

# **Faculty of Arts and Humanities**



## **Information for Art & Archaeology Research students 2009-10**

**Department of Art & Archaeology  
Research Students Handbook 2009 - 2010**

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## Department of Art & Archaeology

### MPhil/PhD Student Handbook

#### INTRODUCTION

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##### Preface

The staff is pleased to welcome you as a graduate student member of the Department of Art and Archaeology at the School of Oriental and African Studies (SOAS). Since its foundation in 1990, the SOAS Art and Archaeology Department has established a distinctive identity among the leading Departments of Art History and Archaeology in the United Kingdom.

Members of staff work to maintain and enhance the international reputation of the quality of education provided in the BA, MA and research degree programmes. To this end, these programmes are subject to constant review, modification or transformation as the discipline and the world around us change. The role of student members of the Department is crucial in this process, and we encourage dialogue not just about the content and methodology of the disciplines of Art History and Archaeology, but about your experience of teaching and learning in its entirety.

This Handbook offers you an overview of the life of the Department and the organisation of your programme of study. We have tried to include as much information as possible, but it is a summary and should be read in conjunction with other authoritative School documents (especially Regulations for Students of the School of Oriental and African Studies and SOAS Library Rules).

**This Handbook also sets out certain standard procedures, requirements and obligations, which you are expected to know and follow. Your considerate attention to these will make all of our lives (staff and graduate students alike) more rewarding.**

**Please read the Handbook carefully and KEEP IT FOR REFERENCE; amendments and supplements to it may be issued from time to time. If you have any queries or suggestions concerning its contents, please do let your supervisor, the Research Tutor or the Faculty Office know of them.**

**For further information on auditing courses with other departments, please check with the Faculty Office for that course.**

## Teaching in the Department of Art and Archaeology at SOAS

The Department of Art and Archaeology teaches the disciplines of Art History and Archaeology with special reference to the countries, peoples, societies and cultures of Asia and Africa - both past and present. The emphasis given to particular regions, themes and approaches will vary with current trends in the discipline, broader global developments, and the evolving research specializations of academic staff. Degree programmes are offered at BA, MA and research (MPhil and PhD) levels. This Statement and Handbook refer chiefly to the MPhil and PhD Art and Archaeology degree programme.

### **PART ONE**

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## **I.i Organisation of the Department**

### **Academic staff members of the Department**

The Department is managed by the academic staff themselves under the direction of the Head of Department, Dr Elizabeth Moore, and with the support of the Faculty office on the third floor.

There is a core academic staff of 14 members. Every year, some members of staff are absent from the Department for at least one term (conducting research overseas or writing up research results). Many staff members will be on research leave during vacations. As far as possible, alternative arrangements are made to fulfil their teaching and pastoral duties during these periods of essential research activity.

There is a full list of staff, with their academic and administrative titles and functions, in **Part Three** of this handbook.

### **Student members of the Department**

In 2008/9, we had the following number of students:

BA (all years, joint and single honours) – 103 students

MA (all years, full- or part-time over two or three years) – 60 students

Research (all years, both part- and full-time) – 70 students.

Students come from varied national and cultural backgrounds and have diverse previous work and life experience. This richness enhances the eventual quality of the teaching and learning experience within the degree programmes for everyone.

### **Student representation**

At the beginning of each year arrangements are made for the election of at least one student representative from the postgraduate research cohort. During the year these representatives formally meet staff at least twice in the Student/Staff Forum. Students share responsibility for setting agendas for these meetings, and issues will be taken up by the full Department Staff Committee, which meets at least twice a term. Student representatives have a notice board to communicate current information to other students.

The Faculty staff will assist the student representatives in setting up e-mailing lists for the MPhil/PhD programme. You should always check your SOAS email regularly as this will be used by academic and faculty staff, as well as other students, to contact you with important information regarding your degree throughout the year.

### *Contacting members of staff*

If after reading this handbook you are still in doubt as to the right person to see about academic or personal matters, ask in the Faculty Office.

**All members of staff have their names on the doors of their personal offices along the corridor on the third and fourth floor of the Brunei Building. They also post by their doors times when they are normally available for consultation without an appointment. Please try to make your enquiries at those times.**

**If necessary you can make appointments to see staff at other times, preferably by e-mail, or by leaving a note pinned to the small board outside each room, by phone, or in person.**

It will be appreciated generally if you try not to interrupt members of staff at other times. When in their rooms staff are frequently conducting research supervisions, preparing for teaching, or engaged in some research activity. Of course, we do understand that emergencies may require immediate attention.

The Faculty Office is open during vacations (with reduced opening hours), but academic staff are available for consultation during vacations only by previous arrangement.

### ***The Arts and Humanities Faculty Office***

The Faculty Office (in Room 326) is a source of much good advice and guidance. The Office can provide various information sheets, for example about essay writing and student services.

Here are some ways in which you can help the Office to save time and make things run smoothly.

Please:

- at busy times please wait patiently until someone is free to deal with your enquiry
- inform the Registry and the Faculty Office of any change of address, contact telephone or e-mail address
- take any enquiry about fees, enrolment status or regulations to Registry
- note that the Office cannot take personal telephone messages

### **Opening Hours of Faculty Office:**

Term Time: Monday to Friday, 10am - 4pm

Vacations: Monday to Friday, Winter/Spring/Summer 10am – 12pm, then 2pm – 4pm Examination period: 9:30am – 11:30am, 2pm – 4pm

Closed during UG Examination Board period (to be announced nearer the time)

## **I.ii Sources of Advice and Help**

### **In the Department**

**Supervisor** - As an Art and Archaeology research student, you will be assigned a supervisor in the department at the beginning of your studies; this member of the department will be available for consultation on any matter concerning your work and welfare. Normally, you will have the same tutor throughout your time in the department. If your supervisor is absent on research leave, the second member of your supervisory committee may be expected to take over.

**You are asked to arrange to meet your supervisor in registration week and initially every two weeks during term time.** Members of staff have office hours which are posted by their offices. Your supervisor will schedule regular meetings with you once you have introduced yourself.

**Second Member of the Supervisory Committee** – The second member of your supervisory committee is often assigned in terms of thematic interests (if the Supervisor is a regional specialist), or in terms of regional expertise (if you are with a supervisor whose expertise is in the main intellectual field in which you hope to work). The second

member of your supervisory committee can be consulted during the first year of research, but their main task is to examine the Research Report and Fieldwork Proposals (see Part Two) at the end of the year. The second member of your supervisory committee can also step in to fulfil the main supervisor's duties should they be on leave. When agreed with the supervisor that it is necessary, the second member of your committee can also be the penultimate reader of a PhD thesis draft.

**Co-Supervisor** Some students will have two supervisors who will share the task of seeing them through the research student programme. A co-supervisor is generally a supervisor based in another department and the work load of tutorials is shared equally between the two members of staff. In such cases, students are **not** assigned a second member to their supervisory committee.

### **Research Tutor**

You should meet the Research Tutor, Dr Crispin Branfoot, in registration week and at the start of term. The Research Tutor also can offer moral support and general guidance, acting both as confidant[e] and spokesperson, depending on what you need. It is a good idea to let your Research Tutor know as soon as possible if there are any burdens - be they financial, personal or in relation to your role as a parent and/or carer - of which you think the department should be aware. The Research Tutor is also a good person with whom to discuss any plans you may have of taking time out, intermitting or of deferring your course (Registry must be consulted at an early stage of this too). It is useful to involve you the second member of your supervisory committee and/or head of department in the initial discussions.

