



Graduate Handbook

for the Degrees of Master of Studies and
Master of Philosophy in Greek and/or
Roman History

2011

Faculty of Classics
Ioannou Centre for Classical & Byzantine Studies
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Oxford OX1 3LU
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Dates of Full Terms

Michaelmas: Sunday 9 October – Saturday 3 December 2011

Hilary: Sunday 15 January – Saturday 10 March 2012

Trinity: Sunday 22 April – Saturday 16 June 2012

Data Protection Act 1998

You should have received from your College a statement regarding student personal data, including a declaration for you to sign indicating your acceptance of that statement. You should also have received a similar declaration for you to sign from the Faculty. Please contact your College's Data Protection Officer or the Classics Faculty IT Officer, (whichever is relevant) if you have not. Further information on the Act can be obtained at www.admin.ox.ac.uk/councilsec/dp/index.shtml.

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1. Introduction

This handbook, which is meant to be read in combination with the formal course descriptions in *Examination Regulations* (available online at www.admin.ox.ac.uk/examregs/Roman_History.shtml, or in hard copy in all Oxford libraries), covers the two taught graduate degree programmes in Greek and/or Roman History offered by Oxford University:

- Master of Studies (MSt) in Greek and/or Roman History (one year);
- Master of Philosophy (MPhil) in Greek and/or Roman History (two years).

Please keep this handbook in a safe place, as you will need to refer to it regularly throughout your course.

2. Supervisors

Your Supervisor is appointed by the Graduate Studies Committee for Ancient History before you embark on your course. The Supervisor has overall direction of your course but will teach you for only some (and possibly even for none) of the options you take; for the rest, she or he will arrange appropriate expert tuition. It is important to keep in regular contact with your Supervisor and to consult him or her regularly. It is also your responsibility to retain a grasp of the general progress and balance of your own work. You should expect that your supervisor will, as a minimum, normally arrange a meeting to discuss your progress at the beginning and the end of each term. Additional meetings should be arranged during the course of the term as appropriate to the nature and the stage of your work. You should feel free to ask your Supervisor for a meeting as and when you feel it necessary and it is reasonable to expect it normally to take place within a few days of such a request.

Your College will also have appointed a College Adviser for you. The function of the College Adviser is primarily to help with non-academic problems, but someone in broadly the same field is usually chosen and will understand the character of your course and the difficulties that can arise.

Your Supervisor, whether teaching you at the time or not, is the first person to turn to with questions and for advice on applications to the Graduate Studies Committee etc. A University document entitled *Research supervision: a brief guide for students*, outlining the responsibilities of Supervisors to their research students (and *vice versa*), will be found below in Annexe A.

If you have difficulties with your supervision which you would like to discuss in confidence, you should first contact the Director of Graduate Studies (or, if he or she is also your Supervisor, another member of the Graduate Studies Committee), or your college Advisor.

At the end of each term, your supervisor(s) will submit a report on your academic progress. To facilitate this reporting, the University operates an online Graduate Supervision System (GSS). Within this system, you have the opportunity if you wish to contribute to your termly supervision reports by reviewing and commenting on your own progress.

When the supervisor's sections are completed, you will be able to view the report, as will the relevant Director of Graduate Studies and your college advisor. Directors of Graduate Studies are responsible for ensuring that appropriate supervision takes place, and this is one of the mechanisms they use to obtain information about supervision. College advisors are a source of support and advice to students, and it is therefore important that they are informed of your progress, including concerns (expressed by you and/or your supervisor).

To access the GSS, please visit www.gss.ox.ac.uk. You will be able to log on to the site using your single sign-on details. Full details of how to use the site are provided at the online help centre; should you need additional support, please contact your Graduate Studies Administrator in the Classics Office in the first instance.

3. Course Description: Master of Studies

Aims, Objectives and Teaching Methods

The MSt is designed to allow students the opportunity for study of Greek and Roman History which is more advanced and more independent than is normal in undergraduate courses, and at the same time more tightly-structured and supervised than work for a doctorate. Most students take the course as preparation for a research degree, and for such students it might offer, for instance, linguistic training (whether in an ancient or a modern language); the chance to become acquainted with a particular historical discipline such as epigraphy, numismatics or papyrology; and a first introduction, *via* the dissertation especially, to actual research and the presentation of a sustained scholarly argument.

Flexibility has always been one of the main aims of this course, since students beginning graduate work at a major international university inevitably have very different backgrounds and needs. Every student takes a selection of options individually related to his or her requirements. A set of options should not be very narrow in scope; it should, however, provide the opportunity for detailed study and the development of scholarly skills. The normal mode of teaching is through a mixture of one-to-one tutorials, classes and seminars, and students are also encouraged to attend a wide range of lectures and faculty research seminars.

Structure of the MSt

The MSt, a one-year (nine-month) course, is inevitably highly intensive. It is a taught course requiring frequent meetings with tutors or Supervisors.

It has three components. All candidates offer a language option from List A (see below and section 6 for these lists), an option from **either** List B **or** List C and a dissertation (D) of not more than 10,000 words (for word limits see 5 below). In addition, all candidates must attend and participate in either the 'Greece and the East' or the 'Rome and the West' seminar (see section 4 below), although written work based on the seminars will not form part of the examination; and all students must attend the fortnightly seminar 'Ancient History: Methods and Approaches' during their first two terms.

Those using the MSt as training for a DPhil are strongly advised to plan a dissertation which contributes to their projected doctoral thesis. Those applying for Arts and Humanities Research Council (AHRC) funding will need to be able to demonstrate to the AHRC that they are undergoing relevant training and preparation for the DPhil. The choice of options and thesis and essay titles must be approved by the Graduate Studies Committee for Ancient History. See Section 6 of this Handbook for a prospectus of options.

List A gives candidates the opportunity to acquire or reinforce knowledge of ancient languages or the modern languages of scholarship. Candidates must take option (i), (ii), (iii) or (iv) unless dispensed from this requirement by the Graduate Studies Committee.

List B consists of methods and techniques of historical scholarship such as papyrology, numismatics and epigraphy. It is also possible to offer many options available in the MSt in Classical Archaeology or in Greek and/or Latin Languages and Literature. There is also a clause allowing candidates to offer 'any other subject approved by the Graduate Studies Committee for Ancient History.'

List C consists of 23 specified historical topics. Many of these overlap with options available in the Final Honour School of Literae Humaniores, which means that University lectures are available for most of the options in most years. The methods of teaching and examination are, however, quite distinct from the undergraduate degree.

Examinations

Options from List A are assessed by three-hour written examination, all others by a pair of pre-submitted essays. Where an option is chosen from the MSt in Classical Archaeology or Greek and/or Latin Languages and Literature, the method of examination will be as described for that option in the *Examination Regulations*. Where a candidate chooses 'any other subject approved by the Graduate Studies Committee' under List B or C, the Committee will decide the method of examination. The character of 'pre-submitted essays' and dissertations is explained later in this handbook (section 5). Candidates may also be required to attend a *viva voce* examination at which issues arising from their pre-submitted essays or dissertation are discussed.

Timetable for the Proposal and Submission of Academic Work – MSt

As soon as you arrive, or (even better) before that, you should set about deciding which options you are going to take; you need to submit these options for approval by the Graduate Studies Committee for Ancient History (section 13 below). Your Supervisor will advise you on your choice of options and needs to approve them before they are submitted. **The deadlines listed below are crucial.** You also need to submit an examination entry form at the appropriate time during Michaelmas Term. Your College Tutorial or Graduate Office should prompt you to do this.

By Friday 11 November 2011 (Fifth Week of Michaelmas Term)

Choice of options and approximate thesis title (if any) to be submitted for approval by the Graduate Studies Committee for Ancient History.

By Monday 16 April 2012 (Noughth Week of Trinity Term)

Submission of titles of pre-submitted essays and confirmed dissertation title (if any). Examiners need to know these in good time in order to be able to make appropriate examining arrangements.

By noon on Thursday 31 May 2012 (Sixth Week of Trinity Term)

Pre-submitted essays and dissertations to be handed in at the Examination Schools.

Written examination in language options: A circular about examination arrangements will be sent to candidates early in Trinity Term; this will give the date of the written examinations in language options and of the *viva voce* examination. (**Note:** The circular to candidates for examination in Trinity Term 2011 is included, *by way of example*, as Annexe F in this handbook.)

4. Course Description: Master of Philosophy

Aims, Objectives and Teaching Methods

All that has been said above about the aims, objectives and methods of the MSt is also true of the MPhil.

The choice between the two degrees will be determined by the candidate's previous experience and by the character of the doctoral research to which she or he hopes to proceed. The MPhil is particularly suitable where knowledge of ancillary disciplines is required, where knowledge of languages (ancient or modern) needs to be acquired or improved, or where a candidate needs grounding in an additional historical period or topic as a foundation for research. It also offers the chance to write a more extended dissertation on the basis of several months of research. For these reasons, the MPhil is the course chosen by the majority of our graduates.

Structure of the MPhil

The MPhil is a two-year (21-month) course. It is a taught course requiring regular meetings with tutors or Supervisors.

It has five components. All candidates offer a language option from List A (see sections 3 and 6 for these Lists), an option from List B, a further option from **either** List B **or** List C, a dissertation (D) of not more than 25,000 words, and either 'Greece and the East' or 'Rome and the West' (these are conventional names – specific themes vary from year to year, though always with a choice between broadly Greek and broadly Roman).

'Greece and the East' and 'Rome and the West' are based on fortnightly seminars held over the first two terms of the year; MPhil candidates are required to attend and participate in one of these seminars, and to write two 5,000 word essays based on their work for the seminar. These essays must be pre-submitted at the end of the FIRST year of the course (see Timetable, below). Additionally, all students must attend the fortnightly seminar 'Ancient History: Methods and Approaches' during their first two terms. The choice of options and thesis and essay titles must be approved by the Graduate Studies Committee for Ancient History.

In addition to the compulsory pre-submission of essays done in connection with the Seminar, you are allowed to be examined in up to two of your other options at the end of the first year of your course. This possibility has often proved particularly attractive for those offering a language option. With regard to the pre-submitted essays required for other options, it may be better to wait and benefit from the greater experience and knowledge you will acquire during the second year of your course, though you should certainly write up several of them to a near final state as you go along and not leave all to the final weeks. On the other hand, if you are intending to apply to continue to the doctorate, you should consider the benefits of being able to show some work which has been completed and assessed. Consult your supervisor or option tutor for advice. **N.B.** Since pre-submission of essays for at least the 'graduate seminars' option (above) is compulsory at the end of the first year, if you are a first year MPhil student you must remember to submit an examination entry form along with the second-year MPhil candidates by the deadline in Michaelmas Term; your College will not know that you need to do so and you should inform the Tutorial Office, or whichever other office deals with examination entries, of your intention. Any changes to your examination entries must be registered in the same way.

Examinations

Options from Group A are assessed by three-hour written examination, all others by a pair of pre-submitted essays. Where an option is chosen from the MSt in Classical Archaeology or Greek and/or Latin Languages and Literature, the method of examination will be as described for that option in the *Examination Regulations*. Where a candidate chooses 'any other subject approved by the Graduate Studies Committee' under Group B above, the Committee will decide the method of examination. The character of 'pre-submitted essays' and dissertations is explained later in this handbook (section 5). Candidates may also be required to attend a *viva voce* examination at which issues arising from their pre-submitted essays, examinations or dissertation may be discussed.

Timetable for the Proposal and Submission of Academic Work – MPhil

As soon as you arrive, or (even better) before that, you should set about deciding which options you are going to take; you need to submit these options for approval by the Graduate Studies Committee. Your Supervisor will advise you on your choice of options and needs to approve them before they are submitted. The deadlines below are crucial. You also need to submit an examination entry form at the appropriate time during the Michaelmas Term prior to the examination. Your College Tutorial or Graduate Office should prompt you to do this, but you can check the deadlines for yourself from the table at the start of *Examination Regulations*.

By Friday 11 November 2011 (Fifth Week of Michaelmas Term, first year)

Choice of options and approximate thesis title to be submitted for approval by the Graduate Studies Committee.

By Monday 16 April 2012 (Noughth Week of Trinity Term)

Submission of titles of pre-submitted essays for submission in the FIRST year (if any - see 'Structure of the MPhil' above). Examiners need to know these in good time in order to be able to make appropriate examining arrangements.

By noon on Thursday 31 May 2012 (Sixth Week of Trinity Term)

Pre-submitted essays for the 'Greece and the East' and 'Rome and the West' options to be handed in at the Examination Schools; also any further essays pre-submitted by choice in the FIRST year (see above).

By Monday 15 April 2013 (Noughth Week of Trinity Term in second year)

Submission of titles of remaining pre-submitted essays and confirmed dissertation title. Examiners need to know these in good time in order to be able to make appropriate examining arrangements.

By noon on Thursday 30 May 2013 (Sixth Week of Trinity Term).

