sections. Section A will contain six questions on Pre-Modern Jewish Literature and Section B will contain six questions on Modern Hebrew culture. Candidates must choose one section and answer three of the six questions in that section. All questions will carry equal marks.

**MES.19 The formation of the modern Middle East (Professor Fahmy, Dr Ashraf, Dr Vaters)**

This paper examines key moments in the formation of the modern Middle East and North Africa with an emphasis on developing an understanding of the periods of transition and conflict that have shaped and defined modern societies in the region since the nineteenth century. The course is divided into three sections: the Arab provinces of the Ottoman empire, Iran and Israel.

Form and Conduct
The paper will consist of eight essay questions of which candidates will be required to answer three. All questions carry equal marks.

**MES.20 Anthropology of the Middle East and North Africa (MENA) (Dr Sehlikoglu, Dr Everett)**

The purpose of this paper is to introduce students to anthropological research of the Middle East and North Africa. For that end, the first few weeks will focus on anthropology as discipline with distinct methodology and theoretical frameworks – what is anthropology? What is its focus of analysis and how does it study it? What is ethnographic fieldwork - its emergence, purpose, and critique?

The following weeks in Michaelmas term will each focus on particular themes that have been ethnographically explored by anthropologists in the region: family and gender, the state, memory, revolutions and uprisings, religion and the contemporary political issues vis-à-vis the Middle East, including the "refugee crisis" and the "war on terror."

In Lent term the course advances these themes and introduces students to issues relating to language, migration, and transnationalism to and from North Africa through a blend of literary (broadly defined) and ethnographic material. Primary texts will be read that will enable the exploration of differentials of power: for example ‘high’ and ‘low’ culture; centre and periphery; minority and majority; diaspora and nation, home and host land.
Form and Conduct

The paper will consist of eight essay questions of which candidates will be required to answer three. All questions carry equal marks.

AMES.1 Cinema East (Dr Inwood, Dr Oliszok, Dr Ghaffari, Dr Young)

This course provides students with the opportunity to explore the film traditions of East Asia and the Middle East through a number of possible themes, including modernity, identity and nation, and genre. These broad concerns encompass common themes of comparative significance, such as gender, city and countryside, love, marriage, and family and violence and are expressed in genres such as melodrama. Each student will give two presentations and write two essays (1,500-2,000 words) each term; feedback on these will be given in supervisions or in group discussions.

Taught in Michaelmas and Lent

Total of 16 lectures, 16 student seminars and 4 supervisions.

Form and Conduct

The exam paper will consist of 24 questions out of which candidates will be required to answer three. Candidates will have to show knowledge of films from at least two of the language areas represented, and some familiarity with general themes in cinema method and theory.

X.3 Structures and meanings (Paper Li.2 of the Linguistics Tripos)²

For details consult the Faculty of Modern and Medieval Languages www.mml.cam.ac.uk and inform your DoS who will liaise with the Linguistics department to set up supervisions.

X.4 Life, Thought and Worship of Modern Judaism (Paper B14 of the Theological and Religious Studies Tripos)

For details consult the Faculty of Divinity.

X.5 Introduction to Islam (Paper B15 of the Theological and Religious Studies Tripos)

For details consult the Faculty of Divinity.

X.6 Akkadian language II (Paper M4 of Parts IIA and IIB of the Archaeology Tripos)*

X.7 Middle Egyptian Texts (Paper E2 of Parts IIA and IIB of the Archaeology Tripos)**

X.8 Sounds and Words (Paper Li.1 of the Linguistics Tripos)

For details consult the Faculty of Modern and Medieval Languages.

* Paper X.6 can only be taken at Part 1B if a candidate has taken Paper X.1 at Part 1A
** Paper X.7 can only be taken at Part 1B if a candidate has taken Paper X.2 at Part 1A

² There are a limited number of places for AMES-only students on this course. To book a place on the course contact the Undergraduate Programmes Administrator (ug_progadmin@cam.ac.uk)
Regulation 8 Paper

NOTE: The Department reserves the right not to offer a Regulation 8 paper that is undersubscribed.

MES.21 Elementary Hindi Language (Mr Kumar)

This paper introduces students to contemporary Hindi language through a series of exercises testing grammar, reading, writing, speaking, and listening. During the first couple of weeks, students are introduced to the Devanagari alphabet and learn basic vocabulary. They are also exposed to the Hindi sentence structure, and simple grammar through visual aids and online programmes. The class material includes a text book, reading passages and handouts that gradually enhance the students’ proficiency. In addition to this, students read a variety of texts in modern Hindi as part of language exercises for translation which in turn builds vocabulary.

Form and Conduct

This paper will consist of two parts: a written paper (70 marks) and an oral examination (30 marks). The written paper will consist of two sections: Section A will contain a text comprehension exercise in Hindi (20 marks) and a ‘fill in the blanks’ exercise to test students’ grammar (20 marks). Section B will contain a translation exercise from Hindi to English (15 marks), and a translation exercise from English to Hindi (15 marks).

The oral examination will consist of three sections. All timings are approximate and the oral examinations are recorded:

(a) Listening and comprehension test (10 marks);
(b) Role-play (10 marks);
(c) Discussion on a given topic (10 marks). Ten minutes in total will be given for Sections (b) and (c).

Middle Eastern Studies Part II Courses and Examinations

Please Note: Course Outlines are available on the AMES website
http://intranet.ames.cam.ac.uk/faculty/students/mes-course-outlines/

MES.31 Advanced Arabic Language (Mrs El-Keiy, Dr Harris)

The aims of this course are to develop the skills of reading, writing and listening, and consolidate grammar and vocabulary to a sophisticated level, to encourage students to develop sensitivity to Arabic genre, style and text structure, to expose them to a variety of challenging and interesting text-types, academic and literary, and to stimulate them to express their own opinions. The material is on topics and texts chosen partly to fit in with other courses, partly for their interest and educational value, and partly according to the interests of the students themselves. Writing tasks are similarly of varied genres. Classes are run in Educated Spoken Arabic. There is no specific text book at this level. For the first few weeks the main emphasis will be on consolidating grammar and on developing skills in speaking Educated Spoken Arabic. After that the main emphasis will shift to developing reading and writing skills as above.

MES.31 (oral and written combined) is weighted as one paper for examination purposes

Form and Conduct

The examination consists of two parts, a three-hour written examination (100 marks) and an oral examination (100 marks). The written examination, which will be taken at the end of the fourth year, will contain: one passage of Arabic on which candidates will be required to answer questions (35 marks); one passage of Arabic to be translated into
English (25 marks); one passage of English to be translated into Arabic (20 marks); and one question requiring a piece of writing in Arabic (20 marks). All questions must be attempted.

The oral examination consists of three sections. Sections (a) and (b), liaison interpreting, and discussion, will be taken at the beginning of the fourth year, and section (c), listening comprehension, will be taken at the end of the fourth year. All timings are approximate and all oral examinations are recorded.

