

UNIVERSITY OF SOUTHERN DENMARK

CURRICULUM FOR

**Middle East Studies**

**MA Programme**

**2017**

FACULTY OF HUMANITIES

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Subject-related part

## **I. Rules for the MA Programme in Middle East Studies**

The MA programme in Middle East Studies is offered in pursuance of Ministerial Order no. 1328 of 15 November 2016 on Bachelor and Master's Programmes at Universities.

### **A. Objectives and Preconditions**

#### **Article 1. The MA programme in Middle East Studies**

##### **Introduction**

The MA programme in Middle East Studies addresses students with different backgrounds in the humanities and social sciences, who want to enhance their knowledge with a special focus on the Middle East. The Middle East, with which we mean the area from Morocco in the west to Iran in the east and from Yemen in the south to Turkey in the north, is a region in a process of rapid cultural, political, religious, social and technological transformation due to its increasing interaction with the rest of the world.

Therefore, the MA programme deals with the Middle East as an integral part of the global order. The region constitutes an area of crucial political and economic significance for Europe and beyond. This is reflected both in the daily flow of news from the region and in the considerable public interest generated by, for example, the Middle East peace process, wars in the region, Islamic movements, changes in the price of oil, problems of ethnic minorities, demographic developments and so on. The Middle East is Europe's closest neighbour, and neighbourly relations between the two will continue to be associated with conflict at all levels in the future.

Despite the Middle East forming an integral part of the international order, the region has its own specific historical, cultural and religious features. The region is at the cross-roads of civilizational complexes and the modernisation of the Middle East has resulted in an array of social fractures and political, economic, and cultural hybrids that set the agenda for its contemporary affairs. To a certain extent, these fractures and hybrids have travelled to Europe through migration. A total of 15-20 million people of Middle Eastern origin are to be found in Europe, which points to the fact that Middle Eastern culture has become a part of European culture. This process is far from complete, and there is no sense in which it can be claimed to have taken place without friction. On the contrary, the integration of Middle Eastern immigrants and refugees into European states constitutes an important complex of issues that will continue to give rise to political, administrative and pedagogical deliberations. This is true both in relation to a focused process of integration and with regard to, for example, the status of Islam, the establishment of Middle Eastern institutions, and so on.

The aim of the MA programme in Middle East Studies is to provide in-depth knowledge of these above-mentioned processes of the entanglement of the region with the rest of the world. Students will acquire both a historical overview of the modern Middle East and a detailed knowledge of the political, economic, and cultural factors at work in the shaping of contemporary Middle Eastern affairs. With its focus on the Middle East, the MA programme raises questions concerning Mediterranean viewpoints, cultural encounters as well as integration in both European and Danish contexts. While taking a historical and political

perspective as its starting point, an otherwise interdisciplinary approach to the study of the Middle East and its global embeddedness is applied. This means that the region will be described and analysed from the vantage point of a variety of different academic perspectives.

The programme has a prescribed period of study of two years, but is organised in a manner which makes it possible to study individual courses that can then be accredited as part of other programmes or at other universities.

A work placement in a company, an organisation or similar body in the Middle East or with relations to the Middle East forms part of the programme.

The MA programme in Middle East Studies is a 2-year full-time programme that comprises 120 ECTS points. The programme is administered by the Academic Board of Studies for Middle East Studies and under the corps of external examiners for Middle East Studies.

The aim of the programme is to provide students with a number of subject-specific and subject-related competences.

The MA programme provides students with the opportunity, but not the legal right to apply for a postgraduate doctorate.

## **Article 2. Competence description**

The purpose of the MA programme in Middle East Studies is to qualify students with the help of subject-specific and subject-related skills, knowledge and methods.

The MA programme in Middle East Studies has been developed as an academic programme at an international level addressing international students and ERASMUS exchange students. The programme is offered in a Danish and international context. Furthermore, the intention is that the knowledge and skills acquired by the students during the programme should be applicable in the context of presentation and communication. This should be seen in the light of the fact that the Centre for Middle East Studies has many years of experience working with commissioned assignments and external information for public and private corporations.

In conjunction with the establishment of the MA programme, the need for a new programme of this character was examined. Reference here is to a burgeoning labour market with both traditional academic posts in, for example, international organisations and less traditional employment in sales and marketing or consultant positions in international or national NGOs.

Furthermore, in order to facilitate the work placement obligatory to the programme and to ensure the international profile, opportunities for work experience for future students was investigated. In this context, positive statements regarding the relevance of the programme were received from international organisations, advocacy groups, businesses, Danish aid agencies, Danish representatives in the Middle East, Danish institutions and ministries, NGOs, EU bodies, Danish municipalities, and research institutions both in the Middle East and Europe.

Thus, the MA programme facilitates complete consolidation of the students' overall academic progress. Graduates will have acquired academic and labour market-related competences that qualify them to perform a wide range of job functions.

Competence objectives for the programme are divided into general and subject-specific objectives. The general competence objectives are those that will have been acquired by graduates on completion of the programme, while the subject-specific competence objectives relate to the programme's academic core competences. According to the "New Danish qualification framework for higher education", competence objectives are divided into knowledge, skills and competences.

### **General competence objectives:**

Graduates must be able:

1. to delimit and define an academic problem at a high scientific level
2. to investigate, analyse and solve academic problems thoroughly by means of relevant academic theories and methods as well as incorporating current international research
3. to systematise complex knowledge and data as well as critically choose and prioritize particularities that are essential for the topic
4. to master, critically, the field's various theories and methods
5. to employ terms in a precise and consistent manner
6. to argue at a scientific level
7. to initiate and complete an academic dialogue
8. to have a clear focus and consistency in conducting tasks
9. to evaluate sources critically and document these by using references, notes and bibliographies
10. to use language – written and/or spoken – which is topic-oriented, precise and correct
11. disseminate research based knowledge and discuss complex scientific issues, making it relevant and comprehensible for different target groups
12. to control work- and developmental situations that are complex and presuppose new solutions, as well as be able to collaborate, including the ability to receive and give constructive criticism
13. to work independently, in a disciplined, structured and goal-oriented including the ability to meet deadlines and other formalities
14. to use IT as a tool in connection with data analysis, information seeking, and knowledge presentation
15. understand and make use of academic texts in English and in the Scandinavian languages
16. be able to express themselves in academic English

### **Subject-specific competence objectives:**

The subject-specific competence objectives relate to the programme's academic core competences and are divided into knowledge, skills and competences according to the "New Danish qualifications framework for higher education".

#### **Knowledge**

According to the qualifications framework:

- The student should have a broad, solid knowledge of the modern Middle East in relation to modern history, culture and social conditions
- The student should have a firm theoretical and methodological basis in modern history and in social and cultural analysis with particular reference to the academic history of Middle East research

- The student should be able to develop and respond to academic issues relating to the Middle East in an independent and academic manner
- The student should be able to carry out project and communication assignments relating to the Middle East on an academic basis and to present these to relevant working partners

### **Skills**

According to the qualifications framework:

- The student should be able to assess theoretical and practical problems and apply relevant analysis and problem-solving models
- The student should be able to discuss research related issues, define relevant research questions and carry out qualified analysis, both in connection with the different types of written assignments and related to the MA thesis
- The student should be able to demonstrate strong abilities in searching relevant literature, taking advantage of advanced search tools, international archives, research centre databases, relevant social media etc.
- The student should be able to convey analysis and solutions to specialists as well as non-specialists and be able to use general abilities relevant for employment within the area

### **Competences**

According to the qualifications framework:

- The student should be able to take part in work processes, which require dealing with complex and unpredictable situations and new solutions in a practical manner
- The student should be able to make concrete contributions involving information searches, planning or development for organisations, institutions and companies working with the Middle East on the basis of their solid knowledge about the area
- The student should be able to develop further their broad professional capabilities and specific skills relevant for competences and job prospects related to the study programme

The connection between the qualifications framework for higher education, the programme's competence objectives and the learning goals of the individual subject areas can be found in appendix 1.

