



College of Social Sciences and International Studies

THE INSTITUTE OF ARAB AND ISLAMIC STUDIES

معهد الدراسات العربية والإسلامية

POSTGRADUATE HANDBOOK 2010-11

Welcome

(NB: Please read this section even if you are not a new student)

The IAIS is not just a place for academic excellence, it is also a very friendly and welcoming place, and we hope that those of you who are new will feel right at home from the beginning. The IAIS is proud of its diverse and numerous graduate community, and we hope that studying here will be a positive experience for you. This introduction explains a few of the resources in place to help you develop the skills you need for postgraduate study, and lists some of the people you can approach if you find you need help at any point.

Those of you arriving here for your postgraduate studies – be it MA, MPhil or PhD – may be thinking that you have ages to complete your degree. Those of you returning for second year here may well think it is going by rather fast. Those in the final year of their PhD will be thinking “slow down time... there is too much to do...” This is what it is like with postgraduate study – you think you have graduated from the day to day pressures of undergraduate education – but in truth, today’s postgraduate students have to work much harder, to more stringent deadlines that we did in the past – and doing postgraduate degrees today is not merely about writing a dissertation. Today it is also about acquiring skills – tools for research which will prepare you for your future career.

So – apart from acquiring knowledge about the thing you are studying – which is of course very important – postgraduate education is also about learning how to do things which will equip you for a career after graduation. In truth, it was like this in the past – but in the past we concentrated on teaching the knowledge and students learned research skills through doing essays, completing assignments and writing dissertations. Recently we have supplemented this by devising specific modules designed to teach skills first and knowledge second. Here are some of the important skills we think you should learn through doing a postgraduate degree in the Institute of Arab and Islamic Studies:

1. organising and sifting information

Whether you are doing an MA, MPhil or PhD, you will have information flying at you from all sides – from lectures, from supervision sessions, from your reading, from the internet, from television and other media. One of the most important skills we hope you will learn is the ability to discern sources which are useful for the task you have been set, and information which is not so useful.

2. constructing coherent arguments

Supervisors and lecturers at postgraduate level like to read essays and dissertations which argue a point of view well – essays which have a hypothesis and argue for it by marshalling the facts and presenting them in a way which could persuade the reader of the point of view the author is putting forward.

3. communicating ideas clearly

Whether you do this in writing – in assignments- or orally in a classroom or seminar setting, this is one of the most important skills you will learn. It will set you up for a future career in academia or in any other field of study. This is not merely about making your presentations and assignments understandable – but also about making them pleasurable to listen to and read. As lecturers we can normally gauge the level of sophistication of an argument by the dexterity, the accomplished use of language, that the writer or presenter employs.

Add to this the language skills which some of you will be acquiring through intensive classes, and you have an ambitious, but we hope achievable, programme of study. We are here to help in this – to facilitate your learning and also to learn from you as you challenge us and make us think. If we were not challenged by the ideas which our students bring, then we would not be doing the job!

With this in mind, there is the special **ARAM190 Research Methods in Middle Eastern and Islamic Studies** – a module designed to teach these skills, but also as a forum for discussion on the methodological issues particular to the study of the Middle East and Islamic World. This module is designed both for MA students (since it is a compulsory and assessed module for them), and for PhD students: we highly recommend PhD students to check with their supervisors whether they will need to attend one, two or all classes of the module (see the **requirements on research training for 1st-year research students**).

The fortnightly **Postgraduate Research Seminar** provides an opportunity for all in the research community here in the Institute to learn from each other and test their ideas in a friendly forum. All postgraduate research students have to present two seminars and are expected to support each other by attending, even if the topics covered vary widely and one invariably ends up listening to presentations on subjects quite far from one's own. They will be presenting alongside members of staff who will focus on wider issues of approach, method and theory. Presentation and discussion skills will also be a focus of these seminars.

At CSSIS COLLEGE level, there is also a programme of generic qualitative research methods, which stretch across the Humanities and Social Sciences and are not specific to the study of the Middle East.

Also, the University's Graduate School runs an Effective Researcher Development Programme, which includes workshops on many useful topics. You are expected to attend 'How to Get your PhD in a Day' and, for overseas students, 'Doing a PhD in the UK', but other workshops exist on effective reading, working in archives, online journals, ethics and numerous others. For those later on in their PG career workshops such as 'Overcoming the Doctoral Doldrums' might have some appeal...

<http://www.exeter.ac.uk/postgraduate/pgsupport/skills/>

4. approaching the wider academic community

Outside the University, there are research-related organisations you might want to join, especially BRISMES, the British Society for Middle Eastern Studies, which has its own "graduate section", which acts as a forum for postgraduate students in Middle Eastern Studies across the country - including running its own very successful conference. More information can be found at:

<http://www.brismes.ac.uk/student-area>

We wish you a successful year – don't hesitate to contact us if you need to!

Sajjad Rizvi and Lise Storm

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SECTION 1: GENERAL INSTITUTE AND UNIVERSITY INFORMATION

Term Dates 2010-11

Term 1 Monday 4 October - Friday 17 December

Term 2 Monday 10 January – Friday 1 April

Term 3 Monday 2 May – Friday 17 June

| Week Beginning | Term 1 |
|--------------------------|-------------------------|
| Monday 4 October | Week 1 |
| Monday 11 October | Week 2 |
| Monday 18 October | Week 3 |
| Monday 25 October | Week 4 |
| Monday 1 November | Week 5 |
| Monday 8 November | Week 6 |
| Monday 15 November | Week 7 |
| Monday 22 November | Week 8 |
| Monday 29 November | Week 9 |
| Monday 6 December | Week 10 |
| Monday 13 December | Week 11 |
| CHRISTMAS HOLIDAY | |
| | Term 2 |
| Monday 10 January | Week 1 - Examinations |
| Monday 17 January | Week 2 |
| Monday 24 January | Week 3 |
| Monday 31 January | Week 4 |
| Monday 7 February | Week 5 |
| Monday 14 February | Week 6 |
| Monday 21 February | Week 7 |
| Monday 28 February | Week 8 |
| Monday 7 March | Week 9 |
| Monday 14 March | Week 10 |
| Monday 21 March | Week 11 |
| Monday 28 March | Week 12 |
| EASTER HOLIDAY | |
| | Term 3 |
| Monday 2 May | Week 1 - revision |
| Monday 9 May | Week 2 – (Examinations) |
| Monday 16 May | Week 3 - Examinations |
| Monday 23 May | Week 4 - Examinations |
| Monday 30 May | Week 5 - Examinations |
| Monday 6 June | Week 6 - Examinations |
| Monday 13 June | Week 7 |

The Institute

About the Institute

Background to the Institute of Arab and Islamic Studies

The Institute came into existence formally on 1 August 1999, bringing together the existing department of Arab and Middle Eastern Studies and the Centre for Arab Gulf Studies in a multi-disciplinary teaching and research unit within the University. On 3 July 2001 the Institute's brand new purpose-built building was inaugurated by His Highness Dr Shaikh Sultan bin Mohamed Al Qasimi, Ruler of Sharjah.

On 1 August 2005 the Institute merged with the School of Historical, Political and Sociological Studies and the School of Classics, Ancient History and Theology to form a new School of Humanities and Social Sciences (HuSS). From 1 August 2010 the Institute joined the newly formed College of Social Sciences and International Studies with the Departments of Politics, Sociology and Philosophy, the School of Law and the Graduate School of Education. The Institute remains entirely within its purpose-built facilities, but will be involved in inter-disciplinary studies within the wider College. An extension was completed (October 2006) adding further office space and seminar rooms for the growing requirements of the Institute.

The Institute offers research and taught degree programmes in a wide range of disciplinary areas within the social science and humanities fields, and through its links with other Colleges and units in the University gives students opportunities for cross-disciplinary research. Areas for such research include Middle East politics, economics, society, history and culture; Arabic literature and linguistics; Islamic intellectual history and theology; Arabic historiography; and Islam in the modern world. Recent appointments have made the Institute one of the largest Islamic Studies centres in the United Kingdom. As well as Arabic, Persian and Kurdish language studies have been added to the curriculum and, for the first time, Turkish will be offered in 2010-11.

The Programme of Gulf Studies within the Institute continues the work of the former Centre for Arab Gulf Studies, which was established in 1978. It is the only University programme of its kind outside the Gulf region itself.

The Institute has a growing number of full-time academic staff members who are highly regarded in their respective fields, and it is supported by a number of eminent scholars who are members of the Institute in an honorary capacity. It has strong links with international organizations and with academic and research institutions around the world, and attracts research students from many cultural backgrounds. Exeter is one of the main centres of Arab, Islamic and Middle East Studies in the United Kingdom.

Staff

In addition to its full-time academic and support staff, the Institute has a number of part-time teachers and resident honorary fellows.

Coordinator of Postgraduate Studies

Dr Sajjad Rizvi is Coordinator of Postgraduate Research (01392 264037; s.h.rizvi@exeter.ac.uk)

Dr Lise Storm is Coordinator of Postgraduate Taught matters (01392 725255; l.storm@exeter.ac.uk)

They are responsible for monitoring the overall welfare and academic progress of postgraduate students, as well as admissions. Your first point of contact will be your supervisors and/or mentor, but if you would like to discuss any academic or personal issues, you may contact the Coordinators.

Research Interests

Teaching and Research Staff (2010-11)

See link to staff: <http://socialsciences.exeter.ac.uk/iais/staff/>

And

Research interests: http://socialsciences.exeter.ac.uk/iais/research/research_int.php

Staff Contact Details

| Academic Staff | |  | e-mail |
|----------------------------|---------------------------|---|--|
| Prof. Dionisius Agius | Professor | 725257 | d.agius@exeter.ac.uk |
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| Prof. Gerd Nonneman | Professor | 725256 | g.nonneman@exeter.ac.uk |
| Dr James Onley | Lecturer | 264030 | j.onley@exeter.ac.uk |
| Prof. Ilan Pappé | Professor | 724095 | i.pappe@exeter.ac.uk |
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| Ms Beata Faracik | Research Administrator | 725251 | b.faracik@exeter.ac.uk |
| Mr Qaisar Iskander | IT Officer | 725258 | g.i.iskander@exeter.ac.uk |
| Mrs Laura Newberry | PA to Director | 724039 | l.newberry@exeter.ac.uk |
| Ms Heike Sprunk | Web Officer | 724029 | h.sprunk@exeter.ac.uk |
| Mrs Suzanne Aburagheb | Dept Administrator | 725250 | |
| Library Staff | | | |
| Mr Paul Auchterlonie | Librarian | 264051 | j.p.c.auchterlonie@exeter.ac.uk |

Facilities

The Building

The building is still relatively 'new' and students are asked to respect the environment by helping to keep it as clean and tidy as possible.

The Arabic Collection in the Research Commons (Old Library Building)

The Arabic Collection in the Research Commons, Old Library Building, holds around 65,000 volumes on Arabic, Islamic and Middle Eastern Studies in English, Arabic, Persian, Kurdish and the major European languages, although the majority of the books and periodicals are in English or Arabic. This collection contains the academic textbooks and periodicals needed for teaching and research and all items are listed in the catalogue. The collection is managed by Paul Auchterlonie (ext. 4051; e-mail: J.P.C.Auchterlonie@exeter.ac.uk).

Apart from reference works (e.g. dictionaries and encyclopaedias), all Arabic Collection material is available for borrowing (for details see <http://as.exeter.ac.uk/library/using/borrowing/>); the most heavily used material, basically the core books on reading lists, can be found in the Temporary Reserve Collection (TR) held at the Research Commons Reception Desk (<http://as.exeter.ac.uk/library/using/borrowing/readystext/>). Opening hours can be found online at <http://as.exeter.ac.uk/library/about/opening/researchcommons/>.

Many other services are offered by the University Library, and these are listed on the Library's homepage (<http://as.exeter.ac.uk/library>), including:

- Access to the catalogues of UK Higher Education and National Libraries, and details of the SCONUL Research Extra scheme which allows academic and research staff and research postgraduates borrowing privileges at participating libraries
- Inter Library Loans
- The Electronic Library (ebooks, online journals, newspapers and databases, including Index Islamicus and the Encyclopaedia of Islam Online).

The Arab World Documentation Unit in the IAIS Building

The Arab World Documentation Unit (AWDU) is a reference only library situated in the Institute of Arab and Islamic Studies building where users can consult the collections in-house only. Material from the video collection, however, can be borrowed for 24 hours.

The collection contains over 100,000 physical items covering the Arab countries together with some material on Iran and Israel. The subject scope of the collection covers all aspects of life excluding literature and religion which are comprehensively covered in the Arabic Collection in the Research Commons, where textbooks and commercial books and material are also housed. A researcher may expect to find in AWDU different types of statistics, annual reports, country reports, journals, newspapers, maps, press cuttings, videos and DVDs, official gazettes, etc. from various sources such as governmental and non-governmental bodies, opposition groups, and international and regional organisations.

Librarian-in-charge of AWDU is Paul Auchterlonie (ext.: 4051), assisted by a team from the Library's Customer Services Division (general enquiries about AWDU ext.: 4041; email awdu@exeter.ac.uk). AWDU is open Monday to Friday, from 9:00 to 5:00.

Most of AWDU's collections are searchable within the University Library online catalogue. Further details of AWDU's collections can be found on the Unit's website (<http://as.exeter.ac.uk/library/about/awdu/collections/>).

