

UNIVERSITY OF OXFORD  
Board of the Faculty of Classics

FACULTY OF  
**CLASSICS**



UNIVERSITY OF  
**OXFORD**

# **Graduate Handbook**

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

# **2018**

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## Contents

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Dates of Full Terms . . . . .	4
Disclaimer . . . . .	4
Course Details . . . . .	5
Useful Links . . . . .	5
Aims and Objectives . . . . .	6
1. Introduction . . . . .	8
2. Supervisors. . . . .	8
3. Course Description: Master of Studies. . . . .	9
<i>Aims, Objectives and Teaching Methods.</i> . . . . .	9
<i>Structure of the MSt.</i> . . . . .	10
<i>Examinations.</i> . . . . .	10
<i>Timetable for the Proposal and Submission of Academic Work – MSt.</i> . . . . .	11
4. Course Description: Master of Philosophy. . . . .	11
<i>Aims, Objectives and Teaching Methods.</i> . . . . .	11
<i>Structure of the MPhil.</i> . . . . .	12
<i>Examinations.</i> . . . . .	13
<i>Timetable for the Proposal and Submission of Academic Work – MPhil.</i> . . . . .	13
5. Pre-Submitted Essays and Dissertations. . . . .	14
6. Prospectus of Options, 2018-19. . . . .	15
7. Guidelines and Conventions for the Presentation of Pre-submitted Essays and Dissertations for the MSt and MPhil. . . . .	17
(a) <i>Overall Presentation and Format.</i> . . . . .	17
(b) <i>Quotations of, and references to, ancient authors</i> . . . . .	18
(c) <i>Systems of bibliographical referencing.</i> . . . . .	18
(d) <i>Practical examples of the formats recommended in (b) and (c).</i> . . . . .	18
8. Plagiarism. . . . .	19
9. Classes and Seminars. . . . .	20
10. Lectures. . . . .	20
11. Graduate Forum. . . . .	20

12. Financial Support .....	20
13. Progression to the DPhil programme from the MSt or MPhil .....	21
14. The Graduate Studies Committee .....	21
Annexe A. Examination Conventions .....	22
Annexe B. Faculty Guidelines on Plagiarism. ....	30
Annexe C. Language Requirements for Ancient History. ....	33
Annexe D. List of Graduate Forms and Deadlines. ....	34

## Dates of Full Terms

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Michaelmas 2018: Sunday 7 October – Saturday 1 December 2018

Hilary 2019: Sunday 13 January – Saturday 9 March 2019

Trinity 2019: Sunday 28 April – Saturday 22 June 2019

Michaelmas 2019: Sunday 13 October – Saturday 7 December 2019

Hilary 2020: Sunday 19 January – Saturday 14 March 2020

Trinity 2020: Sunday 26 April – Saturday 20 June 2020

## Disclaimer

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This handbook applies to students starting the MSt or MPhil in Greek and/or Roman History in October 2018. The information in this handbook may be different for students starting in other years.

The *Examination Regulations* relating to these courses will be published at <http://www.admin.ox.ac.uk/examregs/2018-19/mosigaorromahist/studentview/> and <http://www.admin.ox.ac.uk/examregs/2018-19/mopigaorromahist/studentview/>. If there is a conflict between information in this handbook and the *Examination Regulations* then you should follow the *Examination Regulations*. If you have any concerns please contact [graduate@classics.ox.ac.uk](mailto:graduate@classics.ox.ac.uk).

The information in this handbook is accurate as at 24 September 2018, however it may be necessary for changes to be made in certain circumstances, as explained at [www.ox.ac.uk/coursechanges](http://www.ox.ac.uk/coursechanges). If such changes are made the department will publish a new version of this handbook together with a list of the changes and students will be informed.

## Course Details

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Full Title of Award: Master of Studies in Greek and/or Roman History

Course Length: 9 months

FHEQ Level: 7

Full Title of Award: Master of Philosophy in Greek and/or Roman History

Course Length: 21 months

FHEQ Level: 7

## Useful Links

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Complaints and Appeals: <https://weblearn.ox.ac.uk/x/MIY0IW>

Data Protection: <https://www.ox.ac.uk/students/life/it/studentrecord/data>

Examiners' Reports: <https://weblearn.ox.ac.uk/x/fj5wEF>

Faculty Online Student Handbook: <https://weblearn.ox.ac.uk/x/OxRvaf>

Graduate Supervision Reporting: <https://www.evision.ox.ac.uk>

Equality and Diversity: <https://weblearn.ox.ac.uk/x/OxRvaf>

Research Integrity: <https://weblearn.ox.ac.uk/x/OxRvaf>

## Aims and Objectives

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### Aims

- (i) To increase high-level intellectual confidence in students, enabling them to pose research-type questions for themselves, and work independently to produce convincing answers.
- (ii) To broaden the range of historical evidence accessible to students, to include literary and documentary texts in a variety of media, and material and visual culture where appropriate, and to inculcate critical and sophisticated analysis of all such material.
- (iii) To provide for students a sustained, carefully designed and progressively structured course which requires effort and rigour from them and which yields consistent intellectual reward and satisfaction.
- (iv) To train and encourage students in appropriate linguistic, analytical, research and presentational skills to the highest possible standards.
- (v) To equip students to approach major issues in their own as well as other cultures with a thoughtful and critical attitude.
- (vi) To produce Masters graduates who are able to deal with challenging intellectual problems systematically, analytically and efficiently, and who are suitable for a wide range of demanding occupations and professions, including teaching our subject in schools and higher education.
- (vii) To equip those students who have a vocation for further research with the skills needed to embark on doctoral-level research in any branch of Ancient History; and to impart a critical understanding of current international debate in the subject.

