



Stockholm
University

Department of Asian, Middle Eastern and Turkish Studies

Middle Eastern Language and
Cultures, Area Studies
Master's Course
Second cycle, 45 credits
Spring semester 2020

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Kursplan

för kurs på avancerad nivå

Mellanösterns språk och kulturer, områdesstudier - masterkurs 45.0 Högskolepoäng
Middle Eastern Language and Cultures, Area Studies - Master's Course 45.0 ECTS credits

Kurskod:	ABMEX2
Gäller från:	HT 2019
Fastställt:	2016-02-03
Ändrad:	2018-11-07
Institution	Institutionen för Asien- Mellanöstern- och Turkietstudier
Huvudområde:	Mellanösterns språk och kulturer
Fördjupning:	A2E - Avancerad nivå, innehåller examensarbete för masterexamen

Beslut

Denna kursplan är inrättad av Humanistiska fakultetsnämnden 2016-02-03 och fastställd av institutionsstyrelsen 2016-02-03 samt reviderad av institutionsstyrelsen 2018-11-07.

Förkunskapskrav och andra villkor för tillträde till kursen

Antagen till Masterprogram i Mellanösternstudier, samt 75hp inom programmet.

Kursens uppläggning

Provkod	Benämning	Högskolepoäng
AB01	Examensarbete	45

Kursens innehåll

Inom denna kurs ska studenten skriva sitt examensarbete. Kursen ger studenten fördjupade kunskaper om vetenskapligt arbete, samt utvecklar studentens förmåga att självständigt och kritiskt utföra en vetenskaplig studie.

Kursen leder, tillsammans med 75hp inom programmet, till en masterexamen i Mellanösterns språk och kulturer.

Förväntade studieresultat

För godkänt resultat på kursen ska studenten kunna:

- Visa på en fördjupad kunskap om vetenskaplig metod och en möjlighet att systematiskt och kritiskt integrera kunskap för att på så sätt lösa ett komplext forskningsproblem.
- Självständigt identifiera, formulera och lösa ett avgränsat forskningsproblem inom området Mellanösterns språk och kulturer och i detta visa förmåga att;
- skriftligt redogöra för och diskutera syfte, utförande och resultat av en vetenskaplig studie,
- söka, samla, värdera och kritiskt tolka relevant information,
- tillämpa en lämplig metod och diskutera för och nackdelar med denna och alternativa metoder,
- beakta grundläggande vetenskapliga krav på validitet och reliabilitet,
- analysera empiri utifrån teoretiska perspektiv, förhålla sig till relevant tidigare forskning, diskutera avgränsningar och potentiella brister, samt möjligheten till generaliserbarhet av studiens resultat och
- om nödvändigt diskutera forskarens egna roll i kunskapsproduktion samt ta ställning till forskningsetiska normer.

Undervisning

Undervisningen består av föreläsningar och seminarier, samt individuell handledning.

Undervisningen sker på engelska.

För mer detaljerad information hänvisas till kursbeskrivningen. Kursbeskrivningen finns tillgänglig senast en månad före kursstart.

Kunskapskontroll och examination

a) Kursen examineras genom skriftligt examensarbete som ska skrivas på engelska, ventileringsavhandling av det skriftliga examensarbetet, samt opposition på en annan students examensarbete.

För mer detaljerad information hänvisas till kursbeskrivningen. Kursbeskrivningen finns tillgänglig senast en månad före kursstart.

b) Betygsättning sker enligt en målrelaterad sjugradig betygsskala:

A = Utmärkt
B = Mycket bra
C = Bra
D = Tillfredsställande
E = Tillräckligt
Fx = Otillräckligt
F = Helt otillräckligt

Opposition på en annan students examensarbete, bedöms enligt en tvågradig betygsskala, U/G.

c) De skriftliga betygskriterierna meddelas studenterna vid kursstart. Meddelade målrelaterade betygskriterier är bindande.

d) För att få slutbetyg på hela kursen krävs lägst betyget E på det skriftliga examensarbetet, fullföljd ventileringsavhandling av det skriftliga examensarbetet, samt godkänt betyg på opposition på en annan students examensarbete.

e) För varje kurstillfälle ska minst två examinationstillfällen erbjudas. Den termin kurstillfälle saknas ska minst ett examinationstillfälle erbjudas.

Studerande som fått betyget Fx eller F (eller U på prov där tvågradig betygsskala tillämpas) på prov två gånger i rad av en och samma examinator har rätt att få annan examinator utsedd vid nästkommande prov, om inte särskilda skäl talar emot det. Framställan om detta ska göras till institutionsstyrelsen.