### **Article 3. Correspondence between Teaching and Research Environments**

The students are taught by researchers whose lectures are research based. Thus, the teaching reflects ongoing research processes and attempts to involve the students in research related activities.

### **Article 4. Employment profile**

A graduate in Middle East Studies has obtained fundamental knowledge about the historical, political, social and cultural conditions of today's Middle East. The graduate is able to demonstrate theoretical knowledge based on research within relevant areas and has developed competences within organisation and management applicable to a broadly defined Middle Eastern context. Thus, the graduate is able to assess theoretical and methodological questions critically in relation to both research on the Middle East and practical questions and problems. In this manner, the graduate will be able to combine theory and practice with regard to analysis, dissemination of knowledge, planning, consulting, developing, administering as well as critically assessing and evaluating information and tasks in all relevant job contexts. The

Graduate has gained international skills either through a study abroad and/or as part of an international element in one or more subjects.

#### **Article 5. Admission Requirements**

This programme is offered and taught in English only.

At BA level, students are required to have obtained a basic introduction to the two subject areas in which they will specialise in Middle East Studies, namely:

- A. History and social relations (subjects and topics such as social relations (including comparative social description), historical analysis, international politics and international economics as well as political science and political structures) and
- B. Culture (subjects and topics such as cultural history, intercultural relations, cultural analysis alongside media and literature).

Within these two main areas, students must have obtained a minimum of 60 ECTS (with a minimum of 10 ECTS in each area). A part of the ECTS requirements can be met if the areas mentioned are included in a B.A. project.

The following BA programmes secure direct access to the MA programme of Middle East Studies: History, English, Religion, French, Journalism, Ethnography, Anthropology, Geography, Negot, Philosophy and Political Science.

B.A. graduates in Media Studies who do not fulfil the general requirements can be accepted if during specialised BA programmes they have obtained knowledge equivalent of a minimum 10 ECTS in the main area of History and Social Relations.

Applicants with B.A. degrees in other academically related areas who meet the general requirements will be subjected to individual assessment by the Study Board at the Centre for Middle East Studies.

Required English levels:

English level B (Danish Scale) – general entry requirement – compares to: IELTS 6.5 or TOEFL IBT/88 or CAE with a min. result of C.

#### **Article 6. Title**

The MA programme in Middle East Studies entitles graduates to the following title: Danish: cand.mag. i mellemøststudier. English: Master of Arts (MA) in Middle East Studies.

## **B. Structure and Progression**

### **Article 7. Academic Progression and Context**

The programme constitutes a complete entity, but its practical organisation enables students to follow one or more courses as part of individually organised degrees. In this manner, the programme can provide a supplement to other programmes not only at the University of Southern Denmark but also at other Danish or international universities.

The MA programme includes 'Elective Courses'. The Board of Studies approves a range of elective courses on offer each semester and assesses individual applications from students with special wishes accordingly.

The MA programme in Middle East Studies consists of:

- Constituent courses comprising 70 ECTS: Introduction to History and Society in the Middle East, Economics and Natural Resources in the Middle East, Mediterranean Perspectives, Culture and Religion in the Middle East, Politics and International Politics in the Middle East, and History of Research on the Middle East.
- An elective course comprising 10 ECTS and Work Placement comprising 20 ECTS. MA Thesis comprising 30 ECTS.
- Total sum: 120 ECTS

The academic progression is indicated in the following progression model. Same colour indicates progression between courses.



**Progression model MA in Middle East studies**

4. sem	Supervision				Lessons per week
	30 ECTS			30	ECTS points
	Thesis				
3. sem	3 l/w	Supervision			Lessons per week
	10 ECTS	20 ECTS		30	ECTS points
	History of Research on the Middle East	Work Placement/placement abroad			
2. sem	3 l/w	3 l/w	3 l/w	9	Lessons per week
	10 ECTS	10 ECTS	10 ECTS	30	ECTS points
	Culture and Religion in the Middle East	Politics and International Politics in the Middle East	Elective course		
1. sem	3 l/w	3 l/w	3 l/w	9	Lessons per week
	10 ECTS	10 ECTS	10 ECTS	30	ECTS points
	Introduction to History and Society in the Middle East	Economics and Natural Resources in the Middle East	Mediterranean Perspectives		

Possibility for placement abroad

## Article 8. Principles Behind Teaching and Examination Methods

The types of teaching and – in accordance with that – the types of examination are described in detail under the specific programme disciplines (see Section II). The principles guiding choices and methods related to teaching are based on the general competence objectives relevant for the specific course. They are listed under the specific courses. Choices regarding forms of examination are aimed at securing constructive alignment between teaching, course work and examination.

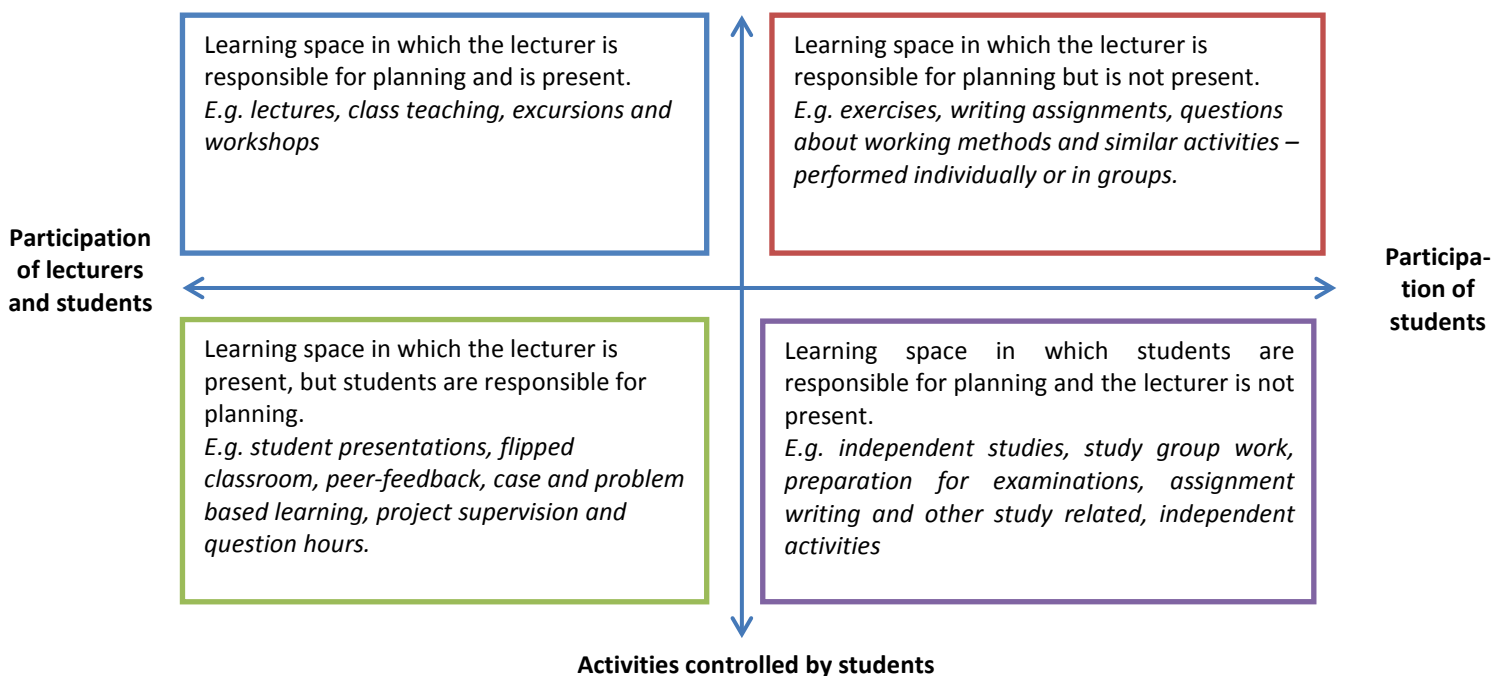
## Article 9. Humanities Model for Active Learning and Activating Teaching

