



Stockholm
University

Department of Asian, Middle Eastern and Turkish Studies

Revolutions in the Middle East:
Practices and Paradigms
Second cycle, 7.5 credits
Spring semester 2020

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Kursplan

för kurs på avancerad nivå

Revolutioner i Mellanöstern: Praktik och Paradigm
Revolutions in the Middle East: Practices and Paradigms

7.5 Högskolepoäng
7.5 ECTS credits

Kurskod:	ABMREV
Gäller från:	VT 2019
Fastställt:	2018-10-31
Institution	Institutionen för Asien- Mellanöstern- och Turkietstudier
Huvudområde:	Mellanösterns språk och kulturer
Fördjupning:	A1N - Avancerad nivå, har endast kurs/er på grundnivå som förkunskapskrav

Beslut

Kursen är inrättad av Humanistiska fakultetsnämnden 2018-10-31 och kursplanen är fastställd av institutionsstyrelsen vid Institutionen för Asien-, Mellanöstern- och Turkietstudier 2018-10-31.

Förkunskapskrav och andra villkor för tillträde till kursen

Kandidatexamen inom humaniora, samhällsvetenskap eller juridik, inklusive ett examensarbete om lägst 15 hp, samt Engelska 6.

Kursens uppläggning

Provkod	Benämning	Högskolepoäng
ME01	Revolutioner i Mellanöstern: Praktik och Paradigm	7.5

Kursens innehåll

Denna kurs behandlar revolutioner i Mellanöstern och Nordafrika, från början av 1900-talet till nutid, tematiskt såväl som kronologiskt. Syftet med kursen är att gå bortom den vanliga beskrivningen av de senaste revolutionerna som undantag i regionens historia.

Förväntade studieresultat

Efter genomgången kurs ska studenten kunna:

- Visa kunskap om teori kring revolutioner, sociala rörelser och sociala icke-rörelser.
- Visa kunskap om revolutionära händelser i Mellanöstern och Nordafrika.
- Visa förmåga att kritiskt diskutera olika definitioner på revolutionära händelser i Mellanöstern och Nordafrika.
- Genomföra analys på en revolutionär händelse i Mellanöstern och Nordafrika och/eller dess olika definitioner genom att använda sig av relevant teori.

Undervisning

Undervisningen består av föreläsningar och seminarier.

Undervisningen sker på engelska.

All undervisning är obligatorisk.

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

månad före kursstart.

Kunskapskontroll och examination

a. Kursen examineras genom skriftliga inlämningsuppgifter, i form av essäuppgifter.

Principerna för sammanvägning av de enskilda examinationsuppgifterna framgår av betygskriterierna.

Examinationen sker på engelska.

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

b. Betygssättning sker enligt en målrelaterad sjugradig betygsskala: A = Utmärkt, B = Mycket bra, C = Bra, D = Tillfredsställande, E = Tillräckligt, Fx = Otillräckligt, F = Helt otillräckligt.

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

d. För att få slutbetyg på kursen krävs lägst betyget E på de skriftliga inlämningsuppgifterna, samt fullgjord närvaro om 80 %.

Om särskilda skäl föreligger kan examinator efter samråd med ansvarig lärare medge den studerande befrielse från skyldigheten att delta i viss obligatorisk undervisning. Studenten kan då åläggas en kompensationsuppgift.

Studenter som lämnar in tentamen senare än vid ordinarie inlämning endast kan erhålla betyg C-F.

e. För varje kurstillfälle erbjuds minst två examinationstillfällen. Det läsår som kurstillfälle saknas erbjuds minst ett examinationstillfälle.

Studerande som fått betyget Fx eller F 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 på prov får inte genomgå förnyat prov för högre betyg.

f. Möjlighet till komplettering av betyg Fx upp till godkänt betyg ges inte på denna kurs.

Övergångsbestämmelser

När kursplanen 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.su.se/asia/mena

Aktuell litteraturlista finns tillgänglig senast två månader före kursstart.