Administrative Support

There is a dedicated Student Support website, accessible once you have registered on-line. Here you will find electronic links to Student Finance, and you may obtain routine letters for banks, council tax, visas (e.g. proof that you are registered as a student at the University). There is access to your personal class and examination timetables.

There are two sources of personal administrative support for Institute students:

The College of Social Sciences and International Studies (CCIS) has a dedicated School Office (main foyer, Amory) that you should become familiar with. The staff there deal with all routine student enquiries such as handing in your work, examinations, extensions, information on regulations, procedures for making an appeal or complaint – that sort of thing.

The staff of the Institute office will be happy to help you with information and answer your queries about your study within the Institute. They are the experts on your degree programmes and modules, your timetable, and are able to provide hard copies of policy documents and regulations that are generally available on the University's website, such as extracts from the TQA (Teaching Quality Assurance) manual and the University *Calendar*.

Jane Clark is Programme Manager. E-mail: jane.clark@exeter.ac.uk

Laura Newberry is the PA to the Director of the Institute. If you would like to see the Director, you can make an appointment with Laura: l.newberry@exeter.ac.uk

Suzanne Aburagheb is the Departmental Administrator. She is your first port of call for enquiries and will aim to help you with day-to-day matters concerned with your life in the Institute. Email @exeter.ac.uk

Please don't hesitate to approach any member of the support team staff if you feel they may be of assistance.

IT Support

Qaisar Iskander is the Institute's **Computer Development Officer**. Qaisar's room is number 2 in the extension and his job will involve technical support for our new equipment amongst other things. (q.i.iskander@exeter.ac.uk)

Heike Sprunk is the Institute's Web Officer. She can help with updating websites and any errors found on the IAIS web pages should be reported to her: h.sprunk@exeter.ac.uk

Learning Resources and IT Facilities

Undergraduate students have access to wireless computing anywhere in the Institute building, as well as ample space in Amory and the Library - and shortly they will also have laptops available to work on in AWDU, plus two upstairs in the common room.

University facilities which offer general learning resources to students are the University Library (www.exeter.ac.uk/library/), the Foreign Language Centre (www.exeter.ac.uk/flc/), Pallas in the Queen's building (offers credited IT courses – email pallas@exeter.ac.uk) and the LaTiS Centre (<http://latis.ex.ac.uk/>) also in the Queen's building.

Keeping in touch

We must be able to contact you! The Departmental Administrator and the CSSIS School Office, who will form the link between you and the teaching staff, will need at all times to have your current Exeter

address and your home/vacation address - so *please remember to notify **any** address changes promptly!* **You may do this on-line through the Student Support site unless you are in University accommodation.**

E-mail is the most frequently used method of contact through your University e-mail address - please check your in-box regularly.

Mail from the Institute will normally be sent to you via the pigeonholes in the Foyer of the Institute. Please check your pigeonhole whenever you come to the Institute, but at least twice a week.

Printing

Printing is administered by IT Services, using the PALM printer. You need to buy credits in advance to use the printer – see <http://as.exeter.ac.uk/library/using/equipment/printers/> for details.

Fax Machine

The Institute's fax machine is located in the Institute Office and may be used by Postgraduate students for research purposes only. Faxes are charged at the following rates:

- 50p per sheet for a national fax
- £1.00 per sheet for an international fax

If you would like to send a fax please see a member of support staff in the Institute Office.

Telephone

The nearest payphone is located in the Peter Chalk Centre if you wish to make an external call.

Lockers

Lockers are available for postgraduate students: keys can be obtained from the Institute Office. A £5.00 locker key charge is made.

Building Access

PhD students who would like to work in the building in the evenings or at weekends can be granted 24-hour access. MA students who have problems working in their accommodation can also request this privilege. **Please note you must play your part in the security of the building by not letting anyone other than Institute students into the building.** To gain 24 hour access, please take your Mondex card to Qaisar Iskander who will process your request. Access for Undergraduate students is Monday to Friday 9.00 am to 6.00 pm.

The Common Room

The Common Room is home to lunch facilities, notice boards, a vending machine and a television. This is the social hub for staff and students of the Institute. (Students are asked not to prop the doors open to the veranda for security reasons. No food or drink is to be taken out of the common room to any other part of the building.)

The Common Room television now has 25 Arabic channels. There are also channels in German, French, Italian or any additional channel you would like to watch if it is available. Instructions on finding specific language channels can be obtained from Qaisar Iskander, our IT Officer.

The Kitchen

We are privileged to have a great kitchen in the Institute for use by staff and postgraduate students. Undergraduate students are not permitted to use the kitchen. During term, Hospitality Services operates a café, and everyone is requested not to enter the kitchen between 11.15 am and 2.00 pm when food is being prepared and served, in the interest of Health and Safety issues. Access for postgraduate students is available between the hours of 3.00 pm and 9.00 am for making teas and coffees.

All staff and postgraduate students are requested to keep the kitchen clean, especially the sinks, refrigerator and microwave oven, and to wash and tidy away all crockery and cutlery.

Allocation and Use of the Postgraduate Research Facilities

The building has WiFi connections so students may use laptops in the Common Room and AWDU.

There is a dedicated PG suite next to AWDU with spaces for PGT students (hotdesk only) and research students – these are hotdesks too, but we hope there will be sufficient spaces for students who spend a considerable time in the Institute to have an individual workstation.

If you go on fieldwork research, or no longer use the desk on a regular **daily** basis, then the space will revert to hotdesk. We do not have resources to allocate permanent places to students.

This facility is new and, if the ad hoc system does not work, we may have to review the situation and make all workstations 'hotdesks'.

Social activities

Students are encouraged to form their own clubs and societies and can, on request, hold meetings in Institute rooms. In 2010-11, three clubs were in operation and very successful, The Arab Society and The Islamic Society, and the Friends of Palestine Society.

Visiting Speaker Series information

The Institute organizes a visiting speaker series, which runs most Wednesdays in term-time. Esteemed academics from other institutions, and experts on the Middle East from a wide variety of sectors are invited to Exeter to speak. These events are marked by a tea party and lively discussion. Undergraduate and Postgraduate students are encouraged to attend. In recent times the Institute has also been used by speakers from other departments in the University and as a venue for a short series of films on topical issues.

See also information on the Postgraduate Research Seminars (under PhD and MPhil (Research) Programmes) – research students are required to attend, MA students are welcome and encouraged to attend.

Committees

MA and Postgraduate Representatives on Committees

Research students are represented on the College Postgraduate Committee – details available from the CSSIS Graduate School Office.

PGT students have representation, by nomination and election, on the IAIS Staff/Student Liaison Committee which feeds into the Learning and Teaching Committee.

Learning and Teaching Committee

Aims

- to monitor and maintain the quality of teaching in the Institute at UG and PG levels (excluding research students) in accordance with the Institute's aims and objectives
- to promote innovation in teaching and learning; to disseminate good practice; to monitor staff development policy in the area of teaching and learning

Responsibilities

In pursuance of the above aim, the Committee will be responsible for the following:

- to monitor the delivery of UG and PG programmes of study through such mechanisms as student evaluations, SSLC feedback, and external examiners' reports
- to prepare the Institute for such exercises as the TQSA, TQA, and other relevant review exercises
- to consider proposals of new programmes of study and changes to existing ones

Staff-Student Liaison Committee

Membership

Students are asked to elect representatives from each academic year as follows:

- 1 student in single honours programme
- 2 student in combined honours programme
- 3 student studying Arabic
- 4 PGT student

The Institute runs a Staff Student Liaison Committee (SSLC), which meets twice a term to discuss student related issues. There is one or more representative(s) from each year group, elected at the start of the year by his/her peers. This is a forum where students can put their queries, concerns and opinions directly to a member of staff for response. Comments are then taken to the Learning and Teaching Committee.

Procedure

Meetings will take place twice a term.

The Committee will decide on the procedure for the selection of its Chair. The options for the Committee are to elect a Chair through a vote, or alternatively to opt for chairing to take place on the basis of rotation among the student representatives.

Likewise, the Committee will decide on the selection of a Secretary. Again this may be taken in rotation.

The duties of the Secretary are:

- i. To produce an agenda and circulate it to all members of the Committee at least one week before a meeting.
- ii. To minute the meeting accurately and in detail.
- iii. To produce minutes of the meeting as quickly as possible after the meeting and circulate these to all members.

- iv. To pass these minutes to the Institute Administrator for posting on the Institute notice board. A copy of the minutes is sent to the Dean of the Undergraduate Faculty for information.

Duties of Student Representatives:

Following consultation of the agenda, students should consult as many of their peers as possible in order to represent a collective view on issues for discussion.

Duties of Staff Representatives:

To present the minutes of the Committee as a matter of course to the next Institute staff meeting for general discussion and response.

To communicate more urgent problems to individual members of staff or to the Head of School as soon as possible following the Committee meeting.

Guidance: Children in the Workplace

The Institute recognizes that there are rare occasions when the need to bring children into the building will be unavoidable, and in such circumstances staff and students should be aware of the following information:

1. A 'baby changer' has been installed in the lavatory for reasons of health and safety and in particular to assist people with disabilities. Staff and students who bring young children into the building are asked to use this facility and to dispose of nappies thoughtfully.
2. The supervision of children in the building is the responsibility of their parent/s or other legally recognized carer/s. All children must be accompanied by a parent/recognized carer at all times. The Institute (University) cannot be held liable for any injuries that children may receive whilst on the site.
3. Care must be taken to ensure that children do not disturb the work of the Institute by disrupting lectures, or by disturbing work in the research areas (library, undergraduate and postgraduate study areas). It is, however recognized that under certain circumstances, such as breast-feeding, child care crisis etc., babies and children will be allowed into the Institute.
4. Parents/carers are responsible for ensuring that adequate child care arrangements are made for the supervision of their children and this should not routinely involve the children being brought into the Institute. Children should not be present in the building whilst their parent or carer attends lectures, except under circumstances mentioned in 3. Childcare facilities may be available on the University Campus or off-site within the locality. For further assistance in locating suitable childcare facilities please contact Devon County Council, Devon Information On Services For Children 0800 0563666 or visit the website <http://www.devon.gov.uk/disc/dischome.html>
5. If any student or member of staff has specific issues relating to childcare and the Institute please arrange to discuss these issues with the Director. The Institute does wish to be as supportive as possible in such matters but health and safety, and academic standards, must be maintained.

NOTE:

The guidance above does not relate to organizing or taking part in activities for children. For staff and other representatives of the University responsible for organising or who take part in University activities for children you must follow the University's Statement of Policy and Guidance Notes '*Working with Children and Vulnerable Adults*'. Further guidance is available from the Health, Safety & Environment Office.

SECTION 2: MA AND PhD/MPhil RESEARCH PROGRAMMES

MA (Taught) Programmes

The Learning Experience

The MA programmes provide an opportunity for students to study an area in greater depth than at BA level and to acquire more advanced analytical and research skills. Each programme has a different focus but they all provide key personal skills that are transferable to use in the workplace, for research or for personal development, including:

- Taking responsibility for your own learning by planning and managing tasks with limited guidance and by making use of feedback
- Independent study and group work, including participation in oral discussion and effective communication when working in a group
- Further development of presentation skills
- Formulation of research problems
- Ability to organize and process data to produce a coherent argument, both orally and in writing
- Sharpening of critical faculties and enhancement of ability to arrive at a more balanced and objective judgement
- Effective time organization and prioritising tasks
- Use of electronic information and communication tools, including obtaining, archiving, entering and sorting data.

Teaching and Learning Code of Practice

Staff

- 1 Acceptance of students on to modules taught in the Institute implies agreement by the staff to:
 - i) Make clear the aims, objectives and requirements for all modes of examination and assessment of student performance
 - ii) Make available a plan of lectures for all modules and other classes as appropriate
 - iii) Mark, comment upon, and return all written coursework within reasonable and specified times
 - iv) Be available to students at regular (and reasonable) times for discussion of individual academic or personal problems
 - v) Participate in end-of-module student evaluation
 - vi) Determine dates for submission of coursework at the beginning of the academic year and the penalties which are incurred if these are not met
- 2 A Personal Mentor will undertake to see her/his students at regular intervals throughout their time in the Institute. The Mentor will also be responsible for providing personal advice and counselling, representing the student's interests when necessary, and writing references.
- 3 In case of difficulties arising between a student and her/his Mentor, or between a class of students and the lecturer concerned, the Coordinator of Postgraduate Studies will be available for consultation and, within certain agreed limits, will guarantee confidentiality to the student. Problems of a more general nature to do with modules, set work, examination arrangements, etc., may also be brought to the attention of the Staff-Student Liaison Committee.
- 4 The Institute undertakes to consider matters arising from discussions at meetings of the Staff-Student Liaison Committee and to take action where appropriate.

- 5 Should a dispute arise between students of the Institute it will be referred in the first instance to the Director of the Institute of Arab and Islamic Studies for arbitration.

