

**Faculty of Asian and
Middle Eastern Studies**

Undergraduate Handbook

2023-2024

www.ames.cam.ac.uk

This handbook should be read in conjunction with the information for current undergraduates on the intranet

<https://universityofcambridgecloud.sharepoint.com/sites/FOS/ugstudents>

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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.

The Handbook is revised constantly and any suggestions for revisions are very welcome. Please send them to the Undergraduate Programmes Administrator ugpa@ames.cam.ac.uk

For the most up to date version of this handbook you should check the Faculty intranet:

<https://universityofcambridgecloud.sharepoint.com/sites/FOS/ugstudents>

Faculty Information

Faculty Officers and Staff

Co-Chairs of the Faculty Board	Professor Barak Kushner (room 309) Professor Christine van Ruymbeke (room 218)
Faculty Manager and Secretary to the Faculty Board	Mr Glenn Garner (Faculty Office)
Deputy Faculty Manager	Ms Mel Parker (Faculty Office)
Faculty Office	Ms Rosa Colaço (Administrative Assistant) Mr Tony Brinkman (Custodian) Ms Yuni Fan (Finance Coordinator) Mr Steve Fagg (Computer Officer) Ms Florence Lindeman (Graduate Programmes Administrator) Ms Ruby Ng (Undergraduate Programmes Administrator)
Library (1st Floor)	Mrs Miki Jacobs (Librarian)

Heads of Department 2023-24

Heads of Department should be contacted for advice and assistance on matters concerning courses in the Faculty.

Department	Head of Department	Room
East Asian Studies	Professor Barak Kushner	309
Middle Eastern Studies	Professor Christine van Ruymbeke	218

Year Abroad Coordinators

Chinese Studies	Dr Lucy Zhao	318
Japanese Studies	Dr Miki Kawabata	319
Arabic Studies	Mrs Farida El-Keiy & Dr Saussan Khalil	206
Persian Studies	Dr Mahbod Ghaffari	210
Hebrew Studies	Dr Aaron Hornkohl	203

Faculty Website and Intranet

The Faculty's website address is www.ames.cam.ac.uk. On the intranet (available to people in the University only) you will find further information, staff lists, telephone numbers, email addresses etc.

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
Library telephone + 44 (0) 1223 335112

Student Representatives

Election of student representatives takes place at the start of Michaelmas term. These students are important members of the relevant committees within the Faculty and represent the views of students on them.

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. Feedback is collected in anonymous questionnaires and shared with relevant members of staff and committees. In addition, many subject areas operate a regular staff-student meeting system.

Directors of Studies

A list of Directors of Studies is available at <https://www.ames.cam.ac.uk/undergraduates/what-can-you-study/choosing-college/directors-studies>

Term dates

Full Term Dates for 2023/2024 are as follows:

Michaelmas Term	Tuesday 3 October - Friday 1 December 2023
Lent Term	Tuesday 16 January - Friday 15 March 2024
Easter Term	Tuesday 23 April - Friday 14 June 2024

Part II students should note that the deadline for Dissertation submission is **Thursday 25 April 2024**. The full list of dissertation and assessed coursework submission deadlines is available on the intranet: https://universityofcambridgecloud.sharepoint.com/sites/FOS/ugstudents/SitePages/ug_exam_timetables.aspx#submission-deadlines-for-coursework

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.

Recording of Teaching

The University has published a [policy](#) on the recording of Teaching Materials/Lectures, and other Teaching, Learning and Assessment Activities www.educationalpolicy.admin.cam.ac.uk/supporting-students/policy-recordings. Please note, your consent is required before any recording takes place. You can give this either verbally or on a consent form.

This policy does not affect the rights of disabled students to record as a reasonable adjustment under their Student Support Document (SSD), provided that they comply with the rules and restrictions set down by the University and issued by the Disability Resource Centre (DRC). Staff members who have chosen not to consent to the recording of their lecture(s)/teaching materials should still permit individual disabled students to make recordings if this is recommended in their SSD.

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. If you prefer to raise an issue directly within the Faculty, your first point of contact should be your Undergraduate Coordinator. However, while these points of contact are specifically best placed to support you, all staff are available if needed and you should not be afraid to approach any member of staff you feel comfortable talking to.

The **Undergraduate Coordinators** for 2023-24 are:

Chinese Studies:	Dr Heather Inwood	hi208@cam.ac.uk
Japanese Studies:	Professor Laura Moretti	lm571@cam.ac.uk
Korean Studies:	Dr Nuri Kim	nk588@cam.ac.uk
Middle Eastern Studies:	Dr Aaron Hornkohl	adh44@cam.ac.uk

Student Complaints

Student Complaints Procedure

Where a student is dissatisfied with any provision, action or inaction by the University students are able to raise a complaint. Students are expected to initially raise a complaint with a suitable member of staff within the Faculty, in the first instance this is one of the Co-Chairs of the Faculty. However, where the matter is serious or where students remain dissatisfied, a complaint can be raised with the central University. Complaints need to be raised in a timely way and within 28 days to ensure an effective remedy can be put in place. You can find more information at:

www.studentcomplaints.admin.cam.ac.uk/student-complaints

The Co-Chairs of the Faculty are **Professor Barak Kushner** and **Professor Christine van Ruymbeke**.

Examination Review Procedure

Where a student is dissatisfied with examination results, the Examination Review Procedure can be initiated within 28 days of formal notification of the results. You can find more information at www.studentcomplaints.admin.cam.ac.uk/examination-reviews

If you wish to have a mark check on a paper you should contact your DoS.

Student and staff behaviour

Where a student is dissatisfied with the behaviour of another student or a staff member because it amounts to harassment or sexual misconduct then the student can raise this with the University, so that action can be taken. You can find more information at

www.studentcomplaints.admin.cam.ac.uk/reporting

The general student complaints website is www.studentcomplaints.admin.cam.ac.uk

Dignity @ Work

"There is no place for any form of harassment, victimisation or sexual misconduct at Cambridge. Such behavior 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:

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

Courses and Examinations

This Handbook gives an overview 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* www.admin.cam.ac.uk/univ/so. The Specified Texts and Subjects and the rubric for each paper (known as Form and Conduct) are published in the *Cambridge University Reporter* www.reporter.admin.cam.ac.uk.

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 or the Faculty Library Moodle site <https://www.vle.cam.ac.uk/course/view.php?id=94752>.

Due to the range and variety of Asian and Middle Eastern subjects the regulations are complex. Some 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. This must be completed by the end of Easter Term in the preceding year.

The Tripos System and Overall Degree Classification

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. The University has decided to introduce an overall degree classification for the cohort of students who matriculated in October 2020 and subsequent years. Students that started before Michaelmas 2020 are not awarded an official class for the overall BA degree.

Part IA is taken at the end of the first year and does not enter into the overall degree classification.

Part IB is taken at the end of the second year and the mark for Part IB will be scaled to 30% of the total overall degree classification.

Part II is taken after two further years, and the mark of Part II will be scaled to 70% of the total overall degree classification.

For Students doing a Preliminary Examination to Part II instead of the Year Abroad (East Asian Languages in combination), this does not enter into the overall degree classification.

Further background information on the move to overall degree classification is available at the following links:

<https://www.camdata.admin.cam.ac.uk/structure-undergraduate-courses-cambridge>
<https://www.admin.cam.ac.uk/reporter/2019-20/weekly/6574/section6.shtml>

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. For more information contact the relevant Year Abroad Coordinator.

If you have a disability which is recorded in a Student Support Document (SSD) please re-read and consider if there are any different adjustments you will need while away on your year abroad. If you are unsure please arrange to speak to your Disability Adviser who can help guide.

If you consider yourself to have a disability which may need adjustments while abroad and you haven't had it recorded on a Student Support Document then please contact the Disability Resource Centre and ask to speak to an Adviser for a confidential appointment. Please note appointments are in high demand so please book one as soon as possible.

Consolidation

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

Methods of assessment

Please contact individual paper convenors for information about assessment methods this year. Coursework is 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, are stated in this 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

For 2023-24 the submission deadline is **5pm on Thursday 25 April 2024**.

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. Students should consult the relevant Dissertation Handbook available online at:

https://universityofcambridgecloud.sharepoint.com/sites/FOS/ugstudents/SitePages/ug_dissertation.aspx

Chinese Studies

https://universityofcambridgecloud.sharepoint.com/:b:/r/sites/FOS/ugstudents/Shared%20Documents/ug_teaching/ug_dissertation/Chinese-Dissertation-Handbook.pdf

Japanese Studies

https://universityofcambridgecloud.sharepoint.com/:b:/r/sites/FOS/ugstudents/Shared%20Documents/ug_teaching/ug_dissertation/Japanese-Dissertation-Handbook.pdf

Middle Eastern Studies

https://universityofcambridgecloud.sharepoint.com/:b:/r/sites/FOS/ugstudents/Shared%20Documents/ug_teaching/ug_dissertation/MES-Dissertation-Handbook.pdf

Late Submission of Dissertations, Coursework and other written work

Late submission of dissertations or other written work incurs a serious reduction of marks: 5 marks per 24 hours or part thereof that the work is overdue (inclusive of weekends and other periods when the office is closed). The Faculty examiners also reserve the right to refuse to accept late submissions. **NB *In the case of acute medical problems or family emergencies which may cause problems for completion of the project, the student must inform their Director of Studies and Tutor at their college at the earliest possible opportunity.*** In most cases, a student's college Tutor will assemble the materials in order to raise the case with examiners and possible mitigation of the late submission penalty. Note that reliable evidence of the obstacle to submission will be required by the examiners. The Faculty examiners nonetheless reserve the right either to refuse to accept late submissions or to impose a serious reduction of marks.

The full list of dissertation and assessed coursework submission deadlines is available on the intranet:

https://universityofcambridgecloud.sharepoint.com/:b:/r/sites/FOS/ugstudents/Shared%20Documents/ug_exams/ug_exam_guidance/Submission_deadlines.pdf

Plagiarism and Academic Misconduct

Website: www.plagiarism.admin.cam.ac.uk

Definition of academic misconduct www.plagiarism.admin.cam.ac.uk/definition

With effect from 1 October 2019, the University has outlined Rules of Behaviour for both current and former registered students. All registered students and formerly registered students are responsible for following the Rules of Behaviour. Not knowing or forgetting about the rules or their consequences is not a justification for not following them. These Rules include a definition of academic misconduct, which is replicated below:

'Academic misconduct' is gaining or attempting to gain, or helping others to gain or attempt to gain, an unfair academic advantage in formal University assessment, or any activity likely to undermine the integrity essential to scholarship and research. It includes being in possession of unauthorised materials or electronic devices during an examination, including recording or communication devices or devices that can store data, even where Registered Students are unaware that such materials or devices are unauthorised, have no intention of using them, or are unaware that they have them in their possession. Academic misconduct also includes:

- **Plagiarism:** using someone else's ideas, words, data, or other material produced by them without acknowledgement;
- **Self-plagiarism:** using the Registered Student's own ideas, words, data or other material produced by them and submitted for formal assessment at this University or another institution, or for publication elsewhere, without acknowledgement, unless expressly permitted by the assessment. Students must not deliberately reproduce supervision essays or parts of supervision essays verbatim in open-book exams, as this will be treated as plagiarism;
- **Contract cheating:** contracting a third party to provide work, which is then used or submitted as part of a formal assessment as though it is the Registered Student's own work;

- **Collusion:** working with others and using the ideas or words of this joint work without acknowledgment, as though it is the Registered Student's own work, or allowing others to use the ideas or words of joint work without acknowledgment;
- **Impersonating someone or being impersonated** in an examination or arranging for someone to impersonate someone else by sitting their examination;
- **Fabrication, falsification or misrepresentation** of data, results or other outputs or aspects of research, including documentation and participant consent, or presenting or recording such data, etc, as if they were real; or
- **Failure to meet legal, ethical and professional obligations** in carrying out research. This includes failure to follow agreed protocol if this failure results in unreasonable risk or harm to humans, other sentient beings or the environment, and facilitating of misconduct in research by collusion in, or concealment of, such actions by others. It includes any plan or conspiracy to attempt to do any of these things.

Breaches of academic misconduct will be taken forward under the Student Discipline Procedure. Full information on the Student Discipline Procedure is available from the Office of Student Conduct, Complaints, and Appeals (OSCCA)

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 the Plagiarism and Academic Misconduct information at www.plagiarism.admin.cam.ac.uk and the Faculty of Asian and Middle Eastern Studies' guidance at

<https://universityofcambridgecloud.sharepoint.com/:u:/r/sites/FOS/ugstudents/SitePages/Plagiarism-Guideline.aspx>

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.

Full details about Turnitin UK and your rights and responsibilities can be found on the University's website at www.plagiarism.admin.cam.ac.uk and at <https://www.plagiarism.admin.cam.ac.uk/investigating/turnitin>

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.

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.

Environmental Sustainability

The University of Cambridge has an Environmental Sustainability Vision, Policy and Strategy www.environment.admin.cam.ac.uk/policy 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](#) Award in 2018-19 and in 2019-20.

Useful links

This handbook should be read in conjunction with the information for current undergraduates on the intranet

<https://universityofcambridgecloud.sharepoint.com/sites/FOS/ugstudents>

Faculty website	www.ames.cam.ac.uk .
Libraries	
Faculty Library	www.ames.cam.ac.uk/faculty-library
University Library	www.lib.cam.ac.uk
The Careers Service	www.careers.cam.ac.uk
The Language Centre	www.langcen.cam.ac.uk
The Disability Resource Centre	www.disability.admin.cam.ac.uk
Environment and Energy	www.environment.admin.cam.ac.uk
Green Impact	www.environment.admin.cam.ac.uk/green-impact
Information for students	information for students
Cambridge student information	www.cambridgestudents.cam.ac.uk/
CAMSIS	www.camsis.cam.ac.uk
Students Advice Service	www.cambridgesu.co.uk/support/advice
Student Counselling Service	www.counselling.cam.ac.uk
Transskills: supporting transition to University	www.transskills.admin.cam.ac.uk/skills-portal
Student wellbeing	www.studentwellbeing.admin.cam.ac.uk
Plagiarism and Academic Misconduct	www.plagiarism.admin.cam.ac.uk

EAST ASIAN STUDIES

Chinese Studies

Undergraduate Coordinator: Dr Heather Inwood

Chinese Studies teaching staff 2023-24

Teaching Officers

Professor Adam Yuet Chau

Professor in the Anthropology of Modern China

Dr Noga Ganany

Assistant Professor in the Study of Late Imperial China

Professor William Hurst

Chong Hua Professor of Chinese Development

Dr Heather Inwood

Associate Professor in Modern and Contemporary Chinese Literature and Culture

Professor Roel Sterckx

Joseph Needham Professor of Chinese History, Science and Civilization

Professor Hans van de Ven (on leave Michaelmas 2023)

Professor of Modern Chinese History

Ms Hsiaoching Wang

Language Teaching Associate in Chinese

Ms Emma Wu

Associate Professor of Chinese

Dr Lucy Zhao

Assistant Professor in Chinese Language & Linguistics

Temporary teaching staff

Dr Hajni Elias

Affiliated Lecturer in Chinese Art and Material Culture

Dr Xin Fan

Teaching Associate in Modern Chinese History

Dr Flavia Xi Fang

Teaching Associate in Classical Chinese

Dr Avital Rom

Leverhulme Early Career Fellow, Churchill College

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 or Papers C.3-5;

EAS.1;

Chinese oral.