The humanities model is a platform for developing and structuring activating teaching and active learning at the Faculty of Humanities. The model supports the educational principles of the University of Southern Denmark: activating teaching and active learning. Behind the model lies the idea that that active learning can be realised by taking part in many different types of teaching and learning activities. At the same time, it wishes to emphasise how teaching can have an activating effect in various ways.

The humanities model introduces different types of teaching and learning activities as taking place in different spaces, which are defined by the respective roles and responsibilities of lecturers and students. The model suggests that students have different tasks and roles during the course of their studies, including participation in a variety of activities and producing outcomes in a variety of genres.

Students' teaching and learning activities are organised in and framed by four learning spaces:

### Activities controlled by lecturers



The lecturer plans and performs activating teaching, which includes:

- involving all four learning spaces with due regard to the learning outcome for the individual course,

- clarifying students' responsibilities in relation to participation in the various learning spaces,
- supporting students' acquisition of study skills to work in the various learning spaces.

Therefore, the lecturer must reflect on which activities belong in each of the four learning spaces and how these activities are connected with the aims regarding learning outcome and overall assessment of the programme. Students must be activated in accordance with all four learning spaces each semester and lecturers' specific qualifications and areas of expertise must be utilised in the best possible way when implementing the model. The Academic Study Board supervises the work and implementation of learning spaces.

The model highlights the fact that students have different responsibilities, tasks and roles in connection with participating in the various learning activities. They are expected to supply various types of products and outputs in the various learning spaces and thus familiarise themselves with different types of learning activities and types of assignment.

#### **Learning space in which the lecturer is responsible for planning and is present**

This learning space will typically contain lectures and class teaching with the inclusion of activating elements, excursions and workshops, and students will participate by asking questions, actively reflecting, taking notes and contributing to discussions in groups and in plenum.



*Examples of activating elements in this connection could be **brainstorming, questions arising from reflection, quizzes, drawing up concept diagrams**, etc., that the lecturer can make use of.*

#### **Learning space in which the lecturer is responsible for planning, but is not present**

This learning space will typically contain group work, exercises, problem solving and similar activities that have been framed by the lecturer and in which students play an active role.



*Examples of activities could be working on questions about working methods relating to the syllabus, **log books**, contributions to **blogs** or **wikis**, **collecting material** for personal or group portfolios, **fieldwork**, etc.*

#### **Learning space in which the lecturer is present, but students are responsible for planning the specific activities**

This learning space will typically contain group presentations, supervision, question hours and similar activities. Students play an active role in the by doing presentations, for example, by responding to their fellow students' presentations, possibly with alternating opponent roles, taking the initiative for and preparing supervision. There can be individual as well as group-based work in all cases.



*This learning space will typically contain **group presentations, project supervision, flipped classroom, peer-feedback, case- and problem-based learning** and **questions hours**.*

**Learning space in which students are responsible for planning and the lecturer is not present**



*This learning space will contain students' **independent studies**, active participation in **self-organised study groups**, joint preparation for examinations, writing **assignments** and other study products*

The humanities model is a general model that applies to all programmes that belong to the Faculty of Humanities. It is both a description of existing practice in humanities programmes, in which activating forms of education already play a major role, and an indicator in relation to the further development of teaching and learning at the faculty. The Academic Study Boards for the individual programmes determine in detail how the model will come to expression in the programme in question.

The teaching spaces/study spaces: students are activated with regard to the individual disciplines as shown in the table below.

### Master's programme in Middle East Studies

The table is provisional and gives an overview over learning spaces used in the individual subjects

Academic subjects	Learning space	Learning space	Learning space	Learning space
	Lecturer is responsible for planning and is present <i>E.g. lectures, class teaching</i>	Lecturer is responsible for planning and is not present <i>E.g. group work, exercises, writing assignment</i>	Lecturer is present, but <b>students</b> are responsible for planning <i>E.g. student presentations, flipped classroom, peer-feedback, case and problem based learning, project supervision and question hours.</i>	<b>Students</b> are responsible for planning and the lecturer is not present <i>E.g. independent studies</i>
<b>1st semester</b>				
Introduction to History and Society in the Middle East	√	√	√	√
Economics and Natural Resources in the Middle East	√	√	√	
Mediterranean Perspectives	√	√	√	
<b>2nd semester</b>				
Culture and Religion in the Middle East	√	√	√	
Politics and International Politics in the Middle East	√	√	√	√
Elective Courses	Depends on the elective course offered			
<b>3rd semester</b>				
History of research on the Middle East	√	√	√	
Work Placement				√
<b>4th semester</b>				
Master's thesis		√		√

**Article 10. List of examinations**

Master's programme in Middle East Studies (120 ECTS)

		Examination, references, etc.					
Academic subject	Department responsible for academic subject	Type of examination	Second examiner	Duration of examination	Grading	ECTS points	Described in Article
<b>1<sup>st</sup> semester</b>							
Introduction to History and Society in the Middle East	IH	Home assignment	Internal		7-point grading scale	10	15
Economics and Natural Resources in the Middle East	IH	Home assignment	Internal	1 week	7-point grading scale	10	16
Mediterranean Perspectives	IH	Oral synopsis exam	Internal	30 min.	7-point grading scale	10	17
<b>2<sup>nd</sup> semester</b>							
Culture and Religion in the Middle East	IH	Active participation and written assignments	None		Pass/fail	10	18
Politics and International Politics in the Middle East	IH	Home assignment	External		7-point grading scale	10	19
Elective Course	IH	Oral synopsis exam	Internal	30 min.	7-point grading scale	10	20
<b>3<sup>rd</sup> semester</b>							
History of Research on the Middle East	IH	Home assignment	Internal	3 days	7-point grading scale	10	21
Work Placement/placement abroad	IH	Written report	Internal		7-point grading scale	20	22
<b>4<sup>th</sup> semester</b>							
Thesis	IH	MA thesis	External		7-point grading scale	30	23
ECTS points in total						120	

## C. Specific Definitions and Examination Provisions for the Programme

The following provisions must be included in all curricula:

### Article 11. Joint Provisions

The Joint provisions for humanities programmes at the University of Southern Denmark, cf. Section IV of the curriculum, contain definitions of:

- ECTS points
- Standard page
- Typed characters

There are also rules for:

- Master's thesis
- Resume, master's thesis
- Individual examinations
- Internal and external examinations
- Spelling and writing skills
- Examination language
- Credit transfers/exemptions
- Rules regarding termination of enrolment due to lack of study activity
- Rules regarding the signing up for teaching and exams

### Article 12. Conditions for Attending Courses

There are no conditions for attending courses unless otherwise stated in the description of the individual discipline.