Students

- 1 Acceptance on to any module taught within the Institute implies agreement by the student to:
 - i) follow the module through to its conclusion
 - ii) attend all timetabled lectures, seminars, oral classes and tutorials except in cases of illness etc.
 - iii) complete all required language work, essays, projects and seminar papers, and submit them at the stipulated times
 - iv) participate in oral classes and seminars as required
 - v) provide satisfactory explanations for absence from these classes
- 2 Students must fulfil the requirements for residence, signing out and study abroad as stipulated in the University calendar.
- 3 Students are expected to prepare for modules by preparatory reading in advance of classes, where this is recommended.
- 4 Transfer between degree programmes is allowed only with the agreement and formal approval from the Coordinator of Postgraduate Studies.
- 5 Each student must ensure that the Institute Secretary has her/his correct home and term-time addresses, telephone numbers and e-mail if applicable, with an additional contact name and telephone number in case of emergency.

Registration

You will need pick up the postgraduate registration pack from the CSSIS Student Services Office (Amory building, ground floor) and check you module choices with your **postgraduate programme coordinator**. Remember you will need to register in the modules for your programme (total 180 credits). During the first two weeks of semester you may change your option module choices – any changes must be approved by the Institute and entered on your student record. **If you have any questions about registration, please ask the Institute Administrator (Ms Jane Clark)**. If you encounter problems that affect your study during the year (personal, medical or academic) you may wish to interrupt your study and return the following year. In this event, you should discuss your situation with your personal mentor and programme coordinator.

Personal Mentor

A member of the academic staff will be appointed as your Personal Mentor. Your mentor is not the 'supervisor' of your academic programme, but someone you can ask for advice regarding your pastoral care and any general problems you may encounter during your study. A list of times available for consultation will be posted outside your mentor's door, and general contact details are given at the front of this Handbook.

Research methodology and referencing skills for MA students

In order to attain the highest marks in your modules and dissertation it is important that you develop excellent skills in research methodology, are familiar with research sources and know how to reference your work correctly.

The following training and guidance will be given:

1. **ARAM190 - Research Methods in Middle Eastern and Islamic Studies**

Please note that all full-time first year MA students must attend ARAM190.

This seminar is intended to introduce new MA and PhD students to general research skills, sources and tools relevant to the social sciences and humanities. It also aims at providing insight into the appropriate research methods and sources relevant to the various disciplines involved in Islamic studies, Middle East Studies, Gender Studies, and Arab Gulf Studies.

2. Fortnightly lecture-seminars in semesters 1 and 2, based on extensive background readings, will introduce research students to general issues related to the location and quality of available sources for research, research ethics and methods. Attendance is compulsory for all students. Students will be expected to have done considerable directed preparation before each seminar. Aside from the discussion of specific readings, students might be asked to prepare practical exercises at home.

3. Notes on essay writing skills are given in this section and further information on referencing skills is given in this handbook, see GENERAL POLICIES section. You should also check the School of Humanities and Social Sciences website for more information at: <http://www.huss.ex.ac.uk/postgrad/index.htm>

4. Students are strongly advised to attend Induction Week tours of the University Library and the Institute's Arab World Documentation Unit to familiarize themselves with the resources available.

5. The University Library's homepage lists information on all referencing systems. These are downloadable – see 'Information Study Skills' on the homepage.

6. All students are requested to familiarize themselves with the notes on plagiarism (see the relevant section of this Handbook). This is a serious offence and is subject to University disciplinary measures. Further information about plagiarism is located on the School of Humanities and Social Sciences website at: <http://www.huss.ex.ac.uk/studentPG/PGR/handbook/> and the University's Effective Researcher Development Programme includes a workshop on the subject.

MA Requirements

The Institute's MA programmes are normally completed in 12 months (full-time) or 24 months (part-time). They all have the same general requirements - successful completion of 180 credits, comprising:

- The research methodology module (15 credits)
- Two core modules (60 credits)
- 45 credits of optional modules
- a 15,000-word dissertation (60 credits)

Assessment

Most modules are assessed by coursework only (100 per cent), exceptions mainly being language modules that may be taken as options.

MA PROGRAMMES

MA in Gulf Studies

Coordinator: Dr Marc Valeri (m.valeri@exeter.ac.uk, tel: (72)4027)

This programme encourages a profound understanding of the historical background and the political economy of the modern Gulf states, and helps students develop the analytical tools needed to study socio-economic change in the region. Students will be helped by the Institute's unique document collection on the Gulf and Arabian Peninsula.

The requirements are:

A choice of two of the following (60 credits):

ARAM100 The Making of the Modern Gulf (30 credits)

ARAM101 Gulf Political Economy and International Relations (30 credits)

ARAM111a State and Society in the Gulf (30 credits)

Plus (75 credits):

ARAM190 Research Methods in Middle Eastern and Islamic Studies (15 credits)

ARAM027 MA Dissertation (60 credits)

And a further 45 credits of available Postgraduate modules offered by the Institute. Students may take up to 30 credits of the following modules at Undergraduate level (in lieu of Postgraduate modules), subject to the prior approval of the Programme Director:

- ARA1015 Arabic for Beginners I (30 credits)
- ARA1013 Elementary Persian I (15 credits)
- ARA1020 Elementary Persian II (15 credits)

No previous knowledge of Arabic or Persian is required.

Following successful completion of the taught modules, students proceed to write and submit a 15,000-word dissertation on a topic to be chosen in consultation with, and approved by, the Programme Coordinator.

MA in Gender and Identity in the Middle East

Coordinator: Sophie Richter-Devroe (s.richter-devroe@exeter.ac.uk, tel: (72)4091)

The MA in "Gender and Identity in the Middle East" is highly relevant for contemporary times and has extremely innovative features. It tackles increasingly important issues related to women and gender in the Middle East. Among them are:

- Gender ideologies and gender relations
- The role of the nation state
- Religious and secular discourses and practices
- War and conflict
- Women's movements and feminism
- Islamist thought and activism
- Men and masculinities
- Creativity and art

At the same time, the programme addresses issues related to migration of Middle Eastern and Muslim women to the West:

- Globalization
- Transnational migration and gender
- Social exclusion/inclusion of Muslim women migrants
- Islamophobia
- Identity construction of Muslim women in the West

Issues pertaining to transnationalism, diasporas and migration on the one hand and gender in the Middle East on the other hand are seldom brought together as an integrated and analytically coherent unit. This is despite the fact that the Middle East extends to Muslim diasporas abroad. Moreover, in this age of globalisation, identity formation and identity politics cut across regions in new and dynamic ways. Our MA reflects these contemporary realities and tackles gender and transnationalism in a coherent way.

The requirements are:

ARAM106 Gender & Identity in the Middle East I: Constructing Selves in Social and Political Contexts (30 credits)

ARAM107 Gender & Identity in the Middle East II: Resistance & Transnationalism (30 credits)

ARAM190 Research Methods in Middle Eastern and Islamic Studies (15 credits)

ARAM027 MA Dissertation (60 credits)

And 45 credits of optional modules from among those offered at level M in the other MA programmes offered by the Institute and cognate programmes across campus. Students may choose up to 30 credits of Arabic, Kurdish or Persian language offered at Undergraduate level to students without previous knowledge of the relevant language, subject to the approval of the Programme Coordinator

Following successful completion of the taught modules, students proceed to write and submit a 15,000-word dissertation on a topic to be chosen in consultation with, and approved by, the Coordinator of the Programme.

MA in Islamic Studies

Coordinator: Professor Ian Netton (i.netton@exeter.ac.uk tel: (72)5259)

This programme introduces students with a previous background in Arabic and Middle East Studies to a more nuanced and profound understanding of Islam as a religious, intellectual, and cultural tradition, as well as a political ideology. It incorporates new methodologies and research tools currently applied by historians, social sciences and cultural anthropologists to the study of Islam.

The requirements are:

ARAM102 Islam in Practice: Contemporary Methodological Approaches (30 credits)

ARAM103 Approaches to Islamic Thought (30 credits)

ARAM190 Research Methods in Middle Eastern and Islamic Studies (15 credits)

ARAM027 MA dissertation in Islamic Studies (60 credits)

and 30 credits of modules from:

ARAM193 Islamic Jurisprudence and Law (30 credits)

ARAM189 Readings in Islamic Theology and Philosophy (30 credits)

ARAM192 Sufism, Devotion and Islamic Mysticism (30 credits)

And 15 credits from:

ARAM112 Independent Reading Course (15 credits)

ARAM191 Evaluative Bibliographical Diary for Middle East and Islamic Studies (15 credits)

Following successful completion of the taught modules, students proceed to write and submit a 15,000-word dissertation on a topic to be chosen in consultation with, and approved by, the Programme Coordinator.

MA in Kurdish Studies

Coordinator: Professor Christine Allison (c.allison@exeter.ac.uk, tel: (72)4026)

This programme aims to provide students with an understanding of a variety of political, economic, social, cultural and ideological dimensions of the major forces that contend power and influence and that shape societies, economies and polities of the Kurdish regions and an advanced appreciation of social scientific disciplinary approaches to the Kurdish regions and the Middle East generally.

The requirements are:

ARAM147 The Kurds: History and Politics (30 credits)

ARAM146 Critical Kurdish Studies (30 credits)

ARAM190 Research Methods in Middle Eastern and Islamic Studies (15 credits)

ARAM027 MA Dissertation (60 credits)

And a further 45 credits from available modules offered by the Institute, including up to 30 credits of Sorani Kurdish language offered at Undergraduate level to students without previous knowledge of the relevant language, subject to the prior approval of the Programme Director.

Following successful completion of the taught modules, students proceed to write and submit a 15,000-word dissertation on a topic to be chosen in consultation with, and approved by, the Programme Coordinator.

MA in Middle East Studies

Coordinator: Dr Omar Ashour (o.ashour@exeter.ac.uk, tel: (72)4024)

The degree is normally completed in 12 months (full-time) or 24 months (part-time). Students are required to follow taught modules to the value of 120 credits: two core modules adding up to 60 credits, a further 45 credits in optional modules and a methodology module of 15 credits. Upon the completion of the taught modules, students proceed to write and submit a 15,000 –word dissertation.

Core: choose 2 modules from:

ARAM186 International Relations of the Middle East (30 credits)

ARAM187 The Middle East Before 1945 (30 credits)

ARAM188 The Middle East since 1945 (30 credits)

ARAM109 Political Economy of the Middle East (30 credits)

ARAM106 Gender and Identity in the Middle East: Part I Constructing Selves in Social and Political Contexts (30 credits)

HPSM651 State and Society in the Modern Middle East (30 Credits)

Core module

ARAM190 Research Methods in Middle Eastern and Islamic Studies (15 credits)

And a further 45 credits from available modules offered by the Institute of Arab and Islamic Studies or the Department of Politics, including up to 30 credits of Arabic, Persian or Kurdish language offered at Undergraduate level to students without previous knowledge of the relevant language, subject to the prior approval of the Programme Director.

ARA M027 MA Dissertation (60 credits)

And a further 15 credits from available modules offered by the Institute or the Department of Politics, subject to the prior approval of the Programme Director.

For further information go to website <http://www.huss.ex.ac.uk/iais/> or <http://www.huss.ex.ac.uk/politics>

MA in Middle East Policy Studies

Coordinator: Professor Ilan Pappé (i.pappe@exeter.ac.uk, tel: (72)4095)

The degree is normally completed in 12 months (full-time) or 24 months (part-time). Students are required to follow taught modules to the value of 120 credits: two core modules adding up to 60 credits, a further 45 credits in optional modules and a methodology module of 15 credits. Upon the successful completion of the taught modules, students proceed to write and submit a 15,000 –word dissertation.

Core options (choose 60 credits):

ARAM109 Political Economy of the Middle East (30 credits)
ARAM108 Multi-lateral Institutions and Policies in The Middle East (30 credits)
ARAM186 International Relations of the Middle East (30 credits)

Methodology Module (compulsory):

ARAM190 Research Methods in Middle Eastern and Islamic Studies (15 credits)

ARAM027 MA Dissertation (60 credits)

And a further 45 credits from available modules offered by the Institute, including up to 30 credits of Arabic, Persian or Kurdish language offered at Undergraduate level to students without previous knowledge of the relevant language, subject to the prior approval of the Programme Director.

Especially relevant M level options are:

ARAM128 Middle East Oil and World Energy, ARAM127 Issues in Arab Economic Development, ARAM124 Society and Politics in the Middle East and ARAM125 The Middle East and the European Union.

Upon the successful completion of the taught modules, students proceed to write and submit a 15,000 – word dissertation.

MA in North African-Politics

Coordinator: Dr Lise Storm (l.storm@exeter.ac.uk, tel: (72)5255)

The degree is normally completed in 12 months (full-time) or 24 months (part-time). Students are required to follow taught modules to the value of 120 credits: two core modules adding up to 60 credits, a further 45 credits in optional modules and a methodology module of 15 credits. Upon the completion of the taught modules, students proceed to write and submit a 15,000 –word dissertation.

Core modules

ARAM200 Debating Authoritarianism and Democracy in North Africa (30 credits)
ARAM201 Islamism and Politics in North Africa (30 credits)
ARAM190 Research Methods in Middle Eastern and Islamic Studies (15 credits)
Dissertation (60 credits)

and a further 45 credits available from modules offered by the Institute of Arab and Islamic Studies, including up to 30 credits of Arabic language offered at Undergraduate level to students without previous knowledge of Arabic, subject to the prior approval of the Programme Director.

MA in Ethno-Politics

Coordinator: Dr Clémence Scalbert-Yücel (c.scalbert-yucel@exeter.ac.uk, tel: (72)5254)

The degree is normally completed in 12 months (full-time) or 24 months (part-time). Students are required to follow taught modules to the value of 120 credits: two core modules adding up to 60 credits, a further 45 credits in optional modules and a methodology module of 15 credits. Upon the completion of the taught modules, students proceed to write and submit a 15,000 –word dissertation.