Pre-submitted essays and dissertations to be handed in at the Examination Schools.

Written examination in language options: A circular about examination arrangements will be sent to candidates early in Trinity Term; this will give the date of the written examination in language options and of the *viva voce* examination (if required). (**Note:** The circular to candidates for examination in Trinity Term 2011 is included, *by way of example*, as Annexe F in this handbook.)

5. Pre-Submitted Essays and Dissertations

In preparation for pre-submitted essays, you write for the tutor concerned (whether your Supervisor or one appointed by your Supervisor) normally between four and eight essays of not less than 2,000 words which will between them give broad coverage of the topic. These are submitted to the tutor teaching you the option and discussed with him or her. You then choose from among the work in these essays material which can be worked up for submission in the form of two pre-submitted essays of not more than 5,000 words each. Your tutor may give you bibliographical advice and discuss one full draft (but not more) with you.

While pre-submitted essays are not expected necessarily to produce original conclusions or to revise scholarly opinion, they should be superior in content and presentation to what would normally be expected in an undergraduate essay. Above all, they should have a well-defined subject and a coherent sequence of arguments which reaches some kind of conclusion, however open. They should show familiarity with the relevant ancient evidence and should cite it accurately; they should also show a good understanding of the relevant scholarly literature and of the main trends, approaches and controversies in the study of the general area within which the subject falls. You should take care that the topics you choose cover between them more than a narrow aspect of the subject.

Dissertations should have all the virtues of pre-submitted essays listed above. Though similar to them in many ways, they should distinguish themselves (those for the MPhil in particular) from them by a degree of originality: they should, e.g., collect material not previously collected, ask questions not previously asked of the material in question, or make comparisons not previously made. They should not be simply collections of material, but must contribute to the understanding of the material collected. The word limit for dissertations for the MSt is 10,000 words, for the MPhil 25,000 words.

The word limits for pre-submitted essays and for dissertations include quotations, footnotes and appendices; excluded are bibliography, any extensive text (including a translation, if you include one) that is specifically the subject of commentary and, in archaeological topics, descriptive catalogues of material. It should be emphasised that these are maximum limits and not targets to be attained.

6. Prospectus of Options, 2010-2011

A

- (i) Elementary Greek (MSt only)
- (ii) Intermediate Greek
- (iii) Elementary Latin (MSt only)
- (iv) Intermediate Latin
- (v) French
- (vi) German
- (vii) Italian
- (viii) Any other language which the candidate has satisfied the Graduate Studies Committee for Ancient History is relevant to their other options.

The options in Elementary Greek and Elementary Latin cover basic accidence and syntax. The classes start in Michaelmas Term (for details, see the Lecture List). These options are not available for examination to MPhil candidates, since it is assumed that they will both need and be able to reach Intermediate standard in two years. MPhil candidates should, however, attend the relevant classes in their first year if they wish to offer the Intermediate option for examination and have little prior knowledge of the language.

The options in Intermediate Greek and Intermediate Latin are intended for those who have already taken a beginners' course. For details of the syllabus see *Examination Regulations*. Classes will start in Michaelmas Term (for details see the Lecture List and website).

Note that learning an ancient language from scratch is extremely demanding. These options will almost certainly prove much more time-consuming than the others. It is essential to attend all the classes and to do all the assignments set: experience over several years has shown that those who attempt to learn the languages at their own speed and on their own are likely to fail the examination. If you are finding difficulty in making enough time for language work, discuss the problem with your Supervisor. Most of those taking these courses will want and need some tutorial back-up in addition to the University classes: discuss this too with your Supervisor.

The options in modern languages are intended to provide a reading knowledge of modern languages especially relevant to a student's research. They assume no prior knowledge of the language in question. The goal is to be able to read, with use of a dictionary, a piece of academic prose in the candidate's subject area, and such pieces will be selected for translation in the examination. Special classes are provided in German and Italian for Classicists; please inform the Academic Administrative Officer (graduate@classics.ox.ac.uk) if you wish to attend these classes. Those not offering the language for examination are also welcome to attend the classes; if you are offering the language for examination, please inform the class tutor at the first class. Note in particular that those offering the German option in the examination should attend both the Beginners' and the Intermediate 'German for Classicists' courses.

B

- (i) Greek Numismatics
- (ii) Roman Numismatics
- (iii) Greek Epigraphy
- (iv) The Epigraphy of the Roman World
- (v) Documentary Papyrology
- (vi) Any of the following papers on the B List of the MSt in Greek and/or Latin Language and Literature: (i)-(iv), (vii)
- (vii) Any of the papers from Schedule B of the MSt in Classical Archaeology
- (viii) Any other subject approved by the Graduate Studies Committee for Ancient History

C

- (i) Greek history to *ca* 650 BCE
- (ii) Greek history *ca* 650–479 BCE
- (iii) Greek history 479–336 BCE
- (iv) Athenian Democracy in the Classical Age
- (v) Alexander the Great and his successors 336–301 BCE
- (vi) The Hellenistic world 301–*ca* 100 BCE
- (vii) Rome and the Mediterranean world 240–146 BCE
- (viii) Roman history 146 BC–46 BCE
- (ix) Cicero
- (x) Roman history 46 BCE–54 CE
- (xi) Roman history 54–138 CE
- (xii) Roman history 138–312 CE
- (xiii) The ecology, agriculture and settlement history of the ancient Mediterranean world
- (xiv) The economy of the Roman Empire
- (xv) The provinces of the Roman Empire
- (xvi) Greek and/or Roman religions
- (xvii) Gender and sexuality in the Greek and/or Roman world
- (xviii) Greek and/or Latin historiography
- (xix) Roman law
- (xx) The Church in the Roman Empire from the beginnings to 312 CE
- (xxi) The world of Augustine
- (xxii) The City of Rome

This option is run in collaboration with the British School at Rome and involves attendance at the residential course organised by the School annually in Rome; only those accepted by the School may take the option. NB this paper requires two submitted essays like all other papers, not one as in the BSR guidelines. [Tuition fees for this course are transferred to the School by the University; maintenance is for negotiation between the student and his/her college, and grants for travel may be applied for from College or University funds.]

(xxiii) 'Athens and Attica'

'Athens and Attica' is a conventional designator: the topic varies, but always involves a blend of history, epigraphy and close attention to physical remains. This option is run in collaboration with the British School at Athens and involves attendance at the residential course organised by the School in even-numbered years in Athens; only those accepted by the School may take the option. [Tuition fees for this course are transferred to the School by the University; maintenance is for negotiation between the student and his/her College, and grants for travel may be applied for from College or University funds.]

(xxiv) Any other topic approved by the Graduate Studies Committee for Ancient History

D

Dissertations

See Section 5 of this Handbook: Pre-submitted Essays and Dissertations

E

Graduate Seminars in Ancient History (precise topics for 2010/11 to be announced)

- (i) 'Greece and the East' (Professor Robert Parker)
- (ii) 'Rome and the West' (Professor Alan Bowman)

7. Guidelines and Conventions for the Presentation of Pre-submitted Essays and Dissertations for the MSt and MPhil

(a) Overall Presentation and Format

All work submitted for a graduate degree should be presented as if for publication. Essays and dissertations must be double-spaced, must include bibliographies and must be presented professionally with page numbers and due attention to spelling, punctuation, division into paragraphs and grammar. Footnotes are not obligatory, but most people find them a very useful device for including material and information that is relevant but not directly part of the argument. Abbreviations and references should follow a recognised system. Maps, plans, charts and illustrations of artefacts should be included whenever discussion of topography or artefacts plays an important part in the argument. All illustrations should be properly documented, with acknowledgement of the source (museum inventory number, Beazley reference etc.). Candidates must proofread their final version with care and make any necessary corrections.

Essays and dissertations must be convenient to handle and, above all, secure: they must not be submitted in a loose-leaf format from which pages can go astray. The best system is a plastic binder which protects the document, holds it together and facilitates handling and turning the pages. Tags or staples are not acceptable. When you submit, each essay and dissertation should have a cover sheet with its title, the title of the option for which it is submitted and your candidate number. Useful help and guidance on many detailed issues of how to format and present a piece of scholarly work can be found in *The Oxford Manual of Style* (OUP, 2002) and the *MHRA Style Guide* (Modern Humanities Research Association, London, 2002).

(b) Quotations of, and references to, ancient authors

Where texts from ancient authors are quoted, they should be quoted in the original languages, with translations if desired. If you give a translation, it should either be your own, or you should briefly identify its author (e.g., 'tr. Lattimore'). Greek should always be cited with all diacriticals (accents, breathings, subscripts etc.), Latin in italics unless offset (see examples in (d) below). Abbreviated references to ancient authors should use major accepted conventions, e.g., those of the *Oxford Latin Dictionary* and of Liddell and Scott (e.g., A.Ag.1, Verg.A.1.1). Where two lines or fewer of an ancient author (plus translation if desired) are quoted, this can be done in the main run of text; where more than two lines are quoted, these should be indented and centred, with appropriate spacing (see below).

(c) Systems of bibliographical referencing

Bibliographical references should appear in footnotes (not endnotes) rather than in the main text; footnote cues should always follow punctuation marks rather than precede them. Either the Harvard system or the full citation system should be used. In the Harvard system, the footnote contains a bare reference to the item's author, year of publication and page number; these references are then filled out in a final bibliography at the end of the essay or dissertation which lists all works by author's name in alphabetical order. Where two works have the same author and year of publication, they are distinguished as, e.g., Smith 2000a and Smith 2000b. In the full citation system, the footnote contains a complete bibliographical reference, and no final bibliography is needed; where a work is cited more than once a cross-reference to the first footnote where the work was cited is required. In both cases abbreviations for journals and serials should follow the conventions of *L'Année Philologique* (available online through OxLIP: see section 16 below).

Whichever of the two systems is used, the bibliographical item should be fully, but not too fully, described. Titles and places of publication should be supplied, but not sub-titles or the name of the publisher; where the publication is a numbered volume in an established series, series and number should be given (e.g., *Historia Einzelschriften* or *Mnemosyne Supplements*), but not when the series is occasional and unnumbered (e.g., Oxford Classical Monographs).

(d) Practical examples of the formats recommended in (b) and (c) above

(b) Quotations of, and references to, ancient authors

(i) Short quotation in main run of text:

The opening words of Virgil's *Aeneid*, *arma virumque cano*, 'arms and the man I sing' (A.1.1), allude to both the *Iliad* and the *Odyssey*.

(ii) Longer quotation, offset (N.B. no italics for Latin):

The opening of Virgil's *Aeneid* sets the scene for the poem (A.1.1-3)

Arma virumque cano, Troiae qui primus ab oris
Italiam, fato profugus, Laviniaque venit
litora...

'Arms and the man I sing, he who first came to Italy and Lavinian coasts from the shores of Troy...'

(c) Systems of bibliographical referencing

(i) Harvard footnotes and possible final bibliography entries:

The constructed nature of the discipline of Classics is a common topic in modern discussions, above all in the work of Arabella Smith,¹ who has stated that 'the constructedness of Classics is a postmodern axiom'.²

¹ Smith (2000a) 12-13; Smith (2000b) 315-6; Smith (2000c) 40-45.

² Smith (2000a) 67.

(ii) Final bibliography possibilities:

Brown, B. ed. (2000), *Classics Reconstructed*, *Mnemosyne Supplement* 299 (Leiden) [if edited volume, in series]

Smith, A. (2000a), *Classics Deconstructed* (Cambridge, Mass.) [if monograph]

Smith, A. (2000b), 'Afterword' in Brown (2000 : 310-24) [if chapter in edited volume]

Smith, A. (2000c), 'The Construction of Classics', *TAPA* 130 : 37-54 [if journal article]

(iii) Full citation footnotes:

The constructed nature of the discipline of Classics is a common topic in modern discussions, above all in the work of Arabella Smith,¹ who has stated that 'the constructedness of Classics is a postmodern axiom'.²

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1. A. Smith, *Classics Deconstructed* (Cambridge, Mass., 2000), 65-6. [if monograph]
Cf. A. Smith, 'Afterword' in Brown, B., ed., *Classics Reconstructed*, *Mnemosyne* Supplement 299 (Leiden, 2000), 310-24 [if chapter in edited volume, in series]
A. Smith, 'The Construction of Classics', *TAPA* 130 (2000), 37-54 [if article]
 2. Smith, (n.1 above), 67 [if ambiguous, use short title: 'Smith, *Classics Deconstructed* (n.1 above), 67'].

8. Plagiarism

In pre-submitted essays and dissertations, all quotations from primary or secondary sources and all reporting or appropriation of material from those sources must be explicitly acknowledged. The Faculty's Guidelines on Plagiarism are included below in this handbook as Annexe D. Note that paraphrase (whether extended or not), if insufficiently acknowledged, is liable to be regarded as plagiarism. Please read the Guidelines carefully, and take care.