Part IB:

Papers C.4-6

One paper from C.7-8;

One paper from C.7-8, J.9, AMES.1, X.3,

Or both half-papers from J.6A/B, J.8A/B, or J.10A/B,

Or C.10 or K.1 if announced by the Faculty Board under Regulation 8;

Chinese oral.

Or

Paper C.6-8;

Paper C.9;

Two papers from

J.9, AMES.1, X.3, both half-papers from J.6A/B, J.8A/B, or J.10A/B,

Or C.10 or K.1 if announced by the Faculty Board under Regulation 8;

Part II:

Papers C.11-12;

Two papers chosen from the papers announced for this Part by the Faculty Board under Regulation 8, provided that only papers prefixed with C or K may be chosen;

K.2 can only be taken if K.1 was taken in Part IB or a high level of efficiency in the language can be demonstrated to the satisfaction of the course leader.

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.

Chinese Studies course descriptions 2023-24

Part IA (first year)

Compulsory courses:	EAS.1 Introduction to East Asian History C.O Oral Examination
Pathway 1:	All of the following: C.1 Modern Chinese translation and writing 1 C.2 Modern Chinese Texts 1 C.3 Literary Chinese 1
Pathway 2:	All of the following: C.3 Literary Chinese 1 C.4 Modern Chinese translation and writing 2 C.5 Modern Chinese Texts 2

Descriptions

C.1 Modern Chinese translation and writing 1 (Chinese language teachers)

Supplementary Regulation

This course is to enable students to use basic elements of Chinese grammar correctly, use Chinese over a range of everyday situations, write basic Chinese and translate English into Chinese at the sentence level, and write simple essays in Chinese.

Lectures and Classes

Taught in Michaelmas, Lent and Easter

Total of 100 participatory 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 (Chinese language teachers)

Supplementary Regulation

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.

Lectures and Classes

Taught in Michaelmas, Lent and Easter

Total of 60 language classes 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 (Professor Sterckx)

Supplementary Regulation

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.

Course Description

Guided reading of a selection of passages from the Warring States and early imperial period (5th cent. BC- 2nd cent. AD), accompanied by exercises familiarizing students with the grammar of literary Chinese. Readings include, among others, the Confucian *Analects*, Sunzi's *Art of War*, the *Mencius*, *Xunzi*, *Mozi*, *Zhuangzi*, *Book of Lord Shang* and *Han Feizi*.

Lectures and Classes

Taught in Lent and Easter

Total of 20 participatory 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.

EAS.1 Introduction to East Asian History (Dr Kim et al.)

Supplementary Regulation

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.

Lectures and Classes

Taught in Michaelmas, Lent and Easter

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

Form and Conduct

The assessment of this paper will consist of two parts, each carrying an equal weight. First, students will select two of their supervision essays to be submitted to a portfolio by the division of Easter term. Students are free to choose any papers for the portfolio, but they must not deal with one and the same area. In other words, the two essays may not both focus only on China, or Japan, but must include at least one paper that deals with a region outside the student's target language. Second, there will be a viva voce examination either in person or virtually.

C.O Oral Examination (Chinese language teachers)

The examination consists of a listening comprehension test and an oral test. All oral tests will be recorded.

Lectures and Classes

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).

Chinese Studies course descriptions 2023-24

Part IB (second year)

Students take the following:

	Pathway 1:	Pathway 2:
Compulsory courses:	C.4 Modern Chinese translation and writing 2 C.5 Modern Chinese Texts 2 C.6 Literary Chinese 2 C.O Oral Examination	C.6 Literary Chinese 2 C.7 History of dynastic China C.8 Globalization in China C.9 Special Chinese Language Option
Option 1:	One of: C.7 History of dynastic China C.8 Globalization in China	Two of the following courses: C.10 Politics and International Relations of China J.6 A/B - Pre-modern Japanese History and Modern Japanese History J.8 A/B Modern and Contemporary Japanese Literature and Pre-modern and Early Modern Japanese Literature J.9 Japanese Society J.10 A/B Japanese Politics and Korean Politics AMES.1 Cinema East X.3 Structures and meanings K.1 Modern Korean 1
Option 2:	One of the following courses: C.7 History of dynastic China C.8 Globalization in China C.10 Politics and International Relations of China J.6 A/B Pre-modern Japanese History and Modern Japanese History J.8 A/B - Modern and Contemporary Japanese Literature and Pre-modern and Early Modern Japanese Literature J.9 Japanese Society J.10 A/B Japanese Politics and Korean Politics AMES.1 Cinema East X.3 Structures and meanings K.1 Modern Korean 1	

For information about Japanese and Korean Studies courses see the second year Japanese Studies course descriptions.

Descriptions

C.4 Modern Chinese translation and writing 2 (Chinese language teachers)

Supplementary Regulation

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.

Lectures and Classes

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 Inwood, Dr Zhao, Ms. Wang)

Supplementary Regulation

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 and familiarity with modern written Chinese and advancing their understanding of aspects of Chinese historical and cultural experience in 20th-century and contemporary China.

Lectures and Classes

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 (Professor Sterckx and Dr Ganany)

Supplementary Regulation

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.

Lectures and Classes

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.

C.9 Special Chinese Language Option (Dr Zhao)

Supplementary Regulation

Compulsory Part IB modern Chinese language paper for students in Pathway 2

Course description

This paper is to be taken by students who have already taken papers C.4: Modern Chinese Translation and Writing 2 and C.5: Modern Chinese Texts 2 at Part IA. It is designed to enable students to continue developing their modern Chinese language proficiency in reading, writing, speaking and listening prior to going on the year abroad in their third year. Students will have three hours of teaching each week, including one hour of supervision. The two hours of classes will focus on reading comprehension and translating modern Chinese texts of a range of topics and styles into English. The students will submit a piece of writing for the supervision every fortnight. The language of instruction for all classes and supervisions is Chinese as a way of further developing the students' listening and speaking skills.

Lectures and Classes

Total of 32 classes and 16 supervisions over Michaelmas and Lent terms

Form and Conduct

The paper is examined by a three-hour exam. The paper asks students to translate two short texts from Chinese into English and to write an essay in Chinese on a specified topic. Candidates should attempt to answer all questions and will be allowed to use the Chinese-Chinese dictionaries provided.

C.O Oral Examination (Chinese language teachers)

The examination consists of a listening comprehension test and an oral test. All oral tests will be recorded.

Lectures and Classes

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).

Optional courses

C.7 History of dynastic China (Dr Ganany)

Supplementary Regulation

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.

Course Description

The course explores a wide range of topics that form the basis of Chinese civilization, from politics and law in ancient China, through urban life and encounters with foreign cultures in medieval China, to literature and religious practice in late imperial China. Readings for this course include historical surveys, poetry, fiction, painted scrolls, and Buddhist sutras, among other materials.

Lectures and Classes

Taught in Michaelmas

Total of 8 participatory lectures and 4 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 Globalization in China, 1850 to the present (Professor Chau)

Supplementary Regulation

The history of globalization 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 globalization will be placed against the background of this earlier phase of globalization.

Lectures and Classes

Taught in Michaelmas and Lent

Total of 16 participatory lectures and 3 supervisions

Form and Conduct

This paper will be examined by an 8,000-word long essay to be submitted to the Faculty Office on the first Thursday of Full Easter Term.

C.10 Politics and International Relations of China, 1949-Present (Professor Hurst)

Supplementary Regulation

This paper is designed to provide a solid (if basic) foundation in the study of Chinese politics and international relations, from 1949 to the present – but with a significant tilt toward the contemporary (especially post-1990s).

Course Description

After completion, and drawing on their more general background of language and history, students should be ready to advance to post-graduate work on Chinese politics or international relations. The only assumed background is that provided by EAS 1.

Generally, Michaelmas will focus on domestic politics, while much of Lent shifts to international relations and foreign policy. The three supervisions, one in Michaelmas and two in Lent, reflect this division – with the first two focused on domestic politics and the third on international relations.

Required readings are drawn mostly from the following books, supplemented with some journal articles and other materials:

Gries, Peter & Stanley Rosen (2010) *Chinese Politics: State, Society, and the Market* London: Routledge.

Joseph, William (3rd Edition, 2019). *Politics in China: An Introduction* New York: Oxford University Press.

Lieberthal, Kenneth (2nd Edition, 2004) *Governing China, from Revolution through Reform* London: W.W. Norton & Co.

Nathan, Andrew & Andrew Scobell (2012) *China's Search for Security* New York: Columbia University Press.

Shambaugh, David L. (2013) *China Goes Global: the Partial Power* New York: Oxford University Press.

Shirk, Susan L. (2007) *China, Fragile Superpower: How China's Internal Politics could Derail its Peaceful Rise* New York: Oxford University Press.

Shirk, Susan L. (2023) *Overreach: How China Derailed its Peaceful Rise* New York: Oxford University Press.

Lectures and Classes

Taught in Michaelmas and Lent.

Weekly Guide

Michaelmas

Week 1: The Mao Era

Readings: Joseph Chapters 2 & 3; Lieberthal Chapters 3 & 4

Week 2: The Deng Era

Readings: Joseph Chapter 4; Lieberthal Chapter 5; Dingxin Zhao "State-Society Relations and the Discourses and Activities of the 1989 Beijing Student Movement" *American Journal of Sociology* 105(6): 1592-1632 (2000); & Dingxin Zhao "Zhao, Dingxin "Ecologies of Social Movements: Student Mobilization during the 1989 Prodemocracy Movement in Beijing." *American Journal of Sociology* 103: 1493-1529 (1998).

Week 3: Organisations and Institutions

Readings: Joseph Chapter 6; Lieberthal Chapters 6 & 7; Gries & Rosen Chapter 1

Week 4: Political Economy of Reform and Governance since 1990

Readings: Joseph Chapter 8; Lieberthal Chapter 8; Wang Shaoguang "China's 1994 Fiscal Reform: an Initial Assessment" *Asian Survey* 37(9): 801-817 (1997); & Le-yin Zhang

"Chinese Central-Provincial Fiscal Relationships, Budgetary Decline, and the Impact of the 1994 Fiscal Reform: an Evaluation" *China Quarterly* 157: 115-141 (Mar 1999)

Week 5: Law and Politics

Readings: Joseph Chapter 7; articles

Week 6: Urban Politics

Readings: Joseph Chapter 10; Gries & Rosen Chapters 7, 8, 11 & 12

Supervision 1: Questions on Endurance of History; Role of Structures/Institutions; 1980s Reforms; post-1990 Political Economy

Week 7: Rural Politics

Readings: Joseph Chapter 9; Gries & Rosen Chapters 4 & 5; & Lily L. Tsai

"Solidarity Groups, Informal Accountability, and Local Public Goods Provision in Rural China" *American Political Science Review*, 101(2): 355-372 (May 2007);

William Hurst, Mingxing Liu, Yongdong Liu & Ran Tao "Reassessing Collective Petitioning in Rural China: Civic Engagement, Extra-State Violence, and Regional Variation" *Comparative Politics* 46(4): 459-482 (July 2014).

Week 8: Hong Kong Politics

Readings: Joseph Chapter 18; articles

Lent

Week 1: Politics of Xinjiang, Tibet, and other Minority Regions

Readings: Joseph Chapters 16 & 17; Gries & Rosen Chapters 9 & 10

Week 2: Taiwan Politics

Readings: Joseph Chapter 19; articles

Supervision 2: Questions on Law and Politics; Urban Politics; Rural Politics; Politics of Taiwan/HK/Minority Areas

Week 3: China's Foreign Policy Views, Structures, and Debates

Readings: Shambaugh pp. 1-44; Shirk (2007) pp.1-12, 35-78; Nathan & Scobell pp.3-62; Shirk (2023) Chapter 3

Week 4: US-China Relations, Part I

Readings: Shambaugh pp.73-78; Shirk (2007) pp.212-254; Nathan & Scobell pp.89-113

Week 5: US-China Relations, Part II & China in Asia, Part I

Readings: Shambaugh pp.95-105; Shirk (2007) pp.140-180; Nathan & Scobell pp.114-148

Week 6: China in Asia, Part II & China-Europe Relations, Part I

Readings: Shambaugh pp.78-94, 108-111; Nathan & Scobell pp.65-88, 148-191

Week 7: China-Europe Relations, Part II & Enduring Foreign Policy Challenges

Readings: Shambaugh pp.269-306; Shirk (2007) pp.181-211; Nathan & Scobell pp.195-222, 294-315; Shirk (2023) Chapter 4 & 7

Week 8: Toward a New Role in the World: China as Great Power?

Readings: Shambaugh pp.121-206, 307-317; Shirk (2007) pp.127-139, 255-269;

Nathan & Scobell pp.345-359; Shirk (2023) Chapters 6 & 10 (Chapters 8 & 9 recommended)

Supervision 3: Questions on China's Foreign Policy Structures and Debates, US-China Relations, China in Asia, China-Europe Relations, and China as Emerging Great Power

Form and Conduct

Assessment will be by means of an exam during the regular examination period (at the end of Easter Term).

AMES.1 Cinema East (Dr Inwood, Dr Olzsok, Professor Peleg, Dr Ghaffari, et al)

Supplementary Regulation

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.

This paper will only run with a minimum number of 4 students from each Department.

Course Description

Cinema was the major globalizing cultural medium of 20th-century modernity, at once transnational and yet deeply embedded in the lived experience of particular societies. East Asian and Middle Eastern countries have developed indigenous and independent film industries since the very early days of cinema, and film has played an important role in the cultural imagination of the different modern nations. The importance of cinema has, if anything, increased in this new century of the internet and a wide area of electronic means of conveying, storing, consuming (and stealing) moving images. All have combined to significantly broaden access to film and film culture for individuals and audiences around the world. Apart from being a subject of study in its own right, film can be an invaluable adjunct to the study of literature and history. It can offer a window on social reality and visual culture, and, like literature, can pose new questions or offer new perspectives. Finally, although this is not a language-based course, it can offer as by-product a record of living voices exercising the widest range of linguistic expression for students working with films from the area of their specialisation.

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. Students will be given access to a range of interesting classic and less well-known films while developing the skills and vocabulary to perform good cinematic analysis. Secondary readings and lectures will help to familiarise students with the historical, social, political and cultural contexts behind each film and thus deepen their understanding and appreciation for the films discussed.

Lectures and Classes

The course will be taught in weekly sessions for a total of 16 weeks (8 each in Michaelmas & Lent terms). Sessions will comprise participatory lectures and seminars, with some content provided in a pre-recorded form. Students may be asked on occasion to lead seminars and make presentations based on the weekly readings that should stimulate discussions about the films viewed and issues that they raise. Each student will also write a minimum of two essays each term. Feedback on these will be given in supervisions or in group discussions.

Taught in Michaelmas and Lent (final supervisions may be held at the beginning of Easter Term)

Total of 16 participatory lectures and seminars, plus 4 supervisions.

