

UNIVERSITY OF OXFORD
Board of the Faculty of Classics



Graduate Handbook

for the
Master of Studies and Master of Philosophy
in
Greek and/or Latin Languages and
Literature
2011

Faculty of Classics
Ioannou Centre for Classical & Byzantine Studies
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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*, covers the two taught graduate degree programmes in Classical Languages and Literature offered by Oxford University:

- **Master of Studies (MSt)** in Greek and/or Latin Languages and Literature (one year [nine months' actual duration]);
- **Master of Philosophy (MPhil)** in Greek and/or Latin Languages and Literature (two years [21 months' actual duration]).

Please make sure that you have received a copy of the Examination Regulations. Also, please keep it and this handbook in a safe place, as you will need to refer to them regularly throughout your MSt or MPhil.

2. Supervisors

Your Supervisor is appointed before you embark on the course by the Graduate Studies Committee. For the MSt your Supervisor has overall direction of your course, but will only teach you for some of the options; indeed, in some cases he or she may teach none of them, but will arrange tutors for you for each option. 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.

Your College should have also appointed a College Graduate Adviser for you. Your Supervisor, whether teaching you at the time or not, is the first person to turn to with queries and for advice on applications to the Graduate Studies Committee etc. Otherwise the Director of Graduate Studies (Professor Tobias Reinhardt) should be contacted for advice and guidance on academic matters (tobias.reinhardt@ccc.ox.ac.uk).

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 to contribute to your termly supervision reports by reviewing and commenting on your own progress. You are strongly encouraged to take the opportunity to review and comment on your academic progress, any skills training you have undertaken or may need to undertake in the future, and on your engagement with the academic community (e.g. seminar/conference attendance or any teaching you have undertaken).

Your supervisor(s) will review and comment on your academic progress and performance during the current term and assess skills and training needs to be addressed during the next term. Your supervisor should discuss the report with you, as it will form the basis for feedback on your progress, for identifying areas where further work is required, for reviewing your progress against an agreed timetable, and for agreeing plans for the term ahead. When reporting on academic progress, students on taught courses should review progress during the current term, and measure this progress against the timetable and requirements for their programme of study.

All students should briefly describe which subject-specific research skills and more general personal/professional skills they have acquired or developed during the current term. You should include attendance at relevant classes that form part of your programme of study and also include courses, seminars or workshops offered or arranged by your faculty or the Division. Students should also reflect on the skills required to undertake the work they intend to carry out. You should mention any skills you do not already have or you may wish to strengthen through undertaking training. **If you have any complaints about the supervision you are receiving, you should raise this with your Director of Graduate Studies as soon as possible. You should not use the supervision reporting system as a mechanism for complaints.**

Students are asked to report in weeks 6 and 7 of term. Once you have completed your sections of the online form, it will be released to your supervisor(s) for completion and will also be visible to your Director of Graduate Studies and to your College Advisor. 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 on-line help centre; however, should you need additional support, please contact your Graduate Studies Administrator in the Classics Office in the first instance.

3. Master of Studies

The one-year MSt (completed in nine months and over by the end of June) is designed to allow students a period of study of Greek and/or Latin Classical Literature which is both at a more advanced level, and more independent, than that normal in undergraduate courses, and at the same time more tightly-structured and supervised than work for a doctorate. Most, but not all, students take the course as preparation for a research degree, and for such students it might offer, for instance, linguistic training; the opportunity to become acquainted with an ancillary discipline such as papyrology or palaeography; and a first introduction, via the dissertation, to extended research and the extended presentation of a scholarly argument. The minority of students who treat this degree as a goal in itself can study a wide range of topics which they will not have covered as undergraduates.

A main aim in designing the course has always been flexibility, 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. Teaching is often in the form of one-to-one or two-to-one tutorials, but students are also encouraged to attend, and actively participate in, a wide range of seminars, some specifically directed to this course. In addition, there will be a class on Research Techniques in Classical Literature, extending over the first two terms: this will include units on various topics in classical scholarship and on research resources, and will also provide a forum for students' presentation of their own work to other students. Attendance at this class is obligatory for all MPhil and MSt students.

4. The Structure of the MSt

The MSt is inevitably highly intensive. It is a taught course requiring frequent meetings with tutors or Supervisors, normally once a week.

All candidates offer three options which may be all Greek, all Latin, or a combination of both languages. Candidates normally offer a short dissertation as one of their options (up to 10,000 words; for detailed instructions on word limits, see 14 'Pre-submitted Essays and Dissertations') as one of their three options, but this is not obligatory. Those using the MSt as training for a DPhil are strongly advised to submit a dissertation, if possible on a subject which might develop into their doctoral dissertation. (Those applying for Arts and Humanities Research Council (AHRC) funding will need to demonstrate an intention to proceed to doctoral work, and to show that their master's degree will prepare them for doctoral research; the AHRC will not fund those who do not intend to proceed beyond a master's degree). The MSt options are organised into four groups A, B, C and D. Candidates must take three options from lists A, B, C and D below, at least one of which must be drawn from A or B.

The normal mode of assessment, except for translation papers and the dissertation, is the extended essay of 5,000 words, though the formal written examination is considered more suitable for some subjects. You are required to include a word count at the end of each extended essay and any dissertation.

Group A consists of Elementary or Intermediate Greek, or Elementary or Intermediate Latin. These are only available for those who have not studied the languages to degree level before embarking on the course.

Group B consists of methods and techniques of scholarship such as papyrology, palaeography, metre, textual criticism, comparative philology, literary theory, and reception theory. It is also possible to offer any option available in the MSt in Classical Archaeology or in Greek and/or Roman History. There is also a clause allowing candidates to 'propose any other subject proposed with the aim of developing skills needed for future research and approved by the Graduate Studies Committee', which will determine their method of examination.

Group C consists of 12 specified groups of authors or groups of texts. These largely overlap with the options available in the Final Honour School of Literae Humaniores, and this means that University lectures are available for most of the options in most years; university classes for options 1, 2, 5, 9 and 10 will be scheduled in the same slot, so it is wise to choose only one of these options. The methods of teaching and examination are, however, quite distinct from the undergraduate degree. There is a final clause (12) allowing the proposal of 'any other texts or combination of texts approved by the Graduate Studies Committee in Classics'.

All dissertations submitted in **Group D** will be automatically considered for the Gaisford Dissertation Prize.

5. Choice of Options (MSt)

As soon as you arrive, or (even better) before that, you should set about deciding which options you are going to take and you need to submit these options soon for approval by the Committee for Graduate Studies. At their meeting in Second Week of Michaelmas Term the Committee will check that the texts that you are proposing to study are satisfactory where you are creating your own option of texts. **Any modification to your option choices at a later stage has to be approved by the Director of Graduate Studies.**

The course is meant to be as flexible as possible. Your attention is drawn to the freedom allowed by:

B (v) options in Classical Archaeology

B (vi) options in Greek or Roman History

B (x) intended to cover non-text-based subjects comparable to the other B options.

C (xii) the possibility of text-based subjects where rough equipollence with the listed options **C (i)-(xi)** will be expected.

Your Supervisor will advise you on your choice of options, and needs to approve them before they are submitted. Different options are examined in different ways and at different stages of the course. Options in languages (Group A) and some skills in Group B, e.g. palaeography and metre, are tested by a written examination at the end of the third term. Dissertations (section D) have to be submitted by the middle of the third term. Some of the options under B, e.g. literary theory, are examined by projects or essays which have to be submitted by the middle of the third term. All texts under section C are tested both (a) by pre-submitted essays and (b) by a translation examination held at the end of the third term. **Please be sure to include a title as well as the preferred editions for any option offered under C (xii).**

MSt prescriptions

For the MSt, texts in the α section are set for translation only, while texts in the β section are not so tested.

