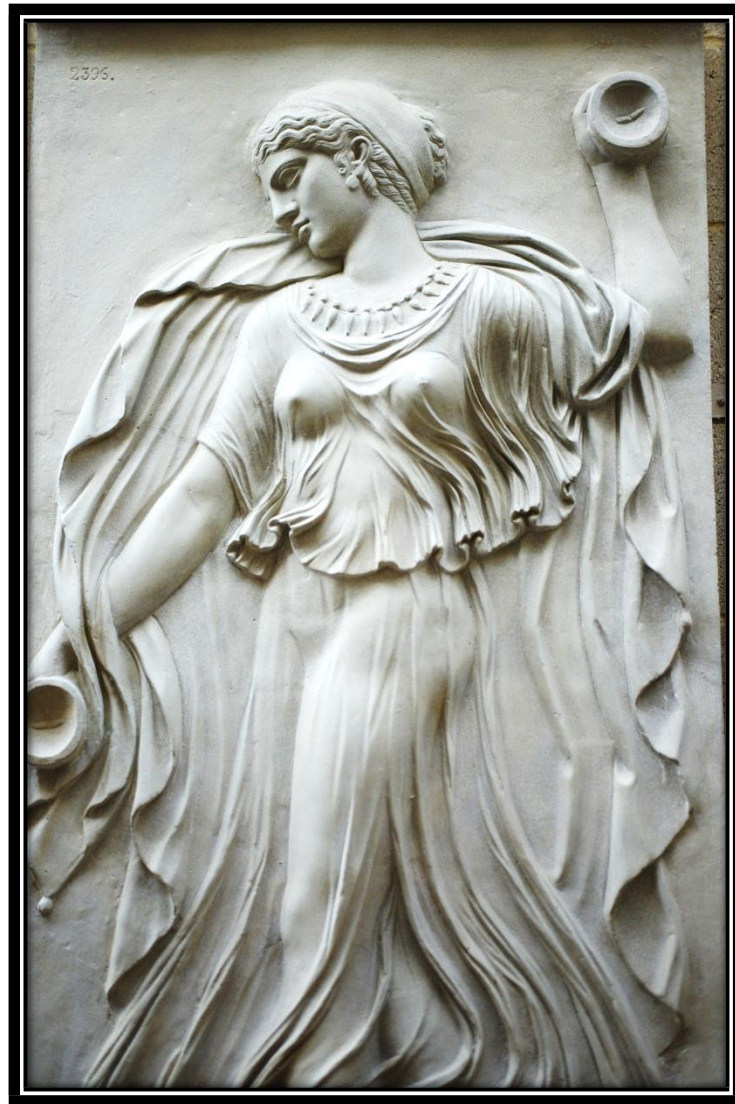


FACULTY OF CLASSICS

MPhil HANDBOOK



2023-24

Cover illustration:
Relief of a Dancing Maenad
Cast, Museum of Classical Archaeology, Cambridge.

Welcome to the Faculty of Classics!

This handbook contains all the important information regarding the 2023–24 MPhil in Classics at Cambridge. *Please read it carefully.* Any important changes will be circulated during the year. Other useful information will be provided during induction and is available on the Faculty website <https://www.classics.cam.ac.uk> which is the main source of information on all aspects of classics in the University.

Reference

The *Unofficial Postgraduate Handbook* written by the Postgraduate Representative will give a student's perspective about postgraduate study in classics.

This Handbook is revised annually and any suggestions for inclusion or exclusion are very welcome.

Calendar 2023-24

Michaelmas Full Term: Tue 3 October – Fri 1 Dec
Lent Full Term: Tue 16 January – Fri 15 March
Easter Full Term: Tue 23 April – Fri 14 June

Note: *Terms begin officially on a Tuesday, with lectures starting the following Thursday. Seminars are usually scheduled by arrangement with students and can begin earlier or later.*

Useful Links

Faculty website: <https://www.classics.cam.ac.uk>

Moodle: <https://www.vle.cam.ac.uk/my/>

University lecture listings: <https://www.admin.cam.ac.uk/timetable.html>

Cambridge University Reporter: <https://www.reporter.admin.cam.ac.uk>

Classics Society: <https://www.classicalstudies.org>

Student-Staff Joint Committee: <https://www.classics.cam.ac.uk/student-information/SSJC>

Careers service: <http://www.careers.cam.ac.uk/>

CUSU (Cambridge University Students' Union): <https://www.cusu.co.uk>

Support for Students

Director of Postgraduate Studies

The Director of Postgraduate Studies, Dr Nicholas Zair is responsible for the overall running of the course and will be able to help and advise on any aspect of MPhil life. His office is G.04. Email: naz21@cam.ac.uk.

Director of Postgraduate Admissions

The Director of Postgraduate Admissions, Dr Rebecca Lämmle is responsible for Postgraduate Admissions, including continuation on to the PhD course. Her office is also G.04. Email: rl545@cam.ac.uk.

Chief Secretary to the Faculty (room G.02a, behind the Enquiries Office) and Postgraduate Administrator (Enquiries Office)

The Chief Secretary, Lina Undicino, and the Postgraduate Administrator, Simon Flack, will be able to help with any administrative queries. Email: graduate.secretary@classics.cam.ac.uk.

MPhil Language Co-ordinator

The MPhil Language Co-ordinator, Franco Basso, is responsible for organising Greek and Latin classes for those taking Language Exams. Email: fggb2@cam.ac.uk.

Librarian

The Faculty Librarian, Lyn Bailey, is there to help with any queries regarding the Library and related resources. Email: lkb24@cam.ac.uk.

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The MPhil in Classics

The MPhil is a self-contained course of study designed to give postgraduate students the opportunity to engage in focused research in classical subjects under close supervision, and to acquire or develop expertise relevant to their research interests. It is classified as a 'one-year' course, but the actual time taken is just over nine months – from the beginning of October to the beginning of the following July. It is expected that you will be in Cambridge working throughout almost all this period.

This MPhil challenges students to begin work as postgraduate researchers, organising their own time whilst working to set deadlines throughout the year. It allows students to acquire the skills and working methods needed for further research at doctoral level, whilst also providing an intellectually stimulating course for those not necessarily intending to continue in academia. For students used to the constraints of undergraduate courses and examinations the course provides a freedom to pursue personal research interests in greater depth and with a different kind of intensity. To undertake the MPhil is to become part of the academic community at large, learning how to engage in discussion of research papers at seminars, to present papers in a professional format and to make productive use of detailed feedback on successive drafts.

Every MPhil student works with a dedicated Advisor, who will be a University Teaching Officer. This person is responsible for arranging supervision (i.e. teaching) for each of the three elements in the course, i.e. the two essays and the thesis. (If you choose to replace the second essay with a language paper or an exercise, separate arrangements will be made.) Your Advisor may well also be the appropriate supervisor of at least some of your MPhil work. If you have been assigned two Advisors over the course of the year, this is because at least one of them will be unavailable for part of the year (usually because of sabbatical leave). As well as arranging your teaching, the role of an Advisor is to offer guidance, encouragement and constructive criticism.

Regular seminars and one-to-one meetings allow for detailed discussion and development of research ideas. Students are encouraged to take advantage of the wide range of undergraduate lectures and postgraduate classes that the Faculty provides. The MPhil course is an excellent opportunity to acquire expertise in new areas of study and new specialist skills.

The principal objectives of the course are as follows:

- (i) To give students the experience and guidance necessary for them to be able to formulate realistic research proposals, and prepare written work based on such proposals to a strict timetable.
- (ii) To show students how to marshal relevant bibliography and resources (including electronic resources), to broaden their appreciation of the principal issues that shape a given field, and to encourage them to develop insights which might form the basis of an original contribution to the debates in question.
- (iii) To give students the experience of attending and contributing to a weekly postgraduate seminar, and in particular of presenting their own work and discussing the issues that arise from it with an audience of peers and senior members of the Faculty.
- (iv) To provide teaching in a range of technical/specialist subjects central to research in the different branches of Classics, and to give students the opportunity to base some of their essay work on such teaching, or alternatively to be examined formally on the knowledge acquired.
- (v) To provide students with the teaching necessary to bring an elementary knowledge of Greek and/or Latin to a standard adequate for research purposes, and to give them the opportunity to take an appropriate examination.
- (vi) To provide students, where necessary, with the opportunity to learn the basics of ancient languages related to Greek and Latin, and to take an appropriate examination.
- (vii) To encourage students to improve their knowledge of the modern languages in which research relevant to their principal field of interest is normally written.

Course Structure and Requirements

Working out a coherent scheme of topics for the MPhil course is something that the student does jointly with their Advisor. The course can cater for candidates who need to bring their elementary knowledge of Greek and/or Latin up to an appropriate standard. All who work with Greek and Latin texts are expected to work with them in the original language.

The work on which you will be assessed during the year is as follows:

- (i) **A final thesis** of between 8,000 and 12,000 words, in any area of classics;
- (ii) **One essay**, of about 4,000 words and in no case longer than 5,000 words, and a **second essay** or **assignment** agreed by the Degree Committee. This second element may be **one** of the following:
 - (a) another essay of about 4,000 words, and in no case longer than 5,000 words, within any area of classics;
 - (b) an essay of about 4,000 words, and in no case longer than 5,000 words, in a subject area which falls outside the teaching of the Classics Faculty;
 - (c) A submitted translation and commentary of a Greek or Latin passage into English and a language paper in Greek or Latin, with the exam to be taken at the end of the Easter Term, (see [pp. 9](#));
 - (d) an exercise consisting of an examination in another relevant ancient or mediaeval language, or in textual criticism/palaeography, taken at the start or end of the Easter Term (see [pp. 10](#)); or a written project in an area such as numismatics, or epigraphy.

In addition, you will be expected to attend one of the Faculty's Text and Topics seminars in each of Michaelmas and Lent terms, and the Skills seminars at the start of Michaelmas and one seminar start of Lent. Attendance is monitored by convenors. You will be given an opportunity to present your work in the course of the Text and Topic seminars.

Failure to observe word limits specified, and submission deadlines set, will be penalized.

Your choice of options and subjects requires the approval of the Faculty's Degree Committee. Among other considerations, the Committee will seek to ensure that there is no unacceptable overlap between the topics you choose, or between them and work you have done for any previous degree. You should make sure you discuss your intended programme of seminars and assignments with your Advisor. It will be appropriate for some of you to focus your research on particular material/questions and for others to range more broadly, experimenting sometimes with new areas/approaches. Everyone's programme of study, however, should make sense as a programme, taking into account individual backgrounds, and aims after completion of the MPhil.

Division of your time

When allocating your study time over the year between the different elements of the course, it is worth bearing in mind that the thesis represents 50% of the course. You must pass both the 'essay' and the 'thesis' components to achieve a pass overall. You will find in the timetable (below [pp. 28–31](#)) the dates on which essays should be submitted. Although the final deadline for submission is later than these dates you should submit your essay on the submission date unless otherwise constrained by exceptional circumstances. Meeting these submission dates will ensure that you have plenty of space for the thesis.

The division of the Cambridge academic year into terms (Michaelmas Term, Lent Term, Easter Term) and vacations (Christmas Vacation, Easter Vacation, Long Vacation) is primarily intended for undergraduates. Postgraduate seminars fall entirely within term time, **but postgraduates are expected to continue their work at Cambridge during vacations too**. You should plan on spending almost all of the nine months of the course in Cambridge, barring short periods over the Christmas and Easter vacations. This includes the period at the end of Easter Term during which oral exams ('vivas') are scheduled.

Advisors and Supervisors

As noted above, you will have an Advisor, whose own expertise relates to your interests, assigned from the start. This is the person - normally a teaching officer in the Classics Faculty - who is expected to arrange the supervision of your work more generally. You should discuss all the elements of your MPhil with your Advisor, even if you undertake elements of the course with other supervisors. Normally supervision for each element of the course is arranged consensually between the Advisor and the student; if you are uncertain, please approach the Director of Postgraduate Studies directly.

The key functions of your Advisor are:

- (i) To meet with you as soon as possible after your arrival and to advise you on getting started, and organizing your work.
- (ii) To stay in close touch with you throughout the year, discussing your overall plan of work, and formally approving all your essay titles etc.
- (iii) To meet with you in November and December and advise you on developing your thesis topic, including formally approving the title and abstract (which are submitted in March).
- (iv) Either to supervise your work on your essays and thesis, or to set you up with an appropriate Supervisor for them, and where relevant, to advise you about classes etc., if you plan to take a language paper or offer an exercise in place of a second.
- (v) Discuss the feedback on each essay, and talk through appropriate responses to it in preparation for the next assignment.

Faculty guidelines state that students should meet formally with their Supervisors at least once a fortnight, and no more than once a week during term time. While it is helpful to discuss a project in general terms at the outset, Supervisors and students often find it most productive to structure discussion around draft pieces of written work.

If the student is working with a Supervisor who is not their Advisor, they should meet their Advisor at least once every three weeks during the Essay part of the MPhil.

For your thesis you should expect to receive up to, and NO MORE THAN, five supervisions in the period after the submission of the second essay (or exercise, or exam). It is very important that you begin the planning and work for your thesis in the Michaelmas term - these sessions will be spread over the year, even if in practice supervision normally becomes more intensive after Easter, as you start to focus exclusively on your thesis work. You must submit a thesis proposal during Lent term. This should be 200-500 words long and give the examiners a clear idea of the topic of the thesis, the principal texts or material you will consider, and your likely approach. In Easter term you will have the opportunity to present the core ideas of the thesis to a dedicated thesis seminar.

It is your responsibility to arrange meetings with your Advisor and/or Supervisor, not their responsibility to contact you. Your Advisor and/or Supervisor may be absent from Cambridge at certain times of the year: you should schedule your meetings well in advance, especially those in May and early June for the thesis. Supervisors need time to read and comment on your work and cannot be expected always to find this time at short notice. Please ensure that you give them your draft work 24 hours in advance of your supervision, at the very least (and preferably earlier). Please note that Supervisors are not co-authors or proofreaders: ultimate responsibility for the work you submit rests with you. Please note also that it is not always possible for Advisors or supervisors to reschedule meetings, particularly at short notice: it is very important to keep to an agreed schedule where possible.

In the unlikely event that you are experiencing problems in contacting your Advisor or Supervisor, you should notify the Director of Postgraduate Studies (or the Chair of the Faculty Board if the Director of Postgraduate Studies is your Advisor or Supervisor). **Note that students are expected to submit a full draft of their thesis to their Supervisor by Friday 3 May;** it is important also to have a full draft of your essays ready for your supervisor to read at least a fortnight before the submission date. If you do not do this, your supervisor may not be able to read a full draft.

MPhil Seminars

There are three sorts of MPhil seminars:

1. Research Skills for Classics Postgraduates (MT & LT)

All MPhil students will be expected to attend a series of six seminars on Research Skills for Classics postgraduates. These will take place at the times listed below. They should last about 90 minutes.

Seminar 1: (Michaelmas Term) Making the most of the Cambridge MPhil - Finding a topic and identifying a question, understanding the marking criteria, working with your Advisor, building a bibliography, structuring an argument (Nick Zair). Wednesday 4 October, 2.00–3.30 pm in room G.19.

Seminar 2: (Michaelmas Term) Reading, writing and presenting - Strategies for note taking, organising and writing your research (and avoiding plagiarism); presentation skills and expected seminar/conference etiquette (Tim Whitmarsh and Lea Niccolai). Thursday 5 October, 2:00-3:30 pm.

