FACULTY OF CLASSICS

MPhil Handbook

2017-18
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 2017–18 MPhil in Classics at Cambridge. Please read it carefully and keep your copy for reference. Any important changes will be circulated during the year. Other useful information will be provided during induction and is available on the Faculty website http://www.classics.cam.ac.uk which is the main source of information on all aspects of classics in the University.

The Unofficial Graduate Handbook written by the Graduate Representative will give a student’s perspective about graduate study in classics.

This Handbook is revised annually and any suggestions for inclusion or exclusion are very welcome. Please send them to graduate.secretary@classics.cam.ac.uk

Reference

Calendar 2017-18

Michaelmas Full Term: 3 October – 1 December
Lent Full Term: 16 January – 16 March
Easter Full Term: 24 April – 15 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: http://www.classics.cam.ac.uk
Moodle: https://www.vle.cam.ac.uk/my/
University lecture listings: www.timetable.cam.ac.uk
Cambridge University Reporter: http://www.admin.cam.ac.uk/reporter
Classics Society: http://www.classicssoc.co.uk
Student-Staff Joint Committee: www.classics.cam.ac.uk/current-students/ssjc/
Careers service: www.careers.cam.ac.uk
CUSU (Cambridge University Students’ Union): www.cusu.co.uk

Support for Students

Academic Secretary for Graduate Affairs
The Academic Secretary (Graduate), Dr Carrie Vout is responsible for the overall running of the course and will be able to help and advise on any aspect of MPhil life that proves puzzling or problematic. Her office is G.04. Email: cv103@cam.ac.uk.

Chief Secretary to the Faculty (room G.02a, behind the Enquiries Office) and Graduate Administrator (Enquiries Office)
The Chief Secretary, Lina Undicino, and the Graduate administrator, Lucy O’Connor, will be able to help with any administrative queries that may concern you. Email: graduate.secretary@classics.cam.ac.uk.

MPhil. Language Co-ordinator
The MPhil. Language Co-ordinator, Dr Charlie Weiss, is responsible for organising Greek and Latin classes for those taking Language Exams. Email: cw322@cam.ac.uk.

Computer Officer
The Faculty’s Computer Officer, Steve Kimberley, may offer advice and support regarding troubles related to Faculty IT, printing and copying facilities. Email: it-support@classics.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 nine months – from the beginning of October to the end of the following June. 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 supervisor – who may, if appropriate, be different for different elements of the course – who offers guidance and encouragement and 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 graduate classes that the Faculty provides. The MPhil course is, therefore, an excellent opportunity to acquire expertise in new areas of study and new specialist skills.

Aims and Objectives

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 graduate seminar, and in particular of presenting their own work and discussing the issues that arise from it with an audience of senior and junior 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 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 Supervisor. The course can cater for candidates who need to bring their elementary knowledge of Greek and/or Latin up to an appropriate standard (‘Aims and Objectives’ (v)). 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) Two essays, each of about 4,000 words and in no case longer than 5,000 words. At least one of these essays should be within the same subject area as the thesis, or on a topic judged by the Degree Committee to be suitably related to the thesis topic. The other may, with the agreement of the Degree Committee, 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 language paper in Greek or Latin, to be taken at the start of the Easter Term (see below pp. 8);

(d) a language paper in another ancient IE language, or an exercise in an area such as numismatics, textual criticism/palaeography, or epigraphy, taken at the start of the Easter Term (see below p. 9).

(iii) In the Michaelmas term, a first essay is also submitted. This should also be about

(e) 4,000 words long, and in no case longer than 5,000 words, and on a topic supervisable within the Classics Faculty. It is examined in the same way as the other two essays, but the mark will be taken into consideration only if it is at High Pass or Distinction level and if the candidate’s other marks are borderline.

At least one of your essays under (ii) and (iii) will, wherever possible, be written in conjunction with one of the graduate seminars organised by the Classics Faculty, a preliminary draft of it being presented to the seminar. Attendance at and full participation in the seminars is required for the successful completion of the degree. Further details of the seminars in 2017–18 is below (pp. 4–7).

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

Your choice of options and subjects requires the approval of the Degree Committee. Among other considerations, the Committee will seek to ensure that there is no unacceptable degree of overlap between the topics you choose, or between them and work you have done for any previous degree.
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 each of the assessed essays (or an examination) notionally constitutes 25% of the marks of the whole course, and the thesis 50%. You must pass both the ‘essay’ and the ‘thesis’ components to achieve a pass overall. You will find in the timetable (below pp. 30–31) 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. Graduate seminars fall entirely within term time, but graduates 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 at Christmas and Easter.

Supervision
You have a supervisor assigned from the start. This will be the person - normally a teaching officer in the Classics Faculty - who is expected to supervise your MPhil thesis and organize your work more generally. It makes sense for you to discuss all the elements of your MPhil with your supervisor, even if you undertake elements of the course with other supervisors. If your plans change as the year proceeds, it may become appropriate to change your Supervisor and adjustments may have to be made on account of sabbatical leave. Normally such changes are initiated by your present supervisor, but you may, if you prefer, approach Carrie, the Graduate Academic Secretary, directly.

The key functions of your supervisor 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 is submitted in December.

(iv) Either to supervise your work on your essays, 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 of some kind in place of a third essay.

(v) To supervise work on your thesis, commenting on successive drafts of it, even though the final draft is, of course, left to you alone.

Faculty guidelines recommend that MPhil supervisors and their students should meet formally at least fortnightly when the student is working on an essay or thesis under the guidance of the supervisor, and at least every three weeks when the student is working on an essay or exercise under someone else’s supervision. 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.

For your thesis you should expect to receive up to five advisory sessions with your supervisor or with other specialists suggested by your supervisor. Since 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 at the end of the Michaelmas 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 supervisor, not your supervisor’s responsibility to contact you. Your supervisor has many other calls on his or her time, and 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 on the thesis. Your supervisor needs time to read and comment on your work and cannot be expected always to find this time at short notice. If you are experiencing difficulty in contacting your supervisor you should notify the Graduate Academic Secretary (or the Chair of the Faculty Board if the Graduate Academic Secretary is your supervisor). Note that students are expected to submit a full draft of their thesis to their Supervisor by Friday 11 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.

**MPhil Seminars**

There are three sorts of MPhil seminars:

1. **Research Skills for Classics Graduates**

   All MPhil students will be expected to attend a series of six seminars on Research Skills for Classics graduates. These will take place on Wednesday and Thursday at 2.00 p.m. in week 0 and Tuesday and Wednesday in week 1 of Michaelmas Term (October 3, 4, 10 and 11 in 2017), and Tuesday and Wednesday in week 0 of Lent Term (January 16 and 17 in 2018).

   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 supervisor, building a bibliography, structuring an argument (Caroline Vout)

   Seminar 2: (Michaelmas Term) Finding primary sources: manuscripts, papyri, inscriptions, catalogues, site reports (Rebecca Laemmle and Christopher Kelly)

   Seminar 3: (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)

   Seminar 4: (Michaelmas Term) Tools for interpreting primary sources: using reference works, commentaries, concordances, databases of ancient texts, monographs and journals (Nick Denyer and Ingo Gildenhard)

   Seminar 5: (Lent Term) Using your IT skills: from research to presentation (Rupert Thompson and Yannis Galanakis)

   Seminar 6: (Lent Term) When, how, and where to give a scholarly paper or get a paper published (including Open Access issues) (Richard Hunter and Gábor Betegh)

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

   All MPhil students must attend at least one MPhil Text and Topic seminar in MT and one in LT and at least one piece of assessed work (normally either the first or the second essay) must relate to one of these seminars. 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 mining that seam. Students should have an initial discussion with their supervisor of the topic upon which they propose to write in connection with the seminar, and should then subsequently check that with the person or persons running the seminar.