Form and Conduct

The examination paper will consist of ten questions divided between two sections. Candidates will be required to attempt three questions in total, including at least one from each section.

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 and Linguistics
www.mml.cam.ac.uk

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

Chinese Studies course descriptions 2023-24

Part II (fourth year)

Students are required to have spent a period of at least eight months in China during their third year.

Students take the following:

Compulsory courses:	C.11 Modern Chinese translation and writing 3 C.12 Modern Chinese texts 3 C.O Oral Examination
Students choose two optional courses:	C.13 Literary Chinese 3 C.15 The Chinese tradition: Chinese Art and Visual Culture C.16 Cultural History of Late-Imperial China C.17 Modern Chinese Literature C.18 China in a Global WWII C.19 Chinese Linguistics C.20 Contemporary Chinese society C.21 Research Seminar in Chinese Politics K.2 Modern Korean 2
Students write a dissertation	

Descriptions

C.11 Modern Chinese translation and writing 3 (Chinese language teachers)

Supplementary Regulation

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.

Lectures and Classes

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 Inwood, Dr Zhao)

Supplementary Regulation

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.

Lectures and Classes

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.O Oral Examination (Chinese language teachers)

The examination consists of a listening comprehension test and an oral test. All oral tests will be recorded.

Lectures and Classes

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).

Optional courses (additional Regulation 8 papers)

C.13 Literary Chinese 3 (Dr Fang)

Supplementary Regulation

This course introduces advanced selections of prose and poetry in literary Chinese. The course draws on texts ranging from early China to the Republican Period, including pre-Qin philosophical literature, Tang and Song poetry and Buddhist narratives. Students will be introduced to features of grammar and genre as well as the intellectual and historical background of the readings in question.

Course Description

This course introduces advanced selections of prose and poetry in literary Chinese. The course draws on texts ranging from early China to the Republican Period, including pre-Qin

philosophical literature, Tang and Song poetry and Buddhist narratives. Students will be introduced to features of grammar and genre as well as the intellectual and historical background of the readings in question.

Guided reading of texts written in literary Chinese with a close attention to the syntactical structure of the source text. Moreover, emphasis is placed on being able to understand unseen texts. Readings include, among others, the *Zhuangzi*, *Intrigues of the Warring States (Zhanguo ce)*, *New Account of the Tales of the World (Shishuo xinyu)*, *Biographies of Eminent Monks (Gaoseng zhuan)*, *Liudu ji jing*, as well as some early translations of Western books into classical Chinese.

Lectures and Classes

Taught in Michaelmas and Lent.

Total of 32 participatory lectures and a minimum of 16 supervisions.

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.

C.14 Advanced Chinese Texts [Not offered 2023-24]

C.15 The Chinese tradition: Chinese Art and Visual Culture (Dr Elias)

Borrowed by History of Art

Supplementary Regulation

This course covers Chinese art and material culture from the Neolithic period to the present with a focus on dynastic and early modern times.

Course Description

This paper examines Chinese art and material culture from the Bronze Age to the present with a focus on dynastic and modern times. It provides an object and theme based learning experience, including lectures on important areas such as archaic bronzes, early tomb art, Buddhist sculptures, ceramics, painting, calligraphy and the propaganda art of the Cultural Revolution. The paper explores the making and meaning of Chinese art and how it reflects the culture, religion and philosophy of its period. It also introduces the history of Chinese art collecting in the 20 - 21st centuries and considers current art market trends with an examination of some of the driving forces behind them. Covid circumstances permitting, along with a handling session at the Fitzwilliam Museum, there is also a day trip planned to visit the British Museum in London.

Lectures and Classes

Taught in Lent.

Total of 20 participatory lectures, 2 handling sessions, 1 day trip and 4 supervisions.

Form and Conduct

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

The Assessment will be an online exam.

C.16 Cultural History of Late-Imperial China (Dr Ganany)

Supplementary Regulation

This paper explores major themes in late-imperial China.

Course Description

This paper explores major themes in late-imperial China, including religious practice, print culture, literature and the arts. The main goal of this course is to examine a variety of sources (textual and visual) and research methodologies in the study of late-imperial China. The temporal scope of this paper is the second millennium AD, broadly from the Song Dynasty to the Qing Dynasty (960-1911).

Lectures and Classes

Taught in Michaelmas and Lent

Total of 16 two-hour participatory lectures.

Form and Conduct

This paper is assessed by a research essay of between 6,000 and 7,500 words, including footnotes and excluding bibliography. The students 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. One electronic copy (pdf) of the research essay shall be submitted to the Programmes Administrator in the Faculty Office no later than the fourth Friday of Full Easter Term.

C.17 Modern Chinese literature (Dr Inwood)

Supplementary Regulation

This paper explores modern and contemporary Chinese literature from the late Qing through to the present day.

Course Description

This course introduces students to modern Chinese literature of the twentieth and early twenty-first centuries by focusing on key authors, literary movements, genres, texts and trends. Chinese-language (also sometimes known as Sinophone) literature is studied within its relevant socio-cultural and political contexts from the late Qing dynasty through to post-Mao commercialisation and the growth of the Internet. Literary analysis of the original Chinese texts and their English translations constitutes a key part of in-class discussions and students are expected to come up with their own interpretations of the texts under consideration, informed by the secondary literature and the concepts and arguments contained therein. The Michaelmas term provides an overview of canonical texts and movements of the Republican era of modern Chinese literature, while the Lent term focuses on major themes and developments in Maoist and post-Mao literature and culture.

Lectures and Classes

Taught in Michaelmas and Lent.

Total of 16 seminars, plus two supervisions per term.

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.

C.18 China in a Global WWII (Dr Fan)

Supplementary Regulation

The Second World War was an axial moment in East Asia. This course places China in the wider context of a global Second World War.

Course Description

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.

Lectures and Classes

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 Zhao)

Borrowed by Linguistics

Supplementary Regulation

This paper introduces the Chinese language through comparative and historical linguistic perspectives.

Course Description

The paper aims to provide a linguistic introduction to the Chinese language through synchronic and diachronic comparisons. In addition to basic information such as genealogical classification, typological characteristics and areal links, the Chinese language will also be introduced through comparisons with other languages such as English and Japanese in terms of grammatical features. Mandarin Chinese will be compared with other varieties of the Chinese language (e.g., Cantonese). We discuss the historical development of words and sentence structures (e.g., word order, *ba*-construction, *bei*-construction) from Early Archaic Chinese to Modern Chinese and analyse the underlying reasons for the development. Prosodic and sociolinguistic factors will be brought into the explanations where appropriate. In addition, the paper will attempt to develop an understanding of the acquisition of Chinese grammar (e.g., *wh*-words in questions and beyond; sentence-final particles such as *le*, *ne*, *ma*, *ba*) by second language learners, highlighting factors influencing the acquisition, developmental patterns, and ultimate attainment.

Lectures and Classes

Taught in Michaelmas and Lent

Total of 16 participatory lectures, plus two supervisions per term

Form and Conduct

This paper will consist of two passages in Chinese for translation into English, and six essay questions, of which two must be attempted. Candidates will be allowed to use copies of Chinese-Chinese dictionaries provided.

C.20 Contemporary Chinese society (Professor Chau)

Supplementary Regulation

An introduction to key socio-political and cultural developments in reform-era China (from the early 1980s to the present), while situating them in the historical contexts of the late Imperial and Maoist periods. Topics covered will include Chinese political culture, kinship and marriage, reproduction and family planning, gender and sexuality, urban and rural lives, ethnic minorities, religion, state and society, nationalism, migration, law and society, etc. The analytical approaches are drawn from anthropology, political science, sociology, and cultural studies.

Lectures and Classes

Taught in Michaelmas and Lent

Total of 16 seminars

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 summarise 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.

C.21 Research Seminar in Chinese Politics (Professor Hurst)

Supplementary Regulation

An introduction to key socio-political and cultural developments in reform-era China (from the early 1980s to the present), while situating them in the historical contexts of the late Imperial and Maoist periods. Topics covered will include Chinese political culture, kinship and marriage, reproduction and family planning, gender and sexuality, urban and rural lives, ethnic minorities, religion, state and society, nationalism, migration, law and society, etc. The analytical approaches are drawn from anthropology, political science, sociology, and cultural studies.

Lectures and Classes

Taught in Michaelmas and Lent

Seminar format. Students will be expected to attend and participate fully in class discussions. There are no lectures or supervisions.

Form and Conduct

The paper will be assessed by two essays (1500 words each) on set topics drawn from the paper (3000 words total). Both essays will be submitted at the start of Easter Term.

Japanese Studies

Undergraduate Coordinator: Professor Laura Moretti

Japanese Studies teaching staff 2023-24

Teaching Officers

Professor Mickey Adolphson

Keidanren Professor of Japanese Studies

Dr Thomas Barrett

Postdoctoral Research Associate in East Asian History

Dr Mihye Harker

Korean Language Teaching Associate

Dr Miki Kawabata

University Associate Professor in Japanese

Ms Erina Kirisawa

Teaching Associate in Japanese

Dr Nuri Kim

University Assistant Professor in Korean Studies

Professor Barak Kushner

Professor of East Asian History; Head of the Department of East Asian Studies

Dr John Nilsson-Wright

University Associate Professor in Modern Japanese Politics and International Relations

Dr Brigitte Steger

University Associate Professor in Modern Japanese Studies

Dr Victoria Young (on leave Lent and Easter 2024)

Kawashima University Assistant Professor in Japanese Literature and Culture

Temporary teaching staff

Dr Juliana Buritica Alzate

Dr Elena Follador

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, J.5A and J.5B;

A maximum of six half-papers with following conditions:

Full papers count as the equivalent of two half papers

One half paper from each of the following three strands:

History strand (J6A, J6B);

Literature strand (J8A, J8B);

Social Sciences strand (J9, J10A, J10B). J9 is a full paper and therefore counts as two half papers

Further half papers up to a total of six half-papers from:

Half-paper J.6A, J.6B, J.7, J.10A, J.10B,

Full papers equivalent of two half-papers each J.9, AMES1, C7, C8, X3 or K.1;
provided that students offer no more than three papers per term.

Japanese oral.

Part II:

Papers J.11, J.12;

Two papers chosen from the papers announced for this Part by the Faculty Board under Regulation 8, with the proviso that J.13 cannot be combined with K.2 and that K.2 can only be taken if K.1 was taken in Part IB or a high level of efficiency in the language can be demonstrated to the satisfaction of the course leader.

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.

Japanese Studies course descriptions 2023-24

Part IA (first year)

Students take the following courses:

J.1 Modern Japanese 1

J.2 Japanese Grammar and Translation

J.3 Modern Japanese texts 1

EAS.1 Introduction to East Asian History

J.O Japanese Oral

Descriptions

J.1 Modern Japanese 1 (Japanese Language Teachers)

Supplementary Regulation

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. 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.

Course Description

The aim of this course 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. In the Easter term, the emphasis shifts to reinforcing the basic structures and vocabularies learnt in the first two terms through developing students' communication skills further.

Lectures and Classes

Taught in Michaelmas, Lent and Easter

Total of 162 classes and 20 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.2 Japanese Grammar and Translation (Japanese Language Teachers)

Supplementary Regulation

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.

Lectures and Classes

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 (Dr Steger, et al.)

Supplementary Regulation

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

Course Description

This paper is designed for first-year students who have just finished the textbook to challenge themselves with real-world texts in Japanese. The syllabus offers a healthy balance of non-fictional prose concerning a range of issues related to Japan and/or fictional stories produced in contemporary Japan. Please familiarize yourself with the learning outcomes of this paper and with the schedule. We expect you to come to class having read and translated the text assigned for each session.

The learning outcomes for the course are as follows:

1. Reading unedited, real-world texts for the first time;
2. Making first steps into translation from Japanese into English and reflecting upon what this process entails;
3. Consolidating grammar knowledge;
4. Gaining passive knowledge of useful vocabulary.

Lectures and Classes

Taught in Easter Term

Total of 24 classes

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 (Dr Kim et al.)

Supplementary Regulation

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.

Lectures and Classes

Taught in Michaelmas, Lent and Easter

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

Form and Conduct

The assessment of this paper will consist of two parts, each carrying an equal weight. First, students will select two of their supervision essays to be submitted to a portfolio by the division of Easter term. Students are free to choose any papers for the portfolio, but they must not deal with one and the same area. In other words, the two essays may not both focus only on China, or Japan, but must include at least one paper that deals with a region outside the student's target language. Second, there will be a viva voce examination either in person or virtually.

J.O Japanese Oral (Japanese Language Teachers)

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 J.3.
- (c) Oral test 2: A short conversation.

Japanese Studies course descriptions 2023-24

Part IB (second year)

Students take the following:

Compulsory courses:	J.4 Modern Japanese 2 J.5A Introduction to Pre-modern Japanese J.5B Modern Japanese Texts J.O Japanese Oral
Option 1:	One half-paper each from: History Strand Literature Strand Social Sciences Strand
History strand:	J.6A Japan's Pre-modern History J.6B Japan's Modern History
Literature Strand:	J.8A Modern and Contemporary Japanese Literature J.8B Pre-modern and Early Modern Japanese Literature
Social Sciences Strand	J.9 Japanese Society (full paper, if chosen select one half-paper less in Option 2) J.10 A Japanese Politics J.10B Korean Politics
Option 2:	Further three half papers or equivalent from any strand and/or the following courses: J.7 Pre-modern Japanese Texts (half paper) C.7 History of dynastic China C.8 Globalization in China AMES.1 Cinema East X.3 Structures and meanings K.1 Modern Korean 1

For descriptions of the Chinese Studies courses please see the second year Chinese Studies course descriptions.

There is also a document with examples of possible paper combinations in Part IB [on the Intranet](#).

Descriptions

J.4 Modern Japanese 2 (Japanese Language Teachers)

Supplementary Regulation

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 express themselves in Japanese in a limited range of topics; (c) increase competence in written skills.

Course Description

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.

Lectures and Classes

Taught in Michaelmas, Lent and Easter

Total of 92 language classes and 27 hours of 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 requires candidates to answer in Japanese and/or in English questions on one unseen text in Japanese and translate part of the text into English; section D requires candidates to write a composition in Japanese.

J5A Introduction to Pre-modern Japanese (Professor Moretti)

Supplementary Regulation

This compulsory one-term language paper is an introduction to premodern and early modern written Japanese, a type of written language used well into modernity. While reading and translating a varied selection of texts, students gain solid knowledge of the basic grammar of Classical Japanese (*bungo*).

Course Description

Solid grounding in Classical Japanese is key to read all sorts of primary sources well into the twentieth century. This compulsory one-term language paper is designed to effectively teach you the basics of Classical Japanese, enabling you to comprehend and translate texts produced from premodern times into modernity. This knowledge, in turn, will strengthen your understanding of modern Japanese.