If you are not comfortable with your supervisor, you can request a change of tutor from the department Research Tutor as well, although such changes are not undertaken lightly and again will need Associate Dean of Research approval – again the second member of your supervisory committee or the head of department will need to begin discussions. If you have problems which need serious counselling, or require the setting in motion of grievance procedures, both your supervisor and the Research Tutor can make suggestions and point you in the right direction.

### **Your Research Committee**

Every student has a three-person research committee. The committee consists of all the above members: supervisor, second member and often the Research Tutor. In cases where the Research Tutor and your supervisor are one and the same person, the Head of Department can act as the third member of the committee. Normally, the Research Tutor monitors every student's progress and signs off, at the end of the year, on the Upgrade Form. In cases where a student has concerns about the upgrading viva, they, or their supervisor, can ask the Research Tutor to act as an 'external' during the process.

### **In the Faculty Office**

The Faculty Office deals with some **administration** connected with your degree, and its staff are available for consultation on any general matters to do with course combinations, availability of courses, examination entry and registration of dissertation titles. They are also a valuable source of advice if you are unsure whom to see about general problems connected with your degree. The Postgraduate Handbook for graduate students in all disciplines is handed out at enrolment, but extra copies can be obtained from either the Faculty Office or the Registry. Registry must be consulted about matters relating to fees, enrolment status, patterns of study and regulatory issues.

### **The Associate Dean for Research**

The Associate Dean for Research (ADR), Dr Isolde Standish, together with the Faculty Research Committee, has responsibility for overseeing all aspects of research student training. The ADR oversees the progression of all students through to graduation etc. If problems relating to supervision or training arise which cannot be resolved with your supervisor, you are advised to speak to the Research Tutor and/or Head of Department. If you are still not satisfied, need further advice, you should speak to the ADR regarding the regulations etc.

## **In the School**

Problems which require medical or other sorts of continuous care can be handled through the School. SOAS has a Student Welfare Officer and two Student Counsellors with regular office hours. These counsellors can also refer a student to a regular programme of help when necessary. The Student Union also has a Welfare Service providing advice, information and support.

SOAS students are eligible to use the University Health Service, which not only provides medical and dental care but is also a valuable place to go to for a much broader range of consultations. Details of how to make appointments are posted on notice boards on the 3<sup>rd</sup> and 5<sup>th</sup> floor. Sometimes the School Counsellors are booked for some time ahead and the Health Service can provide help in particularly urgent situations.

Grievances against other students or the Department or the School might best be sorted out informally with Department Student Representatives, the Supervisor, Research Tutor or Head of Department, and ADR. However, if a student is not happy with presenting a grievance within the Department, recourse can be made to their Student Union Representative or to the Associate Dean for Research or to the Registrar. There is a School grievance procedure for serious issues (see the 'Postgraduate Research Handbook 20098-910 [CD-ROM]').

Please note that SOAS has policies in relation to equal opportunity and freedom of expression, and has also established guidelines for procedures in cases of sexual harassment. Students who feel discriminated against in any way are encouraged to understand and exercise their rights under these policies.

## **Students with special needs**

The Russell Square campus consists of two interlinking buildings (the old building, Library building, and the Brunei building) all of which are accessible to students with disabilities as is the Vernon Square campus. Other sites are not suitable for wheelchair users, so please check with the relevant department first.

The Library is also accessible to people with all levels of mobility. Every effort is made to help students with particular needs.

## **In general**

It is important that you keep your supervisor and the Research Tutor aware of problems which may be leading to repeated absences, difficulty completing coursework or otherwise affecting your studies. Please try to provide us with documentation where applicable: medical certificates, letters of explanation, etc.

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## **I.iii Managing Your Programme of Study**

### **Enrolment/Registration procedures and course commitments**

During the Registration period, members of staff and the Research Tutor will be available at advertised times in their offices in order to meet you. You will need to discuss any courses that you may want to audit or need to attend (such as courses specified in the offer made to you and/or language courses), with your supervisor. It will be up to you, however, to speak to specific course teachers about attending their language classes or auditing their lectures.

### **Attendance and absence**

Attendance at Research Training classes is required, and we do monitor attendance at classes, not least to make sure that students are not encountering problems. As a matter of courtesy we would appreciate your contacting the

tutor if you anticipate being unavoidably absent from a particular class. If absence is due to illness, then you should, where possible, submit a medical certificate - this is particularly important when absence is prolonged, or leads to late submission of coursework. Please refer to the Postgraduate Research Handbook for information on the School's regulations.

Please talk to your supervisor or Research Tutor if you are experiencing, or are about to experience, problems which you feel impinge upon your work and/or cause you difficulties with attendance. It is usually best to share such difficulties with a concerned member of staff who will be able to advise you, in confidence, on the best way to cope with them.

## **I.iv Teaching/Learning Methods**

MPhil/PhD students are expected to work independently for the large part. **There are, however, certain requirements for the first year of the programme which all students are expected to fulfil.** Fortnightly tutorials with your supervisors are the norm, although there will be times when you will see your supervisor more frequently and others when you might need three weeks between appointments. In consultation with your supervisor, you may also take a language course and you will be expected to follow and do the coursework required in language classes. Some students may be required to take a MA core course or two as part of their first year of study and to follow the complete course, attending seminars/tutorials, writing essays and taking exams; other students may also decide to audit some BA or MA lectures in Art and Archaeology, or special interest lectures in other departments which will require attending lectures only. Most courses involve a one-hour (actually 50 minute) lecture as a key component. Check the timetable on the SOAS website for other course lectures.

Post-fieldwork students (year three students) are also expected to meet regularly with their supervisor to discuss the work and progress of their PhD thesis. Following the fieldwork year, all students are required to present a paper in the appropriate regional research seminar.

Do note that in any courses you are required to attend or audit, the lecture serves as a vehicle by means of which a new topic can be introduced, the terms of associated debates and theories outlined, and suggestions for your further investigation of the topic framed. Ideally the lecture serves as a basis and catalyst for your further reading and research into the subject. **It is not a substitute for your own independent reading and study which will be monitored by your supervisor.**

### **Auditing courses**

Students are strongly recommended to consider auditing some of the lectures for courses offered at undergraduate and post-graduate level in the Department. Students are free to audit other lectures within the School if the course lecturer is happy for them to do so. Thus, as a matter of courtesy, and especially for small lecture groups, it is as well to ask the lecturer concerned if your attendance will raise any problem. Only in cases of over-subscription and room pressure should you envisage any problems in this respect. Please also note that students cannot be examined in audited courses, nor is work set or marked.

#### **Auditing courses in the University of London**

Please note that auditing other courses within the University of London *is* an option, but this **must** be recommended by your supervisor to the ADR and approved. Auditing within the University of London can involve a course fee and, if you are not willing to pay this out of your own pocket, the faculty may, occasionally do so. The ADR has some funds that can be used to this propose, but these **MUST** be applied for with a supervisor's reference.

