Bachelor of Arts in European and Middle Eastern Languages

Course Handbook

Faculty of Asian and Middle Eastern Studies

and

Faculty of Medieval and Modern Languages

Academic Year 2026-27

Course Co-ordinator – Varies according to language studied

This handbook applies to students starting the Bachelor of Arts in European and Middle Eastern Languages in Michaelmas term 2026. The information in this handbook may be different for students starting in other years.

The Examination Regulations relating to this course are available here.

If there is a conflict between information in this handbook and the Examination Regulations then you should follow the Examination Regulations. If you have any concerns please contact Edmund Howard via academic.administrator@ames.ox.ac.uk.

The information in this handbook is accurate as at Michaelmas 2026. However it may be necessary for changes to be made in certain circumstances, as explained here. If such changes are made the department will publish a new version of this handbook together with a list of the changes and students will be informed. General faculty-wide information can be found in the General Undergraduate Handbook.

This Handbook

The handbook sets out the basic framework for the BA in European and Middle Eastern Languages. You should consult the current edition of the Examination Regulations for information regarding your course. The information in this handbook should be read in conjunction with:

- the general Undergraduate handbook for the Faculty of Asian and Middle Eastern Studies
- the general Undergraduate handbook for the Faculty of Modern Languages
- the relevant course handbooks for the languages you are studying
- the Examination Regulations
- the University Student Handbook
- your college handbook.

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

Comments and criticism of the handbook are always welcome; they should be sent to the Director of Undergraduate Studies or the Senior Academic Administrator, Edmund Howard.

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Introduction

Welcome to Oxford! We hope you will find this a satisfying and enjoyable course.

This handbook gives an outline of your course, together with some further information that we hope you will find helpful. Full details of the course are contained in the Examination Regulations online: https://examregs.admin.ox.ac.uk/

In the Finals syllabus, it is possible that some changes of detail will be introduced that will apply to you. You will be examined on the syllabus in force at the time you embark on your Final Honour School ('FHS') work, i.e. after taking Prelims. You should check with your tutors in due course. The FHS syllabus in particular offers you a very wide range of choice and thus looks rather complex; if anything is unclear to you, be sure to discuss it with your tutors.

All handbooks can be found online. The handbook can be found here:

For Asian and Middle Eastern Studies: https://www.ames.ox.ac.uk/handbooks

For Modern Languages: https://canvas.ox.ac.uk/courses/20010

EMEL is a Joint Honour School combining the study of a European language and its literature with that of a Middle Eastern language and its literature. The two faculties involved are the Faculty of Medieval and Modern Languages and the Faculty of Asian and Middle Eastern Studies.

The aims of the course are:

- to make you competent in the spoken and written use of one European and one Middle Eastern language;
- to provide you with a specialised knowledge of the literature and culture of your two chosen languages, either in the modern period, or in earlier periods, or in both;
- in some languages, to provide you with a specialised knowledge of the history of specific periods.

Since you will be studying the languages and literature of two markedly different cultures, you will probably be struck by the differences rather than the similarities between them. These differences will enable you to reflect on each of the cultures from the viewpoint of the other, placing each of them in a perspective that will help you define its specific characteristics. But you will also be encouraged to discover connections between the two cultures.

The following languages are offered as part of the Middle Eastern language component of the degree:

- Arabic
- Hebrew
- Persian
- Turkish

One important component of the final examination is a compulsory Extended Essay, which is intended to form a 'bridge' between the European and Middle Eastern sides of your course. In the Extended Essay you will have to write about both of the cultures that you are studying. You will be able to choose your own topic, which might be a comparison between the work of certain authors writing in your two languages, or a study in the comparative linguistics of your two languages, though there are plenty of other possibilities that you might want to pursue. The key thing is to discuss potential topics with potential tutors for your proposed topic well in advance, on both the Modern Languages and the Middle Eastern sides of the degree. The Extended Essay is written in the Hilary Term of the 4th Year. The norm for the essay is for 4 tutorials to be given, split equally between the European and Middle Eastern subject tutors.

For the latest information on the Extended Essay submission and details including presentation and length, see the section on Assessment below.

Course Details

Full Title of Award: Bachelor of Arts in European and Middle Eastern Languages

Course Length: 4 years (including compulsory year abroad)

FHEQ Level: 6

Quality Assurance Agency Subject Benchmarking Statements:

Languages, Cultures and Societies:

http://www.qaa.ac.uk/quality-code/subject-benchmark-statements

Academic Staff

There is a Joint Standing Committee responsible for supervising the course. The committee is composed of Senior Members representing both the Faculties of Modern Languages and of Asian and Middle Eastern Studies. The committee also includes a Junior Member representing the undergraduate student body. The current membership is:

- Raphaële Garrod (French) – Also Deputy Director of Undergraduate Studies in MML
- Hannie Lawlor (Spanish) MT/HT; Geraldine Hazbun (Spanish) TT
- Nicolai Sinai (Arabic)
- Adriana Jacobs (Hebrew) (tbc)
- Dominic Brookshaw (Persian)
- Aslı Niyazioğlu (Turkish)

Please do not hesitate to get in touch with any of us at any stage if there are aspects of the course that you wish to discuss or that you feel ought to be drawn to our attention.