Syllabus

for course at advanced level

Revolutions in the Middle East: Practices and Paradigms
Revolutioner i Mellanöstern: Praktik och Paradigm

**7.5 Higher Education
Credits**
7.5 ECTS credits

Course code:	ABMREV
Valid from:	Spring 2019
Date of approval:	2018-10-31
Department	Department of Asian, Middle Eastern and Turkish Studies
Main field:	Mellanösterns språk och kulturer
Specialisation:	A1N - Second cycle, has only first-cycle course/s as entry requirements

Decision

This syllabus was developed by the Faculty Board of Humanities 201X-XX-XX and adopted by the Board of the Department 201X-XX-XX.

Prerequisites and special admittance requirements

Bachelor's degree in humanities, social sciences or law, including a bachelor's thesis comprising a minimum of 15 ECTS, and English 6.

Course structure

Examination code	Name	Higher Education Credits
ME01	Revolutions in the Middle East: Practices and Paradigms	7.5

Course content

This course intends to offer both a thematic and a chronological approach to revolutions in the Middle East, Turkey and North Africa from the beginning of the 20th century until today. It aims to go beyond the commonplace describing the recent revolutions as exceptions in the history of the region.

Learning outcomes

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

- Show knowledge of the theory of revolutions, social movements and social non-movements
- Show knowledge of revolutionary events in the region
- Discuss critically the various definitions of revolutionary events in the region
- Perform the analysis of a revolutionary event in the region and/or its different definitions using relevant theory

Education

Instruction is given in the form of lectures and seminars. The language of instruction is English. Attendance at all teaching sessions is obligatory.

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 written assignment in the form of essay assignments. The principles

for weighting individual course assignments are described in the grading criteria. The language of examination 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.

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.

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, alternatively a passed grade, on all examination assignments and meet the attendance requirement of 80%. Under special circumstances, the examiner may, after consulting with the coordinating teacher, grant the student an exemption from the obligation to participate in certain mandatory course elements. The student can then be assigned a compensatory assignment.

Students submitting the exam late, can only receive the grades C-F.

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 may not retake the examination to attain a higher grade. Students who receive the grade E or higher may not retake the examination to attain a higher grade.

f. This course does not include any opportunities to complete a supplementary assignment in order to convert the grade Fx into a passing grade.

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.

Revolutions in the Middle East: Practices and Paradigms, 7.5 credits

Teacher

Elena Chiti [elena.chiti@su.se]

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Course contents

This course intends to offer both a thematic and a chronological approach to revolutions in the Middle East, Turkey and North Africa from the beginning of the 20th century until today. It aims to go beyond the commonplace describing the recent revolutions as exceptions in the history of the region. At the same time, it aims to show how a range of different events were labelled "revolutions" by different actors and how such a label is a marker of a discursive tradition. A parallel look at Arabic terms and frames will enable a critical look at those constructs.

Course requirements

Attendance at all seminars is mandatory.

Learning outcomes

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

- Show knowledge of the theory of revolutions, social movements and social non-movements
- Show knowledge of revolutionary events in the region
- Discuss critically the various definitions of revolutionary events in the region
- Perform the analysis of a revolutionary event in the region and/or its different definitions using relevant theory

Teaching and examination

Instruction is given in the form of seminars and lectures.

Lesson 1 and lesson 4 will provide an introduction to theoretical approaches to revolution, social movements and social non-movements which will be enriched and discussed from lesson 2 to 10, through historical and thematical overviews of revolutionary events in the MENA. The entire lesson 8 and parts of lessons 9 to 10 are devoted to students' seminars. Subjects will be chosen by the students in consultation with the teacher.

Revolutions in the Middle East, Practices and Paradigms is examined through an oral presentation at a seminar (40%) and a written assignment of approximately 5-7 pages (60%). In case the student does not present at the seminar, an additional written assignment of around 5 pages will be required. On late submission, the student can only obtain grades from C to F.