## Language Classes

If you would like to apply for funds for separate language tuition outside the courses SOAS offers – generally at our own Language Centre, then this must be specified at the time of application. When you arrive, your supervisor must give their approval and help you make the application to the ADR. For more information, please contact, Deborah Spraggon, the faculty administrator, or Dr Isolde Standish.

## Seminars

The variety of seminars you might like to attend is enormous, and you will need to be selective. Within the department there are a number of regional research seminars. These are a crucial element of the shared intellectual life of staff and postgraduate students. **All first year students are expected to attend.**

SOAS hosts a variety of public lectures, conferences and seminars which are prominently advertised. SOAS staff usually belong to an academic department and a Regional Centre (some also belong to Special Purpose Centres). If you have a regional interest then make a point early in the year of locating the relevant Regional Centre where you will find an information board displaying forthcoming meetings. Some Regional Centres also publish a Newsletter.

- Art & Archaeology of East Asia research seminar
- South and Southeast Asian art & archaeology research seminar
- Islamic art, architecture & archaeology research seminar
- African art research seminar

Two further lecture series, the Islamic Art Circle and the Indian Art Circle, are convened within the Department with a variety of outside speakers. The meetings are held monthly on Wednesday evenings. Please look for the publicity notices in the Department or on the website under 'Research Seminars and Events'.

## ReSKIN (Research Skills Intercollegiate Network)

This twice-yearly event is a collaboration between Birkbeck College, the Courtauld Institute of Art, Goldsmiths College, Queen Mary, The Slade School of Fine Art, SOAS and UCL for all University of London PhD students in History of Art and Visual Culture.

**Attendance at both ReSKIN events is compulsory for all SOAS MPhil/PhD students in year 1.**

ReSKIN is an invaluable opportunity to network with the wider academic community in our discipline beyond the regional specialisation of SOAS in Asia and Africa. It enables students to meet and discuss research issues with both academic staff from across the University of London and other new research students.

See the website for details of past events and the programme for this year's events:

[www.ucl.ac.uk/reskin/](http://www.ucl.ac.uk/reskin/)

Please check the UCL website for details

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## **I.v Teaching and Learning Resources**

### **SOAS Library**

You should become familiar with SOAS Library, its strengths, layout, computer catalogues, loan regulations etc. from the start and learn to use it to your best advantage.

#### SOAS (Main) Library

Try to become familiar from an early date with the principal sections you will need:

Teaching collection

General Collections

Regional Collections

Periodicals and current periodicals room

Art and Archaeology Reading Room (for reference works)

The Librarian for Art, Archaeology and Music is Yoshiko Yasumura (room D5) who can advise. Look out for library tours in the early part of the first term.

### **University of London (Senate House) Library**

The School has limited funds to purchase 'Day Tickets' or 'Annual Tickets' for the use of ULL. This year, the procedure to become a Senate House card holder is fairly simple, do check at the SOAS library information desk for more details.

### **Information Technology**

MPhil/PhD students have access to personal computers in the SOAS Main Library and other parts of the building.

### **Learning and Teaching Unit Research Student Support**

In addition to the Research Training Day held in October for all new MPhil students, the Learning and Teaching Unit (LTU) provides all research students with learning support. Optional workshops take place throughout the year on various topics and include:

- MPhil core chapter writing skills
- PhD presentation skills
- Writing block
- Time management
- Year 3 writing courses

Students with specific learning difficulties, such as dyslexia and dyspraxia, can also receive one-to-one support with a Learning Advisor. Drop-in sessions will also be held for Teaching Assistants (TAs) to answer any queries you may have related to your teaching.

For more information, see the LTU website: [www.soas.ac.uk/ltu](http://www.soas.ac.uk/ltu). Alternatively, visit the LTU in room G12 (near the library), or email them: [ltu@soas.ac.uk](mailto:ltu@soas.ac.uk)

### **In-sessional English Language Support**

Many non-native English speaking research students have benefited from the in-sessional English language support which is provided by SOAS. It is open both to students who have an in-sessional English language requirement and students who wish to take the opportunity to improve their English language voluntarily. Most

of the courses involve one 2-hour class per week, and generally last 5 weeks. Courses taking place in the first two terms include:

- Academic Essay Writing
- Reading and Note-taking
- Lecture Skills (Listening and note-taking)
- Seminar and Presentation Skills
- Grammar Improvement
- Academic Vocabulary and Style

Also available to research students are one-to-one tutorials, where individual English language or study skills concerns can be addressed with an English language expert.

All courses and tutorials are available free of charge. They are also very popular, so it is advisable to register for a course as early as possible. More information can be found on the SOAS website at:

[www.soas.ac.uk/insessionalenglish](http://www.soas.ac.uk/insessionalenglish)

### **Generic Research Training**

This general day for research training is both faculty and school wide. Generally occurring in mid-October, the day includes sessions on: Why pursue a career in Research?; SOAS regulations, an overview; resources at SOAS; the SOAS Archives; the Student support and the Learning & Teaching Unit; how to organise a PhD thesis; meeting with other MPhil students by region with a final year PhD student and member of staff; preparing for fieldwork: identifying sources of funding for fieldwork; ethics and research; legal issues and research (copyright laws and you); and meetings by department/discipline with PhD student and/or Research Tutor to reflect on the day.

### **Bloomsbury Postgraduate Skills Network (BPSN)**

The Bloomsbury Postgraduate Skills Network has been created by UCL with the purpose of sharing best practice in generic and transferable skills training for graduate research students in the Bloomsbury area.

The purpose of the shared skills training programme is to allow students in the participating institutions to expand their generic research skills and personal transferable skills, through attending training courses and workshops at other member institutions. Whilst each institution offers its own training to its registered students, the BPSN programme allows access to a variety of different training from other member institutions.

Registration for courses is via the website: <http://www.grad.ucl.ac.uk/bloomsbury/>

### **Other Resources outside SOAS**

There is a wealth of resources for Art and Archaeology students in London. The principal collections of Asian and African art at the British Museum, the Victoria and Albert Museum and the British Library are complemented by a number of smaller but useful resources including the Royal Asiatic Society, which you can join as a Fellow, and the Wellcome Library. We advise you to become familiar with your local Public Lending Library.

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## I.vi Assessment

Assessment is nowadays a regular, almost continuous, part of the work we all do in the field of university education: whether as students, researchers or administrators, whether it is assessment of work completed or in progress, whether it is quality of procedures for management and control or of achievements in final results. There are elements of self-assessment, peer group assessment and mutual assessment by students as well as staff.

### Department assessments

The maintenance of these standards requires constant vigilance and would be impossible without the creative suggestions of student members.

#### Logbooks

All new research students will be given a copy of a Logbook as you complete the enrolment. An electronic version will be also available. If you wish and your supervisor agrees, the Logbook can be kept as an electronic record. Logbooks are used as record of supervision. Logbooks are compulsory and it is your choice to keep one version or the other. The logbook must also be signed by your examiners at the end of your upgrading viva.

### Students' assessment of their research course

Students are asked to make a formal assessment at the end of each year along with the form for the supervisor's End of Year report. Students will get to see their supervisor's comments and sign the main report, but will also take their own sheet away to fill in privately and return to the Registry. This form is not seen by the supervisor, but will be looked at by the Associate Dean for Research.

