UNIVERSITY OF OXFORD
Board of the Faculty of Classics

Graduate Handbook

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

2024

Faculty of Classics
Ioannou Centre for Classical & Byzantine Studies
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Contents

Dates of Full Terms

Michaelmas 2024: Sunday 13 October – Saturday 7 December 2024

Hilary 2025: Sunday 19 January – Saturday 15 March 2025

Trinity 2025: Sunday 27 April – Saturday 21 June 2025

Michaelmas 2024: Sunday 12 October – Saturday 6 December 2025

Hilary 2025: Sunday 18 January – Saturday 14 March 2026

Trinity 2025: Sunday 26 April – Saturday 20 June 2026

Disclaimer

This handbook applies to students starting the MSt or MPhil in Greek and/or Roman History in October 2024. 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 https://examregs.admin.ox.ac.uk/. 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.

The information in this handbook is accurate as at 14 May 2025. However, it may be necessary for changes to be made in certain circumstances, as explained at 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

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

Classics Postgraduate Information Canvas site: https://canvas.ox.ac.uk/courses/48688

Complaints and Appeals: https://canvas.ox.ac.uk/courses/48688/pages/complaints-and-academic-appeals

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

Equality and Diversity at Oxford: https://canvas.ox.ac.uk/courses/48688/pages/equality-and-diversity

Examination Conventions: https://canvas.ox.ac.uk/courses/48688

Examiners' Reports: https://canvas.ox.ac.uk/courses/48688/pages/mst-and-mphil-examiners-reports

Graduate Forum: https://canvas.ox.ac.uk/courses/48688/pages/graduate-forum

Graduate Supervision Reporting (Student Self-Service): https://www.evision.ox.ac.uk/

Policy and Guidance on Postgraduate taught courses:
https://academic.admin.ox.ac.uk/policies/pgt

Research Integrity: https://researchsupport.admin.ox.ac.uk/governance/integrity

Aims and Objectives of the MSt and MPhil in Greek and/or Roman History

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

This handbook, which is meant to be read in combination with the formal course descriptions in *Examination Regulations* (available online at https://examregs.admin.ox.ac.uk/), 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.

You are the architect of your experience as a graduate student. Your motivation, enthusiasm, ideas, and initiative were probably important in leading us to offer you a place, against strong competition. These are the key to a fulfilling academic life as a Masters student. Your supervisor and the tutors with whom you work on options (and other academics you can meet in seminars or socially) are there to help shape, develop and multiply your interests in ancient history, and to spark new ideas - but the propulsion comes from you.

2. Supervisors

Your supervisor is appointed before you embark on the course by the Graduate Studies Committee. They have overall direction of your course. At the beginning of the course, your supervisor 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 them. It is also your responsibility to retain a grasp of the general progress and balance of your own work.

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. The Director of Graduate Studies (Professor Jonathan Prag, jonathan.prag@merton.ox.ac.uk) may be contacted at any time for advice and guidance on academic matters, and in any case where you do not feel it appropriate to discuss the matter with your supervisor. Your college should have also appointed a college graduate advisor for you. Your college advisor will usually be a member of the college in a related academic discipline. They are not intended to take a supervisory role, but they are intended to be able to provide more general advice and guidance.

At the end of each term, both you and your supervisor(s) will submit a report on your academic progress. To facilitate this reporting, the University operates an online Graduate Supervision Reporting system (GSR), which is part of Student Self Service. 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 important 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). 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 the whole 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 reservations, issues or complaints about the supervision you are receiving, you should raise them directly with the Director of Graduate Studies as soon as possible, rather than using 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 in GSR, 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. It is mandatory for supervisors to report on their PGT and PGR students using the GSR system. If for any reason a supervisor has omitted to report (as can happen), the student should not hesitate to ask them for an informal update, which can also be included in the next formal report on GSR. You should consider discussing any recurrent difficulties in this area - or indeed any troubling communications issues - with the DGS. That course of action should not be regarded as a last resort and is open to you at any time.

3. Course Description: Master of Studies

Aims, Objectives and Teaching Methods

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

Flexibility has always been one of the main aims of this course, since students beginning graduate work at a major international university inevitably have very different backgrounds and needs. Every student takes a selection of options individually related to their 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. Your supervisor is there to help you identify an appropriate selection of options. The normal mode of teaching is through a mixture of one-to-one tutorials, classes and seminars, but 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 in their first term (see section 4 below), although written work based on these 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 for 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 one of the 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 a choice of specified historical topics. Many of these overlap with options available in the Final Honour School of Literae Humaniores (Classics), which means that University lectures are available for most of these 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. 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 15 November 2024 (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.