9. Classes and Seminars

There are many seminars and classes organised by the Faculty of Classics in Oxford, details of which may be found in the lecture list (available on the web at www.classics.ox.ac.uk) and the lectures prospectus. They are often a good way to find out about new research and, always a good idea, to hear about things that might not necessarily be up your own academic street.

The long-established 'Tuesday seminar' in Ancient History plays a central role in the life of the Sub-Faculty and is one of the main occasions for graduates and faculty members to meet. Another excellent place to meet like-minded graduates is at the graduate work-in-progress seminars, at which graduates present and discuss their own work (senior members are excluded). Giving a paper to such a group is an excellent way to gain experience.

It can also be rewarding to travel to seminars outside Oxford. Each term the Institute of Classical Studies in London publishes a Meetings List, a copy of which is usually available at the issue desk in the Sackler Library (see section 16 below). Of special note is AMPAH (Annual Meeting of Postgraduate Ancient Historians); date and venue of the 2012 meeting to be confirmed. The annual meeting of the Classical Association has also become a major forum for graduates. In 2012 it will be held at the University of Exeter on 11-14 April (see: www.classicalassociation.org/Events/Diary.html). A modicum of financial assistance for travelling to conferences and seminars may be available; apply to the Director of Graduate Studies (see section 13 below).

10. Lectures

A Classics Lecture List is published online each term, covering all the lectures for both Classics and Ancient and Modern History courses and also graduate classes and seminars; lecture prospectuses, outlining the subject matter for each lecture course, are published on the Faculty website (www.classics.ox.ac.uk). Although most of the lectures are designed for undergraduate courses, you will certainly find that many are relevant to the subjects you are studying, and you are strongly advised to attend those that are relevant.

11. Graduate Forum – Joint Consultative Committee for Graduate Matters

Annual meetings of the Graduate Forum are held during Hilary Term, between members of the Graduate Studies Committee and graduate students. This is an important occasion for discussion of general academic or administrative issues affecting graduates, all of whom are invited, and encouraged, to attend. A questionnaire is circulated to all graduates before the meeting, and the replies received provide topics for discussion at the meeting. Minutes of the meetings are automatically considered by the Graduate Studies Committee and sent to meetings of the Sub-Faculty of Ancient History and Classical Archaeology; they are given close attention, especially if they contain proposals for reform, or complaints.

12. Transfer to the DPhil programme from the MSt or MPhil

Many of those doing the MSt or MPhil will be hoping to go on to a doctorate (DPhil). In order to do this you must make a separate application and for those wishing to start doctoral work in October 2012 this needs to be received by the Graduate Admissions Office by the deadline in late January (applications after that date cannot be considered). Applications are made online; details of the procedure are available on the Graduate Admissions Office website at www.ox.ac.uk/admissions/postgraduate_courses/apply/oxford_graduates.html.

If your application is successful, acceptance will be made conditional on a satisfactory performance in the examination; what is satisfactory here is assessed by the Graduate Studies Committee in the light of a report made to it by the Examiners, and normally means a level appreciably higher than a bare pass. Candidates wishing to continue from Masters to PRS who do not achieve a good pass in the language exam may still be admitted to PRS status at the discretion of the Graduate Studies Committee, but they will be required to achieve a good pass (65-70%) in the intermediate exam by the time of their application to transfer from PRS to DPhil status. A final decision on admissions will be made after the Examiners' meeting in late June.

Applications for doctoral study will include applications for scholarships for which the student is eligible and which the university administers, such as the new form of AHRC studentships.

Note the language requirements for research degrees in Ancient History, set out below in Annexe E.

13. The Graduate Studies Committee

The Graduate Studies Committee (GSC) for Ancient History is a committee of the Faculty Board of Classics, to which it reports. The Committee deals with the admission of graduate students, the approval of options and dissertation titles, the appointment of Supervisors and other matters involving graduate students that arise from time to time or are referred to the GSC by other University bodies. Supervisors' termly reports on graduate students are read by the Director of Graduate Studies (DGS), who is chair of the GSC, and may then be circulated to members of the Committee, where any difficulties that are noted are discussed.

The GSC meets on the Fridays of *First* and *Sixth* Weeks of each term, and its agenda is sent out about a week in advance. The DGS, Dr Rosalind Thomas, Balliol College, may be approached at any time (tel. (2)77749; email: rosalind.thomas@classics.ox.ac.uk). It is the responsibility of graduate students to ensure that documentation for anything they wish to come before the Committee is received in good time for (that is, at least a week before) the meeting at which they wish the matter to be discussed.

Members of the Graduate Studies Committee for the year 2011/12 are: Director of Graduate Studies – chairman (ex officio) (Dr R. Thomas), Chairman of the Sub Faculty (ex officio) (Dr E.

Bispham), Dr A. Clark, Dr L. Kallet, Dr N. McLynn, Dr A. Moreno, Prof. R. Parker, Dr J. Prag, Prof. N. Purcell, Dr M. Stamatopoulou.

14. The Classics Office and the Ioannou Centre

The Classics Office is in the The Ioannou Centre for Classical and Byzantine Studies, 66, St. Giles', Oxford OX1 3LU. The office is open from 9.00 a.m. to 5.00 p.m., Mondays to Fridays. The office provides information about scholarships, grants, prizes, study tours, summer schools, conferences and seminars in and outside Oxford, mostly by e-mail. Graduates should search for past examination papers at: <http://oxam.ox.ac.uk/main.asp> and bibliographies and dossiers of epigraphical material at: <https://weblearn.ox.ac.uk/access/content/group/classics/undergraduate/paper%20descriptions%20%20resources/>.

Enquiries about graduate study should be addressed to the Academic Administrative Officer (tel. (2)88388, email graduate@classics.ox.ac.uk).

The Ioannou Centre offers various facilities for graduate students including many workstations, a Common Room, a reading room and a photocopier. You will find that many of your academic activities - seminars, talks by visiting speakers, and so on – take place here, and this is also the base for the various research projects based in the Faculty; it is also close to the Sackler Library and the Ashmolean Museum, and many graduate students find that much of their day is spent in this area. We therefore hope that you will make extensive use of the Common Room; this is primarily a social facility and you are very welcome to use it at all available times.

Entry to the building is by a security swipe-card system, operated by your University card. The Centre is open 7 days a week from early morning until late evening unless advised in advance.

The Faculty is listed on the map at:

http://www.ox.ac.uk/visitors_friends/maps_and_directions/departments.html#map.

See also the reference to the Centre on pp.25-26 for IT matters.

15. The Graduate Studies Office

The Graduate Studies Office is based at the Humanities Divisional Office, 37a St. Giles'. The Graduate Studies Assistant in the GSO appointed to deal with graduate studies in the Faculty of Classics is Jeremy Moyse (tel. (2)70068; email: jeremy.moyse@admin.ox.ac.uk). Enquiries about Master's courses should be addressed to the Academic Administrative Officer within the Faculty of Classics in the first instance (tel. (2)88388, email graduate@classics.ox.ac.uk). All forms relating to Master's courses are available in WebLearn at:

<https://weblearn.ox.ac.uk/access/content/group/classics/graduate/Forms/> (see also the list of forms and deadlines in Appendix J).

Enquiries about fees are often best addressed to Colleges, or to the Fees Clerk, (fees.clerk@admin.ox.ac.uk) at the University Offices.

16. Communication

Email is the main form of communication for administration within the Faculty and the University as a whole. Announcements are made by mailing list. Every student is issued with a University email account and we expect you to check your email regularly (at least once daily on weekdays) and to use this account in communications.

17. Libraries

In comparison with most universities, library provision at Oxford is generous. **OLIS**, the University's Online Library Information Service, contains catalogues of many University and some college libraries. It is accessible from any workstation on the University network (<http://library.ox.ac.uk>).

Your **College library** will probably have a wide range of borrowable books and a narrower range of periodicals. Find out how to suggest new purchases. You have no access to college libraries other than your own. There are many different University libraries. The most useful to you will be the Sackler Library and the Bodleian. The Bodleian Libraries website is the most useful place to find information on using the library system: www.bodleian.ox.ac.uk

The **Sackler Library** is a relatively new institution which was formally opened in September 2001. It is located at 1, St John Street, close to the Ashmolean Museum: the entrance is through a doorway in a rotunda almost immediately on your right as you enter St John Street from Beaumont Street. Within its walls has been gathered a massive collection of books originally housed separately in several different libraries. It is an open-shelf lending library indispensable to anyone studying Ancient History, Archaeology and Art; it is also extremely useful to those studying Literature or Philology. Library hours are 9.00 a.m. to 10.00 p.m. on Mondays to Fridays, 10.00 a.m. to 5.00 p.m. on Saturdays.

The **Classics Lending Library** (CLL) is housed in the Sackler Library and has the same opening hours. Though not restricted to undergraduates, it is particularly dedicated to their needs and keeps multiple copies of many books and articles for which undergraduate demand is especially heavy.

Borrowing limits and periods: the maximum number of items which may be held on loan is nine from the combined collections (main library book, main library periodical, CLL book, CLL article), with a maximum of six items in any category. The borrowing period is one week for books and two days for periodicals. All available publications will be found on OLIS. Books may be renewed up to 3 times provided another reader does not want the book. Periodicals and overdue items may not be renewed. Renewals may be made in person, online, or by telephone (2-78092).

In order to use the **Bodleian Library**, you must be admitted as a reader: admission is through your College, normally on your first arrival. The Bodleian is open Mondays to Fridays 9.00 a.m. to 10.00 p.m. (7.00 p.m., or sometimes 5.00 p.m., in vacations) and Saturdays 9.00 a.m. to 4.00 p.m., except for closed periods of about ten days at Christmas, four days at Easter, the day of Encaenia (Wednesday of ninth week of Trinity Term) and a long week-end at the end of August. There are numerous reading rooms, each with a selection of books and periodicals on open shelves. Most of the Bodleian's holdings, however, are kept in closed stacks. Works may be ordered from stack to any reading room or to the Sackler, but delivery time is likely to be two to three hours, so advance planning is recommended. You must show your University Card to gain access to any part of the Bodleian. No material may be borrowed from the Bodleian.

Introductions to the Sackler and Bodleian Libraries are arranged for new graduate students as part of the induction programme at the beginning of 0th week of Michaelmas Term.

Copyright Law

The copying of books and journals and the use of self-service photocopiers are subject to the provisions of the Copyright Licence issued to the University of Oxford by the Copyright Licensing Agency for the copying (from paper on to paper) of:

- up to 5% or one complete chapter (whichever is the greater) from a book;
- up to 5% or one whole article (whichever is the greater) from a single issue of a journal;
- up to 5% or one paper (whichever is the greater) from a set of conference proceedings.

Electronic Resources

Oxford University subscribes to a substantial number of electronic datasets and periodicals (including the *Thesaurus Linguae Graecae*, *L'Année Philologique*, the *Gnomon bibliographische Datenbank* and many others).

Access to electronic resources is provided by an interface known as Solo (Search Oxford Libraries Online); the address is <http://solo.ouls.ox.ac.uk>. Solo is a search and discovery tool for the Oxford Libraries collection of resources including OLIS – <http://library.ox.ac.uk> (Oxford's union catalogue of printed and electronic books and journals), ORA – <http://ora.ouls.ox.ac.uk> (Oxford University Research Archive), a title link to 1,000+ databases on OXLIP+ – <http://oxlip-plus.bodleian.ox.ac.uk> and access to OU E-Journals (over 28,000 e-journals). Note that not all databases can be cross-searched from SOLO, so you will need to consult OXLIP+ for a full listing of databases.

Many datasets are easily accessible through a web-browser on a computer connected to the University network and access is through single-sign on whether on or off campus. Some restricted resources will require a VPN (virtual private network) connection to the University network if attempting to access them from off campus.

For information on how to install and configure VPN see www.oucs.ox.ac.uk/network/vpn and to set a remote access password to use with VPN visit <https://register.oucs.ox.ac.uk/self/index>. University-wide library information may be found at www.lib.ox.ac.uk

Many of the Oxford Research Projects offer a wealth of digitised images and information. Investigate the following sites – some of which offer databases you may search or browse online:

- The Archive of Performances of Greek and Roman Drama – www.apgrd.ox.ac.uk
- The Beazley Archive – www.beazley.ox.ac.uk
- The Centre for the Study of Ancient Documents – www.csad.ox.ac.uk
- The eScience and Ancients Documents Project – <http://esad.classics.ox.ac.uk>
- The Lexicon of Greek Personal Names – www.lgpn.ox.ac.uk
- The Oxford Roman Economy Project – www.oxrep.classics.ox.ac.uk
- The Oxyrhynchus Papyri – www.papyrology.ox.ac.uk
- The Research Archive for Greek and Roman Sculpture – www.beazley.ox.ac.uk/casts
- The Sphakia Survey – <http://sphakia.classics.ox.ac.uk>

Links to indices of Classics websites can be found on the Classics at Oxford website www.classics.ox.ac.uk/resources. The 'Students' link on the Classics at Oxford website (www.classics.ox.ac.uk) will take you to a number of useful pages, including online bibliographies, pdf versions of handbooks, lecture lists, the lectures prospectus, past examination papers etc. (For a number of these things you will be directed to WebLearn, a local site worth getting to know well; see section 17 below.) You can access these only if you are connected to the University network or using a University remote access account.