Students' completion of the assessment forms is vital because it is the primary mechanism whereby students' experiences of courses can be gauged, yielding valuable information about how effective or otherwise provision and teaching have been - in relation to both the 'what' and the 'how' of teaching. Accordingly, course teachers have the opportunity to amend their procedures of teaching, or improve other aspects of the course, with the aim of facilitating more effective teaching and learning.

**However, these arrangements do not preclude students from giving feedback about courses earlier in the year, whether directly or via student representatives. Should a problem arise that needs urgent rectification, we would prefer that you brought it to our immediate attention.**

### Coursework

It is in your interest as students and ours as teachers that essays are submitted on time so that your progress and any problems can be monitored and personal tutorials arranged at appropriate times.

Coursework requirements for each course are indicated on the course cover sheets which accompany reading lists. It is your responsibility to acquaint yourself with that information.

**Late essays** (i.e. essays submitted after the essay deadline set by the tutor but before the School's deadline) will be marked at the course teachers' convenience and will be returned to students accordingly.

## Upgrading Status from MPhil to PhD

For MPhil/PhD students, an important stage in your degree is the upgrading process at the end of your first year. For this you are required to submit 20,000 words of work: this usually consists of the written work for your agreed training course (10,000 words) and a Research Report of 10,000 words on a topic you have chosen and agreed with your supervisor. This is due at the end of the 4<sup>th</sup> week of the Summer Term (Friday May 21st 2010) and any late submissions must be supported by your supervisor and approved by the Research Tutor. Three copies of the Research Report together with the written work should be submitted to the Faculty Office. Late submissions may require delays in examinations and a delay to the upgrade from MPhil to PhD status. **No student is given permission to leave for fieldwork until they have been examined and a decision has been made about upgrading.**

The Research Report should include a detailed, critical literature review and a substantive proposal for further research in Years 2 and 3 of a full-time degree. An outline of the research objectives and plans for fieldwork, if necessary, should be included.

Upgrading from MPhil to PhD status is based upon the satisfactory completion of a Research Report and a presentation to the appropriate Departmental Research Seminar.

### Dissertation

In your second year, depending on the nature of your research you may be conducting fieldwork for up to twelve months. Requests for longer periods of fieldwork must be approved by the ADR and supported by your supervisor. On return from the field you will be expected to begin work on your PhD dissertation of 100,000 words. This dissertation must adhere to the University of London Regulations for Art and Archaeology Degrees.

For more detailed stipulations concerning Dissertations consult Section II.iii of this handbook.

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## PART TWO

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### II. i On Research Reports and Fieldwork Proposals

The first year of the MPhil and PhD programme (first two years for part-time students) and a student's upgrading from MPhil status to full PhD status is assessed by up to 20,000 words worth of written work. Throughout the Faculty of Arts and Humanities, it has been agreed that all upgrade material should come to 20,000 words no matter how a department chooses to organise this (several chapters, different types of work, etc.). In Art and Archaeology the guidelines for producing upgrade work are:

10,000 words on a Research Report

10,000 words of assessed work from an approved MA training course.

#### Contents

A Research Report is meant to display the idea that you and your supervisor have been working on your intellectual training, and have not focused on merely filling it with certain expected types of information. To this end, you should think of two main aims:

1. That the formulation of your research problem includes an understanding of the debates and dialogues about that problem which are already underway both in Art and Archaeology and elsewhere in the human sciences;
2. That you show how your problem fits into the literature of your chosen region;

The section on fieldwork and/or archival work can be the place for pragmatic/practical information. Do include timetables, questions about visas, funding applications, university links, methods and ethics.

#### Submission

**Three copies of the Research Report are due on the 21<sup>st</sup> May 2010 (end of week 4 of Term 3) for full-time students.** Part-time students submit this work in Term 3 of their second year of Registration. The copies must be submitted to the **Faculty Office**, marked for the attention of their First Supervisor. All written submissions will be assessed by the first and second supervisors; the Research Tutor may also be involved.

There are several outcomes to the upgrading process: you can be recommended for upgrading (subject to the approval of the Associate Dean for Research); you can be asked to make minor corrections; you can be asked to do some major re-writing; you could be recommended to remain on the MPhil course only; or it can be recommended that your course of study be terminated. A student working well with their supervisor will find that there should be no need to worry about the last two categories.

### II.ii Funding and Fieldwork

Few students come to the MPhil/PhD programme with their fieldwork funding in place and this is an issue that may occupy some of the first year. So while working on methods and training, a student may be expected to locate and apply to any relevant sources of funding for fieldwork. Your supervisor can give you guidance on this, but aside from writing references, a supervisor is not expected to locate sources of income for you. **Finding funding, applying for it, and collecting the necessary supporting material are all part of your research training and transferable skills that will serve you after the PhD.** Discussion of how to locate funding sources occurs within the Research Training Seminar and the Generic Research Training Day run by the School. The Careers office (see Section I.vii) also can help locate some sources of funding.

## General Funds Art & Archaeology Students Can Apply For:

See <http://www.soas.ac.uk/registry/scholarships/scholarships-and-bursaries.html>

Your supervisor may be able to advise you of additional subject- or regionally-specific awards that you can apply for.

### POSTGRADUATE ADDITIONAL AWARDS FOR FIELDWORK:

These awards are intended to provide some financial support for SOAS postgraduate students to conduct MPhil/PhD fieldwork abroad. These awards do not cover conference attendance and are not awarded more than once to any student. Normally these awards do not cover more than the price of a budget return airfare. Competition for these awards is very intense and applicants and referees are encouraged to be as precise as possible in making their case.

The Closing dates for applications are as follows:

09 October 2009 – only for students leaving for fieldwork from January 2010 to March 2010 inclusive

11 January 2010 – only for students leaving for fieldwork from April 2010 to September 2010 inclusive

25 April 2010 – only for student leaving for fieldwork from October 2010 to December 2010 inclusive

Students are also advised to apply to the Central Research Fund of the University of London, Senate House.  
Closing Dates are Autumn Term, 2 October 2009; Summer Term 12 March 2010.

SOAS Faculty of Arts and Humanities Conference Awards: these small grants are offered through the ADR and whenever the faculty budget allows it. The aim is to advertise for applications twice a year if possible. Applications are to the ADR, and must include conference details, a letter of invitation to give a paper, costings and a letter of support from your supervisor. This fund is aimed at 3<sup>rd</sup> year PhD students, other students can also apply, but priority will be given to 3<sup>rd</sup> years who have not had previous funding.

When you have been upgraded to PhD status, you and your supervisor must fill in the **Application for Approval to Undertake Overseas Fieldwork/Research** form for the Registry (which can be collected from the Registry in the first place). It is on this form that you are expected to outline your research plans for the next 12 months, including overseas University contacts and a description of arrangements for supervision while in the field. Fieldwork of longer than 12 months has to be approved by the Associate Dean for Research and your supervisor must support your case for a longer period in the field.