Studerande som fått lägst betyget E (eller G när tvågradig betygsskala tillämpas) får inte genomgå förnyad examination för högre betyg.

f) Komplettering av betyget Fx upp till godkänt betyg på examensarbetet kan medges om studenten ligger nära gränsen för godkänt. Examensarbetet ska lämnas in inom en vecka efter att kompletteringsbehov meddelats av examinator. Vid godkänd komplettering av enklare formaliafel används betygen A-E. Vid godkänd komplettering av brister av förståelsekaraktär - mindre missförstånd, smärre felaktigheter, eller i någon del alltför begränsade resonemang, används betyget E.

g) Student som påbörjar arbetet med examensarbetet har rätt till sammanlagt minst 10 timmar individuell handledartid, utöver den handledning som ges i grupp i form av uppsattsseminarium.

h) Vid betygsättning av examensarbetet används följande bedömningsgrunder: fördjupad kunskap om vetenskaplig metod och en möjlighet att systematiskt och kritiskt integrera kunskap för att på så sätt lösa ett komplext forskningsproblem, förmåga att självständigt identifiera, formulera och lösa ett avgränsat forskningsproblem, förmåga att skriftligt redogöra för och diskutera syfte, utförande och resultat av en vetenskaplig studie, söka, samla, värdera och kritiskt tolka relevant information, tillämpa en lämplig metod och diskutera för och nackdelar med denna och alternativa metoder, beakta grundläggande vetenskapliga krav på validitet och reliabilitet, analysera empiri utifrån teoretiska perspektiv, förhålla sig till relevant tidigare forskning, diskutera avgränsningar och potentiella brister, samt möjligheten till generaliserbarhet av studiens resultat och om nödvändigt diskutera forskarens egna roll i kunskapsproduktion samt ta ställning till forskningsetiska normer, samt examinationerna angivna ovan vid a).

i) Byte av handledare kan ske vid särskilda omständigheter. Begäran om ett sådant byte, med motivering, ska alltid göras hos institutionsstyrelsen.

Byte av examinator kan endast ske när studenten är underkänd på ett prov. Se ovan under e) där reglerna för underkännande anges.

j) Student som under det aktuella kurstillfället inte blir klar i tid med påbörjat examensarbete har inte rätt till mer handledartid. Dock har studenten alltid rätt att få sitt examensarbete bedömt vid efterföljande examinationstillfällen.

Övergångsbestämmelser

När kursen är upphävd har studenten rätt att examineras en gång per termin enligt föreliggande kursplan under en avvecklingsperiod på tre terminer

Begränsningar

Kursen får inte tillgodoräknas i examen samtidigt med sådan inom eller utom landet genomgången och godkänd kurs, vars innehåll helt eller delvis överensstämmer med innehållet i kursen.

Kurslitteratur

För aktuell kurslitteratur hänvisas till ämnets webbsida på www.orient.su.se/mena

Aktuell litteraturlista finns tillgänglig senast två månader före kursstart.

Litteratur för examensarbetet väljs i samråd med handledare.

Syllabus

for course at advanced level

Middle Eastern Language and Cultures, Area Studies - Master's Course 45.0 Higher Education
Mellanösterns språk och kulturer, områdesstudier - masterkurs Credits
45.0 ECTS credits

Course code:	ABMEX2
Valid from:	Autumn 2019
Date of approval:	2016-02-03
Changed:	2018-11-07
Department	Department of Asian, Middle Eastern and Turkish Studies
Main field:	Mellanösterns språk och kulturer
Specialisation:	A2E - Second cycle, contains degree project for Master of Arts/Master of Science (120 credits)

Decision

This syllabus was developed by the Faculty Board of Humanities 2016-02-03 and adopted by the Board of the Department 2016-02-03.

Prerequisites and special admittance requirements

Accepted to the Masters Programme on Middle Eastern Studies, and 75ECTS within the program.

Course structure

Examination code	Name	Higher Education Credits
AB01	Degree project	45

Course content

Within this course the student will write a degree project. The course will give the student in-depth knowledge on academic research and will develop the students ability to do, in an independent and critical way, a scientific study. The course leads, together with 75ECTS within the program, to a master's degree in Middle Eastern Languages and Cultures.