18. Information Technology

Registration and Self Service

All new students are sent a college freshers' pack containing details of how to activate their Oxford Single Sign-on account. The Oxford Single Sign-on is used to access Student Self Service to register online, as well as to access other central IT services such as free University email, Weblearn and the Graduate Supervision System.

In order to complete your registration as an Oxford University student, navigate to www.studentsystem.ox.ac.uk and log on using your Single Sign-on username and password. New students must complete their registration by the end of the first week of term in order to confirm their status as members of the University. Ideally students should complete registration before they arrive. Continuing students must register at the anniversary of the term in which they first started their programme of study.

Once students have completed their University registration, an enrolment certificate is available from Student Self Service to download and print. This certificate may be used to obtain council tax exemption. In addition to enabling students to register online, Student Self Service provides web access to important course and other information needed by students throughout their academic career. Students can amend their address and contact details via Student Self Service, and they can use the Service to access detailed exam results, see their full academic record print transcripts.

University Card

The University Card provides students with access to facilities and services such as libraries, computing services and the Language Teaching Centre. In some colleges and faculties students also need the card as a payment card or to enter buildings, which have swipe-card access control. The University Card also acts as a form of identity when students are on college or University premises. Cards are issued to students by their college on arrival in Oxford once registration has been completed.

Email

Once a student's registration details have been processed, the student will be able to find out their email address from OUCS Self Service (https://register.oucs.ox.ac.uk/self/user_info?display=mailin) and have access to email either by the Webmail service (<https://webmail.ox.ac.uk>) or via an email client such as Thunderbird, Outlook Express, Netscape Mail or Eudora – for client configuration information see the web pages at www.oucs.ox.ac.uk/email/config. The email system is controlled by the Oxford University Computing Services OUCS and problems should be referred to them.

Electronic Communication

You will automatically be subscribed to a mailing list that is appropriate for you: for Ancient History graduates this is 'gradah' (gradah@maillist.ox.ac.uk), source of all manner of important announcements and information.

Computing Facilities and Training

Ioannou Centre: The Centre has PCs, Macs and laser printing and scanning facilities. A range of Greek fonts has been installed. All the machines are connected to the University network. To use the computer room you will need a log-in and a password; these will be set automatically and given to you upon your arrival. For any queries about Classics IT provision please contact the IT Officer on itsupport@classics.ox.ac.uk.

Oxford University Computing Services: OUCS (Oxford University Computing Services) is located at 13, Banbury Road and offers facilities, training and advice to members of the University in all aspects of academic computing. It is responsible for the core networks reaching all departments and colleges. The OUCS Help Centre is a single point of contact for all front-line user support. It is open Monday to Friday 8.30 a.m. to 8.15 p.m. (tel. (2)73200; email: help@oucs.ox.ac.uk). For current information, check the OUCS website at www.oucs.ox.ac.uk.

Oxford University's computing Services provide extensive opportunities for developing transferable skills in IT, offering free or inexpensive training courses both in basic software packages (word-processing, databases) and in more specialist research- and humanities-

specific subjects (bibliography, text-analysis and mark-up). You can find out more about what is available at www.oucs.ox.ac.uk/courses.

College Resources: If you wish to connect your own computer to the University network using a network point in your College room or office, you must consult your College IT Officer. You may also connect via broadband by registering with the University Computing Services for a remote access account (this will give you access to the web-based resources of OxLIP), or any other restricted web pages which are normally only accessible from within the Oxford network.

19. Financial Assistance

The Arts and Humanities Research Council (AHRC) will consider applications from its award holders for grants to cover the costs (by the cheapest route) of *essential* travel. The criteria for this are stringent, but where an applicant holds an Arts and Humanities Research Council award the administrators of other funds, whether University or College, will expect that application for such assistance will have been made first.

The Committee on Student Hardship makes awards on the grounds of unforeseeable hardship and may provide help in the form of a grant or loan, depending on the applicant's circumstances. Awards to successful applicants are made on the basis of a comparison of a student's finances for the current academic year with University estimates of finances required. The Committee meets on a termly basis but will not normally consider more than one application per student per year, unless there have been significant changes in that student's circumstances. Awards generally do not exceed £2000. All students registered for a degree at the University are eligible to apply to the Committee.

You should collect a form from your College Secretary and visit the College Hardship Officer at your College before completing the application. Your application will need to be supported by both your college and your tutor/supervisor.

Deadlines: Monday of fourth week (Friday of second week in Trinity Term). All parts of the application form must have been received by these dates. Your college will send the form in on your behalf when all parts have been completed.

Application forms are available from College Secretaries and College Hardship Officers

The Craven Committee is willing to consider applications from members of the University for grants for any purpose connected with the advancement of classical learning, including the study of classical art and archaeology. Grants are most commonly given to graduates who need to travel to sites or museums abroad and to graduates giving papers at conferences. Note that applications to attend the APA/AIA conference will only be considered for funding if the applicant is either (a) giving a paper, or (b) has had a paper proposal rejected, and is applying for specific jobs for which the interviews will take place at the conference, and makes a strong case for why attendance at the conference even without interviews would be in their academic and professional interests. Applications should be made on forms which are obtainable from the Secretary of the Craven Committee (marie.foster-ali@classics.ox.ac.uk), Finance Office, (first floor), Ioannou Centre, or from the Classics Faculty website. They should be returned to the Secretary of the Committee. Please note: *Applications for travel during a particular term or the following vacation, together with supporting references, must reach the Secretary by Friday of Noughth Week of that term. There is a second meeting in Trinity Term for which applications should be received by Wednesday of Sixth Week.*

The Craven Committee also offers annual Fellowships in the fields of Classics (including Ancient History) and Archaeology, to the value of £1,000 per annum (plus up to £4,000 to cover the cost of spending time abroad). Details of these awards are published in the annual 'Scholarships, Prizes and Awards' Supplement to the University Gazette. In addition, the

Meyerstein Fund, administered by the Committee for Archaeology, makes awards for archaeological research (see again the Gazette Supplement), and the Barclay Head Fund for research in numismatics.

Graduate students can also apply to the Director of Graduate Studies for small sums from a Graduate Support Fund, for such purposes as to attend conferences outside Oxford. **See also Annexe G of this Handbook (Ancient History Prize 2012).**

20. The Language Centre

The Language Centre is based at 12, Woodstock Road. The Centre specialises in the teaching of a working knowledge of Modern Languages (including the improvement of English as a foreign language), and provides classes designed to help graduate students acquire a reading knowledge of languages relevant to their research; early enrolment is advised. German and Italian for Classicists are specially designed for graduates working in Classical Languages and Literature and in Ancient History. The Centre also possesses a very wide range of learning resources, including tapes. Its facilities are available free of charge to any member of the University. Please enquire at reception (tel. (2)83360) for information.

21. Personal Problems

Personal problems where advice is needed, whether they arise from work or some other cause, should in most cases be brought in the first instance to the attention of Supervisors and/or College advisers and Tutors for Graduates. It is however worth being aware of the University Counselling Service at 11, Wellington Square (tel. (2)70300). The Service is confidential, and the counsellors are experienced in handling the sorts of problem that can arise in research and academic work.

Most Colleges have procedures relating to harassment. The Faculty Advisers on this matter are Professor Stephen Harrison, Corpus Christi College (tel. (2)76762) and Dr Rosalind Thomas, Balliol College, (tel. (2)77749). The University Code of Practice relating to harassment is set out below in this handbook (Annexe C).

Oxford Nightline is a confidential listening and information service run for students by students. It is situated at 16, Wellington Square (tel. (2)70270) and is open from 8 p.m. to 8 a.m., from 0th to 9th week each term. Students can phone free on internal phones (just take off the first 2), or visit in Wellington Square. Nightline can also be contacted by the University's messenger postal service.

22. Careers Service

Graduate students are advised to give consideration in good time to their employment prospects when they leave Oxford. The Careers Service of the University, with offices at 56, Banbury Road (tel. (2)74646), can help graduate students to evaluate the most appropriate career prospects, both academic and non-academic. Teaching appointments and Research Fellowships offered by Oxford Colleges and by some other universities are advertised in the Oxford University Gazette, published each Thursday in Full Term, and often in the national press (notably in the *THES* and *Guardian Education*). Details of these appointments are normally sent by the advertising body to the Sackler Library and, when appropriate, to the Institute of Archaeology, and dossiers can be consulted in these places.

Note to the Reader. Many of the following Annexes are here only because the University requires them to be so. But Annexes D-E are specifically relevant to you, and nobody should miss Annexe I.

Annexe A. Research supervision: a brief guide for students

The role of the Supervisor is to:

- Advise, guide and support you in all aspects of your research, providing clear intellectual leadership and giving precise guidance about academic expectations.
- Agree with you a clear plan of research, identify milestones and provide information on the availability of research resources.
- Agree with you a timetable for:
 - regular meetings (normally twice per term) for detailed discussion of your progress.
 - the submission of written work, which the supervisor should return to you within a reasonable time.
- Liaise with you to produce a detailed joint report on your progress at the end of each term.
- Ensure that you are aware of the formal requirements for transfer of status, confirmation of status and final submission, and that these are incorporated into your plan of work.
- Discuss with you subject-specific and general research skills required for your doctoral studies; work with you to identify areas where you require additional training to develop these and other skills; advise you on how these needs may be met, and assess your skills development and training requirements at least once a year.
- Assist and encourage you to participate in the wider academic community.
- Ensure that you are aware of relevant University guidelines and regulations, e.g. student handbook, Examination Regulations, guidance on plagiarism, and lecture lists.

For more details, see the Code of Practice on Supervision of Graduate Research Students, available at: www.humanities.ox.ac.uk/oxford_only/supervisors/supervision_150_summary_for_students.

The role of the Student is to:

- Attend induction sessions arranged by the faculty, Library Services and Computing Services.
- Meet with your supervisor regularly and take note of his or her advice and guidance.
- Draw up a research plan and timetable of work in consultation with your supervisor, and to keep relevant records of all aspects of your work.
- Liaise with your supervisor to produce a detailed joint report on your progress at the end of each term.
- Work with your supervisor to draw up a programme for identifying and developing your subject-specific and general research skills, and personal and professional skills.
- Attend appropriate classes, lectures, and seminars.
- Be aware of relevant University guidelines and regulations, e.g. student handbook, Examination Regulations, guidance on plagiarism, and of any ethical or legal issues, health and safety requirements, or intellectual property issues arising from your research.
- Work with your supervisor to pursue opportunities to engage with the wider academic community at University, national and international level.

Further information: If you require further details or have any questions about the above, please ask your supervisor or the Director of Graduate Studies for your subject area (your faculty office will be able to provide the name of the Director of Graduate Studies).

Annexe B. Complaints and Academic Appeals

Complaints and academic appeals within the Faculty of Classics

1. The University, the Humanities Division and the Classics Faculty all hope that provision made for students at all stages of their programme of study will make the need for complaints (about that provision) or appeals (against the outcomes of any form of assessment) infrequent.
2. However, all those concerned believe that it is important for students to be clear about how to raise a concern or make a complaint, and how to appeal against the outcome of assessment. The following guidance attempts to provide such information.
3. Nothing in this guidance precludes an informal discussion with the person immediately responsible for the issue that you wish to complain about (and who may not be one of the individuals identified below). This is often the simplest way to achieve a satisfactory resolution.
4. Many sources of advice are available within colleges, within faculties/departments and from bodies like OUSU or the Counselling Service, which have extensive experience in advising students. You may wish to take advice from one of these sources before pursuing your complaint.
5. General areas of concern about provision affecting students as a whole should, of course, continue to be raised through Joint Consultative Committees or via student representation on the faculty's committees.

Complaints

6. If your concern or complaint relates to teaching or other provision made **by the faculty**, then you should raise it with the Director of Graduate Studies. Within the faculty the officer concerned will attempt to resolve your concern/complaint informally.
7. If you are dissatisfied with the outcome, then you may take your concern further by making a formal complaint to the University Proctors. A complaint may cover aspects of teaching and learning (e.g. teaching facilities, supervision arrangements, etc.), and non-academic issues (e.g. support services, library services, university accommodation, university clubs and societies, etc.). A complaint to the Proctors should be made only if attempts at informal resolution have been unsuccessful. The procedures adopted by the Proctors for the consideration of complaints and appeals are described in the Proctors and Assessor's Memorandum [www.admin.ox.ac.uk/proctors/pam] and the relevant Council regulations [www.admin.ox.ac.uk/statutes/regulations]
8. If your concern or complaint relates to teaching or other provision **made by your college**, then you should raise it either with your tutor or with one of the college officers, Senior Tutor, Tutor for Graduates (as appropriate). Your college will also be able to explain how to take your complaint further if you are dissatisfied with the outcome of its consideration.