   MPhil students may attend more than one of these seminars in a particular term, in as far as timetabling allows that, but 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. Some seminars will involve close group reading of primary texts. Attendance and participation at one of these seminars in each term is a requirement of the degree and failure to do so will adversely affect your marks: if for any reason you are unavoidably prevented from attending, e.g. by illness, you must contact the seminar organiser in advance to explain the situation.
Course Structure and Requirements

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 organiser 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 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 organiser. When your own presentation is approaching, you should supply the other seminar members with a short reading list, some links to material to be downloaded 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 organiser.

The Text and Topic Seminars in MICHAELMAS TERM are:

**Hellenistic poetry** (Richard Hunter: rh10@cam.ac.uk)
These seminars will provide an introduction to Greek poetry produced between the death of Alexander and the death of Cleopatra and a close reading of selected passages from the major poets of the period (Callimachus, Theocritus, Apollonius). We will focus on the ways in which this poetry differs from what went before as well as on elements of continuity, and will also look ahead to the reception of Greek poetry in Rome. Above all, we will be concerned with how this period shaped modern ideas of the nature of poetry by a powerful combination of creative poetry and poetic criticism.

**Horace Odes** (Emily Gowers: eg235@cam.ac.uk)
This seminar offers a hands-on survey of Horace's *Odes*, one man's attempt to subsume the corpus of Greek lyric poetry into a Roman masterpiece. The choice of poems will be largely determined by those taking the course. But whatever route is taken, these central Latin poems should prove a good laboratory for exploring general themes such as poetic memory, politics, history, time, gender, the symposium and the meaning of metre.

**Ancient cosmology** (Gabor Betegh: gb230@cam.ac.uk)
How is our world built up? What forces govern it? Was it designed by a divine intelligence or is it the product of mechanical forces? What is the place of humans in it? Such questions were central to ancient philosophical reflections. The course offers an introduction to ancient cosmology from the Presocratics through Plato and Aristotle to the Stoics and Epicureans.

**Empire** (Robin Osborne and Christopher Kelly: ro225@cam.ac.uk; cmk11@cam.ac.uk)
Scholars use 'empire' to describe a very wide range and varied scale of political arrangements across Greek and Roman antiquity. In the light of the extensive recent theorizations of empire, these seminars will think about how empires from the fifth century BC to the fifth century AD were ruled and what they achieved. What use is the term 'empire' for students of the ancient world, and how did the different imperial arrangements impact not only on politics and institutions, but on all aspects of religion, ideology and culture?

**The art and archaeology of power** (Tiziana D'Angelo and Martin Millett: td273@cam.ac.uk; mjm62@cam.ac.uk)
What does power look like? Thucydides thought that anyone judging from the material remains would massively overestimate the power of Athens, and underestimate the power of Sparta. How does power reveal itself in the appearance of objects and settlements, and in their distribution? Are there types of power that we can measure, and types that we cannot? This seminar explores power as a relationship between person(s) and looks at the ways in which objects (from amphorae to silver
drinking vessels, from villa mosaics to sculptures in sanctuaries, from buildings in a city to the
distribution of fortifications) both shape and map these relationships. It brings archaeological and art
historical approaches together, and with them, questions of patronage, politics, production, material,
scale and context. In the process, it better understands ancient motivations and mentalities and
makes us more self-conscious about our scholarly language.

The reading and Interpretation of Sabellic inscriptions (Nick Zair: naz21@cam.ac.uk)
The only source of evidence for the non-Roman (and non-Greek) peoples of first-millennium BC Italy
which is written in their own voice is inscriptional. The Samnites, Umbrians, Picenes, Paelignians etc.
left behind a wide range of inscriptional genres, including bronze law tablets and sacred texts,
gravestones, curse tablets, ownership marks, religious dedications and even (possibly) doorknockers,
written in a number of different alphabets. This course will discuss how we can understand what these
peoples wrote and what this tells us about their languages and cultures.

The Text and Topic Seminars in LENT TERM are:

Homer beyond the classical (Tim Whitmarsh: tigw100@cam.ac.uk)
How has Homeric poetry been received and rewritten in antiquity and modernity? How do the
techniques and preoccupations of both eras relate, and how do they differ? This series is double-
headed: the first half will focus particularly upon the construction and contestation within antiquity
itself of Homer’s status as a ‘classic’, a foundational, definitive body embodying ‘the literary’ in its
purest form - and all of the political implications that go along with that status. We begin with the
idea of ‘Father Homer’ which is already current in the archaic era. We then move through
rationalising, allegorical, necromantic, katabatic and zombified Homers of the Hellenistic and Roman
eras. The second half of the course turns to the more radical (or are they?) rewritings of Homer in the
modern era that expose issues of race and gender: we shall consider writers such as Atwood, Walcott,
Oswald and Malouf, who exploit contemporary identity politics simultaneously to displace and restate
the classic authority of Homer.

Early Christian literature: new dynamics (Fran Middleton: fcm27@cam.ac.uk)
How did Christianity change the scene of élite literature? This seminar will examine how literature
written in the first two centuries after Constantine responds to, reinterprets and/or rejects classical
models, including Homer, Virgil, Plato and Cicero. We will be guided by questions of reception, but
also cultural and intellectual history: what was the role of “high” literature in the Christian empire and
how did the understanding of literary art change in these centuries?

Aristotle’s Nicomachean Ethics (Robert Wardy: rbw1001@cam.ac.uk)
No other philosophical text has been more influential in shaping subsequent philosophical ethics and
in its profound influence on how people think they should live. Nevertheless, some of its fundamental
arguments have been subjected to ferocious criticism. We shall be examining these arguments and
evaluating the criticism.

Suetonius (Mary Beard: mb127@cam.ac.uk)
The seminar will explore Suetonius’ Twelve Caesars: how we should now it read it (as text, as
biography, as history, as meditation on power?), and how it has been read since the sixteenth
century, and with what effect on our understanding of Roman imperial history, culture and
transgression. But it will also raise wider questions about how historians hierarchise their sources and
under what rubrics of “reliability”.

Culture contact and culture change (Yannis Galanakis and Robin Osborne: ig298@cam.ac.uk;
ro225@cam.ac.uk)
What happens when peoples come into contact? Cultural transfer has long been central to
archaeological debates. For a long time, scholars assumed that the movement of ideas, forms and
iconographies depended on the movement of peoples. Today, they are less interested in peoples than
they are the agency of objects, talking in terms of network analysis to model the relationships
between them. This seminar revisits these formulas and the issues intrinsic to them, issues of
change, connectivity within and beyond the Mediterranean basin, localism, Orientalism. . . . It works
with data and literature on dirt archaeology and the history of art to see the production, style and
reach of objects differently.
Greek dialects from a historical perspective (Rupert Thompson: rjet1@cam.ac.uk)
Before the rise of the Hellenistic Koine there was no supra-regional standard variety of Greek, but each city state used its own, regional dialect. The dialects are attested in official and private inscriptions such as laws, treaties and epitaphs. In this course we will read a number of inscriptions illustrating the major dialects. We will see how we might go about determining how the dialects are related to one another, how we might try to arrange them in groups or families, and whether the traditional classifications such as “West Greek”, “Attic-Ionic”, “Aeolic” have any basis in fact. We will investigate what this can tell us about the history of the Greek language. Copies of texts will be distributed to those attending.

Classics at the edges: tradition and reception (Maya Feile Tomes and Aaron Kachuck: mcf37@cam.ac.uk; ak555@cam.ac.uk)
This seminar explores the edges of Classics as a discipline, both historically (how the field has constituted itself over time) and methodologically (how contemporary scholarship interacts with other fields, regions, languages, etc.). We aim both to interrogate the nature of the discipline’s frontiers and to challenge the notion that the study of classical reception is itself an enterprise at the “edge” of Classics. Alongside guided discussion on topics from humanist book culture to postcolonial literature and critique, the seminar will accommodate and respond to a wide range of student interests.

MPhil Dissertation seminars (ET)
All students will give a short presentation on the topic of their thesis at a seminar early in Easter Term. Students will be grouped according to their interests and the supervisors of all the students in the group will be present to offer comments. Presentations should be 15 minutes long, each followed by around 25 minutes of discussion. Depending on the group size the group may meet either once or twice.