ECPM001 Ethnicity, Society and Politics (30 credits)

ECPM002 Comparative Conflict Studies (30 credits)

Research Methods: one module (15 credits) to be chosen from

[POLM063](#) Qualitative Methods in Social Research

[POLM068](#) Elements of Research Design in Politics

[POLM876](#) Dissertation Skills

[POLM809](#) Applied Quantitative Data Analysis

[ARAM190](#) Research Methods Middle Eastern and Islamic Studies

One from the following specialist modules (15 credits) offered by the College of Social Sciences and International Studies (at least two of them will be available each year):

ECPM003 Ethno-political conflict: prevention, management and settlement (15 credits)

ECPM004 Citizenship and Multiculturalism (15 credits)

ECPM005 Security and Terrorism (15 credits)

ECPM007 Ethnicity and Political Representation in Latin America

ECPM006 Dissertation (60 credits)

Two options modules (2 x 15 credits) from the modules offered by the College of Social Sciences and International Studies. Subject to their research/career plan and at the discretion of the Programme Coordinator, these modules include language modules.

MRes in Middle East Studies

Coordinator: Dr Lise Storm (l.storm@exeter.ac.uk, tel: (72)5255)

This programme is designed to enable students to develop a broad based and relevant knowledge of and competence in the use of research methods in the social sciences by offering students a specialised training in Middle East Studies and social science research methods as a direct means of enhancing their employment skills.

It requires completion of 180 credits comprising:

- Four compulsory 'core' taught modules in social science research training (60 credits) Modules indicated by a (c) below.
- A compulsory 'core' module in Middle East history or politics (30 credits).
- 30 credits of options, with choices available from appropriate content modules, or in elementary and intermediate regional language training.
- A compulsory dissertation, which includes attending research sources and methods training in Islamic, Middle East and Gulf Studies (60 credits)

Teaching takes place over two terms (October to May), followed by completion of the dissertation over the summer (June to September).

Compulsory Research Training Modules (60 credits)

ARAM190 Research Methods in Middle Eastern and Islamic Studies (15 credits) (c)

SOCM002A Philosophy of the Social Sciences (15 credits) (c)

POLM063 Qualitative Research Methods in the Social Sciences (15 credits) (c)

POLM809 Applied Quantitative Data Analysis (15 credits) (c)

Compulsory Subject Area Module (30 credits)

ARAM104 Modernity and the Transformation of the Middle East I: State and Society (30 credits) (c)

Optional Subject Area Modules (30 credits). Subject to availability and chosen with the guidance of the programme director:

ARAM186 International Relations of the Middle East (30 credits)

ARAM187 The Middle East Before 1945 (15 or 30 credits)

ARAM188 The Middle East Since 1945 (15 or 30 credits)

ARAM109 Political Economy of the Middle East (30 credits)

ARAM106 Gender & Identity in the Middle East I: Constructing Selves in Social and Political Contexts (15 or 30 credits)

HPSM651 State and Society in the Modern Middle East (30 credits)

Enrolment on language modules depends upon the level of proficiency of students and the agreement of the module convenors.

ARA1015 Beginners Arabic I (30 credits)

ARA1013 Elementary Persian I (15 credits)

ARA1019 Elementary Kurdish I (15 credits)

ARA1020 Elementary Persian II (15 credits)

ARA1024 Elementary Kurdish II (15 credits)

Dissertation

ARAM027 Dissertation (60 credits)

Details of all modules offered by the IAIS are at:

<http://huss.exeter.ac.uk/iaais/postgrad/taught.php> and

<http://huss.exeter.ac.uk/iaais/undergrad/progspecs.php> (for elementary language modules)

MRes in Humanities (Middle East and Islamic Studies)

Coordinator: Professor Ian Netton (i.netton@exeter.ac.uk tel: (26)9259)

This programme enables students who have already completed undergraduate study of the Middle East and Islam (or have equivalent knowledge, understanding and skills) to develop both their subject specific knowledge and understanding and their research skills, through the directed independent study and discipline specific research methods training. It offers students with advanced Middle East and Islamic Studies skills (particularly language skills and skills in interdisciplinary analysis) to complete a detailed and advanced piece of research through a period of guided independent study under the supervision of a qualified expert.

It requires completion of 180 credits comprising:

- two compulsory ('core') modules in methodology of Middle Eastern and Islamic Studies and bibliographical skills for Middle East and Islamic Studies (30 credits)
- one core independent study module in which the student completes an extended piece of research (totalling 12000 words, 45 credits)
- 15 credits of options from a designated list of research training modules
- A compulsory dissertation totalling 25000-30000 words, which may be a development of the content proposed in the independent reading module (90 credits)

Teaching takes place over two terms (October to May), followed by completion of the dissertation over the summer (June to September).

Core Research Methodology and Training modules (45 credits)

All students must complete:

ARAM190 Research Sources and Methods in Islamic, Middle East and Gulf Studies

ARAM191 Evaluative Bibliographical Diary for Middle East and Islamic Studies

And one module (totalling 15 credit points) of additional discipline specific research methodology. This may include any of the modules below, or others with the agreement of the student's Independent reading module supervisor:

SOCM002A Philosophy of the Social Sciences 1 (15 credits)

CTHM006 Research Skills in Classics, Ancient History and Theology (15 credits)

THEM109 Research Skills in Theology A (15 credits)

THEM110 Research Skills in Theology B (15 credits)

SOC008 Methodology and Research Skills in Sociology (15 credits)

POLM065 Theories of Interpretation (15 credits)

Core Independent Reading Module (45 credits)

All students must complete:

ARAM194 Advanced Independent Study for Middle East and Islamic Studies

Compulsory Dissertation Module (90 credits)

ARAM195 Dissertation in Advanced Middle East and Islamic Studies

Masters-Level Modules available in 2010-11

(availability may change subject to demand or staffing availability)

Students must do 180 credits (both core and optional) in order to qualify for the award of an MA

Key: T1 and T2=Term 1 and Term 2

| Code | Module Title | Credits | Term |
|-----------------------|---|----------------|-------------|
| <u>ARAM027</u> | MA Dissertation | 60 | TRM1+2 |
| <u>ARAM100</u> | The Making of the Modern Gulf | 30 | TERM1 |
| <u>ARAM100A</u> | The Making of the Modern Gulf | 15 | TERM1 |
| <u>ARAM102</u> | Islam in Practice: Contemporary Methodological Approaches | 30 | TERM1 |
| <u>ARAM102A</u> | Islam in Practice | 15 | TERM1 |
| <u>ARAM103</u> | New Approaches to Islamic Thought | 30 | TERM2 |
| <u>ARAM103A</u> | New Approaches to Islamic Thought | 15 | TERM2 |
| <u>ARAM106</u> | Gender and Identity in the Middle East I: Constructing Selves in Social and Political Contexts | 30 | TERM1 |
| <u>ARAM106A</u> | Gender and Identity in the Middle East: Part I Constructing Selves in Social and Political Contexts | 15 | TERM1 |
| <u>ARAM107</u> | Gender and Identity in the Middle East II: Resistance and Transnationalism | 30 | TERM2 |
| <u>ARAM107A</u> | Gender and Identity in the Middle East: Part II Resistance and Transnationalism | 15 | TERM2 |
| <u>ARAM111</u> | State and Society in the Gulf | 15 | TERM2 |
| <u>ARAM111A</u> | State and Society in the Gulf | 30 | TERM2 |
| <u>ARAM112</u> | Independent Reading Course | 15 | |
| <u>ARAM138</u> | Qualitative Research Methods for Middle East Study | 15 | TERM" |
| <u>ARAM145</u> | MRes Dissertation | 60 | TRM1+2 |
| <u>ARAM146</u> | Critical Kurdish Studies | 30 | TERM2 |
| <u>ARAM146A</u> | Critical Kurdish Studies | 15 | TERM2 |
| <u>ARAM147</u> | The Kurds: History and Politics | 30 | TERM1 |
| <u>ARAM186</u> | International Relations of the Middle East | 30 | TERM1 |
| <u>ARAM186A</u> | International Relations of the Middle East | 15 | TERM1 |
| <u>ARAM187</u> | The Middle East Before 1945 | 30 | TERM1 |
| <u>ARAM187A</u> | The Middle East Before 1945 | 15 | TERM1 |
| <u>ARAM188</u> | The Middle East Since 1945 | 30 | TERM2 |
| <u>ARAM188A</u> | The Middle East Since 1945 | 15 | TERM2 |
| <u>ARAM189</u> | Readings in Islamic Theology and Philosophy | 30 | TERM1 |
| <u>ARAM190</u> | Research Methods Middle Eastern and Islamic Studies | 15 | TRM1+2 |
| <u>ARAM191</u> | Evaluative Bibliographical Diary for Middle East and Islamic Studies | 15 | |
| <u>ARAM192</u> | Classical Sufism, Islamic Spirituality and Devotional Life | 30 | TERM2 |
| <u>ARAM194</u> | Advanced Independent Study for Middle Eastern and Islamic Studies | 45 | |
| <u>ARAM195</u> | Dissertation in Advanced Middle East and Islamic Studies | 90 | |
| <u>ARAM197</u> | Music, Politics and Identity Construction in M. East | 15 | TERM2 |
| <u>ARAM198</u> | Political Economy of the Gulf | 30 | TERM2 |
| <u>ARAM198A</u> | Political Economy of the Gulf | 15 | TERM2 |
| <u>ARAM200 *</u> | Debating Authoritarianism and Democracy in North Africa | 30 | TERM2 |
| <u>ARAM201 *</u> | Islamism and Politics in North Africa | 30 | TERM1 |
| ETHNO-POLIITCS | | | |
| <u>ECPM007 *</u> | Ethnicity and Political Representation in Latin America | 15 | TERM2 |

MA students may also take undergraduate language modules:

| | | | |
|---------|-------------------------|----|----|
| ARA1013 | Elementary Persian I | 15 | S1 |
| ARA1020 | Elementary Persian II | 15 | S2 |
| ARA1015 | Arabic for Beginners 1 | 30 | SS |
| ARA1019 | Elementary Kurdish | 15 | S1 |
| ARA2149 | Intermediate Kurdish i | 15 | S2 |
| ARA2148 | Arabic for Beginners II | 30 | SS |

Undergraduate Modules:

MA students are permitted to take a maximum of 30 credit points of undergraduate modules with the agreement of the Programme Coordinator. Undergraduate language modules in Arabic, Persian and Kurdish are available for MA students. Information on these modules can be found on the Institute's website.

Prizes

Tom Fattorini Award 'Best Performance in an MA Programme'

A plate is awarded annually to the student with the best set of results in an MA programme. The plate and its insignia were designed by a former student, Mr Tom Fattorini. The recipient also receives a cheque for £150.

Glencairn Balfour-Paul Prize for the Best MA Dissertation

In memory of the late Glencairn Balfour-Paul, a prize of £150 is awarded annually to the student presenting the best dissertation on an MA programme in the Institute of Arab and Islamic Studies.

Scholarships

Details of scholarships available for postgraduate students are on the Institute's website at: <http://www.ex.ac.uk/iaais/scholarships/scholarships.shtml>

Feedback from students

If there are aspects of the Institute's programmes or procedures that you think could be improved or need modification, then there are a variety of ways of making your views known - and we are always keen to get feedback from students. It would again be a good idea to start by talking to your module tutors or Programme Coordinator.

Student Evaluation of Modules

Students are asked to evaluate each of their modules and their lecturers. The Student Evaluation of Modules is done on-line, and you will be sent details by email. This is an anonymous process, based on a number of stated criteria, and providing an opportunity to make free comment too. The evaluations are analysed by the University's Staff Development Unit and feedback sent to the Institute. This is an invaluable element in the Quality Assurance mechanism and it helps the Institute to monitor closely the quality of its teaching – **your individual comments are particularly valuable.**

PhD and MPhil (Research) Programmes

Registration

All research students are required to register with the University for their MPhil/PhD. New students will need to register (this can be done on-line) and to follow the 1st year programme (see below). Continuing students must register each year – again, this may be done on-line. You will be sent information on how to register on-line before the start of the new academic year. The minimum and maximum periods of study are given below. Students who have completed their research and can show they no longer require full-time supervision may apply to transfer to Continuation Status, provided they have completed the minimum period of study – during this time they will not be required to pay the normal fees. However, this is not an automatic process.

Only registered students may have access to the facilities of the University, including supervision.

MPhil/PhD Students - 1st Year Requirements

In line with general university regulations, the Institute of Arab and Islamic Studies is monitoring the progress of research students and supervision on a yearly basis. In the beginning of each academic year, supervision agreements will be signed by research students and supervisors outlining the frequency and form of supervision.

Monitoring forms - distributed to both students and supervisors – will be discussed at an annual monitoring panel towards the end of the first year to 1) assess the student's progress and 2) to monitor the nature and frequency of research supervision. The meeting of the panel will be preceded by an interview with each MPhil/PhD student, both full-time and part-time, in March. The interviews will be conducted by two academic/research staff, neither of whom will be the student's supervisor.

During their first year, students are expected to produce an extended proposal, including aims and objectives, general outline of research, preliminary literature review, methodology and methods, outline of thesis and, where possible, a first draft chapter.

