



Centre for the Advanced Study of the Arab World (CASAW)

مركز الدراسات المتقدمة للعالم العربي



A Language-Based Area Studies Initiative funded by the AHRC, ESRC, HEFCE and SFC

CASAW MSc in Arab World Studies Programme Handbook

2009-10

Administrative Address:
Centre for the Advanced Study of the Arab World
University of Edinburgh
16-19 George Square
Edinburgh EH8 9LD
www.casaw.ac.uk

Table of Contents

• Letter from the Director	2
• Main Contact Details	3
• Introductory Note	4
• What is CASAW?	5
• CASAW Programme Objectives	6
• The Masters Degree in Arab World Studies Explained	8
• Institutional Information	
• University of Edinburgh	13
• Durham University	22
• University of Manchester	31
• Academic Staff Details	
• University of Edinburgh	44
• Durham University	45
• University of Manchester	46
• Declaration of Own Work	48

Dear Students

Welcome to the Centre for the Advanced Study for the Arab World.

CASAW was set up with £5 million of government money as a collaborative enterprise pooling the resources of the Universities of Edinburgh (the lead institution), Durham and Manchester. This represents a major investment in the long-term future of Arab World Studies, founded on the belief that Britain urgently needs fresh and sustained expertise on the Arab world delivered by specialists thoroughly trained in Arabic.

I expect that you are as excited by the prospects that the Centre offers as the staff of CASAW. They are looking forward to working with you so that we can bring much-needed knowledge of the Arab world and its culture to the public at large, at a time when such knowledge is of the utmost importance. You will be part of a new generation of Arabists who will become the future specialists of the field, whether in academia or in the public and private sectors more broadly.

I very much hope that you will enjoy your time at CASAW, and that you will relish participating in the range of activities organised by the Centre.

This handbook is intended to help you find your way through the course offerings and official procedures operated by CASAW in conjunction with all three universities. Any queries should be addressed in the first instance to the CASAW Administrator, Sophie Lowry.

I wish you all the very best of success and look forward to meeting all of you individually in due course.

With best wishes

A handwritten signature in black ink, reading "Elisabeth Kendall". The signature is written in a cursive, flowing style.

Dr Elisabeth Kendall
Director, CASAW

Main Contact Details

CASAW Central Administrative Office:
University of Edinburgh
16-19 George Square
Edinburgh EH8 9LD

Tel: +44 (0) 131 650 6814
Fax: +44 (0) 131 650 6804
Email: admin@casaw.ac.uk
Website: www.casaw.ac.uk

Durham Contact:

Institute for Middle Eastern and Islamic Studies
Durham University
The Al-Qasimi Building
Elvet Hill Road
Durham DH1 3TU
Tel: +44(0) 191 334 5680
Fax: +44(0) 191 334 5661
Email: lorraine.holmes@durham.ac.uk

Manchester Contact:

Middle Eastern Studies
University of Manchester
Oxford Road
Manchester M13 9PL
Tel: +44 (0)161 275 3602
Fax: +44 (0)161 275 3031
Email: amanda.mathews@manchester.ac.uk

Introductory Note

This handbook is intended as a guide to students during their time on the CASAW 2-year Masters programme. It details what is expected of students on this CASAW programme as well as what students can expect from this programme.

Students who receive these materials acknowledge their understanding and acceptance of the guidelines and regulations noted herein. Students are expected to be familiar with these and adhere to them.

This handbook does not supersede applicable university regulations, copies of which have been, or will be, made available and/or are accessible on the web. Students are responsible for familiarising themselves with the relevant regulations. Please feel free to consult any CASAW staff member if questions or difficulties arise.

What is CASAW?

In 2005, the Higher Education Funding Council for England (HEFCE), the Economic and Social Research Council (ESRC), the Arts and Humanities Research Council (AHRC) and the Scottish Funding Council (SFC) invited bids to create specialist centres for the advanced language-based study of the Arabic-speaking world, China, Japan and Eastern Europe. These areas and their languages were selected for their key importance to the UK's national interests on a cultural, political and economic level. The centre for studies and research relating to the Arabic-speaking world was awarded to CASAW (Centre for the Advanced Study of the Arab World), an Edinburgh-led collaboration between the Universities of Edinburgh, Durham and Manchester.

CASAW began in September 2006 and operates with an initial five years of public funding. The Director is Dr Elisabeth Kendall (Edinburgh) with Professor Hoda Elsadda (Manchester), Professor Paul Starkey (Durham) and Professor Anoush Ehteshami (Durham) as Co-Directors. It fields one of the largest concentrations of expertise in the UK, bringing together over 50 full-time members of staff drawn from a variety of departments in the arts, humanities and social and political sciences, all working on areas directly related to the Arabic-speaking world. CASAW's priority is to safeguard the future health of the field in the UK, training the next generation of academics and providing a vital flow of expertise to sustain the needs of the public and private sectors. It will serve national strategic interests by building crucial capacity in Arabic language expertise coupled with advanced research methods skills in the social and political sciences, arts and humanities.

In uniting to create CASAW, Edinburgh, Manchester and Durham have taken full advantage of the opportunities created for co-ordinated collaboration in teaching and research, centred around a variety of advanced training programmes, research and flagship activities such as conferences, symposia and workshops. Among those research areas to receive new investment are jihad and martyrdom, diaspora studies, minority identities, regional security, information and communication technologies, social and political activism and cultural studies.

Through these activities, CASAW aims to become a focal point for advanced multidisciplinary expertise on the Arab world with its credibility firmly anchored in Arabic language ability. In its first five years, CASAW aims to support 8 post-doctoral fellowships, over 50 PhD and Masters awards, as well as providing mid-career training opportunities and bursaries for visiting fellows. Of particular interest to students is the Centre's new 2-year Masters programme in Arab World Studies, which includes intensive Arabic language training and fieldwork in the Arab world alongside advanced training in research methods. All intensive *ab initio* Arabic language training takes place in Edinburgh.

CASAW aims to create opportunities for a vibrant culture of collaboration to emerge between scholars, disciplines, departments and institutions – in the UK, the Arab world and internationally.

CASAW Programme Objectives

- To develop student interest in and knowledge of the historical and contemporary Arab World from a range of disciplinary perspectives;
- To provide a thorough grounding in modern critical and theoretical approaches to Arab World Studies, Middle Eastern Politics and Area Studies;
- To deliver a programme of study that introduces students to the study of the literature, history, politics and culture of Arabic-speaking countries, and familiarises them with key primary texts in the original language and in translation;
- To offer graduates without any Arabic language competence the opportunity to learn the Arabic language *ab initio* and to experience Arab culture through a period of immersion in the Arab world;
- To make students fully conversant with the methods of scholarly research in a humanities or social science discipline and with the resources necessary for such research.

CASAW Programme Outcomes

Students should be able:

- To display a critical understanding of the different academic approaches to, and debates within, the scholarship of the Arab world;
- To evaluate critically both primary and secondary source materials relevant to the study of the Arab world, and the context of these sources within the wider field.
- To show a critical understanding of the religious, political and other ideological preconceptions of written and other material relating to the discipline;
- To identify topics for further study and research, through critical evaluation of the relevant source materials;
- To assess the validity of opinions and research outcomes presented by scholars of the Arab world;
- To demonstrate a sophisticated academic understanding of particular aspects of the language, literature and culture of the Arab world, those aspects being determined by their choice of course units;
- To analyse source materials relevant to the study of the Arab world, taking into account the different genres through which the materials are presented;

- To develop and present arguments, in brief or extended form;
- To use IT and visual aids in the development and presentation of research and other materials;
- To use library and web resources in the gathering of materials;
- To work confidently with foreign language sources;
- To carry out independent research and information-gathering exercises;
- To write formal reports;
- To speak confidently in public.

The Masters Degree in Arab World Studies Explained

The two-year Masters degree in Arab World Studies comprises 8 months in Edinburgh dedicated to intensive study of the Arabic language and training in research methods followed by 4 months at an approved institution in the Arab world. Students will be based in their primary institution for the second year of the degree.

In the event that the Primary Institution is Durham or Manchester, students will be registered as ‘visiting postgraduate students’ of Edinburgh during their first year of study.

Year 1 at Edinburgh

Semester One:

Course Name	Course Code	Credits
Induction – Introduction to Arabic-Speaking World Students will be required to take this area-specific induction course, run in Edinburgh at the start of each academic year. It will be team-taught over 2 days by staff from a variety of departments across the 3 institutions who will present the Arabic-speaking world from a multidisciplinary perspective. Attendance is compulsory.	NA	0
Intensive Arabic A This course introduces the basic structures of the grammar of Modern Standard Arabic (MSA) and is designed to teach students to understand, speak and write MSA to an advanced elementary / low intermediate level.	P02483	50
Research Methods Courses: Data Collection This introduces key methods of data collection and gives students practical, hands-on training in a range of data collection skills. Data Analysis Students are trained to become proficient in a range of key quantitative research skills, to understand the links between theory and method and to grasp the epistemological implications of particular methodological approaches to social research.	P00002 P01508 P01509	20

Semester Two:

Course Name	Course Code	Credits
Intensive Arabic B The course consolidates the student’s knowledge of the grammar and syntax of Modern Standard Arabic (MSA). It is intended to develop further fluency in the reading of longer texts in MSA and to consolidate translation skills both into and from Arabic; to develop further the student’s ability in the four skills of reading, writing, listening and speaking; and to allow the student to derive maximum benefit from the prescribed summer residence abroad.	P02484	50
Advanced Issues in the Study of the Arabic Speaking World This is an advanced research skills course during which students are trained in the practical use of research methods in the social and cultural environment of the Arab world. It identifies the problems of cross-cultural research, addressing issues such as access, cultural relativism, ethics and safety.	P02485	20

Intensive Arabic C: Language Course in the Arab World

This course will be offered and assessed at a CASAW approved institution in the Arabic-speaking world. In past years, institutions have included the Kalimat Language and Cultural Centre in Cairo, Egypt and the IFPO/University of Damascus in Syria.

Progression

Provisional progression from Year 1 to Year 2 will be decided by the University of Edinburgh's "Interim Board of Examiners", after completion of the taught element in Edinburgh, and before students commence their placement at a Centre-approved institution in the Arab world.

On their return from the Arab world, students will also be required to undertake a diagnostic test in Arabic at their primary institution.

Further information on the 'Interim Board' is available below, at 'Details of Assessment' (page 16).

Further Practicalities

During year 1 at Edinburgh, students will be subject to the regulations and disciplinary codes of Edinburgh University and will have the right to make complaints and academic appeals to Edinburgh in accordance with Edinburgh's general regulations and complaints procedures.

During year 2, students will be subject to the regulations and disciplinary codes of the Primary Institution and will have the right to make complaints and academic appeals to the Primary Institution in accordance with the Primary Institution's general regulations and complaints procedures.

Students who withdraw from the Programme during their first year of study will be required to notify both the Centre and the Primary Institution of their withdrawal, giving adequate notice following the usual procedures of the respective institutions for the withdrawal of students.