### Objectives

- (i) To provide expert guidance on methods and controversies in higher-level study of Ancient History, over a very wide range of options in central and representative fields of study, while offering also the chance to research more recondite topics to a comparable level.
- (ii) To help students develop their critical and argumentative skills, with a view to perceiving historical problems, posing questions creatively, establishing more useful historical generalizations, explaining change through time persuasively, and basing their arguments throughout on a just analysis of the views of other historians, past and present, and a sound and convincing analysis of all relevant evidence.
- (iv) To develop further in students skills of clear and effective communication in written and oral discourse and the organisational abilities needed to plan work and meet demanding deadlines.
- (v) To provide a teaching environment in which the key features are close and regular personal attention to students, constructive criticism and evaluation of their work, and continuous monitoring of their academic progress.

(vi) To provide effective mechanisms through which able students at different levels of experience can rapidly acquire the linguistic and other skills needed to achieve their potential in the subject.

(vii) To make full and effective use in our courses of the very wide range of research expertise in our Faculty and the excellent specialist resources and collections available in the University.

(viii) To offer courses which are kept under continuous review and scrutiny.

## 1. Introduction

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

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

You will need to refer to this handbook regularly throughout your course.

## 2. Supervisors

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Your supervisor is appointed before you embark on the course by the Graduate Studies Committee. He or she has overall direction of your course. At the beginning of the course, he or she will discuss your choice of options and the scheduling of those options with you. Throughout the course, your supervisor is your first port of call if you have questions or concerns. It is important to keep in regular contact with him or her. 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 advisor 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 (Dr Anna Clark) should be contacted for advice and guidance on academic matters ([anna.clark@chch.ox.ac.uk](mailto:anna.clark@chch.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 Graduate Supervision Reporting (GSR). Within this online system, which is available at <https://www.evision.ox.ac.uk>, you are expected to contribute to your termly supervision reports by reviewing and commenting on your own progress. This is an 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).

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 them with the 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 between weeks 7 and 9 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 the 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 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).

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.

### **3. Course Description: Master of Studies**

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#### ***Aims, Objectives and Teaching Methods***

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

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

## **Structure of the MSt**

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

It has three components. All candidates offer:

- (i) a language option from List A (see below and section 6 for these lists),
- (ii) an option from **either** List B **or** List C and
- (iii) a dissertation (D) of not more than 10,000 words (for word limits see 5 below).

In addition, all candidates must attend and participate in either the 'Greece and the East' or the 'Rome and the West' seminar (see section 4 below), although written work based on the seminars will not form part of the examination; and all students must attend the fortnightly seminar 'Ancient History: Methods and Approaches' during their first two terms. You should be ready to prepare pieces of work from time to time for presentation to the seminar: this is a skill which we hope to help you hone during the MSt year.

Those using the MSt as training for a DPhil are strongly advised to plan a dissertation which contributes to their projected doctoral thesis. The choice of options and essay titles must be approved by the Graduate Studies Committee for Ancient History. See Section 6 of this Handbook for a prospectus of options.

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

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

**List C** consists of 22 specified historical topics. Many of these overlap with options available in the Final Honour School of Literae Humaniores, which means that University lectures are available for most of the options in most years. The methods of teaching and examination are, however, quite distinct from the undergraduate degree, and the level at which you are expected to address problems of evidence and historical interpretation is also comparably higher.

## **Examinations**

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

### ***Timetable for the Proposal and Submission of Academic Work – MSt***

As soon as you arrive, you should set about deciding which options you are going to take; you need to submit these options for approval by the Graduate Studies Committee for Ancient History (section 13 below). Your supervisor will advise you on your choice of options and needs to approve them before they are submitted. **The deadlines listed below are crucial.** You also need to submit an examination entry through Student Self Service at the appropriate time during Hilary Term <http://www.ox.ac.uk/students/academic/exams/entry>.

#### **By Friday 9 November 2018** (Fifth Week of Michaelmas Term)

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

#### **By Monday 11 March 2019** (Ninth Week of Hilary Term)

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

#### **By noon on Wednesday 5 June 2019** (Sixth Week of Trinity Term)

Pre-submitted essays and dissertations to be handed in at the Examination Schools.  
Electronic copy to be submitted to [graduate@classics.ox.ac.uk](mailto:graduate@classics.ox.ac.uk).

At the time you submit your materials for assessment you are also required to submit a Declaration Form, which can be found in WebLearn at <https://weblearn.ox.ac.uk/x/fj5wEF>. Make sure you have acquired and filled in this form well before the deadline.