Academic appeals

9. An appeal is defined as a formal questioning of a decision on an academic matter made by the responsible academic body.
10. For undergraduate or taught graduate courses, a concern which might lead to an appeal should be raised with your college authorities and the individual responsible for overseeing your work. **It must not be raised directly with examiners or assessors.** If it is not possible to clear up your concern in this way, you may put your concern in writing and submit it to the Proctors via the Senior Tutor of your college. As noted above, the procedures adopted by the Proctors in relation to complaints and appeals are on the web:

www.admin.ox.ac.uk/statutes/regulations.

11. For the examination of research degrees, or in relation to transfer or confirmation of status, your concern should be raised initially with the Director of Graduate Studies. Where a concern is not satisfactorily settled by that means, then you, your supervisor, or your college authority may put your appeal directly to the Proctors.

Please remember in connection with all the cases in paragraphs 9 - 11 that:

- (a) The Proctors are not empowered to challenge the academic judgement of examiners or academic bodies.
- (b) The Proctors can consider whether the procedures for reaching an academic decision were properly followed; i.e. whether there was a significant procedural administrative error; whether there is evidence of bias or inadequate assessment; whether the examiners failed to take into account special factors affecting a candidate's performance.
- (c) On no account should you contact your examiners or assessors directly.

The Proctors will indicate what further action you can take if you are dissatisfied with the outcome of a complaint or appeal considered by them.

Annexe C. Code of Practice Relating to Harassment

Council has issued the following code of practice, which has been drawn up in consultation with the Proctors' Advisory Panel (for which see paras 4(b) and 10 below). The new code supersedes the previous Code of Practice relating to Harassment, issued by Council on 12 December 1991 (*Statutes*, 1997, p.794).

Principles and Definition

Harassment is an unacceptable form of behaviour. The University is committed to protecting members, staff, and any other person for whom the University has a special responsibility from any form of harassment which might inhibit them from pursuing their work or studies, or from making proper use of university facilities. Complaints of harassment will be taken seriously and may lead to disciplinary proceedings.

For the purposes of this code, harassment may be broadly understood to consist of unwarranted behaviour towards another person, so as to disrupt the work or reduce the quality of life of that person, by such means as single or successive acts of bullying, verbally or physically abusing, or ill-treating him or her. Harassment relating to another's sex, sexual orientation, religion, or race are among the forms of harassment covered by this code. Unacceptable forms of behaviour may include unwelcome sexual advances, unwelcome requests for sexual favours, offensive physical contact or verbal behaviour of a sexual nature, or other hostile or offensive acts or expressions relating to people's sex, sexual orientation, religion, or race. The abuse of a position of authority, as for example that of a tutor or Supervisor, is an aggravating feature of harassment. Those protected by this code may appropriately seek advice in relation to harassment even if the conduct in question is not sufficiently serious to warrant the institution of disciplinary proceedings.

Being under the influence of alcohol or otherwise intoxicated will not be admitted as an excuse for harassment, and may be regarded as an aggravating feature.

Note on Confidentiality

It is essential that all those involved in a complaints procedure (including complainants) observe the strictest confidentiality consistent with operating that procedure; an accusation of harassment is potentially defamatory.

Advice

Advice may be sought or complaints pursued through any appropriate channel. In addition to other officers, the following people have been specially appointed to give advice in this connection and to answer questions (whether or not amounting to a complaint):

- departmental or faculty 'Confidential Advisers', appointed by heads of department or the equivalent. Their names will be publicised within the institution;
- members of the 'Advisory Panel', serving the whole University. The Advisory Panel consists of senior members appointed by the Proctors with special expertise or interest in relevant aspects of staff and student welfare. Members of the panel may be approached on a number specially designed for this purpose (tel. (2)70760);
- special College Advisers or advisory panels where colleges have established these. Any of these may be approached in the first instance; those approached will direct inquirers elsewhere, if that seems most likely to meet the inquirer's needs.

University advisers (whether Confidential Advisers or members of the Advisory Panel) will discuss the range of options available to inquirers on an entirely confidential basis. Where there is a complaint of harassment, an adviser will normally seek to resolve the problem informally in

the first instance, unless it is appropriate to proceed otherwise, and the inquirer so wishes. Subject to obtaining the consent of the complainant, an adviser may discuss the question with the person against whom the complaint is made, or with any other relevant parties. In particular, where necessary, for example on account of the gravity of the allegation or because of the intractability of the problem, the adviser may, with the consent of the complainant, involve the head of department (or equivalent authority). College Advisers will be guided by college rules, but are likely to proceed on a similar basis.

It is emphasised that the role of advisers is advisory and not disciplinary. All disciplinary matters lie in the hands of the relevant disciplinary bodies.

Discipline

If a complaint is not resolved on an informal basis under the procedure set out in para.5, and if the complainant consents, the matter may be referred to the relevant disciplinary body, which will determine whether there is a prima facie case under the relevant disciplinary provision and, if appropriate, set in motion disciplinary procedures. In respect of members of the University subject to the jurisdiction of the Visitation Board, the relevant procedures are those described under Tit. VIII, Sect. I of the University's Statutes. The disciplinary procedures which apply to non-academic staff are set out in the 'Handbook for Non-Academic Staff'. Complaints against junior members falling within the scope of the University's regulation on harassment shall be dealt with in accordance with the procedures contained in Tit. XIII of the University's Statutes (also set out in the *Proctors' and Assessor's Memorandum*). Colleges may have their own forms of disciplinary provision.

It may be that a complaint either against a member of staff or against a junior member could potentially be heard by more than one disciplinary body. When the person complained against is employed both by the University and by a college, it may be appropriate for the same matter to provide a basis for two separate disciplinary hearings. When the person complained against is a junior member, the complainant will be expected to choose which disciplinary procedure to pursue. If a complainant has previously brought or is in the process of bringing a complaint against the same person, founded wholly or in part upon the same matter, before any other disciplinary body, he or she is responsible for revealing that fact when seeking to institute disciplinary proceedings. It is also incumbent on a disciplinary body to attempt to ascertain, for example, by direct inquiry of the complainant, or by consulting other relevant authorities, whether any such other complaint has been instituted; if so, that body must consider whether it is appropriate for the proceedings which are before it to continue.

Institutional Arrangements

The appointment of Confidential Advisers within each department or faculty is the responsibility of the head of department or equivalent, who must designate two such advisers, one of each sex, return the names of those appointed to the Equal Opportunities Officer (or such other officer as may be designated by the Registrar from time to time) and ensure that the Code of Practice and the names of the Confidential Advisers are adequately publicised within the department or faculty. Confidential Advisers will receive general advice and information bulletins from the Advisory Panel: they will be expected to make annual returns to the panel as to the number and general character of complaints they have dealt with. They may refer inquirers to members of the panel, or themselves seek advice either about university provisions on harassment in general or about possible ways of handling individual cases.

The appointment of members of the Advisory Panel is the responsibility of the Proctors. Members of the panel will give advice on request both to those troubled by harassment, and to other advisers. The panel is responsible for supporting, co-ordinating, and monitoring the effectiveness of the University's arrangements for dealing with harassment. Members of the panel may be contacted on a number specially designated for this purpose (tel. (2)70760).

The provisions of this code supplement and do not supersede or override college arrangements. Nothing in this code shall detract from the position and jurisdiction of the Proctors or the right of free access to them by all junior and senior members of the University.

Statement Concerning Disability

The University is committed to ensuring that disabled students are not treated less favourably than other students, and to provide reasonable adjustment to provision where disabled students might otherwise be at a substantial disadvantage. For students who have declared a disability on entry to the University, the Faculty will have been informed if any special arrangements have to be made. Students who think that adjustments in Faculty teaching, learning facilities or assessment may need to be made should raise the matter first with their College tutor, who will ensure that the appropriate people in the Faculty are informed. Details of accessibility of the different premises of the Faculties are available from the Faculty Administrators (for Classics: anne.smith@classics.ox.ac.uk). General advice about provision for students with disabilities at Oxford University and how best to ensure that all appropriate bodies are informed, can be found on the University's Disability Services website at www.admin.ox.ac.uk/eop.

Annexe D. Faculty Guidelines on Plagiarism

1. Plagiarism is the use of material appropriated from another source or from other sources with the intention of passing it off as one's own work. Plagiarism may take the form of unacknowledged quotation or substantial paraphrase. Sources of material include all printed and electronically available publications in English or other languages, or unpublished materials, including theses, written by others. The Proctors regard plagiarism as a serious form of cheating for which offenders can expect to receive severe penalties, possibly including disqualification from the examination process. You should be aware that there are now sophisticated electronic mechanisms for identifying plagiarised passages.

2. Your work will inevitably sometimes involve the use and discussion of critical material written by others with due acknowledgement and with references given. This is standard critical practice and can be clearly distinguished from appropriating without acknowledgement material produced by others and presenting it as your own, which is what constitutes plagiarism.

3. A dissertation or pre-submitted essay is essentially **your** view of the subject. While you will be expected to be familiar with critical views and debates in relation to the subject on which you are writing, and to discuss them as necessary, it is your particular response to the theme or question at issue that is required.

4. When you read the primary texts that you will be discussing, it is a good idea to **find your own examples** of episodes, themes, arguments, etc. in them that you wish to discuss. If you work from your own examples, you will be much less likely to appropriate other people's materials.

5. When you are taking notes from secondary sources,

(a) Always note author, title (of book or journal, and essay or article title as appropriate), place of publication (for books), and page numbers.

(b) If you copy out material word for word from secondary sources, make sure that you identify it as quotation (by putting inverted commas round it) in your notes. This will ensure that you recognise it as such when you are reading it through in preparing your thesis.

(c) At the same time always note down page numbers of quoted material. This will make it easier for you to check back if you are in doubt about any aspect of a reference. It will also be a necessary part of citation (see 6 below).

6. When you are writing your thesis, make sure that you identify material quoted from critics or ideas and arguments that are particularly influenced by them. There are various ways of doing this, in your text and in footnotes. If you are substantially indebted to a particular critic's arguments in the formulation of your materials, it may not be enough to cite his or her work once in a footnote at the start or the end of the essay. Make clear, if necessary in the body of your text, the extent of your dependence on these arguments in the generation of your own – and, ideally, how your views develop or diverge from this influence.

7. Example:

This is a passage from A. Barchiesi, *Speaking Volumes: Narrative and Intertext in Ovid and Other Latin Poets* (London, 2001), 54:

'Something similar might be observed in a "pure" elegiac text, antipodal to epic, such as *Amores* 3.6. This elegy is a long appeal addressed to an obstinate little stream obstructing Ovid's path to his love. The erotic situation lies completely in the background, abstract and vague; Ovid turns his whole attention to the obstacle and to the strategies aimed at overcoming it. The river is described in essentially "anti-Callimachean" terms: it has muddy banks (3.6.1), abundant and even filthy waters (v. 8: *et turpi crassas gurgite volvis aquas*). These features accord well with the narrative function of the stream that obstructs the amorous quest of the elegiac poet. But what is intriguing are the arguments Ovid uses to appease the flood. To honour the unnamed stream, the poet lists lofty examples of great rivers which have felt the power of love . . . He then goes on to develop a long narrative example, the story of a river in love, but,

significantly, the story is of *epic* provenance: Mars' rape of Ilia, who afterward was offered consolation by the Anio. The entire story . . . appeared in a prominent position at the beginning of Ennius' *Annales*. This episode, though transcribed by Ovid in his own manner and in the style of elegy, is indeed an unforeseen guest in a poem of the *Amores*.'

A. Plagiarism:

'*Amores* 3.6 is addressed to a river which is stopping Ovid from getting to his love. Ovid leaves the love-situation in the background, and turns his whole attention to the river, and strategies for overcoming this obstacle. The description of the river makes it essentially "anti-Callimachean": it has muddy banks and dirty waters. These features fit the narrative function of the stream that obstruct the elegiac love-poet's quest. Ovid's arguments to the river are very interesting. He lists lots of lofty examples of rivers in love, and then develops a long narrative of a story about a river in love from epic. This story concerns the river Anio, which offered his love to Ilia after Mars' rape of her. The whole story had a prominent position at the beginning of Ennius' epic poem the *Annales*. Ovid treats it in his own manner and in elegiac style; but it still comes as a surprise in the *Amores*.'

This version adds almost nothing to the original; it mixes direct appropriation with close paraphrase. There is no acknowledgement of the source; the writer suggests that the argument and the development of it are his or her own.