For students in receipt of CASAW scholarship

If a student in receipt of a CASAW scholarship fails to meet the standards required at any point, CASAW reserves the right to terminate the scholarship.

Students in receipt of CASAW scholarships who withdraw from the programme without good grounds (e.g. ill health, genuine failure or other circumstances beyond their control) will be expected to repay all funding they have received.

Year 2 at your Primary Institution

University of Edinburgh

Course Name	Code	Credits
Intensive Arabic D	P02490	50
Research Design	SP0059	20
2 Option Courses	See below	40
Intensive Arabic E	P02492	30
Dissertation	P02494	60

Option course modules to the value of 40 credits from the following:

Course Name	Code	Credits
An Introduction to Twelver Shi'ism	P00357	20
Ideology & Political Practice in Modern Middle East	P00342	20
Mystical Islam	P00359	20
The History of Muslim-Christian Dialogue (to 1800)	P00338	20
Islam in the Modern World (from 1800)	P00344	20
Jihad: Theory & Practice	P00375	20
The Contribution of al-Ghazali to Classical Islamic Thought	P00372	20
Language and Society in Middle East & North Africa	P00346	20
The Early Development of Islamic Law	P00370	20
The History of Islamicate Medicine	P00297	20
Cinemas of the Middle East	P02136	20
Mosques, Palaces & Gardens in the Golden Age of Islam	P02465	20
Regional Analysis: Arab World	P00662	20
The Ethnography Seminar	P00661	20
Society and Development	P00730	20
Culture and Power	SA0059	20
Ritual and Religion	SA0079	20
Selected Texts	SA0060	20
Sociology of Nationalism	SY0097	20
Contemporary Issues in nationalism Studies 1	SY0078	20
Contemporary Issues in Nationalism Studies 2	SY0079	20
Case Studies in Nationalism	CA0012	20
Advanced Study in Human Geographical Research	P01769	20
Methodological Debates in Human Geography	P01767	20
Methodological Debates in Society and Space	P01832	20
Qualitative Approaches to the City	P01785	20
Research Design in Human Geography	P01768	20
The Middle East in International Politics	P00070	20
International Political Economy	P09997	20
International Security	P00087	20
International Relations Theory	P00064	20

* Other relevant courses may be taken with the permission of the Programme Convenor/and or Supervisor.

Durham University

Module	Code	Credits
Intensive Arabic D/E Students will continue Arabic language training at an intermediate or advanced level via a mix of classes, tutorials and directed independent study, as appropriate to their developing abilities and specific research needs.	ARAB30160	80
Research Methods and Dissertation Production This course will be organised by the prospective dissertation supervisor.	SGIA54615	15
Dissertation (Arab World Studies) Dissertation (Arab World Studies with Arabic) This is envisaged as an original piece of research of 12,000 to 15,000 words (including footnotes and bibliography), researched and written by the candidate and to be submitted in late August of year 2.	SGIA40160 or ARAB40360	60 60
3 Option Course Modules	See below	45

Option course modules to the value of 45 credits from the following:

Module	Code	Credits
International Relations and Security in the Middle East	SGIA41115	15
Politics, Government and Civil Society in the Middle East	SGIA45315	15
The Political Economy of Development in the Middle East	SGIA45615	15
Islamic Political Economy and Shariah Compliant Finance	SGIA45815	15
Islam and Politics: Issues in Contemporary Muslim Thought	SGIA41215	15

University of Manchester

Unit name	Code	Credits
Texts in Contemporary Arab Thought	MEST63301	15
Modern Arabic Literary Texts	MEST70312	15
Arabic Language	CAWS	15
Critical Approaches to Middle Eastern Studies	MEST60230	30
Dissertation		60
Option Courses	See below	45

Unit name	Code	Credits
Modern Islamic Texts in Arabic	MEST60142	30
Classical Arabic Islamic Texts	MEST60151	15
Islamic Exegetical Texts in Arabic	MEST70152	15
The Arab Cultural Renaissance	MEST70672	15
Modern Theories and the Study of Islam	MEST60132	30
The Politics of Gender in the Arab World	MEST60191	15
Approaches to the Study of Modern Middle Eastern History	MEST70121	15
Controversies in Modern Middle Eastern History	MEST70322	15
The Persian <i>ghazal</i> : Origins and Development of a Poetic Genre	MEST63402	15
Transformations in Modern Jewish Identities	MEST63001	15
Middle Eastern Jews Before and After 1948	MEST61112	15
Contested Narratives: Paradigms of 20th Century Iranian National History	MEST70161	30
Ottoman Turkish Literature	MEST60361	15
Introduction to Comparative Semitic Philology	MEST70141	15
Avant-Garde Cinema in the Middle East	MEST61162	15

Institutional Information

University of Edinburgh

1. Registration and Administration

Procedures and requirements for assessment are fully addressed in the University's *Code of Practice for Taught Postgraduate Programmes*. This document is also available on the web at: <http://www.postgrad.ed.ac.uk/>. Key information about this and other aspects of postgraduate academic administration at Edinburgh are available at: www.acaffairs.ed.ac.uk.

You are expected to read and adhere to the guidelines laid down therein. Hard copies of this and related documents are available from the College Postgraduate Office (1st floor, David Hume Tower) and are given out at matriculation.

The Legislation passed recently by the UK Government relating to Points-Based Immigration requires all universities to monitor the attendance of their international students. In the College of Humanities and Social Science, we intend to meet this duty by monitoring the attendance of all our students, as this will give us a positive opportunity to identify and help all students who might be having problems of one kind or another, or who might need more support.

2. Programme Director and Supervision

The Programme Director is responsible for the smooth running of the course, including responsibility for admission and promotion, plus co-ordination of teaching inputs, examinations, programme evaluation, and curriculum development. The Programme Director is charged with facilitating the students' orientation and smooth progression throughout the degree. The Programme Director is also available as a first line of pastoral support.

The Programme Director may be designated as the initial supervisor for all students in Year 1 of the Masters Programme. When students pass to Year 2 of their programme at the Primary Institution, a new Programme Director/Supervisor will be appointed from that Institution. For those progressing to the dissertation stage, a new supervisor from a field appropriate to the student's chosen dissertation topic will be allocated.

Dr Elisabeth Kendall is the Programme Director for students at Edinburgh.

Location: 19 George Square, Room 1/3

Telephone: +44 (0) 131 650 9950

Email: Elisabeth.Kendall@ed.ac.uk

3. Pastoral and academic support and guidance

In the first instance, issues related to a specific course should be addressed to the tutor of the course in question. The Programme Director/Supervisor is available as a first line of pastoral support and advice for any academic or personal issues which may arise whilst on the Programme, especially in the event that matters cannot be resolved with the tutor. It is the

student's responsibility to inform the Programme Director immediately of any matters that are interfering with the student's coursework or progress through the Programme.

Students may certainly also raise issues with the appropriate Postgraduate Dean *if matters cannot be resolved through these other routes.*

Please be reminded that CASAW, the Programme Director and other academic and administrative staff will use your student email address for all official correspondence. It is the student's responsibility to read this correspondence and respond when necessary. *No official emails will be sent out to any personal addresses* (e.g. hotmail, yahoo, gmail, etc.). Students are requested to keep the Programme Director, the CASAW office in Edinburgh and the Course Convener at their Primary Institution informed of their address and all contact details. Please note that all email correspondence, while confidential, may be retained by the Programme Director and/or other members of CASAW staff until an appropriate time.

As a general rule CASAW expects that students will liaise with the Programme Director at least monthly.

4. **Details of Assessment**

General:

Individual modules within the programme will have their own assessment procedures.

An interim board of examiners for the overall Programme is based at Edinburgh. Its membership includes at least one representative from each of the Primary Institutions and at least two Edinburgh representatives with responsibility for the Programme's first year of study. The membership of the interim board of examiners will be appointed in accordance with the regulations and procedures of the University of Edinburgh and its business will be conducted in accordance with the University of Edinburgh's regulations.

The interim board of examiners will meet at the end of the academic term each year, to consider the progress of students in their first year of study on the Programme. The University of Edinburgh will be responsible for providing the interim board of examiners with the results of the assessment of students in their first year of the taught element in a timely fashion before the meeting of the interim board of examiners.

In addition, students **are expected as a matter of course** to participate in events and activities connected with the Middle East in whatever university they are studying. That means attending one-off lectures, seminars and workshops in addition to the classes scheduled for the programme. Students may also be expected to present a paper (or papers) on their own work at such gatherings.

Edinburgh-based courses will be marked according to Edinburgh University's Postgraduate Common Marking Scheme, details of which are given below, under Assessment Requirements.

Upon return from their placement in the Arab world, students will be required to undertake a diagnostic language assessment, the content of such assessment to be set by each partner

institution. The Primary Institution will administer the assessment. As noted above, decisions on progression to Year 2 will be conditional on each student's satisfactory completion of the period of residence abroad.

Students whose Primary Institution is the **University of Edinburgh** and who do not meet the requirements for progression to year two will be eligible for the award of a Postgraduate Certificate in Arab World Studies, with Arabic subject to their having been awarded a minimum of 40 credits at Level 4 and a minimum of 40 credits in Arabic language modules. Students not eligible for progression to Year 2 who are not awarded at least 40 credits in Arabic language modules, but who gain 60 credits at Level 4, will be eligible for the award of the Postgraduate Certificate in Arab World Studies.

Students who, having completed Year 2, have not met the requirements for the award of the Master in Arab World Studies with Arabic will be eligible for the award of the Postgraduate Diploma or a Postgraduate Certificate in Arab World Studies with Arabic in accordance with the core regulations.

Distinction:

To achieve a distinction, a student at Edinburgh must have been awarded at least 70% on the University's Postgraduate Common Marking Scheme for the dissertation and must also have been awarded a mark for the coursework element that is also at least, or very close to (as defined by local practice), the 70% standard.

Board of Examiners:

A final board of examiners for the Programme will be established by the Primary Institution, whose membership will include at least one representative of Edinburgh and at least two representatives of the Primary Institution with responsibility for the Programme's second year of study. The membership of the final board of examiners will be appointed in accordance with the regulations and procedures of the Primary Institution, and its business will be conducted in accordance with the regulations of the Primary Institution.

The final board of examiners will meet in accordance with the Primary Institution's standard regulations and procedures, in respect of students in their second year of study on the Programme.

The appointment of a Programme external examiner, who will be a member of the interim board of examiners and the final board of examiners, will be approved by the Primary Institution in accordance with its regulations and code of practice on external examining. The roles and duties of this external examiner will be as laid down in the Primary Institution's code of practice on external examining.

Late Work:

Note that sympathetic allowance may be made for students who are unable, through circumstances beyond their control, to submit coursework exercises. Staff expect students to inform them immediately of any such circumstances. Students failing to submit coursework on time without valid reason will be penalised as follows: a penalty of 5 percentage points for each working day up to 5 days, after which a mark of 0% should be recorded. Thus, for

example, work assessed at 60% but submitted up to one day late would receive a mark of 55%; 2 days late would receive 50% etc).