**Written examination in language options:** the examinations for language options are normally held on Monday of 8<sup>th</sup> week in Trinity Term.

A circular about examination arrangements will be sent to candidates in Hilary Term.

Candidates may also be required to attend a *viva voce* examination at which issues arising from their pre-submitted essays, examinations or dissertation may be discussed.

## **4. Course Description: Master of Philosophy**

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### ***Aims, Objectives and Teaching Methods***

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

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

## ***Structure of the MPhil***

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

It has five components. All candidates offer:

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

\*Note that the MPhil dissertation is counted twice in the final average of marks.

'Greece and the East' and 'Rome and the West' are based on fortnightly seminars held over the first two terms of the year; MPhil candidates are required to attend and participate in one of these seminars, and to write two 5,000 word essays based on their work for the seminar. These essays must be submitted at the end of the FIRST year of the course (see Timetable, below). The work submitted is marked, and you will receive feedback and the average mark for your two essays; that mark is then held over to form part of the average on which your MPhil result is based the following year. Additionally, all students must attend the fortnightly seminar 'Ancient History: Methods and Approaches' during their first two terms. The choice of options and dissertation and essay titles must be approved by the Graduate Studies Committee for Ancient History.

In addition to the compulsory pre-submission of essays in connection with the Seminar, you are allowed to be examined in up to two of your other options at the end of the first year of your course. This possibility has often proved particularly attractive for those offering a language option. With regard to the pre-submitted essays required for other options, it may be better to wait and benefit from the greater experience and knowledge you will acquire during the second year of your course, though you should certainly write up several of them to a near final state as you go along and not leave all to the final weeks. On the other hand, if you are intending to apply to continue to the doctorate, you should consider the benefits of being able to show some work which has been completed and assessed. Consult your supervisor or option tutor for advice.

**N.B.** Since pre-submission of essays for at least the 'graduate seminars' option (above) is compulsory at the end of the first year, if you are a first year MPhil student you must remember to submit an examination entry form by the deadline. Any changes to your examination entries must be arranged through your college office.

## **Examinations**

Options from Group A are assessed by three-hour written examination, all others by a pair of pre-submitted essays. Where an option is chosen from the MSt in Classical Archaeology or Greek and/or Latin Languages and Literature, the method of examination will be as described for that option in the *Examination Regulations*. Where a candidate chooses 'any other subject approved by the Graduate Studies Committee' under Group B above, the Committee will decide the method of examination. The character of 'pre-submitted essays' and dissertations is explained in section 5.

### ***Timetable for the Proposal and Submission of Academic Work – MPhil***

As soon as you arrive, or (even better) before that, you should set about deciding which options you are going to take; you need to submit these options for approval by the Graduate Studies Committee. Your supervisor will advise you on your choice of options and needs to approve them before they are submitted. The deadlines below are crucial. You also need to submit an examination entry through Student Self Service at the appropriate time <http://www.ox.ac.uk/students/academic/exams/entry>.

#### **By Friday 9 November 2018** (Fifth Week of Michaelmas Term, first year)

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

#### **By Monday 11 March 2019** (Ninth Week of Hilary Term)

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

#### **By noon on Wednesday 5 June 2019** (Sixth Week of Trinity Term)

Pre-submitted essays for the 'Greece and the East' and 'Rome and the West' options to be handed in at the Examination Schools; also any further essays pre-submitted by choice in the FIRST year (see above). Electronic copy to be submitted to [graduate@classics.ox.ac.uk](mailto:graduate@classics.ox.ac.uk).

#### **By Friday 15 November 2019** (Fifth Week of Michaelmas Term in second year)

Submission of titles of remaining pre-submitted essays and confirmed dissertation title.

#### **By noon on Wednesday 11 March 2020** (Eighth Week of Hilary Term in second year)

Pre-submitted essays (B and C options) to be handed in at the Examination Schools. Electronic copy to be submitted to [graduate@classics.ox.ac.uk](mailto:graduate@classics.ox.ac.uk).

#### **By noon on Wednesday 3 June 2020** (Sixth Week of Trinity Term in second year)

Dissertations (D option) to be handed in at the Examination Schools. Electronic copy to be submitted to [graduate@classics.ox.ac.uk](mailto:graduate@classics.ox.ac.uk).

At the time you submit your materials for assessment you are also required to submit a Declaration Form, which can be found in WebLearn at <https://weblearn.ox.ac.uk/x/fj5wEF>. Make sure you have acquired and filled in this form well before the deadline.

**Written examination in language options:** the examinations for language options are normally held on Monday of 8<sup>th</sup> week in Trinity Term.

A circular about examination arrangements will be sent to candidates in Hilary Term.

2<sup>nd</sup> Year MPhil candidates may also be required to attend a *viva voce* examination at which issues arising from their pre-submitted essays, examinations or dissertation may be discussed.