Once in the field, you are expected to keep in touch with your supervisor. Some students prefer to email a regular, monthly, report of their activities; while others do a longer mid-term fieldwork report after six months. You must agree, with your supervisor, how it is that you will report on fieldwork. At the end of the year, your supervisor must complete the annual assessment form for you and will need to know what you have been doing. Any requests for an extension to fieldwork made while in the field, must be supported by your supervisor and approved by the Associate Dean for Research, so regular contact with your supervisor is essential. **Do note, however, that any extensions to your fieldwork will result in a shortening of the time you will have to write up the dissertation. Students are expected to complete their PhD within four years, lengthening fieldwork means shortening your writing period.**

## II.iii Writing the Dissertation

The 3<sup>rd</sup> year is normally spent writing up your research in the form of the 100,000 word PhD dissertation. SOAS Art and Archaeology dissertations adhere to the University of London Regulations outlined at the following website, and summarised below: [http://www.lon.ac.uk/research\\_degrees.html](http://www.lon.ac.uk/research_degrees.html)

### Requirements of a Thesis for the PhD degree

1. The scope of the thesis shall be what might reasonably be expected after three or at most four years of full-time study.
2. The thesis shall:
  - (a) consist of the candidate's own account of his/her investigations, the greater proportion of which shall have been undertaken during the period of registration under supervision for the degree;  
[The part played by the candidate in any work done jointly with the supervisor(s) and/or fellow research workers must be clearly stated by the candidate and certified by the supervisor.]
  - (b) and form a distinct contribution to the knowledge of the subject and afford evidence of originality by the discovery of new facts and/or by the exercise of independent critical power;
  - (c) and be an integrated whole and present a coherent argument;  
[A series of papers, whether published or otherwise, is not acceptable for submission as a thesis. Research work already published, or submitted for publication, at the time of submission of the thesis, either by the candidate alone or jointly with others, may be included in the thesis. The published papers themselves may not be included in the body of the thesis, but may be adapted to form an integral part of the thesis and thereby make a relevant contribution to the main theme of the thesis.  
Publications derived from the work in the thesis may be bound as supplementary material at the back of the thesis.]
  - (d) and give a critical assessment of the relevant literature, describe the method of research and its findings, include discussion on those findings and indicate in what respects they appear to the candidate to advance the study of the subject; and, in so doing, demonstrate a deep and synoptic understanding of the field of study, (the candidate being able to place the thesis in a wider context), objectivity and the capacity for judgment in complex situations and autonomous work in that field;
  - (e) and be written in English and the literary presentation shall be satisfactory, although the College at which the candidate is or will be registered may make application for a thesis in the field of modern foreign languages and literatures only to be written in the language of study, to be considered on an exceptional basis by the Subject Area Board in the Humanities; in such cases the thesis shall include additionally a submission of between 10,000 and 20,000 words which shall be written in English and shall summarise the main arguments of the thesis;
  - (f) and not exceed 100,000 words; a College may prescribe a lower number in certain subject areas, which shall be detailed in the relevant College regulations;  
[Note: the bibliography is excluded from the word count; footnotes are included within the word count; appendices are excluded from the word count and should only include material which examiners are not required to read in order to examine the thesis, but to which they may refer if they wish.]
  - (g) and include a full bibliography and references;
  - (h) and demonstrate research skills relevant to the thesis being presented;
  - (i) and be of a standard to merit publication in whole or in part or in a revised form (for example, as a monograph or as a number of articles in learned journals).

### Post-Field Work Seminar and Student Status

The work of writing the PhD dissertation is yours alone, supported, of course, by regular meetings, normally monthly, with your supervisor. As a post-field or archival work student you will also be expected to give a seminar presentation in the appropriate regional research seminar in the third year of your course of study. This is an opportunity to get feedback on your work from other members of the department as well as your fellow PhD students. The aim of the third year is to help you produce the large part of a first draft of the dissertation. Many students then seek a fourth year of study, or **Continuation**. Full time students are expected to complete within 4 years, part-time within 7 years. A case for mitigating circumstances such as illness, periods of part time study, care taking responsibilities will need to be made to the ADR in order to account for interruptions of status. All such changes in status must be supported by your supervisor and approved by the Associate Dean for Research.

During your period of writing up your supervisor will encourage you to attend conferences and present papers outside of SOAS (as noted above: there is some funding available for this from the Faculty, contact the Faculty Administrator, You will also have available to you the various seminars and workshops run by the Learning and

Teaching Unit and the Language Support Unit should you feel that your writing, organisational or language skills have suffered during fieldwork. Further skills training will be offered to you via the School (IT for example) or the Bloomsbury group. You may also, if it does not interfere with the writing of the dissertation, be encouraged to prepare at least one journal article for publication. Students, whose work is going well, also can acquire some teaching experience as paid Teaching Assistants (TA) for undergraduate Art and Archaeology courses within the department. The Undergraduate Tutor organises the TA teaching each year and will ask your supervisor if your work is progressing before approving your application to do teaching within the department. **Students are not allowed to do more than six hours of teaching a week.**

In the last year of writing the dissertation, you should also start looking at Post-Doctoral Fellowship deadlines and Job Advertisements. Normally, your supervisor will guide you in preparing your applications.

#### **Some useful websites to search for post-doctoral funding**

[www.esrc.ac.uk](http://www.esrc.ac.uk)

[www.britac.ac.uk](http://www.britac.ac.uk)

[www.leverhulme.org.uk](http://www.leverhulme.org.uk)

[www.jobs.ac.uk](http://www.jobs.ac.uk)

#### **II.iv Submitting the Dissertation**

When you, in consultation with your supervisor and, perhaps, second supervisor, judge the thesis is near completion the following steps must be taken:

You will need to collect an **Entry Form** the SOAS registry and submit it not more than six months before you plan to submit the thesis and no later than four months before your planned submission. You will need to prepare an abstract for the Entry Form. At this point you should discuss examiners with your supervisor, who, while being guided by you, will make the final decision. Every student will be examined in a viva voce by two examiners: one from the University of London (but sometimes external to SOAS) and another from outside the University. While a student may have had contact with their examiners, it is normally expected that the examiners have not read large parts of the dissertation nor have had extended discussions of the thesis with the student beforehand. Your supervisor will seek approval of the Examiners from the appropriate committee.

When the thesis is complete, you will need to submit three copies to Senate House. They can be initially bound in soft covers, to be replaced by hard cover binding after the successful examination. Your supervisor will contact your examiners and arrange the day, time and place of the examination.

**There are clear University of London Regulations pertaining to the examination and its outcome, sections of which are quoted over the page (© University of London 2001).**

Most students are successful in their PhD examination, but there are often minor amendments, or even 18 months more work to be done. Given the four year timetable to which student now must work, these two options may become more frequent. Total failure in the PhD is rare, but does happen. The best way you can insure their success is to allow yourself to be guided by your supervisor. That is, while fieldwork makes you the expert on your subject, it is your supervisor who best understands what constitutes an acceptable PhD thesis. Working together with your supervisor (rather than avoiding them, a well known phenomenon) leads to the most positive outcome. To this end, please let your supervisor and the faculty office have your contact details at all points in time.

The examiners, after reading the thesis, shall examine the candidate orally and at their discretion by written papers or practical examination or by both methods on the subject of the thesis and, if they see fit, on subjects relevant thereto.