For full lists of teaching staff for each language, please see the relevant language-specific handbook.

Outline

Preliminary Examination in EMEL

In summary, the examination structure for the Preliminary Examination for European and Middle Eastern Languages is as follows:

There shall be two subjects in the examination.

(1) The European Language

Candidates will be required to offer:

Language papers in the European Language (one paper of three hours and two papers each of one-and-a-half hours, including certification of attendance and participation in oral classes, as specified for the Preliminary Examination in Modern Languages).

As specified for Papers I, IIA, and IIB in the regulations for the Preliminary Examination for Modern Languages.

Literature paper in the European Language (one paper of three hours).

As specified *either* for Paper III *or* for Paper IV in the regulations for the Preliminary Examination in Modern Languages (Candidates *must* sit the Paper examined, either Paper III or IV).

Further detail about each paper can be found on the pages of the Preliminary Examination in Modern Languages in the Examination Regulations (https://www.admin.ox.ac.uk/examregs) and in the relevant language-specific Prelims course handbook on Canvas: https://canvas.ox.ac.uk/courses/20010

(2) Language papers in the Middle Eastern Language

Candidates will be required to offer two three-hour papers and, in the case of Arabic, an oral/aural examination.

For more information, see the detailed account of papers in Appendix 1, below.

Final Honour School of European of Middle Eastern Languages

In summary, the examination structure for the Final Honour School of European and Middle Eastern Languages is as follows:

(1) The European Language

Candidates will be required to offer:

- Oral examination in the European language
- Honour School of Modern Languages, Paper I.
- Honour School of Modern Languages, Papers IIA and IIB.
- Honour School of Modern Languages, *one* paper chosen from Papers VI, VII, or VIII.
- Honour School of Modern Languages, *one* paper chosen from IV, V, IX, X, XI, or XII.

- An extended essay on a topic bridging the European and the Middle Eastern language.

Further detail about each paper can be found on the pages of the Honour School of Modern Languages in the Examination Regulations (https://www.admin.ox.ac.uk/examregs) and in the relevant language-specific FHS course handbook on Canvas: https://canvas.ox.ac.uk/courses/20010

(2) The Middle Eastern Language

Candidates will be required to offer five papers.

Further detail about each paper can be found on the pages of the Final Honour School of European and Middle Eastern Languages in the Examination Regulations and in Appendix 1, below.

Language Work

In your European language you will have a regular schedule of language classes to attend each week. These will be the same as for any other students studying the language as part of their degree course. In French and German most of these classes will be organised within your college. In the other languages they will mainly be organised centrally by the Sub-Faculty. It is very important to attend all your language classes and to complete the written exercises set. See section 3.2 of the Modern Languages Course Handbook.

For your Middle Eastern Language, for which you will also have an intensive schedule of classes through the week, see the handbooks for the relevant languages (Arabic, Hebrew, Persian and Turkish) on the Faculty website. As with the European language, it is essential that you attend the classes regularly and complete all the set assignments.

Teaching and Learning

Tutors

Oxford's tutorial system is central to your studies here. The overall responsibility for giving or arranging your tuition lies with the main Modern Languages and/or Asian and Middle Eastern Studies tutor(s) in your college, normally a Fellow or Lecturer. Some of your teaching will be done within your college, but sometimes you will be sent to a tutor (a Fellow, Lecturer, Research Fellow or graduate student) in another college, or, very occasionally, another qualified person. This may happen for various reasons: e.g. because one of your tutors is on sabbatical leave, or because there is no specialist in a particular area within your own college, or because your college tutors are specialists in other areas and are exchanging their skills for those of another tutor. What you are expected to bring to a tutorial or class is adequate knowledge of the reading which was set for it, and any written work required. What you can expect in return is your tutor's presence and scholarly attention throughout the hour agreed.

Tutorials, Classes and Collections

Practice differs from college to college, but you will probably have more than one ***tutorial*** a week (though almost never more than two), or a tutorial and one or more college classes. In addition, you will have regular weekly language classes, whether in college or organised

centrally. In tutorials, you may be taught on your own, but more commonly with one or two other students.

Before your tutorial, your tutor will give you a ***reading list***. Some tutors give out the entire term's reading lists at the beginning, others give out at one tutorial the reading list for the next tutorial. Reading lists vary greatly from tutor to tutor according to their individual interests and perspective on the subject; thus you should not be disconcerted to find that a student from another college doing the same paper has an entirely different reading list. Note that some faculty reading lists are available on the websites cited at the beginning of this handbook if you want further or other suggestions for reading.