The paper is designed to teach you in a well-paced manner, making your study manageable and enjoyable. You learn new, complex grammar patterns by reading a generous number of interesting and engaging short texts. A bespoke website has been created to give you access to easy, yet rigorous and comprehensive, explanations of the necessary grammatical structures. Friendly work sheets, which include vocabulary lists, accompany each text and support your learning process. The way in which we teach classical Japanese at Cambridge is unique. We start with Edo-period texts and move back in time to Heian-period texts. This means that you first tackle texts whose vocabulary is not too far from modern Japanese but whose grammar is almost completely new. Once you have gained sufficient grounding in the grammar towards the middle of Michaelmas Term, you will be in an ideal position to deal with texts whose vocabulary is challenging. This original pedagogical approach might appear unconventional, but it has proven very effective over the years. We will read a wealth of

texts, from a wide range of genres covering canonical texts as well as less known works. The syllabus and all the texts are available on Moodle at the beginning of Michaelmas Term.

The pedagogical goals of the paper are as follows:

1. Gain solid knowledge of the classical Japanese grammar (*bungo*).
2. Familiarize yourself with a wide range of premodern and early modern texts.
3. Familiarize yourself with several online resources that are useful to read not only premodern and early modern texts but also modern and contemporary texts.
4. Get exposure to a variety of texts, including fictional prose, non-fictional prose, and poetry.
5. Complement the study of Japanese literature by reading some key premodern and early modern texts in their original language.
6. Deepen your understanding of modern Japanese by studying expressions and grammar patterns in Classical Japanese that survive in modern Japanese.
7. Reflect on how to translate effectively Japanese into English.

Structure

The classes are taught in seminar format. 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 also be scheduled.

Lectures and Classes

This course meets weekly for a total of 8 weeks in Michaelmas Term with 3 hours of seminars per week.

Total of 24 classes and a minimum of 2 supervisions.

Form and Conduct

The paper is assessed by a two-hour written exam with a selection of seen texts (30% of the mark) and unseen texts (70% of the mark). The exam will be scheduled in week 0 of Lent Term, after NPR has started and before teaching resumes.

J5B Modern Japanese Texts (Japanese Studies Staff)

Supplementary Regulation

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.

Course Description

This paper is designed for second-year students and exposes them to a wide range of real-world texts in Japanese, written in a variety of styles on diverse topics. Classes expose you to two main activities.

1. Close reading and translation of texts in a variety of genres.
2. Fast reading of long passages from beginning to end and reading comprehension in English.

The paper as a whole trains you in reading a variety of Japanese texts in an independent manner.

The learning outcomes for the course are as follows:

1. Gain proficiency in reading a variety of unedited, real-world texts.
2. Gain some proficiency in translating from Japanese to English.
3. Develop techniques to read long passages with a view to grasp the meaning.
4. Consolidate and expand grammar knowledge.

5. Think about Japanese culture, language, and society from a Japanese perspective.

All classes take the form of seminars, but the teaching style will change over the course of the two terms to allow a gradual learning progress. Students are expected to come to class have read the primary sources and having done the necessary preparations (translation and/or reading comprehension). In Easter Term students will work on a project-based activity, working in groups to translate one or multiple short stories from 20th century Japanese literature.

Lectures and Classes

Taught Lent and Easter terms.

Total of 16 classes. Number of supervisions to be confirmed.

Form and Conduct

The paper is assessed by a three-hour written exam with a selection of texts, which may consist of seen and/or unseen texts. The exam will be scheduled at the end of Easter Term.

J.6A Japan's Pre-modern History (Dr Barrett)

Borrowed together with Paper J.6B by Part II History students as their Paper 18.

Supplementary Regulation

These half-papers explore 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.

Course Description

In total, both half-papers offer a critical survey of Japan's history from its early beginnings to the present with a broad focus on political, intellectual and social history.

J6A Japan's Pre-modern History will cover Japan's classical, medieval and early modern eras, up to the 1850s. This course 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.

Lectures and Classes

Taught in Michaelmas

Total of 8 lectures, 8 seminars and supervisions.

Form and Conduct

The paper is assessed by one research essay of a maximum of 2500 words, including footnotes and excluding bibliography, due by 20 December. One electronic copy (pdf) of the essay is to be submitted to the Programmes Administrator in the AMES Faculty Office ugpa@ames.cam.ac.uk

* The convenors reserve the right to alter specific assessment requirements for students from other faculties taking this paper.

J.6B Japan's Modern History (Dr Barrett)

Borrowed together with Paper J.6A by Part II History students as their Paper 18.

Supplementary Regulation

These half-papers explore 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.

Course Description

In total, both half-papers offer a critical survey of Japan's history from its early beginnings to the present with a broad focus on political, intellectual and social history.

J6B Japan's Modern History will be devoted to Japan's modern age (1850s to the present). This course 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.

Lectures and Classes

Taught in Lent

Total of 8 lectures, 8 seminars and supervisions.

Form and Conduct

The paper is assessed by one research essay of a maximum of 2500 words, including footnotes and excluding bibliography, due by the first day (Thursday) of Easter Term. One electronic copy (pdf) of the essay is to be submitted to the Programmes Administrator in the AMES Faculty Office ugpa@ames.cam.ac.uk

* The convenors reserve the right to alter specific assessment requirements for students from other faculties taking this paper.

J.O Japanese Oral (Japanese Language Teachers)

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.

Optional courses

J7 Pre-modern Japanese Texts (Dr Follador)

Supplementary Regulation

This one-term language paper builds on J5A (Introduction to Premodern Japanese) with a view to consolidate and expand knowledge of Classical Japanese (*bungo*) while allowing students to develop skills to read a wide gamut of texts independently.

Course Description

Do you wish to gain the linguistic skills that are necessary for you to read independently a wide range of Japanese texts written well into the twentieth century? Do you wish to push

your knowledge of the Japanese language to higher proficiency? Do you wish to impress Japanese people by showing a level of education akin to their own? If so, Premodern Japanese Texts is the paper for you!

This one-term paper builds on J5A and is designed to make you proficient in reading Classical Japanese (*bungo*). It offers a rich syllabus that exposes you to a much wider selection of premodern and early modern texts than the one covered in Michaelmas Term. This allows you to both consolidate and expand your knowledge of the Classical Grammar as well as to gain confidence in reading and translating all sorts of primary sources.

The pedagogical goals of the paper are as follows:

1. Consolidate and expand knowledge of Classical Japanese (*bungo*), both in terms of grammar and vocabulary.
2. Develop strategies to read a wide range of premodern and early modern texts on your own.
3. Become proficient in using several online resources that are useful to read not only premodern and early modern texts but also modern and contemporary texts.
4. Delve into a wider range of texts, including fictional prose, non-fictional prose, and poetry.
5. Expand the study of Japanese literature by reading texts that you do not necessarily encounter in J8B.
6. Develop knowledge on how to track down and access premodern and early modern primary sources.
7. Reflect on how to translate effectively Japanese into English.

Structure

The classes are taught in seminar format. All students are expected to attend seminars regularly and prepare the analysis of the texts and their translation in advance.

Lectures and Classes

This course meets weekly for a total of 8 weeks in Lent Term with 3 hours of seminars per week.

Total of 24 classes and a minimum of 2 supervisions.

Form and Conduct

The paper is assessed by coursework to be submitted digitally by the first Tuesday of Easter Term and a mini viva. The coursework assignment consists of translating unseen pre-modern text(s). The word count for the translation is not set. At the mini viva, of approximately 15-20 minutes, the candidate will be asked to discuss the translation strategies adopted and to clarify grammatical points within the coursework text(s).

J.8A Modern and Contemporary Japanese Literature (Dr Young)

Borrowed together with J.8B by students from the Faculty of English

Supplementary Regulation

This paper is a survey of modern 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.

Course Description

This syllabus presents an opportunity for students to read a fascinating range of canonical and lesser-studied works of Japanese literature in English translation. It follows a

chronological order, from the advent of the 'modern novel' in the Meiji era to very contemporary texts. The close reading of primary sources will be complemented by secondary readings and lectures that help to familiarize students with the historical, cultural, and thematic context of the selected texts.

Our aims are as follows:

- 1) Gain insight into the chronological development of modern Japanese literature based on selected key Japanese literary works (in English translation) from within and beyond the canon.
- 2) Learn to read and situate these literary works within the historical, social, political, and cultural contexts that inform them.
- 3) Learn to analyse literary works critically by drawing on relevant concepts and theories.
- 4) Challenge the canon by paying attention to celebrated works as well as texts that challenge the dominant perceptions of specific writers, periods, genres, etc. You are encouraged to reflect upon a) how and why a literary canon is fixed in a certain way and b) how close analysis might equip us to affirm, challenge and deconstruct that canon in meaningful ways.
- 5) Explore Japanese literature not from a Eurocentric point of view.
- 6) Develop communication skills through in-class discussions and presentations. The benefits of seminars include: a) providing a non-judgmental space in which to test out/ rehearse tentative ideas; b) being interactive, dialogic, and therefore a lot of fun!; c) encouraging students to work collaboratively in assembling thoughts and receiving immediate feedback; and d) helping students to develop valuable transferable skills such as critical discussion and public speaking.
- 7) Cultivate good writing and research skills by preparing for timed essays under exam conditions as well as providing training for developing longer essays on texts and topics of your choosing.

Lectures and Classes

The course will be taught in two weekly sessions for a total of 8 weeks in Michaelmas Term. Sessions will comprise participatory lectures and seminars. Students may be asked on occasion to lead seminars and make presentations based on the weekly readings that should stimulate discussions about the literary texts and the issues that they raise.

Taught in Michaelmas

Total of 16 participatory lectures and seminars, plus supervisions

Form and Conduct

The assessment consists of one research essay grounded in analysis of a literary text (or choice of texts) to be submitted by the first day (Thursday) of Lent Term. The maximum word limit for the essay is 2500 words, including footnotes and excluding references. One electronic copy (pdf) of the essay is to be submitted to the Programmes Administrator in the Faculty Office.

* The convenors reserve the right to alter specific assessment requirements for students from other faculties taking this paper.

J8B Pre-modern and Early Modern Japanese Literature (Professor Moretti)

Borrowed together with J.8A by students from the Faculty of English

Supplementary Regulation

This paper is a survey of premodern and early modern Japanese literature. By reading a wide selection of primary sources in English translation, students will learn about authors, genres, texts, and themes that populate premodern and early modern Japanese literary culture.

Course Description

This paper presents an opportunity for students to read a fascinating range of canonical and lesser-studied works of Japanese literature in English translation. It follows a chronological order, covering premodern literature from its origins to the mid-19th century. The close reading of primary sources will be complemented by secondary readings and lectures that help to familiarize students with the historical and cultural context of the selected texts.

Our aims are as follows:

- 1) Gain insight into the chronological development of Japanese literature based on selected key Japanese literary works (in English translation) from within and beyond the canon.
- 2) Learn to read and situate these literary works within the historical, social, political, and cultural contexts that inform them.
- 3) Learn to read and discuss literary works critically by drawing on relevant concepts and theories.
- 4) Challenge the canon by paying attention to celebrated works as well as texts that challenge the dominant perceptions of specific writers, periods, genres, etc. You are encouraged to reflect upon a) how and why a literary canon is fixed in a certain way and b) how close analysis might equip us to affirm, challenge and deconstruct that canon in meaningful ways.
- 5) Challenge received views of what is literature and what makes texts “literary”.
- 6) Explore Japanese literature not from a Eurocentric point of view.
- 7) Develop communication skills through in-class discussions and presentations. The benefits of seminars include: a) providing a non-judgmental space in which to test out/ rehearse tentative ideas; b) being interactive, dialogic, and therefore a lot of fun!; c) encouraging students to work collaboratively in assembling thoughts and receiving immediate feedback; and d) helping students to develop valuable transferable skills such as critical discussion and public speaking.
- 8) Cultivate good writing and research skills by preparing for timed essays under exam conditions as well as providing training for developing longer essays on texts and topics of your choosing.

The syllabus and all the readings are available at the beginning of Michaelmas Term (although the paper is taught in Lent Term). The sessions will cover the following topics, although minor changes could be put in place before the start of the paper.

Session 1	At the intersection of prose and poetry (seminar)
Session 2	Japanese poetry (<i>waka</i>): the basics (lecture)
Session 3	The art of <i>monogatari</i> (seminar)
Session 4	Femininity between language and aesthetics (seminar)
Session 5	Democratizing literature (lecture)
Extracurricular	The shape of literature (hands-on workshop with early modern books and woodblocks)
Session 6	Engaging audiences with medieval tales (group presentations)
Session 7	Writing about war (seminar)
Session 8	Writing about disaster I (seminar)
Session 9	Writing about disaster II (seminar)
Session 10	Picturebooks and graphic narratives (lecture)
Session 11	Refashioning classics: the case of <i>Ise monogatari</i> (seminar)

Section 12	Playboys and wannabe (seminar)
Session 13	Behind the glittering surface of the pleasure quarters (seminar)
Session 14	Playful reading in early modern Japan (lecture)
Section 15	Mad poetry and <i>haikai</i> spirit (seminar)
Section 16	Wrap-up (seminar)

Lectures and Classes

The course is taught in two weekly sessions for a total of 8 weeks in Lent Term. Sessions comprise participatory lectures and seminars. Students may be asked on occasion to make presentations and lead seminars based on the weekly readings, stimulating discussions about the literary texts and the issues that they raise.

Total of 16 participatory lectures and seminars, plus 3 supervisions organized by the Faculty.

Form and Conduct

The assessment consists of one research essay grounded in analysis of a literary text (or choice of texts) to be submitted by the first day (Thursday) of Easter Term. The maximum word limit for the essay is 2500 words, including footnotes and excluding references. One electronic copy (pdf) of the essay is to be submitted to the Programmes Administrator in the Faculty Office.

* The convenors reserve the right to alter specific assessment requirements for students from other faculties taking this paper.

J.9 Japanese Society (Dr Steger)

Borrowed by Social Anthropology students.

Supplementary Regulation

This course provides an introduction to Japanese society, its current phenomena and their historical/cultural background. Starting from our own images and influential descriptions of Japanese society, this course will investigate family, gender, sexuality, demography, education, work, and leisure, as well as life-stages and different aspects of the daily (and nightly) life of the various social groups.

Course Description

The course also shows how the study of a society always depends on the questions one asks, on the theoretical and methodological assumptions, the methods one uses to gather data, the kind of sources one uses (or generates) as well as methods of analysis. These issues will be explored by closely looking at a variety of studies, both in content and style, and also by exercises using primary source material, and of course by essay writing.

Last but not least, the lectures and seminars are also aimed at preparing students for their one-year stay in Japan. It should help them to adjust to the new social environment as well as to make sense of their observations, their experiences and their feelings.

Lectures and Classes

The course is a combined lecture seminar course and lasts 16 weeks à 2 hours, 8 weeks in Michaelmas, 8 in Lent term. – Michaelmas term classes will give an overview of some of the main areas of research on Japanese society, in particular family, gender and socialisation issues, including the issue of cleanliness. In Lent term we will discuss education, work, social diversity as well as topics that integrate knowledge from the first part of the course but takes on new perspectives from the perspectives of time and space. Lectures and seminars will not be strictly separate. Students should prepare by reading the compulsory

reading, so that they are able to present the articles and chapters in a few minutes and to engage about both content and form of the reading. Seminar members are encouraged to have their presentations focus on communicating their argument extemporaneously rather than reading from a prepared text and to participate actively in discussion of their colleagues' work. We will also spend some time on discussing academic research and writing.