Candidates are required to present themselves for oral, practical or written examinations at such place and times as the University may direct and to bring with them to the oral examination an additional copy of their thesis.

There are seven options open to examiners in determining the result of the examination as follows:

(a) If the thesis fulfils the criteria (set out above) and the candidate satisfies the examiners in all other parts of the examination, the examiners will report that the candidate has satisfied them in the examination for the PhD degree.

(b) If the thesis otherwise fulfils the criteria but requires minor amendments and if the candidate satisfies the examiners in all other parts of the examination, the examiners may require the candidate to make within three months amendments specified by them. The amended thesis shall be submitted to the examiners or one of their number nominated by them for confirmation that the amendments are satisfactory.

(c) If the thesis, though inadequate, shall seem of sufficient merit to justify such action, the examiners may determine that the candidate be permitted to re-present his/her thesis in a revised form within 18 months. Examiners shall not, however, make such a decision without submitting the candidate to an oral examination. The examiners may at their discretion exempt from a further oral examination, on re-presentation of his/her thesis, a candidate who under this regulation has been permitted to re-present it in a revised form.

(d) If the thesis satisfies the criteria but the candidate fails to satisfy the examiners at the practical or written examination prescribed under paragraph 9.3.1, the examiners may determine that the candidate be exempted on re-entry from presentation of the thesis and be permitted to submit to a further practical or written examination within a period specified by them and not exceeding 18 months. The examiners may at their discretion exempt the candidate from taking a further oral examination.

(e) If the thesis satisfies the criteria for the degree, but the candidate fails to satisfy the examiners at the oral examination, the examiners may determine that the candidate be permitted to re-present the same thesis, and submit to a further oral examination within a period specified by them and not exceeding 18 months.

(f) If, after completion of the examination including the oral examination or re-examination for the PhD degree, the examiners determine that a candidate has not reached the standard required for the award of the degree nor for the re-presentation of the thesis in a revised form for that degree, they shall consider whether the thesis does or might be able to satisfy the criteria for the award of the MPhil degree. If they so decide, the examiners shall submit a report which demonstrates either (a) how the criteria for the MPhil degree are satisfied, or (b) what action would need to be taken in order for these criteria to be satisfied. Thereafter the following conditions and procedures will apply: Either (i) the candidate will be informed that he/she has been unsuccessful at the examination for the PhD degree, but that his/her examiners have indicated that he/she has reached the standard required for the award of the MPhil degree or with minor amendments to his/her thesis he/she will satisfy the criteria for the degree, and that he/she may be considered for the award of the MPhil degree if he/she indicates within two months that he/she wishes to be so considered. Any minor amendments required shall be made within three months and the amended thesis shall be submitted to the examiners or one of their number nominated by them for confirmation that the amendments are satisfactory. (ii) a candidate who indicates that he/she wishes to be considered for the award of the MPhil degree under this Regulation will not be required to submit the thesis, as may be required under the Regulations for the MPhil degree or to undergo an oral examination thereon, but will be required to fulfil the requirements for the MPhil examination in all other respects including (if applicable) the passing, at the next following occasion on which they are held, of any required written papers for the MPhil degree in Philosophy. In the latter case, the candidate will be informed that he/she must satisfy the examiners in the prescribed written papers and that if he/she fails re-entry will be governed by the Regulations for the MPhil degree in Philosophy insofar as they are applicable.

## II.v If you are a part-time student

As do all first year research students you must meet your supervisor at the beginning of the academic year to agree your training needs and define the appropriate mode for supervisory contact. In addition, part-time students are required to attend a School Research Training Day together with full-time students (organised over an October weekend) in either your first or second year. During the term supervision will take the form of a mix of face-to-face meetings and email contact; face to face supervision tends to occur during the Christmas, Easter or summer break.

The majority of departmental seminars, and many subject-based seminars, are held throughout the week and during the evenings. Access to the library and computing facilities is possible during normal opening hours, and arrangements are being devised to increase access particularly to the new IT facilities in the East Block which was completed in 2004. Formal teaching and an increasing amount of subject-based research material is available via electronic resources available through the Library internet connection (including a growing number of specialist search engines by subject/region).

## II. vi Ethics

Both the Research Report/Fieldwork Proposal and your PhD dissertation must show an awareness of the School and Art and Archaeology codes of ethics. Below you will find the School Statement on Ethics:  
<http://www.soas.ac.uk/soasnet/governance/policies/45141.pdf>

### SOAS STATEMENT ON ETHICS

1. The principles outlined in this Statement apply to all staff (regardless of the nature of their contract with the School) and to all students, especially when conducting research at, on behalf of, or in association with the School. For the purposes of this statement, the terms 'research' and 'researcher' also cover services to external clients, including consultancy, and studies undertaken by students at all levels. This statement should be read in conjunction with a general requirement on all members of SOAS not to act in such a way as to bring the School into disrepute, and with other relevant policies and statements, including those relating to equal opportunities.

#### External funders and clients

2. The principles and procedures in this statement and especially those in paragraph 3, will also be considered, as appropriate, whenever the School is offered additional external funding by individuals or organizations that have not previously donated to SOAS and do not have recognized standing. This provision applies whatever the purpose of the funding. It is not intended to lead to unnecessary scrutiny of donations unlikely to raise ethical issues, for example of grants from governments of the European Union, the U.K. funding councils, or equivalent charitable foundations in the U.K and abroad. The principles and procedures in this statement should also be applied, with similar caveats, when individual or corporate clients are seeking consultancy or other paid services from SOAS.

#### General principles

3. The School expects everyone engaged in teaching, learning and research to conduct themselves in accordance with the seven principles laid down by the Committee on Standards in Public Life (viz. selflessness, integrity, objectivity, accountability, openness, honesty, leadership). It expects them to be informed of legal requirements, including local and international law and agreements, and especially (a) any relevant U.K. legislation (e.g. Data Protection Act 1998), and (b) any codes of ethical practice specified by professional bodies, societies, or associations for the discipline within which their research is undertaken (for example, that of the Association of Social Anthropologists, [www.theasa.org](http://www.theasa.org)). These requirements apply, in the case of research and consultation, irrespective of obligations to funders.

4. Researchers should both uphold the above-stated principles, as integral components of the pursuit of the scholarly excellence that the School promotes, and recognise their responsibility to:

- (i) the research community and its overall ethos;
- (ii) the research subjects;
- (iii) society in general;
- (iv) any funders of the relevant research.

5. Researchers, and others as appropriate, are further expected to recognise:

- (i) the need to identify, declare (where necessary), and take steps to avoid as far as possible, any potential conflicts of interest (for example, there must be no misuse of their position as researchers for personal gain);
- (ii) that plagiarism, deception, and the fabrication or falsification of results are unacceptable.

## **Research conducted outside the UK**

6. The mission of the School is to be a leading centre of excellence in research and teaching relating to Asia and Africa. In this context:

- (i) Ethical and political issues relating to personal and national disparities in wealth, power, the legal status of the researcher, political interest and national political systems must be taken into account in planning research projects. Researchers should be sensitive to the differences between the civil, legal and perhaps financial position of national and foreign researchers and scholars.
- (ii) Researchers should be aware that irresponsible actions by themselves or the research-group could jeopardize access to a research-area or even an entire country for other researchers.
- (iii) Researchers should note that there may be national laws or administrative regulations which affect the conduct of their research (e.g. matters pertaining to data-dissemination and storage, publication, and the rights of research-subjects, sponsors and employers).