Grades and Grading:

Non-pass/fail essays and examinations for Edinburgh-based taught courses utilise the marking scheme below:

Mark (%)	Grade	Description
90-100	A1	An excellent performance, satisfactory for a distinction
80-89	A2	
70-79	A3	
60-69	B	A very good performance
50-59	C	A good performance, satisfactory for a masters degree
40-49*	D	A satisfactory performance for the diploma, but inadequate for a masters degree
30-39	E	Marginal fail
20-29	F	Clear fail
10-19	G	Bad fail
0-9	H	

The dissertation is assessed as below:

Mark (%)	Grade	Description
90-100	A1	An excellent performance, satisfactory for a distinction
80-89	A2	
70-79	A3	
60-69	B	A very good performance
50-59	C	A good performance, satisfactory for a Masters degree
40-49*	D	A satisfactory performance for the diploma, but inadequate for a Masters degree
30-39**	E	Marginal fail***
20-29	F	Clear fail***
10-19	G	Bad fail***
0-9	H	

* A mark of 47 – 49 may be used to denote the possibility that by minor revision the work may be upgraded to Masters standard

** A mark of 37 – 39 may be used to denote the possibility that by minor revision the work may be upgraded to diploma standard.

*** In those programmes where a diploma may be awarded for the taught component only, a failed dissertation may be put aside and the diploma awarded. The time allowed for revision is not more than ten working days.

The assessment scheme for Edinburgh’s Taught Postgraduate degrees is available via <http://www.acaffairs.ed.ac.uk/>.

5. Individual course details

Course outlines for the various modules will be made available to you by the tutors of these courses by the time of their first meeting in the relevant semester.

These outlines will include: a statement of the course aims and objectives (or learning outcomes), an outline of the structure and content of the course, basic information about the convenor and teacher(s), place and time, assessment requirements and, as relevant, a statement about the level and suitability of the course.

6. **Facilities**

Research:

The Class Library of the Department of Islamic and Middle Eastern Studies (IMES), called the Islamic Library, located on the first floor of 19 George Square, is generally for the use of postgraduates and staff, as most of its holdings are in Arabic, Persian and Turkish, or are advanced research texts. The Library's hours are posted on the door each semester, and the Library is usually open for several hours most days. It is a research-only library and borrowing is not permitted by any students.

Edinburgh University's Main Library is located on the south side of George Square. This will be your first port of call for library facilities. Reading materials assigned for courses are generally available in the Reserve Reading ('Reading Room') in the Library. Other books are available in their location within the Library. Books acquired since 1985 are catalogued on-line and this catalogue can be accessed via the various terminals scattered about the University. You can also access the catalogue and check your own borrowing records on-line. The Library's url is: <http://www.lib.ed.ac.uk/>. During the next few years the Main Library is undergoing substantial physical renovation. Updates on the progress of the work are available via the Library website. There are regular introductory tours of the whole Main Library, especially during the autumn semester.

Computing:

You are assumed to be knowledgeable in and equipped with such skills at the postgraduate level and the Department strongly encourages continued student familiarity with both word processing and information technology. Proficiency in these is a prerequisite for successful course and research work at the postgraduate level.

Edinburgh University Information Services runs regular introductory courses and a variety of other courses on the computer facilities available at the University and computing generally, especially during the first semester of each academic year. You can browse these programmes and make bookings at <http://www.ucs.ed.ac.uk/usd/cts/courses/>. The full range of IS services is described at <http://www.is.ed.ac.uk/>

Open access lab information is available at http://www.ucs.ed.ac.uk/fmd/central_labs.html.

There are also computing terminals for postgraduates of the School of Literatures, Languages and Cultures in the basement of 19 George Square.

Centre for Teaching, Learning and Assessment:

The TLA Centre, located at Moray House, offers a wide variety of courses to help students consider strategies for making the most of their studies. Most semesters the Centre offers, for example, a series of study skills sessions organised by the College of Humanities and Social Science Teaching Committee. There are often one-hour lunch time sessions on such themes

as 'Studying at University', 'Lectures', 'Information Resources', 'Essay Writing', 'Tutorials', and 'Preparing for Class Exams'. There is also be a session for students in honours level studies entitled 'Undertaking a Dissertation, Long Essay or Project and Producing the Report'. Staff at the Centre are also available for one-to-one consultations on academic matters. For information visit: <http://www.tla.ed.ac.uk/>.

Other Student Services:

The University maintains a confidential counselling service at 31 Buccleuch Place (tel 650 4170); email: student.counselling@ed.ac.uk. For more information visit <http://www.student-counselling.ed.ac.uk/>

EUSA's Advice Place (<http://www.eusa.ed.ac.uk/advice>), with several locations across the University, is a year-round drop-in advice centre, offering free, confidential and independent advice on a range of subjects including money issues, accommodation problems, academic concerns etc.

CASAW welcomes disabled students (including those with specific learning difficulties such as dyslexia) and is working to make all our courses accessible. If you wish to talk to a member of academic staff about the programme's requirements and your particular needs please contact the Course Organiser.

Those resident in Edinburgh can also contact the Disability Office, 6 - 8 South College Street (tel 650 6828), and an Advisor will be happy to meet with you. The Advisor can discuss possible adjustments and specific examination arrangements with you, assist you with an application for Disabled Students' Allowance, give you information about available technology and personal assistance such as note takers, proof readers or dyslexia tutors, and prepare a Learning Profile for your School which outlines recommended adjustments. You will be expected to provide the Disability Office with evidence of disability - either a letter from your GP or specialist, or evidence of specific learning difficulty. For dyslexia or dyspraxia this evidence must be a recent Chartered Educational Psychologist's assessment. If you do not have this, the Disability Office can put you in touch with an independent Educational Psychologist. For information on accessible PCs provided by Edinburgh University Computing Service (EUCS) see <http://www.ucs.ed.ac.uk/disability/accessiblepcs.html>.

Careers:

The University has a Careers Service (<http://www.careers.ed.ac.uk/>) located at 33 Buccleuch Place. The Careers Service urges you to begin early in planning seriously for life after the degree. The Service annually publishes a lengthy but readable guide to its own services. The Service also offers assistance in preparing job applications, successful interviewing, further postgraduate study and training, and skills workshops.

Postgraduates are especially encouraged to monitor job announcements and announcements of conferences and seminars made available to them from the Department and their supervisor, either as posted in the Department or sent out via email.

7. Student Feedback

Student feedback and evaluation are a valued input to curriculum and programme review and development at CASAW and its member institutions. Formally, students will be asked to complete evaluation forms on each module they take, and to attend (or select representatives for) staff-student meetings held during the academic year.

At Edinburgh representatives are also welcome to participate in the Edinburgh University Students' Association (EUSA).

Informal feedback is welcome at any time.

8. Plagiarism

Plagiarism is the act of copying or including in one's own work, without adequate acknowledgement, intentionally or unintentionally, the work of another, for one's own benefit. Plagiarism is a serious disciplinary offence and even unintentional plagiarism can be a disciplinary matter.

This course book contains a **Declaration of Own Work**, which you must complete and attach at the top page to any written work you submit for this programme. You should make a photocopy of the form from this course book.

The guidance given below is intended to clear up any misunderstandings you may have about plagiarism in relation to Arab World Studies.

Edinburgh University's regulations and general guidance for students and regulations about plagiarism can be found at <http://www.acaffairs.ed.ac.uk/Administration/GuidanceInformation/AcademicBestPractice/PlagiarismGuidance.index.htm>. This includes the University's procedures for dealing with different kinds of plagiarism and advice about what to do if you are accused of plagiarism. If students are still unsure about how to avoid plagiarism, having read these guidance notes, students should approach your tutor/Programme Director for further advice.

The key to avoiding plagiarism is to make sure to give correct references for anything taken from other sources to include in academic work. This might include, for example, any ideas, theories, findings, images, diagrams or direct quotations have used. **You should use a consistent system to signal, within the text of your work, the origins of any material taken from another source, even if you have put it into your own words. If you take any material word for word from another source it is essential that you make it clear to your reader that this is what you have done.**

If you take material from another source, change a few words and then include the reference **you may still have committed a plagiarism offence** because you have not made it clear to your reader that you have essentially reproduced part of the original source. You should either express the ideas fully in your own words and give the reference or use clearly labelled direct quotes. Bear in mind that if you include too many direct quotes in your work this may reduce your grade, as the marker will find it difficult to see evidence of your own

understanding of the topic. **You must also include a reference (or bibliography) section at the end of your work that provides the full details of all of the sources cited within the text.** You should be aware that, for work done in your other subject areas, you might be expected to use a different referencing system.

As referencing is something which students often find confusing, our course books contain a series of examples of correct style for footnote and bibliography references.

1) There is information about referencing on-line sources at –
<http://www.aaps.ed.ac.uk/regulations/plagiarism/CitingElectronicSources.htm>

2) Some examples of guidance for students about these issues can be found at –

<http://www.princeton.edu/pr/pub/integrity/pages/plagiarism.html>
<http://dissc.tees.ac.uk/Plagiarism/Plag-4.htm>

This process of referencing may seem rather complicated and arbitrary, if it is new to you, but it should begin to make more sense as you progress through your studies here. In order to assess your work and to give you useful feedback your marker needs to have a clear sense of what ideas you have developed for yourself and what comes from elsewhere. To be fair to all students on the course it is important that each student is given grades that accurately reflect his/her own efforts. As you learn to produce work at a university standard, you are developing the skills that will allow you to participate within wider communities of scholars. In these communities new knowledge and understanding are often developed by building on the work of others. By properly acknowledging earlier work you give credit where it is due and help to maintain the integrity and credibility of academic research in this area. Clear referencing also allows readers to learn about the wider literature through your work. It is often the case that understanding the ways in which particular scholars have contributed to the development of the literature makes it much easier to make sense of the current state of play.

In our field there are certain facts, which are so well known that it is not necessary to provide references for them in your work. This is what is known as the ‘common knowledge’ of this subject area. At first it can be difficult to know what is and is not common knowledge and it is better to err on the side of giving references if you are in doubt.

Sometimes, even when students know what plagiarism is, they find it hard to know what to do instead. In other words, it can be hard to understand how to develop and express your own ideas in an appropriate manner for your assessed work. You may wonder, for example, what you can add to the debate on a topic when the authors whose work you are reading seem to know much more than you do. This is something you will be learning to do gradually over the course of your studies. One way to learn about this is to pay close attention to the ways in which your tutors generate arguments or support their points. You might also want to read about current debates in the field to see how claims and counter-claims are made. You may also be given guidance about how to develop your own perspectives in this and other of the Department's courses. To start you off, here are some questions that you could ask yourself to help to develop your own views about a topic -

Can I learn anything from comparing and contrasting these rival points of view?
What do I find particularly convincing about this author's argument?
Could the criticism made by author A of the work of author B also be applied to author C?
What is the author's purpose in writing this article?
What has the author focused on and what is left out?
Does what the author is saying fit with my own experiences?
Is the evidence given to support the arguments convincing?
Is the author trying to argue by unfair means, for example, by oversimplifying or misrepresenting an opposing viewpoint?
What are the weaknesses of this author's work?