Other seminars and classes
In addition to the MPhil seminars, there is always a wide variety of other classical seminar series going on each term in Cambridge, with papers given by PhD students 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 and to contribute to this important element in the intellectual life of the Faculty. Note also the Graduate Interdisciplinary Seminar, which takes place on Friday afternoons, 4.30–6.00 pm and is a key part of graduate life. Often social events are attached to the seminars; take the opportunity to meet the local and visiting scholars in an informal setting that these offer.

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 graduates in the Classics Faculty, and you can ask your supervisor 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 www.classics.cam.ac.uk/research/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 are strongly encouraged to do so. It is polite to introduce yourself to the lecturer after the lecture, and if there is a class element to the course to 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 (www.classics.cam.ac.uk/student-information). Ask your supervisor's advice on attending Part II course lectures.
The Greek and Latin language papers

Normally before you arrive, or in extremis as soon as possible thereafter, we will determine whether you should take a language paper in place of one of your essays. This decision is taken on the basis of your language training so far, and your research needs; and it is taken in consultation with you and your supervisor. The Degree Committee reserves the right to make this a requirement in some cases. Consequently, some students may have been asked to take a language paper as a condition of their admission, while others may wish to take the opportunity to improve their reading skills. Please note, though, that the availability of this option for Greek or Latin is dependent on your previous exposure to the Classical languages. The option to take a Greek or Latin paper is not open to Cambridge graduates who have taken the Classical Tripos, nor to those who have an equivalent degree or training from elsewhere. Nor is it usually open to complete beginners. We expect that any prospective student will have at least the equivalent of a GCSE in the language they wish to take.

Where possible, a student will be integrated into the Faculty language training programme (usually the Intensive Greek Course). These courses encourage all prospective graduates to attend a summer school in the summer before coming to Cambridge. Details may be obtained from the MPhil Language Co-ordinator, Charlie Weiss. The Intensive Greek Course begins in the week before Michaelmas term begins (students receive full details direct from the Faculty). MPhil students should attend these pre-term days, and should contact their College to make sure accommodation is available for this period. During term there are classes designed to prepare students for the end of year exam which will be sat at the beginning of the Easter Term.

MPhil students registered for the language papers will take either Part 1A Paper 2 (Alternative Greek Language and Texts) or Paper 4 (Alternative Latin Language and Texts), which require both unseen translation and translation from set texts. Further details of these examinations and the marking criteria used in evaluating scripts may be found online and in the Undergraduate Handbook but MPhil candidates should note that in Q.3 they will be required to translate rather than comment upon one of the passages taken from the 1A set texts. The examination will take place at the beginning of the Easter Term on the same day as undergraduates sit the relevant papers in Part 1A.

The Greek and Latin papers are administered by the MPhil Language Coordinator who also acts as a facilitator for papers in other languages. If you intend to or are required to take the language option you should contact Charlie Weiss (cw322@cam.ac.uk) as soon as possible. Note that no further requests to take this examination will be accepted after 8 November. These requests should go to Charlie.

Exercises in place of essays

In place of your final essay, some project of equivalent value may be undertaken, an ‘exercise’, subject to the approval of the Degree Committee. 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 either Michaelmas or Lent Term, and working out a project in consultation with the lecturer. For example, there will be classes in epigraphy, in Greek and Latin textual criticism and palaeography, in museology, in Linear B and in numismatics.
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 Carrie, the Graduate Academic Secretary, by the relevant deadline (8 November); 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.

Alternatively, a formal examination on such material may be taken, and this will take place on 18 April. Again, requests to take such an examination must be submitted to the Graduate Academic Secretary by 8 November. Candidates being examined on palaeography/textual criticism take Paper A4 from Part II of the Classical Tripos, but are normally examined on one language only.

A third, and often the best, possibility is for you to write an essay 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.

If you are interested in learning or extending your knowledge of an ancient Indo-European language other than Greek or Latin, discuss this with your supervisor. Classes will be provided whenever possible as a basis for an appropriate language paper (again taken on 18 April; requests to take such an examination to be submitted by 8 November). 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.

**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 (p. 32). 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 (approx. 4000 words) and the thesis (8–12,000 words). The advice of your supervisor will be particularly helpful in thinking about these issues, so do discuss them in some detail with him/her.
Successful performances in the MPhil may differ widely in quality. Your individual marks, and the comments transmitted to you by the Graduate Academic Secretary, 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 supervisor will be able to give you some 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 acknowledge where you have included material in your MPhil work which is derived from a lecture or seminar which you have attended.

The document 'Faculty advice on plagiarism' is included in this Handbook (p. 35), and you are obliged to have read and understood the University's policy on plagiarism (p. 39). The Faculty will employ TURNITIN software to check work that is suspected of being plagiarized.

**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, for 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 supervisor and/or the Graduate Academic Secretary if you are concerned that this may be a problem for your particular project.

(iii) You are, nevertheless, likely to need to do some reading in languages that you don't know, or don't know well enough. 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 Høegger (Tuesdays, Thursdays and Fridays). Bear in mind, too, the resources of the graduate 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
www.langcen.cam.ac.uk. In particular, see www.langcen.cam.ac.uk/graduates for details of courses
for graduates studying in the School of Arts and Humanities (of which Classics forms a part).
Academic reading courses are offered in French, German, Italian, Spanish, Portuguese and Russian.

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. The Degree Committee has agreed that essays must be no longer than
5,000 words, including title, headings, footnotes and appendices but excluding the cover sheet and
bibliography. Students must specify the word-count when they submit the essay (this must conform
precisely to the count of the electronic file submitted (see below); although computer word-counts
have their quirks it is the computer word-count that matters). A page of statistics shall be regarded
as the equivalent of 150 words. Any essay that is over 5,000 words long will be given a mark
of zero. A mark of zero in the second or third essay will result in your failing the MPhil course.

An MPhil thesis in Classics must be no more than 12,000 words and normally at least 8,000 words in
length, including title, headings, footnotes and appendices, but excluding the coversheet and
bibliography. When you submit the thesis, you will be asked to confirm in writing on the thesis
submission form that it falls within these limits, and you should provide your own computer word
count on the cover sheet of the thesis (this must conform precisely to the count of the electronic file
submitted, which should normally be in MS Word; although computer word-counts have their quirks
it is the computer word count that matters). It is of great importance that you keep an accurate
check on the word length and ensure that your thesis is within the specified range. If the examiners
find that it is not, they may impose a severe penalty, and may in any case choose, in the case of an
over-length thesis, to stop reading when they reach 12,000 words.

The following further rules apply in respect to word limits:

(i) A separate booklet of passages or other evidence may be submitted and not included in the
word limit if and only if permission has been applied for to the Graduate Studies Committee, via
the Academic Secretary for Graduate Affairs, by the candidate with the express approval of their
supervisor. 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 is based. [Example: unpublished archaeological data/a new papyrus.]

   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].

   c. the texts discussed are difficult to obtain or occur in widely dispersed sources.

(ii) 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.

(iii) In place of the final essay, “an exercise” can be submitted. When this takes the form of a
catalogue (raisonée) with an introductory essay, the catalogue is not subject to a word limit,
but the essay accompanying it may not exceed 3,000 words.

(iv) Any passages 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 circulated by the Faculty Office prior to each deadline for the submission of titles, to be completed electronically by students and approved by their supervisor. Requests to change a title must be submitted direct to the Graduate Academic Secretary by the relevant deadline, either in the form of a letter including the title already approved and the proposed new title, countersigned by their supervisor, or in an email sent to graduate.secretary@classics.cam.ac.uk showing that the supervisor supports the proposed change.

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.

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 use of idioms.

The formal presentation of your work is important. It must be typed and double-spaced. A priority at the start of the course is to establish your word-processing habits. 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. This Handbook gives guidelines on how to present bibliographical references (p. 41).