Either

Seminar 3: (Michaelmas Term) Sources and Resources Manuscript Tradition. Particularly useful for history, literature, philosophy - Tools for finding and interpreting primary sources: using reference works, commentaries, concordances, databases of ancient texts, monographs and journals (David Butterfield and Shushma Malik). Tuesday 10 October, 2.00–3.30 pm in room G.19.

Or

Seminar 3: (Michaelmas Term) Sources and Resources Material Evidence. Particularly useful for art, archaeology, epigraphy, linguistics - Tools for finding and interpreting primary sources: inscriptions, catalogues, site reports; using reference works, databases, monographs and journals (Michael Squire and Nick Zair). Tuesday 10 October, 2.00–3.30 pm in room G.21.

Seminar 4: (Michaelmas Term) How to get on in Classics - Writing a research proposal for a PhD and applying for a PhD or other career after the MPhil (Robin Osborne). Monday 16 October, 2:00-3:30pm in room G.19.

Seminar 5: (Lent Term) Doing Classics - A request for questions and topics on any aspect of being a researcher in the classics will be circulated early in January (Carrie Vout and James Warren). Tuesday 16 January 2024, 2-3.30pm in room G.19.

2. MPhil Text and Topic Seminars (MT & LT)

All MPhil students must attend one MPhil Text and Topic seminar in Michaelmas Term (MT) and one in Lent Term (LT). The ambition is for the courses both to explore a particular theme that offers a rich potential seam for further research and to give students some of the resources they need to write a submitted essay or thesis mining that seam. However, it is not required that any of your pieces of work should be connected to a seminar.

MPhil students can attend only one Text and Topic seminar in a term: in particular, they should note that the seminars will involve preparatory work, active participation, and some element of student presentation. The preparation for a seminar may take as much as two to three days' reading. Given the wide variation in topics and approaches, exactly what format the seminar takes, and the kind of preparation and engagement required, will differ. The convenor of the seminar will inform you in advance what is expected. Some seminars will involve close group reading of primary texts. Attendance and participation at one of these seminars in each term is a requirement: **if for any reason you are unavoidably prevented from attending, e.g. by illness, you must contact the seminar convenor, where possible in advance, to explain the situation.**

The seminars will normally meet weekly for six sessions of 90 to 120 minutes. Most will take place on Tuesday or Wednesday at 2.00 p.m. In Michaelmas Term the first session will be in week 2 (Tuesday 17 or Wednesday 18 October), although a brief meeting will be arranged before this to set up the programme for the first session.

The seminar convenor will inform you of the length of time you should speak for when making a presentation, and how the session will be organised. You are not expected to deliver a finished or polished product, and any questions and puzzlements you can address to your audience may prove more valuable, both to you and to them, than fully worked out theories or interpretations. An informal

presentation, from notes, may work much better than reading out a written text. You should provide handouts of texts, site-plans (etc.) to be discussed, and you may also want to use PowerPoint or other visual aids. If so, please consult the seminar convenor. When your own presentation is approaching, you may choose to supply the other seminar members with a short reading list with some links to material to be downloaded and/or photocopied material to study in advance. Photocopying of material for your seminar presentation can be done at Faculty expense, provided that you arrange it in advance with the seminar convenor.

The Text and Topic Seminars in MICHAELMAS TERM are:

Gods and Greek Literature

(Prof. Renaud Gagné: rg404@cam.ac.uk)

The language of Greek polytheism informs crucial domains of Greek literature. How do hymns construct their gods? Is the theology of tragedy a cacophony of disparate voices? Does Herodotus or Polybius offer a consistent vision of divine action in history? How were the gods of Homer "canonical"? Distinctive representations of divinity were produced by the different genres of ancient Greek literature. And distinctive traditions of reading and exegesis, both ancient and modern, have made sense of these gods in their own way. The seminar will look for patterns, recurrences and specificities in the rhetoric and aesthetics of literary divine representation. Meetings will focus on the individual texts and authors of particular relevance to the group.

Statius' *Silvae* (Prof. Emily Gowers: eq235@cam.ac.uk)

This seminar will explore the world of Statius' *Silvae*, thirty-two poems in five books and various metres, "dashed off" in the late first century CE to celebrate special occasions, things and places, such as anniversaries, works of art, pets, villas on the Bay of Naples and the highspeed road that connected them to Rome. Through these poems, we will consider questions about imperial Greco-Roman culture, the politics and aesthetics of otium, the poetics of speed and occasion, literary history and the place of the emperor in personal poetry. We will range across the books and their prefaces, but *Silvae* 2 will be a central focus; please order C. Newlands's 2011 Cambridge Green and Yellow commentary (I will try to get access to other commentaries).

Plato's *Republic* (Prof. James Warren: jiw1001@cam.ac.uk)

The *Republic* is perhaps the most famous work of ancient philosophy and it repays repeated close attention. In these seminars we will look in detail at the central sections of the work in which Socrates attempts to justify his claim that until political power and philosophy entirely coincide then there will be no end of evils for cities or indeed the human race (473c-d). That justification requires nothing less than an account of knowledge and belief, the nature of reality, and the good. Socrates also explains why it is that we systematically fail to understand how things really are and what sort of education is necessary to prepare someone to acquire that understanding. We will work carefully through the central books of the *Republic* and participants in the seminar will be encouraged to find and introduce sections that particularly fit their own interests.

A Culture of Suffering: The History of Violence in the Roman World

(Dr Ben Kolbeck: bgrk2@cam.ac.uk)

Violence was a fact of ancient life, and the right of states to do violence went virtually unquestioned. Yet Roman society is often presented in both popular culture and contemporary scholarship as uniquely and especially violent. This seminar series will explore how and why the Roman state employed violence against its subjects, from the exemplary brutality of responses to revolts and slave uprisings, to targeted actions against religious and political minorities, and the 'everyday' violence of the arena and criminal punishment. How were these actions contested and justified by contemporary observers? In what ways was state-sanctioned violence not just functional, but socially constitutive? We will then turn to the response which this generated from the subjects of the Roman Empire, with reflections on the nature of unjust violence suffusing literature like the Christian martyr Acts, the *Acta Alexandrinorum*, and the Greek novel—a context evocatively described by Judith Perkins as a 'culture of suffering'. To what extent did bodily vulnerability determine Roman-era identities?

Decolonising 'Classical Art & Archaeology'?

(Prof. Michael Squire: mjs73@cam.ac.uk and Dr Jane Rempel jer75@cam.ac.uk)

With its roots in not only classics, but also archaeology and art history, the field of 'classical art & archaeology' is bound up with a host of ideological agendas – among them western imperialism, nation-building and (at times) systemic racism. Debates about the history, nature and disciplinary scope of classical art and archaeology are not new. But they have been reinvigorated in recent years by calls to 'decolonise the curriculum', as well as by counterarguments (with associated accusations of so-called 'wokeism'): here in the university and colleges of Cambridge, debates on both sides have been particularly rife.

This seminar series invites MPhil. students to explore these live and pressing themes in an inclusive and collaborative environment. The question mark in our title is important: we hope seminars will provide an open space for constructive discussion – and a full range of viewpoints. We will look at the past and present of (what in Cambridge is labelled...) 'Classical art & archaeology'. But we'll also be thinking about the future – in particular, about how our work as classical archaeologists might contribute to contemporary debates. It is hoped that topics will touch upon a wide range of issues, including: accessibility; diversity and representation; global communities; political, religious and cultural identities; socio-economic class; nationalism and globalization; regional inequalities; ethnicity and critical race theory; and gender, sexuality and LGBTQ+ history. Our six weekly seminars will be structured around six themes (with associated case studies and readings): issues of disciplinary history and affiliation; heritage, the antiquities trade and calls to 'repatriate' antiquities; critical approaches to theorising cultural contact (including traditional ideas of 'Hellenization' and 'Romanization'); art-historical rhetorics of 'provincialism' and aesthetic value; the role of 'foreign' classical archaeologists in local communities; and the contribution of classical material culture in forging national identities – both past and present. This is a seminar series open to those with or without any previous training in classical art and archaeology, including anyone interested in classical reception, critical theory and cultural heritage more generally: all students, whatever their background and viewpoint, are warmly invited to join us!

Writing in the Aegean Bronze Age

(Prof. Torsten Meissner: tm10012@cam.ac.uk)

In this seminar, we will look at the 3 major writing systems of the Aegean Bronze Age (Cretan Hieroglyphic, Linear A and Linear B) and their historical, archaeological and material context. We will then focus on Linear B, the only one of the three scripts that is properly understood. We will learn how to identify the signs and survey them systematically, including their epigraphic variants. We will then turn our attention to reading the tablets, and learn how to produce a transcription using standard editorial conventions. Finally, we will then cover approaches to the interpretation of the documents. This seminar is essential for M.Phil. candidates who intend to offer the Mycenaean epigraphy exercise in place of the second essay but are likewise of interest to anyone interested in the history of writing, the development of the Greek language, or in Bronze Age archaeology.

The Text and Topic Seminars in LENT TERM are:

Lyric and ...

(Dr Il-Kweon Sir: iks24@cam.ac.uk)

What shall we do with Greek lyric? The history of Greek lyric scholarship is marked by watershed moments of change in methodology and ideology, spurred by the discovery of new texts: since the first publications of lyric texts on papyri, the field has been gripped successively by Romantic naïveté, teleological theories of *Geistesgeschichte*, the sociological-anthropological paradigm and its performance-oriented approaches, and the latest so-called 'literary turn'. In 2023, we are at another methodological juncture, where scholars have dug in their ideological heels in the face of uncertainty about which (as yet unproposed) model will emerge supreme. This seminar aims to arrive at potential answers to the question 'Where is Greek lyric heading?' by asking 'What can Greek lyric offer contemporary Classicists?' through an examination of the interests and benefits of different methodological and ideological perspectives, using primarily Sappho and Alcaeus as our textual 'sandbox'. In each session, we will consider what a particular perspective or methodology attempts to study and what it helps to illuminate as well what it deprioritises or excludes. The first half of the seminar series (Weeks 1-4) will focus on the important landmark approaches of the past century and their latest developments, while the second half (Week 5-8) will examine areas of potential interest for the future of Greek lyric scholarship. For every topic, we will also discuss how Greek lyric might require a different approach to lyric in other literatures and how Greek lyric might benefit from and contribute to literary

studies and theory beyond Classics.

Life and After-Life

(Prof. Gábor Betegh: gb230@cam.ac.uk and Dr Rebecca Laemmle: rl545@cam.ac.uk)

This seminar will explore ancient Greek theories and narratives about life, death and the afterlife with a selection of philosophical and literary texts and documents from Homer to the Imperial age. We will discuss questions that include the relationship between soul and life, the continued existence of the soul, ideas of how one may gain information about what comes after death, whether we should fear death or look forward to it, strategies of maintaining or improving one's status in the afterlife, accounts of reincarnation, journeys of the living to the beyond, as well as dialogues of the dead. Students will be invited to give presentations on selected texts that are related to their own research interests.

Tacitus *Annals*

(Prof. Christopher Whitton: clw36@cam.ac.uk)

Tacitus' *Annals* is celebrated for its abrasive analysis of Julio-Claudian Rome, and stands tall among the greats of ancient Latin prose. This seminar will explore the *Annals* and its world, giving opportunities to consider among other things memory and history in imperial Rome, literary responses to autocracy, the socioliterary culture of the 'High' Roman Empire, and the historiographical turn in classical scholarship. We will combine close readings of selections from across the *Annals* with presentations tailored to participants' individual interests, such as discussions of passages or themes, critiques of scholarship, and presentations on related themes and texts (e.g. contemporary literature; other imperial historiography). The *Cambridge Companion to Tacitus* makes good introductory reading.

Theophrastus' *Metaphysics* (Laura Castelli and James Warren)

(Dr Laura Castelli: lc918@cam.ac.uk and Prof. James Warren: jiw1001@cam.ac.uk)

In the short treatise known as his *Metaphysics*, Theophrastus raises some basic philosophical issues concerning the nature of the principles of natural beings with reference to Aristotle and the exponents of the Early Academy. He focuses on how such principles ought to be conceived of if we want to convey a unified account of a well-ordered cosmos, and, in this context, he discusses and takes some distance from some of Aristotle's major doctrines, such as natural teleology and the existence and nature of the Unmoved Mover. In addition to being a challenging discussion of fundamental questions in ancient philosophy, Theophrastus' *Metaphysics* is also an instructive text from the historical and from the philological point of view. From the historical point of view, it provides crucial materials to reconstruct ancient debates and analyse how philosophers interacted with each other's work (e.g., Theophrastus' seems to ignore the central books of Aristotle's *Metaphysics* on substance, and rather focuses on book Lambda; some of the issues he raises are later addressed by Aristotle in some of his biological writings). From the philological point of view, it is a paradigmatic example of why it still makes sense to make critical editions of Greek texts incorporating evidence from the Arabic tradition. The seminar will focus on a close reading and discussion of the work. MPhil students attending the seminar will be asked to present material at one of the sessions. The text is sufficiently wide-ranging that everyone will be able to find something of interest to work on.

The History of Sexuality in Greece and Rome Revisited

(Prof. Robin Osborne: ro225@cam.ac.uk)

The six sessions of this seminar will revisit classic and not so classic texts from antiquity and from modern scholarship to assess where we are now in understanding sexuality in Greece and Rome. The discussion will start from Aeschines' *Against Timarchus* and Foucault's *History of Sexuality* Volumes II and III and proceed via Lear and Cantarella's *Images of Ancient Greek Pederasty*, Omitowoju's *Rape and the Politics of Consent in Classical Athens* and Menander's *Epitrepontes*, Catharine Edwards' *The Politics of Immorality in Ancient Rome*, John Clarke's *Looking at Lovemaking and the Warren Cup*, to Kyle Harper's *From Shame to Sin: the Christian Transformation of Sexual Morality in Late Antiquity*.

The Contexts of Classical Archaeology

(Prof. Michael Squire: mjs73@cam.ac.uk and Dr Alessandro Launaro: al506@cam.ac.uk)

Contexts are central to the study of Graeco-Roman material and visual culture. Just as provenance is key to the interpretation of an individual archaeological find, so too do objects bring with them their own contexts of form, use and function. This seminar series, structured around a series of weekly readings and case studies, examines the dynamics of context from a variety of different angles: in particular, we investigate how the materials of classical archaeology lend themselves to different sorts

of scholarly contextualisation, requiring a diversity of skillsets in turn. Along the way, we will not only explore the disciplinary history of classical archaeology, but also think critically about its future, especially its relationship with (amongst other fields) the broader disciplines of archaeology and art history.

Bilingualism in the Ancient World

(Prof. James Clackson: jptc1@cam.ac.uk)

Many of the Greek and Roman elite were multilingual: Ennius boasts of his ability to speak three languages; Plutarch claims that Cleopatra seldom needed an interpreter; Cicero's correspondence shows frequent code-switching between Latin and Greek, while Suetonius records Augustus' lack of fluency in Greek. Abundant surviving school manuals, letters and contracts, decrees and funerary inscriptions from the ancient world provide evidence for slaves, scribes, and others using two or more languages. These seminars will be focused on the study of a selection of literary and sub-literary texts including literary and non-literary translations and letters, papyri, inscriptions and ancient language-teaching materials.

In the Name of Classics

(Dr Shushma Malik: sm2737@cam.ac.uk)

Over the last three decades, the rise of reception studies has transformed the discipline of Classics. This seminar seeks to interrogate the theories and methodologies that inform the field, compare and contrast 'postclassical' agendas with more traditional approaches (what is it possible to do in the name of Classics?), and explore the future challenges of reception studies (where do we go from here?). In particular, we will consider the role of reception studies in bringing a greater sense of equality to the Classics, while also examining the idea of whether/how 'Classics for all' can be meaningfully achieved (and, if so, what it might look like). Seminar discussions will revolve around either a lecture by an invited speaker, or a set of assigned readings, or student-led presentations. No prior knowledge of reception studies is required: only the desire to discuss and explore.