Learning outcomes

In order to pass the course, students are expected to be able to:

- Show in-depth knowledge about scientific methods and ability to systematically and critically integrate knowledge in order to solve a complex research problem.
- Independently identify, formulate and solve a delimited research problem within Middle Eastern Languages and Cultures as a main field of study and in this show ability to;
 - in written, describe and discuss the purpose, execution and results of a scientific study,
 - search for, collect, evaluate and critically interpret relevant information,
 - make use of relevant method/s and discuss pros and cons with the chosen method/s as well as alternative methods,
 - follow basic scientific criteria on validity and reliability,
 - analyse data from theoretical perspectives, relate to relevant earlier research, discuss delimitations and possible limitations, as well as the possibility of generalisation from the results of the study,
 - if necessary discuss the role of the researcher in the production of knowledge as well as relate to norms on research ethics.

Education

Instruction is given in the form of lectures and seminars, as well as individual supervision.

The language of instruction is English. For more detailed information, please refer to the course description. The course description will be made available at least one month before the course starts.

Forms of examination

a) The course is examined on the basis of a written degree project, public presentation of the written degree project and discussion and examination of another student's degree project. For more detailed information, please refer to the course description. The course description will be made available at least one month before the course starts.

b) Grades will be set according to a seven point scale related to the learning objectives of the course:

A = Excellent

B = Very good

C = Good

D = Satisfactory

E = Adequate

Fx = Inadequate

F = Totally Inadequate.

The discussion and examination of another student's degree project will be graded according to a two-point scale:

U = Fail

G = Pass

c) Students will be informed of the written grading criteria when the course starts. Once set, the grading criteria related to the learning objectives of the course are binding.

d) In order to pass the course, students must receive a grade of E or higher on the written degree project, fulfil a public presentation of the written degree project and receive a passed grade on the discussion and examination of another student's degree project.

e) At least two examination opportunities should be offered for each course. At least one examination opportunity should be offered during a semester when the course is not given. Students who receive the grade Fx or F twice by the same examiner are entitled to have another examiner appointed for the next examination, unless there are special reasons to the contrary. Such requests should be made to the department board. Students who receive the grade E or higher (or a passed grade when a two-point scale is used) may not retake the examination to attain a higher grade.

f) The completion of a supplementary assignment in order to convert the grade Fx into a passing grade on the written degree project may be permitted if the student is close to meeting the criteria for a passing grade. The assignment should be submitted within a week of the examiner notifying the student of the need to complete a supplementary assignment. Adequate corrections of simple mistakes related to formatting will be graded using the grades A-E. Adequate corrections of flaws related to understanding – minor misunderstandings, minor inaccuracies or too limited arguments – will receive the grade E.

g) Students who start working on their degree projects are entitled to at least 10 hours of individual supervision, in addition to the supervision given in the form of thesis seminars.

h) The degree project will be graded on the basis of the following assessment criteria: In-depth knowledge about scientific methods and ability to systematically and critically integrate knowledge in order to solve a complex research problem. Ability to independently identify, formulate and solve a delimited research problem. Ability to in written, describe and discuss the purpose, execution and results of a scientific study, search for, collect, evaluate and critically interpret relevant information, make use of a relevant method and discuss pros and cons with the chosen method as well as alternative methods, follow basic scientific criteria on validity and reliability, analyse data from theoretical perspectives, relate to relevant earlier research, discuss delimitations and possible limitations, as well as the possibility of generalisation from the results of the study, if necessary discuss the role of the researcher in the production of knowledge as well as relate to norms on research ethics, and the examinations mentioned under a) above.

i) A change of supervisors may be granted under special circumstances. Requests for such a change (including a justification) should always be made to the department board. A change of examiners can only be granted when a student has failed an examination. See above under e), where the rules for failing a student are specified.

j) Students who do not finish their degree projects in time are not entitled to more supervision. However, the students are always entitled to have their degree projects graded at a future examination date.

Interim

When the syllabus is discontinued, students have the right to be examined according to this syllabus once per semester during a transition period of three semesters.

Limitations

This course may not be included in a degree together with a course, taken in Sweden or elsewhere, of identical or partially similar content.

Required reading

For up-to-date information about required reading, please refer to the department website at www.su.se/asia. The current reading list will be made available at least two months before the course starts. Literature related to the degree project will be selected in consultation with the supervisor.