Grading criteria

- A** The student has shown an **excellent** knowledge of the theory of revolutions, social movements and social non-movements as well as of revolutionary events in the region. The student has shown an **excellent** ability to discuss critically the various definitions of revolutionary events in the region and to perform the analysis of a revolutionary event in the region and/or its different definitions using relevant theory. The student has fulfilled the written assignments, which have been graded at level of 93-100 percent. The student has fulfilled the attendance requirement of 80 percent.
- B** The student has shown a **very good** knowledge of the theory of revolutions, social movements and social non-movements as well as of revolutionary events in the region. The student has shown a **very good** ability to discuss critically the various definitions of revolutionary events in the region and to perform the analysis of a revolutionary event in the region and/or its different definitions using relevant theory. The student has fulfilled the written assignments, which have been graded at level of 85-92 percent. The student has fulfilled the attendance requirement of 80 percent.
- C** The student has shown a **good** knowledge of the theory of revolutions, social movements and social non-movements as well as of revolutionary events in the region. The student has shown a **good** ability to discuss critically the various definitions of revolutionary events in the region and to perform the analysis of a revolutionary event in the region and/or its different definitions using relevant theory. The student has fulfilled the written assignments, which have been graded at level of 77-84 percent. The student has fulfilled the attendance requirement of 80 percent.
- D** The student has shown a **satisfactory** knowledge of the theory of revolutions, social movements and social non-movements as well as of revolutionary events in the region. The student has shown a **satisfactory** ability to discuss critically the various definitions of revolutionary events in the region and to perform the analysis of a revolutionary event in the region and/or its different definitions using relevant theory. The student has fulfilled the written assignments,

which have been graded at level of 69-76 percent. The student has fulfilled the attendance requirement of 80 percent.

- E** The student has shown a **sufficient** knowledge of the theory of revolutions, social movements and social non-movements as well as of revolutionary events in the region. The student has shown a **sufficient** ability to discuss critically the various definitions of revolutionary events in the region and to perform the analysis of a revolutionary event in the region and/or its different definitions using relevant theory. The student has fulfilled the written assignments, which have been graded at level of 60-68 percent. The student has fulfilled the attendance requirement of 80 percent.
- Fx** The student has shown an **insufficient** knowledge of the theory of revolutions, social movements and social non-movements as well as of revolutionary events in the region. The student has shown an **insufficient** ability to discuss critically the various definitions of revolutionary events in the region and to perform the analysis of a revolutionary event in the region and/or its different definitions using relevant theory. The student has fulfilled the written assignments, which have been graded at level of 40-59 percent. The student has fulfilled the attendance requirement of 80 percent.
- F** The student has shown a **completely insufficient** knowledge of the theory of revolutions, social movements and social non-movements as well as of revolutionary events in the region. The student has shown a **completely insufficient** ability to discuss critically the various definitions of revolutionary events in the region and to perform the analysis of a revolutionary event in the region and/or its different definitions using relevant theory. The student has fulfilled the written assignments, which have been graded at level of 0-39 percent. The student has fulfilled the attendance requirement of 80 percent.

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

Course literature

All the references in the course literature are mandatory. All the literature is available at Stockholm University Library or online. Optional references and other materials will be given during classes or upon request. **Please come prepared to classes. You are expected to take part in the discussions throughout the course, not only during seminars.**

For further instructions on what pages to read in each book, see the course description