3. MPhil Thesis Seminars (ET)

All students will give a short presentation on the topic of their thesis at a seminar in Easter Term. You should talk to your Advisor (or Supervisor, if this is a different person) about what makes most sense for you to do at this stage: some of you may want advice on particular material or a particular problem; others might want to provide their audience with more of an overview. Either way, you should aim to outline and test some of the thesis's driving questions. Students will be grouped according to their interests and University Teaching Officers will be present to offer comments. Presentations should be 15-20 minutes long, each followed by around 10-15 minutes of discussion.

Other Seminars, Lectures and Non-language Classes

In addition to the MPhil Research Skills and Text and Topics seminars, there are also opportunities for postgraduates to study Academic German, Greek and Roman numismatics, Greek and Roman epigraphy, and textual criticism and paleography, Post-classical Latin, and Mycenaean epigraphy (see [pp. 24-25](#)). Beyond these postgraduate-specific sessions, there is always a wide variety of other classical seminar series going on each term, with papers given by PhD students, Faculty, and visiting speakers. These will be advertised on the Faculty website during the course of the term. You are expected to attend **and participate in** the seminar in your broad subject area (i.e. the Literature seminar, the Art and Archaeology seminar and so on). Note also the Postgraduate Interdisciplinary Seminar, which takes place on Friday afternoons, 4.30–6.00 pm and is a key part of postgraduate life. Often social events are attached to the seminars; take the opportunity to meet scholars informally in the pub.

The Cambridge Philological Society meets three times a term, at 4.30 pm on Thursdays (with tea served from 4 pm), to hear papers on classical topics. Membership is open to all postgraduates in the Classics Faculty, and you can ask your Advisor to propose you for membership. The membership fee includes a subscription to the *Cambridge Classical Journal* (£14 for online or £20 for print and online). Further information is available at <https://www.classics.cam.ac.uk/seminars/philological>.

In addition to such meetings, there is a wide range of Classics lectures designed primarily for undergraduate courses. You are entitled to attend these, and strongly encouraged to do so, where appropriate. It is polite to introduce yourself to the lecturer after the lecture, and if there is a class element to the course you should ask the lecturer before attending the classes. Many, especially Part II courses, will be ideal for filling in gaps in your Classical background, or for teaching you specific skills. You can find a list of the Part II courses on the Faculty website (<https://www.classics.cam.ac.uk/student-information/>). Ask your Advisor's advice on attending Part II course lectures.

The Greek and Latin languages

Courses available

If you have not already studied Greek and Latin at school or university beyond GCSE level (or equivalent), it is possible for you to do so as part of the MPhil course by taking one of the MPhil Greek or Latin exam papers (either pre- or post- GCSE level) in lieu of an essay. For many MPhil students this would be directly relevant to their research but others who are thinking of pursuing a career in Classics may also wish to take the opportunity to study one of the two languages as part of the MPhil course.

MPhil students who chose to offer the Greek Language paper are enrolled in the Part 1A 'Intensive Greek' undergraduate course. The course is taught over 20 weeks in three terms and attendance is mandatory in each week for all the following components: Michaelmas Term, Weeks 1-3: three classes per week, covering *Reading Greek*, Sections 11-14, Michaelmas Term, Weeks 4-8, Lent Term, Weeks 1-8, Easter Term, Weeks 1-4 only: one 'Grammar Lecture', one 'Grammar Class', two 'Reading Classes' per week. MPhil students are placed in the appropriate undergraduate classes, depending on whether they have already studied Greek to GCSE level or equivalent. For those taking the ab initio MPhil Language paper, the texts covered in the 'Reading Classes' are: MT: Homer *Iliad* 1, LT: Herodotus, 3 (select passages, Euripides, *Hecuba* (select passages); ET: Gorgias, *Helen*. Those taking the post-GCSE version of the paper, will also read in addition select passages from Homer, *Odyssey* 8, the *Homeric Hymn to Apollo* and Plato, *Ion*. In addition to the undergraduate lectures and classes, MPhil students are also required to attend one weekly 'Unprepared Translation Class' offered only to MPhil students.

MPhil students choosing to take the MPhil Latin Language Paper (either pre or post-GCSE option) will be enrolled in the same undergraduate classes and lectures offered for the 'Prelims Latin' course. This course is taught over 20 weeks and attendance is mandatory in each week for all the following components: Michaelmas Term, Weeks 1-8: one 'Grammar Lecture', one 'Grammar Class', three 'Reading Classes' (covering *Res Gestae*) per week; Lent Term, Weeks 1-8: one 'Grammar Lecture', one 'Grammar Class', two 'Reading Classes' (covering Ovid, *Metamorphoses* 4) and one 'Unprepared Translation Class' per week; Easter Term, Weeks 1-4 only: one 'Grammar Lecture', two 'Reading Classes' (covering a selection of Catullus' poems), one 'Unprepared Translation Class' per week. MPhil students are placed in the appropriate undergraduate classes, depending on whether they have already studied Latin to GCSE level or equivalent.

Because of the very intensive nature of both the 'Intensive Greek' course and the 'Prelims Latin' courses and the fact that they require students to engage with unadapted Greek and Latin texts from very early in the course, both undergraduates and postgraduate students attending these courses are required to undertake a significant amount of preparatory study before the beginning of the courses. For this reason, the Faculty advises from an early stage those who have received the offer of a place on the MPhil course and who are interested in taking the MPhil Greek or Latin Language Papers, to get in touch with the Postgraduate language co-ordinator, Mr Franco Basso (fggb2@cam.ac.uk) for detailed information about the preparation required in advance.

The MPhil students taking the 'Intensive Greek' course without a GCSE in Greek, or equivalent, are also required, following preparatory study in the summer, to attend a series of nine Preterm classes that are scheduled from Wednesday to Friday of the week before the beginning of full Michaelmas Term. The MPhil students taking the 'Prelims Latin' course are required to attend a 'Summer Session' at the beginning of September.

Examinations

The MPhil Greek Language and Latin Language Examination (both the beginners option and the post-GCSE option) will consist of two elements, of equal weight:

- (i) an in-person exam in Greek or Latin translation;
- (ii) a submitted translation of a Greek or Latin passage into English, accompanied by a commentary.

The in-person exam will be a three-hour paper containing one unseen prose passage, one unseen verse passage, and one passage from each of the set texts. Candidates must provide translations of the unseen prose and verse passages, one passage of prose from the set texts, and one passage of verse from the set texts. The passages for unseen translation from Greek will be taken from Homer, Herodotus, Euripides, Plato, Lysias and Xenophon. Passages for unseen translation from Latin may be taken from any author. Glosses for both vocabulary and grammar will be provided, as appropriate.

Past exam papers can be found here: <https://www.vle.cam.ac.uk/course/view.php?id=172881>. Please check with Franco to understand how the structure of the papers has changed since 2021-22.

The submitted translation from a Greek or Latin passage into English should be accompanied by a detailed commentary explaining the decisions taken in the course of the translation. The commentary may refer, where relevant, to non-linguistic aspects of the text, but it should be clear how these have affected the translation.

The word limit for this commentary is 2,500 words. Candidates may use all available resources in preparing the translation and commentary. The same requirement to provide bibliographical details of all the secondary literature you have used applies as for the essays and thesis.

Just as for essays and the thesis you should discuss an appropriate supervisor with your advisor (who may, of course, be the supervisor). You should expect no more than two meetings with your supervisor in the course of preparation of the translation and commentary.

You should discuss a suitable passage (which may consist of part of a larger text, or more than one shorter texts) with your supervisor, and submit precise details of the text on the date given in the timetable in the handbook below.

There is no set length for the passage to be translated, and different texts will provide different challenges to the translator. The following texts are provided as examples of texts that would be appropriate for the translation and commentary:

a) Plato, *Statesman* 309c1-311c8;

b) the *Senatus consultum De Bacchanalibus* (*Corpus Inscriptionum Latinarum* 1².581) and the *Sententiae Minuciorum* (CIL 1².584).

A passage for translation and commentary may also be used in the first essay or thesis where relevant to the argument, so long as these do not also include lengthy discussion of the meaning/translation of the passage. You may provide a reference to the translation and commentary in your thesis if necessary.

Exercises in Place of Essays

In place of your second essay, some project of equivalent value may be undertaken, subject to the approval of the Degree Committee. These projects are known by the cover-all term 'exercise'. This may enable you to develop a skill of value either for its own sake or with a view to research you hope to pursue in the future. Often you can do it by attending the relevant 'specialist skills' course (in Textual Criticism and Paleography, Greek and Roman Epigraphy, Greek and Roman Numismatics, Mycenaean Epigraphy, Post-classical Latin) in either Michaelmas or Lent Term, or by attending a class in a relevant ancient or mediaeval language

Most usually a formal examination on such material is taken; for Mycenaean Epigraphy and any language (other than Greek or Latin) organised by the Faculty this will take place in April. Candidates being examined on palaeography/textual criticism take Paper A4 from Part II of the Classical Tripos in June, but are normally examined on one language only. Assessments and exams for courses based in other Faculties take place according to their timetable. Requests to take such an examination must be submitted to the Director of Postgraduate Studies (via graduate.secretary@classics.cam.ac.uk) by 9 November.

If you are interested in learning or extending your knowledge of an ancient language other than Greek or Latin, discuss this with the Director of Postgraduate Studies as soon as possible (at, or ideally before, the start of Michaelmas term). Classes will be provided whenever possible as a basis for an appropriate language paper. Recently, students have taken exams in Vedic Sanskrit, Oscan, Aramaic, Hebrew, Akkadian, Old Irish and Continental Celtic. Full course-details will be supplied at the introductory 'specialist skills' session at the beginning of Michaelmas Term.

It is also common to write an essay of about 4,000 words long using the type of data (e.g. coins, inscriptions) you have been studying in one of the 'specialist skills' classes. Such a project would be treated in exactly the same way as a normal essay, both in terms of the deadlines for submitting a proposal, and the criteria for marking it.

An alternative possibility, for skills for which there is no exam (such as Epigraphy or Numismatics), is to work out an individual project in consultation with the lecturer. The exercise might consist in, for instance, the annotated transcription of an epigraphic text, the classification of a set of coins or other artefacts, the collation of two or more manuscripts from microfilms, a linguistic commentary, or a set of archaeological drawings. You should consult the word limit section below for the special regulations relating to such an exercise. Requests to submit an exercise must be submitted to the Director of Postgraduate Studies by 9 November, but you should be in touch as soon as possible to discuss possibilities; full details of the format and content of what is proposed must be provided on the relevant form. In particular, any specific criteria proposed for assessment of the exercise, other than those laid down under the 'marking criteria for MPhil Essays and Thesis' must be specifically approved by the Degree Committee.

Standards and the Use of Sources

What sort of standard are you expected to achieve in your essays and thesis? In the time available you cannot necessarily be expected to arrive at (let alone prove) radically original conclusions. What we do expect, is that your work should show *independent judgement, based on your own research*. You will find it helpful to look carefully at the marking criteria ([pp. 32-35](#)). You will be expected to display a solid grasp of existing publications relevant to your topic, but the work which you submit must show us your mind operating independently on the material you have studied.

Students sometimes ask if a particular approach or style of argument is most appropriate for an MPhil essay (or thesis). It is difficult to generalise, given the wide variety of topics studied and intellectual approaches found in the Faculty, but on the whole it is best to avoid work which is primarily descriptive; rather, we are looking for an argument in which your independent judgement is displayed. This might come in the form of a reading of a text, image or monument – perhaps evaluating previous approaches to the example on which you are concentrating – or putting forward a more general proposition or argument based on a particular set of data. One key point is to avoid a topic which is either too narrowly focused (and thus fails to relate to the broader context, whether literary, historical or intellectual) or too broad, leading to excessively general and perhaps unsupported observations and conclusions. Often the best topics deal in some detail with a particular body of data, in a way which makes a contribution to the reader's understanding of the broader context. As a result, it is important to think at an early stage which of your chosen topics would fit most appropriately the model of the essay (max. 5,000 words) and which the thesis (8–12,000 words). The advice of your Advisor (and Supervisor, where this is a different person) will be particularly helpful in thinking about these issues, so do discuss them in some detail with them.

Your individual marks, and the comments transmitted to you by the Director of Postgraduate Studies, will give you an idea of where your work so far stands in quality. If you are dissatisfied with the level you are achieving, your Advisor will be able to give an idea of what would be needed to raise the standard next time. But do not assume that there is some simple set of instructions which, if you follow them, are bound to raise your performance to the desired level. It is *your* work that is being judged, with your own distinctive intellectual imprint. There is no mechanical set of rules for success.

It is crucially important in preparing your written work to maintain a clear distinction between your own contributions and views derived from the published literature. Each piece of work submitted for the MPhil must include a 'List of works cited and consulted' at the end, giving bibliographical details of all the secondary literature which you have consulted in its preparation. (Note also that the markers of your submitted piece may wish to see clear evidence that you have engaged with the ideas and arguments of the secondary literature which you include in this list, and you may find yourself penalized if your work takes insufficient account of books and articles which you claim to have consulted). You should not use unpublished work without its author's consent, and should be prepared to supply a copy of any unpublished material cited if requested to do so by the examiners. You should acknowledge where you have included material derived from a lecture or seminar which you have attended.

The document 'Faculty advice on academic misconduct' is included in this Handbook ([pp. 37](#)), and you are obliged to have read and understood the University's policy on plagiarism. All submitted essays and theses will automatically be submitted through Turnitin. Large Language Models such as ChatGPT may not be used in the composition of your work.

Modern Languages

In the work you submit, you are expected to take due account of modern scholarship on the topics you treat. Does this mean scholarship in all the standard languages of classical scholarship, namely English, French, German and Italian? No: you cannot be expected to acquire a reading knowledge of these in the space of nine months. The minimum requirement is that you take due account of the relevant literature in English.

However,

- (i) where you do have a reading knowledge of one or more of the other languages, it will be to your advantage to show acquaintance with important work written in them;
- (ii) If you are advised that material in a language you cannot read is *indispensable* for a given topic, this may raise doubts as to whether this is an appropriate topic for you to undertake. Consult your Advisor, your Supervisor and/or the Director of Postgraduate Studies if you are concerned that this may be a problem for your particular project.
- (iii) If you need to learn or develop a modern language, there are regular language courses and other learning facilities provided by the Language Centre. In particular, German courses at several levels take place in the Faculty, starting early in your first term with Mr Paul Hoegger (Tuesdays, Thursdays and Fridays). Bear in mind, too, the resources of the postgraduate community. For example, there may be native speakers of the language in question on the MPhil course, or in your college, who would be willing to help you read articles in their own language in return for help with correcting their own English.
- (iv) If you are hoping to continue to a PhD, it is prudent to make a start on developing an adequate knowledge of the language or languages most likely to prove indispensable for your research. Working through articles in those languages with a dictionary and grammar is one way of doing this, but you may do better to sign up for a course at the Language Centre. At the end of the year, when the Degree Committee considers your request to continue with a PhD, any work you have done on modern languages during the year may be taken into consideration.

Details of courses and other facilities can be found on the Language Centre website at <https://www.langcen.cam.ac.uk/>.

In particular, see <https://www.langcen.cam.ac.uk/graduates/learning-opportunities.html> for details of courses for postgraduates studying in the School of Arts and Humanities (of which Classics forms a part). Academic reading courses are offered in Portuguese, French, German, Italian, Russian and Spanish.