Thursday 30 January 2025
>	Examination entry deadline.

By Monday 17 March 2025 (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 4 June 2025 (Sixth Week of Trinity Term)
>	Pre-submitted essays and dissertations to be submitted online.

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

For the Examination Conventions, please see the most recent version of the Circular to Candidates in Canvas. A circular about examination arrangements will be sent to candidates in Hilary Term.

The central importance of detailed communication between student and supervisor at all times is emphasized. This is of special significance in the run-up to submission of written work. The supervisor will know how to respond to queries, difficulties, and crises, and is in a position to advise on every kind of mitigation and remedy. Failure to communicate about issues sometimes leads to sad and unnecessary errors in the final preparation and submission of work, which could very easily have been avoided had supervisors been fully informed about student difficulties at the earliest opportunity. At the same time, supervisors and tutors are extremely busy and cannot be expected to provide detailed feedback on written work at very short notice. In order to support this process and reduce the risk of misunderstandings, the GSC, in dialogue with the student representatives, has agreed the following 'soft' deadlines for pre-submitted essays and dissertations, on the understanding that if draft work is submitted to tutors and supervisors by these soft deadlines, then students can in turn reasonably expect to receive feedback on that work by the dates indicated below.

Friday of 10th wk in Hilary Term: submission of draft MSt pre-subs
Friday of -1st wk in Trinity Term: return of feedback on MSt pre-subs
Wednesday of 2nd wk in Trinity Term: submission of draft MSt dissertations
Friday of 4th wk in Trinity Term: return of feedback on MSt dissertations

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

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) a graduate seminar in ancient history, 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 first 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 should be discussed with your supervisor at an early stage and must be approved by the Graduate Studies Committee for Ancient History.

In addition to the compulsory pre-submission of essays in connection with the graduate seminar, you are allowed to submit for examination 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 aim to 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 draw on some work which has been completed and assessed for the written work that you will need to submit with the application. Consult your supervisor or option tutor for advice.

N.B. Since pre-submission of essays for at least the graduate seminars option 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, and may incur an administration fee.

The central importance of detailed communication between student and supervisor at all times is emphasized. This is of special significance in the run-up to submission of written work. The supervisor will know how to respond to queries, difficulties, and crises, and is in a position to advise on every kind of mitigation and remedy. Failure to communicate about issues sometimes leads to sad and unnecessary errors in the final preparation and submission of work, which could very easily have been avoided had supervisors been fully informed about student difficulties at the earliest opportunity. At the same time, supervisors and tutors are extremely busy and cannot be expected to provide detailed feedback on written work at very short notice. In order to support this process and reduce the risk of misunderstandings, the GSC, in dialogue with the student representatives, has agreed a set of 'soft' deadlines for pre-submitted essays and dissertations, on the understanding that if draft work is submitted to tutors and supervisors by these soft deadlines, then students can in turn reasonably expect to receive feedback on that work by the dates indicated below. These soft deadlines are summarised after the formal timetable for submission outlined below.

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. 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 15 November 2024 (Fifth Week of Michaelmas Term, first year)
> Choice of options and approximate dissertation title to be submitted for approval by the Graduate Studies Committee.

Thursday 30 January 2025
> Examination entry deadline (MPhil Year 1).

By Monday 17 March 2025 (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 4 June 2025 (Sixth Week of Trinity Term)
> Pre-submitted essays for the 'Greece and the East' and 'Rome and the West' options to be submitted online; also any further essays pre-submitted by choice in the FIRST year (see above).

By Friday 14 November 2025 (Fifth Week of Michaelmas Term in second year)
> Submission of titles of remaining pre-submitted essays and confirmed dissertation title.

Thursday 29 January 2026
> Examination entry deadline (MPhil Year 2).

By noon on Wednesday 29 April 2026 (First Week of Trinity Term in second year)
> Pre-submitted essays (B and C options) to be submitted online.

By noon on Wednesday 3 June 2026 (Sixth Week of Trinity Term in second year)
> Dissertations (D option) to be submitted online.

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

For the Examination Conventions, please see Canvas. A circular about examination arrangements will be sent to candidates in Hilary Term.