(a) Liaison interpreting. Candidates act as an interpreter for two examiners, one speaking Arabic and one English. (30 marks)

(b) Discussion. Candidates discuss a topic of their choice which has been approved in advance by the examiners. (40 marks)

The examination for sections (a) and (b) together will last approximately twenty-five minutes.

(c) Listening comprehension. Candidates answer questions on one recorded passage, which may be taken from a variety of sources. (30 marks)

**MES.32 Advanced Persian Language (Dr Ghaffari)**

This paper consists of various forms of language work to improve the linguistic proficiency of the students in the four major language skills of reading, listening, writing and speaking. The students read and listen to a variety of texts in modern Persian as language exercises, for translation and vocabulary building. Students will also write essays and prepare presentations in Persian. The course seeks to give students a broad knowledge of Persian literary styles and includes a focus on Persian folklore and proverbs.

**Form and Conduct**

The examination consists of two parts: a three-hour written examination (70 marks) and an oral examination which is taken at the end of the fourth year (30 marks).

The written examination consists of three sections. Section A consists of one reading comprehension passage in Persian on which candidates will be required to answer questions in Persian (15 marks). Section B consists of two unseen passages of modern Persian for translation into English (15 marks each). Section C consists of three topics for an essay of about 400 words in Persian, of which one must be attempted (25 marks). All sections must be attempted.

The oral examination consists of three sections. All timings are approximate and all oral examinations are recorded.

(a) Liaison interpreting: Candidates act as an interpreter for two examiners, one speaking Persian and one English (10 marks, 10 minutes);

(b) Listening comprehension: Candidates listen to a short passage and answer questions about it (10 marks, 10 minutes);

(c) Discussion: Candidates discuss one topic selected at the time of the examination from a list of three, chosen and provided previously by themselves (10 marks, 20 minutes).

**MES.33 Advanced Hebrew Language [Not offered 2018-19]**

**MES.34 Advanced Literary Arabic (Dr Olszok, Dr Miller)**

This paper introduces students to a selection of advanced texts to enhance their understanding of textual analysis and linguistic expression and to develop their knowledge of literary historical and critical approaches. One or more types of Arabic writing from one or more periods will be the focus of sustained study.
This paper moves between classical and modern genres of Arabic literature, introducing students to intersections in genre and aesthetics, and the central place of pre-modern literary heritage in the emergence of modern literature. Students will be introduced to a wide range of poetry and prose, studying their contexts and how they might be read comparatively. In this respect, they will be expected to engage with a variety of historical and theoretical readings in addition to their reading of the primary material. Alongside this focus on classical and modern intersections, the course is further subdivided into themes. In MT, the prominence of animals in classical and modern Arabic literature will be traced across pivotal genres, from the pre-Islamic qasida to the modern novel. In LT, we will deal with two twentieth-century texts, an autobiography (Ṭahā Ḥussayn’s al-Ayyām) and an historical novel (Gamāl al-Ghīṭānī’s al-Zaynī Barakāt). Each of these texts will be examined both insofar as they deal with modern concerns (state institutions such as the police and university; narrative experiments; individual subjectivity and subject-formation), but also as they intersect with pre-modern genres such as legal texts, historical chronicles, and the tarjama ((auto-)biography). More broadly, the course aims to expand students’ knowledge of the different registers of literary Arabic, and ability to understand complex grammatical constructions, and produce successful translations in English. Set texts, excerpted from longer works and covered in each lecture, form the basis of the course content, and will be provided on Moodle. Students are expected to read the texts in full in translation.

**Form and Conduct**

This paper is assessed by a two-hour examination in Easter Term, and two coursework essays (of a maximum of 4,000 words, and minimum of 3,500 words, including footnotes and excluding bibliography), to be handed in on the first Tuesday of Lent and Easter Term. A choice of two essay questions will be announced on the first day (Thursday) of the sixth week of Michaelmas and Lent Terms.

The examination will consist of two sections. Section A will contain a passage of Arabic chosen from the texts set as reading for the course (a 'seen passage') to be translated into English. Section B will contain a passage of unseen Arabic to be translated into English.

The coursework essays will together constitute 50% of the final grade, and the examination will constitute 50% equally distributed between both sections.

**MES.35 Advanced Literary Persian (Dr van Ruymbke)**

This course covers classical Persian prose and poetry at an advanced level. Students are expected to be able to read, translate and analyse Persian prose and poetry, and to comment on the technical aspects of the work as well as its contents. They will also need to demonstrate their ability to scan the poetry. The course will focus on developments in the style and content of the theme of wine and drunkenness. We will analyse the rhetorical techniques in a chosen set of classical poems, qasidehs, ghazals, roba'is, masnavis, and emphasise particularly the lyric poetry of Hafez of Shiraz. We will also focus on the vexing questions of interpretation and translation of poetry in general, basing our analysis on different translations of Hafez’s ghazals.

**Form and Conduct**

This paper is assessed in two parts – each part carries equal marks: (a) a research essay of between 6,000 and 7,500 words, including footnotes and excluding bibliography. Each student will develop the topic of the essay in consultation with the instructor. A one-page topic and paper outline will be due during the first week of Lent Term. Two hard copies and one electronic copy (pdf) of the project shall be submitted to the Programmes Administrator in the Faculty Office so as to arrive not later than the fourth Friday of Full Easter Term; (b) a viva voce examination which will contain the reading and translation
of a seen passage, a commentary on given aspects of the piece, and a discussion of the research essay.

**MES.36 Advanced Literary Hebrew [Not offered 2018-19]**

**Regulation 8 Papers**

**NOTE:** The Department reserves the right not to offer a Regulation 8 paper that is undersubscribed.

**MES.37 History of the pre-modern Middle East: After Tamerlane: The Persianate World from Timur to the Qajars (Dr Ashraf)**

This paper examines in some detail aspects of the history of the Middle East, either in a particular region and period, or addressing particular themes.

This paper serves as an introduction to the history of the Persianate world—the region stretching from the Euphrates to the Oxus rivers, and including the Iranian plateau and the Indian subcontinent—during the early modern period. Although this region was and continues to be ethnically, linguistically, and religiously diverse, from the fifteenth century into the nineteenth century, the empires which ruled much of the area—the Timurids, Safavids, Mughals, Afsharids, and Qajars—all used Persian as their courtly and administrative language, and were all deeply influenced by the political and cultural legacy of Timur (known in the West as Tamerlane).

**Form and Conduct**

This paper will consist of eight essay questions, of which candidates will be required to answer three. All questions will carry equal marks.

**MES.38 History of the modern Middle East: Imperialism, shari’a and legal reform in the Islamic World (Professor Bennison and Professor Fahmy)**

This paper examines in some detail the history of the modern Middle East since the 19th century, focusing on particular regions or themes.