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

Submission of work
Each piece of work must be submitted in two hard copies with an additional copy submitted electronically. All submissions should have a cover-sheet (which you will receive direct from the Faculty) bearing the title of the piece of work, the name and College of the candidate, the word count and (in the case of the essays) whether the first, second or third MPhil essay. Single- and doubled-sided printing are both acceptable. A checklist for the submission of the thesis is provided in Appendix 6. The essays may, if you wish, simply be stapled, but the thesis must be bound ‘in durable binding’ (normally a spiral or heat-sealed binding). The Faculty Library will offer free binding facilities for theses (not essays) during the day or two before the submission deadline.

NOTE ON ELECTRONIC SUBMISSION: Electronic submissions are expected to be identical to those made in hard copy as examiners sometimes prefer to work digitally. You must submit in a standard word processor format (e.g. .doc, .docx, .rtf) for the purposes of a word count. If your work can only be properly formatted as a PDF (e.g. a critical edition produced in LaTeX), then you must submit both a PDF (for the examiners to read), and a document of the bare text (for the word count).
The submission dates and final deadlines of work are given in the timetable in the handbook below. The final deadlines are the last date at which work may be submitted; you are encouraged to submit on the suggested dates, so as to maximize the time available to work on your thesis. Reminders will be sent out, confirming submission dates and stating where the hard copies of work must be delivered (normally to the Enquiries Office, room G.01a) and how the electronic copy should be submitted. Take special note of the deadline to 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. The only circumstances in which deadlines can be extended are ‘illness or other grave cause’, and if you need to invoke this clause you must either (in the case of your essays) get your College Tutor to write on your behalf to the Secretary of the Degree Committee, Faculty of Classics, or (in the case of your thesis) make an application (with the support of your Tutor) to ‘Extend your end of registration date’, 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 your printer breaking down, or the loss of work from your computer. Bear in mind too that there can be queues for printers in the 24 hours before a submission deadline.

**Marks**

Each piece of work you submit will be marked by two examiners. Each examiner assigns a numerical mark out of 100. 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 self-standing in its presentation, even if it is thematically linked to other essays/the thesis.

Your marks for essays and language exams will be printed in hard copy and may be collected from Faculty graduate pigeonholes, following the timetable found in this booklet. These marks will constitute an overall evaluation of the work. You will receive a justification of the mark and feedback from the examiners. 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, they are a summative assessment of the submitted work.

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 supervisor; he or she 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 guarantee that you are permitted to continue to the PhD. To achieve an overall Distinction in the MPhil, you must achieve at least a High Pass on the essay section (agreed 70%+ on at least one essay/examination paper; no agreed or individual essay/examination paper mark below 60%), and a Distinction (75%+) on your thesis. See further the section “Continuing as a Graduate Student”.

Course Structure and Requirements
The oral examination

A week or so after you submit your thesis, the two assigned examiners will meet you for an oral examination - the 'viva' (short for 'viva voce examination'), as it is usually known. In 2018 vivas are scheduled to take place on 18–22 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. You should not expect to be able to leave Cambridge before the last Faculty Degree Committee meeting.

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, raise (or, more rarely, lower) both previous marks 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 supervisor 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: the two essays (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, and a pass (60%+) on your thesis. One fail mark on an essay or language exam would not necessarily mean overall failure in the 'essay' part of the examination, provided that the examiners judged it to be outweighed by the remainder of your performance in that same part. Occasionally, but rarely, even a 'marginal' failure in one half of the examination may be compensated by a 'high pass' on the other part. The mark for the first essay is not normally taken into account, but if the first essay is awarded a notionaional 'High Pass' or 'Distinction', it may be taken into consideration when other marks are marginal.

No aggregate numerical mark for the entire MPhil is awarded. But, informally, you may regard the thesis mark as constituting half of your total, and the 'essay' part of the examination as supplying the other half. In other words, you can calculate a notional overall mark out of 100 by doubling your thesis mark and adding this to your total on the essays and dividing by 4. But such calculations have no formal status.

Your overall result in the MPhil will be either a Distinction, a High Pass, a Pass or a Fail. Your exact marks will be given (with a brief explanation) on a certificate, signed by the Chairman 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'. An additional certificate, naming your specific subject area (e.g. 'Ancient History', 'Classical Literature', 'Ancient Philosophy'), rather than 'Classics', will be available on request.
In 2018 we anticipate emailing you with your result on 29 June, and your certificate and other documentation will be available on 4 July. This will enable you, if you are successful, to receive your degree at any Congregation after that date. There will be a ‘Congregation’ in mid/late July and you may take degree at this or subsequent Congregations; 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 High Pass on the essay section (agreed 70%+ on at least one essay/examination paper; no agreed or individual essay/examination paper mark below 60%), and a Distinction (75%+) on your thesis.

**Further Information**

**How the course is administered**

The MPhil course is administered by the Graduate Studies Committee, which also functions as the overall Board of Examiners.

Certain matters, after vetting by the Graduate 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 graduate student after the MPhil year. The ultimate authority in all graduate matters, including cases of appeal, lies with the Board of Graduate Studies.

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

Carrie, the Graduate Academic Secretary, will meet each of you at the end of the Michaelmas Term to see how your first term has gone. The Graduate Studies Committee is also eager to learn how it could do things better so at the end of the course we will ask you to fill in a questionnaire, but you are encouraged to pass on your observations about the course to Carrie at any point in the year.

**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 supervisor or your seminar leader or the Graduate Academic Secretary. Another very important channel for concerns or dissatisfactions is the Faculty’s Graduate rep., who sits on the Faculty Board and represents the interests of graduate students in the Faculty. The current Graduate rep is Bex Lees (graduate.representative@classics.cam.ac.uk) who will be hosting a ‘meet and greet’ session for new graduates at the beginning of Michaelmas Term.
Course Structure and Requirements

It is a good idea to make contact with your College's Graduate 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 away from the Faculty. The University Counselling Service offers help, workshops and counselling across a wide range of issues (website: www.counselling.cam.ac.uk).

If your work is disrupted as a result of illness or other problems, please let the Graduate Academic Secretary and your College's Graduate Tutor know at once, as well as your supervisor. 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: (http://www.cam.ac.uk/staffstudents/studenthandbook/complaints.html).

Dyslexia and other disabilities

Students who have dyslexia or any other disability may find it helpful to contact the University Disability Resource Centre for help and advice. The resource centre is in Keynes House, Trumpington Street, Cambridge, CB2 1QA (telephone 01223 332301; textphone 01223 764085; website http://www.admin.cam.ac.uk/univ/disability/). 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 information on access to buildings in the University, please see http://www.admin.cam.ac.uk/univ/disability/guide/. The Faculty follows the University’s Code of Practice in relation to reasonable adjustment for disabled students, details of which are available at http://www.admin.cam.ac.uk/offices/education/support/index.html.

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. The deadline for overseas applicants studying in Cambridge and seeking funding for PhD study and for EU applicants seeking Gates funding is 6 December 2017; that for UK/EU applicants seeking other forms of funding is 4 January 2018. See the Graduate Admissions web page for full details.

All serious applicants for PhD places are interviewed by two senior members of the Faculty who make a recommendation to the Graduate 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 Board of Graduate 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 p. 15), but those who achieve a High Pass overall may also be accepted onto the PhD programme depending on their spread of marks, research proposal and supervisor's report. The Degree Committee decision will be notified to you by email, together with your overall MPhil result, on 29 June.
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. This can seem a harsh decision, but it would be taken strictly in your own interests.

It may well be important to you to know early on how strong your chances are of being permitted to continue. You should in any case have alternative plans prepared, perhaps an application for a graduate course elsewhere. 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 supervisor for a candid and frank assessment of your chances.

In order to apply for continuation, you need to apply online and follow the instructions on the Student Registry website:

http://www.admin.cam.ac.uk/students/gradadmissions/prospec/apply/continuation

Whether or not you are seeking funding you are strongly urged to apply by 4 January 2018 if at all possible. For more details of the different sources of funding available and application deadlines and procedures, check the Student Registry’s website:

http://www.admin.cam.ac.uk/students/studentregistry/fees/funding/new.html And the Graduate Admissions pages of the Faculty website:
https://www.classics.cam.ac.uk/prospective/postgraduate

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

The classical graduate community

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

For further details, see the 'Unofficial graduate handbook':
http://www.classics.cam.ac.uk/current-students/unofficial_grad_handbook

The graduate common room (room G.10) is an important focus of social and intellectual life in the graduate community, and you are invited to make regular use of it (and also to keep it clean and tidy).