1. Historiography

α

Herodotus VII.1-52, VIII.56-95

Thucydides VII.42-87

Livy XXI.1-23, 30-8

Tacitus, *Histories* I

β

Rest of Herodotus VII and VIII

Thucydides VI, rest of Thucydides VII

Polybius III

Rest of Livy XXI, Livy XXII

Sallust, *Bellum Iugurthinum*

2. Lyric Poetry

α

- (1) D. A. Campbell, *Greek Lyric Poetry* (Macmillan, repr. Bristol Classical Press): Alcman 1, 16, 26, Sappho 1, 2, 16, 31, 44, 94, 96, 105a, 105c, Alcaeus 6, 38A, 129, 130, 308b, 326, 332, 338, 346, Ibycus 286, 287, Anacreon 356, 358, 360, 395, 408, 417, Simonides 531, 542, 543, 581, Bacchylides 3, 5, 18, fr. 20B; M. Davies, *Poetarum Melicorum Graecorum Fragmenta* (Oxford), Stesichorus 184, S8-S19 (pp. 154-62) (*Geryoneis*); G. O. Hutchinson, *Greek Lyric Poetry* (Oxford), nos. 2 (= Alcman PMGF 3), 3 (= Stesichorus PMGF 222 (b)), 10 (= Alcaeus fr. 298 Voigt), 11 (= Ibycus PMGF S151);
- (2) Pindar, *Olympians* 6, 7, *Pythians* 3, 4, 8, *Nemean* 10, *Paeon* 4 (= D4 Rutherford), *Partheneion* 2;
- (3) Timotheus 788-91 Hordern (= Page);
- (4) Callimachus fr. 228 Pfeiffer;
- (5) J. U. Powell, *Collectanea Alexandrina* (Oxford), pp. 177-9 (*Grenfell Fragment*);
- (6) Catullus 61;
- (7) Horace, *Odes* I. 1-25, 27, 29, 31-5, 37-8, II. 5, 13, IV. 1, 2, 6, *Carmen Saeculare*.

β

- (8) D. A. Campbell, *Greek Lyric Poetry*. rest of Alcman, Sappho, Alcaeus, Ibycus, Anacreon (excluding 96 D.), lyric Simonides, Bacchylides; Pratinas, Timocreon, Corinna, Praxilla, *Carmina Popularia*, and *Scolia*; M. Davies (as above), Stesichorus 193 (p. 179), 209 (pp. 206-7), 217 (pp. 209-10) and S20-87 (pp. 163-75);
- (9) Pindar, *Olympians* 13, 14, *Pythian* 10, *Nemean* 1, *Isthmians* 5 and 6, *Paeans* 2 and 6 (= D2 and D6 Rutherford);
- (10) Theocritus 29-30;
- (11) Catullus 11, 17, 34;
- (12) Horace, rest of *Odes*.

3. Early Greek Hexameter Poetry

α

- Homer, *Odyssey* I, V. 1-XIII. 92
- Hesiod, *Works and Days* (including the bracketed portions)

β

- Homer, *Odyssey* II-IV, XIII. 93-XXIV. 548
- Homeric Hymns 2 (*Demeter*), 5 (*Aphrodite*)
- Hesiod, *Theogony*
- Fragments of the Epic Cycle (in M. L. West, *Greek Epic Fragments* (Loeb, 2003), pp. 38-171).
- Candidates will also be expected to be familiar with the *Iliad*.

4. Greek Tragedy

α

- Aeschylus, *Agamemnon*, *Choephoroe*
- Sophocles, *Oedipus Tyrannus*
- Euripides, *Medea*

β

- Aeschylus, *Eumenides*
- Sophocles, *Ajax*, *Oedipus Coloneus*
- Euripides, *Hippolytus*, *Bacchae*, *Ion*
- Aristophanes, *Frogs*

5. Comedy

α

- Aristophanes, *Wasps*
- Menander, *Dyskolos*
- Plautus, *Pseudolus*
- Terence, *Eunuchus*

β

- Aristophanes, *Ekklesiazousai*
- Menander, *Aspis*, *Dis Exapaton*, *Epitrepontes*, *Kolax*, *Misoumenos*, *Perikeiromene*, *Samia*, *Sikyonios*
- Plautus, *Bacchides*
- Terence, *Adelphoe*

6. Hellenistic Poetry

α

Theocritus 1, 2, 7, 11, 13, 15, 17, 28
Callimachus, *Hymns* 1, 5, 6; fr. 1, 67-75, 110, 178, 191, 194, 260 Pfeiffer (this last fr. to be read in Callimachus, *Hecale* (ed. A. S. Hollis) fr. 69-74); epigrams 2, 4, 8, 13, 16, 19, 21, 25, 27, 28, 29, 30, 41, 43, 46, 50 Pf.
Posidippus, *Epigrams* 1-20 Austin-Bastianini
Apollonius, *Argonautica* III.439-1162
Asclepiades 1, 2, 3, 10, 11, 12, 16, 18, 25, 26, 28, 32 Page

β

Apollonius *Argonautica* III.1-438, III.1163-IV.481
Theocritus 3
Moschus, *Europa*
Herodas, 2, 4, 6
Callimachus, *Hymn* 2

7. Cicero

α

Pro S. Roscio Amerino
Pro Sulla
In Pisonem
Pro Milone
Pro Marcello

β

Auctor ad Herennium I; II. 1-12, 47-50; IV. 11-16
Verrine V
Philippics III and IV
De Oratore II. 71-216, 290-349

8. Ovid

α

Amores II
Metamorphoses I-IV
Fasti IV
Tristia I

β

Heroides 18-21
Ars Amatoria I
Metamorphoses XIII-XV

9. Latin Didactic

α

Lucretius III and VI
Virgil, *Georgics*
Ovid, *Ars Amatoria* III

β

Hesiod, *Works and Days*
Aratus, *Phaenomena* 1-136, 733-1154
Lucretius I

10. Neronian Literature

α

Lucan I, VII
Seneca, *Thyestes*
Seneca, *Epistles* 28, 47, 53, 56, 63, 77
Seneca, *De Brevitate Vitae*
Seneca, *Apocolocyntosis*
Petronius, *Satyrica* 1-26. 6, 79-end
Persius 1

β

Seneca, *Medea*
Petronius, *Cena Trimalchionis* (*Satyrica* 26. 7-78)
Calpurnius Siculus 1, 4, 7
Suetonius, *Nero*
Tacitus, *Annals* XIII-XVI
Seneca, *Naturales Quaestiones* I *praefatio*, 16, III *praefatio*, 17-18, IVb.13, VI.1-3, 32

11. Medieval and Renaissance Latin Hexameter Poetry

α

(in Latin)
Walter of Chatillon, *Alexandreis* Book 10
Petrarch, *Africa* Book 9;
Vida, *Ars Poetica* Book 3
Milton, *In Quintum Novembris*

β

(in translation)
Walter of Chatillon, *Alexandreis* Books 1-9
Petrarch, *Africa* Books 1-8
Vida, *Ars Poetica* Books 1-2

6. Examinations (MSt)

In the actual assessment of the examination each option will be marked on a numerical scale. Where an option consists of two topics e.g. Greek Papyrology and Greek Palaeography, the marks will be conflated. Where an option consists of two essays and a translation paper, the translation will count as one-third of the conflated mark and each essay as another third.

A pass in the examination requires an average mark of 60 or above, spread over the three options; a fail in more than one option will normally constitute an overall fail. The Examiners may award a Distinction when the average mark is 70 or above (provided that no mark is below 60). Alternatively, they may give a distinction when two separate options are marked at 74 or above (and the third is not below 60).