This paper offers an introduction to the history of Islamic legal reform in the modern Middle East. The paper is divided into five sections. The first section (weeks 1-2) covers pre-modern and early modern Islamic notions of statehood. The second section (weeks 3-4) deals with the origins and development of European imperialism in the Middle East. In section 3 (weeks 5-8) we cover the impact of European imperialism on the indigenous legal traditions of various polities in the Middle East (in addition to India). This section contrasts the French and British approaches to how to effect legal reform in such fields as waqf (endowments), family, commercial and criminal law in North Africa, India, the Ottoman Empire and Egypt. Section 4 (weeks 9-12) deals with the politics of Islamic legal reform. It opens with an overview of Islamic modernism, and then proceeds to offer an overview of Islamist critiques of how shari’a was transformed in the context of the modern nation-state, as well as an overview of recent anthropological critiques of this same process. Finally, (weeks 13-16) section 5 offers detailed historical readings of four aspects of shari’a that had been radically transformed under the impact of imperialism and modernity, namely, qaḍā’ (judgeship), ḥisba (i.e. market inspection and moral policing), waqf (i.e. religious endowments) and siyāṣa (i.e. state-enacted law).

**Form and Conduct**

This paper will consist of eight essay questions, of which candidates will be required to answer three. All questions will carry equal marks.
MES.39 Special subject in the pre-modern Middle East: Islamic Cities and Muslim Kings? Monarchy, Legitimacy and Urbanism in the Medieval and Early Modern Islamic World (Professor Bennison, Dr Marsham, Dr Türker)

This paper provides a focused analysis of a particular subject relating to the pre-modern Middle East.

The ‘royal city’ is an ancient expression of political power and authority, with origins in the Ancient Near East. This paper examines the relationship between the city and power in the Islamic world from the origins of Islam down to the Ottoman era. Archaeology and architectural history are emphasised as sources for the ‘Islamic city’, alongside relevant texts from the period. How far, and in what ways, Islamic urban political cultures are distinctive, and how and why they varied in the diverse societies of the Mediterranean and the Middle East during the 1,000 years between the Prophet Muhammad and Murad IV are all questions that will be explored through the paper.

Form and Conduct

This paper will consist of nine questions. Question 1 will be a series of texts and images for analysis and discussion, of which candidates must choose three. Questions 2-9 will be essay questions. Candidates will be required to answer Question 1 and two questions chosen from Questions 2-9. All questions will carry equal marks.

MES.40 Special subject in the contemporary Middle East: Israel: Invention of a culture (Dr Vaters)

Focusing on the Zionist revolution of the 20th century and the many cultural innovations it inspired, this course explores the new ideas and practices about language, literature, body, sexuality, visual culture, music, art, and architecture that shaped the modern Israel we know today.

Form and Conduct

This paper is assessed by a research essay of between 6,000 and 7,500 words, including footnotes and excluding bibliography. Each student will develop the topic of the essay in consultation with the instructor. A one-page topic and paper outline will be due during the first class session of Lent Term. Two hard copies and one electronic copy (pdf) of the project shall be submitted to the Programmes Administrator in the Faculty Office so as to arrive not later than the fourth Friday of Full Easter Term.

MES.41 Comparative Semitic Linguistics (Professor Khan)

This paper offers the opportunity for students of Semitic languages to contextualize their language work within the larger field of comparative Semitic linguistics in order to understand how the Semitic languages are related. Special attention is given to the relationship between Arabic and Hebrew. Students taking the course must have a knowledge of a least one Semitic language (e.g. Arabic, Hebrew, Akkadian). Students are introduced to the principles of historical comparative grammar through the Semitic languages.

Form and Conduct

This paper will consist of eight essay questions, of which candidates will be expected to answer three. All questions carry equal marks.

MES.42 Elementary Sanskrit (Dr Kahrs and Dr Vergiani)

The course aims to cover the whole of Sanskrit grammar and introduce the students to some of the essential features and concepts of pre-modern South Asian civilisation and literary culture. During the first term students familiarise themselves with the Devanāgarī script and begin learning Sanskrit morphology and syntax and acquiring the basic
lexicon. From the second term they start reading selected passages of classical texts (two hours per week) while continuing with the grammar classes.

Form and Conduct
This paper will consist of four questions. Questions 1 to 3 will consist of a seen passage for translation into English (20 marks each) and grammar questions (5 marks each) on some of the forms found in the selected passage. Question 4 will consist of an unseen translation from Sanskrit into English for which a glossary will be provided (25 marks). All questions must be answered.

MES.43 Intermediate Hindi Language (Mr Kumar)
The aim of the course is to bring all students to a good level of proficiency in reading, writing, understanding, and speaking Hindi. However, only those students who have some prior knowledge of the language can join this course. The basic grammar of Hindi will be thoroughly reviewed, and detailed instructions will be given to aid the learning of both the Hindi script as well as grammar. This course will equip students with the tools which will help and encourage self learning of the language in the future. Teaching materials will include, in addition to published grammars and course books, video materials, film clips, film songs, and items taken from the print media.

Form and Conduct
This paper will consist of two parts: a written paper (70 marks) and an oral exam (30 marks). The written paper will consist of two sections: Section A will contain two passages in Hindi to be translated into English (35 marks). Section B will contain two passages in English to be translated into Hindi (35 marks).

The oral examination will consist of three sections. All timings are approximate and the oral examinations are recorded: (a) Listening and comprehension test (10 marks); (b) Role-play (10 marks); (c) Discussion on a given topic (10 marks). Ten minutes in total will be given for Sections (b) and (c).

X.9 Judaism II (Paper C.8 of the Theology, Religion, and Philosophy of Religion Tripos)
For details consult the Faculty of Divinity.

Candidates should refer to the Theology, Religion, and Philosophy of Religion Tripos for information on the form and conduct of this examination.

X.10 Islam II (Paper C.9 of the Theology, Religion, and Philosophy of Religion Tripos)
For details consult the Faculty of Divinity.

Candidates should refer to the Theology, Religion, and Philosophy of Religion Tripos for information on the form and conduct of this examination.

X.11 Judaism and Western Philosophy (Paper D2(C) of the Theology, Religion, and Philosophy of Religion Tripos)
For details consult the Faculty of Divinity.

Candidates should refer to the Theology, Religion, and Philosophy of Religion Tripos for information on the form and conduct of this examination.

X.15 The Politics of the Middle East (Paper POL.12 of the Human, Social, and Political Sciences Tripos)
For details consult the Department of Politics and International Studies (POLIS)
www.polis.cam.ac.uk
Candidates should refer to the Human, Social, and Political Sciences Tripos for information on the form and conduct of this examination.

AMES students must take the end-of-year exam for X.15. AMES students are not able to take the long essay option for this paper.

Places on this course are limited. To book a place on the course contact the Undergraduate Programmes Administrator (ug_progadmin@cam.ac.uk)
Transferable Skills

The Asian and Middle Eastern Studies Tripos will offer students the possibility of developing the following transferable skills, which are valuable in many forms of employment and in further research.