It is hard to generalise about the form a tutorial will take, since different tutors have different styles and methods. You must not expect uniformity; you will gain most if you succeed in adapting to differences, and again should not feel disoriented if a friend in a different college, studying the same paper as you are, is being taught in a different way. Usually, however, tutors will ask you to write a weekly essay. Some adopt the pattern of one student reading out, the other handing in for written comments (with roles reversed the following week). Others ask one or both to hand in their essays in advance. Some tutors will make written comments only on essays not read out, others will take in even those essays which are read out and make written comments on them. Use essays to develop an argument, not just as places to store information, since only then will you fully benefit from the particular advantages the tutorial system has to offer. The point of a tutorial lies in the give and take of ideas. Tutorials are designed to develop articulateness and the capacity to think on one's feet, and to tackle specific difficulties and misunderstandings; they are not intended as a substitute for lectures, or for your own reading and thinking. The question of the length of essay that a tutor expects is a matter for individual negotiation: the important thing is that you should have done enough reading and thinking about your topic to sustain a discussion for an hour.

The format for college and university ***classes*** varies. For the European language, classes may occur as ***seminars***, which are an alternative way of teaching part of tutorially taught papers, and ***language classes***, where the teaching for the language part of your degree (including the Oral) is provided. Seminars will usually require you to do some reading and occasionally prepare a presentation. Language classes will require you to hand in written work regularly. For the Middle Eastern language, all teaching is based at the Faculty of Asian and Middle Eastern Studies, and takes the form of classes where the four skills are taught integrally. You have a right to expect that written work for a class will be returned to you promptly with written comments.

Missing a tutorial or class is a very serious matter. If you cannot attend your tutorial or class because you are ill, or for some emergency, let your tutor know, and make arrangements to catch up on the work you have missed. If you do miss a tutorial or class without good reason, immediately explain and apologise, and let your tutor have the essay or other written work which you would have brought with you. Your tutor will have many other duties and will probably not be able to reorganise the time of a tutorial because you have a play rehearsal, sporting fixture or suchlike.

Teaching patterns

For recommended patterns of teaching for all European languages' papers, see the main Modern Languages Undergraduate Course handbook (Section 2). For recommended patterns of teaching for Middle Eastern languages' papers, (Arabic, Hebrew, Persian or Turkish) see the relevant Annex in the Course Handbook.

Most colleges will require you to sit college examinations, called 'collections', before the start of term. (The term 'collection', somewhat confusingly, is also sometimes used for the end-of-term meetings at which college tutors read or paraphrase reports on students' progress that term and students may have the opportunity to offer comments on their tuition and their own performance; see the section below on *Feedback*.) College practices vary: some only require collections for compulsory papers, others require them for all papers or for some papers in certain circumstances. Although collections do not count toward your degree, it is extremely important that you take them seriously as part of your formative learning. They encourage consolidation during the preceding vacation (see the section below on *Vacations*), they allow both you and your tutor to test your comprehension and progress, and - especially since many collections are past examination papers and are commonly sat in exam-style conditions - they give you vital practice for examinations. Moreover, some colleges offer 'collection prizes' for outstanding performance, and some offer exhibitions and scholarships on the basis of collections. Make sure, at the end of each term, that you know the subjects of next term's collections.

Lectures

Lecture lists are published online:

- For Modern Languages at https://canvas.ox.ac.uk/courses/20010
- For AMES at http://intranet.orient.ox.ac.uk/roombooker/index.php

Your tutors will have advice on which lectures to attend.

The importance of lectures varies from subject to subject. Some lectures give a personal version of what could be got, in other personal versions, from books. Others provide the last word on a developing subject, or the only satisfactory conspectus on a subject whose boundaries are not well recognised in the literature. It is somewhat perilous to cut the 'core' lectures on your chosen options: although in Oxford's system lecturers do not necessarily set the University examinations, they may be consulted by those who do, and the lecture descriptions inform examiners as well as students about the content of lectures. If you find an insuperable clash between core lectures on the two sides of your degree course, let your tutor know as soon as possible.

Vacations

UK degree courses are among the shortest in the world. They hold their own in international competition only because they are full-time courses, covering vacation as well as term. This is perhaps particularly true of Oxford, where the official terms occupy less than half the year. Vacations have to include holiday time too; and everyone recognises that for very

many students they also have to include earning money. Nevertheless, vacation study is vital.

You are said to 'read' for an Oxford degree, and EMEL is certainly a reading course. In term you will mostly rush from one article or chapter to another, pick their bones, and write out your reactions. Vacations are the time for less hectic attention to complete books. Tutorials break a subject up; vacations allow consolidation. They give depth and time for serious thought, and they are particularly important for reading set texts.