2nd 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.

Agreed soft-deadlines for the submission of draft work and receipt of feedback

MPhil year 1
Wednesday 2nd week of Trinity Term: soft-deadline for drafts of year 1 pre-subs
Friday 4th week of Trinity Term: feedback deadline for year 1 pre-subs

MPhil year 2
Friday 10th week Hilary Term: soft-deadline for drafts of year 2 pre-subs
Friday -1st week Trinity Term: feedback deadline for year 2 pre-subs
Wednesday 2nd week Trinity Term: soft-deadline for drafts of dissertations
Friday 4th week Trinity Term: feedback deadline for dissertations

5. Pre-Submitted Essays and Dissertations

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 particular thorny 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 assignment. 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.

As stipulated in the Regulations, the bibliography is excluded from the word count. With the exception of the specific categories of material listed below, all other text, quotations, footnotes, captions for figures and illustrations, and appendices are included. Any candidate in any doubt about whether material is eligible for exclusion must check with academic administration (graduate@classics.ox.ac.uk) no later than three weeks before the submission deadline.

- Descriptive catalogues or lists of materials that constitute a reference collection of the principal evidence on which the argument of the essay or dissertation is based and include no analytical elements.
- In the case of illustrations: a list of illustrations (if provided in addition to captions), which may include sources for the illustrations, even if they do not appear as captions to the illustration itself, but no other interpretative material. Where many descriptive captions are desirable, it is recommended that students draw up a numbered Catalogue of materials (see above), using only the Catalogue number as a caption for the illustration.
- Unpublished archival material provided as an appendix.
- In the case of editions: the text edited by the candidate, and any apparatus criticus or translation of this text. Note that ordinary quotations and translations in the course of a discursive essay will always be included in the word count.
- Extensive tables of statistical data provided as an appendix.

Your degree result is assessed on work that you have done during the course here. You are not allowed to include in your submitted work any materials on which you have been assessed in any other university degree course. If you have published on topics related to those of Masters work submitted in Oxford, citing the publication, especially extensively, can therefore raise problems. Was the work peer-reviewed? Did editorial input improve it? Have you received feedback from your audiences? It is important to go to some trouble in such cases to be as explicit as possible as to the relationship of the Oxford submission to the published piece, specifying overlaps and explaining differences. If you are in any doubt about how to do this, consult your supervisor, and/or write to the Faculty graduate administration for advice. Self-citation also precludes the anonymisation which is an important principle of Oxford examining, and it may be preferable to save publishing your ideas until after your Oxford work has been submitted.

6. Prospectus of Options

List 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 elementary language 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).

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; instructions on how to register for these classes will be circulated before the start of Michaelmas Term.

List 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

List 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)   The Achaemenid Empire

(viii)   Pre-Roman Italy

(ix)   Carthage and the Phoenician Mediterranean

(x)   Rome and the Mediterranean World 240–146 BCE

(xi)   Roman History 146 BC–46 BCE

(xii)   Cicero

(xiii)   Roman History 46 BCE–54 CE

(xiv)   Roman History 54–138 CE

(xv)   Roman History 138–312 CE

(xvi)   The Ecology, Agriculture and Settlement History of the Ancient Mediterranean World

(xvii)   The Economy of the pre-Roman Mediterranean

(xviii)   The Economy of the Roman Empire

(xix)   The Provinces of the Roman Empire

(xx)   Greek and/or Roman Religions

(xxi)   Gender and Sexuality in the Greek and/or Roman World

(xxii)   Varieties of Enslavement and Unfreedom in the Ancient Mediterranean

(xxiii)   Community Movements, Mediterranean Colonizations and Colonialisms

(xxiv)   Greek and/or Latin Historiography

(xxv)   The Church in the Roman Empire from the Beginnings to 312 CE

(xxvi)   The World of Augustine

(xxvii)   The City of Rome (**MPhil only**)

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. It should normally be taken in Year 1 of the MPhil. N.B. (1) this paper involves a period of residence at the BSR, which may overlap with the first year submission deadline, and therefore requires careful workload planning; (2) this paper is examined through two submitted essays like all other papers, normally submitted in year 2, not the single essay completed as part of the BSR course, although the latter will normally form the basis for one of your two submissions; (3) this option carries additional tuition fees and maintenance costs: tuition fees for this course are transferred to the School by the University; maintenance costs are the responsibility of the student and should be discussed with your college; grants to assist with costs for travel and maintenance may be applied for from College or University funds, including the Faculty's Craven Fund.