All candidates who are offering two options examined by pre-submitted essays must complete two of those essays by the middle of the second term (Hilary Term) and the remainder by the middle of Trinity Term. Candidates offering only one option examined by pre-submitted essays may complete their two essays by the middle of the second term (Hilary Term); otherwise they must complete them by the middle of Trinity Term (but in order to ease their workload in Trinity Term it may be advisable to complete them in Hilary Term). For the date of the written exam please see below; please note, however, that the textual criticism options (Bii and Biii) will probably be examined two or three weeks earlier as part of the timetable for Classics finals. Some other papers, especially language papers, may also be examined earlier than Monday/Tuesday of Week 9.

Past papers are available on the web at <http://oxam.ox.ac.uk/main.asp> and these will give you an idea of what is expected in a representative range of topics, but it should be noticed that the syllabus in any particular option may be different from that in previous years.

7. Timetable for the Proposal and Submission of Academic Work (MSt)

1. By **Wednesday, 12 October 2011** (First Week of Michaelmas Term)
Submission of your three options for approval by the Graduate Studies Committee in Classics. Your Supervisor will advise you of the procedure.
2. By **Friday, 4 November 2011** (Fourth Week of Michaelmas Term)
Last day of entry for the examination. (Done through your college: ***Please note that any changes in entry must also be done through your college.***)
3. By **Monday, 9 January 2012** (Week preceding First Week of Hilary Term)
Submission of the proposed title of any dissertation for approval by the Graduate Studies Committee.
4. By **Monday, 9 January 2012** (Week preceding First Week of Hilary Term)
Submission of titles of at least two pre-submitted essays, if you are offering two options examined by pre-submitted essays. If you are offering just one option examined by pre-submitted essays you may submit their titles by this deadline.
5. By **noon on Thursday, 16 February 2012** (Fifth Week of Hilary Term)
Delivery of (first) two pre-submitted essays to Examination Schools (but if you are offering just one option examined by pre-submitted essays you may choose to submit them by the deadline given in 7 below).

6. By **Friday, 27 April 2012** (First Week of Trinity Term)

Submission of titles of remaining pre-submitted essays.

Confirmation of any dissertation title.

7. By **noon on Thursday, 31 May 2012** (Sixth Week of Trinity Term)

Any remaining pre-submitted essays and/or dissertation to arrive at the Examination Schools.

8. **Monday and/or Tuesday, 18/19 June 2012** (Ninth Week of Trinity Term)

Written examination. Please note however that the textual criticism options (Bii and Biii) will probably be examined two or three weeks earlier as part of the timetable for Classics finals.

At the beginning of Hilary Term candidates who are offering pre-submitted essays are obliged to inform the Graduate Studies Committee of the titles of the essays they are submitting in the fifth week of that term, and at the beginning of Trinity Term of the titles they are submitting at the end of Trinity Term. The course has been designed so that it is sufficiently flexible for students to tailor their studies to fit their individual interests. It is necessary for the Graduate Studies Committee to keep track of what graduates are studying in order to make suitable examining arrangements for each student.

Please pay special notice to the requirement that if a candidate takes two options which are examined by pre-submitted essays, he or she should submit at least two of those essays by noon on the Thursday of Fifth Week of Hilary Term.

All changes to the titles of essays and dissertations must be approved by the Graduate Studies Committee. Initial requests can be made by email to the DGS.

The penalties for excessive length will be rigorously applied. The Examiners currently take off 2 marks for being over the count at all, with an additional mark deducted for every 5% over. There are also severe penalties for late submission of pre-submitted essays and theses.

For complaints and appeals please go to www.admin.ox.ac.uk/proctors/complaints.shtml.

8. Master of Philosophy

Nearly all students who take the two-year MPhil (completed in 21 months and finishing by the end of June in the second year) do so as preparation for a research degree, and for such students it might offer, for instance, linguistic training; the opportunity to become acquainted with an ancillary discipline, such as papyrology, textual criticism of Greek and/or Latin, or theory and methodology of Classical Studies; it also offers, through an obligatory dissertation, the first steps in actual research and the extended presentation of a scholarly argument. The minority of students who treat this degree as a goal in itself can study a wide range of topics which they will not have covered as undergraduates.

Every student takes a selection of options individually related to his or her requirements. Teaching is often in the form of one-to-one or one-to-two tutorials, but students are also encouraged to attend, and actively participate in, a wide range of seminars, some specifically directed to this course. In addition, there will be a class on Research Techniques in Classical Literature, extending over the first two terms: this will include units on topics such as the history of classical scholarship and on research resources, as well as on various aspects of literary theory. Attendance at this class is obligatory. If you wish, you may choose to be examined in literary theory as one of your three options.

9. The Structure of the MPhil

The MPhil is an intensive course, though on a longer timescale than the MSt. It is a taught course requiring frequent meetings with tutors or Supervisors, normally once a week.

All candidates offer three options which may be all Greek, all Latin or a combination of both languages. All candidates must offer a substantial thesis as one of their options (up to 25,000 words). (For detailed instructions on word limits, see 14 'Pre-submitted Essays and Dissertations').

The options are organised into two groups, A and B (plus C, the thesis), and any two options may be chosen. The normal mode of assessment, except for translation-and-comment papers, is the extended essay of between 5,000 and 7,500 words, though the formal written examination is considered more suitable for some subjects. You are required to include a word count at the end of each extended essay as well as at the end of your dissertation.

Group A consists of 12 specified groups of authors or groups of texts. These overlap to some extent with the options available in the Final Honour School of Literae Humaniores, and this means that University lectures are available for most of the options in most years; university classes for options 1, 2, 5, 9 and 10 will be scheduled in the same slot, so it is wise to choose only one of these options.. The methods of teaching and examination are, however, quite distinct from the undergraduate degree. There is a final clause (12) allowing the proposal of 'any other text or combination of texts approved by the Graduate Studies Committee in Classics'.

Group B consists of methods and techniques of scholarship including transmission of texts, and palaeography, Greek and Latin papyrology, textual criticism of Greek and/or Latin, comparative philology, literary theory, and intermediate Greek and Latin. There is also a clause allowing 'any other subject approved by the Graduate Studies Committee in Classics'; if the Committee approves a proposal, it will determine the appropriate method of examination.

All dissertations submitted in **Group C** will be automatically considered for the Gaisford Dissertation Prize.

10. Choice of Options (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 Committee for Graduate Studies a term later, at their meeting in Second Week of Hilary Term. At the meeting the Committee will check that the texts that you are proposing to study are satisfactory where you are creating your own option of texts. **Any modification to your option choices at a later stage has to be approved by the Director of Graduate Studies.**

The course is meant to be as flexible as possible. Your attention is drawn to the freedom allowed by:

A 10: Any other text or combination of texts approved by the Graduate Studies Committee in Classics

B 8: Any other subject approved by the Graduate Studies Committee in Classics

Please be sure to include a title as well as the preferred editions for any option offered under A10 or B8.

Options in Section A are examined by two methods: submission of three pre-submitted essays and a written paper (three hours) which contains passages for translation and comment. Papers in Section B are examined by different methods; they are fully laid out in the Examination Regulations.