B. Legitimate use of the passage:

'*Amores* 3.6 forms part of the intensified conflict between genres which marks Book 3 of the *Amores*. In the first poem of Book 3, Tragedy and Elegy vie for Ovid's soul; in the last, he wistfully abandons elegy for tragedy. In this poem, addressed to a river that prevents the speaker from reaching his beloved, Ovid moves into the prolonged narration of a story that comes in epic: the river Anio's winning and wooing of Ilia after Mars has raped her. This story came in the first book of Ennius' *Annales*. Barchiesi has pointed out that the river seems "anti-Callimachean" in its size and dirtiness.¹ The relation with epic may, however, be more elaborate and complicated. Within the *Iliad*, Achilles' heroic advance is halted by a river; he fears an ignominious and rustic death (21.279-83). The situation of *Am.* 3.6 as a whole could be seen to mimic, on a lower level, an episode already generically disruptive. And the Anio's speech to Ilia (53-66) sounds very like a love-poem—which naturally does not work as persuasion. Epic, then, does not simply interrupt elegy in *Amores* 3.6; and the poem is part of a larger design, not just a curious surprise.

¹ A. Barchiesi, *Speaking Volumes: Narrative and Intertext in Ovid and Other Latin Poets* (London, 2001), 54.'

This version uses an acknowledged paraphrase of part of the passage in forming a wider argument, with some fresh points. (The footnote is sound scholarly practice, but its omission would not be a matter of plagiarism.) The reference to the *Annales*, though originally derived from Barchiesi, does not require acknowledgement, since the writer can reasonably suppose it to be common scholarly knowledge. The final phrase echoes Barchiesi's, while disagreeing with it; but no explicit acknowledgement is required, least of all after the earlier mention.

Annexe E. Language Requirements for Ancient History

I. The requirements of the MSt/MPhil examinations in Intermediate Greek and Intermediate Latin are as follows:

(a) Intermediate Greek

There will be one three-hour paper. Candidates will be expected to be familiar with *An Anthology of Greek Prose* ed. D.A. Russell (Oxford University Press 1991), Nos. 17, 18, 23, 24, 33, 40, 44, 66, 78, from which a selection of passages will be set for translation, in addition to a passage for unseen translation.

Candidates will **also** be expected to translate from **TWO** of the following texts:

- (i) Herodotus I.1-94 [ed. Hude, OCT];
- (ii) Plutarch, *Life of Antony* 1-9, 23-36, 71-87 [ed. Pelling, Cambridge University Press, 1988];
- (iii) Euripides, *Bacchae* [ed. Diggle, OCT].

Alternative texts for translation under this head may be offered by agreement with the Graduate Studies Committee.

(b) Intermediate Latin

There will be one three-hour paper. Candidates will be expected to be familiar with *An Anthology of Latin Prose* ed. D.A. Russell (OUP 1990), nos. 7, 12, 22, 23, 34, 52 and 63, from which a selection of passages will be set for translation, in addition to a passage for unseen translation.

Candidates will **also** be expected to translate from **TWO** of the following texts:

- (i) Cicero, *Pro Caelio* [ed. OCT].
- (ii) Pliny, *Letters* 1.6, 9, 13, 19; VII.21, 24, 26, 29; VIII.16, 17; IX.6, 12, 15, 27, 33, 39; X.31, 32, 96, 97 (ed. M.B. Fisher and M.R. Griffin, CUP 1973)
- (iii) Ovid, *Metamorphoses* 8 (ed. A.S. Hollis, OUP 1970)

Alternative texts for translation under this head may be offered by agreement with the Graduate Studies Committee.

II. No one shall be admitted to the status of DPhil student, nor normally to that of Probationer Research Student (but see Section 12 in the main text of this Handbook), unless they shall have been certified as competent to at least the Intermediate level in at least one of classical Greek or classical Latin by the Ancient History Graduate Studies Committee.

III. Certification may be obtained (i) by passing the MSt/MPhil examination in Intermediate Greek or Intermediate Latin with a mark of at least 60; or (ii) by producing in their application for PRS status evidence satisfactory to the Ancient History Graduate Studies Committee that their competence in at least one of these languages has advanced to at least Intermediate level; or (iii) by having produced such evidence in a previous application for admission as an MSt or MPhil student.

IV. Where the Ancient History Graduate Studies Committee is unfamiliar with a qualification offered as evidence, it may ask for a detailed specification of the syllabus, and, if necessary, for a suitable demonstration of linguistic competence.

Annexe F. Circular to Examination Candidates, Trinity Term 2011

Examinations for the degrees of MSt and MPhil in Greek and/or Roman History 2011

This brief circular is to provide some basic information about these examinations. You should be aware also of the relevant sections in *Examination Regulations* and in the Graduate Handbook. Note particularly the Faculty Guidelines on Plagiarism, Annexe D to the MSt/MPhil course handbook.

1. Two copies of all **pre-submitted essays and dissertations** must be handed in to the Clerk of the Schools, Examination Schools, High Street **by noon on Thursday of sixth week of Trinity Term (9 June 2011)**. Candidates are reminded that all copies of submitted essays and dissertations should bear the candidate's number but *not* their name. The envelopes containing essays and dissertations should also bear the candidate's number and the title of the examination, but *not* the candidate's name or College. Candidates should be aware that failure to submit by the deadline may incur significant penalties.

The word limits for pre-submitted essays and dissertations should be strictly observed and candidates may be penalised proportionally for exceeding these limits. The word limits for pre-submitted essays and for dissertations include quotations, footnotes and appendices; excluded are bibliography, any extensive text (including a translation, if you include one) that is specifically the subject of commentary and, in archaeological topics, descriptive catalogues of material. Please state at the end of your essay or dissertation the word-count given by your computer's word-counter, **making sure that footnotes are included**. If examiners suspect an incorrect word-count they may request an electronic copy of the essay or dissertation in question.

Each pair of essays for a particular option should be enclosed together in a single envelope. The pages of each essay or dissertation must be securely bound together, and easy to handle.

2. Written language examinations (ancient and modern) will take place in the Examination Schools on Monday June 20, at 9.30 a.m. You should either memorise your candidate number, or bring a note of it to the Schools. There will be a label on your desk bearing your candidate number but not your name. Please note that you must also bring your University Card to all examinations, but not enter any number from this on your scripts. Only your candidate number should be written on your scripts. For written examinations (and viva, if needed) you should wear 'sub-fusc' clothing.

Candidates taking the Greek and Latin language papers are not allowed the use of a dictionary. The use of a dictionary is permitted for modern language papers. If candidates wish to avail themselves of this concession, they must bring the appropriate dictionary with them. Dictionaries must not contain any extraneous matter: the invigilators will be instructed to ensure that this regulation is observed.

All other applications for the use of a dictionary (e.g., for non-native English speakers) have to be approved by the Proctors.

Papers will follow the patterns used in recent years (for examples: <http://www.oxam.ox.ac.uk/>).

3. Viva voce examinations will be held on Friday 1 July. (Subfusc must be worn for the *viva voce* examination.) Note that *Examination Regulations* require all candidates to attend for *viva voce* examination unless individually dispensed by the examiners. The examiners intend to dispense from *viva voce* examination all candidates whose assessment they are able to complete

on the basis of the written work. Candidates will be individually notified whether they are dispensed from, or required to attend for, *viva voce* examination. **N.B.: Notice about this is likely to be very short, possibly not before Thursday 30 June: candidates are therefore requested to notify the Chairman of Examiners as to how they may be reached (preferably by email) between Thursday Monday 27 June and Thursday 30 June inclusive.**

4. The **marking conventions** currently in force accompany this circular.

5. The examiners hope to publish the **results** on Friday 1 July or Monday 4 July.

Any **queries** about the examinations should be addressed in the first instance to supervisors.

A.K.BOWMAN
Chairman

Examination for the MPhil and MSt in Greek and/or Roman History 2011:

Marking scales and descriptors

A. For submitted work (pre-submitted essays and dissertations)

It is expected that all submitted work will be presented with due attention to writing style, grammar, punctuation and spelling, and to citation of references and formatting of bibliography.

Candidates are expected to be aware of the major contributions to the scholarship on their chosen topics written in languages other than English and, insofar as they are able, to engage with these.

86–100 Altogether exceptional work, showing remarkable originality and depth of understanding.

80–85 Outstanding work, including all the qualities listed below, but showing real command of the subject, originality, evidence of extensive reading, and a developed understanding of the overall context of the subject treated.

70–79 Excellent work, with a developed grasp of evidence and how to use it and of current major issues, a depth of knowledge of the concepts and material involved. Current state of knowledge and methodology are reviewed critically, with insight and independence of thought. Arguments should show sophisticated reasoning and be clear, well-focused and cogent. Thoroughness, insight, wide reading and understanding, clarity of thought and expression, critical ability and originality are present. When all these qualities are manifested in good measure, the mark will be 74 or above.

65–69 Good to very good work, shows a consistency and fluency in discussing and evaluating evidence, evaluates/uses a variety of methods/approaches, with the whole organised into a structured argument. Awareness, understanding and assimilation of the relevant literature are demonstrated.

60–64 Satisfactory work, showing a generally adequate knowledge of the main evidence and issues and presenting an argument, but less nuanced and precise than more distinguished work and perhaps marred by venial omissions/errors and implausible argumentation.

50–59 Unsatisfactory work, shows some knowledge and understanding, but there may be little development of ideas and methodology. There are some omissions, shortcomings, or errors of fact, and limited deployment of evidence to support ideas or argument. There is reference to the literature, though not extensive, and there may be limited evidence of critical ability. Candidates must show that they have grasped the fundamental concepts and procedures, and the work is adequately executed, although there may be some lack of clarity and focus.

40–49 Very unsatisfactory work, shows insufficient awareness of evidence and very limited knowledge and understanding of the essential literature on the subject. It may contain significant inaccuracies, be insufficiently focused, or simply general and diffuse. It may also show significant deficiencies in organization and discussion of ideas, while arguments may be inadequately supported or hard to follow.

39 and below Wholly inadequate work, shows little awareness of evidence or of relevant modern literature, contains largely irrelevant or erroneous material and is poorly focused; it may be seriously deficient in expression and organization.

Note on dissertations

Dissertations are assessed using the scale and criteria described above, recognizing that dissertations address larger and more complex questions or sets of questions than do pre-submitted essays. The following considerations apply particularly:

- the delineation of the aims, assessment of methods, and appreciation of limitations, of the dissertation;
- the placing into a scholarly context of the central concerns and outcomes of the dissertation;
- the quality of interpretation in terms of intelligence, knowledge of relevant context, originality and subtlety;

- the ability to present a larger project and its outcomes as a whole and to summarize these succinctly and accurately.

B. Language Papers

Individual passages of translation are assessed according to the following scheme; the mark for the paper will be the average of the marks for individual passages. Examiners will, of course, take into account whether the translation is prepared (as in the case of Intermediate Greek and Intermediate Latin) or unprepared.

Note: The questions about accident and syntax in the Elementary Greek and Elementary Latin papers are marked on the same seven-part scale, according to whether the knowledge and understanding of accident and syntax shown are (from the top down) virtually perfect, excellent, very good, good, satisfactory, poor, very poor.

86-100	Altogether exceptional: admirable degree of creativity in entire paper;
prepared passages:	full comprehension and flawless translation;
accidence and syntax:	virtually no errors;
unseen:	fluent translation to the point of conveying even ambiguity.
80-85	Outstanding: significant degree of creativity in entire paper;
prepared passages:	almost wholly fluent translation without problems of comprehension;
accidence and syntax:	very few errors;
unseen:	highly adequate translation.
70-79	Excellent: thorough and adequate understanding of the language visible;
prepared passages:	few problems of comprehension; candidate shows resourcefulness in overcoming problems and producing a persuasive translation;
accidence and syntax:	errors only in cases of difficult vocabulary and constructions;
unseen:	highly adequate translation.
60-69	Satisfactory to very good: adequate understanding of the language visible;
prepared passages:	plausible attempts to overcome problems in translation and appropriate general comprehension;
accidence and syntax:	appropriate knowledge and comprehension of main items without gaps;
unseen:	adequate translation and comprehension of passage, with plausible attempts to overcome problems.
50-59	Barely satisfactory: general understanding of language visible though depth and accuracy are lacking;
prepared passages:	general comprehension, but with significant gaps in the translation; failure to cope with the more difficult vocabulary; (a decent attempt to work round basic gaps should earn a mark in the upper 50s);
accidence and syntax:	reasonable knowledge and comprehension of most main items but with significant gaps;
unseen:	general comprehension of passage, though failure to translate the more difficult constructions and vocabulary appropriately; (a decent attempt to work round basic gaps should earn a mark in the upper 50s).
40-49	Unsatisfactory: insufficient understanding of language visible while there are problems even in the more common areas;
prepared passages:	insufficient comprehension owing to significant gaps in the translation, difficulties even with common words and structures;

accidence and syntax: insufficient knowledge and understanding of common declensions, conjugations and structures;
unseen: insufficient comprehension owing to significant gaps in the translation, difficulties even with common words and structures.

39 and below Inadequate: understanding of the language not visible.
prepared passages: largely or almost wholly misunderstood;
accidence and syntax: absence of knowledge of declensions, conjugations and basic structures;
unseen: largely or almost wholly misunderstood.