(xxviii)   Writing Greek and Roman history after Antiquity

(xxix)   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 2024-25 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

(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 (they are not, however, the place for further discussion or digression). 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 https://academic.admin.ox.ac.uk/policies/third-party-proof-readers.

Useful help and guidance on many detailed issues of how to format and present a piece of scholarly work can be found in the *New Oxford Style Guide* (OUP, 2016) and the *Modern Humanities Research Association Style Book* (4th ed. 2024, online at https://www.mhra.org.uk/style/).

To ensure the anonymous assessment of your work, it should be identified only with your candidate number; please do not enter your name, student number, college or personal dedications/acknowledgements anywhere on the document.

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

Where texts from ancient authors are quoted, they should be quoted in the original language, since these constitute the primary evidence for an argument. 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 diacritics (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 submitting your work.

(c) Systems of bibliographical referencing

It is obviously important to keep accurate *lists of references* from the beginning of research. A bibliography divided by subject can sometimes be more useful than a single unclassified list of references. You may find it helpful to use reference management software, such as Zotero, EndNote or Mendeley (see https://libguides.bodleian.ox.ac.uk/reference-management). 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 cited 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 at https://about.brepolis.net/aph-abreviations/).

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,[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'].

8. Plagiarism

In pre-submitted essays and dissertations, all quotations from primary or secondary sources and all reporting or appropriation of material from those sources must be explicitly acknowledged. The Faculty's Guidelines on Plagiarism are included below in this handbook as Annexe A. Note that paraphrase (whether extended or not), if insufficiently acknowledged, is liable to be regarded as plagiarism. Repeating material from your own published work without proper acknowledgement is also (auto)plagiarism. Please read the Guidelines carefully, and take care.

9. Classes and Seminars

There are many seminars and classes organised by the Faculty of Classics in Oxford, details of which may be found in the lecture list (available on the web at http://rbll.classics.ox.ac.uk/) and the lecture prospectus (https://www.classics.ox.ac.uk/lecture-list-prospectus-entries). 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 Art, Archaeology & Ancient World Library. Of special note is AMPAH (Annual Meeting of Postgraduate Ancient Historians). The annual meeting of the Classical Association has also become a major forum for graduates and details will be published at https://classicalassociation.org/events/). Financial assistance for travelling to conferences and seminars may be available (see section 12 below).

10. Lectures

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

The Faculty has a Graduate Consultative Committee, called the Graduate Forum, which meets towards the end of every term. You are encouraged to attend the Forum. There are also two student representatives in Ancient History, one representing MSt/MPhil students and one DPhil students, who attend meetings of the Forum and will take your concerns 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

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 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://unioxfordnexus.sharepoint.com/sites/CLAS-CRAVENCommittee. 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, which may be available for research support and financial hardship.

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

Many of those doing the MSt or MPhil will be hoping to go on to a doctorate (DPhil). In order to do this you must make a separate application and for those wishing to start doctoral work in October 2025 this needs to be received by the Graduate Admissions Office by **12 noon on Tuesday 7 January 2025**; 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 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.

14. The Graduate Studies Committee

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

The GSC usually meets on the Fridays of *First* and *Sixth* Weeks of each term. The DGS, Professor Jonathan Prag, may be approached at any time (email: jonathan.prag@merton.ox.ac.uk). Graduate student representatives attend part of each Graduate Studies Committee meeting, at which matters of general concern to graduate students are discussed. It is the responsibility of graduate students to ensure that documentation for anything they wish to come before the Committee is received at least a week before the meeting.

Members of the GSC for 2024-25 are:

Director of Graduate Studies – Chair (*ex officio*) – Prof. J. Prag,
Chair of the Sub-Faculty (*ex officio*) – Prof. P. Thonemann

Prof. V. Arena
Prof. K. Clarke
Dr. C. Crowther
Dr B. Dignas
Dr A. Ellis-Evans
Dr R. Konijnendijk
Prof. N. Luraghi
Dr N. McLynn
Prof. A. Wilson.

Annexe A. 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 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 their 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 their 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.

For further help and information, see
http://www.ox.ac.uk/students/academic/guidance/skills/plagiarism and
https://www.proctors.ox.ac.uk/resources-for-students.