Word-length, Title and Formatting

Word-length

The regulations state that essays must be 'about 4,000 words in length'. This is meant to give an idea of the scale of work envisaged: something substantially less ambitious in scope (although not in quality!) than the thesis. Essays *must be no longer than* 5,000 words, including title, headings and footnotes but excluding the cover sheet, bibliography and any appendices containing source material supplied for the benefit of the examiners. **Any essay that is over 5,000 words long will be given a mark of zero.** A mark of zero may result in your failing the MPhil course.

For those taking an Examination in Greek or Latin Language, the submitted translation may be of any length, but the accompanying commentary must be no longer than 2,500 words. **Any commentary that is over 2,500 words long will result in the translation and commentary being given a mark of zero.** A mark of zero may result in your failing the MPhil course.

An MPhil thesis must be no more than 12,000 words and normally at least 8,000 words in length including title, headings and footnotes, and appendices including argumentation but excluding the cover sheet, bibliography and, and any source material supplied for the benefit of the examiners. **If the examiners**

find that the thesis is more than 12,000 words, they may impose a severe penalty, and may in any case choose to stop reading when they reach 12,000 words.

Students must specify the word-count when they submit the essay or thesis (this must conform precisely to the count of the electronic file submitted; although computer word-counts have their quirks it is the computer word-count, which should normally be in MS Word (.docx), that matters). It is of great importance that you keep an accurate check on the word length and ensure that your essay or thesis is within the specified range.

A page of statistics shall be regarded as the equivalent of 150 words. For pictures/figures, captions will not be counted as long as (a) these pictures/figures are in a separate section at the end and (b) the captions simply identify the picture/figure. If a picture or figure is part of your argument rather than source material included for the benefit of examiners, it should be included in the main part of the essay (and captions or other words will be counted).

Translation of Latin or Greek sources in essays or thesis is not required, although you are free to provide one if it is appropriate or necessary in the context of the argument you are making. Translations will be counted within the word limit. You should credit the translation appropriately (either to yourself, or giving the bibliographical details of a published translation). In the case of a published translation, you should make sure that, for the passage in question, it is based on the same text as the one you are using.

If you are planning to provide source material at the end of your essay or thesis for the benefit of the examiners, you must clear this in advance with the Director of Postgraduate Studies. Permission will be granted only when:

- (a) the evidence referred to is difficult to obtain and constitutes a body of material on which the essay or thesis is based [example: unpublished archaeological data/a new papyrus]; or
- (b) there is a substantial body of evidence, whose analysis forms the work of the essay, and the examiner would benefit by having the body of evidence easily available [example: a catalogue of vases]; or
- (c) the texts discussed are difficult to obtain or occur in widely dispersed sources.

Permission will not be granted for passages from familiar texts which should be cited in the body of the essay, or for texts which are integral to the argument of the essay.

The following further rules apply in respect to word limits:

- (i) In place of the second essay, an 'exercise' can be submitted. When this takes the form of a catalogue (raisonnée) with an introductory essay, the catalogue is not subject to a word limit, but the essay accompanying it may not exceed 3,000 words.
- (ii) Any appendices submitted without permission or in contravention of these regulations will not be read by the examiners.

Title

The title of each piece of work that you submit must be the one that has been approved by the Degree Committee. Titles should be sufficiently informative to allow the Committee to assess the nature and viability of the proposed project. You will find in the timetable the date by which each title must be submitted for approval, and also the latest date for any request to change a previously approved title. Forms will be available via the online resource system Moodle prior to each deadline for the submission of titles, to be completed electronically by students and approved by their Advisor. A change of title must be submitted on the relevant form and be approved by the Advisor.

You *must* submit each piece under the currently approved title. If at a late stage it becomes clear that your title is too broad, your best strategy is to add a subtitle, e.g. 'with special reference to...', or a prefatory note explaining why in the event you have narrowed the focus. You are not permitted simply to change to a different topic. If your topic does not sufficiently match your title you may be penalized.

It is important that your written work is presented in good English. If English is not your first language, you may find it useful to ask a native speaker to read through your work and make comments on the

language, style and idiom.

The formal presentation of your work is important. It must be typed and one-and-a-half spaced. A priority at the start of the course is to establish your word-processing habits. If you do not have your own computer, locate one or more mutually compatible machines that are suitable for your needs (e.g. check that they can do Greek), perhaps one at the Classics Faculty and one in your College, and ensure that you learn the basic skills of formatting early on. Ask your supervisor whether you are making any mistakes in your formatting when you submit your drafts – don't leave such matters until the final stages. It makes obvious sense to compile all your bibliography as you acquire it, so that it can easily be copied into your work without retyping, or to use an automated bibliography programme such as Endnote. **This Handbook gives guidelines on how to present bibliographical references (pp. 42).**

In addition to word-processing, computers in the Faculty can also be used to search the internet and to access a range of useful research tools and databases. Introductory sessions are provided by members of the Library staff at the beginning of the Michaelmas Term which provide a basic guide to what is available and how to use it.

BE SURE TO BACK UP YOUR WORK FREQUENTLY. A cloud-based server such as iCloud, Google Drive or Dropbox is ideal.

Submission of Work

Each piece of work must be submitted *electronically*. All submissions should have a cover-sheet (which you will receive by email direct from the Faculty) bearing the title of the piece of work, an anonymous candidate number (for essays/exercises) or your name (for the thesis), the word count and (in the case of the essays) whether the first or second essay. You must submit in a standard word processor format (.docx). It may additionally be submitted in portable document file (.pdf) form if you choose: this is recommended particularly if you are using complex fonts and/or formatting, or images.

The deadlines for submission of work are given in the timetable in the handbook below. For the essays we have two deadlines, 'suggested' and 'final'. The final deadlines are the last date at which work may be submitted; you are, however, encouraged to submit on the earlier, 'suggested' dates, so as to maximize the time available to work on your thesis. Reminders will be sent out confirming submission dates and explaining the process and how the electronic copy should be submitted. Essays and thesis can only be submitted once: do not submit your essay or thesis until you are sure it is complete. For the thesis, there is only a 'final' (i.e. there is no 'suggested') deadline for submission, but please do note the additional deadline by which you must submit the **full draft** of your thesis to your supervisor; it is important that you and your supervisor know that you have enough material for your thesis by this date.

These deadlines must be strictly observed: if work is submitted after a deadline, its lateness will be taken into account when marks are awarded. This penalty will consist of a deduction of 3 marks for late submission, with a further three marks deducted after each subsequent period of 24 hours.

The only circumstances in which short extensions to deadlines can be granted are 'illness or other grave cause'. If you need to invoke this clause you must either get your College Tutor to write on your behalf to the Director of Postgraduate Studies, Faculty of Classics, or (in the case of illness) provide a medical note from your GP, as soon as possible, and normally at least one week before the deadline in question. 'Other grave cause' means e.g. a very serious crisis in your family. It does not include such events as the loss of work from your computer.

Note that extensions to deadlines for essays will reduce the time available for you to work on your next essay/exam/thesis. Extensions for the thesis are strongly constrained by the need for marking and viva to take place prior to the final meeting of examiners. If this is not possible, you may need to make an application (with the support of your Tutor) to 'Extend your end of registration date', which will mean that your degree will not be finalised with the rest of the cohort.

Marks

Each piece of work you submit will be marked by two examiners. Each examiner independently assigns a numerical mark (ostensibly out of 100, although 59 or below is a fail, and marks above 85 are given vanishingly rarely). The two examiners then discuss the work and award a joint numerical mark. Please remember that different pieces of work may be marked by different examiners and that it is, therefore, necessary to make each piece of work free-standing in its argumentation, even if it is thematically linked to other essays/the thesis.

The External Examiner reviews all marks where the first two markers gave marks in different grade boundaries, or where a fail mark is awarded.

Your marks for essays, thesis and language exams will be emailed to you, in accordance with the timetable found in this booklet. In the case of the essays and the thesis, the examiners' reports will provide both an explanation of the marks they have given, and feedback on how the work could be improved. It is important to understand that examiners' comments and suggestions are not a simple recipe that you can follow to improve your marks next time. Learning how to respond to constructive critical feedback is a crucial skill in the academic environment, which can be challenging and painful.

If you need help in interpreting your marks or the examiners' comments and wish to know where your current strengths and weaknesses may lie, you should consult your Advisor, your Supervisor and/or the Director of Postgraduate Studies; they will be able to tell you whether you should modify your future research in the light of the examiners' comments. Bear in mind that the marks awarded for essays will be reviewed by the MPhil Examiners, in conjunction with the External Examiner, and may exceptionally be altered in the light of that process of moderation.

The marking scheme is available in this booklet. Continuation to the PhD is dependent on the quality of your research proposal as well as the quality of your MPhil work, but if you have a strong research proposal, achieving **an overall Distinction** in the MPhil will normally mean that you are permitted to continue to the PhD. See further the section "Continuing as a Postgraduate Student".

The oral examination

A week or so after you submit your thesis, the two assigned markers will meet you for an oral examination – the 'viva' (short for 'viva voce examination'), as it is usually known. In 2023-2024 vivas are scheduled to take place between Monday 17 June and Friday 21 June; you will be notified of the exact time and place shortly beforehand. In the meantime, make sure that you are available on all of these days. If, for special reasons, you absolutely cannot attend a viva in this period, the examiners *may* be able to hold your viva a day or two earlier, provided that you put in a request in good time. But such requests should be avoided if at all possible, and do not include reasons such as attendance at May Balls(!). You should not expect to leave Cambridge before the last Faculty Degree Committee meeting (expected to take place on 2 July). Most vivas prove a rewarding experience for both candidate and examiners. It is impossible to predict exactly what the viva will cover. The examiners may, for example, want to see how you respond to challenges that might (if only hypothetically) be brought against your arguments or methods, and may ask you to fill in gaps, to clarify obscure points, or to help resolve doubts. Although both of them will already have read and marked the thesis, they may use the impressions made by the viva to resolve any discrepancy between their respective marks, and could even, in principle, agree a higher (or, more rarely, lower) mark than either in the light of what they learn from your responses. The viva is not likely to make a huge difference to your final mark, but it is important enough to take seriously: do use the intervening week to think over issues which might come up at it, and re-read your thesis. Students are encouraged to discuss with their Advisor (and/or Supervisor, where this is a different person) how they might best prepare for the viva.

The regulations allow the viva to include, at the discretion of the examiners, questions about your essays or other exercises submitted. This is very unlikely to happen, but it could just be that some unclarity or other problem about one of your earlier pieces of work needs to be resolved. If so, you would receive advance warning. In exceptional circumstances an additional viva might be held at an earlier stage in the year.

Results

The examination is divided into two parts: two essays of around 4,000 words each (or one essay plus a language exam or exercise), and the thesis. In order to pass the MPhil, you must pass both parts: i.e. you must achieve *both* a pass on the 'essay' part of the examination (60%+ on two essays or an essay and an exam/exercise; a fail mark on one essay/exam/exercise may be discounted), and a pass (60%+) on your thesis. Occasionally, but rarely, a marginal failure in one part of the examination may be compensated by a 'high pass' of 70%+ (or better) in the other part.

No aggregate numerical mark for the entire MPhil is awarded.

Your overall result in the MPhil will be either a Distinction, a Pass or a Fail. The criteria for classification are to be found later in this Handbook. Your exact marks will be given on a certificate, signed by the Chair of the Faculty Board of Classics, at the end of the course. This certificate will indicate that you have been awarded an MPhil in 'Classics'. Specification of your subject area (e.g. 'Ancient History', 'Classical Literature', 'Ancient Philosophy'), rather than simply 'Classics', will be available on request.

In 2024 we anticipate emailing you with your result on Wed 3 July, and your certificate and other documentation will be available on Mon 10 July. This will enable you, if you are successful, to receive your degree at any degree ceremony ('Congregation') after that date, the earliest being mid/late July. Your College will have full details of how to apply for graduation.

Continuation to the PhD

In order to proceed to a PhD the Faculty's normal requirement (which will be a condition of your continuation) is that you must achieve an overall **Distinction** in the MPhil. To achieve an overall **Distinction** in the MPhil, you must achieve at least a **Pass** on the essay section (with an agreed 70%+ on at least one essay/examination/exercise; two marks above 60% in the essays/exam/exercise), and a **Distinction** (75%+) on your thesis.

MPhil Log

All students are issued with a simple MPhil log so as to record the subject-specific and transferable skills acquired during the course. You should complete this in consultation with your Advisor as a record of your achievements this year, both on the programme and in areas related to it.

Further Information

How the course is administered

The MPhil course is administered by the Faculty's Postgraduate Studies Committee, which also functions as the overall Board of Examiners.

Certain matters, after vetting by the Postgraduate Studies Committee, are formally decided or approved by the Degree Committee of the Classics Faculty within the framework established by the Student Registry: these are (1) admission to the MPhil course; (2) the award of the MPhil degree; (3) permission to continue as a postgraduate student after the MPhil year. The ultimate authority in all postgraduate matters, including cases of appeal, lies with the University's General Board Education Committee.

The timetable in this handbook includes the scheduled dates of Postgraduate Studies Committee and Degree Committee meetings, in case you have any matters you wish to bring to either of them; please contact the Director of Postgraduate Studies in the first instance, if this applies to you. Urgent matters can often be dealt with even between meetings.

Nick Zair, the Director of Postgraduate Studies, will meet each of you at the end of the Michaelmas Term to see how your first term has gone. The Postgraduate Studies Committee is also eager to learn how it could do things better so we will ask you to fill in questionnaires over the course of the year, but you are encouraged to pass on your observations about the course to Nick.

Trouble-shooting and Support

The MPhil is an intensive and demanding course, and it is not unusual to come across problems during the MPhil year. If you have any problems or questions concerning the academic side of the course you should approach, as appropriate, *either* your Advisor *or* your seminar leader *or* the Director of Postgraduate Studies. Another very important channel for concerns or dissatisfactions is the Faculty's Postgraduate rep., who sits on the Faculty Board and represents the interests of postgraduate students in the Faculty. The current Postgraduate rep is Sólveig Hilmarsdóttir, a PhD student in classical reception (graduate.representative@classics.cam.ac.uk), who will be hosting a 'meet and greet' session for new postgraduates at the beginning of Michaelmas Term.

It is a good idea to make contact with your College's Postgraduate Tutor, who will be able to provide advice relating to any problems that arise in connection with College (e.g. accommodation) or more generally. Colleges also offer good support networks and pastoral care. The University Counselling Service offers help, workshops and counselling across a wide range of issues (website: <https://www.counselling.cam.ac.uk/>).

If your work is disrupted as a result of illness or other problems, please let the Director of Postgraduate Studies and your College's Postgraduate Tutor know **at once**, as well as your Advisor. Remember, it is possible to defer submission of work due to illness or other grave cause, but in normal circumstances you must make an application to defer at least one week before the submission deadline.

For problems of a very serious nature, or that cannot be resolved within the Faculty, the University has a complaints procedure: <https://www.studentcomplaints.admin.cam.ac.uk/student-complaints>

Equality and Diversity

The Faculty is committed to supporting and sustaining a diverse community, and to avoiding prejudice based on race, gender (female, male or other), sexuality, class or religion (or lack of it). When anyone enters the Faculty building or interacts with the Faculty's members, they are implicitly entering into a contract requiring them to treat others — including, importantly, non-academic staff — with courtesy and dignity. We expect all members of our community to strive to be welcoming towards and supportive of each other. In particular, we expect each individual to engage positively with those who do not share their social identity and/or role within the Faculty.

The Faculty's action plan for race equality can be viewed [here](#).

Harassment and Discrimination

Unfortunately, sometimes things do go wrong, and it is important to acknowledge this and where appropriate seek redress.