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### General

**The Pass mark for both degrees is 60 (average of all marks, including language papers; the MPhil dissertation counts as two papers for purposes of averaging). The Examiners will award a Distinction in the MPhil when the average mark is 70 or above provided that no mark is below 60 and at least two marks on non-linguistic papers are 70 or above (the dissertation mark counting for this purpose as two marks). They will award a distinction in the MSt when the average mark is 70 or above provided that no mark is below 60 and at least one mark on a non-linguistic paper is of 70 or above. Alternatively, in the MSt, they will give a distinction when two separate options are marked at 74 or above (and the third is not below 60). A performance well above the pass mark level will be expected of those seeking promotion to Probationer Research Student (PRS) or DPhil status; in this context particular attention is paid to the quality of the dissertation. A mark below 50 in any part of the examination will militate against promotion and may militate against passing.**

A. BOWMAN  
Chairman

## **Annexe G. The Ancient History Prize 2012**

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The prize is of the value of £500 and is open to members of the University reading for the Degrees of MSt, MLitt, MPhil, or DPhil.

On the date appointed for sending in essays such candidates shall have completed not more than six terms from the date of commencement of graduate work in Oxford.

Candidates are permitted to choose any subject in Greek or Roman History or Historiography in the period 1500 BC to AD 500. Parts of theses in preparation will not be excluded, but candidates will be required to certify that their entry has not been, or is not concurrently being, submitted for any other examination (except this year's MSt or MPhil) or prize. It is, however, permitted to submit an entry incorporating material which has been previously submitted for an examination or prize.

Dissertations submitted for examination in the MSt or MPhil. in 2012 will automatically be treated as entries for the prize. The title of other proposed entries must be submitted for approval to the Chairman of the Sub-Faculty of Ancient History and Classical Archaeology, c/o the Classics Centre, 66 St. Giles', Oxford OX1 3LU, not later than Friday 13 April 2012. Essays must be typewritten or word-processed and must not exceed 25,000 words. MSt and MPhil dissertations should be submitted in the normal way prescribed for those examinations. Other entries should be sent to the Chairman of the Sub-faculty of Ancient History and Classical Archaeology (as above), not later than Thursday 31 May 2012.

## Annexe H. Training and Personal & Professional Development for Graduate Students in the Humanities Division: General Information 2011-12

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### *The rationale for professional development*

Whether you are a **graduate student or a postdoctoral researcher**, subject-knowledge gained through research is only one element of researcher success. Becoming a successful academic researcher requires **learning how to engage in a range of research, teaching and service activities** and building the skills and knowledge associated with those activities.

The behaviours and competencies required to become a successful academic researcher are highly transferable to other career contexts. **Researchers are valuable in the world outside academia** precisely because of the high-level knowledge skills they develop through completion of a substantial research project. But just as subject knowledge is not the sole element of life as a practising academic, the world outside academia demands a range of skills including the ability to work successfully with others, self-efficacy and project management.

The Humanities Division endorses a **development framework for researchers at all stages of their research careers**. The Researcher Development Framework (RDF) summarises the **knowledge, skills, behaviours and attributes** which researchers should begin to develop from the start of their postgraduate research degree and continue to build on right the way through their academic research career.

### *Background to the RDF*

The **Researcher Development Framework (RDF)** has been developed by academics and other higher education experts and has been approved by the Research Councils.<sup>1</sup> It is part of a major new national approach to promoting and supporting the personal, professional and career development of researchers. **The framework is useful because it represents what the sector says is important for researcher careers.**

The RDF reflects the broad range of skills, for example, **leadership, creativity and enterprise**, which are required to be an effective researcher and employee in a world driven by knowledge production and innovation. The RDF also takes into consideration the ways in which researchers can improve their proficiency and career opportunities within the academic sector and beyond.

### *The structure and content of the RDF*

The structure and content of the RDF is summarised in the illustration below. There are four domains, which encompass **what researchers need to know to do research and how to be effective in their approach to research, when working with others, and in contributing to the wider environment**. Within each of the domains there are three sub-domains and associated descriptors, which describe different aspects of being a researcher.

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<sup>1</sup> Full content of the framework and statement are available to download here: <http://www.vitae.ac.uk/policy-practice/234471/Framework-content.html>



Researchers will develop in these four domains:

- in the course of their research
- through academic related activities (such as teaching; committee membership; conference organising)
- via support offered at faculty level (workshops, contact with supervisors, PIs, mentors)
- with the assistance of the training and development opportunities offered by central and divisional services: Careers Service, OUCS, Library, Humanities Training Officer.

The RDF is intended to be used to help researchers with self-assessment and review of their personal and professional development, and to help them think about and prepare for promotion or job applications.

There is an On-line Continuing Professional Development tool based on the RDF available from *Vitae* which researchers may find useful in monitoring their development, documenting their achievements and recording their aims and objectives:

<http://vitae.ac.uk/policy-practice/291411/RDF-downloadable-CPD-tool.html>

## **Sources of Support**

It is vital that researchers take ownership of their professional development and are proactive in identifying and seeking out opportunities that will assist them, but there are a variety of sources of support at hand.

**Your faculty** - [www.humanities.ox.ac.uk/faculties\\_and\\_units](http://www.humanities.ox.ac.uk/faculties_and_units) focuses on ensuring that you have the requisite subject-specific research skills to successfully complete your research. The faculty may also provide training of a more generic nature not focused on your particular area of research, e.g. training in how to teach.

**Faculty training coordinators** - [http://www.humanities.ox.ac.uk/training\\_and\\_support/contacts](http://www.humanities.ox.ac.uk/training_and_support/contacts) will be able to advise you about faculty provision.

**Humanities Division** - [http://www.humanities.ox.ac.uk/training\\_and\\_support](http://www.humanities.ox.ac.uk/training_and_support) - arranges training sessions, presentations and professional development opportunities in a number of areas e.g. journal publication, researcher led initiatives.

**Careers Service** - <http://www.careers.ox.ac.uk/>

**Computing Service (OUCS)** - <http://www.oucs.ox.ac.uk/>

**Language Centre** - <http://www.lang.ox.ac.uk/>

**Library Service (OULS)** - <http://www.ouls.ox.ac.uk/>

**Oxford Learning Institute** - <http://www.learning.ox.ac.uk/>

**Skills Toolkit online resources** - <http://www.skillstoolkit.ox.ac.uk/>

The Humanities Training Officer can answer any training-related enquiry or direct the enquirer to the appropriate source of help: contact [training@humanities.ox.ac.uk](mailto:training@humanities.ox.ac.uk)

## TRAINING PROVISION FOR GRADUATE STUDENTS IN THE HUMANITIES DIVISION

### DRAFT PROGRAMME FOR 2011-12

Training provided by the Humanities Division is designed to compliment and supplement subject-specific and generic training provided through your faculty and training opportunities provided by the Language Centre, Computing Service, Library Service and Careers Service. Contact the Humanities Training Coordinator with comments, questions or suggestions for useful events at: [training@humanities.ox.ac.uk](mailto:training@humanities.ox.ac.uk)

Find out more about graduate training in Humanities, see an up-to-date list of events and download resources at:

[http://www.humanities.ox.ac.uk/training\\_and\\_support](http://www.humanities.ox.ac.uk/training_and_support)

### ACADEMIC PRACTICE AND TRANSFERABLE SKILLS

#### Considering staying in Oxford to do a DPhil?

Timing: Michaelmas term

Target audience: Masters students

This presentation addresses the challenge of making a successful application to doctoral study from a Masters at Oxford. Topics include:

- The application process
- Funding systems
- Designing your project proposal

#### Introduction to the DPhil: managing your graduate experience

Timing: Michaelmas and Hilary Terms

Target audience: New DPhil students

Looks ahead to the opportunities and challenges of doctoral study and addresses the key issues of:

- Planning a DPhil project
- Research, academic practice and employability
- You and your supervisor
- Sources of support for DPhil students

#### Publishing workshops: turning your thesis into a monograph

Timing: Hilary Term

Target audience: Advanced DPhils and Research Staff

Lecture giving an overview of the academic publishing industry followed by a half-day practical workshop designed to cover every aspect of turning the doctoral thesis into a monograph, including:

- Defining your contribution to scholarship
- Choosing the right publisher
- Project descriptions and selling-points

### **Journal publishing presentation**

Timing: TBC

Target audience: DPhil students and Research Staff

Presentation by industry professionals about the process of submitting an article to a journal.

- How to choose the most appropriate journal
- Understanding the peer review process
- Getting your paper accepted

### **Journal article publishing workshop**

Timing: Michaelmas and Hilary Terms Target audience: DPhil students and Research Staff

This small group session will give those working on a publishing proposal or journal article the opportunity to workshop their work-in-progress with a published academic.

- Approaching a publisher
- Title and pitch
- Content, style and structure

### **Preparing for the DPhil viva**

Timing: termly or according to demand

Target audience: final-year DPhils

Workshop designed to allow participants to understand the viva process at Oxford and learn how to prepare productively for the viva.

- What examiners are looking for
- Conduct of the viva
- Answering questions

### **Giving presentations: for absolute beginners**

Timing: termly or according to demand

Target audience: any graduate

Aimed at the novice and the nervous, this workshop focuses on developing the skills and confidence required to present research effectively to different types of audience.

- Planning and writing a paper
- Developing presentation skills
- Dealing with questions and discussion sessions

### **Time and project management for researchers**

Timing: termly or according to demand

Target audience: any graduate

Workshop designed to tackle some of the issues around time-management in research and showcase project-management skills.

- Recognising and breaking bad habits
- Planning ahead and setting objectives

## **'Career confidence for the humanities and social sciences': an event for Research Staff**

Timing : TBC

Target audience: Research Staff

An opportunity for Research Staff to reflect on where they are in their careers, and where they want to be in the short to medium term future. It will focus on:

- The changing HE environment and research funding in the UK
- Communicating research
- Career planning and reflection

## **What next? Career planning for DPhils**

Timing: TBC

Target audience: all DPhil students

This workshop aims to help researchers in the humanities to consider what “career” means for them personally and how to conceptualise, reflect upon and plan for career paths appropriate to their individual circumstances.

- Preparing for the future
- Managing the transition to life beyond the DPhil

## **Make the summer count**

Timing: Trinity Term

Target audience: DPhil students in 3rd year and beyond

The aim of this workshop is to explore a range of strategies that will help researchers to make progress over the summer months.

- Planning and setting the goals
- Sustaining the motivation

## **Introduction to postdoctoral fellowships**

Timing: Trinity Term

Target audience: all DPhil students

This workshop offers a general over-view of different postdoctoral research opportunities in Oxford and elsewhere including: external Postdoctoral Fellowships and Oxbridge college JRFs (both funded and non-stipendiary)

- An overview of opportunities and the level of competition
- What selection panels look for in successful candidates
- How to pitch research proposals.
- Contingency planning

## **Applying for BA postdoctoral fellowships**

Timing: Trinity Term

Target audience: all DPhil students

This workshop provides an opportunity for postgraduate students nearing the completion of their studies, and those who have recently obtained their doctorate (within the last 2-3 years) to find out more about the scheme.

- Details of the scheme’s application requirements and eligibility criteria

- Tips on how to prepare the application
- A talk by a current BA Postdoctoral Fellow

## **TEACHING**

Most graduate students at Oxford take on some undergraduate teaching, although not usually before their second year, and only after successful completion of Transfer of Status from Probationer Research Student to DPhil status.

### **Training – Preparation for Learning and Teaching at Oxford (PLTO)**

Graduate students who wish to teach must undertake a minimum amount of training, as must research staff with no teaching experience. This is usually a one-day course, delivered by the faculty, known as Preparation for Learning and Teaching at Oxford (PLTO). Faculties produce teaching registers with details of graduate students and research staff who are interested in undertaking teaching, indicating their areas of interest and expertise; completion of the PLTO course is usually a prerequisite for inclusion on these registers.

### **Further Training – Developing Learning and Teaching**

Developing Learning and Teaching (DLT) is a way of making the most of your first teaching experiences in UK higher education. If completed in full it leads to an award which is recognised at universities across the UK: Associate Fellow of the Higher Education Academy (HEA). Faculties may arrange mentored teaching opportunities, or you may need to arrange them for yourself.