Aims and Learning Outcomes

The overall aims are to provide students with an understanding of key themes and shifts in Japanese society to contextualize Japanese society themes within wider cultural, historical and social frameworks to equip students with basic analytical and theoretical tools to approach such issues to enable students to critically reflect common-sense notions of gender, sex and sexuality, family, education, cleanliness, space etc through literary/historical analysis and cross-cultural comparison, for which Japan provides a fascinating example.

Teaching Format

Each week will be dedicated to a certain topic, for which students are expected to prepare the weeks' required readings. Student learning and independent engagement with the week's topic is facilitated by a combination of teaching methods; this includes

- a weekly, introductory **lecture-style segment**, which provides background information on the set texts
- and **seminar-style discussions** of the core readings, which are structured to develop independence and a deeper understanding of the subject matter.

Discussion sessions provide an opportunity for students to communicate ideas, identifying, exploring and debating a range of themes and arguments, and are designed to maximise student participation. Students are required to prepare the core readings in advance and be able to present their ideas to their colleagues.

Requirements

Written work during the course consists of academic essays, dealing with topics covered in the syllabus. These essays form the basis for discussion during individual supervisions. Essays should be relatively short (2500 words, plus/minus 5 percent, demonstrating understanding of the different interpretations on a given subject and citing sources where appropriate. For each essay there will be two supervisions, discussing content as well as methodology, arguments, presentation etc. After the first supervision, students are required to revise their work, present it to the group and resubmit a polished essay for a second supervision. Written work for the first part of the course will consist of an academic essay on a chosen topic relating to the larger field of Japanese family, gender and sexuality. Essays should fulfil the standards pointed out above. In Lent term the essay will be on a chosen topic on issues related to Japanese society, but not to gender, sexuality and family. It should be based on the required and additional reading. Those students with an interest in a topic not formally covered in the syllabus should feel free to raise the issue with me early in the course and discuss possible questions and appropriate supplementary reading.

Form and Conduct

The final examination will be a three-hour paper consisting of ten questions, divided into two sections, based on the material covered in the course. Students should attempt three out of the ten questions (at least one of each section), succinctly demonstrating their familiarity with the course work and arguing clearly and persuasively. They will be in the style of pre covid exam questions. (See past exam papers at the FAMES faculty library website.)

J.10A Japanese Politics: Modernization, Cultural and Political and Economic Exceptionalism (Dr Nilsson-Wright)

Supplementary Regulation

The course is an introduction to post-1945 Japanese politics examining Japan's political parties and institutions from a comparative perspective, particularly with reference to other liberal-democracies including the Republic of Korea. In considering the distinctiveness of the Japanese political system, it addresses a number of central issues including some (albeit not necessarily all of the following themes): the role of the United States during the Occupation of Japan in shaping Japan's postwar political evolution; Japan's rapid post-war economic growth and subsequent slow down in the 1990s and beyond; central-local government relations; the legal system; the nature of prime ministerial leadership; populism and identity politics; and the politics of defence and foreign policy. The paper pays particular attention to the nature of domestic political change since the early 21st century as well as the economic and security policy challenges for a country that is increasingly active both globally and regionally. While a stand-alone course, J.10A complements J.10B which addresses comparable themes

Lectures and Classes

Taught in Michaelmas

Total of 6 to 7 participatory lectures, seminars and 2 supervisions

Form and Conduct

The assessment consists of one essay from a selection of topics/questions assigned by instructor, of no more than 3,000 words, to be submitted digitally by the first Friday of Lent Term.

J.10B Korean Politics: Fractured Identities and the Struggle for Legitimacy on the Korean Peninsula (Dr Nilsson-Wright)

Supplementary Regulation

The course is an introduction to the politics of the Korean Peninsula. It analyses the emergence of two separate nation-states, the Republic of Korea (ROK) and the Democratic People's Republic of Korea (DPRK) in the aftermath of the peninsula's liberation from Japan's colonial rule in 1945. Topics included in the course include the Korean War as both a civil and an international conflict, the tensions between authoritarianism and democracy in the ROK over the course of six Republics, the ROK's post-1945 political economy, the nature of authoritarian leadership in the DPRK, the foreign policy of the DPRK; US alliance relations with the ROK, the foreign policy of the ROK (particularly its "middle power" diplomacy), ROK-Japan bilateral relations and issues of historical identity, and the nuclear crisis on the Korean peninsula. While a stand-alone course, J.10B complements J.10A and builds on some of the comparative insights developed in J.10A.

Lectures and Classes

Taught in Lent

Total of 7 to 8 participatory lectures, seminars and 2 supervisions

Form and Conduct

The assessment consists of a take-home, open book examination. Students should answer 3 out of 10 questions set by the instructor, to be completed within a 48-hour period. Questions will be distributed to students at 17.00 on first Wednesday of full Easter term and answers to be provided by 17.00 on first Friday of full Easter term.

AMES.1 Cinema East (Dr Inwood, Professor Peleg, Dr Olszok, Dr Ghaffari et al)

Supplementary Regulation

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.

This paper will only run with a minimum number of 4 students from each Department.

Course Description

Cinema was the major globalizing cultural medium of 20th-century modernity, at once transnational and yet deeply embedded in the lived experience of particular societies. East Asian and Middle Eastern countries have developed indigenous and independent film industries since the very early days of cinema, and film has played an important role in the cultural imagination of the different modern nations. The importance of cinema has, if anything, increased in this new century of the internet and a wide area of electronic means of conveying, storing, consuming (and stealing) moving images. All have combined to significantly broaden access to film and film culture for individuals and audiences around the world. Apart from being a subject of study in its own right, film can be an invaluable adjunct to the study of literature and history. It can offer a window on social reality and visual culture, and, like literature, can pose new questions or offer new perspectives. Finally, although this is not a language-based course, it can offer as by-product a record of living voices exercising the widest range of linguistic expression for students working with films from the area of their specialisation.

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. Students will be given access to a range of interesting classic and less well-known films while developing the skills and vocabulary to perform good cinematic analysis. Secondary readings and lectures will help to familiarise students with the historical, social, political and cultural contexts behind each film and thus deepen their understanding and appreciation for the films discussed.

Lectures and Classes

The course will be taught in weekly sessions for a total of 16 weeks (8 each in Michaelmas & Lent terms). Sessions will comprise participatory lectures and seminars, with some content provided in a pre-recorded form. Students may be asked on occasion to lead seminars and make presentations based on the weekly readings that should stimulate discussions about the films viewed and issues that they raise. Each student will also write a minimum of two essays each term. Feedback on these will be given in supervisions or in group discussions.

Taught in Michaelmas and Lent (final supervisions may be held at the beginning of Easter Term)

Total of 16 participatory lectures and seminars, plus 4 supervisions.

Form and Conduct

The examination paper will consist of ten questions divided between two sections. Candidates will be required to attempt three questions in total, including at least one from each section.

K.1 Modern Korean 1 (Dr Harker)

Supplementary Regulations

The aim of this course is to help students acquire solid basic skills of language learning and to foster students' cultural awareness and understanding of contemporary Korean society and culture.

Course Description

The aim of this course is to help students acquire solid basic skills of language learning, both receptive (reading and listening) and productive (writing and speaking). Students are introduced to the Korean alphabet, Hangeul, along with distinctive features of modern Korean grammar. They will learn to understand a variety of elementary level Korean texts and be led to communicate effectively both orally and in writing on topics. Topics may include situations students may encounter when living and studying in South Korea, such as greetings, shopping, seasonal issues, family and housing etc. Students' cultural awareness and understanding of contemporary Korean society and culture will also be developed.

Classes and Supervisions

A total of 60 hours of classes; and a number of supervisions as appropriate over Michaelmas, Lent and Easter terms

Form and Conduct

This paper consists of an oral examination (50%) and a written examination (50%). The written assessment comprises three sections: Section A tests candidates' grammatical knowledge; Section B reading comprehension; and Section C writing ability in Korean.

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 and Linguistics www.mml.cam.ac.uk

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

Japanese Studies course descriptions 2023-24

Part II (fourth year)

Students are required to have spent a period of at least eight months in Japan during their third year.

Students take the following:

Compulsory courses:	J.11 Modern Japanese 3 J.12 Modern Japanese Texts 3 J.O Japanese Oral
Students choose two optional courses:	J.15 Modern Japanese Cultural History J.16 Topics in pre-modern Japanese history J.17 Topics in Modern Japanese History J.19 Contemporary Japanese Society J.20 Pre-modern Japanese literature and culture K.2 Modern Korean 2 EAS.2 The East Asian Region
Students write a dissertation	

Descriptions

Part II (fourth year)

J.11 Modern Japanese 3 (Japanese Language Teachers)

Supplementary Regulation

The main aims of the course 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.

Lectures and Classes

Taught in Michaelmas, Lent and Easter

Total of 56 language classes and 18 hours of 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 (Japanese Studies Staff)

Supplementary Regulation

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.

Lectures and Classes

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.

J.O Japanese Oral (Japanese Language Teachers)

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).

Optional courses (additional Regulation 8 papers)

J.13 Advanced Japanese Texts [Not offered 2023-24]

J.14 Classical Japanese Texts [Not offered 2023-24]

J.15 Modern Japanese Cultural History (Dr Young, Dr Alzate)

Short Description

This advanced seminar presents an opportunity to read a fascinating range of lesser-studied works of Japanese literature that is designed to broaden students' awareness of the kinds of texts produced in Japanese, to train skills in close reading and literary analysis, and to engage key questions at the cutting edge of contemporary Japanese literary studies. Students will be required to read primary and secondary materials both in English and in

Japanese. The selection of texts chosen to analyses is subject to change each year. However, the syllabus is invariably guided by the following aims: to challenge the canon of modern Japanese literature by placing focus on texts written in the margins (e.g. writing from Okinawa) and borders (e.g. "trans-border" literature); to interrogate the role and meaning of translation; and to consider what it means to decolonise and deconstruct in the context of Japanese literature.

In the academic year 2023-2024, teaching of J15 will be split between Dr Young (Michaelmas) and Professor Juliana Buriticá Alzate (Lent & Easter) due to Dr Young's sabbatical. Readings will relate to themes of war, empire, disaster, and trauma.

Lectures and Classes

Seminars taught in Michaelmas and Lent.

Total of 16 two-hour seminars plus a minimum of four supervisions (final supervision may take place in Easter Term)

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 in Week 8 of Michaelmas Term. 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)

Supplementary Regulation

This advanced seminar-based course will explore approaches to and topics in recent scholarship of pre-modern Japanese history.

Course Description

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.

Structure

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. 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 Topics in Modern Japanese History (Professor Kushner)

Supplementary Regulation

This advanced seminar-based course will explore approaches to and topics in recent scholarship of modern Japanese history.

Course Description

The story of the Japanese empire's surrender in August 1945 is well known but we understand much less about what followed this downfall during the process of “de-imperialization” and the reordering of East Asia after war. How did power and authority in postwar East Asia transform and what forces shaped the regional postwar hierarchy when Japanese power and command dissolved? How were political and social stability re-established and within what framework, employing what ideology to gain public support? With the end of Japan's empire, approximately nine million people, almost a tenth of Japan's imperial population, needed to repatriate in one of the largest human migration moments in history and one hundred million Chinese were uprooted as well. The situation was anything but stable or predictable. For too long Japanese, Chinese and Korean histories have been written within a national framework and within such narrow confines the larger and more important key regional narrative has been lost. Most Japanese imperial aggression took place on and around the Chinese mainland, not in Japan proper, yet Hiroshima and the Tokyo Trial are what is most remembered about Japan's war domestically and in the West. Precisely how the political realm was restructured in postwar East Asia and the impact of that legacy needs to be examined beyond the national history paradigm. Our overemphasis on national history and its connection to ideas of justice have blinded us to what was happening regionally and an acknowledgement of the fact that victors are not the only ones who write history or the history of justice reminds us of the ignored story of the history of defeat in East Asia. The legal restructuring of East Asia and Japan's relations with its neighbours played a vital function in redressing former imperial relations in the Cold War and the class will also analyse those important aspects.

Structure

The course is a discussion-based seminar that meets in 2-hour sessions for 16 weeks across two terms, allowing students enough time to prepare readings and work on their projects. The meetings will begin with a critical summary of the reading by one or two students, who will also offer a supplemental bibliography of western language readings relevant to the theme. This duty will rotate among the students in the seminar. We will then hold a general discussion of the assigned texts, paying particular attention to research methods, theories and approaches used, the scholarly relevance of the works themselves and how they contrast with more standard treatments of the same period. Some of the seminars will be devoted to student presentations of their research projects.

Requirements

All students are expected to read and discuss the issues raised in the assigned readings, and they will take turns in making presentation. In order to get familiar with the historiographical setting, it is also important to look at book reviews of the works assigned. In addition, students will produce one book review or review article for one of the sessions in Michaelmas, which will be followed by a supervision. By the end of Michaelmas, there will be an additional supervision, where students will be asked to define a topic for their research essay. During Lent, there will be additional supervisions pertaining to the essay, and the course will finish with individual presentations on the essay topics. There will be a minimum of four supervisions for the paper.

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. 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.18 Japanese Politics and International Relations [Not offered 2023-24]

J.19 Contemporary Japanese Society (Dr Steger et al.)

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 2023-2024 the topic is 'Night-time and sleep'. 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 32 seminars.

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. 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.

J20 Pre-modern Japanese literature and culture (Professor Moretti)

Supplementary Regulation

This seminar-style paper explores facets of classical, medieval and/or early modern literature and culture.

Course Description

Japanese premodern literature often confronts us with texts that discomfort, challenging our expectations vis-à-vis the literary and asking us to rethink how we read. Literary histories have often silenced the voices that such texts unlock, deemed too alien for us, twenty-first century readers, to make sense of them. Yet, engagement with such early modern texts allow us to question the modern assumptions of what literature should be and prompt through-provoking question on how we view literature.

The topics and the genres covered in this seminar-style paper may vary from year to year, but the focus will be on early modern prose with a view to develop analytical skills that prove adequate in probing this corpus. Attention will be given to issues that include the epistemic function of literature, intertextuality, multimodality, humour, playfulness, and storyworlds among others. We will also reflect upon how the literary canon is constructed and what is at stake in the process. While gaining solid knowledge about the historical development of specific genres of early modern prose and reading a wide variety of primary sources in English translation, this paper trains students to question claims made by

secondary literature and fosters reflection on important methodological issues that apply to the study of written texts regardless of culture and epoch.

The topic for 2023-24 revolves around early modern graphic narratives (*kusazōshi* or “grass books”). Early modern Japan (1600-1867) was home to a phenomenal publishing industry that engaged a wide gamut of readers by packaging products geared toward diverse literacy skills. Graphic narratives—a term adapted here from Hillary Chute (2008) and defined as commercially published, book-length works where text and image inhabit the same space and share in the production of meaning—featured heavily in this rich and diverse landscape of commercial publishing. Known as *kusazōshi* (lit. “grass books”), thousands of titles were issued over the course of three centuries, from the 1680s to the beginning of the twentieth century. A staple product of booksellers and circulating libraries, they were cherished by readers of all ages, across genders, transcending the allegedly rigid social system of the time.