1. Communication Skills (Oral and Written)

The Asian and Middle Eastern Studies Tripos requires students to master a foreign language or languages, both in their written and, where appropriate, their oral forms, and, not surprisingly, places great emphasis on the development of communication skills. All of the languages offered in the Asian and Middle Eastern Studies Tripos involve the acquisition of a script that is not a variant of the Roman script used for English. In order to master these languages, whether written or oral, the student is required to develop a keen appreciation of how English works, usually through translation from English into the language chosen. Thus, the student will develop communication skills in both English and the Asian and Middle Eastern languages studied. Moreover, writing skills are honed in language exercises, essays and dissertations, which form a feature of most Part II courses. Oral skills are furthered in both seminars and supervisions, as well as in language classes and through the encouragement of the use of the Language Centre. Many of the classes offered involve some degree of oral translation and the ability to capture successfully in English both the sense and the flavour of the original language is fostered. Not least, the development of oral communication skills is a cornerstone of the period spent abroad in a country where the language a student is studying is spoken.

2. Interpersonal skills

The Asian and Middle Eastern Studies student needs to be able to learn in a group environment, whether that takes the form of seminars, discussions, supervisions or classes. Oral translation can often take the form of a group exercise, where the student must be adaptable, patient and able to work with others. The study period abroad, which is a compulsory option of many of the subjects offered within the Faculty also offers students the opportunity to develop the full range of social and inter-personal skills by introducing them to life in a foreign country. Guidance on this aspect of the course is provided by the Faculty and is closely monitored.

3. Intellectual skills

Critical and problem-solving skills are a feature of the learning of all languages, and Asian and Middle Eastern languages are no exception. Indeed, these skills are developed extensively, given that not only their writing systems, but also their vocabulary and grammar are so radically different from those familiar in English. The ability to use an Arabic dictionary, for example, requires not only logical analysis of the pattern of the word but also synthetical skills in connecting various aspects of any given entry and problem-solving skills when the word sought is one of many with a defective consonantal pattern. What is true of Arabic is true of the other languages offered in the Tripos. In addition, all Asian and Middle Eastern Studies courses involve the study of aspects of the culture. This may take the form of philosophical, theological, literary or historical courses, in which critical, analytical and synthetical skills are essential. Students learn to approach primary sources (texts or artefacts) critically and to attempt to evaluate them in their own historical, social and cultural context, to use secondary sources carefully and develop the ability to read actively, to engage with the opinions of others and to evaluate contradictory scholarly opinions.

4. Organisational skills

The acquisition of a foreign language requires considerable personal input from the student, who is required to work independently. The learning of vocabulary and grammar
is something which a student must do alone. Lecturers and lectors will of course provide guidance in the form of word-lists and explanations, but independent organizational skills are encouraged in the student. Time-management is enhanced through the need to prioritise between a multiplicity of challenges, from the linguistic to the cultural. Advice is provided by the Faculty teachers on how best to manage the learning of a difficult language. Organisational skills are also a key feature of the study period abroad, where the student is, with assistance from the Faculty, required to prepare for and organize a protracted stay in a foreign country.

5. Research skills

Dissertations are a compulsory aspect of most Part II courses and are in effect supervised instruction on a designated piece of research conducted largely by the individual students on their own. Extended essays and regular essay submission will expect of the student a familiarity with the holdings of the relevant section of the Faculty Library. This is developed through the provision of reading lists and bibliographies, though such guidance becomes less extensive with each year of study and the student is encouraged thereby to develop their research skills. The Faculty librarians provide help on basic resources (books and IT) and advice is always available on how to search for information on specific topics.

Year Abroad

Students spend the whole third year of their course abroad, studying in the relevant country for the purpose of increasing fluency of language and understanding of the culture. Please visit the website http://www.ames.cam.ac.uk/undergraduate/year-abroad for more details.

Coursework

Coursework may be specified for certain papers, in place of or in addition to an examination. The maximum length of each piece of work, and the date by which it should be submitted, will be stated in the Handbook under the paper number. Unless otherwise agreed, coursework should be presented in accordance with the guidelines for the format of dissertations, but does not need to be bound.
Dissertations: General Guidelines

Part II undergraduates intending to submit a dissertation as part of their Part II examination are required to base their research on sources related to their subject area, on an approved topic, and to submit it at the beginning of the Easter Term of the year in which they will sit their Part II examination. These guidelines are intended to provide advice on what the preparation of such a dissertation will involve, and undergraduates are advised to read them carefully. It is important to consult with your supervisor early on to be certain you understand requirements of style or format prescribed for students in your subject that may be slightly different or more detailed than these guidelines.

Undergraduate Dissertation Handbooks

Students should consult the relevant Dissertation Handbook available online at:


Programme

Selection of Topic

Undergraduates in subjects other than Chinese should begin to think seriously about possible dissertation topics early in the Lent Term of their second year. Research interests should be explored with teaching officers in the subject area, and it may be helpful to consult dissertations which have been produced in the past (which are available in the Faculty Library). It is necessary to be clear on the scale of the project and the research methodologies which might be employed, as well as understanding what defines a good dissertation.

Students of Chinese are expected to identify a dissertation topic and decide on their special option choice during Lent term of their third year while they are in China. They will be asked to provide a provisional dissertation topic at the end of Michaelmas term of their third year.

See the relevant dissertation handbook for information on submission of provisional dissertation topics.

Formal Approval of Topic (Part II students)

The topic of the proposed dissertation has to have the formal approval of the Faculty Board. A special form is obtainable from the Faculty Office for the submission of the final topic of the dissertation: the form has to be signed by your supervisor and your Director of Studies. Dissertation topics must be submitted by the division of Michaelmas Term.

Supervisions

See the relevant dissertation handbook for information on supervisions.

Submission of Dissertations

Two hard copies of the dissertation and one electronic copy (pdf), accompanied by a signed statement that the dissertation is the candidate’s own work and that it does not exceed the maximum length required, are to be submitted to the Faculty Office so as to
arrive not later than the third day of the Full Easter Term in which the examination is to be held i.e. **Thursday 25 April 2019**.

Dissertations must be anonymous, so students should write their CANDIDATE NUMBER on the front of the project rather than their name.

After the examinations have been completed one copy of the dissertation will be retained in the Faculty Library and the other copy will be returned to the candidate.

**Length of Dissertation**

The maximum length of 12,000 words includes text, notes, appendices but **excludes** bibliography. Marks may be deducted if the dissertation is longer than the approved maximum length. It should be noted that while there is no prescribed minimum length a dissertation of less than 5,000 words would be unlikely to do justice to the chosen topic.

**Summary**

Each copy of the dissertation shall be accompanied by a summary (not bound into the main text) of not more than 300 words in English.

A candidate in Chinese Studies shall furnish a summary of not more than 300 words in English. This summary should also be translated in Chinese.

**Research and Content**

Normally the dissertation must be based significantly on materials, written and/or oral, in the language or languages studied.

Examiners will be looking for coherent organisation of subject matter, a clearly developed line of thought throughout the dissertation, and the appropriate use of evidence to reinforce the argument or interpretation. The style of writing should be clear and precise.