Examinations which are taken as part of the course activity require active, regular and satisfactory attendance in the course in question. Active attendance includes participation in course related activities, such as the preparation of oral presentations, short written assignments, etc. The definition of active participation is explained by the lecturer at the beginning of each course. Regular attendance means attendance of at least 75% of the lectures and course activities. Satisfactory participation means submission of written assignments and presentation following assessed as "passed".

### Article 13. Language of Instruction and Examination

The language of instruction and examination is English. Since some topics within the courses, the work placement and subject matters for MA Thesis can be related to a Danish context (for instance problems related to migration theory, integration activities or the like) it can, if this is meaningful, be allowed to submit written assignments and/or the thesis in Danish. Such practices must be approved of by the Academic Study Board.

### Article 14. Internationalisation

In accordance with the project, *Internationalisation of Degree Programmes*, as laid out in *Principles for the Implementation of, and Division of Responsibilities in Sub-Projects*, all courses should aim at providing the best possible conditions for achieving an international dimension

in content and conduction. This is achieved either via studying abroad or, alternatively, courses designed to secure *Internationalisation at Home*.

The mobility window is placed in the 3rd semester of programme and gives students the option of going on a 6-month exchange in a foreign university, where they study subject elements (including optional subjects) with an overall value of 30 ECTS.

Students must obtain the Academic Study Board's approval of the credits offered by their selected modules/courses prior to commencing their period of study abroad. Students should start to plan, and to get advance approval for their period of study abroad about 2 semesters prior to the start of that period of study.

The programme is international in itself, so only includes activities with an international perspective. That is why no specific *Internationalisation at home* activities have been named.



## II. Description of Master's programme courses

### Article 15. Introduction to History and Society in the Middle East

- a. **The scope of the course: 3 classes per week in the first semester**  
Semester: 1  
Weighting: 10 ECTS points
- b. **Description of objectives:**  
Knowledge: At the end of the course, students should be able to present a methodologically founded overview of the contemporary social and political development of the Middle East, i.e. account for the broad historical and social development across the whole of the Middle East since the First World War.  
Abilities: Students should be able to analyse illustrative examples from a variety of Middle Eastern contexts during the period covered.  
Competences: Students should be able to demonstrate, that they are trained in collecting relevant material and in the writing of assignments.  
The exam consists of a written home assignment. The course and the teaching trains the student in assessing and discussing academic literature and structuring arguments suitable for this exact exam form, whereby constructive alignment between the teaching and the exam form is secured.
- c. **Content of the academic discipline**  
Teaching includes an in-depth academic and research based introduction to the collapse of the Ottoman Empire, the decolonisation of the region, the birth of the modern Arab states, the Palestinian-Israeli conflicts, Arab nationalism, and the integration of the region into the modern international order.
- d. **Forms of instruction and work:**  
Lectures alternating with individual supervision in relation to the writing of assignments. Attempts are made to include relevant web based sources as an integrated part of the teaching. Teaching must support the humanities model for active learning and activating teaching as described in Article 9. The lecturer must inform students about the organisation of study activities at the beginning of the semester.
- e. **Syllabus:**  
A fixed syllabus is submitted corresponding to course topics covered by the teaching extending to 800-1000 pages.
- f. **Assessment criteria:**  
Taking account of the exam form and the academic level of the semester, emphasis is placed on the degree to which the individual student's performance lives up to the described aims and the degree to which students command the general skills outlined in Article 2. The focus of this course being on nos. 1, 3, 5, 6, 8, 9, 10, 13 in particular.  
Grades are given in relation to the degree to which target aims are met as described in the provisions of the grading scale system.
- g. **Examination requirements:**

The exam consists of a written home assignment based on a topic related to the themes of the course.

Examination form: Written home assignment

Length per student: Maximum 15 pages.

Contribution from more than one student: Yes. Max 3 students. The contribution of each individual student must be identifiable.

Second examiner: Internal

Assessment: 7-grade scale

Weighting: 10 ECTS.

## **Article 16. Economics and Natural Resources in the Middle East**

### **a. The scope of the course: 3 classes per week in the first semester**

Semester: 1

Weighting: 10 ECTS points

### **b. Description of objectives:**

**Knowledge:** The course aims at providing students with a thorough understanding of the economic and social developmental processes that have integrated the region into the global economy as well as having taken place within the region and within individual countries.

**Abilities:** The students should be able to demonstrate their understanding of economic and social developmental processes and methods relevant for the course topics within social research – including survey methodology and qualitative research interview methods.

**Competences:** The students should be able to apply methods within social research on relevant topics related to economic and social developmental processes.

The exam consists of a written home assignment. The course and the teaching trains the student in assessing and discussing academic literature and structuring arguments suitable for this exact exam form, whereby constructive alignment between the teaching and the exam form is secured.

### **c. Content of the academic discipline**

Teaching includes an in-depth scientific and research based introduction to topics such as population growth, oil, water and other resources, international trade, globalisation, industrialisation, agriculture, and the construction of the social, educational and health sectors will be taken up as subjects for analysis and discussion. Furthermore, the course provides an introduction to social research methods – including survey methodology and qualitative research interview methods.

### **d. Forms of instruction and work:**

The teaching takes the form of lectures, discussions and exercises based on textual analysis and reading. Teaching must support the humanities model for active learning and activating teaching as described in Article 9. The lecturer must inform students about how study activities are at the beginning of the semester.

### **e. Syllabus:**

A fixed syllabus is submitted corresponding to course topics covered by the teaching extending to 800-1000 pages.

- f. **Assessment criteria:**  
Taking account of the exam form and the academic level of the semester, emphasis is placed on the degree to which the individual student's performance lives up to the described aims and the degree to which students have a command of the general skills outlined in Article 2. The focus of this course being on nos. 2, 4, 5, 6, 10, 13 in particular. Grades are given in relation to the degree to which target aims are met as described in the provisions of the grading scale system.
- g. **Examination requirements:**  
At the examination, students must be able to define and discuss a problem within the course material and topics. The exam is a one week home assignment based on a question given by the lecturer.
- Examination form: Written home assignment  
Length per student: Maximum 10 pages  
Contribution from more than one student: Yes. Max. 3 students. The contribution of each individual student must be identifiable.  
Duration: One week  
Second examiner: Internal  
Assessment: 7-grade scale  
Weighting: 10 ECTS