'Harassment' is any kind of unwelcome or inappropriate physical or verbal interaction, however fleeting it may appear.

'Discrimination' occurs when an individual or group is denied an opportunity on the grounds of gender, race, sexuality or religion (or lack of it), or because of particular circumstances (family or caring responsibilities). It can be direct (e.g. if a decision is taken on the explicit grounds that a member of one social group is to be preferred) or it can be indirect (i.e. if a decision taken for one reason has the additional and perhaps unintended consequence of discriminating: an example might be when an important meeting is scheduled at a time when those with families are unlikely to be able to attend).

Harassment and direct discrimination are always wrong and we would encourage you to report all instances. Indirect discrimination is by definition more nebulous, and may be justifiable in certain circumstances. For example, it may be that there is a good reason to schedule certain events such as open days for potential undergraduates at times that are inconvenient for those with families or on religious holy days. Nevertheless, indirect discrimination should ideally be avoided. It is always worth letting someone in the Faculty know if you perceive it (see the following paragraph), and it may be appropriate to report it.

Advice on Reporting of Harassment or Discrimination

If you have experienced harassment or discrimination, you can get advice on how to report it and/or get support here:

<https://reportandsupport.cam.ac.uk>.

For further resources on harassment and sexual misconduct see:

<https://www.breakingthesilence.cam.ac.uk>.

The Faculty's Equality Officer is Prof. Tim Whitmarsh (tjgw100@cam.ac.uk), who is available to talk through, in complete confidence, any equalities-related issues you would like to discuss with him; please do not hesitate to contact him if you would like to meet with him. There are several other possible places to seek advice: (a) your Advisor (b) a college tutor or (c) the Faculty's Director of Postgraduate Studies (naz21@cam.ac.uk). The Faculty Administrative Officer (administrator@classics.cam.ac.uk) is always happy to offer advice about where best issues should be raised.

For further information on what the Faculty is doing to ensure that all students, staff and visitors feel equally welcome and for further resources see

<https://www.classics.cam.ac.uk/directory/equality-diversity>

Disability and Mental Health

As a faculty we are committed to supporting disabled students. Disability is defined as any long-term health condition — mental or physical— which substantially affects your ability to carry out normal daily

activities.

Students who have a disability may find it helpful to contact the University Accessibility and Disability Resource Centre (ADRC) for help and advice (located in the Student Services Centre, Bene't St, Cambridge, CB2 3PT; telephone 01223 332301; textphone 01223 764085; website <https://www.disability.admin.cam.ac.uk>).

Support available at the ADRC:

- Information and advice on disability issues
- Specialist 1:1 study skills sessions and mentorship
- Assessment for dyslexia
- Guidance on assessments for disabilities other than dyslexia
- Assistance with funding applications
- The loan of specialist equipment
- Human support (e.g. note-taker or mentor) through the Non-Medical Assistance Scheme
- Liaison with your College and Department

The ADRC can also provide a Student Support Document, outlining reasonable adjustments, such as lecture recording, deadline flexibility and directed reading lists. SSDs are circulated - with student consent - to relevant teaching staff.

The Disabled Students' Campaign provides information, resources and support for disabled students on issues such as exam adjustments and intermission; available at <https://www.disabled.cusu.cam.ac.uk/>

Within the Faculty, the Disability Liaison Officer is Mr Nigel Thompson (administrator@classics.cam.ac.uk), who will also be very happy to give advice.

For further resources and support within the University for students with mental health difficulties, please see <https://www.studentwellbeing.admin.cam.ac.uk/support-particular-issues/mental-health-support>.

For information on access to buildings in the University, please see <https://www.disability.admin.cam.ac.uk/building-access-guide>. The Faculty follows the University's Code of Practice in relation to reasonable adjustment for disabled students, details of which are available at <https://www.disability.admin.cam.ac.uk/code-practice-reasonable-adjustments-disabled-students>.

PhD Application Process

You may view your MPhil course as itself completing your classical studies, or as a step towards further study elsewhere. Alternatively, you may have, or develop during the MPhil year, plans for continuation with a full PhD at Cambridge. If you intend to continue directly to a PhD, you must start thinking about your application in Michaelmas Term. Consult the Postgraduate Admissions web page for full details: <https://www.graduate.study.cam.ac.uk/>.

Interviews for PhD places are conducted by two senior members of the Faculty, who make a recommendation to the Postgraduate Studies Committee and the Degree Committee. Any PhD place offered by the Degree Committee will be conditional on your eventual MPhil result. Normally the PhD will take a further three years after the MPhil year, but in some particular circumstances it is possible to apply to have the MPhil year counted as the first of the three years of study you need for the PhD. This can be and is best done when you are well into your PhD work.

The final decision as to whether you may continue will be taken by the University's Board of Postgraduate Studies, on the recommendation of the Faculty's Degree Committee. The decision will be based principally on your PhD research proposal, MPhil marks and the thesis examiners' reports: a Distinction overall in the MPhil will normally guarantee a PhD place (see [pp. 16](#)), but those who narrowly miss a Distinction overall may also be accepted onto the PhD programme depending on their spread of marks, research proposal and Advisor's report. The Degree Committee decision will be notified to you

by email, together with your overall MPhil result, on Wed 3 July.

It cannot be guaranteed in every case that the Degree Committee will permit continuation. If your MPhil marks fall below the level specified in the section of this handbook titled **Marks** above, the implication will be that you would be unlikely to complete a successful Cambridge PhD.

It may well be important to you to know early on how strong your chances are of being permitted to continue. But you should not, for this purpose, rely too heavily on the marks for your first essay. It is perfectly normal that these should fall below the level you achieve by the end of the year. We both hope and expect to see a learning gradient over the 9 months of the MPhil. It is more helpful, as the year proceeds and the marks come in, for you to ask your Advisor for a candid and frank assessment of your chances. You should in any case have alternative plans prepared, perhaps an application for a postgraduate course elsewhere. In order to apply for continuation, you need to apply online and follow the instructions on the following website:

<https://www.postgraduate.study.cam.ac.uk/application-process/how-do-i-apply>

Whether or not you are seeking funding you are strongly urged to apply by 4 January 2024 if at all possible. For more details of the different sources of funding available and application deadlines and procedures, check the following website:

<https://www.postgraduate.study.cam.ac.uk/funding>

and the Postgraduate Admissions pages of the Faculty website:

<https://www.classics.cam.ac.uk/prospective/postgraduate>

All queries concerning Postgraduate Funding should be directed to the Postgraduate Administrator (see contact details below).

The Classical Postgraduate Community

One of the great assets available to you is the support and collective experience and expertise of your eighty-or-so fellow postgraduate students in the Classics Faculty. All our postgraduate students, whether registered for the MPhil, for the PhD, or visiting, are of equal status and form a single community. All officially registered postgraduate students have exactly the same rights, including library privileges, use of the Postgraduate Common Room and of G22, and access to Faculty grants for research purposes (see next section).

For further details, see the 'Unofficial postgraduate handbook':

<https://www.classics.cam.ac.uk/student-information/>

The postgraduate common room (room G.10) is an important focus of social and intellectual life in the postgraduate community, and you are invited to make regular use of it (and also to keep it clean and tidy). Postgraduates also have access to the common room in stage 3 of the building (G22).

Postgraduate students have card-access to enter the building out of hours. Card-holders must not let anyone into the building whom they do not know to be a member of the Classics Faculty, and when card-holders leave the building they must wait until the doors shut, to ensure that no-one enters without permission during the time that the doors are open.

Financial Matters

Research visits/Field Trips

Students should contact the Faculty Administrator (administrator@classics.cam.ac.uk) concerning a suitable risk assessment if they intend to carry out research or visit museums or sites which are

- a) Outside the EU, and/or
- b) Beyond the normal boundaries of tourism, and/or
- c) In countries with any British Foreign and Commonwealth Office (FCO) safety warnings (see <https://www.gov.uk/foreign-travel-advice>).

Travel Funds for Postgraduate Students

Henry Arthur Thomas (HAT) Awards: If you are planning to travel in connection with your studies, (for example, you are attending a conference where you are giving a paper or visiting a museum to study a particular object) you may apply for support from the Henry Arthur Thomas fund, having first approached your College for funding. Grants are not normally awarded for travel after the MPhil thesis-viva. Please consult the Director of Postgraduate Studies in case of doubt.

HAT awards are usually applied for *after* the expenditure has been incurred. Completed application forms should be submitted to the Chair of the Faculty Board, together with receipts, a letter of support from your Advisor, and evidence that a college contribution (or other grant) has been sought. Application forms are available from the "General Postgraduate Resources" section of Moodle: <https://www.vle.cam.ac.uk>. For queries, please contact Dr Yannis Galanakis (ig298@cam.ac.uk), who will be serving as Secretary of the Faculty's Finance Committee.

Other types of expenses necessary to your research (e.g. courses which are not available in Cambridge, subscription to computer software) may on occasion be reimbursed from the Henry Arthur Thomas fund. In this case, you should contact the Secretary of the Finance Committee prior to the expenditure, explaining the need, and providing evidence that a contribution from college has been sought (and the outcome). You should also ask your supervisor to write a letter of support.

Corbett Travel Awards: If your travel plans are unconnected with research you may apply for a Corbett Travel Award. Preference is given to postgraduates who have not visited Classical lands before, who carry a strong recommendation from their Advisor, and who have worked out a thoughtful and productive travel itinerary.

Application forms are also available on Moodle (as above), and must be returned before the division of the Lent Term (for travel at Easter) or the end of the Easter Term (for travel in the Summer). Late applications are not accepted.

Childcare Support

Postgraduate students may claim reimbursement of unavoidable out-of-pocket expenses for childcare incurred when attending Faculty seminars and the Corbett and Gray Lectures. Applications will be considered by the Managers of the Postgraduate Studies Fund, and must be accompanied by a statement of support from the Advisor. You are advised to discuss applications in advance with the Director of Postgraduate Studies.

Financial Hardship

The Classics Faculty Board makes some financial assistance available from its own Trust Funds to postgraduate students who are experiencing financial difficulties. Postgraduate students in unexpected financial hardship may apply to the Postgraduate Studies Fund at any stage of their degree. Application forms are also available on Moodle (as above).

Keeping Up to Date

There are many events and opportunities of interest to postgraduate students, taking place both in Cambridge and elsewhere, and being aware of them all is no easy task. Details of lectures, seminars, courses, scholarships, jobs and so forth will be circulated in e-mails to all postgraduate students from time to time by the Chief Secretary, Postgraduate Administrator or the Postgraduate Representative, but it is also a good idea to look regularly at the noticeboards in the Faculty, where details are displayed, and the relevant portions of the Faculty website. You might also like to join a national classicists' e-mail list. Scholars from around the world regularly send messages to such lists, and they are a great way to keep up to date. Two of the best e-mail lists are:

JISC M@IL: classicsg grads@jiscmail.ac.uk see www.jiscmail.ac.uk/lists/CLASSICSGRADS.html

Classics Listserv: classicists@listserv.liv.ac.uk see <http://listserv.liv.ac.uk/archives/classicists.html>

Faculty Library

Most Classics postgraduate students make the Faculty Library their main base, and you will be given access for 24 hours a day, once you have signed the *24 hr Access Form* when you call in at the Enquiries Office at the beginning of induction week. Use your University Card to enter when the doors are locked. (Your University Card is issued by your College). This 'out-of-hours access' is restricted to the Classics Faculty's lecturers, postgraduate students, and official visitors. Persons granted out-of-hours access must not admit others to the building when it is closed. Please ensure that unauthorized persons do not enter the building when you use the automated doors out-of-hours.

The Library collection is excellent, and it is in regular use. Use your University Card to borrow. Please use the self-service machine to borrow books out-of-hours. Do not remove books from the Library unless they are on loan to you: missing books greatly inconvenience other readers. Please use the reservation slips if you wish to keep books, which are not currently on loan to you, on a desk in the Library.

You are welcome to use other departmental libraries. There are more than 100 libraries across the University. Information about each library can be found at <https://www.libraries.cam.ac.uk/libraries-directory/libraries-a-z>. Most of the arts and humanities libraries are located on the Sidgwick Site (e.g. Asian Studies, Philosophy). Ask each library for information on its borrowing rights for postgraduate students. You are also encouraged to use the University Library (located close to West Road): the UL holds books on all subject areas in the arts and humanities.

Training Needs

The Faculty is committed to ensuring that the training needs of its postgraduate students are met. Courses in specialist skills are run by the Faculty throughout the year; for details, see the relevant sections of this handbook. Postgraduates can also take advantage of the training courses run by the University's Researcher Development Programme, (<https://www.rdp.cam.ac.uk>), by the Language Centre (<https://www.langcen.cam.ac.uk>) and by the Computing Service (<https://www.uis.cam.ac.uk/training>). The Careers Service has a wealth of useful information about jobs and future study available on its website (<http://www.careers.cam.ac.uk>), and it is possible to arrange an individual interview with a careers adviser to discuss your future plans.

Specialist Skills Courses & Lectures

Academic reading courses in German

German for Classicists is taught by Paul A. Hoegger, Coordinator for German at Cambridge University Language Centre and Affiliated Lecturer in the German Section of the Faculty of Modern and Medieval Languages, who has many years of experience teaching German to undergraduate and postgraduate students.

The course, from October 2023 until March 2024, will consist of 15 classes of 90 minutes each. Contact the Language Centre or Paul Hoegger for further information (for addresses see below).

The course is offered at three levels of proficiency:

Tuesdays:	(INTERMEDIATE 1)	11.30 - 1.00 pm First session, 17th October 2023
Thursdays:	(TOTAL BEGINNERS)	11.30 - 1.00 pm First session, 12th October 2023
Fridays:	(INTERMEDIATE 2)	2.00 - 3.30 pm First session, 13th October 2023

The aim of the course is to help students from all branches of Classics to cope with reading specialist literature. Similar courses exist in some other Faculties, but there is a special need for advanced students in Classics to have a reading knowledge of German, because of the major role of German scholarship in all or most areas of Classics. The classes will help students with their immediate needs, while providing linguistic training for those planning further academic work.

Course structure and content. The first session will be devoted to academic reading skills in general as well as to particular issues concerning reading in German. After that each session will be divided into two equal parts of 45 minutes.

The first part will consist of the teaching of general language skills, that is to say basic grammar relevant to reading texts, structure of written academic German, points of word formation, comprehension exercises, cognates, and 'international' words - plus academic conventions, abbreviations, etc.

The second part will be devoted to reading original German texts. There will be tasks to develop insight into the reading process. Here specific vocabulary and terminology relevant to Classics will be practised. The typical features of academic style will be analysed in order to enable students to work out sentence-structure and so promote fast-reading skills; in addition, close reading of material in word-by-word detail will be practised. The subject matter of the texts used will be drawn from main areas of classics in which the participants are involved, and will be varied, so that students can get to know the terminology of their specific field. Depending on the size of the group, help will be given to individuals with the specific texts on which they are working.

Please register for your preferred course through the online sign-up facility (accessed via the Language Centre website: www.langcen.cam.ac.uk/culp/culp.php), or direct on the following link: (you will need to login to Raven first): <https://www.training.cam.ac.uk/lc/theme/LAP?providerId=399495>

Please note: There are other BASIC (=Total Beginners) LAP courses. Please make sure you enrol in the correct course. Look out for **PRIMARILY FOR CLASSICISTS**.