Graphic narratives have never been as relevant as today. Galvanized by the so-called visual or pictorial turn as defined by influential art historian W.J.T. Mitchell (1995), where pictures emerge “as a central topic of discussion in the human sciences in the way that language did,” the past twenty years have seen a surge in studies that problematize any divide between the visual and the verbal. Inquiries into the “visual language” marshalled by Neil Cohn have combined with an increasing interest in multimodality—here defined as the combination of the visual and the verbal modes, asking us to fully engage with texts that are delivered in a combination of different modes of communication, text and image being a case in point. Research on picture books, comic books and graphic novels have been fuelled by this theoretical interest in intersemiotic texts. Japan is an important part of this vibrant academic work, with a vast number of volumes and articles devoted to the study of manga within and outside Japan. While acknowledging the need to avoid the trap of “teleological readings as well as exaggerated accounts of cultural origins” (Millier in Tabachnick 2017), the times are ripe to investigate the imposing body of graphic narratives produced in early modern Japan and explore how they expand our understanding of how graphic narratives work.

This is precisely what we will be exploring in our journey together. We will be reading a wide selection of early modern graphic narratives translated into English. The aims are multiple:

1. Understand how graphic narratives (*kusazōshi*) developed from the 1680s to the end of the nineteenth century.
2. Explore how early modern writers depicted the historical development of this textual typology and fostered a form of genre consciousness.
3. Gain knowledge about key publishers, authors, and illustrators invested in the creation of *kusazōshi*.
4. Appreciate how the idea of authorship is problematized by works produced by a team of professionals.
5. Learn how to discuss these multimodal texts on their own term as well as by making effective use of theoretical discourse developed within and without Japan, including scholarship on graphic narratives and postmodern literature.
6. Reflect on how *kusazōshi* differ from contemporary forms of graphic narratives, including *manga*.

Ultimately this paper presents a unique opportunity to read a fascinating selection of early modern sources that will broaden your understanding of the literary and train you to ask relevant questions to make sense of Japanese texts that challenge our views of the literary.

Structure

This paper is a discussion-based seminar that meets in 2-hour sessions for 16 weeks across two terms (Michaelmas and Lent). Students are expected to come to class having read the

assigned readings, both primary and secondary sources, and ready to discuss them. All primary sources will be available in English translation. Occasionally students may be asked to give presentations. In Michaelmas Term students will produce a short essay (ca. 1500-2000 words) on a specific text assigned by the instructor. This essay does not count toward the final mark. During the winter break and in Lent Term on top of preparations for the classes, students will be asked to start working on their research essay and there will be supervisions geared toward this. The course will finish with individual, unmarked presentations on the essay topics.

Lectures and Classes

Total of 16 two-hour seminars and a minimum of 4 supervisions. Taught in Michaelmas and Lent Term.

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.

K.2 Modern Korean 2 (Dr Harker)

Supplementary Regulation

Students wishing to enrol in K2 would normally be expected either to have taken K1 or have a level of Korean language ability equivalent to that achieved from having taken K1.

Course Description

The main aims of this course are to enable students to: (a) review, consolidate and further develop knowledge of the main aspects of the Korean language; (b) acquire the ability to understand written and spoken Korean in a variety of contexts; (c) acquire the ability to communicate effectively both orally and in writing on a range of topics such as society, politics, history etc.; (d) foster a further understanding of contemporary Korean society and culture. The course will provide students with a comprehensive understanding of cultural norms and practices in South Korea.

Form and Conduct

This paper consists of an oral examination (50%) and a written examination (50%). The written assessment comprises three sections: Section A tests candidates' grammatical knowledge; Section B reading comprehension; and Section C writing ability in Korean.

Lectures and Classes

A total of 60 hours of classes; and a number of supervisions as appropriate over Michaelmas, Lent and Easter terms

EAS.2 The East Asian Region: *The Cold War and its Aftermath in East Asia* (Dr Nilsson-Wright)

Supplementary Regulation

This is seminar-based course, open to both undergraduates and graduate students, 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), the Soviet Union (and its Russian successor state), India, and also Southeast Asia, as well as

the role of the United States in East Asia. In particular, it analyses the tensions between security and the national interest on the one hand, and values and the promotion of democracy on the other, not only in the United States' policy toward the region, but increasingly in the policy of other nation-states in the region. The course considers the strengths and limitations of different disciplinary approaches in addressing this issue.

The course runs over three 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, but an indicative list of subjects covered in the course includes some, but not necessarily all of the following issues: the Cold War as a historical phenomenon; methodological differences and similarities between history and international relations, the US "loss" of China and the emergence of the People's Republic of China; the Korean War; the first, second and third Indochina Wars; the Sino-Soviet split; US alliance diplomacy with Japan and the Republic of Korea (ROK); Indian foreign policy and the non-aligned movement; ASEAN in regional diplomacy; the North Korean nuclear crisis; new regional security architectures in East Asia; the European role in regional diplomacy; territorial disputes in East Asia, including the status of Taiwan and conflict over the South China Sea; populism as a phenomenon in East Asia; regional economic integration and economic and human security frameworks of analysis. Taught in Michaelmas, Lent and Easter.

Lectures and Classes

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 IB 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.9, AMES.1, and C.7–8 or both half-papers of J.6A/B, and J.10A/B [but **not** one already taken at Part IB];

Japanese oral.

Japanese with Chinese

Papers C.1–3;

One paper or two half-papers 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, J.5A and J.5B;

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;

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;

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

Undergraduate Coordinator: Dr Aaron Hornkohl

Middle Eastern Studies teaching staff 2023-24

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

Dr Paul Anderson (on leave academic year 2023-24)

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

University Assistant Professor in Eastern Islamic Lands and the Persian-speaking world. Dr Ashraf teaches Persian Studies.

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.

Mrs Farida El-Keiy

Language Teaching Officer in Arabic. Year Abroad Coordinator for Arabic.

Dr Mahbod Ghaffari

Associate in Persian Language and Culture. Year Abroad Coordinator for Persian.

Dr Saussan Khalil

Senior Teaching Associate in Arabic. Year Abroad Coordinator for Arabic.

Professor Andrew Marsham

Professor of Classical Arabic Studies and Fellow of Queens' College. Professor Marsham teaches undergraduate courses relating to the history and culture of the Middle East.

Dr Elizabeth Monier

Assistant Professor in Modern Arabic Studies. Dr Monier specialises in the modern history and politics of the Middle East and has a particular interest in Egypt, Iraq and Kuwait.

Professor James Montgomery

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 Assistant Professor in Modern Arabic Literature and Culture. Fellow of Newnham College. Dr Olszok teaches intermediate and advanced literary Arabic.

Professor Christine van Ruymbeke

Ali Reza and Mohamed Soudavar Professor in Persian Studies and Fellow of Darwin College. Professor van Ruymbeke teaches Persian literature and is particularly interested in Persian poetry. Professor van Ruymbeke is Head of the Department of Middle Eastern Studies.

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.

Professor Yaron Peleg

Kennedy Leigh Professor in Modern Hebrew Studies and Fellow of Jesus College. Professor 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.

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

Professor Vincenzo Vergiani

Professor of Sanskrit

Mr Aishwarj Kumar

Language Teaching Officer in Hindi

Temporary teaching staff/Substitute Teachers

Dr Paul Moore

Professor Stefan Sperl

Dr Vivek Gupta

Dr Paul Noorlander

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.

Persian must be combined with another Middle Eastern or European language in Years 1 and 2.

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;
- 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)
 - 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:

- one paper chosen from Papers MES.11-13;
- *either* (a) four further papers chosen from MES.11-20, AMES.1, X.3-8 and the additional papers announced for this Part 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 for this Part 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, 21 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 for this Part 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 modern European language at Part II take Paper B3 in that language. The B3 Paper has two parts, translation into the language, assessed by a written exam, and the MD Part, language 'through the media', assessed by a recorded 5-minute presentation. If they offer B3, students must offer both.

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 MMLL 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 MMLL 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 for this Part 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 for this Part 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.

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, candidates shall offer:

- (i) One paper chosen from Papers MES.31-33;
- (ii) Three papers chosen from MES.34-36, the additional papers announced for this Part 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 and Linguistics 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: www.mml.cam.ac.uk/part-ii-optional-dissertation

From 2022-23 the Faculty of Modern and Medieval Languages and Linguistics changed the scheduled paper offering for students studying German MES-MML at Part II. If you need any further information, see <https://www.mml.cam.ac.uk/german/undergraduates/ii> or contact the Faculty of Modern and Medieval Languages and Linguistics.

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), MESHIO (Hebrew), MESPO (Persian).

Middle Eastern Studies course descriptions 2023-24

Part IA (first year)

Descriptions

MES.1 and 2 Elementary Arabic Language A and B (Arabic Language teachers)

Supplementary Regulation

These two papers are taught as a single course. The aim is to equip students to read and write Modern Standard Arabic, and cover all the basic grammar, and to hold simple conversations in one particular Arabic dialect.

Course Description

The course teaches Egyptian Colloquial and Modern Standard Arabic in parallel and in a way where each reinforces the other. The classroom language is Egyptian Colloquial as far as possible, and Modern Standard is used to develop reading and writing skills. The course covers all the basic grammar of both varieties and a broad range of vocabulary, and aims to equip students to reach an upper elementary/lower intermediate level in both, to hold a range of basic conversations with confidence and to understand fairly simple authentic texts with the help of a dictionary. The course uses our own in-house textbook.

Lectures and Classes

Taught in Michaelmas, Lent and Easter

Total of 120 language classes and 20 supervisions

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)

Supplementary Regulation

This paper introduces students to Persian grammar and the written and oral use of the language (listening and comprehension practice in the language laboratory). Reading classes expose students to the language in action and to a variety of usages of the grammatical rules.

Course Description

This course 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 Hornkohl)

Supplementary Regulation

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.

Essential Preliminaries

As a prerequisite for the course, students are required to have learned the Hebrew alphabet, together with the vowel signs.

Lectures and Classes

Michaelmas Term: 24 sessions and 8 supervisions; Lent Term: 24 sessions and 8 supervisions; Easter Term: 12 sessions and 4 supervisions.

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 Moore)

Supplementary Regulation

In this course students acquire competence in spoken and written Hebrew. Classes will cover both Classical and Modern Hebrew grammar and representative texts from Modern Hebrew literature. All students taking this course also take: (1) sessions on Biblical Hebrew grammar in the Michaelmas and Lent Terms, on which they are required to answer one question on the examination, (2) sessions on Modern Hebrew language throughout the year, on which they are required to answer multiple questions on the examination, and (3)

introductory sessions on Modern Hebrew literature in Lent and Easter Terms and are required to answer one question on this in the examination.

Course Description

In this course students acquire competence in spoken and written Hebrew. Classes will cover both Classical and Modern Hebrew grammar and representative texts from Modern Hebrew literature. All students taking this course also take: 1) Sessions on Biblical Hebrew grammar in the Michaelmas and Lent Terms, on which they are required to answer one question on the examination, 2) Sessions on Modern Hebrew language throughout the year, on which they are required to answer multiple questions on the examination, and 3) Introductory sessions on Modern Hebrew literature in Lent and Easter terms and are required to answer one question on this in the examination.

Lectures and Classes

- Modern Hebrew language: Michaelmas Term: 24 sessions; Lent Term: 16 sessions and 4 supervisions; Easter Term: 8 sessions and 2 supervisions.
- Modern Hebrew literature sessions are taught in Lent and Easter: Total of 12 participatory lectures and 4 supervisions.

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 Ashraf)

Supplementary Regulation

This paper provides an introduction to the history of the Middle East and the political, religious, and cultural developments of the different regions and periods. It aims to familiarize the student with the sources of information available and with the main themes that will arise in studying Middle Eastern societies in subsequent years of the Tripos.

Course Description

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, as well as 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.

Lectures and Classes

Taught in Michaelmas, Lent, and Easter.

Total of 18 participatory lectures and 5 supervisions.

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 (tbc)

Supplementary Regulation

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

Course Description

This paper provides an introduction to the histories, literatures and languages of contemporary Middle Eastern societies, giving students a broad overview of the academic study of the subject at university level, including sources and themes that will arise in subsequent years of the Tripos. The course is team-taught by members of the faculty of the ME Studies Department, who will deliver participatory lectures on their field of expertise. Michaelmas term is dedicated to participatory lectures on history, looking at changes to the region in the nineteenth and twentieth centuries, while Lent term will incorporate study of Hebrew, Arabic and Persian literature, language and anthropology.

Lectures and Classes

Taught in Michaelmas, Lent and Easter.

Total of 18 participatory lectures and 5 supervisions.

Form and Conduct

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

Courses borrowed from other Faculties

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

For details, consult Dr Jon Tenney, (jt812@cam.ac.uk) The Department of Archaeology.

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

For details, consult Dr Hratch Papazian, (hp363@cam.ac.uk) The Department of Archaeology.

Middle Eastern Studies course descriptions 2023-24

Part IB (second year)

Descriptions

MES.11 Intermediate Arabic Language (Arabic Language teachers)

Supplementary Regulation

The aim of this course is to consolidate students' understanding of Arabic grammar and expand their vocabulary so that they can confidently read a range of Arabic materials such as newspaper and magazine articles, and to develop their speaking and listening skills and their speaking in one particular dialect of Arabic.

Course Description

The course aims 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 in Modern Standard Arabic, 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 in preparation for going to different countries on the Year Abroad. The course is partly based on our own materials; the main textbook is *Al-Kitaab fii Ta'allum al-'Arabiyya Part 2*, 2nd edition. The classroom language is Egyptian Colloquial Arabic as far as possible, using English only where necessary, mainly in explaining grammar.

Lectures and Classes

Taught in Michaelmas, Lent and Easter

Total of 80 language classes and 20 supervisions

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)

Supplementary Regulation

This paper consists of language work, building on the four major language skills of reading, listening, writing, and speaking. In addition, the students read a variety of texts in modern Persian as language exercises, for translation, and vocabulary build-up.

Course Description

This course 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 (20 marks); one passage of Persian for translation into English (15 marks); one passage of English for translation into Persian (15 marks) and one question requiring a piece of writing of approximately 200 words of Persian (20 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)

Supplementary Regulation

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.

Course Description

1. Biblical Hebrew: Students will develop further the skills in Biblical Hebrew language that were the objectives of MES4. They will gain an increased awareness of the philological and textual issues, through the reading of specified texts.

2. Modern Hebrew language: Students will be expected to reach the intermediate-high level in modern, Israeli Hebrew in all four skills: reading, writing, listening and speaking.

Lectures and Classes

Classical: 16 sessions per term for Michaelmas and Lent Terms; 8 sessions per term for Easter Term.

Modern: 16 sessions per term for Michaelmas and Lent Terms; 8 sessions per term for Easter Term.

Whether students opt for Classical, Modern or both sections, they are entitled to 8 supervisions per term during Michaelmas and Lent Terms and to 4 supervisions during Easter Term.

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 two questions on Hebrew language (15 marks each) and two questions on specified texts (20 points each). Question 1: unseen Modern Hebrew passage for translation and linguistic analysis. Question 2: Composition in Modern Hebrew from a choice of three topics. Questions 3–4: questions on specified texts (20 marks each). The oral examination (30 marks total) will consist of (a) reading precision and comprehension test (7 marks); (b) listening comprehension test (8 marks); and (c) general oral ability test (15 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 (20 marks), and the general oral ability component of the oral examination (15 marks) from Section B.