- Abdelrahman, Maha. 2012. "A hierarchy of struggles? The 'economic' and the 'political' in Egypt's revolution", *Review of African Political Economy* 39 (134): 614-628.
- Afary, Janet and Anderson, Kevin. 2005. *Foucault and the Iranian Revolution: gender and the seductions of Islamism*. Chicago: University of Chicago Press.
- Aldoughli, Rahaf. 2018. "Belonging to a Militarized Syria as a Woman", *Syria Untold*, January 5: <http://syriauntold.com/2018/01/belonging-to-a-militarized-syria-as-a-woman/>
- Arendt, Hannah. 1990 [1963]. *On Revolution*. London: Penguin Books.
- Ayatollah Khomeini. 1985. Trans. H. Salemsen. *The Little Green Book. Selected Fatwas and Sayings of the Ayatollah Mosavi Khomeini*. New York: Bantam Books. Available at: <https://archive.org/details/TheLittleGreenBook--AyatollahKhomeini/page/n1>
- Badran, Margot. 1995. *Feminists, Islam, and Nation. Gender and the Making of Modern Egypt*, Princeton: Princeton University Press.
- Bayat, Asef. 2010. *Life as Politics*. Amsterdam: Amsterdam University Press.
- Beinín, Joel and Vairel, Frédéric (eds.). 2013. *Social movements, mobilization, and contestation in the Middle East and North Africa*. Stanford: Stanford University Press.
- Boyd, Douglas A. 1975. "Development of Egypt's Radio: 'Voice of the Arabs' under Nasser", *Journalism Quarterly* (52):4: 645-653.
- Cleveland, William L. 2000. *A History of the Modern Middle East*. Boulder, CO: Westview Press.
- Fahmy, Ziad. 2014. *Ordinary Egyptians: Creating the Modern Nation Through Popular Culture*. Stanford: Stanford University Press.
- Ghamari-Tabrizi, Behrooz. 2016. *Foucault in Iran. Islamic Revolution after the Enlightenment*. Minneapolis: University of Minnesota Press.
- Gobe, Eric. 2010. "The Gafsa Mining Basin between Riots and a Social Movement: meaning and significance of a protest movement in Ben Ali's Tunisia", Working paper. Available at: <https://halshs.archives-ouvertes.fr/halshs-00557826/document>
- Hinnebusch, Raymond. 2001. *Syria. Revolution from Above*. London and New York: Routledge.
- Hinnebusch Raymond. 2012. "Syria: from 'authoritarian upgrading' to revolution?", *International Affairs* 88 (1): 95–113.
- Hunter, Robert. 1991. *The Palestinian Uprising: A War by Other Means*. Berkeley: University of California Press.
- Keddie, Nikki. 2006. *Modern Iran: Roots and Results of Revolution. With a Section by Yann Richard*. New Haven and London: Yale University Press.
- Nasser, Gamal Abdel. 1955 [1954]. *The Philosophy of the Revolution*. Cairo: Dar al-Maaref. (the book will be made available to the students)

- Shariati, Ali. 1980. Trans. R. Campbell. *Marxism and Other Western Fallacies: An Islamic Critique*. Mizan Press.
- Shaw, Wendy M. K. 2003. *Possessors and Possessed: Museums, Archaeology, and the Visualization of History in the Late Ottoman Empire*. Berkeley: University of California Press.
- Sohrabi, Nader. 2011. *Revolution and Constitutionalism in the Ottoman Empire and Iran*. Cambridge: Cambridge University Press.
- Tilly, Charles. 1988 [1978]. *From Mobilization to Revolution*. New York: Random House.
- Tilly, Charles, 2004. *Social movements 1768-2004*. Paradigm Publisher.
- Tripp, Charles. 2015. "Battlefields of the Republic: The Struggle for Public Space in Tunisia", *LSE Middle East Centre Paper Series*. Available at: http://eprints.lse.ac.uk/64742/1/Tripp_Battlefields%20of%20the%20Republic_2015_author.pdf

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

Please come prepared to classes. You are expected to take part in the discussions throughout the course, not only during seminars.

Lesson 1: Introduction: naming and framing the revolution

- **Look up:** the word "revolution" (in European languages dictionaries)
- **If you read Arabic, look up:** the word "*thawra*" (in Arabic dictionaries)
- **Read:** Arendt p. 21-58; Tilly 1988 p. 189-196.

Lesson 2: Understanding and misunderstanding the "Young Turk Revolution" of 1908

- **Read:** Cleveland, p. 130-140; Shaw, p. 208-216.
- **If you read Arabic, look up:** the word "*inqilāb*" (in Arabic dictionaries)
- **Read (after the lecture):** Sohrabi, p. 72-134.

Lesson 3: Egypt 1919: an "elite revolution"?

- **Look at the pictures:** <https://alchetron.com/Egyptian-revolution-of-1919>
- **Read:** Fahmy, p. 1-19 and p. 134-166; Badran, p. 74-78.
- **Read (after the lecture):** Abdelrahman (14 p.).