#### **Article 17. Mediterranean Perspectives**

- a. **The scope of the course: 3 classes per week in the first semester**  
Semester: 1  
Weighting: 10 ECTS points
- b. **Description of objectives:**  
Knowledge: The course aims at enabling students to obtain and demonstrate an in-depth knowledge of relations between Europe and the Middle East, of current changes in the Mediterranean region and related current and contemporary research discussions.  
Abilities: The students should be able to demonstrate abilities in formulating, analysing and presenting knowledge from the course, taking their point of departure in the course material.  
Competences: In short, written form, the students should be able to summarise complex theoretical issues and present their knowledge in an eloquent and understandable way. The exam consists of an oral synopsis exam based on a written synopsis. The teaching and course work prepares the students for both the written preparations and the oral presentation, whereby constructive alignment between course work and exam is secured.
- c. **Content of the academic discipline**  
Teaching includes an in-depth academic and research based introduction to the EU as an agent in foreign policy and on the question of security in the MENA-region and Turkey, on European policies of partnership and neighbourliness, on the Barcelona process and attempts to promote democracy and human rights in the Arab states. Other aspects will

concern migratory patterns from a Mediterranean perspective, the emergence of Islamist movements in the region, and relations between the ruling elites and the opposition in states to the south and east of the Mediterranean.

d. **Forms of instruction and work:**

Lectures alternating with presentations from the students, workshops and individual supervision in conjunction with the writing of the synopsis. Attempts are made to include the use of web based sources as an integrated part of the teaching. Teaching must support the humanities model for active learning and activating teaching as described in Article 9. The lecturer must inform students about how study activities are organised at the beginning of the semester.

e. **Syllabus:**

A fixed syllabus is submitted corresponding to course topics covered by the teaching extending to 800-1000 pages.

f. **Assessment criteria:**

Taking account of the exam form and the academic level of the semester, emphasis is placed on the degree to which the student's performance lives up to the described aims and the degree to which students have a command of the general skills outlined in Article 2. The focus in this course being on nos. 1, 2, 4, 5, 6, 7, 14 in particular. Grades are given in relation to the degree to which target aims are met, as described in the provisions of the grading scale system.

g. **Examination requirements:**

The exam is an oral synopsis exam. A synopsis is understood as a small written assignment of max. three pages forming the basis of an oral presentation and a discussion with the examiners. The synopsis must be approved by the lecturer and submitted by the end of the course at the latest. The submission of a synopsis is a requirement for the exam, however, the assessment should be based on the oral presentation alone.

Examination form: Oral synopsis exam

Synopsis:

Length: Max. 3 pages (3 x 2400 characters)

Contribution from more than one student: No

Oral exam:

Duration per student: 30 minutes including moderation

Preparation: no preparation

Aids: All

Second examiner: internal

Assessment: 7-grade scale

Weighting: 10 ECTS

## **Article 18. Culture and Religion in the Middle East**

### **a. The scope of the course: 3 classes per week in the second semester**

Semester: 1

Weighting: 10 ECTS points

### **b. Description of objectives:**

**Knowledge:** At the conclusion of the course students should have a thorough knowledge of cultural, religious and anthropological issues in the modern Middle East, i.e. relating, for example, to different religions and religious expressions, cultural traditions, gender politics, or popular culture.

**Abilities:** Students should be able to take a cultural analytical perspective and independently and systematically be able to analyse issues related to cultural and religious phenomena.

**Competences:** The student should be able to describe, analyse and present their knowledge of cultural, religious and anthropological issues in short and precise written form.

The ambition behind the course is to train the students in the above mentioned abilities and competences and secure constructive alignment between the teaching and the exam form. The exam consists of submission of three written, essayistic home assignments based on a particular text from the course literature. Each assignment must be submitted in connection with the lecture in which the given text will be discussed, thereby securing an independent process as well as active participation in class.

### **c. Content of the academic discipline**

The discipline seeks to develop cultural analytical knowledge and skills that will enable students to understand cultural and religious conditions in the Middle East in their historical context and in relation to the persistent process of modernisation and globalisation.

Teaching includes an in-depth scientific and research-based introduction to the culture of the Middle Eastern diaspora in Denmark and Europe – including the status and significance of Islam in a Danish and European context.

### **d. Forms of instruction and work:**

Lectures alternating with presentations from the students, workshops and individual supervision in conjunction with the writing of assignments. Attempts are made to include the use of web-based sources as an integrated part of the teaching. Teaching must be organised in such a way as to support the humanities model for active learning and activating teaching as described in Article 9. The lecturer must inform students about how study activities are organised at the beginning of the semester.

### **e. Syllabus:**

A fixed syllabus is submitted corresponding to course topics covered by the teaching extending to 800-1000 pages.

### **f. Assessment criteria:**

Taking account of the exam form and the academic level of the semester, emphasis is placed on the degree to which the individual student's performance lives up to the described aims and the degree to which students have a command of the general skills outlined in Article 2. The focus in this course being on nos. 1, 3, 5, 6, 8, 9, 10, 13 in

particular. Grades are given in relation to the degree to which target aims are met, as described in the provisions of the grading scale system.

g. **Examination requirements:**

Active participation includes the writing of three written home assignments based on a particular text from the course literature. Each assignment must be submitted on the day of the lecture where the given text is going to be discussed. In this way, the exam is based on the active participation by the student and will be completed with the last lecture of the course. If an essay does not pass, it can be resubmitted the following week. Each of the three essays can be resubmitted once. The course is mandatory, which means that active, regular, and satisfactory participation in the course is required. Active is defined as participation in all activities connected with the course (mandatory presence, homework, group exercises, and written exercises and assignments). Information about course work and active participation is provided at the beginning of the semester by the lecturer.

Length per student: 3-5 pages per written assignment (max. 5 x 2400 characters).

Form of examination: Active participation, 75% attendance as described in Article 12.

Second examiner: None

Assessment: Pass/fail

Weighting: 10 ECTS.

Re-examination: The re-exam is a 10-page one week home assignment based on a question worked out by the lecturer.

Form of examination: Written home assignment

Length: Maximum 10 pages (10 x 2400 characters)

Contribution from more than one student: No

Second examiner: None

Assessment: Pass/fail

Weighting: 10 ECTS.

**Article 19. Politics and International Politics in the Middle East**

a. **The scope of the course: 3 classes per week in the second semester**

Semester: 1

Weighting: 10 ECTS points

b. **Description of objectives:**

Knowledge: The aim of the course is that students should have an overview of significant local, regional and international politics of the Middle East and that they understand the international aspects of the political challenges facing the region.

Abilities: The students should be able to demonstrate a confident command of theories dealing with the phenomena covered in the course.

Competences: The students should be able to analyse significant political phenomena covered in the course in a local, regional and international context.

The exam consists of a written home assignment. The course and the teaching trains the student in assessing and discussing academic literature and structuring arguments

suitable for this exact exam form, whereby constructive alignment between the teaching and the exam form is secured.

c. **Content of the academic discipline**

Teaching includes an in-depth scientific and research based introduction to areas such as forms of government, the building of nations and identity, media conditions and civil society. The course will also provide an overview of, for example, the policies of the superpowers in the region, the Palestinian conflict, security policy, terror, processes of democratisation and the significance of political Islam.

d. **Forms of instruction and work:**

Lectures alternating with presentations from the students, workshops and individual supervision in conjunction with the writing of assignments. Web based sources form an integrated part of the teaching. Teaching must be organised in such a way as to support the humanities model for active learning and activating teaching as described in Article 9. The lecturer must inform students about how study activities are organised at the beginning of the semester.

e. **Syllabus:**

A fixed syllabus is submitted corresponding to course topics covered by the teaching extending to 800-1000 pages.

f. **Assessment criteria:**

Taking account of the exam form and the academic level of the semester, emphasis is placed on the degree to which the individual student's performance lives up to the described aims and the degree to which students have a command of the general skills outlined in Article 2. The focus in this course being on nos. 1, 2, 3, 4, 5 and 6 in particular. Grades are given in relation to the degree to which target aims are met, as described in the provisions of the grading scale system.

g. **Examination requirements:**

- a home assignment

Examination form: Written home assignment

Length per student: Maximum 15 pages (15 x 2400 characters).