**Late Submission**

Late submission of dissertations or of other written work is not allowed. In the case of acute medical problems or family emergencies which may cause problems for completion of the project, the student’s Director of Studies and tutor at the college must be informed so that they can raise the case with examiners. Regardless, the Faculty examiners reserve the right either to refuse to accept late submissions or to impose a serious reduction of marks.

**Other useful information (or example, formatting, references, the bibliography)**

See the relevant dissertation handbook for further information.
Access to Part II dissertation and long essay mark sheets

From Easter term 2018, students will be able to request their mark sheet for the papers listed below:

- C.8 Globalisation in China, 1850 to the present
- J.14 Premodern texts
- J.15 Modern Japanese Cultural History
- J.16 Topics in Pre-modern Japanese History
- J.19 Contemporary Japanese Society
- MES.15 Intermediate Literary Persian
- MES.35 Advanced Literary Persian
- MES.40 Special subject in the contemporary Middle East: Israel: Invention of a culture

Part II Dissertations: dissertations written with AMES

The mark sheet will contain the final mark and comments from the assessors.

Access to all other mark sheets are through students’ DoS, as usual.

How to request your mark sheet

To request your mark sheet send an email to ug_progadmin@ames.cam.ac.uk providing the postal address to which the mark sheet should be sent. If you would prefer to receive your mark sheet by email it can be sent to your cam email address. There will not be a charge for this service and requests for mark sheets must be received by 1 August.
Guidelines on Plagiarism

Plagiarism is 'the taking and using as one's own of the thoughts, writings or inventions of another' (Shorter Oxford English Dictionary, 3rd edition)

Plagiarism in work submitted for examinations (long essays and dissertations)

Copying out someone else's work without due indication and acknowledgement (quotation marks and footnotes or endnotes) is plagiarism. So is rewording someone else's work in order to present it as your own without acknowledging your intellectual debt. The golden rule is that 'examiners must be in no doubt as to which parts of the submitted work are your own original work and which are the rightful property of someone else'. All students should read the University-wide statement on plagiarism at [www.plagiarism.admin.cam.ac.uk/what-plagiarism/university-definition-plagiarism](http://www.plagiarism.admin.cam.ac.uk/what-plagiarism/university-definition-plagiarism)

Students who submit long essays or dissertations for examinations are required to sign a statement that the writings in question are their own work and that any use of the work of others is indicated by footnotes or endnotes and a bibliography. If a student has received significant help with the style or the detailed content of their work, the statement should acknowledge this and indicate the nature of the help received. Referencing conventions vary by discipline, but for the basic principles, please see [www.plagiarism.admin.cam.ac.uk/resources-and-support/referencing](http://www.plagiarism.admin.cam.ac.uk/resources-and-support/referencing). Supervisors are able to give advice. Often it is easiest to adopt the style of a leading journal in a particular field. Whatever system is adopted, it is important to apply it consistently.

Plagiarism in work submitted for formal assessment is regarded by the University as the use of 'unfair means' (i.e. cheating), and is treated with the utmost seriousness. Where examiners suspect plagiarism, the case will be referred to the Senior Proctor and may then be brought before the University's Court of Discipline, which has the power to deprive culprits of membership of this University and to strip them of any degrees awarded by it. The Faculty may use Turnitin, a plagiarism detection software package, to investigate cases where plagiarism is suspected.

It would be inhuman to expect students to provide quotes and references in essays written during three-hour examinations. But in this case, too, students will impress examiners if they indicate the source of a particular argument, idea, or fact by reference to its author.

Plagiarism in coursework and study

Weekly essays and other assignments are meant to be your own work. The point of a degree in the humanities is that you learn to read, think and write for yourself. Deliberate plagiarism in your supervision work is therefore not only lying, but also missing the point. Supervisors who suspect a student of plagiarism are advised to take this matter up with the student concerned. If there is no improvement, they should report it to the Director of Studies, who may well regard this as 'neglect of studies' and take appropriate disciplinary action.

Unconscious plagiarism is a more common failing in coursework. It often arises from excessively full and faithful note-taking followed by an excessively faithful use of notes in writing essays. These are bad working habits. Notes should be a summary in your own words of an argument and of the evidence or reasoning used to support it. Essays should be written with reference to notes rather than by copying them out. Plagiarism can also creep in when, instead of taking notes, students mark texts or photocopies with highlighting pens and write their essays with close reference to such materials. Supervisors are often able to detect such plagiarism by the occurrence in essays of
passages whose prose style is markedly more incisive and sophisticated than the student's usual work.

Downloading material direct from the Internet into essays also constitutes plagiarism. Internet material should be treated like any other primary or secondary source. You may wish to download material for your own use, but you should then read, question, and take notes from it as you would from any other source. Because Internet material is often not subject to any kind of editorial control, it may be advisable to treat it with more than usual scepticism. When referring to material only available on the Internet, students should provide the URL and the date it was accessed. Only material that can reasonably be expected to have a stable URL should be used. The point of references is that someone can look up the source referred to and verify for his or herself whether it supports an argument or fact in the way suggested.

In weekly essays and similar assignments, the kind of precise footnotes required in long essays and dissertations are not compulsory (although you or your supervisor may choose to use them). However, when your essays discuss or depend upon a particular source or author or piece of research, you should indicate this in an appropriate phrase or parenthesis. Most supervisors like students to add to their essay a list of the books and articles used in writing it.

**Plagiarism, research, and secondary literature**

'Copy from one, it's plagiarism; copy from two, it's research' (Wilson Mizner, 1876-1933). Not quite so simple, unfortunately (Mizner was a cheat and a con-man). An essay which simply reports the ideas and findings of other scholars is not transformed from 'plagiarism' into 'research' by exhaustive footnotes. Even if your assignment is to review the literature on a given topic, you should be 'adding value' through criticism and analysis.

Where material is cited word for word from primary or secondary sources, it must be placed in quotation marks and bibliographically referenced. When paraphrasing sentences, paragraphs, or a whole argument, this too must be referenced; often it is better to provide a direct quotation with a reference. Common knowledge, the kind of thing which you will find in almost any textbook on a topic (e.g. 1066: the date of the Battle of Hastings), need not be referenced. But the distinctive views of particular authors should be properly credited, and any reasoning or evidence especially important to an argument should be properly referenced or credited (in a fashion appropriate to the kind of exercise you are writing) when it is derived from someone else's work or represents the fruit of someone else's research or reflection.

**Further advice on plagiarism and how to avoid it can be found at**

[www.plagiarism.admin.cam.ac.uk](http://www.plagiarism.admin.cam.ac.uk)

Finally, don't panic. The point of this advice is not to plunge you into a frenzy of worry over whether your hard work is plagiarism. It is rather to inculcate good working practices.

The guidelines are based on a statement originally produced in the Faculty of Divinity.

If you have any questions, please contact:
The Faculty Administrator
Faculty of Asian and Middle Eastern Studies
Telephone: 01223 335107, Email: administrator@ames.cam.ac.uk
Turnitin Information

Students should be aware that any work submitted for assessment purposes may be submitted to Turnitin UK software for screening.