## 5. Pre-Submitted Essays and Dissertations

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The normal tuition for the options in both MSt and MPhil courses is as follows. For each subject you will have a tutor (whether your supervisor or one appointed by your supervisor - please note that you should **not** approach possible tutors yourself without reference to your supervisor). Your tutor will normally set between four and eight assignments relevant to the option in question, and reflecting your personal interests, for you to research, and give you advice on the relevant evidence and bibliography. The sequence of assignments should between them give broad coverage of the topic. You compose pieces of tutorial work for discussion with the tutor on each of these assignments. Typically, you will have a week in which to do each assignment, but timetable, and the nature of what you write, is for discussion between you and the tutor. (Some subjects are taught by classes, and arrangements for these will be somewhat less flexible). Your tutor will discuss your experience of each assignment with you and give you feedback on your ideas. When you have completed all the assignments, your tutor will help you choose two topics related to what you have done or extending-it, which can be worked up for submission in the form of two pre-submitted essays of not more than 5,000 words each. Your tutor may again give you bibliographical advice. Since the work at this stage will be assessed towards your degree classification, the contribution which your tutor can make is strictly limited: they can be asked for general advice on the topic, and consulted on thorny particular issues, but will only read and give feedback on **one** full draft.

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

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

The word limits for pre-submitted essays and for dissertations include quotations, footnotes and appendices; excluded are lists of contents, or of illustrations; bibliography; any extensive text that is specifically the subject of commentary (including a translation, if you include one); simple, descriptive captions to illustrations; and systematic descriptive catalogues of the material discussed, where appropriate (this may be especially relevant to archaeological topics). It should be emphasised that these are maximum limits and not targets to be attained.

## 6. Prospectus of Options, 2018-19

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### A

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

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

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

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

The options in modern languages are intended to provide a reading knowledge of modern languages especially relevant to a student's research. They assume no prior knowledge of the language in question. The goal is to be able to read, with use of a dictionary, a piece of academic prose in the candidate's subject area, and such pieces will be selected for translation in the examination. Special classes are provided in French, German, and Italian for Classicists; please inform the Academic Administrative Officer ([graduate@classics.ox.ac.uk](mailto:graduate@classics.ox.ac.uk)) if you wish to attend these classes.

## **B**

- (i) Greek Numismatics
- (ii) Roman Numismatics
- (iii) Greek Epigraphy
- (iv) The Epigraphy of the Roman World
- (v) Documentary Papyrology
- (vi) Roman Law
- (vii) Any of the following papers on the B List of the MSt in Greek and/or Latin Languages and Literature: B1-4; B7
- (viii) Any of the papers from Schedule B of the MSt in Classical Archaeology
- (ix) Any other subject approved by the Graduate Studies Committee for Ancient History

## **C**

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



(xxi) The City of Rome

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

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

## **D**

Dissertation

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

## **E**

Graduate Seminars in Ancient History (precise topics for 2018/19 to be announced)

- (i) 'Greece and the East'
- (ii) 'Rome and the West'

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

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### **(a) Overall Presentation and Format**

All work submitted for a graduate degree should be presented as if for publication. Essays and dissertations must be double-spaced, must include bibliographies and must be presented professionally with page numbers and due attention to spelling, punctuation, division into paragraphs and grammar. Footnotes are not obligatory, but most people find them a very useful device for including material and information that is relevant but not directly part of the argument. Abbreviations and references should follow a recognised system. Maps, plans, charts and illustrations of artefacts should be included whenever discussion of topography or artefacts plays an important part in the argument. All illustrations should be properly documented, with acknowledgement of the source (museum inventory number, Beazley reference etc.). Candidates must proofread their final version with care and make any necessary corrections. Candidates are allowed to use a third-party proof reader where the word limit is 10,000 words or greater, the University's policy on third-party proof reading is published at <http://www.admin.ox.ac.uk/edc/policiesandguidance/policyonproofreaders/>.

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

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

Where texts from ancient authors are quoted, they should be quoted in the original languages. If you give a translation, it should either be your own, or you should briefly identify its author (e.g., 'tr. Lattimore'). Greek should always be cited with all diacriticals (accents, breathings, subscripts etc.), Latin in italics unless offset (see examples in (d) below).

Abbreviated references to ancient authors should use major accepted conventions, e.g., those of the *Oxford Latin Dictionary* and of Liddell and Scott (e.g., *A.Ag.1*, *Virg.A.1.1*). Where two lines or fewer of an ancient author are quoted, this can be done in the main run of text; where more than two lines are quoted, these should be indented and centred, with appropriate spacing (see below).

Ensure you check transcriptions and translations of Greek and Latin texts carefully before handing in your work.

### **(c) Systems of bibliographical referencing**

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

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

#### **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, a fated fugitive...'

**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,<sup>1</sup> who has stated that 'the constructedness of Classics is a postmodern axiom'.<sup>2</sup>

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

<sup>2</sup> 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,<sup>1</sup> who has stated that 'the constructedness of Classics is a postmodern axiom'.<sup>2</sup>

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1. A.Smith, *Classics Deconstructed* (Cambridge, Mass., 2000), 65-6. [if monograph]

Cf. A.Smith, 'Afterword' in Brown, B, ed., *Classics Reconstructed*, *Mnemosyne* Supplement 299 (Leiden, 2000), 310-24 [if chapter in edited volume, in series]

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

2. Smith, (n.1 above), 67 [if ambiguous, use short title: 'Smith, *Classics Deconstructed* (n.1 above), 67'].

## 8. Plagiarism

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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 B. Note that paraphrase (whether extended or not), if insufficiently acknowledged, is liable to be regarded as plagiarism. Please read the Guidelines carefully, and take care.