MPhil prescriptions

For the MPhil, texts in the α section are set for translation and commentary, while texts in the β section are set for translation only

1. Historiography

α

Herodotus VII.1-60, 100-239, VIII.56-95
Thucydides VII
Livy XXI; Tacitus, *Histories* I

β

Rest of Herodotus VII and VIII
Thucydides VI
Polybius III;
Sallust, *Bellum Iugurthinum*

2. Lyric Poetry

α

(1) D. A. Campbell, *Greek Lyric Poetry* (Macmillan, repr. Bristol Classical Press): Alcman 1, 16, 26, Sappho 1, 2, 16, 31, 44, 94, 96, 105a, 105c, Alcaeus 6, 38A, 129, 130, 308b, 326, 332, 338, 346, Ibycus 286, 287, Anacreon 356, 358, 360, 395, 408, 417, Simonides 531, 542, 543, 581, Bacchylides 3, 5, 18, fr. 20B; M. Davies, *Poetarum Melicorum Graecorum Fragmenta* (Oxford), Stesichorus 184, S8-S19 (pp. 154-62) (*Geryoneis*); G. O. Hutchinson, *Greek Lyric Poetry* (Oxford), nos. 2 (= Alcman PMGF 3), 3 (= Stesichorus PMGF 222 (b)), 10 (= Alcaeus fr. 298 Voigt), 11 (= Ibycus PMGF S151);
(2) Pindar, *Olympians* 6, 7, *Pythians* 3, 4, 8, *Nemean* 10, *Paeon* 4 (= D4 Rutherford), *Partheneion* 2;
(3) Timotheus 788-91 Hordern (= Page);
(4) Callimachus fr. 228 Pfeiffer;
(5) J. U. Powell, *Collectanea Alexandrina* (Oxford), pp. 177-9 (*Grenfell Fragment*);
(6) Catullus 11, 17, 34, 61;
(7) Horace, *Odes* I, IV, *Carmen Saeculare*.

β

(8) D. A. Campbell (as above), rest of Alcman, Sappho, Alcaeus, Ibycus, Anacreon (excluding 96 D.), lyric Simonides, Bacchylides; Pratinas, Timocreon, Corinna, Praxilla, *Carmina Popularia*, and *Scolia*; M. Davies (as above), Stesichorus 193 (p. 179), 209 (pp. 206-7), 217 (pp. 209-10) and S20-87 (pp. 163-75);
(9) Pindar, *Olympians* 13, 14, *Pythian* 10, *Nemean* 1, *Isthmians* 5 and 6, *Paeans* 2 and 6 (= D2 and D6 Rutherford);
(10) Theocritus 29-30;
(11) Horace, *Odes* II and III.

3. Early Greek Hexameter Poetry

α

Homer, *Odyssey* I, V. 1-XIII. 92
Hesiod, *Works and Days*
Hesiod, *Theogony*

β

Homeric Hymns 2 (*Demeter*), 5 (*Aphrodite*)
Fragments of the Epic Cycle (in M. L. West, *Greek Epic Fragments* (Loeb, 2003), pp. 38-171).
Candidates will also be expected to be familiar with the *Iliad* and the rest of the *Odyssey*.

4. Greek Tragedy

α

Aeschylus, *Oresteia*
Sophocles, *Oedipus Tyrannus*
Euripides, *Medea*, *Hippolytus*

β

Sophocles, *Ajax*, *Oedipus Coloneus*
Euripides, *Bacchae*, *Ion*
Aristophanes, *Frogs*

5. Comedy

α

Aristophanes, *Wasps*, *Ekklesiazousai*
Menander, *Dyskolos*
Plautus, *Pseudolus*
Terence, *Eunuchus*, *Adelphoe*

β

Menander, *Aspis*, *Dis Exapaton*, *Epitrepontes*,
Kolax, *Misoumenos*, *Perikeiromene*, *Samia*,
Sikyonios
Plautus, *Bacchides*

6. Hellenistic Poetry

α

Theocritus 1, 2, 3,7, 11, 13, 15, 17, 28
Callimachus, *Hymns* 1, 2, 5, 6; fr. 1, 67-75, 110,
178, 191, 194, 260 Pfeiffer (this last fr. to be read in
Callimachus, *Hecale* (ed. Hollis) fr. 69-74);
epigrams 2,4,8,13,16,19,21,25,27,28,29,30,
41,43,46,50 Pf.
Posidippus, *Epigrams* 1-20 Austin-Bastianini
Apollonius, *Argonautica* III
Asclepiades 1, 2, 3, 10, 11, 12, 16, 18, 25, 26, 28,
32 Page

β

Apollonius *Argonautica* IV
Moschus, *Europa*
Herodas 2, 4, 6

7. Cicero

α

Pro S. Roscio Amerino
Verrine V
Pro Sulla
In Pisonem
Pro Milone
Pro Marcello
Philippic III

β

Philippic IV
Auctor ad Herennium I; II. 1-12, 47-50; IV. 11-16
De Oratore II. 71-216, 290-349

8. Ovid

α

Amores II
Metamorphoses I-IV, XIII-XV
Fasti IV
Tristia I

β

Heroides 18-21
Ars Amatoria I

9. Latin Didactic

α

Lucretius I, III, V,VI
Virgil, *Georgics*
Ovid, *Ars Amatoria* III

β

Hesiod, *Works and Days*
Aratus, *Phaenomena*

10. Neronian Literature

α

Lucan I, VII
Seneca, *Thyestes*, *Medea*
Seneca, *Epistles* 28, 47, 53, 56, 63, 77
Seneca, *De Brevitate Vitae*
Seneca, *Apocolocyntosis*
Petronius, *Satyrca*

β

Persius 1
Calpurnius Siculus 1, 4, 7
Seneca, *Naturales Quaestiones* I *praefatio*, 16, III *praefatio*, 17-18, IVb.13, VI.1-3, 32
Candidates will also be expected to be familiar with Suetonius, *Nero* and Tacitus, *Annals* XIII-XVI

11. Medieval and Renaissance Latin Hexameter Poetry

α

(in Latin)
Walter of Chatillon, *Alexandreis* Book 10
Petrarch, *Africa* Book 9; *Bucolicum Carmen* 1 and 3
Vida, *Ars Poetica* Book 3
Milton, *In Quintum Novembris, Mansus, Epitaphium Damonis*

β

(in translation)
Walter of Chatillon, *Alexandreis* Books 1-9
Petrarch, *Africa* Books 1-8
Vida, *Ars Poetica* Books 1-2

11. Examinations (MPhil)

In the actual assessment of the examination each option will be marked on a numerical scale. Where an option consists of three essays and a translation-and-comment paper, the translation-and-comment paper will count as one-quarter of the conflated mark, and each essay as one quarter. A pass in the examination requires an average mark of 60 or above, spread over the three options; a fail in more than one option will normally constitute an overall fail. The Examiners may award a Distinction when the average mark of the three options is 70 or above (provided that no mark is below 60). Alternatively, they may give a distinction when two separate options are marked at 74 or above (and the third is not below 60).

For the date of the written exam please see below; please note, however, that the textual criticism options will probably be examined two or three weeks earlier as part of the timetable for Classics finals.

Past papers are available on the web at <http://oxam.ox.ac.uk/main.asp> and these will give you an idea of what is expected in a representative range of topics, but it should be noticed that the syllabus in any particular option may be different from that in previous years.

As to the commentary element in the written exam, writing a literary commentary should not be the same as writing a short essay. A commentary is largely concerned with the explication of a single passage of text; an essay is directed towards a different goal – making a more general argument or arguments on a set topic, using a wide range of primary and secondary evidence. Here are some guidelines on commentary-writing which may be of use.