Students are responsible for ensuring they have read and understood both the University’s Statement on Plagiarism, and the Faculty of Asian and Middle Eastern Studies Plagiarism Guidance, available at:

www.cam.ac.uk/plagiarism
intranet.ames.cam.ac.uk/faculty/students/plagiarism.html

The Faculty of Asian and Middle Eastern Studies uses Turnitin UK to screen student work. Screening is carried out only if concerns are raised about the originality of work. All work screened will be reviewed by the Academic Integrity Officer to determine whether further action may be necessary.

Use of Turnitin UK complies with UK Copyright and Data Protection Laws. Submission to Turnitin does not affect your ownership of the work; the copyright and intellectual property of all work remains with the original owner (normally the student, with the exception of some sponsored research projects). No personal or sensitive data will be transmitted.

Work screened by Turnitin UK will be retained in the Turnitin database for comparison with future submissions; if matches are identified, the full text is not accessible to other institutions, only the matching text. You may request that your work is removed from the Turnitin UK database at the conclusion of the examination process, but this must be done separately for each piece of submitted work. Retaining your work on the database will help to ensure that your work remains protected from future attempts to plagiarise it, will help maintain the integrity of the University’s qualifications, and will maximise the effectiveness of the software.

Full details about Turnitin UK and your rights and responsibilities can be found on the University’s website, www.cam.ac.uk/plagiarism.

Queries about plagiarism or the Faculty’s use of Turnitin UK should be addressed in the first instance to your Director of Studies or College Tutor.
Classification and Marking in the Asian & Middle Eastern Studies Tripos 2018/2019

The following guidelines cover the principles governing the marking of individual papers, not of a candidate's whole performance.

The class assigned to each candidate is based on the average of the marks achieved in all papers. In general, the marking of individual papers and individual questions within papers is based on a sliding scale.

Candidates are tested on a range of skills varying from paper to paper and the resulting mark is a composite assessment of where on the sliding scale the candidate's overall performance falls. The particular range of skills called for differs from paper to paper, and many papers call for a combination of linguistic knowledge and essay-writing skills.

In essay questions, candidates are assessed for originality of thought, grasp of issues, breadth and depth of knowledge of the subject, clarity of argument and presentation.

In language questions, candidates are assessed on understanding and accurate use of grammatical constructions, vocabulary including spelling, sensitivity to the style, register, and context of texts.

In oral examinations, candidates are assessed for fluency, pronunciation, accent, use of appropriate register, comprehension and use of idiomatic expressions.

The standard expected is higher at Part II level than at Part IB level, which is in turn higher than that at Part IA level. The full range of marks used is as follows:

<table>
<thead>
<tr>
<th>SCALE OF MARKS</th>
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<tr>
<td>Over 75</td>
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<tr>
<td>70 - 85</td>
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<td>60 - 69</td>
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<tr>
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<td>15 - 35</td>
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'Marks’ indicated for each question mean the weighting of that question as a percentage of the whole paper.

From the 2018 – 2019 examinations onward, the classing process will be as follows:

a) A candidate's mean mark is calculated by adding the percentage values of their papers together and dividing by the numbers of papers: in the case of Part II students in Middle Eastern Studies and in Japanese Studies, the dissertation counts as 25% for the purposes of this calculation. In Chinese Studies the dissertation counts as one paper out of six. All candidates with a mean mark within the numerical limits set for a particular class remain in that class except as specified below.

b) Candidates who have achieved both an average mark within 2 points of the threshold of a higher class and a majority of papers in the class above that given by their mean mark will normally be awarded the class above that given by their mean mark as long as there is consistent performance across the range of subjects.
c) Any examiner attending the final meeting is entitled to ask for discussion of the performance of any candidate if they believe that there may be a justifiable case for raising that candidate to a higher class on other grounds, in which case the examiners for each paper taken by the candidate will be asked to comment.

**TWO FAILED PAPERS**

Two failed papers in Tripos examinations, whether at Part 1A, 1B or Part II, will result, at the discretion of the examiners, in failing the whole examination.

**VOTING PROCEDURES**

Whenever a vote is called for (when an individual’s case is under discussion) a simple majority is required.

**ESSAY QUESTIONS AND PAPERS**

**Class I* - Characteristics: (only in Part II)**

Work which consistently exceeds expectations and challenges received views. An outstanding and memorable performance in which all, or virtually all, the qualities deemed to constitute First-Class work are present to a remarkable degree.

**Class I - Characteristics:**

Work which is excellent both in the range and in the command of the material and in the argument and analysis that it brings to bear. The answer engages closely and critically with the question; provides full supporting evidence, possibly using unusual examples; shows some originality in presentation; brings in relevant material from a wide range of sources; shows confident mastery of detail; and is well-planned and complete. **Essays at the top end of this class (75 and above)** will exhibit an outstanding performance, meeting all, or virtually all, of these criteria. **Essays on the lower end of this class (70-74)** will meet many of these criteria.

**Class II.1 - Characteristics:**

Work showing evidence of a good and broad-based engagement with and understanding of the relevant material and organised in a clearly-argued, well-illustrated and relevant fashion. **Essays at the top end of this class (65-69)** will usually have a persuasive and effective answer, regularly, but not consistently, sophisticated in analysis and impressive in displaying relevant knowledge; including some attempt to treat the evidence critically and to synthesise arguments. **Essays on the lower end of this class (60-64)** will usually be competent and accurate in the reproduction of received ideas, showing evidence of reading of the principal sources of published work on the subject, and supported with reasonable exemplification.

**Class II.2 - Characteristics:**

Work which, though competent and broadly relevant, is clearly somewhat lacking in focus, organisation or breadth of reference. Essays in this class may occasionally show evidence of poor judgement, contain sections which are poorly related to the main argument (and read more like 'prepared material' than an answer to the question), or display a clumsy prose style. An answer that would normally fall into the II.1 class may fall into this class if it is too short, rushed, unfinished or badly organised. The work may also contain a number of factual errors. **Essays at the top end of this class (55-59)** will exhibit competent understanding of the basic material with reasonable organisation and focus, but may tend to state ideas rather than explain or justify them. **Essays on the lower end of this class (50-54)** will contain efficiencies in understanding and coverage together with poor organisation and focus (the argument may emerge in a
fragmentary or unfocused way). Some material may be irrelevant or its significance left unclear.

**Class III - Characteristics:**

Work that, while showing some knowledge of the material, is yet seriously deficient in understanding and breadth of reference. Candidates whose work falls into this class may have: occasionally completely missed the point of the question; been unduly brief; failed to adhere to the rubric (for example, by answering intelligently, but on material which was specifically excluded).

**Fail - Characteristics:**

Completely irrelevant, ignorant or extremely superficial work. No understanding of texts. Questions remain unattempted.

