Programme Specification 2019-20

ASIAN AND MIDDLE EASTERN STUDIES TRIPOS

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<tr>
<th>Awarding Body</th>
<th>University of Cambridge</th>
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<tbody>
<tr>
<td>Teaching Institution</td>
<td>Faculty of Asian and Middle Eastern Studies</td>
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<tr>
<td>Accreditation Details</td>
<td>None</td>
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<tr>
<td>Name of Final Award</td>
<td>Bachelor of Arts (Honours)</td>
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<tr>
<td>Programme Title</td>
<td>Asian and Middle Eastern Studies Tripos</td>
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<td>UCAS Code</td>
<td>Q970</td>
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<td>HECoS code(s)</td>
<td>101180 (Asian studies), 101190 (modern Middle eastern studies)</td>
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<tr>
<td>Qualifications Framework Level</td>
<td>Languages, Cultures and Societies</td>
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<td>November 2019</td>
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Educational Aims of the Programme

- to provide teaching to undergraduate students in a number of the languages, literatures and civilizations of East Asia and the Middle East as they have developed through history to the present;
- to introduce students to current developments in scholarship and research relating to these languages and civilizations;
- to provide a stimulating, inherently multi-disciplinary environment in which students can realise their intellectual potential;
- to give students access to a broad range of methodological approaches in the humanities and to enable them to develop sensitivity to the similarities and dissimilarities between other cultures and societies and their own;
- to help students develop a range of cognitive, practical, interpersonal and cross-cultural skills and abilities which will enable them to make a significant contribution in their chosen careers and walks of life, including training in academic research.

The main languages currently taught are Arabic, Chinese, Hebrew, Japanese, and Persian. Hindi, Sanskrit and Korean are offered as part of other programmes. Students learn the written and modern spoken forms of one or two languages. The emphasis is on the attainment of a satisfactory knowledge of the language or languages studied to access the original source material essential to a deeper understanding of each civilization. Depending on staff specialisms, teaching may be offered in the philological and linguistic study of the languages concerned. Students also take a selection of courses on the literature, history, religion, culture, politics and/or society of their chosen region.

Programme Structure

The programme is divided into three parts.

Part IA and Part IB (Year 1 and Year 2)

In Part I (A and B) students acquire elementary and intermediate language skills and choose introductory papers on the history, literature and culture of the societies in which these languages are practised in both past and present; there are additional options to take language and content papers offered by partner faculties, especially in Part IB.

On completion of Part IB students should have:
• made the transition in learning style and pace from school (or other educational background) to university;
• acquired intermediate competence, in reading, comprehension, writing and, where appropriate, speaking in one or two languages;
• developed strategies for independent and self-aware language-learning;
• gained a general familiarity with the history and cultures of the area(s) studied;
• acquired an appreciation of the literary content of texts written in the language(s) studied, through reading in the target language;
• acquired basic skills in the reading and analysis of secondary and selected primary sources, essay writing, and effective participation in individually supervised and group discussion;
• gained the skills needed to make decisions on the further direction of their studies.

Part II (Year 3 Abroad and Year 4)

The majority of students spend their third year abroad in a relevant country or countries, taking courses, undertaking internships, and researching their final year dissertation. In their final year they write their dissertation, take advanced language courses, and more specialised content papers.

On completion of Part II, students should have acquired

• an advanced level of competence in one or two languages, involving a period of study abroad; for modern languages this competence includes the ability to communicate fluently and appropriately, maintaining a high degree of grammatical accuracy in the target language(s); for both pre-modern and modern languages it includes the ability to exploit for a variety of purposes a broad range of written and spoken materials, as appropriate, in the target language(s);
• specialised knowledge in some fields of the literature, linguistics, history, politics, society, religion and/or culture of the areas studied, through the reading of texts and the relevant scholarly literature, and use of visual media, as appropriate.
• an ability to critically evaluate this knowledge through appropriate methodologies;
• reasoned awareness and critical understanding of one or more cultures and societies and an ability to analyse similarities and dissimilarities between those cultures or societies and their own;
• social skills in adapting to other cultures, developing a sense of independence in relating to and working with these societies through the year abroad,
• the ability to plan, design and execute a piece of independent research through the dissertation project;
• confidence in the independent exercise of subject-specific skills of careful reading, translation, analysis and interpretation of primary texts in the target language(s);
• the ability to write clearly and to communicate effectively and constructively in classroom and group discussion.