Paul Hoegger, German Coordinator, University Language Centre
Affiliated Lecturer German Section, Faculty of Modern and Medieval Languages
Bye Fellow and Director of Studies in Modern Languages, Fitzwilliam College Cambridge CB3 0DG
(pah38@cam.ac.uk)

Greek and Roman Numismatics

A series of eight lectures and hands-on classes, conducted in the collections of the Department of Coins and Medals of the Fitzwilliam Museum. The material, which ranges from the 7th century B.C. to the Late Roman Empire, will be considered from various angles – e.g. thematic, typological, archaeological and historical. Students will be exposed to the scholarly techniques of numismatics and will have the opportunity to develop their ideas for an MPhil essay or dissertation.

Dr Adrian Popescu, Affiliated Lecturer in Numismatics
(ap345@cam.ac.uk)

Greek and Roman Epigraphy

Inscriptions provide a wealth of information regarding almost all aspects of the Greek and Roman worlds: institutions, administration, law, religion, society, language, prosopography, etc. The aim of the course is to introduce students to how this material can be used by the historian, as well as to the scholarly tools used in epigraphy. Students will be encouraged to read and discuss interesting texts from different classes of inscriptions, and there will be a particular focus, where possible, on the physical context of the inscription.

An introductory session will be followed by three classes on different types of Greek epigraphy, followed by three on different types of Roman epigraphy. The final session will provide an opportunity for some members of the group to present inscriptions of relevance to their own research to the group. The course is available to Part II and postgraduate students; no previous experience in working with inscriptions is required and only basic knowledge of Greek and Latin. Preliminary reading: J. Bodel, *Epigraphic Evidence. Ancient History from Inscriptions* (London 2001).

Prof. Robin Osborne and Dr Ben Kolbeck
(ro225@cam.ac.uk and bgrk2@cam.ac.uk)

Textual Criticism and Palaeography

Candidates interested in doing an exercise in either textual criticism or palaeography as a substitute for an essay should contact Prof. Stephen Oakley.

Prof. Stephen Oakley, Kennedy Professor of Latin
(spo23@cam.ac.uk)

Late and Mediaeval Latin Manuscripts

There will be three classes, on Late-Antique and Early Mediaeval Latin, High-Mediaeval Latin, and Late-Mediaeval and Renaissance Latin. Each will meet once per week for 20 weeks (MT, LT, and the first half of ET). They should be in the History Faculty Boardroom: nos. 1 and 2 on Friday mornings; and no. 3 on Monday or Tuesday mornings (timetabling still being confirmed).

In each we'll read a series of texts in digitised manuscript form, generally spending two weeks on each text. Students will be given the text in advance (i.e. not unseen) but are asked to read it (and if needed, take notes) but under no circumstances prepare a translation. We'll then read it together and discuss script, abbreviations, the manuscript, grammar, text, and literary/historical content together in class.

Dr Jacob Currie
(jmrc2@cam.ac.uk)

Mycenaean Epigraphy

Those interested in doing the Mycenaean Epigraphy exercise in place of the third essay should attend the 'Writing in the Aegean Bronze Age' Text and Topic seminar in Michaelmas. There will be further hands-on sessions in Lent term. Past exam papers can be found here: <https://www.vle.cam.ac.uk/course/view.php?id=172881>.

Prof. Torsten Meissner
(tm10012@cam.ac.uk)

Undergraduate Lectures

You are free to go to any undergraduate lecture course (in Classics or in any other subject) that interests you. Part II lectures (for final year undergraduates) are most likely to be of interest. Course details and the lecture timetable may be found online: <http://www.classics.cam.ac.uk/student-information>.

Frequently Asked Questions

'I can't get in touch with my Advisor or Supervisor. What do I do?'

Advisors and supervisors may not always be able to reply immediately to requests to meet, and you should make sure that you give them adequate advance warning of a planned meeting. You are, however, entitled to expect a reply within a reasonable timescale, so do not feel shy about sending a follow-up message. The Faculty expects meetings with Supervisors to occur at least once a fortnight during termtime (and no more than once weekly). If you have ongoing difficulties, do not hesitate to contact the Director of Postgraduate Studies.

'Can I go to two Text and Topic Seminars series in one term?'

No: preparation for these can be time-consuming, and it is best for you to focus on one.

'How do I change my essay / thesis title from the one I submitted?'

If you are still **before** the published deadline for final changes, you complete the form and get your Advisor's approval for the new title. You are not allowed to change the title **after** the deadline, but you may add a sub-title, narrowing the focus of the original title, without further permission.

'Where can I find a past paper for my Language/Epigraphy exam?'

Sample papers will be made available on Moodle. However, do note that the Mycenaean Epigraphy exam involves examining physical materials, which cannot be replicated digitally.

'My essay / thesis is over the word-count. What do I do?'

You may be able to cut down your word-count by adopting a short reference system (see Appendices), and do remember that your Bibliography does not count towards the total. Ultimately, however, it is important for students to learn how to make their central arguments in a manner that is both effective and concise. You cannot expect your Advisor (or Supervisor) to cut words for you. The final submitted essay/thesis MUST be within the word-limit as measured by the 'word count' function of the MS Word word-processing programme.

'How do I get hold of submission forms?'

Cover Sheets are created once the proposed essay titles have been approved by the Faculty; they will then be made available on the "MPhil in Classics" course on Moodle. Please note that you will need to complete the word count for yourself.

'Can I extend the submission deadline of my essay / thesis?'

Yes, but only if you have suffered from an illness or other grave cause. You must make the application to defer the submission deadline of essays through your College Tutor at least one week before the deadline (see pages 29 and 30). For deferral of thesis submission, contact the Director of Postgraduate Studies as soon as possible; you may need to make an application to 'extend your End of Registration date' via your self-service page on the University's CamSIS system. For details, see:

<http://www.admin.cam.ac.uk/students/studentregistry/current/graduate/programme/extending.html>.

'Where are my essay marks?'

Essay / Thesis marks and feedback will be sent by email, at the date and time specified on the timetable (see pages 29 and 30).

'Can I know who marked my essays?'

Candidates are not informed of who their essay markers are. However, the identity of the examiners for your thesis will be revealed ahead of the oral examination.

'Can I appeal against an essay mark?'

There is no mechanism for challenging judgements of academic quality, but you can appeal if you think the marking process was flawed or unfair. If you think an essay was wrongly marked, you should talk first to your Advisor and then to the Director of Postgraduate Studies. The MPhil Examiners and the External Examiner have a moderating role in the examination of the MPhil essays and theses, and in cases where there is disagreement between markers about the quality of an essay it will be seen by the External Examiner and / or sent to a third examiner.

Glossary of Cambridge Words and Phrases

Academic: as a noun ('an academic'), it refers to someone employed by the University or a College to teach and/or do research ('Faculty' is not used in this sense). 'Don' is sometimes used with much the same meaning.

Academic Year: this runs from October 1st to September 30th.

Administrative Staff: those employed by the Faculty for purposes other than academic teaching and research.

Advisor: the University Teaching Officer allocated to an MPhil student before they arrive to guide their studies over the course of the year.

Chair: the Chair of the Faculty (who changes every 2–3 years) is the most senior University Teaching Officer, and chair of the Faculty Board.

Class: a scheduled teaching event taking place within the Faculty building. Greek and Latin languages are taught in classes, as are Specialist Skills. Some lecture courses also have additional classes.

Classical Association: the Classics subject association in the UK. Regional branches (including in Cambridge) hold meetings regularly, which attract members of the public. In addition a large annual conference is held every April, attracting a national and international audience.

College Teaching Officer: an academic employed by a college rather than by the University (contrast 'University Teaching Officer').

Convenor: the Senior Member tasked with organising a Text and Topic seminar.

Director of Postgraduate Studies: the University Teaching Officer tasked with overseeing the MPhil and PhD programmes. In 2023–4 this will be Nick Zair (naz21@cam.ac.uk).

Dissertation: another word for 'Thesis'.

Don: see 'Academic'

Easter: see 'Term', 'Vacation'.

Essay: an academic piece written by a student; for the MPhil, submitted essays are about 4000, and no more than 5000 words long.

Exercise: in the MPhil it is possible to substitute your second essay for an intellectual exercise of a kind that you can agree with the Faculty in advance.

Faculty: Classics in Cambridge is based in a 'Faculty' rather than a 'Department'. The word 'Faculty' can be used for the institutional structure, for its Junior and Senior Members, or for the physical building (but not for academics in general: see 'Academic').

Faculty Board: ultimate authority for decision-making in the Faculty lies with the Faculty Board, a body of 19 University Teaching Officers and others who change annually.

Graduate student: the older term for a Postgraduate Student.

Holiday: used loosely, another word for 'Vacation'. MPhil students are expected to work through the vacations (although they may of course take holidays, in the sense of breaks from work).

Intensive Greek (or Latin): Greek (or Latin) studied intensively from beginner's or intermediate level. The Faculty has a large language teaching programme involving a number of teachers.

Junior Member (of the Faculty of Classics): any student (undergraduate or postgraduate) of the Faculty of Classics.

Junior Research Fellow: a Postdoctoral Researcher employed by one of the colleges.

Lecture: usually a scheduled lecture given to undergraduates (but open to postgraduates). A timetable is published on the Faculty's website for each Term.

Lent: see 'Term'.

Michaelmas: see 'Term'.

Postdoctoral Researcher: someone with a PhD who is employed to research, either independently or as part of a larger research project. Postdoctoral researchers may be employed by a national or international research body (such as the European Research Council), by a charity (such as the Leverhulme Trust), or by a college (in which case they are usually called Junior Research Fellows).

Postgraduate Representative: a Postgraduate Student (by convention a PhD student) who is responsible for representing the views and any concerns of the Postgraduate body to the Faculty Board.

Postgraduate Student: a student who already holds a first degree. In the Faculty you will meet MPhil and PhD students.

Professor: someone employed on a permanent contract by the University to teach and do research (a University Teaching Officer). They come in three flavours: Assistant Professor, Associate Professor and (Full) Professor. Confusingly, only Full Professors are addressed by the title 'Professor'; 'Dr' is, by convention, used for other UTOs (and others) who hold a PhD, and 'Mr/Ms' for those who do not.

Research Seminars: the Faculty hosts a series of research-level seminars, in each of the subdisciplines of Classics, throughout the year. Research Seminars are sometimes referred to as 'Graduate Seminars'. They are attended by MPhil and PhD students, as well as Senior Members of the Faculty (and any others). Details can be found on the Faculty website.

SCS: The Society for Classical Studies, the Classics subject association in the USA. An annual meeting is held in a US city every January.

Seminar: any meeting built around one or more research-level presentations. As in 'Thesis Seminars', 'Postgraduate Interdisciplinary Seminars', 'Research Seminars', 'Text and Topic Seminars'.

Senior Member (of the Faculty of Classics): any member of the academic staff with an established role in the Faculty of Classics; contrast 'Junior Member (of the Faculty of Classics)'. Senior Members are typically University Teaching Officers, College Teaching Officers, Postdoctoral Researchers or Junior Research Fellows.

Supervision: Small-group teaching, usually focused on consideration of work a student has submitted in advance. For postgraduate students this is usually one-to-one.

Supervisor: for MPhil students, someone tasked with the supervision of a particular piece of work.

Term: the Academic Year is divided into three terms, Michaelmas (autumn), Lent (spring) and Easter (summer), separated by vacations. Term dates can be found [here](#). Seminars and other scheduled events take place in term-time, but MPhil students are expected to work through the vacations as well (with some breaks!). The names of the Terms were originally taken from the Christian calendar, but they have no religious significance now.

Text and Topic Seminars: a formal part of the MPhil course. You are required to attend one seminar course (usually consisting of 6 weekly seminars) per term.

Thesis: a piece of research-level academic writing of up to 12,000 words. It differs from an essay by virtue of its length.

Tutor: usually a Fellow of your college who is tasked with looking after your wellbeing, and to whom you can turn for advice about accommodation etc. The term is not used in connection with the Faculty.

Undergraduate: a student studying for their first degree.

University Teaching Officer: an academic employed by the University of Cambridge to teach and research (usually but not always a permanent member of staff).

Vacation: the periods of the Academic Year that lie between the Terms. It is conventional to speak of the 'Christmas', 'Easter' and 'Summer' vacations; see under 'Terms' on this historic nature of religious vocabulary.

Week (of term): be aware that weeks can be said to begin on different days of the week in different contexts. For example, undergraduate lectures begin on Thursdays, so that 'week one' runs from Thursday to Wednesday. But others will begin counting the weeks from the following Monday. This is one of Cambridge's more confusing conventions. It is worth checking if you are unsure.

MPhil Administration and Support Staff Contact Information

For MPhil course related queries or queries about PhD admissions, the best way to contact us is using this email: graduate.secretary@classics.cam.ac.uk

Work Role	Name	Room	Tel	E-mail
Director of Postgraduate Studies	Nick Zair	G.04	35169	naz21@cam.ac.uk
Director of Postgraduate Admissions	Rebecca Laemmle	G.04	35194	rl545@cam.ac.uk
MPhil Language Co-ordinator	Franco Basso	1.13	35168	fggb2@cam.ac.uk
Chief Secretary	Lina Undicino	G.02a	35152	pu10000@cam.ac.uk
Postgraduate Administrator	Simon Flack	G.01a	35960	spf32@cam.ac.uk
Librarian	Lyn Bailey	Library	35154	lkb24@cam.ac.uk

Please note that telephone numbers are for the University's internal network. To call from a telephone that is not part of the network, add 012233 before the start.

External Examiner

Dr Gideon Nisbet (Birmingham)

IT and the Faculty of Classics

For IT training see <https://www.ucs.cam.ac.uk/training> for what is offered by Computing Services. All courses are free to students.

The University's wifi service, UniOfCam³ and the international eduroam⁴ wifi service are available throughout the Faculty. AV equipment is present in lecture/seminar rooms. A vast range of electronic resources is accessible through the Faculty library web pages and the University Library website.

COURSE TIMETABLE AND DEADLINES

The pages below set out the important dates for MPhil students. The first two columns are most crucial – *record them in your calendar*. The third and fourth columns schedule meetings for the Postgraduate Studies and Degree committees, which are of less immediate importance.

Lecture timetables and seminar details can be found online. However, changes are common, and you should *check the Faculty website* (or the notice board in the Faculty foyer) for revisions.