Middle Eastern Language and Cultures, Area Studies – Master's Course, 45 credits

Teacher

Elie Wardini [elie.wardini@su.se]

Phone: 08-16 23 23

Course contents

Within this course module, you will work on your thesis. The course runs over two semesters and ends in the spring semester 2020. During the fall semester you started working on your thesis by writing a project proposal as well as by doing a literature review. During the spring semester you will continue working on your thesis. By the end of the course you will submit your thesis and participate in an oral public discussion in which you defend your own thesis, as well as critically review the thesis of another student.

Learning outcomes

In order to pass the course, students are expected to be able to:

- Show in-depth knowledge about scientific methods and ability to systematically and critically integrate knowledge in order to solve a complex research problem.
- Independently identify, formulate and solve a delimited research problem within Middle Eastern Languages and Cultures as a main field of study and in this show ability to;
 - in written, describe and discuss the purpose, execution and results of a scientific study,
 - search for, collect, evaluate and critically interpret relevant information,
 - make use of relevant method/s and discuss pros and cons with the chosen method/s as well as alternative methods,
 - follow basic scientific criteria on validity and reliability,
 - analyse data from theoretical perspectives, relate to relevant earlier research, discuss delimitations and possible limitations, as well as the possibility of generalisation from the results of the study,
 - if necessary discuss the role of the researcher in the production of knowledge as well as relate to norms on research ethics.

Teaching and examination

Instruction is given in the form of lectures and seminars, as well as individual supervision. The language of instruction is English.

The course is examined by submission of a written thesis. To pass the course the student must also participate in a public defence, in which the student defends his/her own thesis and critically evaluate another student's thesis.

Grading criteria

A The student has independently identified, formulated and solved a delimited research problem within Middle Eastern Languages and Cultures as a main field of study and in this shown **very good ability** to in written, describe and discuss the purpose, execution and results of a scientific study, search for, collect, evaluate and critically interpret relevant information, make us of relevant method/s and discuss pros and cons with the chosen method/s as well as alternative methods, follow basic scientific criteria on validity and reliability, analyse data from theoretical perspectives, relate to relevant earlier research, discuss delimitations and possible limitations, as well as the possibility of generalisation from the results of the study and if necessary discuss the role of the researcher in the production of knowledge as well as relate to norms on research ethics.

The thesis is presented in accordance with the norms of the field for formalities and in a manner, which is clear and appropriate for the study. The student has also participated in an oral public discussion and there discussed his/her own thesis and critically reviewed the thesis of another student.

The student demonstrates a **very good ability** to work independently and in a critical way, as well as **very broad knowledge** in scientific methodology and **very good ability** to systematically and critically integrate knowledge in order to solve a complex research problem.

B The student independently identified, formulated and solved a delimited research problem within Middle Eastern Languages and Cultures as a main field of study and in this shown **good ability** to in written, describe and discuss the purpose, execution and results of a scientific study, search for, collect, evaluate and critically interpret relevant information, make us of relevant method/s and discuss pros and cons with the chosen method/s as well as alternative methods, follow basic scientific criteria on validity and reliability, analyse data from theoretical perspectives, relate to relevant earlier research, discuss delimitations and possible limitations, as well as the possibility of generalisation from the results of the study and if necessary discuss the role of the researcher in the production of knowledge as well as relate to norms on research ethics.

The thesis is presented in accordance with the norms of the field for formalities and in a manner, which is clear and appropriate for the study. The student has also participated in an oral public discussion and there discussed his/her own thesis and critically reviewed the thesis of another student.

The student demonstrates a **good ability** to work independently and in a critical way, as well as **broad knowledge** in scientific methodology and **good ability** to systematically and critically integrate knowledge in order to solve a complex research problem.

- C** The student has independently identified, formulated and solved a delimited research problem within Middle Eastern Languages and Cultures as a main field of study and in this shown **ability** to in written, describe and discuss the purpose, execution and results of a scientific study, search for, collect, evaluate and critically interpret relevant information, make use of relevant method/s and discuss pros and cons with the chosen method/s as well as alternative methods, follow basic scientific criteria on validity and reliability, analyse data from theoretical perspectives, relate to relevant earlier research, discuss delimitations and possible limitations, as well as the possibility of generalisation from the results of the study and if necessary discuss the role of the researcher in the production of knowledge as well as relate to norms on research ethics.

The thesis is presented in accordance with the norms of the field for formalities and in a manner, which is clear and appropriate for the study. The student has also participated in an oral public discussion and there discussed his/her own thesis and critically reviewed the thesis of another student.

The student demonstrates **ability** to work independently and in a critical way, as well as **knowledge** in scientific methodology and **ability** to systematically and critically integrate knowledge in order to solve a complex research problem.