Contribution from more than one student: Yes. Max. 3 students. The contribution of each individual student must be identifiable

Second examiner: External

Assessment: 7-grade scale

Weighting: 10 ECTS

## Article 20. Elective Course

### a. **The scope of the course: 3 classes per week in the second semester**

Semester: 1

Weighting: 10 ECTS points

Academic activities that support study activities: Depends on the elective course offered

### b. **Description of objectives:**

**Knowledge:** Students should have a thorough knowledge of a selected theme or a selected geographical area in the Middle East. Furthermore students should provide documentation for their understanding of relevant research strategies in research on this particular theme or geographical area.

**Abilities:** Students should be able to demonstrate particular understanding of areas of relevance for the theme covered.

**Competences:** The students should be able to demonstrate a confident command of the theoretical aspects of the phenomena covered in the course.

Elective courses can in principle be taken at any higher education institute in Denmark or abroad if their content is of relevance for the given programme. If students wish to take an elective course at another higher education institute or under another Academic Study Board, at the Faculty of Humanities, they must contact the Academic Study Board for Middle East Studies and make sure that the course in question can be approved.

### c. **Content of teaching:**

Elective courses include teaching in a delimited subject or field. The aim of the special study areas is either to make a selected geographical area – such as Turkey, Egypt, Saudi Arabia, Iran or the Gulf States – the object of an in-depth interdisciplinary study that allows methods and academic techniques in, for example, history, political science, economics and comparative religious studies to be used in relation to the same country or geographical region or to examine a given theme. Examples of the latter might be: The media in the Middle East, Islamist movements, political violence, educational conditions and policies in the Middle East, secular and religious Zionism, the significance of the Holocaust in Israeli and European thinking, Euro-Islam etc.

Courses must be approved by the Academic Study Board.

### d. **Forms of instruction and work:**

Lectures, workshops with student presentations, individual supervision. Informative media such as websites, film, TV and radio and local English language newspapers will be used when relevant. It is required that students participate actively and undertake extensive reading outside the class. Teaching must support the humanities model for active learning and activating teaching as described in Article 9. The lecturer must inform students about how study activities are organised at the beginning of the semester.

### e. **Syllabus:**

Depends on the elective course offered. If the elective course is offered at the Centre for Contemporary Middle East Studies, a fixed syllabus is submitted corresponding to course topics covered by the teaching extending to 800-1000 pages.



f. **Assessment criteria:**

Depends on the elective course offered.

If the elective course is offered at the Centre for Contemporary Middle East Studies: Taking account of the exam form and the academic level of the semester, emphasis is placed on the degree to which the individual student's performance lives up to the described aims and the degree to which students have a command of the general skills outlined in Article 2. The focus in this course being on nos. 2, 4, 6, 7 and 9 in particular. Grades are given in relation to the degree to which target aims are met, as described in the provisions of the grading scale system.

g. **Examination requirements:**

Depends on the elective course offered.

Elective courses offered at the Centre for Contemporary Middle East Studies have the following exam form:

- an oral synopsis exam. A synopsis is understood as a small written assignment of max. three pages forming the basis of an oral presentation and a discussion with the examiners. The synopsis must be approved by the lecturer and submitted by the end of the course at the latest. The submission of a synopsis is a requirement for the exam, however, the assessment should be based on the oral presentation alone.

Examination form: Oral synopsis exam

Synopsis:

Length: Max. 3 pages (3 x 2400 characters)

Contribution from more than one student: No

Oral exam:

Duration of exam per student: 30 minutes including moderation

Preparation: no preparation

Aids: All

Second examiner: internal

Assessment: 7-grade scale

Weighting: 10 ECTS

Please note that for elective courses offered by the Faculty of Humanities, it will appear from the course descriptions when the first, second and third examination attempts can be conducted.

## **Article 21. History of Research on the Middle East**

- a. **The scope of the course: Distance learning throughout the third semester**  
Semester: 1  
Weighting: 10 ECTS points
- b. **Description of objectives:**  
Knowledge: Students should be able to demonstrate a thorough knowledge of the history of research on the Middle East with special emphasis on the period since the late nineteenth century.  
Abilities: Students should be able to demonstrate understanding of and independently analyse a variety of analytical strategies, academics traditions and ideologies that have significance for an understanding of the Middle East.  
Competences: Students should be able to define and elucidate issues of relevance for the research strategies dealt with during the course and to present these strategies in written assignments.  
Based on the above mentioned abilities and competences and in order to secure constructive alignment between the teaching and the exam, three written assignments must be submitted during the semester. The exam itself consists of a three-day home assignment based on a question given by the lecturer.
- c. **Content of the academic discipline**  
Teaching includes an in-depth academic and research based introduction to issues relating to phenomena such as orientalism, occidentalism, modernity, understandings of tradition, development, ethnocentrism, cultural relativism and post-colonialism. Teaching will be based on selected texts that illustrate various contemporary approaches to the study of the Middle East in or that are of central significance to the dialogue between Europe and the Middle East. These texts can be of political, philosophical or literary nature.
- d. **Forms of instruction and work:**  
The course is introduced with an information meeting at the end of the second semester. Throughout the third semester, the course is organised as distance learning, where the themes mentioned under "Content" above are discussed in written dialogue with the lecturer. Discussions may be accompanied by instructions and presentations by the lecturer. Also, web based sources will form an integrated part of the course material when relevant. Preparation and study activities are equivalent of a standard course (3 hours per week + preparation). Overall, the course supports the humanities model for active learning and activating teaching as described in Article 9. The lecturer must inform students about how study activities are organised before the beginning of the semester.
- e. **Syllabus:**  
A fixed syllabus is submitted corresponding to course topics covered by the teaching extending to 800-1000 pages.
- f. **Assessment criteria:**  
Taking account of the exam form and the academic level of the semester, emphasis is placed on the degree to which the student's performance lives up to the described aims and the degree to which students have a command of the general skills outlined in Article 2. The focus in this course being on nos. 2, 4, 5, 6 and 9 in particular. Grades are

given in relation to the degree to which target aims are met, as described in the provisions of the grading scale system.

g. **Examination requirements:**

The submission of three written assignments during the third semester is a prerequisite for sitting the exam, albeit not part of the actual exam. The exam itself consists of a three days home assignment based on a question given by the lecturer.

Examination form: one written 3-day home assignment

Length per student: 5 pages

Contribution from more than one student: No.

Second examiner: Internal

Assessment: 7-grade scale

Weighting: 10 ECTS

Re-examination: Written home assignment with question approved by the lecturer by 1<sup>st</sup> February. Submission 1<sup>st</sup> March or the following weekday.

Length per student: max. 10 pages (10 x 2400 characters)

Contribution from more than one student: Yes. Max. 3 students. The contribution of each individual student must be identifiable

Second examiner: Internal

Assessment: 7-grade scale

Weighting: 10 ECTS

**Article 22. Work placement/placement abroad**

- a. **The scope of the course: 4-6 months' work (full time, the equivalent of appr. 37 hours weekly)** Parallel to the work placement/project period in a company or organization SDU offers an optional course in Career Management Skills (CMS) (4 classes of 3 hours)

Semester: 1

Weighting: 20 ECTS points

- b. **Description of objectives:**

*Work placement:*

**Knowledge:** The student should be able to demonstrate thorough knowledge of the rationale behind and conditions for their choice of their work placements.