The Year Abroad

All students are required to spend a year of residence in an appropriate country or countries during their time in Oxford. The year abroad is considered to be both academically desirable and integral to the course. The year abroad for EMEL students is normally spent in the second year, undertaking a course of study furthering the Middle Eastern language. Students are advised and encouraged to use the vacation periods during their degree to spend at least four weeks in a country/countries relevant to their European language.

The objectives of the Year Abroad are for students to:

- Improve their language skills in a variety of practical contexts
- Acquire first-hand knowledge of the culture of the target language(s)
- Develop the ability to cope independently in the target language(s)

For further details, see the Year Abroad section of Modern Languages on Canvas, Section 3.11 of the Modern Languages Undergraduate Course handbook on Canvas and the Year Abroad page of the Asian and Middle Eastern Studies Student Hub.

Examinations and Assessments

It is your personal responsibility to enter for University examinations, and if you enter after the due date, or change your options after submitting your exam entry, you must pay an administration fee. Details of the exam entry procedure may be found at www.ox.ac.uk/students/exams/entry/

The Preliminary examination begins in the 8th week of Trinity Term of your first year. The Finals examination begins with orals in the 0th Week of Trinity Term of your final year - these involve a written comprehension test and a spoken examination; the written part begins towards the middle of Trinity Term. The timetable can be found online at https://www.ox.ac.uk/students/academic/exams/timetables no later than five weeks before the start of the examination. A month or two before Finals the examiners send a letter to all candidates about the conduct of the examination.

See also Section 4, and especially Section 4.3, of the Modern Languages Undergraduate Course handbook on Canvas.

Exam Regulations

Relevant Exam Regulations for this course are available at the following links, or may be searched on the university's main regulations page.

1. Preliminary Examination (FPE) in EMEL: Preliminary Examination in European and Middle Eastern Languages (ox.ac.uk)
2. Final Honour Schools (FHS) of EMEL: 2024-25, Honour School of European and Middle Eastern Languages (ox.ac.uk)
3. You may also need to refer to the Exam Regulations for single-honours courses in the two faculties:

	Asian & Middle Eastern Studies	Medieval & Modern Languages
FPE	Preliminary Examinations in the Faculty of Asian and Middle Eastern Studies (ox.ac.uk)	Preliminary Examination in Modern Languages (ox.ac.uk)
FHS	Honour Schools in the Faculty of Asian and Middle Eastern Studies (ox.ac.uk)	Honour School of Modern Languages (ox.ac.uk)

Examining conventions and rubrics

Prelims

The formal setting conventions for papers I-IV in the European language, the mark scheme, and the marking descriptors used by the examiners can be found on Canvas: https://canvas.ox.ac.uk/courses/20010. See also Section 4.3 of the Modern Languages Undergraduate Course handbook on Canvas.

For Asian and Middle Eastern Studies, the conventions and rubrics will be published on the 'Exams and Assessment Guidance' page on the Student Hub not less than one whole term before your examination takes place or, where assessment takes place in the first term of a course, at the beginning of that term.

FHS

The formal setting conventions for papers in the European language, the mark scheme, and the marking descriptors used by the examiners for each language can be found on Canvas: https://canvas.ox.ac.uk/courses/20010. See also Section 4.3 of the Modern Languages Undergraduate Course handbook on Canvas.

For Asian and Middle Eastern Studies, the conventions and rubrics will be published on the 'Exams and Assessment Guidance' page on the Student Hub not less than one whole term before your examination takes place or, where assessment takes place in the first term of a course, at the beginning of that term.

Extended Essay

The Extended Essay is a compulsory component of the EMEL degree course. It is intended to form a 'bridge' between the European and Middle Eastern sides of your course. In the Extended Essay you will have to write about both of the cultures that you are studying. You will be able to choose your own topic, which might be a comparison between the work of

certain authors writing in your two languages, or a study in the comparative linguistics of your two languages, though there are plenty of other possibilities that you might want to pursue. The key thing is to discuss potential topics with potential tutors for your proposed topic well in advance, on both the Modern Languages and the Middle Eastern sides of the degree. The Extended Essay is written in the Hilary Term of the 4th Year. The norm for the essay is for 4 tutorials to be given, split equally between the European and Middle Eastern subject tutors.