1. Identify the context (briefly but precisely), paying some attention to what follows as well as what precedes. If the passage is part of direct speech, identify the speaker.
2. Say what you feel should be said about the passage as a whole. This will vary from author to author and passage to passage, but the following suggestions may be useful:

- (a) How the passage fits into the overall themes of the work from which it comes (e.g. *Ajax* 121-33 and the values explored in the play). Do cross-refer to other relevant passages, but do this fairly briefly (commentary, not essay!).
- (b) [In drama] general elements of stagecraft and scene-setting.
- (c) [In narrative works] the passage's place in the plot and narrative development (is this a crucial or a pivotal point? does it look forward or back to other points?).
- (d) Logical and rhetorical structure (argument, coherence).
- (e) Intertextuality, i.e. significant remodelling of or allusion to earlier literature (e.g. Greek lyric model for a Horatian ode, Aeschylus used by Euripides).
- (f) Any relevant literary conventions which determine the overall character of the passage – e.g. hymn-style, supplication scene, priamel, *ekphrasis*, *locus amoenus*, *paraklausithyron*, *propemptikon* (if any of these terms or others are unknown to you, look them up in (e.g.) the indices of Nisbet and Hubbard's commentaries on Horace's *Odes* or of Russell and Winterbottom's *Ancient Literary Criticism*, Liddell and Scott, or the *Oxford Latin Dictionary*).

3. Say what you feel should be said about the **details of the passage**, going through it in order and indicating points of interest. You may find it useful to quote a few words of the original and then comment on them, or use line numbers to refer to the text, but you can, if you prefer, write in a more discursive manner. The following might be worth noting:

- (a) Significant names, periphrases and factual references (note *significant*: there may not be time to explain all, and some will be too obvious to bother with).
- (b) Detailed examples of the elements listed in 2 above (specifically keyed to the wording of the passage).
- (c) Rhetorical devices (e.g. anaphora, apostrophe, tricolon); but you need not go to extremes memorising ancient or modern technical terms.
- (d) Metaphor and related figures (simile, personification, etymological 12 play, metonymy).
- (e) Verbal style (general linguistic register, unusual/colourful vocabulary).
- (f) Word order (e.g. artistic rearrangement of natural order, esp. in poetry).
- (g) Use of metrical form in poetry (couplet, stanza, verse paragraph); particular metrical effects (enjambement, hypermetre, antilabe, stichomythia), sound effects (but not too fanciful – 'sinister s-sounds', 'gloomy spondees' etc. .. !!!); rhythmical clausulae in prose.

4. Finally, if possible, *explain* as well as *describe*: it may be worth saying that *grata compede* (Horace, *Odes* 1.33.14) is an oxymoron, but you might also say *why* it is there, what its literary function is within the passage.

12. Timetable for the Proposal and Submission of Academic Work (MPhil)

1. By **Monday, 9 January 2012** (Noughth Week of Hilary Term)
Submission of your choice of options for approval by the Graduate Studies Committee in Classics. Your Supervisor will advise you of the procedure.
2. By **Monday, 9 January 2012** (Noughth Week of Hilary Term) Submission of the titles of the first three pre-submitted essays, if an option from Section A is being offered in the first year, for approval by the Graduate Studies Committee.
3. By **Tuesday, 24 April 2012** (First Week of Trinity Term)
Submission of dissertation title.
4. By noon on **Thursday, 31 May 2012** (Sixth Week of Trinity Term)
One set of essays to be delivered to Examination Schools, if an option from Section A is being offered in the first year.
5. **Monday and/or Tuesday, 18/19 June 2012** (Ninth Week of Trinity Term)
Written examination for options taken in the first year.
6. By **Monday, 7 January 2013** (Noughth Week of Hilary Term)
Submission of the titles of remaining pre-submitted essays for approval by the Graduate Studies Committee
7. By **Thursday, 30 May 2013** (Sixth Week of Trinity Term)
Both your dissertation and any remaining pre-submitted essays must be delivered to Examination Schools
8. **Monday and/or Tuesday, 17/18 June 2013** (Ninth Week of Trinity Term)
Written examination.

All changes to the titles of essays and dissertations must be approved by the Graduate Studies Committee. Initial requests can be made by email to the DGS.

The penalties for excessive length will be rigorously applied. The Examiners currently take off 2 marks for being over the count at all, with an additional mark deducted for every 5% over. There are also severe penalties for late submission of pre-submitted essays and theses.

For complaints and appeals please go to www.admin.ox.ac.uk/proctors/complaints.shtml.

13. The Graduate Studies Committee

The Graduate Studies Committee for Classical Languages and Literature 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 option and dissertation title choices, the appointment of Supervisors, and other matters involving graduate students that arise from time to time or are referred to them by other University bodies.

The Classical Languages and Literature Committee meets on the Tuesday of *Second* and *Seventh* Weeks each term. The Director of Graduate Studies, Professor Tobias Reinhardt (tobias.reinhardt@ccc.ox.ac.uk), may be approached at any time.

It is the responsibility of graduate students to ensure that documentation for anything they wish to come before the Committee is received by the Graduate Studies Office in good time for (that is, at least a week before) the meeting at which they wish the matter to be discussed. Often small matters can be decided by the Director of Graduate Studies alone, but this is not always the case.

14. Pre-Submitted Essays and Dissertations

In preparation for pre-submitted essays, you will write a number of essays to cover your subject, usually four or five per option for the MSt (perhaps fewer, if you have little experience of essay-writing in your undergraduate course), and a greater number for the MPhil. These should be submitted over the course of a term to the tutor teaching you the option. You then choose from among the work in these essays material which can be worked up for submission in the formal pre-submitted essays. Your tutor may at this final stage discuss one draft (but not more) with you, and may give you bibliographical advice throughout.

In most respects dissertations are not dissimilar from pre-submitted essays but are longer and more developed. They should not simply be collections of material, but should contribute to the understanding of the material collected; ideally they should have some degree of originality. An MSt or MPhil dissertation should be an excursion into the kinds of techniques used for a research degree, asking questions which have not previously been asked or making comparisons not previously made.

Literary essays at Master's level are importantly different from undergraduate work, even though they may often be on topics similar to those dealt with at undergraduate level. They are substantially longer, and in treatment and format they should be looking towards professional scholarly work and making at least some new points. This should be taken into account in selecting topics for essays, esp. with a view to possible later use (after revision) as a pre-submitted essay: a 5,000 word essay on 'The Gods in Homer' is unlikely to do scholarly justice to the subject, whereas one of the same length which examines Achilles' scenes with Thetis in the Iliad is much more likely to come up with new material, handling a more focussed topic in a more detailed way.

The scale of Master's essays at a maximum of 5,000 words for MSt and 7,500 words for MPhil means that the structuring and organisation of material are particularly crucial. One aid to structuring an essay is the use of clear sections with sub-headings: the sub-headings themselves will help to articulate the argument, and if they form a logical sequence so too will the essay itself. A well-structured essay will make its points better and get a higher mark.

Master's essays need to balance a good knowledge and appreciation of the available scholarship (including commentaries) with the writer's own detailed reading of the relevant primary texts in the original language(s). It is through such readings that original perceptions are likely to come, and any student at this level should be capable of new observations about literary points. Essays should be more than mere critiques of the secondary literature; this can

often be a good starting-point for an argument or a means to define a topic, but the argument or treatment should be supported and illustrated by close use and citation of the primary author(s).

Master's essays should use a full professional scholarly apparatus of citation, footnotes and bibliography (such as are illustrated in section 15 of this handbook). The use of other scholars' views should be fully and carefully acknowledged; at undergraduate level this is sometimes neglected, but at graduate level this is crucial, both in terms of scholarly politeness and in order to avoid plagiarism (for a definition and examples of plagiarism see Annexe D of this handbook).

Overall, Master's essays should aim at attaining the level and character of professional scholarship. It has not been unknown for them to be published later in revised form, and they constitute an important part of training for the regular writing for publication which a scholarly career entails.

For the 2011 circular to examination candidates see Annexe E.