³ <https://help.uis.cam.ac.uk/service/wi-fi/it-staff/technical-uniofcam>

⁴ <https://help.uis.cam.ac.uk/service/wi-fi>

Meetings for Students	Students' Deadlines	Postgraduate Studies Committee	Degree Committee	
MICHAELMAS TERM				
Tu 3 Oct 11-12.30: Tours of the Library and Museum 2.00-3.00: Welcome (room G.19) 3:00-4:30: Intro to specialist skills (room G.19) We 4 Oct 11:30-12:30: Electronic resources (room G.19) 2.00-3.30: Research Skills Seminar 1 (G.19) Th 5 Oct 2:00-3:30: Research Skills Seminar 2 (G.19) Fr 6 Oct 5.30-6.30: 'Meet and Greet' (room G.19) 6.30-7.30: Drinks party (Cast gallery) Tue 10 Oct 2.00-3:30: Research Skills Seminar 3 (G.19 or G.21) Mon 16 Oct 2.00-3:30: Research Skills Seminar 4 (G.19) Tu and We from 17 & 18 Oct to 28 & 29 Nov 2.00-3.30 or 4.00: Text and Topic Seminars Th 30 Nov - F 1 Dec Individual meetings with Director of Postgraduate Studies (room G.04) Mo 11 Dec 4.00: First essay marks by email	Th 19 Oct 12 noon: First essay title deadline We 1 Nov 12 noon: Submission of requests to take an examination or exercise We 8 Nov 12 noon: Last date to request change to approved first essay title We 15 Nov 12 noon: Submission of first essay We 22 Nov 12 noon: <i>Absolute deadline for first essay submission</i> We 29 Nov 12 noon: Second essay title deadline Th 30 Nov 12 noon: Submit proposals for language dossier exercise for Greek and Latin exams	M 9 Oct M 6 Nov Fr 8 Dec	2.00 2.00 2.00	Th 19 Oct Th 9 Nov Th 30 Nov
LENT TERM				
Tu 16 Jan 2.00-3.30: Research Skills Seminar 5 (G.19) Tu and We from 30 Jan & 31 Jan to 12 and 13 Mar 2.00-3.30 or 4.00: Text and Topic Seminars Fr 15 Mar 4.00: Second essay marks by email	We 17 Jan 12 noon: Last date to propose revised exam arrangements We 7 Feb 12 noon: Last date to request change to approved second essay title Th 8 Feb 12 noon: Last date to request change to language dossier exercise for Greek and Latin exams We 14 Feb 12 noon: Submission of second essay We 21 Feb 12 noon: <i>Absolute deadline for second essay submission</i> Th 22 Feb 12 noon: <i>Absolute deadline for language dossier exercise submission for Greek and Latin exams</i> We 6 Mar 12 noon Thesis title deadline	Mo 29 Jan 		

Meetings for Students	Students' Deadlines	Postgraduate Studies Committee		Degree Committee
EASTER TERM				
Fr 3 May 4.00: Myc. Epigraphy marks by email We 5 June 6.00-8.00: Drinks party and course discussion (Cast Gallery)	We 10 Apr 12 noon: Last date to request change to approved thesis title Th 11 April 10 am - 1 pm: Myc. Epigraphy exam	Mo 29 Apr	2.00	Th 2 May
	Fr 3 May 4 pm: Submission of full draft of thesis to Supervisor			
	Tu 4 June (date tbc) 10 am - 1 pm: Greek and Latin exams	Mo 20 May	2.00	Th 23 May
	We 5 June 12 noon: <i>Absolute deadline for thesis submission</i>			
	Mo 17 to Fr 21 Jun Oral examinations			
	We 3 Jul Email notification of result by email including Greek and Latin exams and status of PhD applications	F 28 Jun	9.00	
Mo 8 Jul: FULL RESULTS	2.00		Th 27 Jun	
			10.00	Tu 2 Jul

Marking Criteria For MPhil Essays And Theses

MPhil students are not required to read modern languages other than English. Errors of spelling or of editing should not be taken into account in marking where they do not affect the clarity of the argument.

<u>Class</u>	<u>Numerical Mark</u>	<u>Typical features</u>
DISTINCTION	80–85	Topic important and decisively treated. Discussion is rigorous, sophisticated, imaginative and far-reaching. Theoretical and methodological issues are identified and acutely discussed. Primary material is completely mastered and treated with acuity, freshness, and sustained insight. Scholarship on both the narrower and the wider field is comprehensively understood. The argument is original * and irresistible. The writing is invariably clear and often elegant. Work at this level would almost be publishable with little change.
	75–79	Topic is well chosen, offering scope for significant research results and new insights. These opportunities are effectively realized. The topic is covered completely. Discussion is notably perceptive and impressive in its range. Theoretical and methodological issues are well treated. Primary material is known in detail and treated with subtlety and insight. Scholarship is thoroughly covered and well understood, and ramifications of study for wider issues are well indicated. The argument is significantly original * and compelling. The writing is lucid and well adapted to the subject.
PASS	70–74	Topic is well chosen, offering scope for significant research results and new insights. Discussion of the particular topic is coherent and cogent. Theoretical and methodological issues are clearly indicated. Primary material is well understood, and exploited effectively. Relevant scholarship goes beyond the obvious landmarks, is appropriately referenced, and is engaged with in a mature way. The overall argument is clear and convincing. The writing is well structured.
	65–69	Topic is suitable in scale, offering scope for significant research results, and the questions posed are clear and reasoned. Analysis of individual aspects is sensible, and an overall argument can be followed. The relevant primary material is known and awareness is shown of appropriate techniques for its analysis. Major scholarly landmarks are known and referenced, and relevant methodologies are employed.
	60–64	Topic is suitable in scale, offering scope for significant research results, and awareness is shown of the kind of questions that the topic should prompt. Most relevant primary material is known. Knowledge is displayed of the most important scholarship and methodologies. A broad overall argument is discernible, and discussion of many individual aspects is sensible.
FAIL	59 and below	<p>Topic may be poorly chosen, either too broad or too narrow to allow significant research results. What the topic demands is poorly understood. Discussion of the topic is superficial, too highly generalized or too narrowly focused.</p> <p>Knowledge of the relevant primary material is insufficient or insecure. Knowledge of the modern scholarship has very significant gaps. The argument may be incoherent or implausible. The writing may be seriously lacking in clarity.</p>

* 'Original', for this purpose, does not mean 'unprecedented in the history of scholarship'; work marked at the Distinction level will, however, show a strong understanding of current orthodoxies in the relevant field, and an ability to position arguments effectively within and against these.

Marking Criteria for a Submitted Translation of & Commentary on, a Passage of Greek or Latin

Class	Numerical mark	Typical features
DISTINCTION	Normally 75 to 80. Higher marks may be given for exceptional work.	Translation: accurate and coherent translation of the text, written in idiomatic English which is easy to follow. Commentary: identification of, and appropriately thorough discussion of, parts requiring explication; wide-ranging evidence of knowledge of secondary literature and modern interpretations of the text; evidence of independent critical thought in weighing up alternative explanations. Cogent and compelling discussion.
PASS	70–74	Translation: largely accurate translation, with minor inaccuracies occasional and infrequent; written in English which is easy to follow but may contain some infelicities that did not impede understanding. Commentary: identification of parts requiring explication, addressed in a satisfactory but not necessarily complete fashion; clear evidence of knowledge of secondary literature and modern interpretations of the text; evidence of critical thought in weighing up alternative explanations. Cogent discussion.
	60–69	Translation: weaker, with a greater number of inaccuracies or misunderstandings; written in English which ranges from workmanlike at the top end to 'translationese' at the bottom. Commentary: identification of points requiring explication variable, with some covered in less detail than others; at the bottom end, frequently superficial discussion. Some evidence of knowledge of secondary literature and modern interpretations of the text; little evidence of critical thought in weighing up alternative explanations. Discussion non-committal or unconvincing.
FAIL	59 and below	Translation: many errors, English incoherent or unclear. Commentary: little sign of identification of points requiring explication, with entirely superficial discussion. Little evidence of knowledge of secondary literature and modern interpretations of the text; no evidence of critical thought in weighing up alternative explanations. Significantly below the level expected of a postgraduate student.

Marking Criteria For MPhil Language Exam in Latin or Greek

<u>Class</u>	<u>Numeric al Mark</u>	<u>Typical features</u>
DISTINCTION	80–85	Outstanding comprehension of the original, with few if any mistakes. Good English style. 85 indicates a translation which can scarcely be improved on and reads like an original piece of English.
	75–79	Excellent comprehension of the original, with a few mistakes. Good English style.
PASS	70–74	Good comprehension is shown of the original. Vocabulary and understanding of grammar and syntax are largely secure, and the original is rendered into generally good English style. There will be few fundamental errors, but occasional imprecision or paraphrase or gaps are permissible.
	65–69	The gist of the original is understood to a reasonable level. Syntax is largely under control. Some basic errors of syntax and weaknesses in knowledge of vocabulary are permissible.
	60–64	The original is understood at a basic level. An understanding of grammar and syntax is shown, and some vocabulary is known. There may be some gaps, weaker patches, paraphrase or guesswork (even for entire sentences or clauses).
FAIL	59 and below	Little or no comprehension of the original. No great evidence of understanding of syntax, grammar or vocabulary. A fail mark may also be given for a seriously incomplete script, where no positive judgement of quality can be made.

MPhil Language Exam in an Ancient Language Other Than Latin or Greek

Marking criteria for Linguistic commentaries/data analysis in Ancient exam

Class	Numerical mark	Typical features
DISTINCTION	<p>Normally 75 to 80.</p> <p>Higher marks may be given for exceptional work.</p>	<p>A performance which would include some or all of the following features:</p> <p>Accurate and coherent analysis of data; good range and precision in knowledge of primary material; excellent understanding of relevant phenomena in related languages; an ability to make connections between different words and texts; clear evidence of knowledge of secondary literature and modern interpretations of texts; evidence of independent critical thought in weighing up alternative explanations.</p>
PASS	70–74	Two alternatives: i) uneven performance with many features earning distinction marks but with some inaccuracies and misunderstandings as well; ii) a generally well informed and clearly written performance, but without the depth and range of an overall performance of distinction.
	60–69	Weaker, with a greater number of inaccuracies or misunderstandings. The reports may indicate the presence of first class work, but the overall strengths of the performance clearly do not outweigh its flaws; lower marks in this range indicate a bare competence in the criteria, with just enough knowledge of the data and ability to present it to merit a pass, but with significant signs of error or miscomprehension.
FAIL	59 and below	Lightweight, with significant and consistent failure of comprehension of material. Many errors, and substantial misunderstandings of phenomena. Incoherent or unclear accounts, with little or no evidence of knowledge of modern scholarship. A script significantly below the level expected of a postgraduate student.

The Criteria used for Classifying Performance in the MPhil

The examination is divided into two Parts: (i) an essay Part consisting of two elements (two essays of around 4,000 words each; or one essay plus a language examination or exercise); (ii) a thesis of up to 12,000 words.

Essay Part:

Candidates are deemed to have **Failed** where an agreed mark is below 60 in one or both elements. Where a candidate has failed marginally and displayed a strong performance in the other element the Examiners may choose to award a **Pass**.

Candidates are awarded a **Pass** where the agreed marks for all elements are in the range 60–74.

Candidates are awarded a **Distinction** where the agreed mark for at least one element is in the range 75–100, and the agreed marks for the remaining elements are in the range 60–100.

Thesis Part:

Candidates are deemed to have **Failed** where the agreed mark for the Thesis is below 60.

Candidates are awarded a **Pass** where the agreed mark for the Thesis is in the range 60–74.

Candidates are awarded a **Distinction** where the agreed mark for the Thesis is in the range 75–100.

Criteria for overall classification

Candidates are deemed to have **Failed overall** where they have failed one or both Parts. Where a candidate has failed marginally and displayed a strong performance elsewhere the Examiners may choose to award a **Pass**.

Candidates are normally awarded an overall **Pass** where they have achieved a **Pass** in the Thesis and at least a **Pass** in the essay Part.

Candidates are normally awarded an overall **Distinction** where they have achieved a **Distinction** in the Thesis and at least one element in the essay Part received an agreed mark of 70 or above, and the agreed marks for the other elements are of 60 or above.

The Examiners may award an overall **Distinction** where the agreed mark for the Thesis was marginally below that required for a **Distinction**, on the basis of a strong performance in the essay Part.

Appendices

Faculty Advice on Academic Misconduct

Academic misconduct can take a number of forms, including (but not limited to):

- Plagiarism: using someone else's ideas, words, data, or other material produced by them, without acknowledgement;
- Self-plagiarism: using your own ideas, words, data or other material and submitted for formal assessment at this University or another institution, or for publication elsewhere, without acknowledgement;
- Contract cheating: contracting a third party to provide work, which is then used or submitted as part of a formal assessment as though it is your own work;
- Collusion: working with others and using the ideas or words of this joint work without acknowledgment, as though it is your own work, or allowing others to use the ideas or words of joint work without acknowledgment.

For full details of the University's policy on academic misconduct see: <https://www.plagiarism.admin.cam.ac.uk/what-academic-misconduct>

Plagiarism

Plagiarism is the commonest form of academic misconduct. If you submit as your own work, irrespective of your intent to deceive, work that derives in part or in its entirety from the work of others (including programmes like ChatGPT) without due acknowledgement, you are plagiarising. It is also possible to plagiarise yourself, by submitting your own work where that work has been previously submitted for assessment either in Cambridge or in another university. Plagiarism represents both poor scholarship and a breach of academic integrity.

You are obliged to have read and understood the University's policy on academic misconduct (see the link above). Here you will find the University's guidelines on plagiarism, how to avoid it, what will happen if plagiarism is suspected, and what will happen if plagiarism has occurred.

If you present as your own ideas those which are in fact drawn from the work of others, or you submit work of your own that has previously been submitted for assessment, you run the risk of being penalised by the examiners, as well as being disciplined by the University. The Faculty is aware that some students are initially unclear as to what constitutes fair and unfair use of the work of others: here follows some guidance on the subject. Students from other academic traditions should be aware that there may be differences in the approach to academic writing with which they are familiar, and those expected in Cambridge, where you are expected to be explicit when acknowledging all sources whether paraphrased or quoted.

The problem of plagiarism relates to all types of written work, including work submitted for supervisions. In fact, it is through the writing of these drafts that most students quickly come to appreciate the extent to which earlier work in a particular field should be explicitly acknowledged. Supervisors and Advisors can advise their students whether they are giving adequate recognition to the ideas formulated by other scholars which are being reported in their writing. On common-sense grounds, it is clearly safer to be over-scrupulous in attributing other writers' ideas than to be too sparing in making acknowledgements. The experience of attending lectures and reading academic books and articles will also help to demonstrate in detail how established scholars acknowledge the contribution of their predecessors in the field.

The possibility of plagiarism (taking the ideas or writing of another person and using them as one's own) should be borne in mind particularly when writing an essay which will form part of the MPhil assessment, and when writing the MPhil thesis. You will be expected to have a solid grasp of existing publications relevant to the topic, but the work that you submit must be your own, except where the contributions of others are acknowledged. Consequently it is essential when you are working on, and writing up, your essays and thesis to be extremely careful to

distinguish your own ideas from those of others, and to show by means of references in footnotes or main text (and quotation marks ("), when you are using an author's own words) occasions when you are alluding to someone else's work. In any case, you should be aiming to 'make the argument your own' by using your own words and providing your own judgements on the other authors' views, rather than following closely someone else's argument and examples. Likewise, when referring to ancient authors or documents, you should add references, so the reader can find the passage in question: you are required by the Regulations to 'give full references to sources'. If you use a published English translation, you should also acknowledge its source.

If you have concerns about any of these issues, you should consult your Advisor or Supervisor at an early stage. You can also consult the Director of Postgraduate Studies.

Student information on the use of Turnitin UK text-matching software in the Faculty of Classics

Introduction

The University subscribes to Turnitin UK software which is widely used in UK universities and matches text in work submitted to the software to that in a large database of online sources. This document explains how Turnitin UK will be used by the Faculty of Classics and explains the implications of submitting your work to the software.

You are reminded that Turnitin is only one method of checking the originality of your work. Examiners may initiate the standard investigative procedures if they have unresolved queries about the originality of your work, regardless of whether Turnitin has been used or whether it has substantiated any concerns.

The University Advocate may decide to prosecute a student suspected of plagiarism or collusion to plagiarise,⁵ even where that student has not consented to the use of Turnitin. In such circumstances the student may be specifically asked by the Advocate to consent to submission to Turnitin and a failure to consent will be provided as part of the evidence against him or her.

Plagiarism and good academic practice: your responsibilities

You should ensure that you are familiar with the discipline-specific guidance about referencing conventions and good academic practice which is issued by the Faculty of Classics and can be found at <http://www.classics.cam.ac.uk/current-students/plagiarism>.

If, after reading the guidance, you have any outstanding queries you should seek clarification at the earliest opportunity from the Director of Postgraduate Studies or your supervisor (or Advisor).