## **Overall management of a research project**

7. Researchers are responsible for:

- (i) the design, methodology and execution of their research;
- (ii) planning their research so that the findings have demonstrable validity;
- (iii) disseminating research findings at the earliest opportunity in recognition that a primary purpose of research must be to increase public knowledge and understanding and that part of this process involves the assessment of results by one's peers – subject, however, to the need to protect any intellectual property arising out of the research, and, in the case of consultancy, to any contractual obligations to the commissioning party;
- (iv) clarifying the disposition of any intellectual property-rights at the outset of the project.

## **Acknowledgements and obligations**

8. These considerations apply:

- (i) Appropriate acknowledgement and credit should be given for all contributions to a research project, including recognition in publications and further grant applications.
- (ii) No one's independent research findings should be published or communicated by others except with express permission; in particular this applies to supervisors and other staff in respect of colleagues, research assistants, or students.
- (iii) However, research-project staff are required to report the results of project work to the grant-holder and not to publish or communicate findings without the consent of the grant-holder.

## **Issues relating to a research-project and its subjects**

9. In the planning of research, researchers should consider the ethical acceptability and the foreseeable consequences of their research. In particular:

- (i) At the outset of a project, researchers must take into consideration the impact that their findings might have on the subjects of their research.
- (ii) Involvement of individual human subjects in research ideally requires informed, uncoerced consent insofar as this is practical - for formal interviews a consent-form may be appropriate (see Annex A). Researchers should aim to inform subjects in readily understandable terms about the aims and implications of their research. Researchers should respect the right of individual subjects to refuse to co-operate in research and to withdraw their participation temporarily (e.g. by requesting the switching off of a recording device) or permanently, without prejudice to them at any time.
- (iii) Researchers must protect research-subjects against foreseeable physical, psychological or social harm or suffering which might be experienced in the course of the research. Researchers should be especially sensitive in their protection of the rights and interests of more vulnerable human subjects, such as children and the elderly. Where appropriate, discussion with the human subjects or their

guardians must precede the research and be included in the informed consent-procedure.

(iv) Researchers must take into consideration the possibility of detrimental consequences for their research-subjects arising out of the identification of individuals involved in the research. Where appropriate, consent to reveal the names of individuals should be obtained.

### **Sponsorship**

10. The conditions under which research or other work is undertaken for sponsors should be fully specified in a contract. The terms of any grants, donations or endowments should also be stated explicitly. Such contracts and terms should be consistent with this Ethics Statement.

### **Ethical Assurance Procedures**

11. For general activities, including teaching, line managers and others in positions of responsibility have a duty to ensure that this ethics statement is being observed by those whom they manage.

12. In addition to this and to the primary ethical responsibility of all SOAS members, and in order to ensure observance of the principles of this Statement, formal confirmation that ethics have been considered is required as follows:

(i) from the supervisor(s), *for student research proposals (for both Masters and research degrees);\**

(ii) from the Dean of Faculty, *for any staff research proposals that involve leave or grant applications;\**

(iii) from the Vice Principal (External Affairs), *for consultancy and business undertakings that by rule require the involvement of SOAS International, or that are equivalent in scale and significance;*

(iv) from the Chair of Ethics Committee, *for donations above the limits provided in terms of reference.*

[\* A tick-box will be provided on relevant forms: for example, for research students, the upgrade form, the end-of-year report, and the student logbook.]

13. If a person mentioned in 12 (ii) or (iii) is unable to act in an urgent case, a decision may be taken by the Chair of the Ethics Committee or a designated member of the Committee. A designated member may also act on behalf of the Chair under 12 (iv).

### **14. Adjudication**

Should any of the persons listed in paragraphs 12 and 13 judge that they are unable to take final responsibility for giving approval in any particular instance, that case must be forwarded (with all relevant information) to the Secretary of the Ethics Committee, for consideration by the Committee. The Committee may consult on an *ad hoc* basis or by special or regular meeting. It will base its decision on this Statement, on any other relevant codes, on the law, and on the best interests of SOAS and its members. Its decision will state: (i) whether or not the proposal or activity is ethical, in its judgment, (ii) any modifications or safeguards that are required, and (iii) whether or not the activity should proceed. The Committee's decision is final.

15. Staff or students who transgress these guidelines or a ruling of the Ethics Committee may be subject to disciplinary action through their line-manager or supervisor, and as provided in the disciplinary codes.

**ANNEX A**

**Consent form for research-subjects (SOAS Ethics Statement, para.9 (ii))**

I have read, or been informed verbally, about the details of the proposed study. My questions have been answered to my satisfaction, and I understand that I may ask further questions at any time.

I understand that I have the right to withdraw from the study at any time and to decline to answer any particular question(s).

I agree to provide information to the researcher(s) on the understanding that my name will not be used without my permission (*The information will be used only for this research project and publications arising from this research-project*)

I agree/do not agree to the interview being taped.

I agree/do not agree to the interview being recorded on video.

I confirm that I am over the age of 16.\*

I understand that I have the right to ask for the audio/video-recorder to be turned off at any time during the interview(s).

I agree to participate in this study under the conditions initially communicated to me.

Signed.....Name.....Date.....

\* This refers to the person giving consent in cases of children who are research-subjects.

Note: This form should be translated, if necessary, into the first language of the individual who is to sign it

## II.vii General notes on writing

### Notes on Style

Research students come from a wide variety of intellectual backgrounds and often ask for clarification about the appropriate style for writing dissertations. It is difficult to provide a simple answer for reasons which may be quite illuminating.

In the SOAS Department we recognize both that a variety of styles is permissible and that style is important in the presentation of ideas to readers. For various reasons we do not wish to lay down firm rules about what should, or should not, constitute an essay.

It seems preferable to give examples of the sorts of writing which many anthropologists consider to be good or exemplary. This is done below.

Certain features of essay writing are common to both the sciences and humanities. An essay should have a beginning, a middle and an end. As a rough guide, you should indicate in the introduction what it is you are setting out to argue or show. The body of the essay should lay out your case using suitable arguments, citations and ethnographic evidence, the balance depending upon the kind of essay you are writing. Evidently, you should display an appropriate mastery of the literature relevant to the essay topic. In the conclusion it is usual not to introduce new arguments or materials, but to make inferences or draw conclusions from the arguments and materials presented.

There are other agreed features of an acceptable essay. **Spelling should be correct and normally conform to that used in the *Oxford English Dictionary*.**<sup>1</sup>

**Punctuation is not a matter of personal proclivity** and there are fairly widely agreed standards (see Carey 1971; Truss 2003). Similarly, while certain features of English grammar are a matter of choice, many are not. Partridge (1973) is probably the best known guide to grammar and many other aspects of English usage. Students often treat paragraphs as if there were no conventions. As Partridge points out, a paragraph, 'is a collection, or series, of sentences, with unity of purpose ... Between one paragraph and another, there is a greater break in the subject than between one sentence and another' (1973: 223, citing Bain). You should seriously consider buying Partridge's *Usage and abuse* if you are not familiar with the vagaries of style in English.<sup>2</sup>

Examiners expect fluency in English usage and correct use of bibliographical style to be part of the qualifications for the degree of Doctor of Philosophy. All documents should be double-spaced. Quotations always are marked by

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<sup>1</sup> The use of 's' or 'z' in words ending with '-iation' is a matter of personal preference. The Oxford convention is to use 'z' in words which end with 'isation', because it is supposedly closer to the Greek usage. It is most unwise to rely upon a computer spelling checker. Apart from the fact that many use American spelling conventions, you merely perpetuate an ignorance that will show up whenever you do not have access to your word processor.