MES.14 Intermediate Literary Arabic (Dr Olszok, Professor Sperl)

Supplementary Regulation

This paper introduces students to a variety of Arabic literary texts to enhance their understanding of textual analysis and linguistic expression.

Course Description

This course is an introduction to literary Arabic, both classical and modern, and including both poetry and prose. Specifically, it aims to introduce students to reading and understanding literary Arabic, acquaint them with the basic grammatical structures of literary Arabic, and enhance their understanding of interpretive techniques. Through textual analysis, it will also provide them with an introduction to the history, study and analysis of Arabic literature, as well as with an overview of theoretical frameworks. Each week's readings will urge the student to consider what the definition of literature is in the said text and where it locates "the canon". Students will therefore be expected to read a variety of secondary materials relevant to the core texts, in order to acquire a basic grounding in both the academic study of literary Arabic and the themes specifically addressed by the readings.

Form and Conduct

This paper is assessed by one coursework essay (of a maximum of 2,500 words, and minimum of 2,000 words, including footnotes and excluding bibliography) and one commentary (of a maximum of 2,500 words, and minimum of 2,000 words, including footnotes and excluding bibliography), to be handed in on the Thursday of fourth week in Easter term. A choice of four essay questions and four passages for commentary will be announced on the Wednesday of eighth week in Lent term. One of the assignments must be on a pre-modern text and one assignment on a modern text. Both exercises carry equal marks.

MES.15 Intermediate Literary Persian (Professor Christine van Ruymbeke)

Supplementary Regulation

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.

Course Description

During the classes, students will be introduced to close-reading, translation techniques, and literary analysis. Specifically, students will read passages from important narrative poems

(*masnavis*) such as the *Shahnameh* of Ferdowsi, Gorgani's *Vis o Ramin*, 'Attar's *Mantiq al-Tayr*, Rumi's *Masnavi-ye Ma'navi*, or Jami's *Salaman va Absal*. They will also be introduced to the *Ruba'i* of Omar Khayyam, to mixed verse and prose, and ornate prose texts, such as the *Golestan* of Sa'di and the *Kalila va Demna* "animal fables".

Lectures and Classes

Provisionally, the classes are scheduled on Mondays 9-11am and Wednesdays 9-11 am (to be confirmed at the beginning of the MT term).

The format of the classes: two-hour seminar-style lectures, twice per week during MT. The seminar style lectures will consist of reading, translation and analysis of the Persian literary texts. Students are expected to do background reading on the authors and texts, and to prepare and translate the Persian passages before each class. Presence and active participation in class are required. In ET, there will be sessions with students' presentations and 1 revision.

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. 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) (Professor Peleg)

Supplementary Regulation

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 is assessed by two coursework essays (of a maximum of 2,500 words, and minimum of 2,000 words, including footnotes and excluding bibliography), one to be handed in on the seventh Friday of Lent term and one to be handed in on the first Tuesday of Easter term. Both essays carry equal marks.

MES.17 The Formation of Islam (Professor Marsham)

Supplementary Regulation

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.

Course Description

The first five centuries after Muhammad witnessed the formation of many of the core beliefs and practices of Sunni and Shi'i Islam, as well as key social political and political institutions, including the caliphate and the Islamic legal tradition. Further, this was the

period in which Arab ethnic identity took shape and the Arabic (and, in the East, Persian) language became a vehicle of a shared culture from the Atlantic to the Indian Ocean. By the end of the paper students will be able to: evaluate key debates about explanations for the development of Islamic societies in the first centuries of Islam; draw upon various written primary source materials for the early development of the Islamic world in discussing the formative period; show an ability to present this knowledge orally, in essay form and in short commentaries on source extracts.

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 Peleg)

Supplementary Regulation

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 (Dr Monier, Professor Peleg, Dr Ashraf)

Supplementary Regulation

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.

Course Description

The encounter with European modernity and subsequent European imperialism in the area provides the framework within which we shall study modernisation efforts, responses to colonialism, the rise of new ideologies such as nationalism, and the role of religion in politics and political discourse. The course will look at the late Ottoman Empire, Iran, North Africa and the modern states of the region that emerged in the 20th century, including 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 Themes in the Anthropology of Islam (Professor Özyürek)

(Paper B12 of the Theology, Religion and Philosophy of Religion Tripos, for more details contact the Faculty of Divinity)

Supplementary Regulation

This course introduces students to anthropological traditions of thinking about culture and religion, with Islam as a case study.

Course Description

The regional focus will range from the Middle East, to Europe, Africa and South-east Asia. We will consider the academic and political context for the study of Islam and Muslims, and the ways in which the anthropology of Islam has been productive for broader debates in anthropology.

Lectures and Classes

Taught in Michaelmas and Lent.

Total of 8 lectures, 8 student seminars and 4 supervisions.

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, Professor Peleg, Dr Olszok, Dr Ghaffari et al)

Supplementary Regulation

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.

This paper will only run with a minimum number of 4 students from each Department.

Course Description

Cinema was the major globalizing cultural medium of 20th-century modernity, at once transnational and yet deeply embedded in the lived experience of particular societies. East Asian and Middle Eastern countries have developed indigenous and independent film industries since the very early days of cinema, and film has played an important role in the cultural imagination of the different modern nations. The importance of cinema has, if anything, increased in this new century of the internet and a wide area of electronic means of conveying, storing, consuming (and stealing) moving images. All have combined to significantly broaden access to film and film culture for individuals and audiences around the world. Apart from being a subject of study in its own right, film can be an invaluable adjunct to the study of literature and history. It can offer a window on social reality and visual culture, and, like literature, can pose new questions or offer new perspectives. Finally, although this is not a language-based course, it can offer as by-product a record of living voices exercising the widest range of linguistic expression for students working with films from the area of their specialisation.

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. Students will be given access to a range of interesting classic and less well-known films while developing the skills and vocabulary to perform good cinematic analysis. Secondary readings and lectures will help to familiarise students with the historical, social, political and cultural contexts behind each film and thus deepen their understanding and appreciation for the films discussed.

Lectures and Classes

The course will be taught in weekly sessions for a total of 16 weeks (8 each in Michaelmas & Lent terms). Sessions will comprise participatory lectures and seminars, with some content provided in a pre-recorded form. Students may be asked on occasion to lead seminars and make presentations based on the weekly readings that should stimulate discussions about the films viewed and issues that they raise. Each student will also write a minimum of two essays each term. Feedback on these will be given in supervisions or in group discussions.

Taught in Michaelmas and Lent (final supervisions may be held at the beginning of Easter Term)

Total of 16 participatory lectures and seminars, plus 4 supervisions.

Form and Conduct

The examination paper will consist of ten questions divided between two sections. Candidates will be required to attempt three questions in total, including at least one from each section.

MES.21 Elementary Hindi Language (Mr Kumar)

Supplementary Regulation

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

Course Description

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).

Five minutes will be given for part (a) of the oral and ten minutes in total will be given for Sections (b) and (c).

Courses borrowed from other Faculties

MES.20 Themes in the Anthropology of Islam (Paper B12 of the Theology, Religion and Philosophy of Religion Tripos)

For details see above or contact the Faculty of Divinity.

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

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

X.4 Modern Judaism: thought, culture and history (Paper B14 of the Theology, Religion and Philosophy of Religion Tripos)

For details consult the Faculty of Divinity.

X.5 Introduction to Islam (Paper B15 of the Theology, Religion and Philosophy of Religion Tripos)

For details consult the Faculty of Divinity.

X.6 Intermediate Babylonian (Paper M4 of Parts IIA and IIB of the Archaeology Tripos)*

For details, consult Dr Jon Tenney, (jt812@cam.ac.uk) The Department of Archaeology.

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

For details, consult Dr Hratch Papazian, (hp363@cam.ac.uk) The Department of Archaeology.

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 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 course descriptions 2023-24

Part II (fourth year)

Students are required to have spent a period of at least eight months in the Middle East during their third year.

Descriptions

MES.31 Advanced Arabic Language (Arabic Language teachers)

Supplementary Regulation

This paper aims to develop students' reading and writing skills in Modern Standard Arabic. Students are introduced to a range of academic and literary texts in order to develop their ability to follow complex discussions and improve their understanding of linguistic structures. Classes run completely in Arabic.

Course Description

This course aims 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 language of the classroom is Educated Spoken Arabic, based on the dialect that each student speaks on their return from the Year Abroad.

Lectures and Classes

Taught in Michaelmas, Lent and Easter

Total of 60 language classes and 20 supervisions

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)

Supplementary Regulation

This paper aims to develop students' reading, writing, speaking, and listening skills. The students will write essays and prepare presentations in Persian.

Course Description

This course 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 (10 marks each) and one unseen passage of English for translation into Persian (10 marks). Section C consists of four 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 (Dr Hornkohl)

Supplementary Regulation

This paper enables students to develop their skills in writing and translating Hebrew and in critically assessing passages of Hebrew literature. There will be two sections, containing questions on classical Hebrew and Modern Hebrew, respectively. Students may take either section or both. Candidates taking the Modern Hebrew option will have an oral as part of their paper.

Course Description

This course enables students to develop their skills in writing and translating Hebrew and in understanding its grammatical structure. There will be two sections containing questions on Pre-Modern Hebrew and Modern Hebrew, respectively. Students choose one or both sections. Candidates taking the Modern Hebrew option will have an oral as part of their paper.

Lectures and Classes

Classical: 16 sessions per term for Michaelmas and Lent Terms; 8 sessions per term for Easter Term.

Modern: 16 sessions per term for Michaelmas and Lent Terms; 8 sessions per term for Easter Term.

Whether students opt for Classical, Modern or both sections, they are entitled to 8 supervisions per term during Michaelmas and Lent Terms and to 4 supervisions during Easter Term.

Form and Conduct

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

Section A (Pre-modern 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 two questions on Hebrew language (15 marks each) and two questions on specified texts (20 points each). Question 1: unseen Modern Hebrew passage for translation and linguistic analysis. Question 2: Composition in Modern Hebrew from a choice of three topics. Questions 3–4: questions on specified texts (20 marks each). The oral examination (30 marks total) will consist of (a) reading precision and comprehension test (7 marks); (b) listening comprehension test (8 marks); and (c) general oral ability test (15 marks). Candidates offering one section only must answer all questions.

Candidates offering both Pre-modern 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 (20 marks), and the general oral ability component of the oral examination (15 marks) from Section B.

MES.34 Advanced Literary Arabic: *Animals and Nonhuman Creatures in Arabic Literature* (Dr Olszok and Professor Sperl)

Supplementary Regulation

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.

Course Description

This paper combines classical and modern genres of Arabic literature, introducing students to intersections in theme 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 and critical readings in addition to their reading of the primary material. Through this focus on classical and modern intersections, the course is themed around the prominence of animals and nonhuman creatures, from the pre-Islamic qasida to the modern novel. We will read contemporary novels that employ animals to address the dystopia of war or the transition to the modern nation-state. We will also read pre-modern texts, from poetry to animal fables to philosophical fantasies, in which animals convey moral messages, reflect attitudes to nature and culture, and embody broader Islamic views on cosmology and the place of humans within the world. More broadly, the course aims to expand students' knowledge of the different registers of literary Arabic, improve their ability to understand complex grammatical constructions, and develop their understanding of interpretive techniques. Set texts, excerpted from longer works and covered in each participatory seminar-style lecture, form the basis of the course content, and will be provided on Moodle. For pre-modern and contemporary works, students are expected to read the texts in full in translation, whenever possible.

Form and Conduct

This paper is assessed by one coursework essay (of a maximum of 3000 words, and minimum of 2,500 words, including footnotes and excluding bibliography) and one commentary (of a maximum of 3,000 words, and minimum of 2,500 words, including footnotes and excluding bibliography), to be handed in on the Thursday of fourth week in Easter term. A choice of four essay questions and four passages for commentary will be announced on the Wednesday of eighth week in Lent term. One of the assignments must be on a pre-modern text and one assignment on a modern text. Both exercises carry equal marks.

MES.35 Advanced Literary Persian (Professor van Ruymbeke)

Supplementary Regulation

This paper uses a selection of either classical or contemporary Persian poetry and prose, to study the treatment of particular themes and rhetoric techniques.

Course Description

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. 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 (Professor Peleg)

Supplementary Regulation

This paper focuses on themes of interest and importance in Modern and Medieval Hebrew literature.

Course Description

This course examines contemporary Israeli literature and culture from the last twenty or so years, primarily the transition from an ideological society to a capitalist, post-modern and post-Zionist society after the first intifada in 1987.

Form and Conduct

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

Both essays will be subject to a mini-viva voce examination, conducted in person or online, at the end of Easter term. Both essays carry equal marks.

Optional courses (additional Regulation 8 papers)

MES.37 History of the pre-modern Middle East: *Empires of the Eastern Islamic World: Timurids to the Qajars* (Dr Ashraf)

Supplementary Regulation

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.

Course Description

This paper introduces students to the Timurid, Safavid, Mughal, and Qajar empires — the empires that ruled the Persian-speaking Islamic world (Iran, Central Asia, and India) from ca. 1400 to 1900. Rather than studying these empires in isolation from one another, the paper highlights points of comparison as well as points of divergence between them. Lectures in Michaelmas move chronologically while in Lent we will shift to a thematic and comparative approach. We will read a wide range of primary and secondary sources but no prior knowledge of the region or of Persian is required (all sources will be in translation). An organizing thread in the paper is of the historical significance of Persian in this part of the Islamic world, and of the complex, multifaceted, and unexpected relationship between language and political and imperial culture.

Lectures and Classes

Taught in Michaelmas, Lent, and Easter.

Total of 16 participatory lectures and 5 supervisions.

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: *The Middle East in Global History and Politics* (Dr Elizabeth Monier)

Supplementary Regulation

This course examines the relationship between international politics and Middle Eastern politics. Rather than studying the two in isolation, it is the connectedness of the Middle East with the global context that is the point of departure.

Course Description

Key issues and events are situated in relation to the wider global trends and developments that have shaped the international order in the twentieth and twenty-first centuries. Key topics include migration, the development of new media technologies, the changing role of religion in society and politics, and the expanding role of the Middle East in addressing supranational challenges, such as violent extremism and climate change. In keeping with this approach, the course will introduce materials from a range of sources and voices to underline a relational, historicised, multidirectional and polycentric approach to studying Middle Eastern politics and society. Lectures will be structured around four themes: 1. Global History and the International System; 2. The Global Twentieth Century and the Transformation of the

Contemporary Middle East; 3. Religion, Identity and Global Order; 4. Culture, Diplomacy and Foreign Policy into the Twenty-first Century.

Lectures and Classes

The course will consist of 16 classes. These will consist of both lecture and seminar-style teaching. In the seminar element of the class, the discussions will be largely student-led and based around set readings, or primary source readings related to the lecture's themes. There will be 1 revision session and the opportunity to complete a timed essay. Classes will take place on Tuesdays, 11:00am-1pm.