You must sign a declaration to the effect that the thesis and pre-submitted essays are your own work, and that you have read the Faculty's guidelines on plagiarism. One copy of this declaration must be placed in a sealed envelope bearing your candidate's examination number and presented together with your work.

The word limit for dissertations for the MSt is 10,000 words; for the MPhil it is 25,000. These word limits 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. The Graduate Studies Committees will consider applications for other exclusions of this general type, but will not agree to an exemption from the word limit just because a thesis has come out too long. It must be emphasised that these are maximum limits and not targets to be attained. You are required to include a word count at the end of each pre-submitted essay and dissertation. Do make sure that your word counting function is instructed to include footnotes (not all programmes do this automatically). An electronic copy of each piece of work must be emailed to graduate@classics.ox.ac.uk.

15. 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 include bibliographies, and must be presented professionally with page numbers and due attention to spelling, punctuation and grammar. Pre-submitted work should include maps, plans, charts, and illustrations of artefacts, 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 read through 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. Please note what is said in section 14 (above) about word counts and word limits.

Both theses and extended essays should be word-processed and should be presented in at least 1.5 spacing, in at least 11-point font, and should be submitted in a simple plastic binder which protects the item, holds it together and facilitates handling and turning the pages. Theses must have a word-count at the end. 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, this should normally be in the original languages, with translations if desired. Greek should always be cited with all diacriticals (accents, breathings, subscripts etc.), Latin in italics unless offset (see examples in 4 overleaf). Abbreviated references to ancient authors should use major accepted conventions, e.g. those of the Oxford Latin Dictionary and of Liddell and Scott (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.

(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. 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 book or article which lists all works in alphabetical order.

Where two works have the same author and year of publication, they are distinguished as 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 (online through OxLIP).

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. Mnemosyne Supplements), but not when the series is occasional and unnumbered (e.g. Oxford Classical Monographs).

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

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’].

More detail on modes of citation is to be found in *The Oxford Manual of Style* (Oxford, 2002), 504-76 and in the *MHRA Style Guide* (Modern Humanities Research Association, London, 2002).

Normally, two copies of written work are submitted. Examiners may in special cases recommend that dissertations for the MPhil should be deposited in the Bodleian. Dissertations for the MSt are not deposited.

16. 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. For further instructions please see:

www.skillsportal.ox.ac.uk/course_listing_details.php?code=OLC-1-1

17. Classes and Seminars

There are a great number of seminars and classes organised by the Faculty of Classics in Oxford, details of which may be found in the lecture list (the regularly updated version is available on the web at www.classics.ox.ac.uk) and the lecture prospectus. They are frequently a good way to find out about new research, and provide an opportunity to hear about something that might not necessarily be right up your own academic street. Notable seminars include the Corpus Christi Classical seminar in MT and HT on Wednesdays at 5.00 in CCC, and the sub-faculty seminar in Hilary and Trinity Term.

A graduate 'Work-in-Progress' seminar is held each week. All graduates, including master's students, are encouraged to attend.

The Classical Association holds a well-advertised Annual Meeting at a university outside Oxford. This is one of the prime opportunities for UK Classics Graduates to give papers outside their own universities and to meet and discuss with graduates from other universities: the next conference takes place in Exeter on 11-14 April 2011. The other prime opportunity is the recently instituted national Annual Meeting of Postgraduates in Ancient Literature.

Seminar series away from Oxford are also very worthwhile, especially at Cambridge and the Institute of Classical Studies in London. The latter publishes an excellent list of seminars all over the UK. Oxford also enjoys particularly close interaction with the nearby universities of Warwick and Reading. There are also occasional opportunities to present papers abroad through the Europaeum consortium (www.europaeum.org) and other links with universities in continental Europe and the USA.

18. Lectures

A Classics lecture list is published online each term, covering all the lectures on Classics Mods, Classics Prelims and Finals. Lecture prospectuses, outlining the subject matter of each lecture course, are also issued. This lecture list is available on the web at www.classics.ox.ac.uk. Most of the lectures are set up specifically for undergraduate courses, but these often overlap with graduate options particularly for those in MSt Group C and MPhil Group A: you will certainly find them useful.

19. 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.

20. 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.

21. 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.

22. Libraries and Electronic Resources

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 10.00 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 License 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.

23. 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 University Language 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 Languages and Literature graduates this is 'gradll' (gradll@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 at 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.

24. Financial Assistance

The AHRC will consider applications 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 £2,000. 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 Directors of Graduate Studies for small sums from a Graduate Support Fund, for such purposes as to attend conferences outside Oxford.

25. 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; students wishing to attend these classes must notify the Academic Administrative Officer (email graduate@classics.ox.ac.uk). 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.

26. Joint Consultative Committee for Graduate Matters

Annual meetings are held during Hilary Term, between the Graduate Studies Committee and graduate students. These are important forums for discussion of general academic or administrative problems affecting graduates, all of whom are invited, and encouraged, to attend. Minutes of the Committee meetings are automatically sent to the meetings of the Sub-Faculty, where they are given close attention, especially if they contain proposals for reform or complaints.

27. 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.

28. 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.

29. Going on to a Doctorate after 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, which needs to be received by the Graduate Admissions Office by the application deadline in late January (TBC). Applications received after that date cannot be considered. Applications are made online and details of the procedure are available at http://www.ox.ac.uk/admissions/postgraduate_courses/.

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 mark of 67 or above; in this context particular attention is paid to the quality of the dissertation. A final decision on admissions will be made after the Examiners' meeting in 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.

Particular care should be devoted to the research proposal, in which you outline your doctoral project.

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. Circular to Examination Candidates, Trinity Term 2011

TRINITY TERM 2011

GREEK AND/OR LATIN LANGUAGES AND LITERATURE

MASTER OF STUDIES AND MASTER OF PHILOSOPHY

CIRCULAR TO CANDIDATES

1. **Delivery of dissertations and any remaining presubmitted essays** [see *Examination Regulations* 2010, pp. 525, 527-8 (M.Phil.) and 627 (M.St.)].

The **absolute deadline** for submission is noon on **Thursday 9 June 2011**.

Dissertations should be sent or delivered to the Clerk of the Schools, Examination Schools, High Street, in a parcel bearing the words 'Dissertation for the M.Phil. in Greek and/or Latin Languages and Literature' or 'Dissertation for the M.St. in Greek and/or Latin Languages and Literature'.

Essays should be sent or delivered to the Clerk of the Schools, Examination Schools, High Street, in a parcel bearing the words 'Essays presubmitted for the M.Phil. in Greek and/or Latin Languages and Literature' or 'Essays presubmitted for the M.St. in Greek and/or Latin Languages and Literature'.

You should look again at the **plagiarism guidelines** in Annexe D of your course handbook before submitting your essays and dissertation.

Please submit **two** copies of each dissertation or essay, typed or printed, in a simple plastic binder that will keep the pages in order. Write your candidate number, the title of the examination, and the subject on each dissertation or essay and on the envelopes containing them. **Do not give your name or college.** Essays must be accompanied by a signed statement indicating (a) that the essay is your own work except where otherwise stated, and (b) that you have read the faculty's guidelines on plagiarism. This statement should be submitted separately in a sealed envelope, addressed to the Chairman of the Examiners, and with your candidate number on the envelope.

Essays should be not more than 5000 words in length for MSt, 7500 for MPhil; dissertations not more than 10000 words for MSt, 25000 for MPhil. That word-limit excludes the bibliography, any text that is being edited or annotated, any translation of that text, any descriptive catalogue or similar factual matter, but includes quotations, notes, and appendices; **please check that your word-count program includes footnotes.** A note of the word-count must be included, and you must submit a digital copy of each essay and dissertations by attachment to the Graduate Studies Administrator at graduate@classics.ox.ac.uk separately from the hard copy to Schools.