## 9. Classes and Seminars

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There are many seminars and classes organised by the Faculty of Classics in Oxford, details of which may be found in the lecture list (available on the web at <http://rbll.classics.ox.ac.uk/>) and the lecture prospectus (<https://weblearn.ox.ac.uk/x/sAR0qS>). They are often a good way to find out about new research and, always a good idea, to hear about things that might not necessarily be up your own academic street. The long-established 'Tuesday seminar' in Ancient History plays a central role in the life of the Sub-Faculty and is one of the main occasions for graduates and faculty members to meet.

Another excellent place to meet like-minded graduates is the graduate work-in-progress seminars, at which graduates present and discuss their own work (senior members are excluded). Giving a paper to such a group is an excellent way to gain experience.

It can also be rewarding to travel to seminars outside Oxford. Each term the Institute of Classical Studies in London publishes a Meetings List, a copy of which is usually available at the issue desk in the Sackler Library (see section 16 below). Of special note is AMPAH (Annual Meeting of Postgraduate Ancient Historians) which will be held in Cambridge in 2019. The annual meeting of the Classical Association has also become a major forum for graduates. It will be held at University College London from 5 to 8 July 2019 (see: [www.classicalassociation.org/events.html](http://www.classicalassociation.org/events.html)). Financial assistance for travelling to conferences and seminars may be available (see section 12 below).

## 10. Lectures

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

## 11. Graduate Forum

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The Sub-Faculty of Ancient History has a Graduate Consultative Committee, called the Graduate Forum, which meets towards the end of every term. There are two student representatives in ancient history, one representing Masters students and one doctoral students, and they will take your concerns to this Forum (and indeed to meetings of the Sub-Faculty and the Faculty Board, of which they are members). The Graduate Forum is thus an important occasion.

## 12. Financial Support

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The Classics Faculty is able to offer moderate amounts of support for conference travel, organisation of conferences, and such like, from two sources, the Craven Fund and the Graduate Support Fund. It has no hardship fund. The Craven Fund Committee meets once a term. Most grants are made at the Hilary meeting; applications must be submitted by 12 noon on Friday of Week 1 of Hilary Term. Forms are available at <https://weblearn.ox.ac.uk/x/LYaG9G>.

The Graduate Support Fund is administered by the Directors of Graduate Studies, who may be contacted informally with enquiries. Grants are made throughout the year. The maximum sum granted per student per academic year from this fund is £250. Grants are made to applicants proposing to give papers at conferences; typically smaller sums are granted for attendance of conferences. Students are advised also to enquire about college financial support schemes.

### **13. Progression to the DPhil programme from the MSt or MPhil**

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Many of those doing the MSt or MPhil will be hoping to go on to a doctorate (DPhil). In order to do this you must make a separate application and for those wishing to start doctoral work in October 2019 this needs to be received by the Graduate Admissions Office by the deadline in early January (applications after that date cannot be considered). Applications are made online; details of the procedure are available on the Graduate Admissions website at <https://www.ox.ac.uk/admissions/graduate>. If your application is successful, acceptance will be made conditional on your performance in the examination; recently the qualifying level has been set at Distinction. A final decision on admissions will be made after the Examiners' meeting in late June.

Applicants for doctoral study will be considered for scholarships for which they are eligible and which the University administers, such as the Clarendon Fund and Ertegun scholarships.

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

### **14. The Graduate Studies Committee**

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

The GSC meets on the Fridays of *First* and *Sixth* Weeks of each term. The DGS, Dr Anna Clark, may be approached at any time (email: [anna.clark@chch.ox.ac.uk](mailto:anna.clark@chch.ox.ac.uk)). It is the responsibility of graduate students to ensure that documentation for anything they wish to come before the Committee is received in good time for (that is, at least a week before) the meeting at which they wish the matter to be discussed.

Members of the Graduate Studies Committee for the year 2018/19 are: Director of Graduate Studies – Chair (*ex officio*) Dr A. Clark, Chair of the Sub-Faculty (*ex officio*) Prof. R. Thomas, Dr E. Bispham, Dr C. Crowther, Dr C. Kuhn, Prof. N. Luraghi, Dr P. Thonemann.

## Annexe A. Examination Conventions

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### Board of the Faculty of Classics MSt and MPhil in Greek and/or Roman History 2018 Examination Conventions

Please note that candidates sitting Year 2 of the MPhil in 2019 will continue to be examined in accordance with the Examination Conventions which were in force during their first year. Please refer to the 2017 MSt/MPhil Handbook for details.

#### 1. Introduction

Examination conventions are the formal record of the specific assessment standards for the course or courses to which they apply. They set out how examined work will be marked and how the resulting marks will be used to arrive at a final result and classification of an award.