Supervision Arrangements

Students will be expected to write four essays of 1500-2000 words over the course of the year upon which they will be supervised. Submission deadlines for essays are as follows: 10 November, 5pm (Essay 1); 19 January, 5pm (Essay 2); 23 February, 5pm (Essay 3); 27 April, 5pm (Essay 4). Please email your essay to the course instructor. Essays must be typed, double spaced, proofread, and include a bibliography. Citational style must be consistent throughout.

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: *Power, Patronage, and Material Culture in the Islamic World* (Professor Marsham, Professor Bennison, Dr Gupta)

Borrowed by MML Tripos students as their Paper 162. For 2023-24 this paper will have shared teaching with History of Art (their Paper 25)

Supplementary Regulation

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

Course Description

This paper explores the production and reception of elite material culture in Islamic societies from Late Antiquity to the early modern period. In Michaelmas Term, it will explore the material culture of early Islamic cities. It will also look at the formation of Islamic artistic practices and visual cultures in cities, monuments, and artefacts in the Classical Islamic period in the Middle East and North Africa. In Lent Term, the course will move to the early modern period. Primary sources include images and textual sources in translation, as well as visits to view and handle objects in the Fitzwilliam Museum

Form and Conduct

This paper will consist of nine questions. Question 1 will be a series of 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* (Professor Peleg)

Borrowed by MML Tripos students as their Paper 168.

Supplementary Regulation

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.

Course Description

While international politics and military skill played important roles in the creation of Israel, culture was just as important in giving Zionist politics meaning. Focusing on the new Jewish culture that developed in Palestine in the first fifty years of the 20th century, this seminar explores the new ideas and practices about language, literature, aesthetic sensibilities about body, sexuality, art, music and spatial design that shaped modern Israel as we know it today. In tracing the sources of Zionist culture and the premises that shaped it, the seminar will also reflect on some of the contradictions of Zionism as a colonial project, and as a project of partial social and economic justice.

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. 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 (Dr Noorlander)

Borrowed by Linguistics Tripos students as their Paper Li.35

Supplementary Regulation

This paper will cover the principles of historical linguistics and the comparative method and their applications to the Semitic languages with respect to their phonology, morphology, syntax, and lexicon. A knowledge of at least one Semitic language (Arabic, Hebrew, Aramaic, Akkadian, Gə'əz) will be required.

Course Description

This paper offers the opportunity for students of the Semitic languages to contextualize their language work within the larger academic fields of language typology and historical linguistics and comparative Semitics. The scope of the comparison will include both the classical literary languages and the modern spoken dialects, ranging from Akkadian to Maltese and Ugaritic to Tigre. Students taking the course must have a knowledge of at least one Semitic language (e.g. Arabic, Aramaic, Hebrew, Akkadian). Upon completion of this course, students will (i) understand and describe linguistic evolution and linguistic relatedness, (ii) be familiar with the key debates and themes within Comparative Semitic Linguistics and (iii) will have mastered the basic concepts in linguistic typology and the basic principles of historical linguistics and the comparative method. Selected issues of the historical reconstruction, classification and comparative phonology, morphology and syntax of the Semitic languages will be examined through case studies.

Form and Conduct

This paper is assessed by a research essay of no more than 5,000 words, including footnotes and excluding bibliography. Each student will develop the research question of the essay in consultation with the instructor. 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.42 Elementary Sanskrit (Dr Vergiani)

Supplementary Regulation

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, providing them with a basic grounding for the academic study of classical Sanskrit literature.

Course Description

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) namely the *Pañcatantra* (a collection of fables), the *Bhagavadgītā*, and the *Rāmāyaṇa* or *Mahābhārata*, 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)

Supplementary Regulation

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.

Course Description

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

The assessment for this course is divided into a written paper and an oral exam. The written paper is worth 70 marks and is split into two sections. Section A is worth 40 marks and involves translating a Hindi passage into English and an English passage into Hindi. Section B consists of two exercises, each worth 15 marks. The first exercise involves summarizing a passage in 125 words, while the second task requires writing an essay on a given topic. The oral exam carries a weightage of 30 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).

MES.44 Economy/Culture in the Middle East and Beyond [not offered 2023-24]

Courses borrowed from other Faculties

X.9 The Jewish Tradition and Christianity: from antiquity to modernity (Paper C8 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.15 The Politics of the Middle East (Paper POL.12 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.

X.16 The History of the Indian Subcontinent from the Late Eighteenth Century to the Present Day (Paper 28 of the Historical Tripos)

Candidates should refer to the Historical Tripos for information on the form and conduct of this examination

Access to Part II dissertation and long essay mark sheets

Students can request their mark sheet for papers listed below:

EAS 1	Introduction to East Asian history
C 8	Globalisation in China, 1850 to the present
J 6A	Japan's Pre-modern History
J 6B	Japan's Modern History
J 7	Literature Japanese
J 8A	Modern and Contemporary Japanese Literature
J 8B	Pre-modern and Early Modern Japanese Literature
J 10A	Japanese Politics
MES 14	Intermediate Literary Arabic
MES 15	Intermediate Literary Persian
MES 16	Hebrew Literature/Culture
C.16	Cultural History of Late Imperial China
C.21	Research Seminar on Chinese politics
J 15	Modern Japanese Cultural History
J 16	Topics in Pre-Modern Japanese History
J 17	Topics in Modern Japanese History
J.19	Contemporary Japanese Society
J 20	Pre-modern Japanese Literature and culture
MES 34	Advanced literary Arabic
MES 35	Advanced literary Persian
MES 36	Advanced literary Hebrew
MES 40	Special subject in the contemporary Middle East
MES 41	Comparative Semitic Linguistics
MES 44	Economy/Culture in the Middle East and Beyond

Part II Dissertations: dissertations written with AMES

The mark sheet will contain the final mark and the comments from the assessors. Access to all other mark sheets are through students' DoS, as usual. For access to marksheets of borrowed papers please contact the faculty borrowed from.

How to request your mark sheet

To request your mark sheet send an email to ug_progadmin@ames.ac.uk. The mark sheet will 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.

Classification and Marking in the Asian & Middle Eastern Studies Tripos 2023/2024:

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:

SCALE OF MARKS

Over 75	Class I* (discretionary)
70 - 85	Class I
60 - 69	Class II.1
50 - 59	Class II.2
36 - 49	Class III
15 - 35	Fail

'Marks' indicated for each question mean the weighting of that question as a percentage of the whole paper.

From the **2019– 2020** 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 the dissertation counts as 25% for the purposes of this calculation. 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.

Two failed half-papers shall count as one full failed paper.

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.

COURSEWORK ESSAYS AND ASSIGNMENTS

Class I - Characteristics:

The essay demonstrates extensive knowledge of the topic, and an excellent conceptual understanding appropriate to the disciplinary focus. Its approach to the topic or question is sophisticated (for 75 and above) or at least well-defined (for 70-74), and its selection of material and general scope is well-judged. It displays an excellent command of its material and mastery of detail where appropriate. It shows an informed and perceptive understanding of the wider academic context, through insightful discussion of secondary literature. Its argument or discussion is rigorous and persuasive and it provides effective supporting evidence. It is consistently sophisticated in analysis, treating sources or evidence critically and may synthesise arguments. If appropriate for the topic and course, the essay will make original and effective use of primary sources. The essay is organised and written in a clear and compelling way. There is no extraneous or unexplained material. It demonstrates careful attention to style and format in notes and bibliography, appropriate to the disciplinary focus.

Essays at the top end of this class (75 and above) are likely to meet all, or virtually all, of these criteria. Essays which bring into play fresh critical perspectives which question received interpretations of the topic may merit Class 1* Distinction. **Essays on the lower end of this class (70-74)** will meet many of these criteria.

Class II.1 – Characteristics

The essay shows good knowledge of the topic and demonstrates familiarity with conceptual approaches appropriate to the disciplinary focus.

At the top end of this class (65-69), the essay is likely to display all or most of the following characteristics. Its approach to the topic or question shows an informed understanding of the wider field of scholarship. It shows good knowledge of the wider academic context, through informed discussion of secondary literature. It has a sound command of its material and makes confident use of detail where appropriate. The essay may be regularly, but not consistently, sophisticated in analysis, with some attempt to treat sources or evidence critically and to synthesise arguments. If appropriate for the topic and course, the essay makes sensible and effective use of primary sources. The essay is organised and written in a clear way. There is little extraneous or unexplained material. It

style and formatting in notes and bibliography is largely competent and appropriate to the disciplinary focus, with occasional lapses.

At the lower end of this class (60-64), the essay may display some or all of the following characteristics. Its approach to the topic or a question shows familiarity with the wider field of scholarship, but its use of methods/theories may fall short of expectations. It shows knowledge of the wider academic context, through discussion of secondary literature, but this discussion may be superficial in places. The essay may be regularly, but not entirely, accurate in its use of detail. In its analysis, the essay may 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. If appropriate for the topic and course, the essay makes sensible use of primary sources. The essay is organised and written in a generally clear way, although clarity and organisation may occasionally fall short of expectations; it may occasionally include material whose relevance is not clearly explained. Its style and formatting in notes and bibliography may be generally competent and appropriate to the disciplinary focus, with some lapses.

Class II.2 – Characteristics

The essay shows broadly relevant knowledge of the topic and some awareness of conceptual approaches appropriate to the disciplinary focus, but may be somewhat lacking in focus or breadth of reference.

At the higher end of this class (55-59), the essay may display some or all of the following characteristics. It will exhibit competent understanding of the basic material. Its approach to the topic or question shows some awareness of the wider field of scholarship, but its use of methods/theories may show some weaknesses. Its discussion of secondary literature may tend towards superficiality. The essay may contain some inaccuracies. In its analysis, the essay may tend to state ideas rather than explain or justify them. If appropriate to the course or topic, the essay may make use of primary sources, but these may not strongly enhance the overall argument or analysis. The essay may in places be clumsy in its prose style. It will be reasonably organised, but the focus may wander in places.

At the lower end of this class (50-54), the essay may display some or all of the following characteristics. Its approach to the topic or a question shows some awareness of the wider field of scholarship, but its use of methods/theories may be generally weak. Its discussion of secondary literature is generally superficial. The essay may contain several inaccuracies. In its analysis, the essay may lack rigour, or contain sections which are poorly related to the main argument. If appropriate to the course or topic, the essay may make use of primary sources, but these may be poorly related or only tangential to the topic. The essay may display a clumsy prose style. It may show patchy understanding and coverage, or 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

The essay shows some knowledge of the topic and the wider field, but is seriously deficient in understanding and breadth of reference. Work in this category may show a failure to have understood the themes and approaches taught on the course as they relate to the topic in question. The work may be unduly brief, or fail to adhere to the rubric of the course (for example, by writing intelligently, but outside the scope of the course).

Fail – Characteristics

Completely irrelevant, ignorant or extremely superficial work. No understanding of the topic or the course. Or: the essay is not submitted.

MARKING CRITERIA FOR COURSEWORK VIVAS – where the form and conduct specify that a proportion of the marks will be awarded for viva performance

Class I - Characteristics:

The candidate demonstrates extensive knowledge of the topic, and an excellent conceptual understanding appropriate to the disciplinary focus. Their approach to the topic or questions is sophisticated (**for 75 and above**) or at least well-defined (**for 70-74**). They show an informed and perceptive understanding of the wider academic context, and are able to treat ideas or evidence critically. If appropriate for the topic and course, they show confidence, facility and a high degree of accuracy in their use of primary sources and / or target languages.

Class II.1 – Characteristics

The candidate shows good knowledge of the topic and demonstrates familiarity with conceptual approaches appropriate to the disciplinary focus.

At the top end of this class (65-69), the candidate is likely to display all or most of the following characteristics. Their approach to the topic or a question shows an informed understanding of the wider field of scholarship. They show familiarity with the wider academic context and some attempt to treat sources or evidence critically. If appropriate for the topic and course, they show competence and general accuracy in their use of primary sources and / or target languages.

At the lower end of this class (60-64), the candidate may display some or all of the following characteristics. Their approach to the topic or a question shows familiarity with the wider field of scholarship, but their handling of methods/theories may fall short of expectations. They show knowledge of the wider academic context, but their discussion may be superficial in places, or tend toward reproducing received ideas. If appropriate for the topic and course, they show general competence in their use of primary sources and / or target languages but with some lapses.

Class II.2 – Characteristics

The candidate shows broadly relevant knowledge of the topic and some awareness of conceptual approaches appropriate to the disciplinary focus, but their discussion may be somewhat lacking in focus or breadth of reference.

At the higher end of this class (55-59), the candidate may display some or all of the following characteristics. They will exhibit competent understanding of the basic material. Their approach to the topic or a question shows some awareness of the wider field of scholarship, but their discussion of methods/theories may tend towards weakness or superficiality. Their account of the material may contain some inaccuracies and they may tend to state ideas rather than explain or justify them. If appropriate for the topic and course, they show some ability to use primary sources and / or target languages but this falls short of expectations.

At the lower end of this class (50-54), the candidate may display some or all of the following characteristics. Their approach to the topic or a question shows some awareness of the wider field of scholarship, but their understanding of methods/theories may be

generally weak and their discussion lacking in focus. Their account of the material may contain several inaccuracies, show patchy understanding and coverage or be poorly related to the questions asked. If appropriate for the topic and course, their attempt to use primary sources and / or target languages falls significantly short of expectations.

Class III – Characteristics

The candidate shows some knowledge of the topic and the wider field, but is seriously deficient in understanding and breadth of reference. In their discussion and responses, the candidate may show a failure to have understood the themes and approaches taught on the course as they relate to the topic in question. They may give unduly brief answers and be unable to elaborate beyond these. Or they may fail to adhere to the rubric of the course (for example, by answering intelligently, but outside the scope of the course).

Fail – Characteristics

Completely irrelevant, ignorant or extremely superficial answers. No understanding of the topic or the course. Or: they fail to attend the viva.

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 of 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.

Tripes 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 IA

Oliver Cromwell Prize: awarded annually by the Examiners for the Asian and Middle Eastern Studies Tripos to a candidate who has shown outstanding performance in Hebrew in Part I or Part II of that Tripos.

Part IB

Oliver Cromwell Prize: awarded annually by the Examiners for the Asian and Middle Eastern Studies Tripos to a candidate who has shown outstanding performance in Hebrew in Part I or Part II of that Tripos.

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.

Oliver Cromwell Prize: awarded annually by the Examiners for the Asian and Middle Eastern Studies Tripos to a candidate who has shown outstanding performance in Hebrew in Part I or Part II of that Tripos.

If no undergraduate has shown outstanding performance, the Oliver Cromwell Prize will be awarded to a graduate who has shown outstanding performance in their graduate work.

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.

Brandon Ginsberg Japanese Studies Undergraduate Dissertation Prize: awarded annually from 2019 by examiners for the Part II Japanese Studies dissertation which receives the highest overall mark (in the event of two or more identical top marks the final decision will be at the discretion of the examiners).

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 1B:

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

Bhaonagar Medal: awarded annually by the Examiners for Part II of the Asian and Middle Eastern 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 Asian and Middle Eastern 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.

This document will be updated throughout the academic year. For the latest version check the faculty intranet

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