Automatic penalties will be applied for exceeding the appropriate word-count; for details see the marking scales attached.

Failure to submit pre-submitted essays or theses by the relevant deadline, except in cases where permission to submit late has been obtained from the Proctors in advance, will lead to penalties, namely an automatic deduction of 10 points per week or fraction thereof.

2. **Timetable for the written examination:** All candidates will shortly receive a timetable from the Examination Schools. Your timetable will also be available to view on the Exam Schools website at:

<http://www.admin.ox.ac.uk/schools/oxonly/timetables/index.shtml>

You can access your candidate number through student self, at http://www.ox.ac.uk/students/registration_self_service/studentselfservice/.

3. **Procedure in written examinations.** You should either memorise your candidate number (**NOT** OSS 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.
4. **Format of papers.** The format of the examined papers will follow that of previous examinations, except that in the MSt Greek Metre paper question 1 will require you to answer on five (rather than four) passages from a choice of eight. In some of the papers yet to be taken there has been no previous examination, so the following details may be useful. In M.Phil. literary option papers you will be required to translate three shortish passages (no choice) and comment on four further passages (chosen from five) in three hours. Translation papers for M.St. literary options will require you to translate two passages, and there will be no choice of passages.
5. **Marks and classification.** Copies of the marking conventions and the descriptors for submitted work and language papers are ENCLOSED.
6. **Vivas.** The examiners will not hold vivas.
7. **Dates.** The M.Phil. examination will finish on Monday 27th June, the M.St. examination on Tuesday 28th June. Results should be available by Tuesday 5th July, barring major problems.
8. **Queries.** If you have any questions, please address them to your supervisor in the first instance.

Tobias Reinhardt
Chairman of Examiners
12 May 2011

M.ST. AND M.PHIL. IN GREEK AND/OR LATIN
LANGUAGES AND LITERATURE 2011

MARKING CONVENTIONS AND DESCRIPTORS

M.St. Examinations

Marking Conventions:

The components of each option will be marked on a numerical scale in which the highest mark is normally 85; for translations and for technical elements such as transcriptions and metre questions, the highest mark is 85. The marks will be conflated to give an overall mark for the whole option. Where an option consists of two topics (B i), two essays (B v, vi, vii, viii), or an essay and a practical test (B ix), each of the two marks shall count as half of the conflated mark. Where an option consists of two essays and a translation paper, each of the three marks shall count as one third of the conflated mark. For Intermediate Greek and Intermediate Latin, the weighting of the examined papers is 40% for the 2-hour paper and 60% for the 3-hour paper.

All questions carry equal weight with the following exceptions:

Intermediate Greek and Intermediate Latin: 2-hour paper, 60% for Part I and 40% for Part II; 3-hour paper, 40% for Part I and 60% for Part II.

Greek Metre: 60% for question 1, 40% for question 2.

Historical Linguistics and Comparative Philology: 19% for question 1, 27% for each of the other three questions.

A pass in the examination requires marks of 60 or above in two of the three options and an average mark of 60 or above. The Examiners may award a Distinction when the average mark is 70 or above (provided that no mark is below 60). Alternatively, they may give a distinction when two separate options are marked at 74 or above (and the third is not below 60).

The penalties for excessive length will be rigorously applied. The Examiners currently take off 2 marks for being over the count at all, with an additional mark deducted for every 5% over.

Each piece of work will be blind double-marked, and the two markers are asked to confer and, where possible, agree on a resolved mark. Where there is substantial disagreement between examiners over a script, essay, or dissertation, the Chairman of Examiners should determine whether a third reading should be arranged.

Descriptors:

A. 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.

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

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

70–85 Excellent work, with a developed grasp of the material or texts discussed and of current major issues, a depth of knowledge and understanding of the concepts involved. Arguments should show sophisticated reasoning and be clear, well-focused and cogent. Thoroughness, perceptiveness, critical insight, wide reading, clarity of thought and expression, critical ability and independence of thought are present, and presentation and referencing are consistent. When all these qualities are manifested in good measure, the mark should be 80 or above.

60–69 Good to very good work, which shows a consistency and fluency in discussing and evaluating texts and material, and evaluates/uses a variety of methods/approaches, with the whole organised into a structured argument and with consistency of presentation and referencing. Awareness, understanding and assimilation of the relevant literature are demonstrated.

50–59 Unsatisfactory work, which 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 Inadequate work, which shows insufficient awareness of texts and material, and very limited knowledge and understanding of the subject or of relevant secondary literature. 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 Very poor work, which shows little awareness of texts and material or of relevant secondary 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. Translations

Elegant and resourceful use of English will be rewarded, as will accuracy in detail and effectiveness in conveying the spirit of the original; incorrect and unduly clumsy or literal English will be penalized. More error will be tolerated in unseen than in prepared translation, and in the latter candidates are liable to be penalised severely for errors which suggest ignorance of the context (if it has one) and essential drift of the passage.

80-85 Outstanding and memorable. Sense and register of the passage admirably handled. The odd failing may be allowed.

70-79 Candidate has got the passage mostly right, with only minor errors or very few errors. Deals intelligently with difficulties. Handles the stylistic variations of the passage well, and achieves a natural English style.

60-69 Candidate has grasped the general sense and drift of the passage well, though with a number of errors. In prepared translation, the candidate appears to have a good grasp of the context of the passage, if it has one.

50-59 Candidate has essentially grasped the drift of the passage (and of the context, if relevant, of a prepared passage), but has made more, or more serious, errors than in a script in the 60-69 range.

40-49 Candidate shows only a shaky grasp of what is happening in the passage and has made a number of grave mistakes, but has shown some knowledge and understanding of the language and (in a prepared translation) of the context, where applicable, of the passage.

39 and below Very poor work, showing little knowledge of the language (or, in a prepared text, of the context and content of the passage).

M.Phil. Examinations

Marking Conventions:

In the actual assessment of the examination each option will be marked on a numerical scale in which the highest mark is normally 85; for translations and for technical elements such as transcriptions and metre questions, the highest mark is 85. The marks will be conflated to give an overall mark for the whole option. In literary options (A1-12), the translation-and-comment paper will count as 25% of the conflated mark, and each essay as 25%. In B options which consist of more than one essay or more than one examined paper, each essay or paper will have equal weight, except that for B6 and B7 (Intermediate Greek and Intermediate Latin) the weighting of the examined papers is 40% for the 2-hour paper and 60% for the 3-hour paper. In B1 and B2, the weighting is 35% for the 3-hour paper, 25% for each of the two essays, and 15% for the 1-hour transcription paper. In B3 (Greek and Latin Papyrology), each of the two essays and the practical test will have equal weight.

All questions in examined papers carry equal weight with the following exceptions:

Literary option papers (A1-12): Each of the seven answers (question 1: three translations; question 2: four commentaries) carries the same number of marks.

Intermediate Greek and Intermediate Latin: 2-hour paper, 60% for Part I and 40% for Part II; 3-hour paper, 40% for Part I and 60% for Part II.

A pass in the examination requires marks of 60 or above in two of the three options and an average mark of 60 or above. The Examiners may award a Distinction when the average mark is 70 or above (provided that no mark is below 60). Alternatively, they may give a distinction when two separate options are marked at 74 or above (and the third is not below 60).

The penalties for excessive length will be rigorously applied. The Examiners currently take off 2 marks for being over the count at all, with an additional mark deducted for every 5% over.