#### 2. Rubrics for individual papers

A12271W1	Elementary Greek	Candidates must attempt all three questions. In Questions 1 and 2, candidates are required to translate and answer grammatical questions set in consultation with the instructors and based on materials used in classes and set as homework/ vacation work. Question 3 comprises a passage of unseen translation of a standard closely analogous to that expected in Questions 1 and 2. All questions carry equal weight.
A12272W1	Intermediate Greek: Translation from Prepared Texts and Unseen Translation	Candidates must attempt all three questions. In Question 1, candidates are required to translate three passages from the set texts in D.A. Russell, <i>An Anthology of Greek Prose</i> . In Question 2, candidates must translate both passages taken from the other set texts. Question 3 comprises a passage of unseen translation. All questions carry equal weight.
A12273W1	Elementary Latin	Candidates must attempt all three questions. In Questions 1 and 2, candidates are required to translate and answer grammatical questions set in consultation with the instructors and based on materials used in classes and set as homework/ vacation work. Question 3 comprises a passage of unseen translation of a standard closely analogous to that expected in Questions 1 and 2. All questions carry equal weight.
A12274W1	Intermediate Latin: Translation from Prepared Texts and Unseen Translation	Candidates must attempt all three questions. In Question 1, candidates are required to translate three passages from the set texts in D.A. Russell, <i>An Anthology of Latin Prose</i> . In Question 2, candidates must translate both passages taken from the other set texts. Question 3 comprises a passage of unseen translation. All questions carry equal weight.

A12275W1	French	Candidates are required to translate three of the five passages. One French-English dictionary is permitted. Italics and Greek words need not be translated and can be replaced by "...". All questions are equally weighted.
A12276W1	German	Candidates are required to translate three of the five passages. One German-English dictionary is permitted. Italics and Greek words need not be translated and can be replaced by "...". All questions are equally weighted.
A12277W1	Italian	Candidates are required to translate three of the five passages. One Italian-English dictionary is permitted. Italics and Greek words need not be translated and can be replaced by "...". All questions are equally weighted.

Copies of past papers may be viewed in OXAM at <https://weblearn.ox.ac.uk/portal/hierarchy/oxam>.

Where a paper is offered for the first time, a specimen paper may be found on the Classics Faculty's WebLearn site at <https://weblearn.ox.ac.uk/x/HfkjY1>. Where a candidate is offering an approved subject examined by written paper, the candidate will be notified of the format of the paper at least one full term in advance of the date of the written examination.

### 3. Marking Conventions

#### University scale for standardised expression of agreed final marks

Agreed final marks for individual papers will be expressed using the following scale:

70-100	Distinction
65-69	Merit
50-64	Pass
0-49	Fail

#### Marking Descriptors

Marks are given on a numerical scale ranging from 0 to 100.

Examiners will bear in mind the following criteria:

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

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

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

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

**70-85** Excellent work, displaying: a developed grasp of primary evidence and how to use it; a depth of knowledge of the concepts and material involved; a profound understanding of current major issues in its interpretation; and a keen sense of the historical debates to which it relates. Current state of knowledge and methodology are reviewed critically, with insight and independence of thought. Arguments show sophisticated reasoning and are clear, well-focused and cogent. Thoroughness, insight, wide reading and understanding, clarity of thought and expression, and critical ability are present. When all these qualities are present but some are manifested in good measure, the mark should be 74 or above; when all are manifested in good measure, the mark should be 77 or above; when all are manifested in good measure and some in very good measure, the mark should be 80 or above.

**65-69** Very good work, which shows consistency and fluency in discussing and evaluating evidence, and organising it into a structured and persuasive argument, and an ability to use and evaluate a variety of methods or approaches to the problems. There is a solid and accurate coverage of relevant scholarship.

**57-64** Good work, which deals with evidence competently and accurately, and demonstrates awareness, understanding and assimilation of the scholarly literature relevant to the chosen problems. The problems are stated clearly and the treatment is intelligently organised.

**50-56** Satisfactory work, showing a generally adequate knowledge of the main evidence and issues and presenting an argument, but less nuanced and precise than more distinguished work, and perhaps marred by venial omissions or errors and implausible argumentation.

**40-49** Unsatisfactory work, which shows some knowledge and understanding, but may not develop ideas or methodology very far. There are some omissions, shortcomings, or errors of fact, and limited deployment of evidence to support ideas or argument. There is reference to the scholarly literature, though not extensive, and there may be limited evidence of critical ability.

**39 and below** Inadequate or very poor work; which shows little or insufficient awareness of evidence and very limited knowledge and understanding of the essential literature on the subject. It may contain significant inaccuracies, be insufficiently focussed or simply general and diffuse. It may also show significant deficiencies in organisation and discussion of ideas, while arguments may be inadequately supported or hard to follow.