Graduate 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.
Research visits/Field Trips

Students should contact the Faculty Administrator concerning a suitable risk assessment if they intend to carry out research or visit museums or sites which are

(i) Outside the EU, and/or
(ii) Beyond the normal course of tourism, and/or
(iii) In countries with any British Foreign and Commonwealth Office (FCO) safety warnings.

Travel Funds for Graduate 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.

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 Supervisor, and evidence that a college contribution (or other grant) has been sought. Application forms are available from the “General Graduate Resources” section of Moodle: https://www.vle.cam.ac.uk For queries, please contact Dr Chris Whitton (for MT) and Dr. Myrto Hatzimichali (LT adn ET), who will be serving as Secretary of the Faculty’s Finance Committee.

Corbett Travel Awards: If your travel plans are unconnected with research you may apply for a Corbett Travel Award. Preference is given to graduates who have not visited Classical lands before, who carry a strong recommendation from their supervisor, 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.

Keeping up to date

There are many events and opportunities of interest to graduate 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 graduate students from time to time by the Faculty secretaries or the graduate representative, but it is also a good idea to look regularly at the noticeboards in the Faculty, where details are displayed. 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 MAIL: classicsgrads@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 graduate 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, graduate 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 http://www.lib.cam.ac.uk/libraries_directory/libraries_directory_n.cgi. 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 graduate 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 graduate students are met. Courses in specialist skills are run by the Faculty throughout the year; for details, see the relevant sections of this handbook. Graduates can also take advantage of the training courses run by the University’s Researcher Development Programme, (http://www.admin.cam.ac.uk/offices/hr/ppd/information/graduate), by the Languaget Centre (www.langcen.cam.ac.uk) and by the Computing Service (http://www.ucs.cam.ac.uk/training).

Looking forward to life after the MPhil., the Careers Service has a wealth of useful information about jobs and future study available on its website (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

The Faculty Board of Classics has authorised a course in German for classicists in the Academic year 2017-18. The lecturer will be Paul A. Hoegger, Coordinator for German at Cambridge University Language Centre, who has many years of experience teaching German to undergraduate and postgraduate students.

The course, from October 2017 until March 2018, will consist of 15 classes of 90 minutes each. The course is offered at three levels of proficiency:

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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 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:

(log in to Raven first)
http://www.training.cam.ac.uk/lc/theme/AcademicReading?providerId=399495

Mr Paul Hoegger, German Coordinator, University Language Centre
(pah38@cam.ac.uk)
Coinage in action

The course is intended for students of all branches of Classics. Its purpose is to help takers to identify the relevance of numismatic material to Part II thesis-topics, MPhil. essays, or PhD. and other research-based work, as well as to taught courses in the Tripos. Past graduate-members have been drawn from a range of subject-groups, including classical archaeologists/art-historians, ancient historians, and students of ancient literature and linguistics. No previous experience of coins is required and at least one bye-class on coin-identification and on reading coin-catalogues will be offered (19 January 2018, 16:00-18:00 in Room 1.04). MPhil. students new to Cambridge may also be interested in other sessions in the supplementary (Friday) series in which topics relating principally to the four C- group Part II papers are discussed in more detail than is possible in the Thursday classes (consult the General Courses entry online and the individual entries for Part II Courses -Group C). Both series will continue, if necessary, during the first four weeks of Easter Term.

Recent MPhil. essay-titles have been "Late Carthaginian coins of the Iberian peninsula", "How did Rome pay its soldiers in Greece in the second century BC?", "The coinage of the First Jewish Revolt: context and meaning", "Imperial women: Julio-Claudian female representations on coinage", “The 874 AUC-issue and Hadrian’s coin programme for AD 121", and "For love and honour: the deification of Faustina I". There is, too, the option of offering a numismatic exercise in lieu of an essay; this might, for example, be a contribution to a project that has as its end a scientific catalogue of the now dispersed collection of Thomas Herbert (1656-1733), 8th Earl of Pembroke, of which a first fascicule, dedicated to the gold and silver coins of the late Roman republic, was offered in 2014.

The classes will be fully illustrated and (with discussion) will run for two hours. The syllabus will be problem-focussed rather than a chronological account of Greek and Roman coinage (for which see, below, the Oxford Handbook) and will seek to examine the strengths and limitations of the different and sometimes apparently contradictory sorts of evidence employed in trying to understand how coins behaved in the ancient world. The course unashamedly takes the perspective of students working principally from printed sources – coin-catalogues, find-reports, and individual studies – and a primary objective will be to provide a critical framework for approaching such sources. The interaction of literary, material, and comparative arguments will bear, too, on more general research techniques and on the way information is evaluated. General procedures will be exemplified, where possible, by reference to material related to the interests of individual class-members. They include considering what can be learnt from the way coins are made and what weight should be given to the designs that appear on them. Set pieces from previous years include a critique of a particular site-report (Coins from the centre of Rome) and the reception of Greek and Roman coins from the Renaissance onwards (e.g. The image of Alexander the Great in fifteenth century Italy). A visit to the Bank of England Museum (refurbished in 2014) and to the British Museum’s Money gallery (refurbished in 2013), either at the end of Lent Term or at the beginning of Easter Term, will complement the Cambridge classes.

A meeting for all interested students will take place on Wednesday, 17 January 2018 (i.e. immediately before the start of Lent Term lectures) which will provide an illustrated introduction to the course, as well as offering an opportunity to discuss course topics. It will run from 16:00 to 18:00.


Mr Terence Volk, Affiliated Lecturer in Numismatics and Monetary History (trv10@cam.ac.uk)

21
‘Specialist Skills’ Courses & Lectures

Greek and Roman Epigraphy
Inscriptions provide the historian with a wealth of essential information touching nearly all aspects of the Greek and Roman worlds: society, institutions and administration, laws, religion, army, prosopography, onomastics, etc. This course provides a basic introduction to Greek and Latin epigraphy. Examples will be chosen to illustrate the different types of inscriptions and their evolution, as well as the significance and limitations of epigraphic material. Students will be guided in the use of basic epigraphic scholarly tools and will work with inscriptions using squeezes and photographs, as well as printed editions.


Dr Marguerite Hirt
mh643@cam.ac.uk

Greek and Roman Numismatics
An Introduction to Greek and Roman Numismatics, eight two-hour lectures and hands-on classes, based on the world-class collection in the Fitzwilliam Museum. Themes include the historical importance of numismatic materials, monetary systems, coins as evidence of trade and commerce, coin types and legends as formal messages issued by ancient authorities, political manipulation of types and legends, and types and style in the figurative arts.

Professor Ted Buttery, Honorary Keeper of Coins, Fitzwilliam Museum
tvb1@hermes.cam.ac.uk
Dr Adrian Popescu, Affiliated Lecturer in Numismatics
ap345@cam.ac.uk

Mycenaean Epigraphy
An introduction to reading and interpreting the Linear B tablets. We will learn how to read the Linear B script and how to produce a transcription using standard editorial conventions, as well as covering approaches to the interpretation of the documents. These classes are open to all postgraduates, as well as to third-year undergraduates; they are essential for MPhil. candidates who intend to offer the Mycenaean Epigraphy exercise in place of the third essay, but will also be of particular interest to those studying the history of writing, the development of the Greek language, or Aegean prehistoric archaeology.

Dr Anna Judson, Research Fellow, Gonville & Caius College
aj31@cam.ac.uk

Palaeography and Textual Criticism
Candidates interested in doing an exercise in either textual criticism or palaeography as a substitute for an essay should contact either Dr Lucia Prauscello (for Greek) or Prof. Stephen Oakley (for Latin).