Annexe B. Language Requirements for Ancient History

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

(a) Intermediate Greek

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

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

(i) Herodotus I.1-94 [ed. Wilson, OCT];
(ii) Plutarch, *Life of Antony* 1-9, 23-36, 71-87 [ed. Pelling, CUP 1988];
(iii) Euripides, *Bacchae* [eds. Allan and Swift, CUP 2024].

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 (eds. 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 C. List of Course Option Forms and Deadlines

Form	Description	Deadline for Submission
AH01	Ancient History MSt Options	Friday 15 November 2024
AH02	Ancient History MSt Pre-submitted Essay Titles	Monday 17 March 2025
AH03	Ancient History MPhil Options	Friday 15 November 2024
AH04	Ancient History MPhil Year 1 Pre-submitted Essay Titles	Monday 17 March 2025
AH05	Ancient History MPhil Year 2 Pre-submitted Essay and Dissertation Titles	Friday 14 November 2025

These forms may be downloaded from Canvas in MS Word Format at
https://canvas.ox.ac.uk/courses/48688.

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

Annexe D. Humanities Researcher Development and Training Programme

The Humanities Division has a team that supports the personal and professional development of postgraduate students and researchers. The key focus of the team's role is to enhance generic skills training offered to Humanities graduate students and researchers at the University of Oxford. The team works with faculties, TORCH (The Oxford Research Centre for the Humanities), other University departments and units and external partners to deliver a programme of training each year, aimed at:

- honing and developing the skills needed for research projects,
- gaining first-hand experience of engaging in collaborations, and
- taking the first steps towards pioneering and influential career paths.

Experiential, hands-on learning is fundamental to our approach, with student-led and early career researcher-led initiatives and projects being generated and supported through a range of funds and initiatives such as the AHRC-TORCH Graduate Fund, Student Peer Review College, and the annual Public Engagement with Research Summer School. All of these mechanisms are in turn run (with support from the Divisional Research Development team) by early career researchers themselves.

How to get involved
The Humanities Researcher Development and Training Programme is open to all postgraduate students (Master's and DPhil) and early career researchers (including college-only appointments) in the Humanities Division. An extensive programme of opportunities runs throughout the academic year, arranged into a number of 'pathways':

Business and Entrepreneurship – pitch an idea to the Humanities Innovation Challenge Competition and win £2,000, or find out what history can teach us about entrepreneurship through the Said Business School's series of lectures on 'Engaging with the Humanities'

Career Confidence – develop your CV, draft a cover letter, practise fellowship interview techniques, or learn how to give a teaching presentation

Digital Humanities – learn how to encode text, 3D-scan museum objects and write code, or participate in the world-leading Digital Humanities at Oxford Summer School

Heritage – network with industry leaders in the heritage sector, learn how to set up a research collaboration with a historic house, take a tour of a museum under development with a lead curator, or contribute to Trusted Source, the National Trust's online knowledge bank

Public Engagement with Research – create a podcast, practise on-camera interviews, learn the techniques of 'storytelling' when talking about your research, apply for funding to support a public engagement project for your research through the Graduate Fund, or participate in the annual Public Engagement with Research Summer School

Preparation for Academic Practice – attend workshops on writing journal articles, preparing for the DPhil viva, organising a conference, or using EndNote. Pitch your idea for a monograph to editors from world-leading publishing houses, and prepare a fieldwork application for ethical review.

Teaching – build on the training offered by your faculty (Preparation for Learning and Teaching at Oxford) and gain accreditation to the Staff and Educational Development Association by enrolling in Developing Learning and Teaching seminars. Attend workshops on applying your teaching experience to the job application process, or learn how to teach with objects at the Ashmolean Museum.

All our events and opportunities are **free** to attend, and a number of workshops, particularly those in the 'Preparation for Academic Practice' pathway, are repeated each term. See www.torch.ox.ac.uk/researcher-training for the full calendar of events, and www.humanities.ox.ac.uk/researcher-development for more information about the programme. You can also email the Humanities Training Officer, Caroline Thurston, at training@humanities.ox.ac.uk if you have any queries.