- D** The student has independently identified, formulated and solved a delimited research problem within Middle Eastern Languages and Cultures as a main field of study and in this shown **ability** to in written, describe and discuss the purpose, execution and results of a scientific study, search for, collect, evaluate and critically interpret relevant information, make use of relevant method/s and discuss pros and cons with the chosen method/s as well as alternative methods, follow basic scientific criteria on validity and reliability, analyse data from theoretical perspectives, relate to relevant earlier research, discuss delimitations and possible limitations, as well as the possibility of generalisation from the results of the study and if necessary discuss the role of the researcher in the production of knowledge as well as

relate to norms on research ethics.

The thesis is presented in accordance with the norms of the field for formalities and in a manner, which is clear and appropriate for the study. The student has also participated in an oral public discussion and there discussed his/her own thesis and critically reviewed the thesis of another student.

The student demonstrates **ability** to work independently and in a critical way, as well as **knowledge** in scientific methodology and **ability** to systematically and critically integrate knowledge in order to solve a complex research problem.

The master's thesis contains some smaller flaws, but none so serious that the student should be given a failing grade.

- E** The student has independently identified, formulated and solved a delimited research problem within Middle Eastern Languages and Cultures as a main field of study and in this shown **ability** to in written, describe and discuss the purpose, execution and results of a scientific study, search for, collect, evaluate and critically interpret relevant information, make use of relevant method/s and discuss pros and cons with the chosen method/s as well as alternative methods, follow basic scientific criteria on validity and reliability, analyse data from theoretical perspectives, relate to relevant earlier research, discuss delimitations and possible limitations, as well as the possibility of generalisation from the results of the study and if necessary discuss the role of the researcher in the production of knowledge as well as relate to norms on research ethics.

The thesis is presented in accordance with the norms of the field for formalities and in a manner, which is clear and appropriate for the study. The student has also participated in an oral public discussion and there discussed his/her own thesis and critically reviewed the thesis of another student.

- The student demonstrates **ability** to work independently and in a critical way, as well as **knowledge** in scientific methodology and **ability** to systematically and critically integrate knowledge in order to solve a complex research problem.

The master's thesis contains some larger flaws, but none so serious that the student should be given a failing grade.

- Fx** The student lacks some of the fundamental requirements necessary for the lowest passing grade E.

F The student completely lacks the fundamental requirements necessary for the lowest passing grade E.

Neither of the grades Fx and F include any opportunity to complete a supplementary assignment in order to convert the grade into a passing grade.

Course literature

Literature of relevance for the thesis and the following book:

- Blaikie, Norman, . *Designing Social Research*. (2nd ed) Cambridge: Polity Press. 2009. (298s). ISBN: 9780745643380

Detailed schedule

For days, dates and location, please refer to the webpage www.su.se/asia. For up-to-date schedule as well as any changes to the schedule, please refer to TimeEdit.

Seminar 1 – Status Report

Submission of self-assessment

Seminar 2 – Discussion of progress with the Thesis

Seminar 3 – Discussion of progress with the Thesis

Submission of First Draft of the Thesis

Seminar 4 – Discussion of the Draft Thesis

Seminar 5 – Concluding seminar

Examinations, rules and student influence

Examination

You will find the form of examination for the module you are following in the syllabus and in the course description, both of which are available on our home page or in Athena. Many modules have written examinations held in an examination hall at the end of the module. Other courses have take-home examinations, oral examinations or other examination assignments.

NB! Only students who have registered to take the examination may take it! If you show up to the examination without having registered, you may not take the exam! To register, log in to Ladok for students (www.student.ladok.se). If you encounter problems, please contact the Student Office.

At Stockholm University, there are common examination rules meant to ensure a fair examination. The below is an excerpt from the Rule Book (<https://www.su.se/medarbetare/organisation-styrning/styrdokument-regelboken/utbildning/regler-f%C3%B6r-tentamensskrivningar-vid-stockholms-universitet-1.26334>) and should be followed by all students:

1. The responsibility of the examinee to comply with the regulations

The examinee shall comply with the invigilator's instructions and orders. The examinee shall allow the invigilator to check identity documents and any material brought to the examination room.

2. Identity inspection and signature

The examinee shall present approved identity documents. Approved identity documents include a driving licence, a passport and an ID card with current validity. Approved identity documents also include a report to the police stating that the examinee's ID document has been lost or stolen. This report may not be more than three months old. Foreign identity documents, preferably passports and ID cards, will also be approved. The examinee shall write his/her name and personal identity number (or in the case of an anonymous exam other identification codes) according to the invigilator's instructions.