**Abilities:** The student should be able independently to plan and manage activities for the employer (i.e. organization, company etc.), thus developing abilities of dealing with unfamiliar realities in the given context.

**Competences:** The student should be in a position to work independently in the preparation and execution of project processes, making use of relevant theoretical and methodological elements taken from the M.A. degree course and of theoretical considerations relating to the project process.

c. **Content of the academic discipline**

The third semester of the course includes work placement of 4-6 months (full time, the equivalent of appr. 37 hours weekly). It is recommended that the work placement takes place in a company, an organisation or a political or administrative unit in the Middle East such as UNHCR, Danish representative bodies in the region, local ministries, NGO's, the media or educational institutions. In the event that a placement of this kind not being desirable in relation to the student's expected area of occupation, the requirement for a work placement can be fulfilled by organisations, companies etc. in Denmark, Europe or Scandinavia who work with issues of relevance to the Middle East, such as Dansk Flygtningehjælp (Danish Refugee Aid), local authority integration units, schools with a high percentage of students with a Middle Eastern background, companies operating in the Middle East etc. If any doubt arises as to the relevance of the placement the decision will be left to the Board of Studies of the Centre for Middle East Studies.

It is the responsibility of students themselves – in consultation with the appointed work placement coordinator and the student advisor at the centre – to find and organise the placement. Information regarding the placement will be provided at the end of the 2<sup>nd</sup> semester.

*Career Management Skills:*

Through the optional teaching in Career Management Skills the student will be trained in utilizing own career resources in the project company or organization. Themes in the course will include competence clarification, written communication in a job search context, the understanding and usage of network in the development of career perspectives, the understanding of the dynamics in a job interview situation and developing of own career strategy.

d. **Forms of instruction and work:**

See (c).

The 4 classes in Career Management Skills will be conducted as workshops and take place parallel with the stay in the company or organization.

Students doing their internship abroad are offered 4 classes in Career Management Skills as an e-learn course revolving around the same themes as the workshops at the university.

e. **Examination specifications:**

None.

f. **Assessment criteria:**

Taking account of the exam form and the academic level of the semester, emphasis is placed on the degree to which the student's performance lives up to the described aims and the degree to which students have a command of the general skills outlined in Article 2. The focus in this course being on nos. 1, 5, 7, 8, 10, 11, 12 and 14 in particular. Grades are given in relation to the degree to which target aims are met, as described in the provisions of the grading scale system.

g. **Examination requirements:**

The work placement should be concluded with a report of max. 20 pages including supplementary material. The report should consist of two elements: 1) An evaluation of

the work placement itself (tasks, experiences, assessment of qualifications used and acquired), 2) An analysis of a problem or topic of relevance to the work carried out during the placement. It is advisable to discuss the structure and content of the report with the appointed supervisor at the centre (the work placement coordinator).

Examination form: Written report

Length per student: Maximum 20 pages (20 x 2400 characters)

Second examiner: Internal

Contribution from more than one student: Yes. Max. 3 students. The contribution of each individual student must be identifiable.

Assessment: 7-grade scale

Weighting: 20 ECTS

### **Article 23. Thesis**

a. **Length:**

The thesis is written during the fourth semester and completes the programme.

Weighting: 30 ECTS points

b. **Description of objectives:**

Students must:

- be able to delimit and define a subject for the thesis and, on this basis, formulate a clear, scientific problem that is productive in relation to the chosen area.
- be able to provide a qualified account of relevant research literature
- be able to take a critical view of the sources used and document them with the help of references, notes and a bibliography
- be able to systematise complex knowledge and data and to select and prioritise matters of importance for the subject
- be able to critically and independently investigate, analyse and discuss the academic problem on the basis of the intentions described with the help of relevant academic theories and methodologies and argue on a solid scientific foundation
- be able to evaluate and revise their own methodological and theoretical approaches
- be able to compile their results in a clear, linguistically correct presentation that lives up to scientific requirements for analysis, argumentation and documentation
- be able to excerpt and summarise the results of the study and to evaluate the strong and weak aspects of their own work
- be able to provide an account of the underlying intention of the thesis, its methods, theoretical foundation, analyses and results [in a foreign language/Danish] in the form of an abstract.

**Knowledge:** With the MA thesis, the student is expected to demonstrate thorough knowledge of a specific theme related to the MA programme.

**Abilities:** The thesis should demonstrate the student's ability to address, analyse and discuss a well-defined problem in an accessible and independent manner. This involves students demonstrating ability to define an academic problem and employ relevant methods in examination and discussion of the given problem in a critical and independent way.

**Competences:** The thesis is the final examination of the MA programme and is expected to demonstrate that students have acquired the competences described in Article 2 of the present curriculum.

c. **The content and subject of the thesis:**

The thesis is a major written assignment that enables students to write about a topic of relevance to the MA programme in a thorough and independent manner, whereby ability to apply scientific methodology is demonstrated. The topic and research question of the thesis is chosen individually by the students in consultation with one of the members of faculty at the Centre for Contemporary Middle East Studies, who then functions as supervisor. Students are expected to take part in MA thesis workshops initiated at the end of the second semester and continued throughout third semester (via distance learning and at the centre)

In their thesis, students should demonstrate having acquired in-depth understandings of the issue or issues addressed in the thesis. The thesis should contain theoretical, methodological and presentational considerations at a high level and demonstrate an overview of relevant subject related literature.

d. **Assessment criteria:**

Taking account of the exam form and the academic level of the semester, emphasis is placed on the degree to which the student's performance lives up to the described aims and the degree to which students have a command of the general skills outlined in Article 2. The focus related to the thesis particularly on nos. 1, 2, 3, 4, 5, 6, 8, 9, 10, 13 and 14 in particular. Grades are given in relation to the degree to which target aims are met, as described in the provisions of the grading scale system.

e. **Examination requirements:**

Examination form: MA-Thesis

Length per student, thesis: 60-80 pages (max. 80 x 2400 characters) excl. abstract, table of contents, bibliography, list of references, appendix, cf. the Common Provisions.

Length per student, summary: 1-2 pages.

Contribution from more than one student: Yes. Max. 3 students. The contribution of each individual student must be identifiable.

Language: As a rule in English

Language of summary: English.

Second examiner: External

Assessment: 7-grade scale. The summary forms part of the total assessment of the thesis. The summary can, therefore, influence the grade positively or negatively.

Weighting: 30 ECTS

### III. Effective date and interim regulations

This curriculum was drawn up in accordance with Ministerial Order no. 1328 of 15 November 2016 on Bachelor and Master's Programmes at Universities and comes into effect for students who matriculated on 1 September 2017 or later.

Recommended for approval by the Academic Study Board for Middle East Studies October 11th, 2016 and August 17<sup>th</sup>, 2017.

Approved by the Dean of the Faculty of Humanities August 28<sup>th</sup>, 2017.

#### Interim regulations:

Students who matriculated in 2015 will continue their course work in accordance with the 2015 curriculum.

Students who began their study programme on 1 September, 2016 must follow the courses starting from 3rd semester (E2017) in accordance with the curriculum starting from autumn 2017.