Students sometimes wonder where to draw the line between discussing their ideas with their peers (which can be an excellent learning experience) and unacceptable collusion. The time to be particularly careful is when you are preparing work for assessment. You need to be certain that the work you submit represents your own process of engagement with the task set. You may get into difficulty if, for example, reading another student's plan for their work influences you, or if you show them your plan. Assisting another student to plagiarise is a cheating offence. You can read more about this issue in the FAQ at the end of the University's general plagiarism guidance

<http://www.aaps.ed.ac.uk/regulations/Plagiarism/Intro.htm>.

In addition to giving references for all the materials that you have actually included within your assignments, it is important to acknowledge appropriately other sources of guidance you have used when preparing your work. These may include materials which you have been assigned to read for this course or other materials which have been suggested to you.

Accidental plagiarism is sometimes a result of a student not yet having fully come to terms with how to study effectively at university. For example, the ways in which students take their notes sometimes makes it difficult for them to distinguish later between verbatim quotes, paraphrased material and their own ideas. Students may also plagiarise unintentionally because they have been feeling daunted by a piece of work and so have put it off for so long that they have had to rush to meet the deadline. If you think these kinds of wider issues may be relevant to you, you should raise this in class or with your tutor or the Course Convener/ Programme Director. You may also wish to look at the website of the University's Study Development Adviser which gives details of workshops and resource materials about effective learning at university, some of which are relevant to plagiarism (www.tla.ed.ac.uk – under information for students).

Durham University

1. Registration and Administration

For those at **Durham University** the School of Government and International Affairs produces a Taught MA Handbook, which is available from Barbara Farnworth, SGIA, The Al-Qasimi Building, Elvet Hill Road and also on DUO at SGIA pg students. This includes assessment and marking criteria and information on feedback on academic progress and marks.

Other relevant guidelines and regulations are contained in the 'Teaching and Learning Handbook' (<http://www.dur.ac.uk/teachingandlearning.handbook/>), with additional information being provided in other manuals: <http://www.dur.ac.uk/gateways/handbooks/>. Appeals, Complaints and Discipline procedures: <http://www.dur.ac.uk/gsu/appeals/> Student feedback: <http://www.dur.ac.uk/teachingandlearning.handbook/index5.pdf> Monitoring of student progress: <http://www.dur.ac.uk/teachingandlearning.handbook/index2.pdf> Examinations and assessment: <http://www.dur.ac.uk/teachingandlearning.handbook/index6.pdf>

Durham University's appeals procedure can be found at <http://www.dur.ac.uk/resources/university.calendar/volumei/current/regs.appeals.pdf>

2. Course Convener and Supervision

The Course Convener is responsible for the smooth running of the course, including responsibility for admission and promotion, plus co-ordination of teaching inputs, examinations, programme evaluation, and curriculum development. The Course Convener is charged with facilitating the students' orientation and smooth progression through the degree. The Convener is also available as a first line of pastoral support.

The Course Convener may be designated as the initial supervisor for all students in Year 1 of the Masters Programme. When students pass to Year 2 of their programme at the Primary Institution, a new Course Convener/Programme Director/Supervisor will be appointed from that Institution. For those progressing to the dissertation stage, a new supervisor from a field appropriate to the student's chosen dissertation topic will be allocated.

Professor Anoush Ehteshami is the Course Convener in the School of Government and International Affairs.

Location: International Office, Old Shire Hall, Old Elvet

Telephone: +44 (0) 191 334 6324

Email is a.ehteshami@durham.ac.uk

Professor Paul Starkey is the Course Convener in the School of Modern Languages and Cultures.

Location: Elvet Riverside

Telephone: +44 (0) 191 334 5667 or +44 (0) 191 334 3417

Email: p.g.starkey@durham.ac.uk.

3. Pastoral and academic support and guidance

In the first instance, issues related to a specific course should be addressed to the tutor of the course in question. The Course Convener/Programme Director/Supervisor is available as a first line of pastoral support and advice for any academic or personal issues which may arise whilst on the Programme, especially in the event that matters cannot be resolved with the tutor. It is the student's responsibility to inform the Convener immediately of any matters that are interfering with the student's coursework or progress through the Programme.

Students may certainly also raise issues with the Director of CASAW, as well as the appropriate Postgraduate Dean *if matters cannot be resolved through these other routes*.

Please be reminded that CASAW, the Course Convener and other academic and administrative staff will use your student email address for all official correspondence. It is the student's responsibility to read this correspondence and respond when necessary. *No official emails will be sent out to any personal addresses* (e.g. hotmail, yahoo, gmail, etc.). Students are requested to keep the Course Convener, the CASAW office in Edinburgh and the Course Convener at their Primary Institution informed of their address and all contact details. Please note that all email correspondence, while confidential, may be retained by the Convener and/or other members of CASAW staff until an appropriate time.

As a general rule CASAW expects that students will liaise with the Convener at least monthly.

4. Details of Assessment

General:

Individual modules within the programme will have their own assessment procedures.

An interim board of examiners for the overall Programme is based at Edinburgh. Its membership includes at least one representative from each of the Primary Institutions and at least two Edinburgh representatives with responsibility for the Programme's first year of study. The membership of the interim board of examiners will be appointed in accordance with the regulations and procedures of the University of Edinburgh and its business will be conducted in accordance with the University of Edinburgh's regulations.

The interim board of examiners will meet at the end of the academic term each year, to consider the progress of students in their first year of study on the Programme. The University of Edinburgh will be responsible for providing the interim board of examiners with the results of the assessment of students in their first year of the taught element in a timely fashion before the meeting of the interim board of examiners.

In addition, students **are expected as a matter of course** to participate in events and activities connected with the Middle East in whatever university they are studying. That means attending one-off lectures, seminars and workshops in addition to the classes scheduled for the programme. Students may also be expected to present a paper (or papers) on their own work at such gatherings.

Edinburgh-based courses will be marked according to Edinburgh University's Postgraduate Common Marking Scheme, details of which are given below, under Assessment Requirements.

Upon return from their placement in the Arab world, students will be required to undertake a diagnostic language assessment, the content of such assessment to be set by the Primary Institution. The Primary Institution will administer the assessment. As noted above, decisions on progression to Year 2 will be conditional on each student's satisfactory completion of the period of residence abroad.

Distinction:

To be eligible for the award of MSc Arab World Studies with distinction, candidates shall:

- achieve an overall average of 65% or greater across all Level 4 modules taken in years one and two;
- obtain a mark of 70% or greater in modules to the value of at least 90 credits at level 4 including the dissertation;
- and achieve an overall average of 65% or greater in the Arabic language modules taken in Year 2, and
- obtain a mark of 70% or greater in Arabic language modules taken in Year 2 to the value of at least 30 credits.

Candidates who, having completed Year 2, have not met the requirements for award of the MSc in Arab World Studies shall be eligible for the award of a Postgraduate Diploma or Postgraduate Certificate in Arab World Studies in accordance with the core regulations.

Candidates for the MSc programme who fail to satisfy the requirements for the award of MSc but who have achieved 180 credits at Masters level, including a Masters level pass in the Dissertation, shall be awarded the degree of Master of Arts in International Affairs (The Arab World).

Board of Examiners:

A final board of examiners for the Programme will be established by the Primary Institution, whose membership will include at least one representative of Edinburgh and at least two representatives of the Primary Institution with responsibility for the Programme's second year of study. The membership of the final board of examiners will be appointed in accordance with the regulations and procedures of the Primary Institution, and its business will be conducted in accordance with the regulations of the Primary Institution.

The final board of examiners will meet in accordance with the Primary Institution's standard regulations and procedures, in respect of students in their second year of study on the Programme.

The appointment of a Programme external examiner, who will be a member of the interim board of examiners and the final board of examiners, will be approved by the Primary Institution in accordance with its regulations and code of practice on external examining. The roles and duties of this external examiner will be as laid down in the Primary Institution's code of practice on external examining.

Special Circumstances:

At **Durham**, Modern Languages and Cultures' policy is that, in accordance with institutional policy, a mark of **zero** is awarded for **any late work** unless evidence of good cause is provided, such as illness (substantiated by a medical certificate). Candidates who request a deadline extension must obtain written permission from the Chair of the relevant Examinations Board via the School Administrator.

Normally an extension is granted only where circumstances beyond the control of the student prevent him/her from handing in the work. If a new deadline has been agreed, it must be communicated to the student in writing by the School Administrator on the advice of the Chairman/woman of the BOE and a copy will be kept on the student's file.

Students who fail to submit coursework by the appropriate deadline will be awarded a mark of zero. In such cases the student should be contacted and the failure to submit investigated promptly.

The School of Government's Policy is that work handed in late will not be marked in the absence of certified evidence of medical or other personal problems.

Grades and Grading:

The **Durham** assessment criteria are as follows:

Result	Descriptor
86% – 100%	The work examined is exemplary and provides clear evidence of a complete grasp of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also evidence showing that all the learning outcomes and responsibilities appropriate to that Level are satisfied at a high level.
76% – 85%	The work examined is outstanding and demonstrates comprehensive knowledge, understanding and skills appropriate to the Level of the qualification. There is also evidence showing that all the learning outcomes and responsibilities appropriate to that Level are satisfied and a majority satisfied at a high level.
70% – 75%	The work examined is excellent and is evidence of comprehensive knowledge, understanding and skills appropriate to the Level of the qualification. There is also evidence showing that all the learning outcomes and responsibilities appropriate to that Level are satisfied and many satisfied at a high level.
65% – 69%	The work examined is very good and is evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also evidence showing that all the learning outcomes and responsibilities appropriate to that Level are satisfied and some are satisfied at a high level.
60% – 64%	The work examined is good and is evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also evidence showing that all the learning outcomes and responsibilities appropriate to that Level are satisfied and many are more than satisfied.
55% – 59%	The work examined is acceptable and provides evidence of the knowledge, understanding

	and skills appropriate to the Level of the qualification. There is also evidence that all the learning outcomes and responsibilities appropriate to that Level are satisfied and some are more than satisfied.
50% – 54%	The work examined is acceptable and provides evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also evidence that all the learning outcomes and responsibilities appropriate to that Level are satisfied.
45% – 49%	The work examined is unacceptable. It provides evidence of insufficient knowledge, understanding and/or skills appropriate to the Level of the qualification, although a substantial majority of the learning outcomes and responsibilities appropriate to that Level are satisfied.
40% – 44%	The work examined is unacceptable. It provides evidence of insufficient knowledge, understanding and/or skills appropriate to the Level of the qualification, although the many of the learning outcomes and responsibilities appropriate to that Level are satisfied.
35% – 39%	The work examined is unacceptable. It provides evidence of insufficient knowledge, understanding and/or skills appropriate to the Level of the qualification, although some of the learning outcomes and responsibilities appropriate to that Level are satisfied.
30% – 34%	The work examined is unacceptable and provides evidence of insufficient knowledge, understanding and/or skills appropriate to the Level of the qualification. The evidence shows that some of the learning outcomes and responsibilities appropriate to that Level are satisfied OR that none is satisfied but there is evidence that many of the learning outcomes may be almost satisfied.
20% – 29%	The work examined is unacceptable and provides little evidence of the knowledge, understanding and/or skills appropriate to the Level of the qualification. The evidence shows that few, if any, of the learning outcomes and responsibilities appropriate to that Level are satisfied.
10% – 19%	The work examined is unacceptable and provides very little evidence of the knowledge, understanding and/or skills appropriate to the Level of the qualification. The evidence shows that very few, if any, of the learning outcomes and responsibilities appropriate to that Level are satisfied.
0% -9%	The work examined is unacceptable and provides negligible or no evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence fails to show that any of the learning outcomes and responsibilities appropriate to that Level are satisfied.