Annexe E. Equality and Diversity at Oxford

The Oxford Classics Faculty is committed to working together to ensure that we are inclusive and welcoming to all. We aim to provide an environment which promotes equality, values diversity, and maintains a working, learning, and social environment in which the rights and dignity of all its staff and students are respected to assist them in reaching their full potential. The Classics Faculty's EDI webpages and contact details for the Faculty's EDI Officer and Harassment Advisors can be found here: https://www.classics.ox.ac.uk/edi-policy-classics

The following is a University statement, which the Faculty strongly endorses:

"The University of Oxford is committed to fostering an inclusive culture which promotes equality, values diversity and maintains a working, learning and social environment in which the rights and dignity of all its staff and students are respected. We recognise that the broad range of experiences that a diverse staff and student body brings strengthens our research and enhances our teaching, and that in order for Oxford to remain a world-leading institution we must continue to provide a diverse, inclusive, fair and open environment that allows everyone to grow and flourish." University of Oxford **Equality Policy**

As a member of the University you contribute towards making it an inclusive environment and we ask that you treat other members of the University community with respect, courtesy and consideration.

The Equality and Diversity Unit works with all parts of the collegiate University to develop and promote an understanding of equality and diversity and ensure that this is reflected in all its processes. The Unit also supports the University in meeting the legal requirements of the Equality Act 2010, including eliminating unlawful discrimination, promoting equality of opportunity and fostering good relations between people with and without the 'protected characteristics' of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and/or belief, sex and sexual orientation. Visit our website for further details or contact us directly for advice: https://edu.web.ox.ac.uk/ or equality@admin.ox.ac.uk.

The Equality and Diversity Unit also supports a broad network of harassment advisors in departments/faculties and colleges as part of the Harassment Advisory Service. For more information on the University's Harassment and Bullying policy and the support available for students visit: https://edu.web.ox.ac.uk/harassment-advice

There are a range of faith societies, belief groups, and religious centres within Oxford University that are open to students. For more information visit: https://edu.admin.ox.ac.uk/religion-and-belief-0

Student Welfare and Support Services

The University's unique and close-knit collegiate system provides a wealth of pastoral and welfare services for students to support engagement with studies and University life, promoting student wellbeing by providing opportunities for social interaction and sport and arts. Additionally, the central Student Welfare and Support Services department offers professional support that complements provision in colleges and departments. More detail can be found in the University's Common Approach to Support Student Mental Health.

The Disability Advisory Service (DAS) can provide information, advice and guidance on reasonable adjustments to teaching and assessment, and assist with organising disability-related study support. For more information visit: www.ox.ac.uk/students/welfare/disability

The Counselling Service is here to help you address personal or emotional problems that get in the way of having a good experience at Oxford and realising your full academic and personal potential. They offer a free and confidential service and the counselling team are committed to providing culturally sensitive and appropriate psychological services. Students can request to see a male or female therapist, a Counsellor of Colour, or to attend a specialist group such as the LGBTQ+ or Students of Colour Groups. All support is free and confidential. For more information visit: www.ox.ac.uk/students/welfare/counselling

The Sexual Harassment and Violence Support Service provides a safe and confidential space for any student, of any gender, sexuality or sexual orientation, who has been impacted by sexual harassment or violence, domestic or relationship abuse, coercive control or stalking, whenever or wherever this took place. More information is available from www.ox.ac.uk/students/welfare/supportservice.

A range of services led by students are available to help provide support to other students, including the peer supporter network, the Oxford SU's Student Advice Service and Nightline. For more information visit: www.ox.ac.uk/students/welfare/peer

Oxford Students' Union also runs a series of campaigns to raise awareness and promote causes that matter to students. For full details, visit: www.oxfordsu.org/communities/campaigns/

There is a wide range of student clubs and societies to get involved in - for more details visit: www.ox.ac.uk/students/life/clubs

Annexe F. Graduate Forms

Below is a list of forms which students may need to submit in exceptional circumstances. Several of these forms are now completed online in Student Self-Service. The remaining paper-based forms can be found on the University website at:
www.ox.ac.uk/students/academic/guidance/graduate/progression

Student Self-Service	Application for Dispensation from Statutory Residence
GSO.17	Application for Suspension of Status
GSO.17a	Return from Suspension of Status
GSO.17b	Suspension of Status for maternity, extended paternity and adoption leave
GSO.23	Application for Reinstatement to the Register of Graduate Students
GSO.28	Change of Programme of Study
Student Self-Service	Notification of Withdrawal from Programme of Study
GSO.30	Notification of Change of Personal Details, e.g. name or title

Corrections to the Handbook

Date	Version	Page(s)	Description of Change
14/05/2025	1.1	31-2	Equality, diversity and inclusion statement updated