IAIS RESEARCH TRAINING REQUIREMENTS 2010/11

(For all new research students except those studying away – in which case appropriate alternative arrangements need to be made)

At IAIS we attach great importance not only to the need to equip research students, early on in their period of study, with the necessary skills to complete their project successfully and on time, but to ensuring they have an appropriate understanding of the multiple methodologies across the disciplines and subjects studied here and thus related to their own broader world of research, study and work.

We are part of a College of *Social Sciences and International Studies*. Not only do we, perhaps more than elsewhere in the School, have those two strands along with languages in action next to each other, but in many ways they intertwine: not only do some projects combine two or more of these strands, but even projects located mainly in one often require some skills usually associated with another.

Moreover, both employers and the various national and international research councils increasingly insist on MPhil and PhD students emerging with a skills set that stretches them beyond the precise topic of their particular thesis, to the broader field of research.

The new IAIS Research Training model has been designed with all this in mind.

1. New PhD students in IAIS must successfully complete a *minimum of 45 assessed credits of research training* in their first year (or over 2 years if part-time), although *the Institute recommends that 60 credits are taken*, the appropriate modules to be decided in consultation with their supervisory team.

In all cases the assessed element should include ARAM190 (15 credits) unless it or its equivalent has already been taken.

2. This requirement is waived to the extent students have already done equivalent modules in previous study. Hence, those who have done any of our own MA programmes and have therefore done the mandatory ARAM190 15-credit module in Research Methods in Islamic & Middle Eastern Studies, need not do those 15 credits. Those who have done our MRes need not take any further research training modules - although they are of course welcome to take any that they and their supervisory team consider useful.

3. If *language training* is deemed by the supervisory team to be a critical research skill for the PhD project in question, such language training can be counted as part of the required research training, but in that case *at least another 30 credits of research training must be taken*, including ARAM 190 unless previously taken, and *not including substantive subject modules*.*

4. If a *substantive subject module* is deemed by the supervisory team to add a critical research skill for the PhD project in question, this can count towards the overall research training requirement, but in that case *at least another 30 credits of research training must be taken*, including ARAM 190 unless previously taken, and *not including language training***

5. Apart from ARAM 190 and, where deemed essential as described above, language training or substantive modules, modules making up the research training package can be chosen (with the approval of the supervisory team) from the following list:

ARAM191 Evaluative bibliography in Middle Eastern & Islamic Studies (15 credits)
SOCM002A Philosophy of the Social Sciences 1 (15 credits)
POLM063 Qualitative Methods in Social Research (15 credits)
POLM809 Applied Quantitative Data Analysis (15 credits)
HISM006 Research Skills in History (15 credits)
HISM010 Explanation and Interpretation (15 credits)
POLM068 Elements of Research Design in Politics (15 credits)
SOCM008 Methodology and Research Skills in Sociology (15 credits)
POLM065 Theories of Interpretation (15 credits)
POLM878 Political Analysis and Research Methods (15 credits)

6. All 1st-year full-time research students, except when studying on an away-basis, must participate in the fortnightly IAIS PhD student seminars in Terms 1 & 2. **All research students** must give two presentations about their project within this series, in the course of their study. *The first of these* is in the form of an oral 25 minute presentation, followed by comment by and discussion with fellow research students and staff, and is held within the first year of full-time study (or within the first 2 years of part-time study). The second is in the form of a presentation based on the previous submission of written material, with two formal discussants including one member of staff and one fellow PhD student, followed by general discussion; this is normally held in year 3 of full-time study or its equivalent during part-time study, during the writing-up process.

7. All 1st-year research students must also attend the Graduate School's Skills Workshop for Research Students ('Nuts and Bolts' <http://www.admin.ex.ac.uk/gradschool/Skills.htm>)

* **Note:** of course, such students can still take additional substantive subject modules if they so choose, over and above the research Training requirements.

****Note:** of course such students can still take additional language modules if they so choose, over and above the research Training requirements.

Learning and Teaching in Higher Education (LTHE)

All postgraduate students who are required to teach or who hope to teach during their period of registration are encouraged to register for the LTHE. Please go to the website and/or refer to the attached flyer for more information:

<http://services.exeter.ac.uk/learninganddevelopment/courses/course.php?id=37>

General training and workshops for all research students:

In the University:

Effective Researcher Programme

<http://www.exeter.ac.uk/postgraduate/training/graduate.shtml>

Sessions are practical and skills based and examples of workshop topics include:

- Project and time managing your PhD
- Finding and using archives in research
- Making the most of your supervisor
- Tackling a PhD literature review
- An introduction to electronic journals
- Doing a PhD in the UK – a special workshop for international students
- Using Word to manage a thesis
- Preparing for your viva
- Giving a conference paper
- Interview skills for academic and non-academic jobs

To book a place or find out more ring the central skills team on (01392) 26 3711 or email gradskills@ex.ac.uk.

Outside the University:

UK GRAD

The UKGRAD website has lots of opportunities and advice and guidance students will find useful. Check out their pages at: http://www.grad.ac.uk/cms/ShowPage/Home_page/pleecddl

You can also sign up for email tips and reminders at:

http://www.grad.ac.uk/cms/ShowPage/Home_page/UK_GRAD_PGR_Tips/pleLaXXXj

If you are a teaching assistant (of any kind), and your School is happy for you to do so, you can choose instead to take the Induction of Teaching Assistants (IOTA) programme, which equates to the first three sessions of LTHE. For more details, and to sign up, go to:

<http://www.services.ex.ac.uk/learninganddevelopment/courses/course.php?id=138>

Postgraduate (PG) Seminar : Format and Guidelines

The Postgraduate (PG) seminar is a fortnightly event for staff and postgraduate students carrying out a PhD at the Institute of Arab and Islamic Studies (IAIS). It is co-ordinated by the postgraduate research director (Sajjad Rizvi) and provides a forum of academic exchange between postgraduate students and staff. The seminar aims to develop presentation skills of research students, and is meant to encourage the discussion and analysis not only of various research topics, but also of research methodologies and methods. Moreover, the seminar gives students an opportunity to meet other research students and members of staff.

The timetable will be posted on the notice board during the first week of term. There are also occasional workshops which focus on specific skills for students doing research in Middle East Studies.

Attendance of PG seminars is compulsory for first year full-time MPhil/PhD students. All other students – MA, MRes, more advanced MPhil and PhD students and anyone else are encouraged to attend. Seminars take place on alternate **Wednesdays of term, 12.30am-1.30pm, in the Institute's Common Room.**

All PhD students (full-time and part-time) are required to give two presentations in the course of their time at the IAIS as a general requirement for obtaining a PhD.

Presentation 1: The first presentation is informal and consists of a 20-25 min. talk, based on the student's research proposal. This should ideally take place within the first year of the student's registration at IAIS. Students are to provide a brief outline of their presentation and/or proposal preferably one week prior to the presentation. An informal presentation should provide the following information about the PhD student's research project:

- Research topic and research focus
- Theoretical framework and concepts
- Research methodology and methods
- Possible problems envisioned

Presentations are followed by a discussion of all seminar participants. Discussions are supposed to provide suggestions and constructive criticism concerning both content and methodology. Given at an early stage of research, the informal presentation might help the student to focus on, take different perspectives into consideration and develop his or her methodological framework.

Presentation 2: The second presentation is given at a later stage, when the student has started the writing-up process of his or her dissertation. Two discussants (one member of staff other than the student's supervisor or second supervisor; one PhD student) will be appointed by the PG seminar co-ordinator. At least one week prior to the formal presentation, respective students should make a copy of a chapter or other written relevant work available to discussants and other participants of the seminar (to be circulated by the departmental secretary). All students are expected to read the written work prior to the actual presentation in order to be able to comment adequately. This is particularly important as formal presentations are also not supposed to last longer than 20-25 minutes and can therefore only consist of summaries or highlights of more comprehensive written work. The student's presentation will be followed by the comments of both discussants (about 5-10 minutes) each. The student might respond to these comments of the discussants immediately, or postpone his or her reactions after a more general discussion by all seminar participants.

Presentation topics should be relevant to all students from all disciplines, as part of the training will be research methodology, and another part will revolve around skills of debating and defending arguments as well as a general training in oral presentation skills. In addition, PG seminars should help to broaden research students' outlook on aspects of Arab and Islamic history, cultures, societies, and political developments, and extend to areas and methods other than their own.

ARA M190 Research Methods in Middle East and Islamic Studies

The methodology seminar is intended to introduce new PhD students to general research skills, sources and tools relevant to the social sciences and humanities. It also aims at providing an insight into the appropriate research methods and sources relevant to the various disciplines involved in Islamic Studies, Middle East Studies and Arab Gulf Studies.

Module-specific skills: The ability to utilise a variety of disciplinary research methods, selected from those employed in the subject areas of Middle Eastern and Islamic Studies;

Discipline-specific skills: Bibliographic and referencing skills relevant to the study of the Middle East and Muslim world; an understanding of the relevant ethical issues linked to the study of the Middle East and Muslim world, with particular reference to the ethical frameworks of the ESRC and AHRC; skills in the organisation information required for the composition of a thesis plan in the area of Middle Eastern and Islamic Studies;

Personal and key skills: Communication skills (both written and oral); computer skills relevant to investigating and employing data for the study of the Middle East and Muslim worlds; skills in the interpretation of data from a variety of sources (including print and news media); team working skills, as appropriate for joint and collaborative research projects

Students are asked to write two essays, which, although not assessed, will give an indication as to the effectiveness of the research training.

Appointment of Supervisors and Mentors

Starting this year, a team supervision system is in place and each research student will be appointed a first and also a second supervisor, at least one of whom is an expert in their chosen field of study and who will follow the University's Code of Good Practice: Postgraduate Research Supervision and the procedures of the Institute.

In addition, a mentor will be appointed to each student. The mentor has a pastoral responsibility to the student (including advising in cases when difficulties arise between student and supervisor) and may or may not be a subject specialist.

For further information on these roles see the HuSS PGR handbook http://huss.exeter.ac.uk/studentPG/PGR_handbook/index.php

The Code of Good Practice: Postgraduate Research Supervision may be found at: <http://www.ex.ac.uk/admin/academic/tls/tqa/pgsuper.htm>

Funding for conferences and research field trips

The Institute encourages students to attend conferences. There are limited funds available to help with the cost of travel – please consult the HuSS Postgraduate Research Allowance provision in the HuSS PG Handbook. If you intend to travel to a conference you should discuss your plans with your supervisor and find out what support may be available.

HRH Prince Alwaleed Scholarships are available to postgraduate research students with a value of:

MA students: up to £1,500

MPhil/PhD students: up to £2,000

The purpose of these awards to further understanding of the Arab world and they are available to students who are citizens of countries outside the Arab world. Details of the award and an application form are available at: <http://huss.exeter.ac.uk/iaais/funding/ug-iaais.php>

PG Teaching Opportunities

PhD students are encouraged by the Coordinator of Postgraduate Studies to act as paid part-time teaching staff.

Students interested in teaching must attend a teacher's training organized by the Personnel & Staff Development Division in their first or second year. This will be overseen and organized by the Coordinator of Postgraduate Studies. Students are also encouraged to attend a selection of lectures and seminars that they would be interested to teach in the future.

Normally in March of each year, students are invited (via e-mail) to put their names forward for consideration for the following academic year's teaching. Suitable students are then matched to the available teaching slots, and the students are informed. Selection is made on the basis of the student's supervisor's recommendations, the student's relevant experience, the availability of relevant modules and the assessment of the Postgraduate coordinator and the Director of the Institute.

Throughout the teaching process, the student is instructed and monitored by the relevant member of staff. Typically, students are employed for a maximum of 22 hours per annum and students are paid for classroom hours, inclusive of preparation, student contact and marking (university rates). Students involved in teaching are given access to the Institute's facilities, e.g. photocopying, desk space, computer access, stationery and course material. Students are also given representation at staff meetings.

Postgraduate teaching opportunities:

Year 1 or 2: Teacher's training at approved University centre (personnel & Staff development Unit) , attending selected undergraduate modules within their specialism

Year 2 or 3: Teaching undergraduate modules within their specialism

Section 3: General Guidance on Written Work and its submission

SUBMISSION OF COURSEWORK FOR MA STUDENTS

IMPORTANT

Please note that all coursework **must** be submitted by **4.00 pm** on the deadline date at the Amory College Student Services Office. You will need to log-in to the BART page at <http://www.huss.ex.ac.uk/index.htm> and download a submission cover sheet. BART is an electronic system that will record that you have lodged your work, and will give you a receipt. The machine closes off at 4.00 pm – any work submitted later than 4.00 pm will be subject to the **late submission penalty**. The deadline for your coursework will be either a Tuesday or a Thursday. More detailed instructions about the submission of coursework will be handed out before your first assignment is due.

Late Submission of Work – MA Students

The policy on late submission of assessed coursework forms part of the Examination and Assessment Conventions (copies of which are available on request from the Institute Administrator). See <http://www.admin.ex.ac.uk/academic/tls/tqa/courseworksub.1.htm>

All work submitted up to two weeks late will receive a maximum mark of 50%, while work submitted after that will receive a mark of **zero**.

Academic Staff will provide you, at the beginning of each semester, with a list of assignments that are due and the submission deadline(s).