Further information on assessment can be found on:

<http://www.dur.ac.uk/teachingandlearning.handbook/index6.pdf>

4. Individual course details

Course outlines for the various modules will be made available to you by the tutors of these courses by the time of their first meeting in the relevant semester.

These outlines will include: a statement of the course aims and objectives (or learning outcomes), an outline of the structure and content of the course, basic information about the convenor and teacher(s), place and time, assessment requirements and, as relevant, a statement about the level and suitability of the course.

5. Facilities

Research

Students have access to the following library facilities in Durham:

Main Library

Durham University Library, Stockton Road, Durham DH1 3LY

Tel: +44 (0)191 334 2959

<http://www.dur.ac.uk/library/>

For Distance Users:

<http://www.dur.ac.uk/library/distance/>

The Main Library organises regular induction sessions and workshops, most of which are run at the start of Michaelmas Term.

Palace Green Library (including Archives and Special Collections)

Durham University Library, Palace Green, Durham DH1 3RN

Tel: +44 (0) 191 334 2932

<http://www.dur.ac.uk/library/using/libraries/pglibrary/>

Education Library

Durham University Library, Education Section, Leazes Road, Durham DH1 1TA

Tel: +44 (0) 191 334 8137

<http://www.dur.ac.uk/library/using/libraries/educationlibrary/>

Queen's Campus Library

Durham University Library, Queen's Campus, Stockton, University Boulevard, Thornaby, Stockton-on-Tees TS17 6BH

Tel: +44 191 334 0270

<http://www.dur.ac.uk/library/using/libraries/qclibrary/>

Institute for Middle Eastern and Islamic Studies (IMEIS):

The School of Government and International Affairs' Institute for Middle Eastern and Islamic Studies (IMEIS) is situated in the Al-Qasimi Building, Elvet Hill Road, close to several of the University's colleges and within easy walking distance of the University Library and Durham University Business School. IMEIS Facilities include seminar rooms for teaching, two of which have satellite television for receiving Arabic programmes from North Africa, Egypt and the Gulf, a computer room for self-study and Internet access, a common area for students which has a link to the satellite television, a facility for self-study aural work, a departmental library and photocopying facilities.

School of Modern Languages and Cultures (MLAC):

The School of Modern Languages is situated by the River, in the very centre of Durham. This is where the Language Centre (see below) is housed, and it also includes a spacious postgraduate centre, which serves as a study area and is equipped with several computer terminals

Language Centre:

All students have access to the wider facilities of the University, including the campus computer network and the Language Centre, which is located on Elvet Riverside, 1 New Elvet. It includes a language laboratory as well as computer-aided language learning materials in its 'Open Access Centre', which is open to all students and staff for personal study. <http://www.dur.ac.uk/language.centre/>

Other Student Services:

The Students' Union is the representative body for all students studying at Durham University. There is no membership fee and you are automatically a member when you start your studies. For more details on activities and events, see: <http://www.dsu.org.uk/>

There are a number of services to make student life more enjoyable, ranging from Health and Welfare, Nursery facilities and counselling. More details can be found on the following web page: <http://www.dur.ac.uk/undergraduate/living/welfare/>

Durham University Careers Advisory Service is here to help you, irrespective of your situation. It does not matter if you are career focused or career lost, we can offer support and encouragement! A broad range of services are available to undergraduates, postgraduates and graduates: <http://www.dur.ac.uk/careers-advice/postgraduates/postgraduateresearchstudents/>

CASAW welcomes disabled students (including those with specific learning difficulties such as dyslexia) and is working to make all our courses accessible. If you wish to talk to a member of academic staff about the programme's requirements and your particular needs please contact the Course Organiser. For students at Durham information for students with special needs may be found at: <http://www.dur.ac.uk/teachingandlearning.handbook/1a10.pdf>

6. Student Feedback

Student feedback and evaluation are a valued input to curriculum and programme review and development at CASAW and its member institutions. Formally, students will be asked to complete evaluation forms on each module they take, and to attend (or select representatives for) staff-student meetings held during the academic year.

At Durham University, informal feedback is encouraged at any time, and there are also a number of formal feedback and review channels through which students are invited to evaluate the courses or modules. In both the School of Government and International Affairs and School of Modern Languages and Cultures, there is student representation on the Staff-Student Consultative Committee and on the Board of Studies.

During the first term you will be able to elect postgraduate representatives on these bodies. Your representatives will be able to monitor and participate in Departmental policy and management and take up any issues which MA students wish to raise. We also issue evaluation questionnaires for each module, and at the conclusion of the year for the degree programme as a whole. You are urged to take the short time required to complete and return these anonymously. We welcome positive criticism and suggestions. In the past these have led to a number of changes of content and structure.

Additional information on Durham University student feedback procedures can be found in the relevant section of the Teaching and Learning Handbook:
<http://www.dur.ac.uk/teachingandlearning.handbook/index5.pdf>

7. Plagiarism

Plagiarism is the act of copying or including in one's own work, without adequate acknowledgement, intentionally or unintentionally, the work of another, for one's own benefit. Plagiarism is a serious disciplinary offence and even unintentional plagiarism can be a disciplinary matter.

This course book contains a Declaration of Own Work form, which you must complete and attach at the top page to any written work you submit in Edinburgh. You should make a photocopy of the form from this course book.

The guidance given below is intended to clear up any misunderstandings you may have about plagiarism in relation to Arab World Studies.

For those at **Durham**, in their written work, students should take care to acknowledge the work and opinions of others and avoid any appearance of representing them as their own. Unacknowledged quotation or close paraphrasing of other people's writing, amounting to the presentation of other persons' thoughts or writings as one's own, is plagiarism and will be penalised. Plagiarism may be classed as a dishonest practice under the Discipline Section of the General Regulations and can lead to expulsion.

Also classed as a dishonest practice is misconduct in research, such as falsifying evidence, data or results presented in a dissertation or thesis, or use of unethical research methods where humans or animals are concerned. These will be treated as major offences under Disciplinary procedures, and may lead to expulsion. If identified after examination, the University may strip University award holders of their qualifications.

Students must retain their research material until the examination process is complete. In certain kinds of research, confidentiality issues arise, but there should always be some non-confidential evidence of data collection which can be made available to examiners on request.<http://www.dur.ac.uk/graduate.school/local/current-students/plagiarism/>

Declaration on Plagiarism and Word Count

A copy of the form, including the following paragraph, is to be submitted on a separate piece of paper with each piece of summatively assessed written work. It and the written work should be submitted to the Department office, not to the module teacher(s). Items in **[bold type within square brackets]** should be entered as appropriate.

Please note the following extract from University regulations:

In formal examinations and all assessed work prescribed in degree, diploma and certificate regulations, students should take care to acknowledge the work and opinions of others and avoid any appearance of representing them as their own. Unacknowledged quotation or close paraphrasing of other people's writing, amounting to the presentation of other person's thoughts or writings as one's own, is plagiarism and will be penalised. In extreme cases, plagiarism may be classed as a dishonest practice under Section IV 2(a) (viii) of the General Regulations and can lead to expulsion.

[Title of essay, project, dissertation, etc.]

This **[essay, project, dissertation, etc.]** is the result of my own work. Material from the published or unpublished work of others which is used in the **[essay, project, dissertation, etc.]**, is credited to the author in question in the text.

The **[essay, project, dissertation, etc.]** is exactly **[word count]** words in length.

I have read and understood the Guidance on Plagiarism and Word Limits in the relevant module booklet.

[Signature]

[Printed Name]

[Date]

[Anonymous Candidate Number (where applicable)]

University of Manchester

1. Registration and Administration

Ordinances and Regulations for the Degree of Master, Postgraduate Diploma and Postgraduate Certificate at The University of Manchester can be found at:
<http://www.campus.manchester.ac.uk/medialibrary/tlao/pgt-regulations-june2007.pdf>

The University of Manchester's policy on Academic Appeals can be found at:
<http://www.staffnet.manchester.ac.uk/policies/?letter=A>

2. Course Convener and Supervision

The Course Convener is responsible for the smooth running of the course, including responsibility for admission and promotion, plus co-ordination of teaching inputs, examinations, programme evaluation, and curriculum development. The Course Convener is charged with facilitating the students' orientation and smooth progression through the degree. The Convener is also available as a first line of pastoral support.

The Course Convener may be designated as the initial supervisor for all students in Year 1 of the Masters Programme. When students pass to Year 2 of their programme at the Primary Institution, a new Course Convener/Programme Director/Supervisor will be appointed from that Institution. For those progressing to the dissertation stage, a new supervisor from a field appropriate to the student's chosen dissertation topic will be allocated.

The Course Convener/Programme Director is Professor Hoda Elsadda.
Location: Samuel Alexander Building, room SG.19
Telephone: +44 (0) 161 275 8121
Email: hoda.elsadda@manchester.ac.uk

3. Pastoral and academic support and guidance

In the first instance, issues related to a specific course should be addressed to the tutor of the course in question. The Course Convener/Programme Director/Supervisor is available as a first line of pastoral support and advice for any academic or personal issues which may arise whilst on the Programme, especially in the event that matters cannot be resolved with the tutor. It is the student's responsibility to inform the Convener immediately of any matters that are interfering with the student's coursework or progress through the Programme.

Students may certainly also raise issues with the Director of CASAW, as well as the appropriate Postgraduate Dean *if matters cannot be resolved through these other routes*.

Please be reminded that CASAW, the Course Convener and other academic and administrative staff will use your student email address for all official correspondence. It is the student's responsibility to read this correspondence and respond when necessary. *No official emails will be sent out to any personal addresses* (e.g. hotmail, yahoo, gmail, etc.). Students are

requested to keep the Course Convener, the CASAW office in Edinburgh and the Course Convener at their Primary Institution informed of their address and all contact details. Please note that all email correspondence, while confidential, may be retained by the Convener and/or other members of CASAW staff until an appropriate time.

As a general rule CASAW expects that students will liaise with the Convener at least monthly.

4. **Details of Assessment**

General:

Individual modules within the programme will have their own assessment procedures.

An interim board of examiners for the overall Programme is based at Edinburgh. Its membership includes at least one representative from each of the Primary Institutions and at least two Edinburgh representatives with responsibility for the Programme's first year of study. The membership of the interim board of examiners will be appointed in accordance with the regulations and procedures of the University of Edinburgh and its business will be conducted in accordance with the University of Edinburgh's regulations.

The interim board of examiners will meet at the end of the academic term each year, to consider the progress of students in their first year of study on the Programme. The University of Edinburgh will be responsible for providing the interim board of examiners with the results of the assessment of students in their first year of the taught element in a timely fashion before the meeting of the interim board of examiners.