DLT consists of five elements:

- An experience of teaching
- Observation of teaching
- Mentoring by an academic in your faculty
- Reading a small amount of educational literature
- A portfolio of 2500-5000 words, made up of items of your choice
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The DLT handbook is available to download:

[http://www.humanities.ox.ac.uk/training\\_and\\_support/teaching](http://www.humanities.ox.ac.uk/training_and_support/teaching)

The Humanities Division runs fortnightly teaching seminars to support novice teachers with the production of a DLT portfolio. You can find out more here:

[http://www.humanities.ox.ac.uk/training\\_and\\_support/teaching/teaching\\_seminars](http://www.humanities.ox.ac.uk/training_and_support/teaching/teaching_seminars)

## Annexe I. A Very Brief and Selective Alphabetical Guide to Local Language for New Graduates in Ancient History and Classical Archaeology

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*Note: More information about many of the things referred to here will be found earlier in this Handbook (along, of course, with much else that is essential). Many words referred to more than once within this guide are capitalised (but so are some others).*

**A** is for Ancient History, which one way or another is what we do (Ancient History is often 'Greek and/or Roman History' in the Grey Book and other official places; Classical Archaeology is 'Classical Archaeology' there too); and for Ancient History and Classical Archaeology, which is our Sub-Faculty; and for Ancient History Prize (see Annexe H of this Handbook); and for Adviser, not a supervisor but available to help; and for Ashmolean, wonderful museum, formerly also a library and home of most of the books now in the Sackler, now home also of a coffee shop; and for AMPAH, the highly recommended Annual Meeting of Postgraduate Ancient Historians (see section 8 in this Handbook); and for AHRC (Arts & Humanities Research Council), source of postgraduate and postdoctoral funding.

**B** is for Bodleian, the library (often just 'Bodley', or even 'the Bod'); and for Battels (Med. Lat. *Batelle*, -i = allowance for board); and for the Beazley Archive.

**C** is for Course, which means your Course of study, which means your degree Course (e.g., MSt or MPhil in Greek and/or Roman History); and for Course of lectures, usually 8 or 16 a term; and for College (there were 39 of these at last count, and there are six Permanent Private Halls too); and for Confirmed, which is what DPhil Student Status eventually needs to be (by the process known as 'Confirmation of Status'): after this, the only thing left to do is to submit a Thesis; and for Classics Centre, the shortened form for the Ioannou School for Research in Classical and Byzantine Studies, which houses the Classics Office and its wonderful staff amongst much else, including the CSAD (= Centre for the Study of Ancient Documents); and for Common Room (CR), a social venue of which most Colleges have three kinds, Senior (SCR, for Dons), Middle (MCR, for graduate students; other names are used in some Colleges) and Junior (JCR, for Undergraduates); and for Classics, our Faculty; and for the Covered Market (enter from High Street or from Market Street or indeed from Cornmarket Street); and for *The Cat in the Hat*.

**D** is for Department, which Classics is not (but some things are); and for Deadlines (to be observed; cf. 'timetable'); and for Don (short for Latin *domina*, *dominus*), fellow of a College, University teacher; and for Director of Graduate Studies (DGS); and for DPhil (elsewhere PhD), for which you write a Thesis; and for Dissertation, shorter than a Thesis and somewhat different in character, which everyone writes for the MPhil and the MSt; and for DPhil Student Status.

**E** is for Examinations, exercises that tend to happen at the end of Courses; and for Examination Schools ('Schools'), splendid building in the High Street where the written Examinations tend to happen; and for *Examination Regulations* (the Grey Book); and for Essays, which are what you write for Tutorials or (as pre-submitted Essays = 'pre-subs') what you submit for Examination; and for Examiners, of whom there are three for the MSt and MPhil (two internal, one external; assisted by a number of assessors in particular areas; they operate according to a set of Marking Scales and Descriptors: see Annexe F of this Handbook) and two (one internal, one external) for the DPhil; and for Extension (of Time), which is occasionally needed for completion of Theses (the University allows twelve Terms for the DPhil before an Extension is required; application for Extension is to the GSC through the GSO).

**F** is for Faculty, which Classics is; and for Faculty Board, which has responsibility for running the Faculty; and for Fellow (senior member of a College); and for Forms, of which many will have to be completed and handed in, usually by a Deadline; and for Feedback, which is what you get from time to time on your work: note that Tutors much prefer teaching to judging and that they tend to be optimists – the assumption is that you are progressing well unless something to the contrary is stated; but, if in doubt or if more by way of indication is wanted, don't hesitate to ask, whilst remembering that Essays written for Tutorials are for discussion (and learning) and not for grading.

**G** is for Grey Book (a.k.a. *Examination Regulations*, published annually by the University and source of uniquely authoritative information); and for Gown, which has to be worn on formal University occasions,

and on other occasions, e.g., dinner, in many Colleges (most of you will wear either a BA gown, if Oxford graduates, or a Senior Student's gown, if not); and for Graduate Studies Committee (GSC); and for Graduate Studies Office (GSO); and for Graduate Admissions Office (GAO); and for *Gazette* (the *Oxford University Gazette*, published throughout the year and the venue for official University announcements and a great many advertisements for University and College awards and positions, including, e.g., JRFs); and for gradah, the important mailing list to which you will be subscribed.

**H** is for Humanities Division of the University, of which the Faculty of Classics is part (Archaeology is within the Division of Social Sciences; and for this Handbook for the degrees of MSt and MPhil in Greek and/or Roman History, published annually and more useful than, but not as authoritative as, the Grey Book (although it tries not to contradict it); and for Hilary, the second and middle Term (which often feels like the longest) of the Oxford academic year; and for Head of House, who might be called Dean, Master, President, Principal, Provost, Rector or Warden, according to College.

**I** is for Interviews, which happen in connection with Transfer applications; and for Information Technology.

**J** is for Joint Consultative Committee on Graduate Matters, which for Ancient History is called the Graduate Forum (an open meeting for all graduate students with the GSC in Hilary Term); and for Junior Research Fellowship (JRF), to which many Colleges elect suitable people, often graduate students.

**K** is for Knowledge, which is good to acquire as it is essential to understanding; there is a lot of it (Knowledge) about in Oxford.

**L** is for Lectures, often good occasions on which to acquire Knowledge; and for Lecture List, where Lectures are announced; and for Lectures Prospectus, where Lectures are described; and for *Literae Humaniores* (a.k.a. Lit. Hum.), which used to be a Faculty (when Classics and philosophy were together) but is now (since they broke up) only the formal name of the Oxford Undergraduate degree Course in Classics (a.k.a. 'Greats').

**M** is for MSt and MPhil, 1- and 2-year (*viz.*, 9- and 21-month respectively) graduate degrees with a taught element; and for MA, which in Oxford is not a graduate degree in the usual sense; and for Michaelmas, the first term of the Oxford academic year; and for Marking Scales and Descriptors (*cf.* Annexe F of this Handbook).

**N** is for Now, which is generally the best time to do things.

**O** is for Option, which is a Paper chosen as part of a Course.

**P** is for Paper, an individual subject of study, forming part of a Course, on which you are examined by pre-submitted Essay, or by written Examination in the case of language Papers; and for Probationer Research Student (PRS); and for Pass, which represents success in the Examinations for the MSt and MPhil (in Ancient History 'distinctions' are not awarded); and for Proctors, officers of the University who deal with matters relating to examinations, discipline, etc.; and for Pizza Express (approach from Cornmarket Street or from the Covered Market); and for Punctuation; and for the Panda, who *Eats, Shoots & Leaves*.

**Q** is for Question paper, met in written Examinations.

**R** is for Referral, which is what happens when a DPhil Thesis is returned for further work prior to resubmission.

**S** is for Sub-Faculty, two of which make up the Faculty of Classics: Ancient History & Classical Archaeology and Classical Languages & Literature; and for Sackler, THE library for Ancient History and Classical Archaeology; and for Status, which all graduate students have: from PRS to DPhil Student to Confirmed DPhil Student; and for *Subfusc* ("Of dusky, dull, or sombre hue; *spec.* of clothing: dark, as prescribed by the regulations of the Universities of Oxford and Cambridge for examinations and other formal occasions": *OED*; you will be advised as to exactly what this means in practice); and for Seuss,

Dr., who was a graduate student in Oxford for a while in the 1920s (though not in Ancient History) and wrote *The Cat in the Hat*.

**T** is for Transfer = Transfer of Status, which is what happens as you move along (and which requires work to be submitted and an Interview), from PRS Status to DPhil Student Status, which will then need to be Confirmed (more work and another Interview); and for Term (usually meaning Full Term of eight weeks), three of which make up the Oxford academic year (Michaelmas, Hilary and Trinity); and for 'Tuesday 5', the Oxford Ancient History Faculty seminar (there are always several other Ancient History and Classical Archaeology seminars going on in Oxford, all worthy of note: see the Lecture List); and for 'Thursday lunch', the weekly occasion during term when Faculty members and graduate students in all areas of the Faculty are invited to meet in the Classics Centre Common Room (bring your own lunch; coffee provided); and for Tutor, one who helps you to learn; and for Tutorial, a meeting with a Tutor, in the course of which you discuss a piece of work done by you and read, or listened to, by your Tutor; and for Thesis, the long (but not too long) work of scholarship you write for a DPhil; and for Trinity, the third and final term of the Oxford academic year; and for Trinity, a College in Broad Street (occasionally 'The Broad').

**U** is for University (of Oxford *i.a.*); and for University, a College in High Street (often 'The High'); and for Undergraduates, of whom a great many do Ancient History and Classical Archaeology as part of their degree Course, e.g., Literae Humaniores ('Greats', which is a 4-year course), Classical Archaeology and Ancient History (CAAH), Ancient and Modern History (AMH), Archaeology and Anthropology (Arch & Anth), to name some of the Courses: note that undergraduate courses are divided into two parts, the first of these being Honour Moderations ('Mods') if the results are classified and 'Prelims' if they are not, the second being the Final Honour School; Mods and Prelims usually happen at the end of the first year, but in Classics they happen in Hilary Term of the second year.

**V** is for viva = *viva voce* examination = oral examination, essential for obtaining a DPhil and sometimes required as part of the Examination for MSt or MPhil; and for the three (so-called) Vacations ('Vacs'), known as Christmas, Easter and Long.

**W** is for Work-in-Progress seminar, a weekly meeting where graduate students present and discuss their own work amongst themselves; and for Weeks of Term, which is how time is counted in Oxford (-1<sup>st</sup> [= 'Minus first'] week, 0<sup>th</sup> [= 'Noughth'] week, 1<sup>st</sup> week ... 9<sup>th</sup> week or 10<sup>th</sup> week is more or less standard reckoning, but the possibilities extend well beyond this); and for WebLearn, Oxford's own virtual learning environment, where more and more information about Courses is posted (may be entered from the Classics at Oxford website: [www.classics.ox.ac.uk](http://www.classics.ox.ac.uk)).

**X** is for Χίος; and for Χωριατική; there are many more good reasons for going to Greece on the BSA (= British School at Athens) course (not Course); and for Χάος.

**Y** is for You, who are kindly requested to let the DGS know of other things that it would be helpful to include in this Handbook or in this guide.

**Z** is for Zabaglione; there are many more good reasons for going to Rome on the BSR (= British School at Rome) course (not Course); and for Zorba, Alexis (*cf.* **X**).

## Annexe J. List of Graduate Forms and Deadlines

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| Form   | Description                                                           | Deadline for Submission                 |
|--------|-----------------------------------------------------------------------|-----------------------------------------|
| GRAD03 | Declaration of authorship for submitted written work                  | See <i>Examination Regulations</i> 2011 |
| AH01   | Ancient History MSt Options                                           | Friday 11 November 2011                 |
| AH02   | Ancient History MSt Pre-submitted Essay Titles                        | Monday 16 April 2012                    |
| AH03   | Ancient History MPhil Options                                         | Friday 11 November 2011                 |
| AH04   | Ancient History MPhil Year 1 Pre-submitted Essay Titles               | Monday 16 April 2012                    |
| AH05   | Ancient History MPhil Year 2 Pre-submitted Essay Titles               | Monday 16 April 2012                    |
| LL01   | Language and Literature MSt Options                                   | Wednesday 12 October 2011               |
| LL02   | Language and Literature MSt Pre-submitted Essay Titles (Hilary Term)  | Monday 9 January 2012                   |
| LL03   | Language and Literature MSt Pre-submitted Essay Titles (Trinity Term) | Friday 27 April 2012                    |
| LL04   | Language and Literature MSt Proposed Dissertation Title               | Monday 9 January 2012                   |
| LL05   | Language and Literature MSt Confirmation of Dissertation Title        | Friday 27 April 2012                    |
| LL06   | Language and Literature MPhil Options                                 | Monday 9 January 2012                   |
| LL07   | Language and Literature MPhil Year 1 Pre-submitted Essay Titles       | Monday 9 January 2012                   |
| LL08   | Language and Literature MPhil Year 1 Thesis Title                     | Tuesday 24 April 2012                   |
| LL09   | Language and Literature MPhil Year 2 Pre-submitted Essay Titles       | Monday 9 January 2012                   |

All of the above forms should be returned to the Classics Faculty Office, Ioannou Centre, 66 St Giles', Oxford OX1 3LU.

Email: [graduate@classics.ox.ac.uk](mailto:graduate@classics.ox.ac.uk).

These forms may be downloaded from WebLearn in both Word and PDF formats at <https://weblearn.ox.ac.uk/access/content/group/classics/graduate/Forms/>.

Deadlines for the submission of forms will be strictly enforced. Please note that many of the above forms require the signature of your supervisor.