The Extended Essay shall be subject to the following provisions:

- The subject of every essay shall, to the satisfaction of the boards of the faculties, fall within the scope of the Honour Schools of Modern Languages and of Asian and Middle Eastern Studies and form a bridge between them.
- Candidates must submit, through their college, to the Chair of the Board of the Faculty of Medieval and Modern Languages (on a form obtainable at https://canvas.ox.ac.uk/courses/20010/pages/examination-conventions?module_item_id=185651) a statement of their name, college, the academic year in which they intend to take the examination, and the title of the proposed essay together with (*a*) a statement in about fifty words of how the subject is to be treated, (*b*) a statement signed by a supervisor or tutor, that they consider the subject suitable, and suggesting a person or persons who might be invited to be an examiner or assessor (the boards will not approve the title unless they are satisfied that a suitably qualified examiner or assessor based in Oxford will be available), and (*c*) a statement by a college tutor that they approve the candidate's application, not later than the Wednesday of the second week of the Michaelmas Full Term preceding the examination.
- The faculty boards will decide by the end of the third week of the Michaelmas Full Term preceding the examination whether the proposed essay title is approved. Approval may be granted on condition that the candidate agrees to amend details of the title to the satisfaction of the boards and submits the required amendments to the Modern Languages Faculty Office by the Friday of sixth week of the Michaelmas Full Term preceding the examination.
- A candidate may seek approval after Friday of sixth week of the Michaelmas Full Term preceding the examination for an amendment of detail in an approved title, by application to the Modern Languages Faculty Office. The Chair of Examiners and the chairs of the boards, acting together, will decide whether or not a proposed amendment shall be approved.
- Candidates will be solely responsible for the final draft, which will not be read by the supervisor or tutor. Candidates must sign a certificate stating that the essay is their own work and that it has not already been submitted, wholly or substantially, for any honour school or degree of this university or a degree of any other institution. This certificate must be sent at the same time as the essay, but under separate cover, addressed to the chair of examiners.

- No essay shall exceed 10,000 words, exclusive of notes, appendices, and bibliographies. The examiners will not take account of such parts of the essay as are beyond this limit. When appropriate, there must be a select bibliography and a list of sources. Guidance on presentation is available at https://canvas.ox.ac.uk/courses/20010.

Essays must be typed in double-spacing and submitted to the chair of examiners, via a secure examination submission platform not later than noon on Monday of Week 11 of Hilary Term of the year in which the examination will be held. The candidate should keep a copy.

Plagiarism

University definition of and guidance on plagiarism can be found here.

Plagiarism is presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition. Plagiarism may be intentional or reckless, or unintentional. Under the regulations for examinations, intentional or reckless plagiarism is a disciplinary offence. The following guidelines (which are adapted from those adopted by the English Faculty) are particularly directed towards Finalists completing coursework submissions, but many of them have relevance to the writing of essays throughout your undergraduate career.

Plagiarism is the use of material appropriated from another source or from other sources with the intention of passing it off as one's own work. Plagiarism may take the form of unacknowledged quotation or substantial paraphrase. Sources of material include all printed and electronically available publications in English or other languages, or unpublished materials, including theses, written by others. The Proctors regard plagiarism as a serious form of cheating for which offenders can expect to receive severe penalties, possibly including disqualification from the examination process. You should be aware that there are now sophisticated electronic mechanisms for identifying plagiarised passages. Your work will inevitably sometimes involve the use and discussion of critical material written by others with due acknowledgement and with references given. This is standard critical practice and can be clearly distinguished from appropriating without acknowledgement material produced by others and presenting it as your own, which is what constitutes plagiarism.

An essay is essentially your view of the subject. While you will be expected to be familiar with critical views and debates in relation to the subject on which you are writing, and to discuss them as necessary, it is your particular response to the theme or question at issue that is required.

When you read the primary texts that you will be discussing, it is a good idea to find your own examples of episodes, themes, arguments, etc. in them that you wish to discuss. If you work from your own examples, you will be much less likely to appropriate other people's materials.

When you are taking notes from secondary sources,

a) Always note author, title (of book or journal, and essay or article title as appropriate), place of publication (for books), and page numbers.
b) If you copy out material word for word from secondary sources, make sure that you identify it as quotation (by putting inverted commas round it) in your notes. This will ensure that you recognise it as such when you are reading it through in preparing your thesis.
c) At the same time always note down page numbers of quoted material. This will make it easier for you to check back if you are in doubt about any aspect of a reference. It will also be a necessary part of citation.

When you are writing your extended essay make sure that you identify material quoted from critics or ideas and arguments that are particularly influenced by them. There are various ways of doing this, in your text and in footnotes. If you are substantially indebted to a particular critic's arguments in the formulation of your materials, it may not be enough to cite his or her work once in a footnote at the start or the end of the essay. Make clear, if necessary in the body of your text, the extent of your dependence on these arguments in the generation of your own – and, ideally, how your views develop or diverge from this influence.

Changing your course

Sometimes the course you have chosen will not seem to be working out for you and you may wish to consider changing. Begin by talking to your tutors, as any change of course must first be approved by your College (it needs also to be approved by the University). Don't seek to change course at the first sign of difficulty. All courses that are worth anything bring the student up against obstacles, and your tutors will guide you past them. Seek the advice of your tutors at all times when in difficulty. Discuss problems also with your contemporaries; you are not in competition with them, and you should get into the habit of helping and being helped. But if, having thought the matter through, you wish to explore the possibility of changing, the first rule is, 'Don't delay' - you could be losing vital learning time. Talk to your current tutors or, if that is embarrassing, to your personal tutor or the Senior Tutor or some other Fellow or lecturer whom you know.