3. Seating in the examination room

Seating plans must always be posted before examinations take place in an examination room. The names of everyone who has registered for the exam must be written on these lists and it must be easy for the examinees to see which seat has been allocated to them. Examinees who have not signed up in advance will only be allowed to partake in the examination in as far as there is space and will be allocated seating by the

invigilator. In the case of examinations with less than 25 examinees exception will be made from the rule of seating plans.

4. Personal belongings

The examinee shall comply with the invigilator's instructions as to where to put bags and other personal belongings. Mobile phones and other prohibited technical equipment shall be turned off during the examination and stored with personal belongings.

5. Assistive devices

Only assistive devices or material that have been approved by the invigilator beforehand may be brought to the examination. In so far as an assistive device can store, render, or convey information, for example a calculator with a capacity to store data, the prerequisite for approval also applies to information that is in, or can be rendered or conveyed by, the device. Mobile phones may never be approved of as assistive devices.

6. Paper

Examinations may only be written on paper that is handed out by the invigilator. This also applies to scrap paper.

7. Prohibition to leave the examination room earlier than after 30 minutes

An examinee who does not wish to complete the examination may leave the examination room no sooner than after 30 minutes. An examinee who turns up after 30 minutes may not participate.

8. Prohibition for examinees to converse

Conversation between examinees or between an examinee and an outsider, for example via phone, may not take place until all participants have handed in their exams to the invigilator. This prohibition is applicable in the examination room as well as in the event of a visit to the lavatory.

9. Breaks and visits to the lavatory

When the examination lasts for longer than five hours there shall be a 30 minute break. The invigilator shall tell the examinees which toilets may be used and the examinee shall comply with the invigilator's instructions.

10. Handing in

The examinee may not take his/her examination out of the examination room but must hand it in to the invigilator. Note that even a "blank" examination must be handed in to the invigilator before the examinee leaves the examination room.

11. Obligation for anyone who has behaved in a disruptive manner to leave the room

An examinee who has behaved in a disruptive manner must, on instruction from the invigilator, leave the room. Disruptive behaviour may lead to disciplinary measures.

12. Cheating

An examinee suspected of cheating may continue to write the exam if the examinee hands in the prohibited assistive device. The invigilator shall offer the opportunity to exchange the prohibited device for an approved specimen. An examinee who refuses to present or hand in an assistive device may not continue the exam. Any cheating and/or disruptive behaviour will be treated by the Vice-Chancellor as a disciplinary matter, after a report from the head of department/director of studies.

13. In the event of fire alarm, bomb threat or the like

In the event of fire alarm, bomb threat or the like examinees shall follow instructions given by the invigilators. In such events the examination room must be evacuated immediately and the invigilators will serve as evacuation leaders. In the event of evacuation the examinees must be exhorted not to speak to each other in order, if possible, to be able to go back to writing after the fire alarm is over. The invigilator who is in charge shall, after consultation with the department, inform the examinees as to whether they may go back to writing the exam.

Take-home examinations

Date and time for publication of the exam question(s) will be given in TimeEdit or Athena. A take-home exam is usually published and handed in through Athena. It will be available in Athena until the deadline, so you will not need to download it at the exact time of publication. You will find the deadline in TimeEdit or in Athena.

Just as with a written exam in an examination hall, a take-home exam must always be written *independently* unless otherwise specified in the course description. For more details about how to use sources and references in your take-home exam, see below under "Formalities: references and quotations".

Special needs

If you have a disability and need special support and/or aids, you should make an application for special educational support in the system Nais. Do this well before the start of the course. In order to complete the application, you must attach documentation that confirms a permanent disability.

Following your application, a coordinator will contact you to book a personal meeting. After a meeting with the coordinator you will receive a certificate describing your recommended forms of support. You should then contact the Director of Studies for your subject (hanna.kritz@su.se for Japanese and Korean, johan.fresk@su.se for Chinese, or martin.safstrom@su.se for Arabic and Middle Eastern studies).

The support available is for example adaptation of facilities, course literature as an audio book, note-taking support, mentor support, extended writing time during exams, etc.

For more information, see: <https://www.su.se/utbildning/studera-med-funktionsneds%C3%A4ttning/ans%C3%B6k-om-st%C3%B6d-och-anpassningar-1.20886> If you have any questions, please contact studentstod@su.se or call 08-16 17 80.