### **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 examiners and assessors will particularly address the following considerations:

- the delineation of the aims, assessment of methods, and appreciation of limitations, of the dissertation;
- the placing into scholarly contexts of the central concerns and outcomes of the dissertation;
- the quality of interpretation (understanding of relevant issues, subtlety, and, in outstanding cases, creativity);
- the ability to present a larger project and its outcomes as a whole and to summarise these succinctly and accurately.

### **B. Ancient and Modern Language Papers**

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

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

<b>86-100</b>	Altogether exceptional: admirable flair in entire paper;
prepared passages:	full comprehension and flawless translation;
accidence and syntax:	virtually no errors;
unseen:	fluent translation to the point of conveying even ambiguity.
<b>80-85</b>	Outstanding: significant flair in entire paper;
prepared passages:	almost wholly fluent translation without problems of comprehension;
accidence and syntax:	very few errors;
unseen:	highly fluent translation.
<b>70-79</b>	Excellent: thorough and adequate understanding of the language visible;
prepared passages:	few problems of comprehension; candidate shows resourcefulness in overcoming problems and producing a persuasive translation;
accidence and syntax:	errors only in cases of difficult vocabulary and constructions;
unseen:	highly adequate translation.
<b>65-69</b>	Very good: sound understanding of the language visible;
prepared passages:	plausible attempts to overcome problems in translation and appropriate general comprehension;
accidence and syntax:	appropriate knowledge and comprehension of main items without gaps;
unseen:	adequate translation and comprehension of passage, with plausible attempts to overcome problems.

<b>57-64</b>	Good: understanding of language visible, though depth and accuracy lacking in places;
prepared passages:	general comprehension, but with some gaps in the translation; some attempts made to cope with the more difficult vocabulary (with a reasonable attempt to work round basic gaps);
accidence and syntax:	knowledge and comprehension of most main items with minor gaps;
unseen:	general comprehension of passage, with some of the more difficult constructions and vocabulary not appropriately translated, but a decent attempt to work round basic gaps.
<b>50-56</b>	Satisfactory: general understanding of language visible, though depth and accuracy are lacking;
prepared passages:	general comprehension, but with significant gaps in the translation; failure to cope with the more difficult vocabulary;
accidence and syntax:	reasonable knowledge and comprehension of most main items but with significant gaps;
unseen:	general comprehension of passage, though failure to translate the more difficult constructions and vocabulary appropriately.
<b>40-49</b>	Unsatisfactory: insufficient understanding of language visible while there are problems even in the more common areas;
prepared passages:	insufficient comprehension owing to significant gaps in the translation, difficulties even with common words and structures;
accidence and syntax:	insufficient knowledge and understanding of common declensions, conjugations and structures;
unseen:	insufficient comprehension owing to significant gaps in the translation, difficulties even with common words and structures.
<b>39 and below</b>	Inadequate: understanding of the language not visible.
prepared passages:	largely or almost wholly misunderstood;
accidence and syntax:	absence of knowledge of declensions, conjugations and basic structures;
unseen:	largely or almost wholly misunderstood.

### **Verification and reconciliation of marks**

All scripts and submissions are independently marked by two examiners or assessors. Once they have each awarded an initial mark, the two markers confer in order to arrive at an agreed mark; the final mark is not generated simply by averaging the two initial marks. In the event that the two markers are unable to reach agreement on a final mark for a script, a third marking is arranged; the third mark will usually be the final mark, but examiners have discretion to adjudicate.

### **Weighting of sections/components in particular papers**

Within each written paper all questions carry equal weight.

## Scaling

The examiners may choose to scale marks for written papers where in their academic judgement:

- a) a paper was more difficult or easy than in previous years;
- b) a paper has generated a spread of marks which are not a fair reflection of student performance in terms of the qualitative marks descriptors.

Scaling will only be considered and undertaken after moderation of a paper has been completed, and a complete run of marks for all papers is available. In the event that scaling is undertaken, details of the reason for the scaling and the algorithm used will be published in the examiners' report.

## Short-weight convention and departure from rubric

Where a candidate has failed to answer a compulsory question, or failed to answer the required number of questions on a written paper, a mark of zero shall be awarded for the unanswered question(s).

Candidates will also be penalised for ignoring instructions on the question paper (such as 'show knowledge of both authors'), which vary according to the seriousness of the omission.

## Penalties for late or non-submission

The following penalties shall apply for late submission of pre-submitted essays and dissertations:

<b>Late submission</b>	<b>Penalty</b>
Up to one day <i>(submitted on the day but after the deadline)</i>	-5 marks
Each additional day <i>(i.e. two days late = -6 marks three days late = -7 marks etc.;</i> <i>note that each weekend day counts as a full day for the purposes of mark deductions)</i>	-1 mark
Max. deducted marks up to 2 weeks late	-18 marks
More than 2 weeks late	Failure of the assessment involved

## Penalties for over-length work and departure from approved titles or subject-matter

Percentage by which the maximum word limit is exceeded	Penalty (up to a maximum of -10)	Example: essays with word limit of 5,000 – number of words into which percentage translates	Example: dissertations with word limit of 10,000 – number of words into which percentage translates
Up to 5%	-1 mark	1-250 words over	1-500 words over
Over 5% and up to 10%	-2 marks	251-500 words over	501-1,000 words over
Over 10% and up to 15%	-3 marks	501-750 words over	1,001-1,500 words over
Each further 5%	-1 further mark	Each further 250 words over	Each further 500 words over

The following penalties shall apply for exceeding the word limit for items of pre-submitted work:

### Non-attendance at examination

Non-attendance results in failure of the assessment concerned.