<sup>2</sup> There are other more specialized books which you should know about and might consider looking at. A more technical work than either Carey's highly readable *Mind the stop* or Partridge's *Usage and abuse* (see bibliography) is Hart's *Rules for composers and readers* at the Oxford University Press. Oxford: Univ. Press, 39th.edn. 1967 (temporarily out of print). The predecessors to *Usage and abuse* are Gowers 1962 and Fowler 1968. Among works which distinguish closely related senses of words, Crabb 1974 is the classic. *Roget's Thesaurus in innumerable editions is a treasure trove for students*

quotation marks (“and”). Inverted commas are for ‘emphasis’ and not quotations. Quotations of more than 50 words do not get quotation marks but should be blocked and single spaced.

Entries in the Bibliography should be by authors’ surnames, in alphabetical order, and should include the following: name and initials of author(s) or editors, date, title (in italics for books, in inverted commas for articles) and (for books) place of publication and, if published in 1901 or after, name of publisher; for articles, name of journal in full (or abbreviated according to the World List of Scientific Periodicals) in italics, volume number (arabic numbers to be used throughout) and pagination. See the Bibliography at the end of this section for an example of good practice.

Perhaps the best way to indicate some of the kinds of essay style which we would recommend is to give examples of journals and authors. Look at, for example, *Art History*, *Art Bulletin*, *Artibus Asiae*, or *Muqarnas*. The quality of style in the articles varies greatly however and, as Art History and Archaeology as disciplines change, so does their style.

**If in doubt, remember that, in general, good English is simple. Moreover, there is no point in using your computer’s Spellcheck, Grammar and Punctuation checker or Thesaurus if you don’t know the meaning of the word in the first place, have little idea of how to spell it, or don’t understand the grammatical rule the programme is trying to impose on you. For example, passive sentences are acceptable in essays, but the Microsoft grammar programme hates them. Since it is a US-based programme, it also includes many grammatical rules which, by UK standards, are just plain wrong. If you are concerned about your writing skills, the Learning and Teaching Unit, as well as the Language Support Unit, offer a variety of courses to help you at any stage of your research degree (see Section 1.v).,**

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Truss, L. 2003 *Eats, shoots and leaves: the zero tolerance approach to punctuation*. London: Profile Books

## PART THREE

### Academic Staff and their Research Areas

[Professor Doris Behrens-Abouseif](#) BA PHD(HAMBURG) HABIL(FREIBURG)  
Architecture of Cairo, the art and archaeology of Turkey, Iran and the Near East

[Dr Crispin Branfoot](#) BA(MANCHESTER) MA PHD(LONDON)  
Research Admissions Tutor / Research Tutor  
Hindu, Buddhist and Jain Architecture, Sculpture and Painting; Pilgrimage and Sacred Geography; Archaeology and Material Religion; South India

[Dr John T Carpenter](#) BA(NOTRE DAME) MA PHD(COLUMBIA)  
Postgraduate Admissions Tutor / Postgraduate Taught Courses Tutor  
Pre-modern Japanese art and cultural history; East Asian calligraphy; Buddhist sutra copying; Heian court culture; classical literary themes in Japanese art; Ukiyo-e prints and paintings

[Dr Anna Contadini](#) LAUREA(VENICE) PHD(LONDON)  
The art of the book binding, calligraphy, illumination, miniature painting; the manuscripts of the Qu'ran; the decorative arts; the arts of Muslim Spain; the arts and architecture of the Fatimids

[Dr Charles Gore](#) MA PHD(LONDON)  
Visual culture of West Africa and the Caribbean

[Dr Charlotte Horlyck](#) BA MA PHD (LONDON)  
Art, archaeology of Korea; funerary customs; architecture and spatiality in pre-modern Korea; theories in the study of visual and material culture

[Dr Geoffrey R D King](#) DIP FINEART PGCE MPHIL PHD(LONDON) FSA  
Islamic art and archaeology in Syria, Jordan, Egypt and Saudi Arabia, Yemen, UAE and Oman; late Antiquity, Umayyads, Abbasids, Ayyubids and Mamluks

[Dr Elizabeth H Moore](#) BA(POMONA) PHD(LONDON)  
Head of Department  
Art and archaeology of Cambodia, Burma (Myanmar) and Thailand; remote sensing to study settlement form, ancient water management, urban growth; religious architecture and sculpture

[Dr Lukas Nickel](#) BA(BERLIN) MA, PHD (HEIDELBERG)  
Archaeology in China; early Buddhist art; traditional architecture of China and Japan

[Dr Stacey Pierson](#) BA(LOYOLA) MA(LONDON) PGDIP(EALING) DPHIL(SUSSEX)  
History and production of Chinese ceramics; history and theory of collecting; history of art history

[Professor Timon Screech](#) MA(OXON) MA PHD(HARVARD)  
History of Japanese art; Edo painting; contacts between Japan and Europe in the 18th century; history of science in Japan; the theory of art history

[Dr Wang Tao](#) BA(YUNNAN) PHD(LONDON)

Archaeology of Ancient China; palaeography; early Chinese religion and language

[Dr Tania C Tribe](#) MA(FED. UNIV. RIO) MD(USF. RIO) PHD(ESSEX)

Painting in Africa and the Americas; theory of art with special reference to Northeastern Africa

[Dr Chia-Ling Yang](#) BA (TAIWAN) MA (WARWICK) PHD (LONDON)

Chinese painting; 19th and 20th-century Chinese art, Shanghai School, early photography in China, artistic interactions between China, Japan and the West (1840–1949)

## **Safety and Security**

### **Personal**

(a) On hearing the fire alarm (continuous ringing bell) please leave the building immediately via the nearest fire exit/staircase. Do not use the lifts.

(b) For the safety of female students and staff, all ladies toilets are fitted with alarms.

(c) First Aid

If you require first aid please ask a member of staff to summon help. On the 5th floor there is a qualified first-aider: Bernard Howard (Linguistics Department Room 518).

### **Property**

(a) Please do not leave your belongings unattended. You are advised not to leave items of value in the student pigeonholes.

(b) Lost property

Please enquire at the Porters' Lodge (main entrance). Most items that have been found are deposited there.

(c) Lockers

Lockers are available for student use. To reserve a locker: select an unused locker and secure with padlock. You must supply your own lock. Lockers must be vacated at the end of the academic year.

### **End Note**

At the time of going to press, this handbook was as complete and correct as we could make it. You may find errors or that there is some pertinent information missing. Please do feel free to let us know through the student representatives or the Faculty Office what sort of changes would help make this handbook more useful for you. With courses being developed and changed, this book will be updated every year and all input from students is welcomed!