Course Evaluation

After the completion of a course module, you as a student have the right to express your opinions and describe your experience of the module in the form of a course evaluation. Course evaluations are given anonymously in connection with exams or the last lesson of a module. You can usually answer the course evaluation digitally via computer, mobile phone or similar. You will receive a link to the course evaluation to your email address and you will normally have one to two weeks to answer.

Results from the course evaluations, as well as teacher responses and decisions about measures to be taken, will be available for you as a student in a file at the Student Office within 10 weeks after completion of the course.

If for some reason you have not received the course evaluation for a module you have taken, please contact the Student Office (exp.asien@su.se).

Formalities: source criticism and plagiarism

Source criticism

Remember to be critical of the sources you use and choose them carefully. It is always important to be able to explain why you have chosen a certain source.

Being critical of your sources is particularly important when you use information taken from the Internet. Check, for example, who wrote the information on the home page you used and why the home page has been created (e.g. for propaganda purposes).

Wikipedia is an example of a home page that is not considered a reliable source when you write an essay or a take-home exam. The reason is that voluntary contributors from all over the world have written the information found there. That means that the contents are open and free and everyone is able to add and take away information from Wikipedia.

For more books on thinking critically, see for example:

- Pernilla Hultén, *Kritiskt tänkande*, Malmö: Liber Förlag, 2007
- Thorsten Thurén, *Källkritik*, Stockholm, Liber AB, 2005

Plagiarism

Feel free to study with your friends, but remember that examination assignments and essays are normally done independently unless otherwise indicated in the course description.

When your examination assignment or your essay is to be handed in, it is important that you work independently. You are not permitted to plagiarise from another student, a book or an Internet source.

Plagiarism means using something that someone else has written without giving the source. Since much of what you write as a university student is based on previous research, you will need to use other sources. That is why it is very important that you are careful about where you get your information. Read more about this under "Formalities, references and quotations" below.

If you feel uncertain about how to deal with plagiarism, ask the teacher who runs your course. Often misunderstandings lead to suspicions of cheating, and it is therefore extra important that you are aware of the rules when it comes to giving sources.

All employees at Stockholm University are obliged to report disciplinary matters such as suspected cheating at an exam or similar. Such a report is made to the Director of Studies at the department. If you wish to read Stockholm University's guidelines for disciplinary matters in full, please see

https://www.su.se/polopoly_fs/1.215935.1476451187!/menu/standard/file/SU%20FV-2.5.1-2623-16%20Riktlinjer%20f%C3%B6r%20disciplin%C3%A4renden.pdf (Swedish)

Online resources for more information on plagiarism:

Urkund's anti-plagiarism hand book, <http://www.urkund.se/se/student>
Skrivguiden (Swedish writing guide), <http://skrivguiden.se/>

Formalities: references and quotations

When you write an examination assignment in the form of an essay or a take-home exam, it is important that you are careful to report the sources you have used in your work. You do this by giving references in the form of notes, and a list of sources.

There are many books about how to deal with references, both at the library and on the Internet. Below you will find a summary of some of the things that are important to bear in mind concerning references.

When you write an examination assignment (for example a BA or MA thesis) you should also take into account what applies to your particular course. See the course description for your course.

References in texts, different models

There are various models for dealing with references in texts. Two commonly used models are the *Harvard Model* and the *Oxford Model*.

If you use the Harvard Model you refer directly in the text, and if you use the Oxford Model you refer in a footnote (see the examples below). It is not that one of these models is right or wrong, but rather there may be a tradition of using one or the other in your particular field. It is important for you to be consistent in your choice of model, so that you always refer in, for example, footnotes if that is what you decide on.

Quotations, about the use of notes

Quotations are commonly used in texts. Quoting means that you reproduce word by word something that someone else has said or written. A quotation must always be given exactly, even if it contains spelling mistakes. After the quotation you must always state where it comes from. You do this directly afterwards, either in a footnote or in brackets, depending on the model you have chosen.

If there is a spelling mistake in the quotation, you can indicate it with [sic] directly after the spelling mistake to show that that you are not the one who has made the mistake. If the spelling mistake is particularly serious, you can write [sic!].

A reference after a quotation according to *the Harvard Model* might look like this:

“A reasonable requirement for a scientific conceptual apparatus is that it is possible to use it in practice.” (Persson & Sahlin, 2013:205).