Each piece of work will be blind double-marked, and the two markers are asked to confer and, where possible, agree on a resolved mark. Where there is substantial disagreement between examiners over a script, essay, or dissertation, the Chairman of Examiners should determine whether a third reading should be arranged.

Descriptors:

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

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70–85 Excellent work, with a developed grasp of the material or texts discussed and of current major issues, a depth of knowledge and understanding of the concepts involved. Arguments should show sophisticated reasoning and be clear, well-focused and cogent. Thoroughness, perceptiveness, critical insight, wide reading, clarity of thought and expression, critical ability and independence of thought are present, and presentation and referencing are consistent. When all these qualities are manifested in good measure, the mark should be 80 or above.

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50–59 Unsatisfactory work, which 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 Inadequate work, which shows insufficient awareness of texts and material, and very limited knowledge and understanding of the subject or of relevant secondary literature. 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 Very poor work, which shows little awareness of texts and material or of relevant secondary literature, contains largely irrelevant or erroneous material, and is poorly focused; it may be seriously deficient in expression and organization.

Note on dissertations

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- the placing into a scholarly context of the central concerns and outcomes of the dissertation;
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- the ability to present a larger project and its outcomes as a whole and to summarize these succinctly and accurately.

B. Translations

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60-69 Candidate has grasped the general sense and drift of the passage well, though with a number of errors. In prepared translation, the candidate appears to have a good grasp of the context of the passage, if it has one.

50-59 Candidate has essentially grasped the drift of the passage (and of the context, if relevant, of a prepared passage), but has made more, or more serious, errors than in a script in the 60-69 range.

40-49 Candidate shows only a shaky grasp of what is happening in the passage and has made a number of grave mistakes, but has shown some knowledge and understanding of the language and (in a prepared translation) of the context, where applicable, of the passage.

39 and below Very poor work, showing little knowledge of the language (or, in a prepared text, of the context and content of the passage).

Annexe F. Humanities Division Personal and Professional Development Framework for Researchers

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.¹ 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.

¹ 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 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 will be able to advise you about faculty provision.

Humanities Division - 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

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

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

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
-

The DLT handbook is available to download:

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

Annexe G. Prescribed Editions

In addition to editions specified in the *Examination Regulations*, the following editions will be used in the examination; if more than one impression or edition has appeared, the latest will be used. Where no publisher's name is given, the book is published by the Clarendon Press or the Oxford University Press. * denotes an Oxford Classical Text.

Passages set will normally be photocopied directly from the prescribed edition. Words enclosed in square brackets are not normally to be translated (except in the case of Hesiod) – but square brackets mean something different in the case of works transmitted only on papyrus by authors such as Callimachus, Menander, Posidippus, and Timotheus: in their case anything enclosed in square brackets *should* be translated.

Aeschylus: *Page.

Ambrose: *Epistles*, in Lavarenne, Prudence, vol. iii (Budé).

Apollonius: Hunter (Cambridge University Press).

Aristophanes: *Wilson. [Note: this is a change from previous years.]

Aristotle: *Nicomachean Ethics*, *Bywater; *Physics*, *Ross; *Athenaion Politeia*, *Kenyon.

Asclepiades: *Page (*Epigrammata Graeca*).

Augustine: *Confessions*, ed. Skutella (Teubner).

Callimachus: Pfeiffer.

Catullus: *Mynors.

Caesar: *du Pontet.

Cicero: *De Finibus*, *Reynolds; *De Officiis*, in translation, Griffin and Atkins (Cicero, *On Duties*, Cambridge); *Speeches*, *Clark and Peterson; *Letters*, *Shackleton Bailey and Watt.

Claudius Quadrigarius: item 4 in Russell, *An Anthology of Latin Prose*

Demosthenes: *Dilts.

Euripides: *Diggle.

Herodotus: *Hude.

Hesiod: *Solmsen.

Homer (including the *Homeric Hymns*): *Monro and Allen.

Horace: *Wickham and Garrod.

Jerome: Wright (Loeb).

Juvenal: *Clausen.

Kavafis: *Poemata*, Savidis (Athens, 1975; two volumes).

Livy: Book I, *Ogilvie; Book VII, *Conway & Walters.

Lucan: Housman (Blackwell).

Lucretius: Rouse-Smith (Loeb), revised 2nd edn, 1992 or later.

Menander: *Sandbach.

Milton: J. Carey (*Complete Shorter Poems*, 2nd edn. Longman 1997).

Ovid: *Amores*, *Kenney; *Metamorphoses*, *Tarrant; *Fasti* IV, Fantham (Cambridge University Press); *Tristia* I, *Owen; *Ars Amatoria* *Kenney.

Persius: *Clausen.

Petrarch: *Africa*, N. Festa (Florence 1926); *Bucolicum Carmen*, François et al. (Paris 2001).

Petronius: Müller (Stuttgart and Leipzig, 4th edition).

Pindar: Race (Loeb)

Plato: *Gorgias*, Dodds; *Republic* *Slings; *Symposium*, Dover (Cambridge University Press); *Theaetetus*, *Sophist*, *Duke et al.; other dialogues, *Burnet.

Plautus: *Bacchides*, Barsby (Aris and Phillips); *Pseudolus*, Willcock (Bristol Classical Press).

Plutarch: *Pelopidas*, Perrin (Loeb).

Polybius: Büttner-Wobst (Teubner).

+Posidippus: Bastianini, Gallazzi and Austin (LED, Milan).

Propertius: Hutchinson (Cambridge University Press). [Note: this is a change from previous years.]

Sallust: *Reynolds.

Seferis: *Poemata* (Athens, 1972).

Seneca: *Epistulae Morales* (in Philosophy and in Greek and Latin Literature), *Reynolds; *Epistles* (in Second Classical Language), Summers (*Select Letters*, Macmillan, repr. Bristol Classical Press); *De Constantia, De Vita Beata, de Brevitate Vitae*, *Reynolds; *Apocolocyntosis*, Eden (Cambridge University Press); *Thyestes*, Tarrant (American Philological Association).

Sextus Empiricus: Bury (Loeb).

Sophocles: *Lloyd-Jones and Wilson.

Suetonius: Ihm (Teubner, ed. min.).

Symmachus: Symmachus, *Relatio 3*, Seeck (reprinted in Barrow, *Prefect and Emperor*).

Tacitus: *Dialogus*, *Winterbottom; *Annals and Histories*, *Fisher; *Agricola*, *Ogilvie.

Terence: *Eunuchus*, Barsby (Cambridge University Press); *Adelphoe* Martin (Cambridge University Press).

Theocritus: *Gow, *Bucolici Graeci*.

+Timotheus: Hordern.

Thucydides: *Stuart Jones.

Vida: R. G. Williams (1976).

Virgil: *Mynors.

Walter of Châtillon: M. L. Colker (Pavia 1978)

Xenophon: *Marchant.

*Oxford Classical Texts.

+ These texts are available in pamphlet-form on WebLearn.

Annexe H. Oxford Digital Theses

The University of Oxford is committed to the widest dissemination of research theses produced by its graduate students. Students following Master of Philosophy (M.Phil.) in Law, Master of Studies in Legal Research (M.St.), Master of Studies in Historical Research (M.St.) and Bachelor of Philosophy (B.Phil) in Philosophy programmes, in addition to the deposit of a hardbound copy, are invited to deposit a digital copy of their thesis voluntarily with the Oxford University Libraries. The digital copy should be deposited in the Oxford University Research Archive (ORA) at <http://ora.ox.ac.uk>. ORA provides maximum visibility and digital preservation for Oxford digital theses. Students should read important information about the deposit of and access to digital theses which is available at www.bodleian.ox.ac.uk/ora and includes:

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Annexe I. List of Graduate Forms and Deadlines

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.

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.