In addition, students **are expected as a matter of course** to participate in events and activities connected with the Middle East in whatever university they are studying. That means attending one-off lectures, seminars and workshops in addition to the classes scheduled for the programme. Students may also be expected to present a paper (or papers) on their own work at such gatherings.

Edinburgh-based courses will be marked according to Edinburgh University's Postgraduate Common Marking Scheme, details of which are given below, under Assessment Requirements.

Upon return from their placement in the Arab world, students will be required to undertake a diagnostic language assessment, the content of such assessment to be set by the Primary Institution. The Primary Institution will administer the assessment. As noted above, decisions on progression to Year 2 will be conditional on each student's satisfactory completion of the period of residence abroad.

Distinction:

To be eligible for the award with Distinction of the Master of Arts in Arab World Studies, a candidate shall, in accordance with the University of Manchester's "Ordinances and Regulations: Degree of Master, Postgraduate Diploma and PG Certificate", see paragraph 8;

- achieve a weighted average at first assessment of 70% or more in the master's level taught component (i.e. not including Arabic A or B, but otherwise including the marks achieved on all taught course units whether taken in year one or year two), with no mark below 50% in any course unit;
- obtain a mark of 70% or greater in the dissertation;
- achieve a Pass at first assessment in components of the programme where only a Pass/Fail is recorded.

To be eligible for the award with Merit of the Master of Arts in Arab World Studies, a candidate shall have, in accordance with the University of Manchester's "Ordinances and Regulations: Degree of Master, Postgraduate Diploma and PG Certificate", see paragraph 8:

- a weighted average at first assessment of 60% or more in the master's level taught component (i.e. not including Arabic A or B, but otherwise including the marks achieved on all taught course units whether taken in year one or year two), with no mark below 40% in any course unit;
- a mark of 60% or more in the dissertation;
- a Pass at first assessment in components of the programme where only a Pass/Fail is recorded.

To obtain a pass for a Masters degree, the student is required to obtain both a weighted average of 50% on the taught element, and 50% on the project/dissertation element.

Candidates who have not met the requirements for award of the MA in Arab World Studies shall be eligible for the award of Postgraduate Diploma (on completion of 180 credits, 30 of which may be Level 3 "enhanced" and the rest of which must be at Masters Level (L4)) or Postgraduate Certificate (on completion of 90 credits, 30 of which may be Level 3 "enhanced" and the rest of which must be at Masters Level (L4)) in Arab World Studies. The pass mark for award of a Postgraduate Diploma or Postgraduate Certificate is 40%.

Board of Examiners:

A final board of examiners for the Programme will be established by the Primary Institution, whose membership will include at least one representative of Edinburgh and at least two representatives of the Primary Institution with responsibility for the Programme's second year of study. The membership of the final board of examiners will be appointed in accordance with the regulations and procedures of the Primary Institution, and its business will be conducted in accordance with the regulations of the Primary Institution.

The final board of examiners will meet in accordance with the Primary Institution's standard regulations and procedures, in respect of students in their second year of study on the Programme.

The appointment of a Programme external examiner, who will be a member of the interim board of examiners and the final board of examiners, will be approved by the Primary

Institution in accordance with its regulations and code of practice on external examining. The roles and duties of this external examiner will be as laid down in the Primary Institution's code of practice on external examining.

Late Work:

The **University of Manchester** policy on extending submission dates due to mitigating circumstances can be found at:

<http://www.staffnet.manchester.ac.uk/policies/display/?id=122622&off=RegSec->TLSO>

At Manchester extensions to the submission dates for submitted coursework (assessed essays and dissertations) may be sought where circumstances, outside of students' control, will delay the completion and submission by the published date.

Circumstances that might be considered as grounds for applying for an extension include:

- Significant illness or injury which either prevents the student from working altogether or considerably affects his/her ability to work effectively.
- Serious personal problems such as relationship problems; family crises; illness/death of close relatives including attendance at funerals; being a victim of crime; accommodation crises; court cases; accident or sports injury.
- Jury Service, or absence for maternity, paternity or adoption leave
- Delays in obtaining ethical approval, where approval has been sought in good time

The following will not be regarded as grounds for applying for an extension to submission dates:

- any event that could have reasonably been expected or anticipated e.g. weddings, holidays, moving house
- inadequate planning and time management
- pressures of paid work (in exceptional circumstances extension requests will be considered where there has been a temporary but substantial increase in workload which was imposed at short notice and which could not have reasonably been foreseen. This will require written confirmation from the student's employer)
- having more than one examination, or other compulsory assessment (e.g. presentation etc.), on the same day
- computer or printer failure or theft, resulting in loss of data, except where data is lost through the failure of Manchester University systems confirmed by Manchester Computing staff (students should back up work regularly and not leave completion so late that another computer/printer cannot be found).
- failure to submit specified items of coursework through misreading of a published submission date, or misunderstanding the requirements of an assessment or difficulties with English language (including delays in proof reading)
- travel delays
- exam stress or panic attacks not diagnosed as illness
- normal pregnancy

Applications for extension to the submission date must be made in advance of the published submission date by completing a ‘Special Circumstances’ form and submitting it with the appropriate supporting documentation, e.g. a letter from a GP/medical practitioner/police report. Please note, a letter from the Counselling Service may not always constitute sufficient supporting evidence.

Extension requests received on the day of the actual deadline, without the appropriate supporting documentation, will only be granted in truly exceptional circumstances. Extension requests submitted after the published deadline or examination date will not be considered without a compelling and credible explanation as to why the circumstances were not known or could not have been shown beforehand.

Grades and Grading:

The University of Manchester’s Assessment Criteria for coursework and dissertations (School of Languages, Linguistics and Cultures) is as below:

For Assessed Coursework:

Mark	Description
below 30%	The work fails to provide a competent description of the topic, and falls far short of a competent discussion. It is poorly structured and has no coherent argument. The style and presentation are so poor as to seriously impair communication and there is no evidence that the principles applicable to academic writing in the Humanities have been understood. The candidate may be permitted to resubmit (once only) and attempt to rectify faults identified if they wish to achieve a pass at Diploma or Master’s level.
40-49%	The work provides a superficial discussion of the topic but remains predominantly descriptive. It demonstrates a basic grasp of the topic but is lacking in critical or analytical insight in general. It reveals a very limited awareness of theoretical or critical ideas such as those learned on the core courses, and no attempt is made to use such ideas in practice. An identifiable argument is discernible but this is poorly and inconsistently sustained. The style and presentation exhibit a large number of errors but there is some evidence that the principles applicable to academic writing in the Humanities have been understood. The candidate may be permitted to resubmit (once only) and attempt to rectify faults identified if they wish to achieve a pass at Master’s level.
50-59%	The work demonstrates a reasonable understanding of the topic and can discuss it competently even if it is not able to develop complex ideas in relation to this topic. There is an awareness of critical or theoretical ideas such as those learned on the core courses accompanied by limited attempts to use them in practice. The approach is generally unambitious, but a coherently structured argument is in place and there is an awareness of relevant secondary literature. The work exhibits a certain number of errors of style and presentation but an adherence to the principles applicable to academic writing in Humanities is predominant.
60-69%	The work demonstrates through understanding of the topic, and provides a good discussion of it with appropriate examples. The work shows an awareness of critical or theoretical ideas such as those learned on the core courses, supported by a sustained ability to use these ideas relevantly in critical practice. The argument will be clearly structured and the student has begun to develop new ideas on the texts or objects of study, revealing an ability to critically evaluate existing research in the area. There are few errors in style and presentation and the work demonstrates that the principles applicable to academic writing in the Humanities have been fully understood.
70-79%	The work demonstrates a sophisticated grasp of the topic supporting critical analysis with pertinent examples. An in depth awareness of critical or theoretical ideas such as those learned on the core courses is relevantly applied in critical practice. The work is based on wide reading in a range of source materials and shows clear originality. The work goes

	well beyond the mere exposition of ideas, providing a consistently sustained and lucid argument. It demonstrates the ability to critically evaluation existing research on the object of study in a confident, directed manner giving evidence of very strong potential to complete a research degree successfully. There are no substantial or recurrent errors in style and presentation and the work demonstrates that the principles applicable to academic writing in the Humanities have been fully understood and internalised as good practice.
Above 80%	The work shows extensive knowledge of both the topic and the academic context(s) in which it is applied, such that it begins to make a significant contribution at the forefront of scholarship in the given field. A complex, original and relevant application of critical or theoretical ideas such as those learned on the core courses is demonstrated in critical practice. There is clear evidence of an ability to critically evaluate existing research on the object of study as the basis for identifying and defining new fields of research. The work demonstrates considerable originality and is of publishable or near-publishable quality. The style and presentation are virtually flawless.

MA Dissertation:

Mark	Description
Below 30%	The work fails to provide a competent description of the topic, and falls far short of a competent discussion. It is poorly structured and has no coherent argument. It displays no awareness at all of theoretical or critical ideas such as those learned on the core courses. The style and presentation are so poor as to seriously impair communication and there is no evidence that the principles applicable to academic writing in the Humanities have been understood. The candidate may be permitted to resubmit (once only) and attempt to rectify faults identified if they wish to achieve a pass at Master's level.
30-39%	The work is almost wholly descriptive. It reveals little awareness of theoretical or critical ideas such as those learned on the core courses and makes no sustained or developed attempt to apply them in practice. The work displays some potential to move from description to discussion of the topic and to structure a basic argument derived from this descriptive approach but it fails to achieve this in clearly identifiable respects. The style and presentation are poor. There is little evidence that the principles applicable to academic writing in the Humanities have been understood, but communication is maintained. The candidate may be permitted to resubmit (once only) and attempt to rectify faults identified if they wish to achieve a pass at Master's level.
40-49%	The work provides a superficial discussion of the topic but remains predominantly descriptive. It demonstrates a basic grasp of the topic but is lacking in critical or analytical insight in general. It reveals some awareness of theoretical or critical ideas such as those learned on the core courses, but attempts to apply them in practice are inappropriate or confused. An identifiable argument is discernible but this is poorly and inconsistently sustained. The style and presentation exhibit a large number of errors but there is some evidence that the principles applicable to academic writing in the Humanities have been understood. The candidate may be permitted to resubmit (once only) and attempt to rectify faults identified if they wish to achieve a pass at Master's level.
50-59%	The work demonstrates a reasonable understanding of the topic and the discussion provides some evidence of analytical thought. The work also shows comprehension of critical or theoretical ideas such as those learned on the core courses, but attempts to use these ideas relevantly in practice are limited in scope. The approach is generally unambitious, but a coherent argument is in place. There is an awareness of relevant secondary literature and an ability to evidence assertions by reference to relevant literature/research. The work exhibits a certain number of errors of style and presentation but an adherence to the principles applicable to academic writing in the Humanities is predominant.
60-69%	The work demonstrates a thorough understanding of the topic, and provides a good discussion of it with appropriate examples. The work shows an awareness of critical or theoretical ideas such as those learned on the core courses, supported by an ability to use

	these ideas relevantly in critical practice. The argument is clearly structured and the students have begun to develop new ideas on the texts or objects of study, revealing an ability to critically evaluate existing research in the area. There is some evidence of potential for conducting research at a higher level, but this may not be wholly consistent. There are few errors in style and presentation and the work demonstrates that the principles applicable to academic writing in the Humanities have been fully understood.
70-79%	The work is focused and comprehensive, demonstrating a thorough and sophisticated grasp of the topic. The work is based on wide reading in a range of source materials and shows clear originality. The work goes well beyond the mere exposition of ideas, providing a sustained and lucid argument. An in depth awareness of critical or theoretical ideas, such as those learned on the core courses, is demonstrated through relevant and consistent application in critical practice. The work demonstrates the ability to critically evaluate existing research on the object of study in a confident, directed manner, giving clear evidence of the candidate's ability to complete a research degree successfully. There are no substantial or recurrent errors in style and presentation and the work demonstrates that the principles applicable to academic writing in the Humanities have been fully understood and internalised as good practice.
Above 80%	The work is excellent in every respect. It shows extensive knowledge of both the topic and the academic context(s) in which it is applied. A complex, original and relevant application of critical or theoretical ideas such as those learned on the core courses is demonstrated in critical practice. There is clear evidence of an ability to critically evaluate existing research on the object of study as the basis for identifying and defining new fields of research. The work demonstrates considerable originality and is of publishable or near-publishable quality making a significant contribution at the forefront of the discipline. The style and presentation are virtually faultless.