• In the case of the combined Chinese-Japanese/Japanese-Chinese pathway which does not involve a year abroad and is permissible only with approval by the Faculty Board, students acquire an advanced level of literary and practical competence in two languages.

Teaching

There are four main forms of teaching: lectures, language classes, seminars and supervisions. Lectures, language classes and seminars are the core forms of teaching and deliver the
content of language and content papers. They are planned by each Department and coordinated by the Faculty. Supervisions are provided by the colleges on the recommendation of the Faculty to give individual or small group teaching through written work and language practice.

Assessment

Continuous and detailed monitoring (formative assessment) is an integral part of the teaching and learning of languages and is provided within the class or supervision through activities such as transcription and dictation, translation, composition, listening comprehension, grammar tests and so on. Formative assessment is also provided in the course of classroom and supervision discussion of student essays, reports and seminar presentations, where feedback is given in oral and written form. The chief method of formal (summative) assessment is by three-hour written examinations at the end of the academic year. Some courses are assessed by long essays that are submitted at designated points in the year, or one final piece of coursework. In the fourth year students submit a dissertation. Students taking modern languages take an oral examination in Year 1, 2, and 4.

Skills

On completion of the course, the Faculty expects students to have:

Language skills
Advanced competence in one or more languages in the classical and/or modern forms, and knowledge and understanding of the civilization concerned.

Intellectual skills
The ability to learn steadily, to work intensively at language acquisition, to approach primary sources critically and to attempt to evaluate them in their own historical, social and cultural context, to use secondary sources carefully and develop the ability to read actively, to engage with the opinions of others and to evaluate contradictory scholarly opinions.

Practical skills
The ability to speak (where appropriate), read, write, understand and translate languages; the ability to use of libraries, use of bibliographies, dictionaries, concordances and other specialised reference works for research purposes; the ability to write in an appropriate academic manner.

Transferable skills
The ability to:
• communicate information, ideas and arguments cogently and coherently both orally and in writing;
• gather, process and evaluate critically material from a variety of paper, audio-visual and electronic sources;
• work to deadlines and under pressure;
• manage time;
• set priorities;
• work independently and with initiative;
• present research in a seminar context
• basic IT skills (email, computer and internet use, including use of foreign language software and internet resources, where appropriate);
• experience of travelling and/or living in a foreign country and communicating in the language or carrying out field work;
• linguistic skills;
• Critical analysis, self-discipline, self-direction and team-work.

Career Destinations

Most graduates maintain contact with the area they have studied in their subsequent employment or use the languages and skills they have acquired. Career choices include journalism, the civil service (especially the Foreign Office), business, banking, the law, teaching overseas or international scientific or welfare agencies, and NGOs. Some graduates opt to pursue careers as teachers or in academia.

Quality Management

• The Faculty Board is responsible for all teaching in the Faculty and monitors all aspects of educational provision as part of its regular business through its Teaching and Learning Committee.
• All courses are continually reviewed and updated by the Departments that provide them.
• The reports of External Examiners are scrutinised by the Faculty and the General Board’s Education Section. Suggestions for improvement are acted upon where necessary.
• Students offer feedback through regular course appraisals and are able to raise concerns with the Departmental Heads at any time.
• The Departments organise staff-student meetings on a regular basis in Michaelmas and Lent terms, chaired by Directors of Undergraduate Studies or other staff.
• Staff undertake annual Teaching Observation by Peers (TOP) as an opportunity to share good pedagogy and reflect on teaching.
• All students have a college Director of Studies and there are regular contacts between students, their Directors of Studies and College Tutors, who can communicate issues of interest or concern to the Faculty via this route. Colleges also provide students with self-assessment forms in the Lent term and encourage students to comment on the teaching they have received.
• All tenured staff are subject to appraisal according to procedures that operate throughout the University.
• Holders of untenured posts are appraised annually.
• Staff are advised of staff development programmes run by the University and outside agencies such as the ILT.
• The Faculty is subject to review by the General Board every six years.

Every effort has been made to ensure the accuracy of the information in this programme specification. At the time of publication, the programme specification has been approved by the relevant Faculty Board (or equivalent). Programme specifications are reviewed annually, however, during the course of the academical year, and any approved changes to the programme will be communicated to enrolled students through email notification or publication in the Reporter. The relevant Faculty or Department will endeavour to update the programme specification accordingly, and prior to the start of the next academical year.

Further information about specifications and an archive of programme specifications for all awards of the University is available online at: https://www.camdata.admin.cam.ac.uk/