Your college has admitted you to read for a particular Honour School, or a particular combination of First Public Examination plus Honour School. You cannot change without its permission, which is liable to be refused if the 'receiving' tutors think you unsuited to their course, or don't have room (in some courses, the teaching resources are often very strained).

If you are allowed to change, your Senior Tutor will help with any necessary formalities.

Complaints and Appeals

The first port of call if you have a complaint, even on matters relating exclusively to university teaching and examining, should be your college: your college tutor, or your

college's senior tutor and its other officers concerned with welfare, provide an immediate and well-informed source of advice about the best procedure to adopt.

If your complaint relates to the Joint School of EMEL overall, rather than to either of its parent faculties, contact the Chair of the Joint Standing Committee.

It is the policy of the faculties responsible for the teaching of EMEL to deal with all complaints from individuals fairly, promptly, and in confidence. Complaints should normally be addressed in the first instance to the Director of Undergraduate Studies of the Modern Languages Faculty (dus@mod-langs.ox.ac.uk) or of the Asian and Middle Eastern Studies Faculty (Prof Christian Sahner (christian.sahner@ames.ox.ac.uk). Alternatively, students can approach the Administrator of the Faculty of Modern Languages (administrator@mod-langs.ox.ac.uk) or the Academic Office of the Faculty of Asian and Middle Eastern Studies (undergraduate.administrator@ames.ox.ac.uk). For Modern Languages, see Section 6.2 of the Undergraduate Course handbook on Canvas.

In addition, at Oxford the Proctors provide a special forum for dealing with complaints. They have power to investigate directly complaints from any member of the University and to take appropriate measures to provide redress. The procedures adopted by the Proctors for the consideration of complaints and appeals are described on the Proctors' webpage (http://www.proctors.ox.ac.uk/complaintsandacademicappeals), the Student Handbook (http://www.proctors.ox.ac.uk/handbook/handbook) and the relevant Council regulations (www.admin.ox.ac.uk/statutes/regulations/247-062.shtml).

Academic appeals

An academic appeal is an appeal against the decision of an academic body (e.g. boards of examiners, transfer and confirmation decisions etc.), on grounds such as procedural error or evidence of bias. There is no right of appeal against academic judgement.

If you have any concerns about your assessment process or outcome it is advisable to discuss these first informally with your subject or college tutor, Senior Tutor, course director, director of studies, supervisor or college or departmental administrator as appropriate. They will be able to explain the assessment process that was undertaken and may be able to address your concerns. Queries must not be raised directly with the examiners.

If you still have concerns you can make a formal appeal to the Proctors who will consider appeals under the University Academic Appeals Procedure (https://www.ox.ac.uk/students/academic/complaints).

If you have a problem with your tutorial teaching, it should be addressed through College mechanisms for addressing such matters. Colleges operate questionnaire systems for receiving student feedback on tutorials, administered by their Senior Tutors. Individual Colleges will differ slightly in their approaches, and will let you know the details of their own procedures.

Please remember in connection with all academic appeals that:

- The Proctors are not empowered to challenge the academic judgment of Examiners or academic bodies.
- The Proctors can consider whether the procedures for reaching an academic decision were properly followed i.e. whether there was a significant procedural administrative error; whether there is evidence of bias or inadequate assessment; whether the Examiners failed to take into account special factors affecting a candidate's performance.

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

Appendix 1: Overview of papers for Prelims and FHS in each Middle Eastern language

Arabic

Prelims and Final Honours School papers are described, with Set Texts and Recommended Reading, in the BA Arabic Course Handbook (found on the AMES Student Hub).

Preliminary Examination (First Year)

The first three terms of your course are designed to give you a sound foundation in the Arabic language.

Arabic Prelims, taken after three terms of study, comprise two examination papers of 3 hours each plus an oral examination.

1. Translation and précis into English

2. Arabic comprehension, composition and grammar, including translation into Arabic

3. Oral/aural examination in spoken Modern Standard Arabic

You will prepare for Papers 1, 2 and 3 by attending intensive language instruction for about 10 hours per week, backed up by thorough preparation and consolidation in your own time. The course integrates the four language skills of reading, writing, listening and speaking in Modern Standard Arabic. Periodic tests are set, and are intended to provide feedback on your progress.

Final Honours School (Third and Fourth Year)

You have to take the following papers in FHS, one of which is the Oral. The details for these papers are specified below.