5. Individual course details

Course outlines for the various modules will be made available to you by the tutors of these courses by the time of their first meeting in the relevant semester.

These outlines will include: a statement of the course aims and objectives (or learning outcomes), an outline of the structure and content of the course, basic information about the convenor and teacher(s), place and time, assessment requirements and, as relevant, a statement about the level and suitability of the course.

6. Facilities

Research:

The John Rylands University Library is the University of Manchester's library and information service. It is the largest non-legal-deposit academic library in the United Kingdom and supports all subject areas taught by the University. The JRUL provides its members with a large number of services and resources, including the most extensive range of electronic resources of any UK Higher Education library.

For further information visit the library website at <http://www.library.manchester.ac.uk>

Computing:

Students at the University of Manchester enjoy access to a wide range of IS services provided across campus. Within the Faculty of Humanities itself, there are in excess of 900 computers located within Faculty buildings available for student use, complementing the 500+ seats provided by the University in public clusters – including a public cluster at Owens Park.

All cluster computers are configured in the same way and provide access to services offered by schools, faculties and central service providers such as IT services (<http://www.itservices.manchester.ac.uk>) and the John Rylands University Library (<http://www.library.manchester.ac.uk/>).

Full details of software available on clusters can be found at <http://www.itservices.manchester.ac.uk/applications/clusters/>.

Full details of library services and other electronic resources can be found at: <http://www.library.manchester.ac.uk/eresources/>

In addition to cluster computers, wireless networking is being installed across campus enabling students with wireless equipped laptops to access IS services on campus. Full details of the services offered, including a list of available locations, can be found at: <http://www.itservices.manchester.ac.uk/roaming/>

Help and advice is available at a number of points across campus. In addition to the support desks in public clusters, the Faculty of Humanities provides a number of Service Desks, details of opening hours and other contact details can be found at <http://www.itservices.manchester.ac.uk/contacts/>

Training is also open to postgraduate students. Courses are provided centrally by IS Services, see <http://www.itservices.manchester.ac.uk/trainingcourses/>

IT Support: Faculty of Humanities - http://www.humanities.manchester.ac.uk/ictsupport/	
Location: Humanities Samuel Alexander Building, Room W1.19	
Tel: 0161 275 4999 or 0161 275 4258	Email: servicedeskhum@manchester.ac.uk
Opening times: Humanities Samuel Alexander Building W1.19: 9am - 5pm, except 9am -10am Thursdays	

Manchester's Centre for Graduate Studies is a custom-designed facility specifically for postgraduate students in the School of Languages, Linguistics and Cultures. It houses computer and printing facilities, designed to aid students with their research and coursework. The Centre is located on the 4th Floor of the Humanities Samuel Alexander Building, and access to the Centre is via a keycode lock, the code to which can be obtained on proof of identity from the Postgraduate Office, Room S3.11. Lockers are available for students to store

their belongings in a secure location if they need to leave items in the Centre. Keys can be obtained from the Postgraduate Office and require a returnable deposit of £5.

Pastoral Care and General Advice at the University of Manchester:

If you have problems of a personal nature, which may affect your academic performance, please talk to your Personal Tutor/Programme Director. In some circumstances, he/she may suggest that you make an appointment at the Student Health Centre, Counselling Service or Academic Advisory Service. If you need any general information, particularly in relation to your registration or the regulations governing your programme, please arrange to talk to Amanda Mathews, the Postgraduate Manager for the School of Languages, Linguistics and Cultures, either by calling in at the Postgraduate Office during normal opening hours for students or by making a prior appointment by emailing amanda.mathews@manchester.ac.uk

Academic Advisory Service:

The Academic Advisory Service is a confidential service of information and advice on matters relating to your academic work and progress. It is part of the network of student support services, and consists of a small team of part-time Advisers.

The Advisers all combine their post in the Service with a post in an academic department and are able to draw on their experience as University teachers, and on their specialist knowledge of the University's academic systems and support services.

The content of discussions is very varied including thoughts about changing course, anxiety about coping with studies, time management, examination problems or the impact of outside events on a student's studies.

To make an appointment to see an adviser, call into reception (Room 2.11A, 2nd Floor, Williamson Building), or telephone - 0161 275 3033.

Reception is open throughout the year: Monday to Friday 10.00am - 4.00pm (reduced hours during vacations). Email: caas@manchester.ac.uk (for general enquiries, not appointments)

<http://www.manchester.ac.uk/academicadvisoryservice>

Other Student Support Services:

The University's Counselling Service provides confidential individual counselling for all students who are seeking help with personal problems affecting their work or general well-being. You can make an appointment to see a counsellor, and there are also times in the week when you can drop in without an appointment.

Counselling Service, 5th Floor, Crawford House, Precinct Centre, Oxford Road, Manchester M13 9QS, Telephone: (0161) 275 2864, Email: counsel.service@manchester.ac.uk, <http://www.staffnet.manchester.ac.uk/personalsupport/counselling/>

Students whose primary institution is the University of Manchester can contact Careers Service for help, advice and information at:
Careers Service Central, Crawford House, Booth Street East, Manchester, M13 9QS,

Tel: 0161 275 2829, Opening hours: 9am-5pm Monday to Friday,
<http://www.careers.manchester.ac.uk>

The Careers Service provides information, advice and guidance to current students and staff of The University of Manchester and recent graduates. We can help you to research your career options, find out about employers, look for work experience and much more.

CASAW welcomes disabled students (including those with specific learning difficulties such as dyslexia) and is working to make all our courses accessible. If you wish to talk to a member of academic staff about the programme's requirements and your particular needs please contact the Course Organiser. The University of Manchester Disability Support Office can be found at: John Owens Building, Tel: 0161 275 7512/8518, Email: disability@manchester.ac.uk, <http://www.manchester.ac.uk/disability/>

The Disability Support Office offers help and advice for students with additional support needs as a result of a disability, medical condition or specific learning difficulty, e.g. dyslexia. Students with additional needs are encouraged to contact the Disability Support Office to discuss any requirements they may have relating to their studies or other needs.

The Disability Support Officer for the School of Languages, Linguistics and Cultures can be contacted on 0161 275 3249.

7. Student Feedback

Student feedback and evaluation are a valued input to curriculum and programme review and development at CASAW and its member institutions. Formally, students will be asked to complete evaluation forms on each module they take, and to attend (or select representatives for) staff-student meetings held during the academic year.

At Manchester students have the opportunity to provide feedback on all course units undertaken via the end of semester Course Unit Evaluation Forms. These forms contain 8 University standard questions and 7 School specific questions in relation to each course unit undertaken. There is also provision to provide free text comments. The results are sent to all members of staff who deliver course units and to the Programme Directors.

8. Plagiarism

Plagiarism is the act of copying or including in one's own work, without adequate acknowledgement, intentionally or unintentionally, the work of another, for one's own benefit. Plagiarism is a serious disciplinary offence and even unintentional plagiarism can be a disciplinary matter.

This course book contains a Declaration of Own Work form, which you must complete and attach at the top page to any written work you submit for this course in Edinburgh. You should make a photocopy of the form from this course book.

The guidance given below is intended to clear up any misunderstandings you may have about plagiarism in relation to Arab World Studies.

Further information can be found on the Manchester University's Policy website:
<http://www.campus.manchester.ac.uk/staffnet/policies>

Introduction:

As a student, you are expected to cooperate in the learning process throughout your programme of study by completing assignments of various kinds that are the product of your own study or research. For most students this does not present a problem, but occasionally, whether unwittingly or otherwise, a student may commit what is known as plagiarism or some other form of academic malpractice when carrying out an assignment. This may come about because students have been used to different conventions in their prior educational experience or through general ignorance of what is expected of them.

This guidance is designed to help you understand what we regard as academic malpractice and hence to help you to avoid committing it. You should read it carefully, because academic malpractice is regarded as a serious offence and students found to have committed it will be penalized. At the very least a mark of only 30% would be awarded for the piece of work in question, but it could be worse; you could be awarded zero (with or without loss of credits), fail the whole unit, be demoted to a lower class of degree, or be excluded from the programme.

Academic malpractice includes plagiarism, collusion, fabrication or falsification of results and anything else intended by those committing it to achieve credit that they do not properly deserve. In addition to the advice that follows, your School will give you advice on how to avoid academic malpractice in the context of your discipline. It will also design assessments so as to help you avoid the temptation to commit academic malpractice. Finally, you should take note that work you submit may be screened electronically to check against other material on the web and in other submitted work.

Plagiarism:

Plagiarism is presenting the ideas, work or words of other people without proper, clear and unambiguous acknowledgement. It also includes 'self-plagiarism' (which occurs where, for example, you submit work that you have presented for assessment on a previous occasion), and the submission of material from 'essay banks' (even if the authors of such material appear to be giving you permission to use it in this way). Obviously, the most blatant example of plagiarism would be to copy another student's work. Hence it is essential to make clear in your assignments the distinction between:

- the ideas and work of other people that you may have quite legitimately exploited and developed, and
- the ideas or material that you have personally contributed.

To assist you, here are a few important do's and don'ts:

- *Do* get lots of background information on subjects you are writing about to help you form your own view of the subject. The information could be from electronic journals, technical reports, unpublished dissertations, etc. Make a

note of the source of every piece of information at the time you record it, even if it is just one sentence.