Extensions

We recognise that there can be good reasons why you might be unable to meet a deadline. In these circumstances we are able to offer the possibility of an extension to the deadline to take account of serious difficulties that you have experienced. The University requires that we treat students fairly and consistently: that is to say we must balance the problems of an individual against making sure that no advantage is given to that person over other students. In every case we treat individual cases on their merits and the final decision about extensions rests with the Board of Examiners.

Extensions will only be granted under the following conditions:

- 1 Applications for extensions must be made before the relevant deadline and cannot be considered after it has passed.
- 2 Extensions will only be given in cases where factors outside your control have affected your ability to meet the deadline, such as illness. Normally, applications for extensions should be accompanied by documentary evidence i.e. a medical certificate showing illness.
- 3 Extensions will be given commensurate with the effect of the problem that you have suffered, i.e. if you have been incapacitated by illness for a week, you will be given an extension of one week
- 4 Excluded as criteria for extensions are the following: running out of time; problems with IT equipment, printing or binding; minor illness; commitments outside your academic programme (including outside work and family obligations); any other factor within your control.

THE MA DISSERTATION

Every student researches and writes a dissertation on a topic of his or her choosing. These vary in length according to different programmes and credit values (check the details of your programme or ask your Programme Coordinator). All require you to undertake independent research under the guidance of a supervisor. Personal research is an attempt to answer a self-posed question or set of interrelated questions. It is best to think about subjects as soon as possible as dissertations require considerable time and planning: it is not something that you should leave until you have finished all your taught modules. Subjects will naturally vary in nature according to your own interests and the discipline within which you are working. In any event, the topic chosen should be relatively narrow, well-defined and feasible – one that you can research in depth within the word limit.

The general requirements of any dissertation are that it should address a particular question or series of questions and that it should be an analytical and argued response. It is important that you work out what is right for YOUR dissertation, with the advice and support of your supervisor

The earlier you decide on a dissertation topic and start work with your supervisor the better. Accordingly, you will be asked to identify the general area of your dissertation topic and be appointed a supervisor. The following guidelines may be helpful in identifying a topic:

- the research must have a clearly defined aim: what question/s do you want to ask and what is the significance of the answer/s?
- the research must be placed in context, which might involve a literature review
- what methodology/ies are required to enable the question/s to be answered?
- What materials – original sources, statistics, secondary works and/or other are required? Is it readily available? If not, can it be obtained and how long will this take?
- is it feasible to complete research and writing on the topic in the time available?

If appropriate, the introductory chapter when you write the dissertation might briefly address these points.

It is primarily your responsibility to seek advice and to submit drafts on which your supervisor can comment. You are entitled to submit plans and a draft of the dissertation for comment by your supervisor. Draw up, in consultation with your supervisor, a schedule of work with the aim of completing well before the submission deadline. The earlier you start work on the dissertation the better. Leave plenty of time to write as well as research: a rushed final product can devalue good research. Find out when your supervisor will/will not be available during the summer vacation and take this into account in your schedule. It is your responsibility to ensure that your supervisor, the Institute and the Amory School Office are able to contact you, so make sure that you always leave them details of any new address, email and Fax numbers.

MARKING OF COURSEWORK FOR MA STUDENTS

Marking Criteria for all Masters-level essays, reaction papers, short assignments and dissertations

The following marking criteria apply to all elements of assessment at Masters level in the Institute of Arab and Islamic Studies, unless the module tutor specifies that alternative criteria (such as those specific to the assessment of language skills) are used.

HIGH DISTINCTION (80% and above)

High Distinction level pieces of work will have all of the following characteristics:

1: Structure and argumentation – Exceptional:

An exceptionally coherent and cogent, excellently structured response to the task set or question, in which clear, highly compelling and extremely well-supported conclusions are reached that contain significant originality.

2: Knowledge and understanding – Exceptional:

Total factual accuracy; significant originality representing a contribution to the literature, with an exceptionally high level of analytical and critical appreciation and an excellent and perspicacious awareness of the wider dimensions of the question or task set.

3: Selection and use of sources – Outstanding:

A judicious, discriminating and insightful assessment of the secondary and (where relevant) primary material germane to the task set or the question, showing advanced critical appreciation of comprehensive range of sources.

4: Presentation and style – Close to publication quality:

Fluent English with generally correct grammar and spelling, demonstrating an exemplary clarity of expression and a total mastery of citation, referencing and bibliography conventions.

Marks within the distinction range are determined by the level beyond the threshold that these characteristics are demonstrated.

DISTINCTION (70-79%)

Distinction level pieces of work will have all the qualities listed below, or those of higher marking band:

1: Structure and argumentation - Excellent:

a coherent and cogent, excellently structured response to the task set or question, in which clear conclusions with elements of originality are reached and are well supported.

2: Knowledge and understanding – Excellent:

Virtually complete accuracy; elements of originality, a very high level of analytical and critical appreciation and an excellent awareness of the wider dimensions of the question or task set.

3: Selection and use of sources – Outstanding:

An outstanding, judicious and discriminating assessment of the secondary and (where relevant) primary material germane to the task set or the question, showing advanced critical appreciation of a very wide range of sources.

4: Presentation and style – Excellent:

Fluent English with generally correct grammar and spelling, demonstrating a consistent clarity of expression and a mastery of citation, referencing and bibliography conventions.

Marks within the distinction range are determined by the level beyond the threshold that these characteristics are demonstrated, in particular the extent to which the work fulfils some of the high distinction range characteristics.

MERIT (60-69%)

Merit level pieces of work will have all the qualities listed below, or those of higher marking band:

1: Structure and argumentation – Good:

Coherent and structured response to the task set or question, with a well-defined focus, which reaches clear and supported conclusions.

2: Knowledge and understanding – Good:

Mostly accurate; a high level of analytical and critical appreciation and an awareness of the wider dimensions of the question or task set.

3: Selection and use of sources – Good:

A judicious assessment of the secondary and (where relevant) primary material germane to the task set or the question, showing critical appreciation of a wide range of sources.

4: Presentation and style – Good:

English of adequate fluency and with only occasional lapses in grammar and spelling; lack of clarity in places; demonstrating a competence in citation, referencing and bibliography conventions which is not necessarily free of error.

Marks within the merit range are determined by the level beyond the threshold that these characteristics are demonstrated, in particular the extent to which the work fulfils some of the distinction and high distinction range characteristics.

PASS (50-59%)

Pass level pieces of work will have all the qualities listed below, or those of higher marking band:

1: Structure and argumentation – Adequate:

A structured response to the task set or question but not without some incoherence, in which clear conclusions are reached but not consistently supported.

2: Knowledge and understanding – Adequate:

Some significant factual inaccuracies; an adequate level of analytical and critical appreciation, with a limited awareness of the wider dimensions of the question or task set.

3: Selection and use of sources: Adequate:

Adequate appreciation and assessment of the sources used, but the range of relevant sources is limited and irrelevant sources may be included.

4: Presentation and style – Adequate:

English of adequate fluency and with regular lapses in grammar and spelling; demonstrating little clarity of expression; demonstrating competence in citation, referencing and bibliography conventions, though with regular errors.

Marks within the pass range are determined by the level beyond the threshold that these characteristics are demonstrated, in particular the extent to which the work fulfils some of the distinction and merit range characteristics.

CONDONABLE FAIL (40-49%)

Condonable fail level pieces of work will have all the qualities listed below, or those of higher marking band:

1: Structure and argumentation – Very weak:

An unstructured response to the task set or question with little coherence, in which conclusions are not clearly described and are not consistently supported.

2: Knowledge and understanding – Poor:

Major factual inaccuracies; almost no analytical and critical appreciation and generally no awareness of the wider dimensions of the question or task set.

3: Selection and use of sources – Very limited:

Very limited range of sources or with the inclusion of a number of irrelevant sources; limited assessment of the secondary and (where relevant) primary material germane to the task set or the question.

4: Presentation and style – Poor:

English of poor fluency and with many grammatical and spelling errors, demonstrating no clarity of expression; major errors throughout in citation, referencing and bibliography conventions.

Marks within the condonable fail range are determined by the level beyond the threshold that these characteristics are demonstrated, in particular the extent to which the work fulfils some of the distinction, merit and pass range characteristics.

FAIL (39% and below)

Fail level pieces of work will have all the qualities listed below, or those of higher marking band:

1: Structure and argumentation – Inadequate:

an unstructured and inadequate response to the task set or question with no coherence and no critical ability, in which conclusions are neither reached nor supported.

2: Knowledge and understanding – Unacceptable:

Major factual inaccuracies; no analytical and critical appreciation and no awareness of the wider dimensions of the question or task set.

3: Selection and use of sources – Inadequate:

Almost no relevant sources; no assessment of the secondary and (where relevant) primary material germane to the task set or the question.

4: Presentation and style – Unacceptably flawed:

Inadequate English and with consistent grammatical and spelling errors, demonstrating no clarity of expression or any competence in citation, referencing and bibliography conventions.

Marks within the condonable fail range are determined by the level beyond the threshold that these characteristics are demonstrated, in particular the extent to which the work fulfils some of the distinction, merit, pass and condonable fail range characteristics.

These criteria are derived from and are consistent with the University of Exeter regulations concerning the assessment of Masters level work, adapted for use within the Institute of Arab and Islamic Studies. See <http://www.admin.ex.ac.uk/academic/tls/tqa/pgtcrit1.htm>

Marked essays will be returned with a grid indicating how the work was assessed:

| | HIGH DISTINCTION (80+) | DISTINCTION (70-79) | MERIT (60-69) | PASS (50-59) | CONDONABLE FAIL (40-49) | FAIL (BELOW 40) |
|--|---|--|---|--|---|--|
| STRUCTURE AND ARGUMENTATION | Exceptional | Excellent | Good | Adequate | Very weak | Inadequate |
| Response | Exceptionally coherent and cogent | Coherent and cogent | Coherent, with well-defined focus | Some incoherence | Little coherence | No coherence |
| | Excellently structured | Excellently structured | Structured | Structured | Unstructured | Unstructured |
| Conclusions | Clear and highly compelling | Clear & well-judged | Clear | Are reached | Not clearly described | Not reached |
| | Significant originality | Elements of originality | n/a | n/a | n/a | n/a |
| | Extremely well-supported | Well-supported | Supported | Not consistently supported | Not consistently supported | Not supported |
| KNOWLEDGE AND UNDERSTANDING | Exceptional | Excellent | Good | Adequate | Poor | Unacceptable |
| Originality | Significant originality representing a contribution to the literature | Elements of originality | n/a | n/a | n/a | n/a |
| Factual accuracy | Total accuracy | Virtually complete accuracy | Mostly accurate | Some significant inaccuracies | Major inaccuracies | Major inaccuracies |
| Appreciation | Analytical and critical to an exceptional level | Analytical and critical to a very high level | Analytical and critical to a high level | Analytical and critical to an adequate level | Almost no analytical or critical appreciation | No analytical or critical appreciation |
| Awareness of wider dimensions | Excellent and perspicacious | Excellent | Awareness | Limited | No awareness | No awareness |
| SELECTION AND USE OF SOURCES | Outstanding | Outstanding | Good | Adequate | Very limited | inadequate |
| Assessment | Judicious, discriminating and insightful | Judicious and discriminating | Judicious | Adequate | Limited | No appreciation |
| Range | Advanced critical appreciation of a comprehensive range | Advanced critical appreciation of a comprehensive range | Critical appreciation of a wide range | Limited range of relevant sources | Very limited relevant sources | Almost no relevant sources |
| PRESENTATION AND STYLE | Close to publication quality | Excellent | Good | Adequate | Poor | Unacceptably flawed |
| English language quality | Fluent English with generally correct grammar and spelling | Fluent English with generally correct grammar and spelling | Occasional lapses in grammar and spelling | Regular lapses in grammar and spelling | Many grammatical and spelling errors | Consistent grammatical and spelling errors |
| Clarity of expression | Exemplary clarity | Consistently clear expression | Lack of clarity in places | Little clarity | Largely unclear | No clarity |
| Referencing and bibliography conventions | Total mastery | Mastery | Competence | Competence with regular errors | Major errors throughout | No competence |

GUIDANCE NOTES FOR WRITTEN WORK

1. Essay writing skills

In order to achieve maximum marks for the coursework component of your module results, it is essential that you acquire good written skills and reference your work correctly. Marks will be lost for errors. In addition to the guidelines below, there is a section on common errors to avoid and **REFERENCING** in the General Policies section of this handbook. Please read it.

A special class on referencing skills will be held at the beginning of first semester. Assistance is also available through the University Library's website which lists information on all referencing systems and these were downloadable for students – see 'Information Study Skills' on the Library's homepage. The Arabic Librarian, Mr Paul Auchterlonie, has also offered to run library skills sessions for students, if they book in advance. (**Contact: j.p.c.auchterlonie@ex.ac.uk**).

Before writing your essay, please make sure you have read the notes on plagiarism at the end of this section. **Plagiarism is an offence treated very seriously by the University.** See also <http://admin.exeter.ac.uk/academic/tls/tqa/Part%208/8Lplag1.pdf>.

2. Guidance on written work and academic conventions

Because essays are such an important part of the assessment for the MA, and also because some students may not have had recent experience of writing academic essays, we give here some basic guidance about how to approach essay writing and on a number of technical matters to do with presentation, etc. This will also be useful for the Dissertation, for which the same academic conventions apply. The Graduate School Skills programme is also a valuable source of study skills support. Further information can be found at the following website address <http://www.ex.ac.uk/gradschool/Skills.htm>). The sessions normally take place at the beginning of the academic year.