6A Arabic Unprepared Translation into English (half-paper)

6B Prose Composition in Arabic (half-paper)

7. Spoken Arabic (counts as half-paper)

8. Arabic Literature

9. Islamic Religion

10. One option from the list published in the course handbook.

Students are only allowed to take these options provided that there are no timetabling clashes. Therefore, students are strongly advised to consult with the subject tutor before finalising their options.

Hebrew

When Hebrew is combined with a modern European language (EMEL) it is normal to focus on Hebrew in the early stages; thereafter, the two languages are accorded roughly equal attention. Elementary Biblical and Modern Hebrew are taught in the first three terms for Prelims. Similarly, two papers must be offered in the European language. In practice, most

people doing this course will already have a good A-level in the European language but very little knowledge of Hebrew, so that in the beginning it may be necessary to spend more time on Hebrew.

Preliminary Examination (First Year)

For EMEL students the first three terms of the course comprise intensive class instruction in the Hebrew language, both Biblical and Modern. The aim is to cover the basic grammar in the first term and to consolidate this in the next two terms, when simple texts in each form of the language are also taught. This is a demanding goal, but essential in order to achieve a reading ability which will stand you in good stead for the rest of the course. There are usually three class hours a week for Biblical Hebrew, and five or six for Modern Hebrew. You will be expected to prepare carefully for each. Written exercises are set regularly, and there is often some provision for individual tutorials to iron out difficulties or questions and to return your written work.

Two papers are set for Prelims, taken at the end of the third term:

1) Biblical and Modern Texts

The first paper is on the set texts, which will have been taught in classes from Hilary Term onwards (separately from the language classes, which will continue throughout the first year). As an example, the following were the set texts for 2023-24.

- Genesis 12, 15, 17, 22
- Deuteronomy 5–6
- 1 Kings 17–19
- Etgar Keret, “Rabin met” (story)
- Shulamith Hareven, “Ornitosiyad” (story)
- Yehuda Amichai, “Elohim merachem ‘al yaldei ha-gan” (poem)
- Yona Wallach, “Yonatan” (poem)

2) Grammar and Translation into Hebrew

Past papers are available to view on-line (on SOLO) and also kept in bound volumes in the Nizami Ganjavi Library. Examiners will give ample advance notice before any changes are made to the format of the papers.

Additionally, students will receive instruction in Rabbinic and/or Medieval Hebrew, in preparation for the FHS course choices. The following set texts in these periods of Hebrew may be covered in classes, but not examined:

- Mishnah Berakhot 1-2 (ed. Albeck, vol. 1, pp. 13–18)
- Maimonides, Mishneh Torah, Hilkhot Talmud Torah 1:1–5 (ed. Rabbinowitz, vol. 2, pp. 85–86)
- Abraham ibn Ezra, "I have a mantle" (ed. Schirmann, vol. 1, p. 576)
- Sefer ha-Ma'asim, "The bizarre deeds of Elijah the Prophet" (ed. Kushelevsky, pp. 86-89)

Candidates who perform exceptionally well in Biblical Hebrew in Prelims are eligible for the Pusey and Ellerton Prize.

Final Honour School (Third and Fourth Year)

The aim of the course is to achieve a high level of competence in the handling of Hebrew texts from at least two periods (Biblical; Rabbinic and Medieval; Modern) not just to translate them but to be able to discuss them from a wide range of perspectives, stretching all the way from language and textual criticism to literary and historical appreciation. For this reason attention is given to developing knowledge of the necessary historical and cultural background of the texts.

Compulsory Papers:

1) Hebrew composition and unprepared translation.

2) One option from Jewish Studies paper c.

Optional papers (you must choose two papers out of three papers listed below):

3) Prepared texts I: Biblical texts

4) Prepared texts II: Rabbinic and Medieval Hebrew texts

5) Prepared texts III: Modern Hebrew literature

Persian

Preliminary Examination (First Year)

The first three terms of your course are designed to give you a sound foundation in modern Persian. The Persian Prelims comprise two examination papers of 3 hours each:

1. Translation from Persian and reading comprehension
2. Translation into Persian and essay

You will prepare for these papers by attending language classes for up to 10 hours per week, and working independently on the course material. You will be required to build up a basic vocabulary, and to learn to use all the essential grammatical structures of modern Persian. The teaching method combines systematic presentation of grammatical and thematic topics during language classes with regular assignments in reading, writing and translation. Spoken language classes will develop your speaking and listening comprehension skills. There will be regular written tests taken in class time to monitor your progress and identify areas for development. The set texts for Paper 1 are available on Canvas. These are a selection of modern and classical Persian texts, most of which will have been read and discussed in class.

In the second and third terms of your first year you will also be preparing for your year abroad. We will support you in applying for the approved courses at the relevant institutions and for your visa. As the year progresses, the spoken classes will become more oriented towards the colloquial language and particular situations that you are likely to encounter on your year abroad.