Professor Stephen Oakley, Kennedy Professor of Latin
spo23@cam.ac.uk
Dr Lucia Prauscello, Lecturer in Ancient Literature
lp306@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 Supervisor. What do I do?'

Supervisors are busy people. They may not 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. That said, the Faculty expects meetings to occur at least once a fortnight during term time. If you have real difficulties contacting your Supervisor, do not hesitate to contact Carrie, the Graduate Academic Secretary.

'Can I go to two MPhil. Seminars?'

Yes, if the timetable allows and if you and your supervisor agree that this will be beneficial to your research. You should inform the Graduate Academic Secretary and the relevant Seminar leaders at the earliest possible opportunity.

'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 should get your supervisor’s approval for the new title and then e-mail graduate.secretary@classics.cam.ac.uk to request the change. There is no special form. 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 Appendix 3), 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 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. For deferral of thesis submission, you will 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 marks and feedback can be collected in hard copy from the graduate pigeonholes, at the date and time specified on the orange page. Pigeonholes can be found through the first door on the right as you enter the Faculty. Graduate students are collected in groups by surname, “A-D” and so on.

'Can I know who marked my essays?'

Candidates are not normally informed of who their essay markers are. However, the examiners for your thesis will naturally conduct the oral examination.
'Can I appeal against an essay mark?'

If you think an essay was wrongly marked, you should talk first to your supervisor and then to the Graduate Academic Secretary. 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.
Contact Information

MPhil Administration and Support Staff

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<tr>
<th>Work Role</th>
<th>Name</th>
<th>Room</th>
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<tr>
<td>Graduate Academic Sec</td>
<td>Caroline Vout</td>
<td>G.04</td>
<td>35169</td>
<td><a href="mailto:Cv103@cam.ac.uk">Cv103@cam.ac.uk</a></td>
</tr>
<tr>
<td>MPhil. Language Co-ordinator</td>
<td>Charlie Weiss</td>
<td>2.12</td>
<td>35194</td>
<td><a href="mailto:cw322@cam.ac.uk">cw322@cam.ac.uk</a></td>
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<tr>
<td>Chief Secretary</td>
<td>Lina Undicino</td>
<td>G.02a</td>
<td>35152</td>
<td><a href="mailto:pu10000@cam.ac.uk">pu10000@cam.ac.uk</a></td>
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<tr>
<td>Graduate Administrator</td>
<td>Lucy O’Connor</td>
<td>G.01a</td>
<td>35960</td>
<td><a href="mailto:graduate.secretary@classics.cam.ac.uk">graduate.secretary@classics.cam.ac.uk</a></td>
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<tr>
<td>Librarian</td>
<td>Lyn Bailey</td>
<td>Library</td>
<td>35154</td>
<td><a href="mailto:lkb24@cam.ac.uk">lkb24@cam.ac.uk</a></td>
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<tr>
<td>Computer Officer</td>
<td>Steve Kimberley</td>
<td>1.15</td>
<td>35188</td>
<td><a href="mailto:sjk36@cam.ac.uk">sjk36@cam.ac.uk</a></td>
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External Examiner

Professor Catherine Steel (Glasgow)

IT and the Faculty of Classics

Steve Kimberley, Computer Officer. (Room 1.15 ; email: it-support@classics.cam.ac.uk. (3)35188 supports ICT facilities within the Faculty and acts as a first port of call for IT problems, whether one of our services or Classics-specific problems.
For IT training see http://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.

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3http://www.ucs.cam.ac.uk/wireless/browser
4http://www.ucs.cam.ac.uk/wireless/eduroam
Course Timetable 2017-18

The orange page sets 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 Graduate Studies and Degree committees, which are of less immediate importance.

The weekly timetable for MPhil. Seminars and classes is given below. However, changes are common, and you should check the Faculty website (or the notice board in the Faculty foyer) for revisions. Also note that there are many other Seminars and Lectures not included here which you may wish to attend.

Michaelmas Term 2017

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<td>4.30-6.00</td>
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<td></td>
<td>Interdisciplinary Seminar</td>
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<td>1.11</td>
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<tr>
<td>6.00</td>
<td>Ancient History Research Seminar</td>
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<tr>
<td>G.21</td>
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<tr>
<td></td>
<td>Literature Research Seminar</td>
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<tr>
<td>1.04</td>
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<tr>
<td></td>
<td>Philosophy Seminar</td>
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<td>1.11</td>
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</table>

27
# Lent Term 2018

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.00</td>
<td>B CAucus&lt;br&gt;PhD Seminar 1.11</td>
<td>11.30-1.00 Hoegger Beginners’ German 1.11</td>
<td>2.00-4.00 M. Phil. Seminars&lt;br&gt;Research Skills 16 Jan G.21&lt;br&gt;Text &amp; Topic Start 23 Jan 1.04, 1.11, 2.04, 2.08, R.01</td>
<td>3.00-4.30 Hoegger Intermediate German (2) 2.03</td>
<td>2.00-3.30 Hoegger Intermediate (1) German 2.03</td>
</tr>
<tr>
<td>2.00</td>
<td>4.30-6.00 Archaeology Research Seminar 1.04</td>
<td>4.00-6.00 Volk Coinage in Action 1.04</td>
<td>3.00-4.30 Hoegger Intermediate German (2) 2.03</td>
<td>4.30-6.00 Volk Coinage in Action 1.04</td>
<td>4.00-6.00 Graduate Interdisciplinary Seminar 1.11</td>
</tr>
<tr>
<td>5.00</td>
<td>History Research Seminar G.21</td>
<td>Literature Research Seminar 1.04</td>
<td>5.15-7.15 Philosophy Research Seminar 1.11</td>
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</tbody>
</table>
## Easter Term 2018

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
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<tr>
<td>2.00</td>
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<td>Weeks 1-4 1.02</td>
<td>Weeks 1-4 1.02</td>
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<td>Weeks 1-4 1.02</td>
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<tr>
<td>4.00</td>
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<td>4.30-6.00 Classical Archaeology Research Seminar 1.04</td>
<td>4.30-6.00 Linguistics Research Seminar and Mycenaean Seminar 1.11</td>
<td>4.00-6.00 Volk Coinage in Action Classes 1.04</td>
<td>4.30-6.00 Graduate Interdisciplinary Seminar 1.11</td>
</tr>
<tr>
<td>5.15</td>
<td></td>
<td>5.15-6.45 Literature Research Seminar 1.04</td>
<td>5.15-7.00 Ancient History Research Seminar G.21</td>
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<td>5.15-8.00 Philosophy Research Seminar 1.11</td>
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<td>NOTE: until 17th May</td>
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<td>NOTE: 11th May only</td>
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<td>5.15-8.00</td>
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</tbody>
</table>
## MICHAELMAS TERM

<table>
<thead>
<tr>
<th>Meetings for Students</th>
<th>Students’ Deadlines</th>
<th>Graduate Studies Committee</th>
<th>Degree Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>T 3 Oct</strong> 12 noon-1.00: Tour of the Library and Museum</td>
<td>Th 19 Oct 12 noon: First essay title deadline</td>
<td>M 9 Oct 2.00</td>
<td>Th 12 Oct</td>
</tr>
<tr>
<td>1-2 Lunch party for new graduates 2.00-3.00: Welcome (room G21) 3.00-4.30: Introduction to specialist skills (room G.21) 4.30: Tea/coffee (room G.21)</td>
<td><strong>W 8 Nov 12 noon: Submission of requests to take an Examination or Exercise</strong></td>
<td>M 13 Nov 2.00</td>
<td>Th 2 Nov</td>
</tr>
<tr>
<td>W 4 Oct 12 noon: Electronic resources (room G19) 2.00-4.00: Research Skills Seminar 1 (G21)</td>
<td><strong>W 8 Nov 12 noon: Last date to request change to approved first essay title</strong></td>
<td>Th 7 Dec 2.00</td>
<td>Th 23 Nov</td>
</tr>
<tr>
<td>Th. 5 Oct 2.00-4.00 Research Skills Seminar 2 (G21)</td>
<td><strong>F 17 Nov 12 noon: Submission of first essay</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>F 6 Oct</strong> 5.15-6.30: 'Meet and Greet' (room G.21) 6.30-7.30: Drinks party (Cast gallery)</td>
<td>Th 23 Nov 12 noon: Absolute deadline for first essay submission</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T 10 Oct 2.00-4.00: Research Skills Seminar 3 (G21)</td>
<td><strong>M 4 Dec 12 noon: Submission of titles of second essay and thesis and of thesis proposal</strong></td>
<td></td>
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<tr>
<td>W 11 October 2.00-4.00: Research Skills Seminar 4 (G21)</td>
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<tr>
<td>T and W from 17 Oct to 29 Nov 2.00-3.30 or 4.00: Text and Topic Seminars</td>
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<tr>
<td>Th 30 Nov - F 1 Dec Individual meetings with MPhil Co-ordinator (room G.04)</td>
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<tr>
<td><strong>M 11 Dec 4.00: First essay marks in Faculty pigeonholes</strong></td>
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</tbody>
</table>