Course titel curriculum 2017	Accepted 1 September 2015	
Introduction to History and Society in the Middle East	Introduction to History and Society in the Middle East	
Economics and Natural Resources in the Middle East	Economics and Natural Resources in the Middle East	
Mediterranean Perspectives	Mediterranean Perspectives	
Culture and Religion in the Middle East	Culture and Religion in the Middle East	
Politics and International Politics in the Middle East	Politics and International Politics in the Middle East	
Elective Course	Elective Course	
History of Research on the Middle East	History of Research on the Middle East	
Work Placement/placement abroad	Work Placement/placement abroad	
Thesis	Thesis	

General part

#### **IV. Joint provisions for humanities programmes at the University of Southern Denmark**

Can be found on the Faculty Secretariat website under:

[www.sdu.dk/hum/faellesbestemmelser](http://www.sdu.dk/hum/faellesbestemmelser)

Revised by the Dean effective from September 1<sup>st</sup> 2016.

***On exemption from the rules in the curriculum:***

In exceptional circumstances, the university can grant exemption from those regulations in the curriculum that are solely established by the university (cf. the ministerial order on bachelor and graduate programmes at universities).



## Appendix

<p>Qualification Framework for Danish Higher Education</p>	<p>Competence objectives</p> <p>In the following, there is a differentiation between general and subject-specific competence objectives. The general competence objectives are the overall, primarily intellectual competence objectives that students have acquired when they complete a given programme, while the subject-specific competence objectives relate to the programme's academic core competence. The general competence objectives are in italics.</p>	<p>The learning objectives of the individual subject elements</p> <p>Article 15: Introduction to History and Society in the Middle East            Article 16: Economics and Natural Resources in the Middle East            Article 17: Mediterranean Perspectives            Article 18: Culture and Religion in the Middle East            Article 19: Politics and International politics in the Middle East            Article 20: Elective Course            Article 21: History of Research in the Middle East            Article 22: Work Placement            Article 23: Thesis</p>
<p><b>Knowledge:</b></p>		
<p>Must possess knowledge of one or more subject areas which, in selected fields, is based on the highest international research within a subject area.</p>		<p>Article 15: Introduction to History and Society in the Middle East            Article 16: Economics and Natural Resources in the Middle East            Article 17: Mediterranean Perspectives            Article 18: Culture and Religion in the Middle East            Article 19: Politics and International politics in the Middle East            Article 20: Elective Course            Article 21: History of Research in the Middle East            Article 22: Work Placement            Article 23: Thesis</p>
<p>Must be able to understand and, on a scientific basis, reflect on the knowledge of the subject area(s) as well as be able to identify scientific issues.</p>	<p>Graduates must be able:</p> <p>1. to delimit and define a academic problem at a high scientific level</p>	<p>Article 15: Introduction to History and Society in the Middle East            Article 16: Economics and Natural Resources in the Middle East            Article 17: Mediterranean Perspectives            Article 18: Culture and Religion in the Middle East            Article 19: Politics and International politics in the Middle East            Article 20: Elective Course            Article 21: History of Research in the Middle East            Article 23: Thesis</p>
<p><b>Skills:</b></p>		
<p>Must master the scientific methodologies and tools of the subject area(s) as well as master general skills related to work within the subject area(s).</p>	<p>Graduates must be able:</p> <p>3. to systematize complex knowledge and data as well as critically choose and prioritize particularities that are essential for the topic            4. to master, critically, the field's various theories and methods            5. to employ terms in a precise and consistent manner</p>	<p>Article 15: Introduction to History and Society in the Middle East            Article 16: Economics and Natural Resources in the Middle East            Article 17: Mediterranean Perspectives            Article 18: Culture and Religion in the Middle East            Article 19: Politics and International politics in the Middle East            Article 20: Elective Course            Article 21: History of Research in the Middle East            Article 22: Work Placement            Article 23: Thesis</p>

	<p>6. to argue at a scientific level</p> <p>9. to evaluate sources critically and document these by using references, notes and bibliographies</p> <p>14. to use IT as a tool in connection with data analysis, information seeking, and knowledge presentation</p> <p>15. understand and make use of academic texts in English and in the Scandinavian languages</p> <p>16. be able to formulate academic English</p>	
<p>Must be able to evaluate and select among the scientific theories, methodologies, tools and general skills of the subject area(s), and set up, on a scientific basis, new analysis and solution models.</p>	<p>Graduates must be able:</p> <p>2. to investigate, analyse and solve academic problems thoroughly by means of relevant academic theories and methods as well as incorporating current international research</p>	<p>Article 15: Introduction to History and Society in the Middle East</p> <p>Article 16: Economics and Natural Resources in the Middle East</p> <p>Article 17: Mediterranean Perspectives</p> <p>Article 18: Culture and Religion in the Middle East</p> <p>Article 19: Politics and International politics in the Middle East</p> <p>Article 20: Elective Course</p> <p>Article 21: History of Research in the Middle East</p> <p>Article 23: Thesis</p>
<p>Must be able to communicate research-based knowledge and discuss professional and scientific issues with both peers and non-specialists.</p>	<p>Graduates must be able:</p> <p>7. to initiate and complete an academic dialogue</p> <p>10. to use language – written and/or spoken – which is topic-oriented, precise and correct</p> <p>11. disseminate research based knowledge and discuss complex scientific issues, making it relevant and comprehensible for different target groups</p>	<p>Article 15: Introduction to History and Society in the Middle East</p> <p>Article 16: Economics and Natural Resources in the Middle East</p> <p>Article 17: Mediterranean Perspectives</p> <p>Article 18: Culture and Religion in the Middle East</p> <p>Article 19: Politics and International politics in the Middle East</p> <p>Article 20: Elective Course</p> <p>Article 21: History of Research in the Middle East</p> <p>Article 23: Thesis</p>
<p>Competences:</p>		
<p>Must be able to manage work situations and developments that are complex, unpredictable and require new solution models.</p>	<p>Graduates must be able:</p> <p>8. to have a clear focus and consistency in conducting tasks</p> <p>12. to control work- and developmental situations that are complex and presuppose new solutions, as well as be able to collaborate, including the ability to receive and give constructive criticism</p>	<p>Article 22: Work Placement</p> <p>Article 23: Thesis</p>
<p>Must be able to independently initiate and carry out discipline-specific and interdisciplinary collaboration and</p>	<p>Graduates must be able:</p> <p>13. to work independently, in a disciplined, structured and goal-oriented including the ability to meet deadlines and other formalities</p>	<p>Article 15: Introduction to History and Society in the Middle East</p> <p>Article 16: Economics and Natural Resources in the Middle East</p> <p>Article 17: Mediterranean Perspectives</p> <p>Article 18: Culture and Religion in the Middle East</p> <p>Article 19: Politics and International politics in the Middle East</p>

assume professional responsibility.		Article 20: Elective Course Article 21: History of Research in the Middle East Article 22: Work Placement Article 23: Thesis
Must be able to independently take responsibility for their own professional development and specialisation.		Article 15: Introduction to History and Society in the Middle East Article 16: Economics and Natural Resources in the Middle East Article 17: Mediterranean Perspectives Article 18: Culture and Religion in the Middle East Article 19: Politics and International politics in the Middle East Article 20: Elective Course Article 21: History of Research in the Middle East Article 22: Work Placement Article 23: Thesis