3. Style and Structure

First of all, two introductory points should be noted:

- First, the kind of essays you write for our modules is not of the form where there is a 'right' or 'wrong' answer; rather, what you are expected to do is to analyse the issues involved, showing your knowledge of relevant factual and critical literature and assessing the various lines of argument or interpretation that have been put forward. You may also wish to give your own views on aspects of the topic, but what matters is not what particular views you hold, but your ability to analyse complex material and to marshal evidence to support particular lines of argument. It is worth studying the grade definitions set out in Appendix A in the Postgraduate Taught Programmes Assessment Procedures, since these will indicate the qualities we expect to find in a good essay.
- Secondly, the mode of preparation and style of an essay will vary from person to person and from module to module – you have to find the approach and style which suits you best. But the general advice given below should normally be helpful.

When you begin work on an essay, you should first of all read the essay question carefully and make sure you understand what it is asking you to do. Pay attention to key words such as 'contrast', 'analyse', or 'account for'.

When you are certain that you understand what the question is asking for, you should review your notes, from lectures, books, or journals, to determine which are relevant to your needs.

As soon as you have some ideas on how you are going to address the topic, plan your whole essay. Initially you should focus on the overall structure. An essay should have a recognisable structure and it should be logically organised with, at the very least, a beginning, a middle and an end. The introduction, which should not be too long, should state briefly the topic you are going to deal with, how you will set about it, and the main line your argument will take.

In the main body of the essay you should present your ideas in a reasoned and dispassionate manner, producing argument and evidence to support your case. Finally there should be a conclusion which synthesises and summarises your views. A conclusion is not necessarily something that provides a 'solution'.

It must, however, sum up the case you have made and conclude your argument. Once you have decided on the structure of the essay as a whole you should then plan your essay in more detail by listing the topics for each section.

As you come to write your essay, remember to be both relevant and concise. You must stick to the subject of the essay and the essay should not contain any unnecessary 'padding'. Added length does not of itself gain extra marks, and indeed is likely to be penalised if it is to no good purpose. (In this context make sure you observe the word limitations specified.

Do not write as if you are speaking. Essays should be written in clear, correct, and fluent prose. Although you are not being tested on your ability to write English as much as on your ability to formulate a coherent argument, the one is very much dependent on the other. It is a good idea, especially when you are out of practice, to write a first rough draft, before producing a final fair copy. In writing the first draft you can concentrate on getting the shape and content of your argument right; in the final version you can check technical things like references (see below) and also make sure your spelling, punctuation and grammar are good.

What we look for principally in essays is structure, coherence, quality and continuity of argument, with the author demonstrating a capacity to write concisely and directly to the main topic being addressed. Treat your essay as an opportunity to show that you have read and thought carefully about the subject and formed your own conclusions, supported by evidence drawn from your reading.

Grammar, spelling, etc.

The presentation of written work is important. You must learn to write clear, grammatical English and you must make sure that your spelling is correct – bad grammar and spelling make a poor impression. This is not a question of prioritising form over substance.

Mistakes in spelling, punctuation and syntax (sentence structure) have a number of consequences: (a) they may cause confusion as to what you intend to say; (b) they are extremely 'user-unfriendly' (remember that a written presentation is totally different from an oral one: your reader does not have the benefit of hearing your intonations and seeing your expression or your hand movements, and therefore needs to rely wholly on the written 'signals' you provide); (c) in an environment where tutors have to wade through stacks of essays – very time consuming at the best of times – it is inevitable that an argument presented in an immediately accessible and non-confusing format will find a more sympathetic hearing; and (d) when you get to the stage where you have to produce a piece of writing for outside employers, a newspaper, or a job application, such mistakes will often ensure that it is rejected out of hand.

Abbreviations should normally only be used in the case of corporate names, but even then only after you have given the full version of the name at the first occurrence (for example: the International Monetary Fund (IMF)). You should not use unnecessary abbreviations such as *it's* (for *it is*) or *can't* (for *cannot*), and you should not use slang expressions.

Word processing

Nowadays the skill of using a word processor is one that virtually everyone is expected to have, and one that you are almost certain to need whatever career you go into. *We expect all essays for MA modules to be word processed.* So if you do not already know how to use a word processor now is the time to learn. We would recommend you use a version of *Microsoft Word*, which is the programme which the University supports - among other advantages; it offers a good spell-checking facility. Regular training classes are offered by *IT Services* (housed in the Laver Building) and if you do not have your own computer facilities are available within the Institute and across the campus.

Headings and subheadings

While for larger pieces of work such as a dissertation you will inevitably use chapter and section headings, as well as sub-headings, this may not always be necessary in the essays, precisely because they are shorter and thus easier to follow even without those extra signposts. They may nevertheless be useful: 5000 words makes, after all, a fairly substantial piece. If you feel that the use of headings and subheadings in an essay makes the structure clearer and easier to read, then by all means introduce them.

Quotations and paraphrasing

Your essays should, of course, be written in your own words, but you will want, from time to time, to refer to the work of others, or to other sources of information. This is good academic practice – but when you do so, it is extremely important that your source is acknowledged.

It is often useful, sometimes necessary, to quote briefly from recognised authorities or primary sources (such as laws, for instance), whether to illustrate a particular point, to give an authoritative opinion or definition, or to present a piece of primary textual evidence. **Quotations** should always be put in quotation marks (or, for quotations of more than three lines, in a hanging text bloc, often in smaller font, that stands out from the rest of the paragraph). A reference must be given which would allow the reader to find the original source. You will find guidance on how to go about referencing (footnotes, endnotes, etc.) in the section on References below.

Quotations should generally be brief and be kept to a minimum. You should avoid at all costs writing an essay which simply strings together large chunks of other people's work with a few sentences of your own.

A second way in which you may use the work of others is in **paraphrasing**. When you do this you must ensure that the summary is in your own words, and you must also again acknowledge the author both in the text of your essay and in a footnote. For example, you might wish to give an account of S. Huntington's interpretation of politics in developing societies. In such cases the source should be acknowledged, usually in the text (e.g. "According to Huntington ...", or "as Huntington argues, ..."), and there should be a full reference to the source in a note. Again, you must not write essays which are large sections of paraphrasing joined by a few sentences of your own.

You may want to use **statistical evidence** to illustrate or back up an argument. If you do so, it is important to indicate where the statistics come from by giving an appropriate reference, following the procedure outlined below.

References (footnotes/endnotes)

Footnotes (which appear at the bottom of the page) or endnotes (which appear at the end of a piece) can be used for two main purposes. One is to elaborate, qualify, or support a point made in the main body of the essay. If you do this your notes should be short and should certainly not be used as a way of writing a complementary essay.

The second important use is to provide references to your sources. Please refer to the section that explains the academic conventions on referencing – GENERAL POLICIES – REFERENCING .

Further information to assist with the presentation of your MA dissertation can be found in the Statement of Procedures - Presentation of Theses / Dissertations of the Degrees of MPhil/PhD at the following website address: <http://admin.exeter.ac.uk/academic/tls/tqa/pgthesis%20old%20version.htm>

The statement is also included under the GENERAL POLICIES section, for ease of reference.

Writing your dissertation or thesis

There are some general notes on essay writing and referencing given below, and specific skills workshops and modules are mentioned under your specific programme (MA or MPhil/PhD). There are various published guides to postgraduate research and writing, many of them available in the University Library. Examples are:

Gina Wisker, *The Postgraduate Research Handbook: Succeed With Your MA, MPhil, EdD and PhD* (Palgrave, 2001).

Patrick Dunleavy, *Authoring a PhD: How to Plan, Draft, Write and Finish a Doctoral Thesis or Dissertation* (Palgrave, 2003).

Sir Martin Harris (foreword), Pat Cryer, *Research Student's Guide to Success* (OUP, 2000).

Estelle M Phillips, Derek S Pugh, *How to Get a PhD: A Handbook for Students and Their Supervisors* (OUP, 2000).

Notes on essay writing

A FEW VERY FREQUENT SPELLING AND GRAMMATICAL MISTAKES WHICH ARE EASY TO AVOID

1. Punctuation and syntax

It is, of course, impossible to give a complete guide to punctuation and syntax here. You can find such guides in a variety of shapes in the book shop and the library. Concentrate especially on getting the use of **commas** and **full stops** right.

A full stop indicates that a complete statement (one logical whole) has come to an end and you are ready to start another one. In such a case, a comma is not enough. This very paragraph, by the way, gives you plenty of examples! On the other hand, you must not use a full stop simply as a means to indicate a place where you might pause in oral delivery of a statement, as this leaves you with truncated 'sentences' which are not sentences at all.

For example:

WRONG: The world has become increasingly polluted. Which is an indictment of humanity.

RIGHT: The world has become increasingly polluted, which is an indictment of humanity.

OR

The world has become increasingly polluted. This is an indictment of humanity.

'Which' (like 'who', 'that') is a word intended to link the next bit of a sentence to the previous one. You cannot use it to hang an independent sentence on. So never dress up a dependent clause as an independent one.

One final example of the use of commas: if you interrupt the normal flow of a sentence with, for instance, words such as 'however', you must separate these words or phrases by putting commas both before and after (unless, of course, it comes at the very beginning or the very end of the sentence). Examples of this are the way 'for instance' and 'of course' are used in the previous sentence.

For example:

The local militias, however, did not heed the politicians' deals.

BUT remember that *if* the word 'however' or 'nevertheless' introduces a new clause rather than interrupting one, you need to separate that following clause from the previous one with a full stop or a semi-colon.

For example:

The commanders agreed to the cease-fire. However, the local militias did not. Many people confuse the **semi-colon** (;) with the colon (:). Usually you can do without the semi-colon: it is only a half-way house between a comma and a full stop. You may want to use it in a long sentence as a separator instead of a comma if it separates a number of sub-clauses each of which is fairly long or contains commas itself.

For example:

The Bosnian official agreed to a local cease-fire on condition that the wounded could be evacuated; that, within a few hours, observers would be allowed into the army compound; and that, whatever the fighting parties' real intentions were, the cease-fire lines would not be considered legitimate new boundaries.

The **colon** (:) is used mainly for three purposes:

(a) to introduce a list (such as here)

For example:

The Bosnian official agreed to a cease-fire on the following conditions:

(b) to introduce an explanation or further elaboration of what has gone before

For example:

The Bosnian official eventually agreed to the cease-fire proposal: his officers had indicated that they had no option but to accept.

(c) to introduce a quotation

For example:

Luciani puts it as follows: 'these states are essentially machines for the maintenance of the family regimes'.

The use of **question marks**: While you do, of course, put a question mark after a question which is an independent clause, you do *not* do so if the question is phrased as a dependent clause by introducing it by, for instance, 'if' or 'whether'.

For example, you will write:

'The question then arises: does this mean the end of the United Nations?' 'Where, one wonders, is the international system headed unless something is done soon?'

BUT

'The question then arises whether this means the end of the United Nations.' 'If nothing is done soon, one wonders where the international system is headed.'

2. Spelling

This can be no more than a brief list of some of the most frequent spelling difficulties recently encountered in student essays.

- 'to **affect**' = 'to have an **effect** on'
- 'The **principal** [i.e. 'first', or 'most important'] aim must be to safeguard one's ethical **principles**' (in other words: 'principle', a noun, is something quite different from the adjective 'principal')
- **Independent; independence**; dependent development; interdependence (the only related word which has an 'a' in it is a noun which refers to *somebody*, a person: 'an income earner with five dependants pays less tax than a single person')

- **to and too:**

'to' is used (a) to indicate a movement, a direction ('go to university'; 'with reference to');

(b) as part of the infinitive of a verb ('to go'; 'to drink');

(c) in cases such as 'in order to'.

'too' can be one of two things:

(a) it can mean 'also' or 'as well' (as in 'she did that too', or 'me too');

(b) an 'adverb of degree', as in 'too much of a good thing', or 'too good to be true'.

- **there and their (and they're):**

'**there**' indicates a place, a direction (it is the answer to 'where?'), and is also used in combinations such as 'there are', 'once upon a time, there was...';

'**their**' = 'of them' (as in 'the essays of the students' = 'their essays')

NEVER use 'they're' in a formal essay or other academic writing: all it is is the 'oral' rendering of 'they are'.

- **its and it's:**

in academic writing such as in essays, you need *never* use '**it's**': it is simply an abbreviation for 'it is', reflecting the oral informal pronunciation of those two words (the apostrophe replaces the 'i'). So whenever you mean 'it is', *write* 'it is'!

'**its**' = 'of it', 'belonging to it' (as in 'the Iraqi air force lost a large number of **its** planes to Iran')

- **the 'possessive' apostrophe:**

you can obtain the possessive of a word by adding an apostrophe + s ('s). Sometimes, if the word itself ends in s, the apostrophe itself suffices.

For example:

the choice of the people = the people's choice

the future of the peoples of the world = the world's peoples' future

the reserves of the bank = the bank's reserves

the reserves of the banks = the banks' reserves

Socrates' death

- 'to argue' becomes '**argument**' (NOT 'arguement'); '**arguing**'; '**arguable**'
'to debate' '**debating**'; '**debatable**'
'to ensure' '**ensuring**' (etc.)