A reference after a quotation in the form of a footnote according to *the Oxford Model* can look like this:

"A reasonable requirement for a scientific conceptual apparatus is that it is possible to use it in practice."¹

Longer quotations

If a quotation is short, as in the examples above, it is placed directly in the text. If the quotation is a long one, it should be placed in a paragraph of its own, for example:

För den franske litteratur- och kulturteoretikern Roland Barthes är det centralt att berättarinstansen skiljs ifrån författarens och berättelsens subjekt (1988). Den som talar i berättelsen är inte den som skriver i verkliga livet. Och den som skriver är inte den som är. Det finns enligt Barthes två olika sorters berättarpositioner: berättaren som personlig eller opersonlig berättarinstans. Detta motsvarar inte givet skillnaden mellan en berättare i första respektive tredje person. En berättelse kan skrivas i tredje person och ändå vara personlig.² or (Johansson, 2005:39).

Note that the quotation above is placed in a paragraph of its own, with an empty line at the beginning and at the end, and that it has a margin on both sides. A quotation of this kind need not have quotation marks at the beginning and end.

Quotations within quotations

If the person you quote has in turn quoted someone else, this should be shown within single quotation marks, for example:

"Finally, upon reaching the attractive landscapes in Mitava, he writes: 'The countryside here is much prettier than Livonia, through which one would not regret to travel with his eyes half closed.'"³ or (Lewis, 1995:57).

Referring to the same author and work immediately after each other

If you quote or refer to the same author and work immediately after each other, you need not rewrite the whole reference. Instead, write "ibid" if it also refers to the same page. If it refers to another page in the same work and by the same author, write "ibid, 43".⁴

¹ Johannes Persson & Nils-Eric Sahlin. *Vetenskapsteori för sanningssökare*: Fri Tanke Förlag, 2013, 205.

² Anna Johansson. *Narrativ teori och metod*. Lund: Studentlitteratur, 2005, 139.

³ S. Mark Lewis, *Modes of Historical Discourse in J.G Herder and N.M Karamzin*. New York: Peter Lang Publishing Inc, 1995, 57.

⁴ Ibid means "in the same place" and is an abbreviation of the Latin *ibidem*

Summary

A summary is an account of an author's text in your own words. This makes it possible for you to choose what you feel is central or what you feel is most relevant for your assignment. If you insert your own opinions or suppositions, you must make sure to indicate that.

You do not need to use quotation marks in a summary but you must indicate the reference so that the reader can find the source. Put the reference in brackets in the text or in the form of a footnote (see above).

List of References/Bibliography

The List of References, also called Bibliography, is the list of books and articles you have used when writing your examination assignment. The List of References must always be given at the end and if you like you can divide it into Primary and Secondary Sources, or Internet-based material, Articles, Interviews and so on if you have used such material.

The List of References must be in alphabetical order according to the author's last name and may look like this:

Hamori, Andras, *On the Art of Medieval Arabic Literature*, Princeton, New Jersey: Princeton University Press.

If you have used two or more books by the same author, you do not need to write the author's name more than once. Note that the books should be arranged chronologically. It may look like this:

Mernessi, Fatima. *Women and Islam. An Historical and Theological Enquiry*. Oxford: Blackwell Publishers. 1991.
_____, *Women's Rebellion & Islamic Memory*. London and New Jersey: Zed Books. 1996.

Chapters in a book

When you refer to a whole book, you need not give the number of pages, but if you use one chapter in an anthology, you should give the page numbers in your bibliography, for example:

Lee, Peter & Ashby, Rosalyn. "Progression in Historical Understanding among Students Ages 7-14", *Knowing, Teaching & Learning History. National and International Perspectives*, edited by Peter N. Stearns, Peter Seixas and Sam Wineburg, New York and London: New York University Press. 2000. pp. 199-222.

Articles

If your source is an article, it may look like this in your bibliography:

Kessy, Emanuel Thomas. "The Transition from The Later Stone Age to Iron Age in Kondoa, Central Tanzania", in *The African Archaeological Review*. Vol. 30 No. 3 September 2013, pp 225-252.

Internet sources

If your source is a page from the Internet, for example from a work of reference, there is often a note on how to refer to it on the same page. What distinguishes an Internet source from a printed source is that you should indicate *when* you have read the page.

Online reading tips

<https://www.su.se/utbildning/studie-och-spr%C3%A5kverkstaden/v%C3%A5ra-b%C3%A4sta-tips/s%C3%A5-sammanfattar-du-och-refererar-till-k%C3%A4llor-1.343151>

<https://www.su.se/biblioteket/forskarst%C3%B6d/referenshantering>