- *Don't* construct a piece of work by cutting and pasting or copying material written by other people, or by you for any other purpose, into something you are submitting as your own work. Sometimes you may need to quote someone else's exact form of words in order to analyse or criticize them, in which case the quotation must be enclosed in quotation marks to show that it is a direct quote, and it must have the source properly acknowledged at that point. Any omissions from a quotation must be indicated by an ellipsis (...) and any additions for clarity must be enclosed in square brackets, e.g. "[These] results suggest... that the hypothesis is correct." It may also be appropriate to reproduce a diagram from someone else's work, but again the source must be explicitly and fully acknowledged there. However, constructing large chunks of documents from a string of quotes, even if they are acknowledged, is another form of plagiarism.
- *Do* attribute all ideas to their original authors. Written 'ideas' are the product that authors produce. You would not appreciate it if other people passed off your ideas as their own, and that is what plagiarism rules are intended to prevent. A good rule of thumb is that each idea or statement that you write should be attributed to a source *unless* it is your personal idea *or* it is common knowledge. (If you are unsure if something is common knowledge, ask other students: if they don't know what you are talking about, then it is not common knowledge!)

As you can see, it is most important that you understand what is expected of you when you prepare and produce assignments and that you always observe proper academic conventions for referencing and acknowledgement, whether working by yourself or as part of a team. In practice, there are a number of acceptable styles of referencing depending, for example, on the particular discipline you are studying, so if you are not certain what is appropriate, ask your course unit tutor for advice! This should ensure that you do not lay yourself open to a charge of plagiarism inadvertently, or through ignorance of what is expected. It is also important to remember that you do not absolve yourself from a charge of plagiarism simply by including a reference to a source in a bibliography that you have included with your assignment; you should always be scrupulous about indicating precisely where and to what extent you have made use of such a source.

So far, plagiarism has been described as using the words or work of someone else (without proper attribution), but it could also include a close paraphrase of their words, or a minimally adapted version of a computer program, a diagram, a graph, an illustration, etc taken from a variety of sources without proper acknowledgement. These could be lectures, printed material, the Internet or other electronic/AV sources.

Remember: no matter what pressure you may be under to complete an assignment, you should never give in to the temptation to take a 'short cut' and use someone else's material inappropriately. No amount of mitigating circumstances will get you off the

hook, and if you persuade other students to let you copy their work, they risk being disciplined as well (see below).

The School reserves the right to submit any work handed in by students for assessment to electronic systems for detecting plagiarism or other forms of academic malpractice. This includes the JISC plagiarism detection service, details of which can be found at <http://www.jisc.ac.uk/whatwedo/services/pas.aspx>

Collusion:

Collusion is any agreement to hide someone else's individual input to collaborative work with the intention of securing a mark higher than either you or another student might deserve. Where proved, it will be subject to penalties similar to those for plagiarism. Similarly, it is also collusion to allow someone to copy your work when you know that they intend to submit it as though it were their own and that will lay both you and the other student open to a charge of academic malpractice.

On the other hand, collaboration is a perfectly legitimate academic activity in which students are required to work in groups as part of their programme of research or in the preparation of projects and similar assignments. If you are asked to carry out such group work and to collaborate in specified activities, it will always be made clear how your individual input to the joint work is to be assessed and graded. Sometimes, for example, all members of a team may receive the same mark for a joint piece of work, whereas on other occasions team members will receive individual marks that reflect their individual input. If it is not clear on what basis your work is to be assessed, to avoid any risk of unwitting collusion you should always ask for clarification before submitting any assignment.

Fabrication or falsification of results:

For many students, a major part of their studies involves laboratory or other forms of practical work, and they often find themselves undertaking such activity without close academic supervision. If you are in this situation, you are expected to behave in a responsible manner, as in other aspects of your academic life, and to show proper integrity in the reporting of results or other data. Hence you should ensure that you always document clearly and fully any research programme or survey that you undertake, whether working by yourself or as part of a group. Results or data that you or your group submit must be capable of verification, so that those assessing the work can follow the processes by which you obtained them. Under no circumstances should you seek to present results or data that were not properly obtained and documented as part of your practical learning experience. Otherwise, you lay yourself open to the charge of fabrication or falsification of results.

Finally...

If you commit any form of academic malpractice, teaching staff will not be able to assess your individual abilities objectively or accurately. Any short-term gain you might have hoped to achieve will be cancelled out by the loss of proper feedback you might have received, and in the long run such behaviour is likely to damage your overall intellectual development, to say nothing of your self-esteem. You are the one who loses.

All students at Manchester submit a coursework cover sheet with each piece of assessment, which includes a plagiarism disclaimer.

Academic staff details

Below is a list of academic staff at all three universities who will be immediately involved with students in CASAW programmes. More information on respective research interests can be found on the CASW website: www.casaw.ac.uk.

University of Edinburgh

Professor Marilyn Booth, Iraq Chair of Arabic and Islamic Studies, Head of Islamic and Middle Eastern Studies Department
m.booth@ed.ac.uk

Dr Daniel Clegg, Lecturer in Social Policy
daniel.clegg@ed.ac.uk

Mr Mourad Diouri, E-Learning Lecturer in Arabic
m.diouri@ed.ac.uk

Mr Jonathan Featherstone, Instructor in Arabic
Jonathan.Featherstone@ed.ac.uk

Dr Richard Freeman, Lecturer in Politics and International Relations
richard.freeman@ed.ac.uk

Dr Alain George, Lecturer in Islamic Art
a.george@ed.ac.uk

Dr Anthony Gorman, Lecturer in Modern Middle Eastern History
Anthony.Gorman@ed.ac.uk

Dr Gill Haddow, Innogen Research Fellow
gill.haddow@ed.ac.uk

Dr Elisabeth Kendall, CASAW Director, Senior Lecturer in Arabic and Turkish
Elisabeth.Kendall@ed.ac.uk

Dr Tobias Kelly, Senior Lecturer in Social Anthropology
Toby.Kelly@ed.ac.uk

Dr Christian Lange, Lecturer in Islamic Studies
C.Lange@ed.ac.uk

Professor John MacInnes, Professor in Sociology
John.MacInnes@ed.ac.uk

Dr Andrew Marsham, Lecturer in Islamic History
Andrew.Marsham@ed.ac.uk

Dr Andrew Newman, Reader in Islamic Studies and Persian
A.Newman@ed.ac.uk

Dr Gavin Picken, Lecturer in Islamic Studies and Arabic
gpicken@staffmail.ed.ac.uk

Dr Adham Saouli, Lecturer in Middle East Politics
Adham.Saouli@ed.ac.uk

Dr Ewan Stein, CASAW Research Post-doctoral Fellow in Jihad and Martyrdom
ewan.stein@ed.ac.uk

Ms Shahla Suleiman, Teaching Fellow (Arabic)
S.Suleiman@ed.ac.uk

Dr Richard Todd, Teaching Fellow (Arabic and Turkish)
rtodd@staffmail.ed.ac.uk

Durham University

Dr Mehmet Asutay, Lecturer International Relations/International Political Economy,
School of Government and International Affairs
mehmet.asutay@durham.ac.uk

Dr Christopher Davidson, Lecturer International Relations/International Political Economy,
School of Government and International Affairs
christopher.davidson@durham.ac.uk

Dr Anissa Daoudi, CASAW Post-doctoral Research Fellow in 19th Century Cultural Studies
of the Arabic-Speaking World
anissa.daoudi@durham.ac.uk

Professor John Dumbrell, Head of School of Government and International Affairs
j.w.dumbrell@durham.ac.uk

Professor Anoush Ehteshami, CASAW Co-Director, Dean of Internationalisation
a.ehteshami@durham.ac.uk

Dr Steffen Hertog, Lecturer, School of Government and International Affairs
steffen.hertog@durham.ac.uk

Dr Yukiko Miyagi, CASAW Post-doctoral Research Fellow in Middle Eastern and Asian
Security
yukiko.miyagi@durham.ac.uk

Professor Emma Murphy, Chair in Political Economy, School of Government and International Affairs
emma.murphy@durham.ac.uk

Professor Daniel Newman, Professor in Arabic, School of Modern Languages and Cultures
daniel.newman@durham.ac.uk

Professor Paul G. Starkey, CASAW Co-Director, Head of Arabic, School of Modern Languages and Cultures
p.g.starkey@durham.ac.uk

Dr Colin P. Turner, Lecturer in Islamic Studies, School of Government and International Affairs
c.p.turner@durham.ac.uk

Professor Rodney Wilson, Chair in Middle Eastern Political Economy, School of Government and International Affairs
r.j.a.wilson@durham.ac.uk

University of Manchester

Dr Oliver Bast, Senior Lecturer in Persian Studies and Modern Middle Eastern History
oliver.bast@manchester.ac.uk

Dr Moshe Behar, Lecturer in Israeli Studies
moshe.behar@manchester.ac.uk

Dr Dominic Parviz Brookshaw, Lecturer in Persian Studies and Iranian Literature
dominic.brookshaw-2@manchester.ac.uk

Dr Ronald Buckley, Senior Lecturer in Arabic Studies
Ronald.p.buckley@manchester.ac.uk

Dr Andreas Christmann, Senior Lecturer in Islamic Studies
Andreas.christmann@manchester.ac.uk

Professor John Healey, Professor of Semitic Studies
john.f.healey@manchester.ac.uk

Professor Hoda Elsadda, Co-Director of CASAW, Chair in the Study of the Contemporary Arab World
Hoda.elsadda@manchester.ac.uk

Dr Dalia Mostafa, CASAW Post-doctoral Research Fellow in Modern Arab Cultural History
Dalia.S.Mostafa@manchester.ac.uk

Dr Michelle Obeid, CASAW Post-doctoral Research Fellow in Diaspora Studies
michelle.obeid@manchester.ac.uk

Dr Philip Sadgrove, Senior Lecturer in Arabic Studies
Philip.sadgrove@manchester.ac.uk

Dr Feroze Yasamee, Senior Lecturer in Middle Eastern History
Feroze.a.yasamee@manchester.ac.uk

Dr Fikrat Turan, Lecturer in Turkish Studies
fikret.turan@manchester.ac.uk

Declaration of Own Work
CASAW: University of Edinburgh
2009-2010

This sheet should be signed and dated, and returned to the Administrative Office. It applies to all assignments you will be submitting over Year 1 of your programme.

Name: _____

Matriculation number: _____

I confirm that all work I will be submitting for this course will be entirely my own except where I have indicated, and that I have:

- clearly referenced/listed all sources as appropriate and in the manner required
- referenced and put in inverted commas all quoted text of more than three words (from books, web, etc)
- given the sources of all pictures, data etc. that are not my own
- not made any use of the essay(s) of any other student(s) either past or present
- not sought or used the help of any external professional agencies for the work
- acknowledged in appropriate places any help that I have received from others (e.g. fellow students, technicians, statisticians, external sources)
- complied with any other plagiarism criteria as per the Course handbook and University requirements.

I understand that any false claim for this work will be penalised in accordance with the University regulations

Signature _____

Date _____

Please note: If you need further guidance on plagiarism, you can

1. consult your course book
2. speak to your course organiser or supervisor
3. check out <http://www.aaps.ed.ac.uk/regulations/Plagiarism/Intro.htm>

Statement

I confirm that I have received a copy of the Programme handbook and I understand that it is my own responsibility to read and comply with the requirements of the programme.

Signature _____

Date _____