## 4. Classification

### Qualitative descriptors of classes

See mark bands and descriptors in section 3 above.

### Classification rules

#### MSt

An overall average of 50 is required to pass the degree. Each of the three options carries equal weight. A mark below 40 in any part of the examination will result in an overall Fail.

The examiners will award a Distinction when the average mark is 70 or above, provided that no mark is below 50 and that at least one mark on a non-linguistic paper is 70 or above; alternatively, they will award a Distinction when two separate options are marked at 74 or above, provided the third is not below 57. They will award a Merit to any candidate not achieving a Distinction whose average mark is 65 or above, provided that no mark is below 50 and at least one mark on a non-linguistic paper is 65 or above; alternatively, they will award a Merit when two options are marked at 70 or above and the third is not below 50.

As will be seen from the descriptors, candidates who are given a Distinction or Merit will have, in general, produced excellent to exceptional work or very good work respectively. Candidates who achieve a Pass should produce good work in at least two options; candidates whose work is unsatisfactory in more than one option will be given a Fail.

## **MPhil**

An overall average of 50 is required to pass the degree. All options carry equal weight, with the exception of the dissertation which carries double weight.

The examiners will award a Distinction when the average mark is 70 or above, provided that no mark is below 50, and that at least two marks on non-linguistic papers are 70 or above (here too the dissertation can count for two marks). They will award a Merit to any candidate not achieving a Distinction when the average mark is 65 or above, provided that no mark is below 50 and at least one mark on a non-linguistic paper is 65 or above (here again the dissertation can count for two marks).

As will be seen from the descriptors, candidates who are given a Distinction or Merit will have, in general, produced excellent to exceptional work or very good work respectively. Candidates who achieve a Pass should produce good work in at least three options; candidates whose work is unsatisfactory in more than one option will be given a Fail.

### **Consideration of borderline cases**

Borderline cases are assessed by the Chair of Examiners in consultation with the examiners, and receive third readings if appropriate.

### **Vivas**

Candidates may be required to attend a *viva voce* examination if summoned by the examiners. The examiners intend to dispense from *viva voce* examination all candidates whose assessment they are able to complete on the basis of examination or submitted written work.

## **5. Resits**

Candidates who fail the examination will have the opportunity to resit any failed assessment(s) (i.e. those for which a mark of less than 50 has been awarded) on one subsequent occasion. Candidates who resit all or part of the examination may not be awarded a Distinction or a Merit.

## **6. Mitigating Circumstances**

Where a candidate or candidates have made a submission, under Part 13 of the Regulations for Conduct of University Examinations, that unforeseen factors may have had an impact on their performance in an examination, examiners will meet to discuss the individual applications and band the seriousness of each application on a scale of 1-3 (with 1 indicating minor impact, 2 indicating moderate impact, and 3 indicating very serious impact). When reaching this decision, examiners will take into consideration the severity and relevance of the circumstances, and the strength of the evidence. Examiners will also note whether all or a subset of papers were affected, being aware that it is possible for circumstances to have different levels of impact on different papers. The banding information will be used at the final board of examiners meeting to adjudicate on the merits of candidates. Further information is provided at [www.ox.ac.uk/students/academic/exams/guidance](http://www.ox.ac.uk/students/academic/exams/guidance).

## Annexe B. Faculty Guidelines on Plagiarism

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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 essays and dissertation.

(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 essays or dissertation, 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.<sup>1</sup> 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.

<sup>1</sup> 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.

For further help and information, see

<http://www.ox.ac.uk/students/academic/guidance/skills/plagiarism> and

<http://www.admin.ox.ac.uk/proctors/info/pam>.



## Annexe C. Language Requirements for Ancient History

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

### **(a) Intermediate Greek**

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

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

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

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

### **(b) Intermediate Latin**

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

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

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

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

## Annexe D. List of Graduate Forms and Deadlines

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<b>Form</b>	<b>Description</b>	<b>Deadline for Submission</b>
AH01	Ancient History MSt Options	Friday 9 November 2018
AH02	Ancient History MSt Pre-submitted Essay Titles	Monday 11 March 2019
AH03	Ancient History MPhil Options	Friday 9 November 2018
AH04	Ancient History MPhil Year 1 Pre-submitted Essay Titles	Monday 11 March 2019
AH05	Ancient History MPhil Year 2 Pre-submitted Essay and Dissertation Titles	Friday 8 November 2019

These forms may be downloaded from WebLearn in MS Word Format at <https://weblearn.ox.ac.uk/x/fj5wEF>.

Please submit these forms by email to [graduate@classics.ox.ac.uk](mailto:graduate@classics.ox.ac.uk), copying your supervisor into the email. Deadlines for the submission of forms will be strictly enforced.

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