Lesson 4: The Middle East and North Africa beyond classical social movement theory

- **Reflect upon:** the expression "social movement" and its usages
- **Read:** Tilly 2004, p. 1-15; Beinin and Vairel, p. 1-30; Bayat, p. 1-26.

Lesson 5: Nasser, a model for “military revolutions” across the region (1950-1960)

- **Read:** Cleveland, p. 293-313; Boyd (9 p.)
- **Have a look at** Nasser (39 p.).
- **Watch:** “Abdel Nasser, Speech After the War of 1956” (3,50 min.): <https://www.youtube.com/watch?v=fUYXy6UhQBI> ;
- **and** “Umm Kulthum | Death of Gamal Abdel Nasser” (1,31 min.): <https://www.youtube.com/watch?v=t3JOFyQFE6M>
- **Read (after the lecture):** Cleveland, p. 314-335.

Lesson 6: Iran 1979, or the paradigm of the “religious revolution”

- **Watch:** “TV EYE reports from Tehran - the day the Ayatollah Khomeini returns home”: <https://www.youtube.com/watch?v=u5NLb55uwgU> (01/02/1979; 21,54 min.)
- **Read:** Cleveland, p. 410-426; Keddie, p. 170-213.
- **Have a look at** Shariati (75 p.) and Khomeini (p. 1-17).
- **Read (after the lecture):** Afary and Anderson, p. 1-10; Ghamari-Tabrizi, p. XI-XIII and p. 1-18.

Lesson 7: The first Palestinian Intifada (1987-1993), or the paradigm of “David against Goliath”

- **Read:** Hunter, p. 58-88.
- **If you read Arabic, look up:** the word “*intifāḍa*” (in Arabic dictionaries)
- **Look up:** the word “intifada” (in European languages dictionaries)
- **Look for:** examples of usages of the word “intifada” in European languages as a common noun, disjoint from Palestine and the Palestinians
- **Look for:** materials about the book *The French Intifada* by Andrew Hussey (2015)

Lesson 8: Students’ seminars

Lesson 9: Tunisia, 2008-2010: from the “Revolt of the poor” to the “Jasmine revolution”?

- **Read:** Gobe (21 p.); Tripp (14 p.)
- **Read the following newspaper articles:**
 - Jeremy Singer-Vine, “Garden Party or Uprising? How’d the Jasmine Revolution get its name? And how about the Rose, Orange, and Tulip Revolutions?”, *Slate.com*, January 20, 2011: <https://slate.com/news-and-politics/2011/01/the-jasmine-revolution-how-did-the-tunisian-protests-and-other-recent-uprisings-get-such-fanciful-names.html>
 - “Tunisian blogger claims ‘Jasmine Revolution’ slogan”, *The Independent*, January 19, 2011: <https://www.independent.co.uk/arts-entertainment/tv/tunisian-blogger-claims-jasmine-revolution-slogan-2188340.html>

- **Look up:** "Jasmine revolution" on the Internet
- **Watch:** "The Mark of Z, a Tunisian satirist who is still under cover" (2013; 5,46 min.): <https://www.youtube.com/watch?v=YoVC8wdbbTc>

Lesson 10: Syria 2011, a "revolution" against an "authoritarian revolution"?

- **Listen to:** Anthem of Baath Party, live from Damascus: <https://www.youtube.com/watch?v=SVHZ0bRwVas> Version with English subtitles: https://www.youtube.com/watch?v=x3XER_y9MeE (2.24 min.)
- **If you understand Arabic, listen to:** Anthem of Youth Baath Pioneers: <https://www.youtube.com/watch?v=S5FIRZdISL8> (2.42 min.)
- **Watch:** Movie "*Ṭūfān fī bilād al-Ba'th* / A flood in Baath country" by Omar Amiralay (2003; 46.14 min.): <https://www.youtube.com/watch?v=t9a9pPZTwmc>
- **Watch:** Video "*Baḥebb el-mawt* / I love death" by collective Bidayyat (2014; 4,18 min.): <https://www.youtube.com/watch?v=mDen2JazE9M>
- **Read (before or after the lecture):** Hinnebusch 2001, p. 44-60; Hinnebusch 2012 (18 p.); Aldoughli

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>