## LENT TERM

<table>
<thead>
<tr>
<th>Meetings for Students</th>
<th>Students’ Deadlines</th>
<th>Graduate Studies Committee</th>
<th>Degree Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>T 16 Jan 2.00-4.00: Research Skills Seminar 5 (G21)</strong></td>
<td>W 17 Jan 12 noon: Last date to propose revised exam arrangements</td>
<td>M 22 Jan 2.00</td>
<td>Th 25 Jan</td>
</tr>
<tr>
<td>W 17 Jan 2.00-4.00: Research Skills Seminar 6 (G21)</td>
<td>W 31 Jan 12 noon: Last date to request change to approved second essay title</td>
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<tr>
<td>T and W 23 and 24 Jan to 13 and 14 Mar 2.00-3.30 or 4.00: Text and Topic Seminars</td>
<td>W 7 Feb 12 noon: Submission of second essay</td>
<td>M 5 Feb 2.00</td>
<td>Th 15 Feb</td>
</tr>
<tr>
<td>F 16 March 4.00: Second essay marks in Faculty pigeonholes</td>
<td>W 21 Feb 12 noon: Submission of 3rd essay title 12 noon: Absolute deadline for Second Essay submission</td>
<td>M 12 March 2.00</td>
<td>Th 8 Mar</td>
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<tr>
<td><strong>EASTER TERM</strong></td>
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<tr>
<td><strong>T 3 April</strong></td>
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<tr>
<td>12 noon: Submission of third essay</td>
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<tr>
<td><strong>W 11 April</strong></td>
<td></td>
<td></td>
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<tr>
<td>12 noon: <em>Absolute deadline for third essay submission</em></td>
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<tr>
<td><strong>W 18 April</strong></td>
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<tr>
<td>2-5 pm: Other exams</td>
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<tr>
<td><strong>Tu 24 April</strong></td>
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<tr>
<td>Part 1A language exam</td>
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<tr>
<td><strong>F 27 April</strong></td>
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<tr>
<td>12 noon: Last date to request change to approved thesis title</td>
<td></td>
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<tr>
<td><strong>F 11 May</strong></td>
<td></td>
<td></td>
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<tr>
<td>4 pm: Submission of full draft of thesis to supervisor</td>
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<tr>
<td><strong>W 13 June</strong></td>
<td></td>
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<tr>
<td>10.00: Submission of Thesis 12 noon: <em>Absolute deadline for thesis submission</em></td>
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<tr>
<td><strong>M 18 – F 22 June</strong></td>
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<tr>
<td>Oral examinations</td>
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<tr>
<td><strong>F 29 June</strong></td>
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<tr>
<td>Email notification of result</td>
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<tr>
<td><strong>W 4 July: FULL RESULTS</strong></td>
<td></td>
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</tbody>
</table>

**F 4 May**
4.00: Third essay marks in Faculty pigeonholes

**W 13 June**
6.00-8.00: Drinks party and course discussion (Cast Gallery)
### MARKING CRITERIA FOR MPHIL ESSAYS AND THESES

<table>
<thead>
<tr>
<th>Class</th>
<th>Numerical Mark</th>
<th>Typical features</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DISTINCTION</strong></td>
<td>80–85</td>
<td>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 may be unorthodox but is irresistible. The writing is invariably clear and often elegant. Work at this level would almost be publishable with little change.</td>
</tr>
<tr>
<td><strong>HIGH PASS</strong></td>
<td>75–79</td>
<td>A significant topic, thoroughly covered. 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, in the main, compelling. The writing is lucid and well-adapted to the subject.</td>
</tr>
<tr>
<td><strong>PASS (CLEAR)</strong></td>
<td>70–74</td>
<td>Topic is well chosen and its possibilities effectively realized. Discussion of the particular topic is coherent and cogent, but may be restricted in range. Theoretical and methodological issues are clearly indicated. Primary material is well-known and effectively explored and exploited. Relevant scholarship is appropriately referenced. Argument is at least broadly convincing, even if not significantly original. The writing is well-structured.</td>
</tr>
<tr>
<td><strong>PASS (MARGINAL)</strong></td>
<td>65–69</td>
<td>Topic is suitable, but may be overly familiar or offer limited possibilities. Discussion is sensible but routine. Theoretical and methodological issues may not be systematically indicated. Primary material is known but treated unimaginatively. Major scholarly landmarks are known but broader scholarship may remain out of sight. There may not be a significant central argument.</td>
</tr>
<tr>
<td><strong>FAIL</strong></td>
<td>60–64</td>
<td>Topic is barely appropriate and the question asked may not be clear. Discussion is pedestrian or implausible. Primary material is only adequately known. There may be significant gaps in knowledge of scholarship. The argument may be hard to discern or somewhat implausible. The writing may not always be clear.</td>
</tr>
<tr>
<td><strong>FAIL</strong></td>
<td>59 and below</td>
<td>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. 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.</td>
</tr>
</tbody>
</table>
**MPHIL LANGUAGE EXAM IN LATIN OR GREEK: MARKING GUIDELINES**

The examinations will be marked according to the same criteria as the Part IA exams, which are printed below. The basic criteria are comprehension of the original, in terms of syntax and vocabulary, and an ability to write good English. NB: in the MPhil. the Pass mark is 60, a High Pass is in the range 70-74, and a Distinction is 75 and above.