You should also familiarise yourself with the statement on plagiarism which is appended to this document. This statement is posted on the University's plagiarism website, <https://www.plagiarism.admin.cam.ac.uk/what-plagiarism/universitys-definition-plagiarism>, which also features links to useful resources and guidance.

About Turnitin UK text-matching software

a) Who controls the service?

Turnitin UK is part of the JISC Plagiarism Advisory Service (JISC PAS). This University is the recognised Data Controller for the data held and processed by, or on behalf of, the service. An American company, iParadigms, is the Data Processor.

b) How does Turnitin UK work?

Turnitin UK may detect direct plagiarism, paraphrasing and collusion as submitted work is compared with a vast database of online material and with a 'private' database of previous submissions. Therefore, submitting your work to the database helps to protect it from future attempts to plagiarise it, and helps to maintain the integrity of the University's qualifications.

The software makes no judgement about whether a student has plagiarised, it simply shows the percentage of the submission that matches other sources and produces an originality report which highlights the text matches and, where possible, displays the matching text and its immediate context.

⁵ This includes allowing another student to copy your work

In many cases the software highlights correctly cited references or innocent matches. Therefore, Examiners will carefully review all originality reports to determine whether the work does contain plagiarism.

How will Turnitin UK be used in the Faculty of Classics?

Work submitted for assessment in the Faculty of Classics will be automatically put through the Turnitin system to help Examiners to detect the extent and source of any plagiarised material in work submitted for assessment.

Essays, exercises and theses must be submitted in the form of a Word document (.doc/.docx). (You may choose to submit a pdf in addition).

If Turnitin UK detects matches between your work and another source, the Examiners will review the resulting originality report to judge whether the matches are innocent, or whether you have appropriately referenced these matches (if not, this may constitute plagiarism), and/or whether you have made excessive use of material from other sources (which may be poor academic practice).

The Examiners will mark your work purely on the basis of its academic merit. However, depending on the extent and context of the matches, your work may be referred to the Proctors for further investigation. In such cases the Turnitin UK originality report may be used as evidence. If you are found to have plagiarised, the penalty may be severe and your degree may be withheld.

Will Turnitin UK affect my intellectual property rights or copyright?

The copyright and intellectual property rights of the submitted material remain wholly with the original owner (normally the student, with the exception of some collaborative or sponsored research projects). However, you are asked to permit Turnitin UK to:

- *reproduce your work to assess it for originality;*
- *retain a copy of your work for comparison at a later date with future submissions.*

Will my personal data be retained by Turnitin UK?

Material submitted to Turnitin UK will be identified by your examination number, course details and institution: personal data will not be used.

What will happen if text submitted by another student matches that in my work?

a) Matches to text submitted from other HE institutions

If a report generated by another institution identifies a match to your work, the report will only show the extent of the match and the contact details of the University's Turnitin UK Administrator. If approached, the Turnitin UK Administrator will attempt to contact you about the matter. The contents of your work will not be revealed to a third party outside Cambridge without your permission.

b) Matches to text submitted from within the University

If a match is found to material submitted from within the University, the Examiners can obtain the full text without approaching you.

How do I apply for my work to be removed from Turnitin UK?

Work submitted to Turnitin UK will be stored indefinitely on the Turnitin UK database unless you specifically request that it be removed. To maximise the effectiveness of the software, it is hoped that such requests will be kept to a minimum. However, once examinations have been concluded, you may at any time contact the Faculty's Turnitin UK contact (the Faculty Administrator) to request that your work be removed.

Sources of further information and support

The University's plagiarism website: <https://www.plagiarism.admin.cam.ac.uk/>

Turnitin information website: <https://www.plagiarism.admin.cam.ac.uk/turnitin-uk>

Bibliographical Citation

In citing ancient and modern works, you are expected to use a consistent and clear system.

When writing your MPhil essays and thesis, even the first drafts, it is very important to establish consistent habits from the outset. If you do not do this, you will waste a lot of valuable time later on re-organising and standardising your citations.

Work should be typed on A4 portrait pages, in one-and-a-half spaced text. Notes should be numbered consecutively, and presented either as footnotes or as endnotes.

Quotations in English and other modern languages (*not* Latin or any language using a non-Roman alphabet) should be put in double inverted commas. A quotation within a quoted passage has single inverted commas. Short passages of Latin and self-contained phrases in languages other than English (such as *coup de grace* or *fait accompli*) should be italicized. Longer passages should be indented.

There are several ways to present bibliographic references. You may wish to follow that of a major classical journal, e.g. the *Cambridge Classical Journal*

(<https://www.cambridge.org/core/journals/cambridge-classical-journal/information/instructions-contributors>).

The most economical way to give bibliographic references is to use the short reference (name and date) system e.g. Syme 1939: 78-9, with full bibliographic details given in the 'List of works Cited and Consulted' at the end of the essay.

Abbreviations may be assigned to books that will be generally familiar (e.g.: *OCD*⁵, *LSJ*, *CHCL*, *FGrHist*, *IG*, *RE*, omitting full points). A useful list of abbreviations conventionally used in the field can be found at the website of the *Oxford Classical Dictionary* (<https://oxfordre.com/classics>).

Ancient authorities should be referred to following the style adopted in the *Classical Quarterly*: e.g.: Aristophanes, *Birds* 135; Homer, *Od.* 1.1 (not a l); Lucr. *De Rerum Nat.* 1.47; Cic. *Phil.* 2.20 (not 2.8 or 2.8.20); Plin. *N.H.* 9.176 (not 9.83.176 or 9.83); Quint. 10.1.46; Soph. *O.C.* 225 (retain full points; do not use 1. or II., but, where necessary, line or lines).

Text in a footnote should be treated like any other sentence, i.e. should be closed by a full-stop (even if it consists only of references), and should include spaces between words, numbers, and after full stops.

Accents and diacritics

Greek should be printed with breathings (aspiration). Students may choose to print iotas either adscript or subscript, and both lunate and regular sigma are permissible; but consistency is required. The Faculty does not insist on the use of accents in Greek words for MPhil essays or theses. However, candidates are strongly encouraged to do so, as they will have to be indicated in any publication containing Greek (whether resulting from MPhil material or not), and accuracy and paying attention to small details are important research skills. Candidates should take particular care to check the accentuation of any Greek text copied from electronic resources (such as the TLG or Perseus) against a relevant authoritative printed version (e.g. the Oxford Classical Texts series) as mistakes in electronic versions are not uncommon. Candidates unfamiliar with the principles of Greek accentuation may wish to attend the lectures and classes on Greek accents.

Diacritics, common in particular in foreign names and thus likely to appear in bibliographies, must always be indicated, thus

Väänänen	not	Vaananen	
Książki	not	Ksiazki	
Čop	not	Cop	etc.

However, for purposes of alphabetical listing, the diacritic(s) shall not be counted, thus Čop should be listed under C etc.

Submission of Theses

Remember: You must submit a full first draft of your thesis to your Advisor (or Supervisor where this is a different person) by the date specified in this handbook.

Checklist for the electronic submission of theses to the Faculty:

- A completed Faculty cover sheet, bearing the approved thesis title and your candidate number.
- Text of your thesis in a MS Word document (.docx). If you have pictures or specific formatting you could submit a Pdf document instead.

Thesis submissions (unlike essays) are subject to a number of University regulations. Provided that you use the cover sheet provided by the Faculty, your thesis will fulfil those regulations. You may read them here:

<https://www.cambridgestudents.cam.ac.uk/your-course/examinations/graduate-exam-information/submitting-and-examination/mphilmsres>

Use of Classics Faculty Multi-Function Devices For Copying, Printing and Scanning by Postgraduate Students

There are 2 MFDs in the Faculty Library. Both devices can print in colour, staple and have A4 & A3 paper trays as standard:

	Location	Model No.	Speed ppm	Stapling	Booklet	A3
1	Classics Library (far end, near the Archive & fire exit)	MX6070N with internal finisher	60	✓	X	✓
3	Classics G.13 (Library Office)	MX3070N with internal finisher	30	✓	X	✓

'Follow Me Printing' software allows you print to the 'Classics_FindMe' printer and then collect your printing from either of the MFD's ONLY when you release the print job. You can install the 'Classics_FindMe' printer on your own Mac or PC using the instructions on the SAHIS website (<https://sahis.csah.cam.ac.uk/print>) or ask the IT Helpdesk for help. Print jobs will be held in the queue for 96 hrs (4 days) before being purged from the print queue.

Swipe your University ID card against the card reader on the MFDs to release your prints, or to copy or scan a document. If you do not have your University ID card with you, you can log in manually with your Raven account using the on-screen keyboard or the pull-out keyboard. Scanning is configured to email your @cam email address. It is not possible to enter alternative email addresses when scanning to email.

Graduate Students will receive a FreeCredit printing balance at the start of the academic year: £20 for PhD students; and, £10 for MPhil. To top up your credit please go to the following website: <https://www.ds.cam.ac.uk/mydsprint/>. The cost of printing / photocopying is 5p per A4 sheet and 10p per A3 sheet in black and white and 20p per A4 sheet and 40p per A3 sheet in colour. The scanning facility can be used for free. A general photocopying card is available from Library staff to enable postgraduate to copy material for seminars and reading groups.

The capacity of the finishers in the library and the library office is 30 sets of documents. If you are printing more than 30 sets on these MFDs, then printed sets will need to be removed from the tray as they collate, otherwise the print job will stop. If you are using the MDFs to scan documents or pictures, you can reduce the impact of attachments to your mailbox storage by reducing the file size of the scan. Select a lower resolution for the scan on the scan page.

Examinations Data Retention Policy

The following policy applies to the following course:

MPhil in Classics

Routinely Available Data:		
<i>Data</i>	<i>Retention Period</i>	<i>Accessible through:</i>
Marks & comments on individual essays & examinations	Indefinitely	Director of Postgraduate Studies
Final transcript of marks	Indefinitely	Director of Postgraduate Studies

At the end of the retention period, data are either destroyed or anonymised and used for statistical analysis.

Please request data in writing from:

Director of Postgraduate Studies

Faculty of Classics Sidgwick

Avenue Cambridge

CB3 9DA

E-mail: graduate.secretary@classics.cam.ac.uk

Release of data under this policy does not constitute a subject access request under the Data Protection Act 1998. Request for access to all other personal data should be directed to:

University Data Protection Officer

The Old Schools Trinity Lane

Cambridge

CB2 1TN

Tel: 01223 332320

E-mail: data.protection@admin.cam.ac.uk

Health, Safety and Security Information

A copy of the Faculty's Safety Policy is available on the Faculty website.

Occupational Health Advisers

Tel. 01223 336594 or 36594 on internal phone network

Fire Action

In the event of the fire alarm sounding:

1. Leave building by the nearest exit
2. Do not use the lift
3. Report to assembly point by the Little Hall

In the event of a fire, flood or other serious incident **in normal working hours** inform the Faculty Administrator (Tel. 01223 335193 / 35193) or the Chairman of the Faculty (Tel. 01223 761007 / 61007).

In the event of a fire, flood or other serious incident **outside normal working hours**:

1. Operate the nearest fire alarm
2. Leave building by the nearest exit
3. Do not use the lift
4. Phone the University Central Security emergency number 101

The **University Central Security** number is Tel. **01223 331818 / 31818**. This office operates 24 hours every day of the year. **The emergency number is Tel. 101 on internal phone.**

Mobility Disabilities

Students with mobility disabilities who are likely to be unable to use the stairs in the event of an emergency are asked to inform the Faculty Administrator, Mr Nigel Thompson, so that a personal evacuation plan can be designed.

Medical conditions

The Faculty maintains a confidential record of members of the Faculty with any specific medical conditions together with a note of urgent remedial action. If this applies to you, please consult the Chief Secretary.

Report Book

When staff are unavailable and out of office hours, please report any matters of concern in the Report Book to be found by the Faculty Library issue desk.

Smoking

No smoking is allowed in the Faculty building.

Lone Working Policy for Faculty of Classics Including the Faculty Library and the Museum of Classical Archaeology

Working hours for the Faculty, its Library and the Museum are 9.00 – 5.00 p.m. Monday to Friday. The Library is also open from 9 – 6 during Saturdays in Full Term, and the Museum is open from 10-1 during Saturdays in Full Term. The Museum is closed to visitors on Mondays.

During Full term, the outside doors are unlocked between 8.30 am and 7 pm Monday – Friday, and between 8.50 am and 6.00 on Saturday. The doors are not unlocked on Sundays. Outside Full Term, the outside doors are unlocked between 8.30 am and 5 pm during the week and are left locked at all times at weekends.

When the outside doors are locked, access is then available to staff, postgraduate students and visitors whose University card has been set to allow access at such times.

All staff, postgraduate students and visitors in the Faculty who wish to work in the Faculty outside working hours should follow the following guidelines.

It is ESSENTIAL that if you use the building out of hours, on your own, you have ID with you at all times – you will need your University Card to get you into the building, but you need ID in case a member of the University's Security team should ask to see it (as they are always entitled to do).

If working in the Faculty late at night or at weekends, tell others of your plans and liaise with other people working late. If you are worried about leaving late at night you can ring Security on (01223 3) 31818 and they will monitor your exit on CCTV.

You can contact Security who will check in regularly with you whilst you are working but you must conform to their instructions ["buddy" system].) Ring Security on (01223 3) 31818 when you begin work and leave them:

- 1) a contact number for you and details of the room where you are working
- 2) tell them the time you expect to be working to
- 3) *ring them when you leave*. If you fail to do this they will instigate a search and if they cannot find you will then contact the department's emergency keyholders.

Before you start working on your own, ensure that you are aware of

- emergency exits,
- location of first aid boxes,
- location of a telephone in case of an emergency (if you don't carry a mobile)
- how to call for help in an emergency.

Security can be reached IN EMERGENCIES ONLY on 101 (on internal phone network) or on 01223 331818 (outside the network). Police/ambulance/fire can be reached by dialing 1999 (on internal phone network) or 999 (outside the network).

You are advised to carry a mobile phone with you, on silent mode. You are advised not to listen to headphones as these might prevent you from hearing fire alarms.

Before leaving the Faculty at night and at weekends check that computers, printers and other equipment are switched off (where appropriate) and that doors and windows are closed.

You should familiarise yourself with the Health and Safety Division's booklet *Guidance to Lone Working in the University of Cambridge* (found at <https://www.safety.admin.cam.ac.uk/policy-guidance/miscellaneous/hsd052m-lone-working>).

Regulations

The formal regulations for the MPhil course are as follows:

1. The scheme of examination for the one-year course of study in Classics for the degree of Master of Philosophy shall consist of:

(a) a dissertation of not less than 8,000 words and not more than 12,000 words in length, including footnotes and appendices but excluding bibliography, on a topic approved by the Degree Committee for the Faculty of Classics;

and

(b) two pieces of submitted work, each of which may be, subject to the approval of the Degree Committee, either an essay of about 4,000 words or an exercise of comparable substance, each on a topic approved by the Degree Committee and falling within the same general area as the candidate's dissertation or otherwise suitably related to it. The Degree Committee may require a candidate to offer instead of one of the essays a language examination consisting of an exercise in alternative Greek or alternative Latin translation in one of the following written papers, and a submitted translation and commentary, the commentary to be about 2,000 words:

- Paper 1. M.Phil. Greek language and texts (A).
- Paper 2. M.Phil. Greek language and texts (B).
- Paper 3. M.Phil. Latin language and texts (A).
- Paper 4. M.Phil. Latin language and texts (B).

2. The examination shall include an oral examination on the dissertation and on the general field of knowledge within which it falls and, at the discretion of the Examiners, on the essays or other exercises submitted by the candidate; save that the Examiners may, at their discretion, waive the requirement for an oral examination.