Also: the adverb of 'true' is '**truly**' (as in 'yours truly', 'a truly great man') NOT trully or truey!

- If a word ends in a single consonant and has the stress on the final syllable (such as hop, fat, occur, refer, upset), then this consonant is doubled before the endings -ed, -er, -ing, and -est: otherwise you would have to pronounce them completely differently! Thus:

hopping

occurring, occurred

referring, referred
upsetting

- When to write **ei** (rather than **ie**) for the long i sound ? Simply: after c **receive; receipt; conceive; perceive; deceive** otherwise always *ie* (*believe, grieve, achieve* etc.) with the single exception of the word 'seize'.

(This is not totally arbitrary, by the way: think of the nouns which are derived from many of the 'c-words': reception, conception, perception, deception: they all have an e sound after the c).

- **1960s**, not 1960's
- Do not confuse between **e.g.** and **i.e.**!
i.e. means: 'that is', or 'this means';
e.g. means: 'for example'.

YOU WILL BE EXPECTED TO GET THESE THINGS RIGHT - BY YOUR TUTORS, YOUR EXAMINERS AND YOUR FUTURE EMPLOYERS !

Academic conventions on referencing

You can choose between *two main systems of referencing*: the 'traditional' one (footnotes or endnotes); or the 'name-year-page', or 'Harvard' system (where the reference is inserted in brackets in the text, giving only the author's name, year of publication, and page). Both are explained in detail below.

So remember that references are **not only for quotes or paraphrases, but for all instances where you are basing yourself on other people's work or specific sources of data**: do not claim insights or ideas as your own when they are not, and always support statements or assertions about facts or events by referring to such sources (except where it concerns matters of general knowledge).

You can choose between *two main systems of referencing*: the 'traditional' one (footnotes or endnotes); or the 'name-year-page', or 'Harvard' system (where the reference is inserted in brackets in the text, giving only the author's name, year of publication, and page). Both are explained in detail below.

Footnotes or endnotes

Full notes (either at the bottom of the relevant page, or at the end of the piece of work) should give the following details:

(a) for books:

author(s) or editor(s); title (underlined or *italics*); edition (if other than the first); place of publication; publisher; date of publication; specific page(s) of the citation or the material relied on.

For example:

- ³ S. Finer, *The Man on Horseback* (London: Pall Mall Press, 1962): pp. 70-71.
- ⁴ S. Huntington (ed.), *Changing Patterns of Military Politics* (Glencoe, Illinois: Free Press, 1962), p. 33.

(b) for chapters in edited volumes, or articles in journals:

author(s); title (in single quotation marks); full details of the book (presented as above) or of the journal (title underlined or *italics*; Volume, year and number); the pages where the chapter or article is to be found in the book or journal; specific page reference to the quote or the material relied on.

For example:

- ⁵ A. Jones, 'Forms of Military Attack', in A. Roberts (ed.), *Strategy of Civilian Defence* (London: Faber and Faber, 1967), pp. 17- 38: at p. 20.
- ⁶ C. Johnson, 'Civilian Loyalties and Guerrilla Conflict', in *World Politics*, Vol. 14, No 4 (July 1962), pp. 646-672: at p. 650.

(Note, by the way, that where the abbreviation (*ed.*) is used after a name, this means that the named person is not himself the author of the whole book, but has 'put the book together', that is 'edited' it.)

(c) for material drawn from websites:

The same principles apply: after all, what you find on websites will often be electronically published books or monographs (e.g. in PDF format), articles, or primary materials. So the required information (author or issuing institution, title, location, date of publication, etc.) remains the same. The only difference will usually be that instead of a physical place of publication you have a web address, and that in some cases the document will not have 'normal' page numbers. If there is no particular date on the document itself, it is advisable to specify the date on which the website was accessed.

The numbers of the notes refer to the same *numbers inserted in the text itself, usually in superscript*. Most word processing programmes have an automatic foot/endnoting facility, which will both insert a superscript number in the text, and create a space (at the bottom of the page or at the end of the piece) where you can fill in the text of the note.

When references to the same work follow each other, without any intervening reference, the abbreviation ibid. (*ibid.*) can be used, followed by the page number(s). However, when referring to a work previously cited, but following an intervening reference to a different work, you would then give the author's surname followed by the abbreviation op. cit. (*op. cit.*) and the relevant page number(s).

For example:

- ³ S. Finer, *The Man on Horseback* (London: Pall Mall Press, 1962): pp. 70-71.
⁴ *Ibid.*, p. 85.
⁵ S. Huntington (ed.), *Changing Patterns of Military Politics* (Glencoe, Illinois: Free Press, 1962), p. 33.
⁶ Finer, *op. cit.*, pp. 22-24.

Note that you are not obliged to use the *ibid.* and *op. cit.* labels: all they do is shorten the reference, since you have already mentioned the same work before. An alternative way of shortening is simply to use a shorter version of the title (the first few words – but not so short that it is not recognisable anymore!)

The 'Harvard' system (or 'name-year-page')

This system is often used in the US. It does not use numbers for references to the literature, but instead inserts, in brackets, the name of the author, the year of publication, and the specific page reference. Thus, note ³ above would become: (Finer, 1962: 70-71), while note ⁵ would become simply: (Huntington, 1962: 33). This is only possible when all the other details of the publication are fully listed in the bibliography at the end of the essay (see below). If the bibliography contains two works by Finer published in 1962, you would mark the first one 'a' and the second one 'b'.

If you are using the NYP system, you can still use numbered footnotes/endnotes in order to make additional comments.

Other useful abbreviations frequently employed in footnotes/endnotes are:

| | |
|---------------|---------------------------------|
| <i>cf.</i> | 'compare', or 'see' |
| <i>ff.</i> | 'and in the following pages' |
| <i>passim</i> | 'in various places in the text' |

Note: *italics* can be used throughout instead of underlining; do not use both: they are alternatives.

Bibliography

At the end of every essay (or dissertation) there should be a bibliography – a list of books, articles, or other sources which have been used in writing the essay or which are referred to in the text. (This is not the same as the footnotes/references). Here the full details of each book, article, or other source should be found.

The bibliography should be in alphabetical order by surname of the author or editor.

- For **books** you should indicate the author(s) or editor(s), the title (underlined or in italics), the edition if other than the first, the place of publication, publisher, and date of publication. For example:
S. Finer, *The Man on Horseback* (London: Pall Mall Press, 1962).
S. Huntington (ed.), *Changing Patterns of Military Politics* (Glencoe, Illinois: Free Press, 1962).

- For **chapters in edited volumes** or **articles in journals**, you should indicate the author(s), the title (in single quotation marks), full details of the book (as above) or of the journal (title, volume, number, and year), and the pages where the chapter or article appears. For example:
 C. Johnson, 'Civilian Loyalties and Guerrilla Conflict', in *World Politics*, Vol. 14, No 4 (July 1962), pp. 646-672.
 A. Jones, 'Forms of Military Attack, in A Roberts (ed.), *Strategy of Civilian Defence* (London: Faber and Faber, 1967), pp. 17-38.
 If your references follow the NYP system, it is customary in the bibliography to place the date of publication immediately after the author, so as to make it easier for the reader to find the publication which your reference (Finer 1962a) refers to. In this case the item in the bibliography would look as follows:
 S. Finer (1962a), *The Man on Horseback* (London: Pall Mall Press).

For material drawn from websites:

The same principles apply, so the required information (author or issuing institution, title, location, date of publication, etc.) remains the same. The only difference will usually be that instead of a physical place of publication you have a web address, and that in some cases the document will not have 'normal' page numbers. If there is no particular date on the document itself, it is advisable to specify the date on which the website was accessed.

The bibliography should distinguish between **secondary sources** (published work by other authors, whether in the form of books, articles, chapters, or web-based publications) on the one hand, and primary sources on the other. **Primary sources**, which should be listed separately, can include, for instance, official documents, interviews you have conducted (list name, place and date), your own or unpublished survey data, official statistics, etc.

Useful tags, abbreviations and phrases

You should make yourself familiar with the following tags, phrases and abbreviations, mostly in Latin, in common use in scholarly writing. Ignorance of them could seriously hamper your reading, and you will find some of them useful in your own written work, especially in the footnotes. At the same time, you should use them sparingly and with caution: your work will not be automatically improved merely by using them.

| | |
|---|---|
| <i>ad hoc</i> | for a particular (limited) purpose |
| <i>a priori</i> | presumptive(ly), before or without examining the evidence |
| <i>cf.</i> | see; compare |
| <i>circa</i> | about; roughly (of dates or numbers) |
| <i>de facto</i> | in fact |
| <i>de jure</i> | in law |
| <i>e.g.</i> | for example |
| <i>et al.</i> or <i>et alia</i> | and others (other writers) |
| <i>etc.</i> or <i>et cetera</i> | and so on; and the rest |
| <i>ex officio</i> | by virtue of his/her office, position |
| <i>ff.</i> | and the following pages |
| <i>g.v.</i> | for which see |
| <i>ib.</i> or <i>ibid.</i> or <i>ibidem</i> | in the same place |
| <i>i.e.</i> or <i>id est</i> | that is |
| <i>inter alia</i> | among other things |
| <i>loc. cit.</i> | in the place cited |
| <i>N.B.</i> | note well |
| <i>op. cit.</i> | in the work (book, etc.) cited |
| <i>passim</i> | throughout; in various places in the text |
| <i>prima facie</i> | at first sight |
| <i>qua</i> | as; in the role or capacity of |
| <i>status quo</i> | the existing situation |
| <i>vis-à-vis</i> | in relation to |
| <i>viz.</i> | namely |

Plagiarism

Plagiarism by any student is a serious offence: it can lead to your deregistration from the University. In the first instance, cases of plagiarism are reported to the Director of the Institute who then follows the University procedures for dealing with students who are suspected of plagiarising.

Plagiarism is the act of presenting as your own the words or ideas of someone else, whether published or not, without proper acknowledgement within one's work. Plagiarism is a form of cheating and is treated very seriously. It is defined more precisely in the University's Code of Practice (see <http://as.exeter.ac.uk/support/admin/staff/qualityassuranceandmonitoring/tqamannual/>).

Your attention is also drawn to the University regulations concerning plagiarism and cheating at: <http://admin.exeter.ac.uk/academic/tls/tqa/Part%208/8Lplag1.pdf>.

People can be guilty of plagiarism if they copy, without proper attribution, from a book, scholarly article, lecture handout, electronically-stored text or another student's work. There are three main types of plagiarism, which could occur within all modes of assessment (including examination):

- 1 Direct copying of text from a book, article, fellow student's essay etc. without proper acknowledgement.
- 2 Claiming individual ideas derived from a book, article etc. as one's own, and incorporating them into one's work without acknowledging the source of these ideas.
- 3 Depending excessively on the work of one or more others without proper acknowledgement of the source, by constructing an essay, project etc. by extracting large sections of text from another source, and merely linking these together with a few of one's own sentences.

Internet plagiarism is dealt with in exactly the same way as plagiarism from printed sources. Although cut-and-paste facilities make it tempting to copy material from web pages, search engines make Internet plagiarism easy to detect.

Students are not permitted to seek unfair academic advantage, e.g.:

- 1 by seeing to pass off the words of others as their own;
- 2 by unauthorised collusion, i.e. aiding or attempting to aid or obtaining or attempting to obtain aid from another candidate or any other person;
- 3 by taking into the examination room, or possessing in that room, any books, notes or other material which have not been explicitly authorised;
- 4 obtaining or attempting to obtain an examination paper in advance of its authorised release.

Contravention of this regulation will be treated under the Disciplinary Procedure of the University. Please note the plagiarism is an issue of growing concern in university circles. Academic staff are very aware of the problem and have various means at their disposal to detect plagiarism in a student's work.

Help from native speakers

Under 'unauthorised collusion', the Institute permits individuals to obtain some assistance from native speakers to write work in the target language. We recognise that for non-assessed work, and for some assessed work where the quality of the language is not the sole or primary criteria on which the final mark is based, it may be a useful learning exercise to ask a native speaker to read through your work and suggest minor corrections or improvements. However, you should never ask a native speaker to

write or re-write substantial sections of your work for you. If a tutor suspects that you have handed in work in the target language of a quality of which you would not normally be capable, the Institute reserved the right to require you to complete an exercise on the same material under examination conditions, and to substitute the mark you gain in this exercise for the mark that you would have been awarded for the submitted piece of work.

ALL WRITTEN WORK, EXCEPT FORMAL EXAMINATION SCRIPTS, CONTRIBUTING TO STUDENT PROGRESSION OR AWARD/CLASSIFICATION, SHOULD INCLUDE THE FOLLOWING DISCLAIMER:

I certify that all material in this assignment which is not my own work has been identified and properly attributed.

If you are in any doubt as to what constitutes plagiarism, please talk to your supervisor or mentor, or any other member of the academic staff.

English Language Courses

The University has a new specialist centre for supporting international students, INTO. Please visit their website for up-to-date information on English Language Support during your period of study with us, and to find out the other support services they provide.

<http://www.centres.ex.ac.uk/into/>

Courses

INTO offers a variety of full-time English language courses throughout the year for both students and teachers of English. Some students take courses in Academic or General English.

Insessional help

INTO University of Exeter also offers a range of insessional classes, workshops and tutorials to international students on other courses at the University of Exeter who feel they need, or would like, help and support in studying through the medium of English.