**PART II DISSERTATIONS**

**Class I and Class I* - Characteristics**

The dissertation should demonstrate a good balance between primary sources, interpretive/critical material and originality of method and interpretation. In the best dissertations, substantial use of both primary sources and interpretive material in the target language will also be combined with a solid understanding of the English-language (or other) scholarship and a basic knowledge of research method/theory in the relevant academic discipline. The ability to move beyond a descriptive/analytical approach in order to give an original interpretation a grounding in a reasonable amount of primary and secondary material, and to write clearly and effectively with carefully attention paid to style and format in notes and bibliography, merit a Class 1. Dissertations which break new ground in identification and use of primary sources and/or bring into play fresh critical perspectives which question received interpretations of the topic and/or locate new directions for research may merit Class 1* Distinction.

**Class II.1 – Characteristics**

The dissertation combines primary sources, interpretive/critical material and a serious individual engagement with the topic. Confident use of primary sources in the target language, and some use of secondary material in that language, is combined with a good knowledge of English-language (and other) material, as well as a familiarity with the relevant academic discipline. The dissertation may rely mainly upon a descriptive/analytical approach to its topic. Or it may make use of methods/theories which fall somewhat short of expectations. It should be clearly organised and written, and show basic mastery of style and format in notes and bibliography.

**Class II.2 – Characteristics**

The dissertation makes use of a variety of primary and secondary sources. The amount of target-language material utilised may be limited, and the topic is treated in a descriptive/analytical manner. Familiarity with English-language (and other) material may partially make up for lack of target-language sources, but lack of knowledge concerning the relevant academic discipline may limit the effectiveness off such material. Style and format of notes and bibliography lack careful treatment, and writing overall may seem less than confident and clear.

**Class III – Characteristics**

The dissertation has made some use of target-language primary sources, and may have used secondary sources. It may seem over-reliant on the use of English-language (and other) material or may instead give excessive attention to describing/analysing target-
language sources without interpretive balance. Writing may be somewhat careless or hurried, and style and format of notes and bibliography inconsistent or sloppy.

**Fail – Characteristics**

The dissertation falls short of minimal standards for use of target-language sources, reasonable use of secondary material of any kind, and fails to present a coherent individual argument concerning the topic. Writing, style and format show thorough lack of attention to care and coherence.

**LANGUAGE QUESTIONS AND PAPERS**

**PART II**

In the case of living languages, candidates will be presented with material of a level of difficulty similar to that which a reasonably educated native speaker would deal with on an everyday basis, but not more technical, obscure or complex than this, unless a particular study of the genre has been made. In the case of dead languages, the material presented will be from original texts and of a complexity which is challenging but not unique to the passages concerned, unless a particular study has been made of the texts.

**Class I* - Characteristics: (only in Part II)**

Consistently accurate, natural use of the language, with excellent command of style and wide range of vocabulary and idioms. Translations from the language exhibit full understanding of all nuances of meaning. Explanations of linguistic points are clear, thorough and, where possible, original.

**Class I - Characteristics:**

Accurate use of the language, with good command of style, range of vocabulary and idiom; clear grasp of points made and structure of passages; able to translate from the language with sensitivity; clear explanations of linguistic points where they are called for.

**Class II.1 - Characteristics:**

Generally accurate, fairly natural use of the language, with good command of style, range of idiom and vocabulary; generally clear grasp of points made and structure of passages, but misses nuances; able to translate from the language with some sensitivity and some limitations, which they can often find ways round; clear explanations of linguistic points where they are called for.

**Class II.2 - Characteristics:**

Generally but not consistently accurate use of the language, and often clumsy; noticeable limitation in vocabulary and sophistication; grasps general points but not all detail; able to translate well on the whole, but with quite a few inaccuracies or omissions; can explain most linguistic points fairly well.

**Class III - Characteristics:**

Quite inaccurate, but still some sense of style and fairly wide vocabulary; misses some important points of passages; many inaccuracies and omissions in translations, but gets the general outline on the whole; cannot properly explain all linguistic points required.

**Fail - Characteristics:**

Many inaccuracies and often does not put words properly together into sentences; only grasps a few points in a passage; inaccuracies and omissions in translation to the point where the overall sense of the passage is unclear; cannot explain many linguistic points required.
PART IB
Candidates will be presented with naturally occurring material controlled for topic and complexity, in genres with which they are familiar.

Class I - Characteristics:
Generally accurate, but limited in sophistication of expression and vocabulary; good grasp of both main points and details of passages presented; very competent translation, though misses some nuances; clear explanations of linguistic points where required.

Class II.1 - Characteristics:
Generally accurate, but not necessarily idiomatic; generally clear grasp of points made and structure of passages, but misses details; able to translate from the language well but with some noticeable limitations; clear explanations of linguistic points where they are called for.

Class II.2 - Characteristics:
Fairly accurate use of the language with quite a few mistakes; often clumsy and quite limited; grasps most but not all general points and cannot always distinguish them from detail; quite a few inaccuracies and/or omissions in translation; can explain some linguistic points fairly well.

Class III - Characteristics:
Quite inaccurate, but can put sentences together in ways that generally make sense; misses some important points of passages; many inaccuracies and omissions in translation, but give some sense of the general outline; cannot properly explain all linguistic points required.

Fail - Characteristics:
Many inaccuracies and often does not put words properly together into sentences; only grasps a few points in a passage; inaccuracies and omissions in translation to the point where the overall sense of the passage is unclear; cannot explain many linguistic points required.

PART IA
Candidates will be presented with the simplest types of naturally occurring passages, or with simplified ones, in genres and topics with which they have some familiarity.

Class I - Characteristics:
Generally accurate basic sentence construction showing an ability to handle all areas of the grammar of the language and with a good range of vocabulary and idiom within the limited areas required; good grasp of main points and detail of passages; competent translation, if clumsy, with ability to find ways round their own limitations; clear grasp of linguistic points required.

Class II.1 - Characteristics:
Fairly accurate basic sentence construction, able to deal very competently with tasks required but not to elaborate on them; good overall grasp of passages, but not of all detail; fairly competent translation; fairly clear grasp of linguistic points required.

Class II.2 - Characteristics:
Basic sentence structure there, but many inaccuracies; weak in some areas of grammar; can handle tasks required but in quite a limited way; translates with many gaps and inaccuracies; cannot properly explain some of the linguistic points required.
Class III - Characteristics:
Can mostly construct basic sentences, but with many inaccuracies and limited vocabulary; can only barely handle tasks required; many gaps and inaccuracies in translation, but conveys the overall sense of the passages; can explain only a few of the linguistic points required.

Class Fail - Characteristics:
Consistently inaccurate in grammar, with severely limited vocabulary; can handle only one or two aspects of the tasks required; whether in passages for translation or comprehension, does not grasp or convey the gist of the passage, just the odd point; minimal grasp of linguistic points.

ORAL EXAMINATIONS

PART II
Students' pronunciation should be accurate and they should be listening to the language spoken to them at the normal delivery speed of the native speaker. (In listening comprehension tests levels of understanding are likely to be correspondingly lower than in face-to-face interview situations, which is assumed below.)

Class I* - Characteristics: (only in Part II)
Native level of fluency; error-free grammar; high level of articulacy; ability to express complex ideas in a sophisticated but clear manner.