Year Abroad (Second Year)

You will spend Year 2 in a Persian speaking country, following a course of study approved by the Faculty Board. We regularly review options for Persian study with a view to sending our students to the best institution for learning Persian. The courses will help you develop your language skills and will also cover areas such as media Persian and Persian literature. You should find it an exciting period, one which will test your initiative, stamina, and ability to respond to a quite different society. It will be a time to carry out research for your dissertation and to start thinking about and reading for your optional papers.

Currently, the second year of study comprises the Year Abroad in Yerevan, Armenia (12 weeks starting in September), and Dushanbe, Tajikistan (two 8-week terms starting in January with a two-week holiday break [Nawruz holiday approximately from March 16th to March 31st] between the two terms. For up-to-date information, please contact the Year Abroad Coordinators Dr Farniyaz Zaker and Ms Ani Beyt-Movsess.

Final Honour School (Third and Fourth Year)

In years 3 and 4 you will be pursuing linguistic and literary study in parallel as you work towards your Finals. Language work will continue steadily, and will continue to develop your capacity to speak, read and write modern Persian. You will have up to 5 hours of language classes each week, covering reading comprehension, translation into and out of Persian, essay-writing in Persian and speaking and listening comprehension. Classes and tutorials for your literature papers will cover modern and pre-modern literature, both poetry and prose. You will read and analyse the 'set texts' and write essays on literary and literary historical questions.

You will sit the following examinations at FHS:

1. Unprepared translation from Persian.
2. Translation into Persian and essay
3. Oral (as specified for the Honour School of Asian and Middle Studies).

Two papers from the following:

- Persian literature: 1000 – 1400.
- Persian literature: 1400 – 1900.
- Persian literature: 1900 – the present.

Turkish

In order to understand the scope of the EMEL syllabus in Turkish, a brief explanation is needed of the relationship between Turkish and Ottoman. Ottoman is the name given to the various forms of Turkish that were used in the Ottoman empire (1300-1922). The only common characteristic of the different styles of Ottoman is that they were written in the Arabic script. (This continued during the first few years of the Turkish Republic, until the adoption of the Latin alphabet in 1928.) Early Ottoman texts, although showing some lexical and grammatical differences from modern Turkish, tend to be fairly simple in style. Middle and late Ottoman texts contain a high proportion of Arabic and (in poetry and the more ornate prose) Persian vocabulary, and some grammatical constructions copied from those

languages. During the last century of the Ottoman empire the general movement of modernising reform brought with it a movement for simplification and rationalisation of the written language, and by the beginning of the 20th century the rise of Turkish nationalism began to turn this movement into a drive for linguistic purification. The official language reform programme launched by Atatürk in the 1930's took the project of purification much further than most Ottoman reformers had envisaged, and this movement has been largely 'successful', so that the Turkish of the last five decades or so is very different in terms of vocabulary from that of even the early years of the Republic.

The core part of the EMEL syllabus involves modern Turkish language skills, modern Turkish literature and modern Turkish political thought. The texts studied for these latter two papers include some in late Ottoman Turkish (studied in the Arabic script). You thus gain an understanding of the political, intellectual and cultural transformation of Turkish society from late Ottoman times to the present day. Beyond these core papers and the 'bridging' essay you choose one more paper out of four options, either penetrating into the earlier Ottoman cultural world, or looking at the language reform movement of the 19th-20th centuries, or studying the modern history of Turkey from 1807 to 1980.

Preliminary Examination (First Year)

The first three terms of your course are designed to give you a sound foundation in the Turkish language, including some experience of reading authentic texts. The examination comprises two written papers of 3 hours each:

1. Prepared and unprepared texts for translation from Turkish into English.
2. Turkish grammar and translation from English into Turkish.

You are expected to attend language classes up to 7 hours per week, and to work on the course material systematically by yourself every day. You will be required to build up a basic vocabulary, and to learn to handle all the basic grammatical structures during these three terms. The teaching method combines grammatical exposition with oral practice and conversation sessions. Written translation exercises are set on the material covered each week. These are assessed and gone over in class. In the second half of the year the prescribed texts for Paper 1 are read in detail. The set texts for Paper 1 consist of some short poems, some traditional Nasrettin Hoca tales and three modern short stories. Copies will be provided. All texts will be read in full in class.

Set texts will be made available on Canvas.

Final Honour School (Third and Fourth Year)

You will be studying the following papers in your final 2 years:

6A Unprepared translation from modern Turkish (half-paper)

6B Translation into Turkish (half-paper)

7. Spoken Turkish

8. Turkish political and cultural texts, 1860 to the present

9. Modern Turkish literary texts

10. One paper chosen from the following:

    a) Ottoman historical texts

    b) Turkish Literature: General Questions

    c) Turkish and Ottoman literary texts, 1300-1900

    d) Turkish language reform and language politics from 1850 to the present day

    e) The Ottoman Empire and the Republic of Turkey, 1807-1980