Class I - Characteristics:
High level of fluency; accuracy of grammar; fully appropriate use of style and idiom, and ability to express themselves impromptu with some sophistication; high level of ability to understand and react to fine nuances of meaning.

Class II.1 - Characteristics:
Generally very good level of fluency; generally accurate with a few mistakes; ability to express themselves well impromptu; but not necessarily in complex ways; sound comprehension in general, but may misunderstand or fail to grasp some more complex ideas.

Class II.2 - Characteristics:
Good level of fluency, but with some hesitations and quite a few inaccuracies; ability to express themselves impromptu, but sometimes quite clumsily; fairly sound comprehension but miss some detail.

Class III - Characteristics:
Fairly fluent but with many hesitations and inaccuracies; can express all basic ideas they want, but limited in sophistication and command of vocabulary and idiom; sometimes miss the point of what is being said to them.

Fail - Characteristics:
Many hesitations and very many inaccuracies, although not altogether lacking in fluency; limited in what ideas they can express impromptu; often need the interlocutor to repeat.

PART IB
Pronunciation should be fairly accurate and speech listened to will be controlled for complexity, idiom and vocabulary.
Class I - Characteristics:
Reasonable degree of fluency and generally accurate, though with some mistakes; can handle everyday situations and express their own ideas well, but within a limited range of situations and topics; good understanding of fairly free-ranging speech, and ability to get interlocutor to rephrase as necessary.

Class II.1 - Characteristics:
Less fluency and more hesitation, quite a few inaccuracies, but can handle everyday situations and express their own ideas competently within a limited range; understand most of interlocutor's speech, but miss some detail.

Class II.2 - Characteristics:
Quite a few inaccuracies and some struggle for words, which impedes fluency and may impede communication, but can convey the basic ideas required; needs some repetition and rephrasing to understand interlocutor's point.

Class III - Characteristics:
Little fluency, many inaccuracies and limited vocabulary, but can manage to deal, slowly and clumsily, with the situations presented and express their own basic ideas; need a lot of repetition and rephrasing to understand interlocutor's point.

Fail - Characteristics:
No fluency, little accuracy and cannot handle all the aspects of the situations presented; have difficulty expressing their own ideas, and in understanding the interlocutor, even with rephrasing.

PART IA
Students will be presented with only a very limited range of speech to understand and produce, and it will be in areas already familiar to them.

Class I - Characteristics:
Fairly fluent, generally accurate, though with some mistakes; able to deal with the range of situations and topics required competently, and with some imagination and elaboration; very little need to clarify interlocutor's point.

Class II.1 - Characteristics:
Fairly fluent at times, but quite a few hesitations and inaccuracies; able to deal with the range of situations and topics required competently; general understanding quite good, but may need some clarification.

Class II.2 - Characteristics:
Not very fluent and very inaccurate, but can handle the situations and topics required, though sometimes in minimal fashion; can understand interlocutor's points with clarification when required.

Class III - Characteristics:
Little fluency or accuracy, and limited in resources to deal with situations and topics presented; needs fair amount of clarification or modification of interlocutor's speech to understand some things.
**Fail - Characteristics:**

Often cannot put words together to form sentences; can barely handle a few aspects of the topics and situations presented; interlocutor has to simplify speech significantly in order to be understood.
Tripos Examination Prizes

Arabic and Persian Studies

Part II

**R. A. Nicholson Prize**: awarded annually by the Examiners appointed to examine in Arabic and Persian in Part II of the Asian and Middle Eastern Studies Tripos for distinguished work in that examination in Arabic and Persian, or in one of those languages, preference being given to a candidate who has achieved distinction in both languages.

Chinese Studies

Part IA

**Chinese Studies Prize**: may be awarded for outstanding performance in Chinese Studies in any part of the Tripos.

**Michael Loewe Prize**: awarded annually for distinction in classical and literary Chinese shown by performance in those subjects in any Part of the Asian and Middle Eastern Studies Tripos.

Part IB

**Chinese Studies Prize**: may be awarded for outstanding performance in Chinese Studies in any part of the Tripos.

**Michael Loewe Prize**: awarded annually for distinction in classical and literary Chinese shown by performance in those subjects in any Part of the Asian and Middle Eastern Studies Tripos.

**Mau-sang Ng Prize**: awarded annually by the Examiners for Part IB of the Asian and Middle Eastern Studies Tripos for an outstanding performance in Chinese Studies in that examination.

Part II

**Chinese Studies Prize**: may be awarded for outstanding performance in Chinese Studies in any part of the Tripos.

**Michael Loewe Prize**: awarded annually for distinction in classical and literary Chinese shown by performance in those subjects in any Part of the Asian and Middle Eastern Studies Tripos.

**Robert M. Somers Prize**: awarded annually by the Examiners for Part II of the Asian and Middle Eastern Studies Tripos for an outstanding performance in Chinese Studies in that examination.

Hebrew Studies

Part II

**Bender Prize**: awarded annually by the Examiners for the Asian and Middle Eastern Studies Tripos to the candidate who has shown the greatest distinction in Biblical Hebrew in Part II of that Tripos.

Japanese Studies

Part II

**Carmen Blacker Prize**: awarded annually by the Examiners for Part II of the Asian and Middle Eastern Studies Tripos for distinction in Japanese in that examination.
Middle Eastern Studies

Part IA:

**Middle Eastern Studies Part IA Tripos Prize:** £150 awarded by the Department of Middle Eastern Studies for outstanding performance in the Middle Eastern Studies Part IA Tripos examinations.

Part IB:

**Middle Eastern Studies Part IB Tripos Prize:** £150 awarded by the Department of Middle Eastern Studies for outstanding performance in the Middle Eastern Studies Part IB Tripos examinations.

Part II

**Middle Eastern Studies Part II Tripos Prize:** £150 awarded by the Department of Middle Eastern Studies for outstanding performance in the Middle Eastern Studies Part II Tripos examinations.

**Middle Eastern Studies Dissertation Prize:**
£150 awarded for an outstanding dissertation in Middle Eastern Studies

Not awarded at present

Part II

**Bhaonagar Medal:** awarded annually by the Examiners for Part II of the Oriental Studies Tripos to that candidate for Part II of that Tripos who has in the judgement of the Examiners shown the greatest distinction in an Indian language or Indian languages in that examination, provided that his or her work is of sufficient merit.

**Brotherton Prize:** awarded by the Examiners for Part II of the Oriental Studies Tripos for distinction in South Asian Studies in that examination. If there are two candidates of equal merit, preference shall be given to a candidate showing distinction in Sanskrit.

Prizes administered by the central university

Winifred Georgina Holgate Pollard Memorial Prize: awarded annually to accord recognition to the most outstanding results obtained in Tripos examinations or any other examination deemed equivalent. Prizes are available at Part IA, Part IB and at Part II.
As this document may be updated throughout the academic year, please be aware that the information contained in printed paper format may be out of date. We suggest for the most up to date version, you should check the faculty intranet.