**TRANSLATION INTO ENGLISH**

<table>
<thead>
<tr>
<th>MPhil Class</th>
<th>Part IA Class</th>
<th>Marks Alphabetic</th>
<th>Numerical (out of 100)</th>
<th>Typical Features</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DISTINCTION</strong></td>
<td></td>
<td></td>
<td></td>
<td>Outstanding comprehension of the original, with few if any mistakes. Good English style. An α+ indicates a translation which can scarcely be improved on and reads like an original piece of English.</td>
</tr>
<tr>
<td>HIGH PASS</td>
<td>I</td>
<td>α+ to α-</td>
<td>Normally 75 to 80</td>
<td>Higher marks may be given for exceptional work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>α= to αβ</td>
<td>70-74</td>
<td>Excellent comprehension of the original, with a few mistakes. Good English style. Marks from α= to αβ indicate that overall quality is First Class but there are also some weaknesses in the paper.</td>
</tr>
<tr>
<td><strong>PASS</strong></td>
<td>II.1</td>
<td>β+/β++</td>
<td>60-69</td>
<td>Good comprehension of the original, sound vocabulary and understanding of syntax, and generally good English style. But several mistakes and/or gaps, and sometimes a tendency to paraphrase. Where appropriate, intelligent guesses can make up for deficiencies in vocabulary.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>β+ to βα</td>
<td></td>
<td></td>
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<tr>
<td>Possible subdivisions</td>
<td></td>
<td></td>
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<tr>
<td>Very Good</td>
<td></td>
<td></td>
<td></td>
<td>Few basic errors, but occasional imprecision or paraphrase or gaps. Weaknesses may be compensated by signs of a quality.</td>
</tr>
<tr>
<td>Good</td>
<td>Mainly β++</td>
<td>About 67-69</td>
<td></td>
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</tr>
<tr>
<td>II.1</td>
<td>often with some α</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mid II.1</td>
<td>β+ to β++</td>
<td>63-67</td>
<td>Usually consistent II.I quality. Signs of a quality rarely compensate for weakness.</td>
<td></td>
</tr>
<tr>
<td>Low II.1</td>
<td>β+</td>
<td>60-62</td>
<td>Competent translation, but too many errors for comfort. No signs of α quality, but sometimes signs of II.2 quality.</td>
<td></td>
</tr>
<tr>
<td><strong>FAIL</strong></td>
<td>II.2</td>
<td>βγ to β including β?+</td>
<td>50-59</td>
<td>Adequate comprehension of the original, but wavering and/or partial. Some control of vocabulary and syntax, although with not infrequent deficiencies and confusions and perhaps some gaps. Style mostly workmanlike, but may contain weaker patches. There may be a tendency for paraphrase or guesswork to extend over entire sentences or clauses. Often the quality will vary between II.I and III.</td>
</tr>
<tr>
<td></td>
<td>III</td>
<td>Leading γ, γβ to δ</td>
<td>40-49</td>
<td>Some comprehension of the original, but distinctly patchy, on account of limited vocabulary and/or misunderstanding of syntax. Often gaps, with little or no attempt to guess, making any sense of style insecure. Script may well be seriously incomplete.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Leading δ</td>
<td>normally 30-39</td>
<td>Little or no comprehension of the original. Ignorance of even basic vocabulary. Translation often nonsensical. Many gaps. No attempt to guess. So incomplete a script that no judgement can be made of the quality of performance in the paper.</td>
</tr>
</tbody>
</table>
**MPHIL. LANGUAGE EXAM IN AN INDO-EUROPEAN LANGUAGE OTHER THAN LATIN OR GREEK**

Marking criteria for Linguistic commentaries/data analysis in Indo-European exam

<table>
<thead>
<tr>
<th>Class</th>
<th>Numerical mark</th>
<th>Typical features</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DISTINCTION</strong></td>
<td>Normally 75 to 80. Higher marks may be given for exceptional work.</td>
<td>A performance which would include some or all of the following features: 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.</td>
</tr>
<tr>
<td><strong>HIGH PASS</strong></td>
<td>70–74</td>
<td>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.</td>
</tr>
<tr>
<td><strong>PASS</strong></td>
<td>60–69</td>
<td>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.</td>
</tr>
<tr>
<td><strong>FAIL</strong></td>
<td>59 and below</td>
<td>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 graduate student.</td>
</tr>
</tbody>
</table>
Appendices

Faculty Advice on Plagiarism

Plagiarism is defined by the University as submitting as one's own work, irrespective of intent to deceive, that which derives in part or in its entirety from the work of others without due acknowledgement. It is both poor scholarship and a breach of academic integrity.

You are obliged to have read and understood the University’s policy on plagiarism (below). 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, 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 essays written for term-time supervisions. In fact, it is through writing of supervision essays that most undergraduates quickly come to appreciate the extent to which earlier work in a particular field should be explicitly acknowledged. Supervisors will routinely advise their pupils whether they are giving adequate recognition to the ideas formulated by other scholars which are being reported in their essays. 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 Tripos or MPhil. assessment, and when writing Tripos, MPhil. or PhD. dissertations. 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 thesis to be extremely careful to distinguish your own ideas from those of others, and to show by means of footnote references (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 in the footnotes, 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 supervisor at an early stage. Graduates can also consult the Academic Secretary (Graduate).
Student information and consent form for 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 plagiarise5, 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](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 your Director of Studies or supervisor.

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, [www.cam.ac.uk/plagiarism](http://www.cam.ac.uk/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 (JISCPAS). 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.

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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 may be put through the Turnitin system to help Examiners to detect the extent and source of plagiarised material in work submitted for assessment. It will be used only where Examiners have concerns about the originality of the work.

Work (whether it be MPhil essays or dissertations, the Prelims essay portfolio or the Part II dissertation) must be submitted in three forms:

(a) as a Word document (.doc/.docx) which will be used for word-count purposes

(b) as a pdf

(c) in hard copy (two copies).

Examiners raise initial concerns when marking assignments to the Chair of Examiners.

The Course Administrator runs suspicious assignments through Turnitin (identified by a code number only).

The results are reviewed by the Chair of Examiners.

A form is completed by the Chair of Examiners on the outcome of the use of Turnitin which will be retained by the Course Administrator.

**What will happen if matches are identified between my work and another source?**

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: www.cam.ac.uk/plagiarism

Turnitin UK’s website: www.submit.ac.uk
University-wide statement on plagiarism

The General Board, with the agreement of the Board of Examinations and the Board of Graduate Studies, has issued this guidance for the information of candidates, Examiners and Supervisors. It may be supplemented by course-specific guidance from Faculties and Departments.

Plagiarism is defined as submitting as one’s own work, irrespective of intent to deceive, that which derives in part or in its entirety from the work of others without due acknowledgement. It is both poor scholarship and a breach of academic integrity.

Examples of plagiarism include copying (using another person’s language and/or ideas as if they are a candidate’s own), by:

- quoting verbatim another person’s work without due acknowledgement of the source;
- paraphrasing another person’s work by changing some of the words, or the order of the words, without due acknowledgement of the source;
- using ideas taken from someone else without reference to the originator;
- cutting and pasting from the Internet to make a pastiche of online sources;
- submitting someone else’s work as part of a candidate’s own without identifying clearly who did the work. For example, buying or commissioning work via professional agencies such as ‘essay banks’ or ‘paper mills’, or not attributing research contributed by others to a joint project.

Plagiarism might also arise from colluding with another person, including another candidate, other than as permitted for joint project work (i.e. where collaboration is concealed or has been forbidden). A candidate should include a general acknowledgement where he or she has received substantial help, for example with the language and style of a piece of written work.

Plagiarism can occur in respect to all types of sources and media:

- text, illustrations, musical quotations, mathematical derivations, computer code, etc;
- material downloaded from websites or drawn from manuscripts or other media;
- published and unpublished material, including lecture handouts and other students’ work.

Acceptable means of acknowledging the work of others (by referencing, in footnotes, or otherwise) vary according to the subject matter and mode of assessment. Faculties or Departments should issue written guidance on the relevant scholarly conventions for submitted work, and also make it clear to candidates what level of acknowledgement might be expected in written examinations. Candidates are required to familiarize themselves with this guidance, to follow it in all work submitted for assessment, and may be required to sign a declaration to that effect. If a candidate has any outstanding queries, clarification should be sought from her or his Director of Studies, Course Director or Supervisor as appropriate.

Failure to conform to the expected standards of scholarship (e.g. by not referencing sources) in examinations may affect the mark given to the candidate’s work. In addition, suspected cases of the use of unfair means (of which plagiarism is one form) will be investigated and may be brought to one of the University’s Courts. The Courts have wide powers to discipline those found guilty of using unfair means in an examination, including depriving such persons of membership of the University, and deprivation of a degree.

The University’s plagiarism and good academic practice website (www.cam.ac.uk/plagiarism) provides more information and guidance.
Discipline Regulation 6

No candidate shall make use of unfair means in any University examination. Unfair means shall include plagiarism* and, unless such possession is specifically authorized, the possession of any book, paper or other material relevant to the examination. No member of the University shall assist a candidate to make use of such unfair means.

* Plagiarism is defined as submitting as one's own work, irrespective of intent to deceive, that which derives in part or in its entirety from the work of others without due acknowledgement.
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 in double spacing on A4 paper and on one side of the paper only. Notes should be numbered consecutively, and presented either as footnotes or as endnotes on separate sheets. Greek quotations need not be typed, but every letter must be clear and legible; especial care should be taken over accents and breathings.

Quotations should be put in single inverted commas. A quotation within a quoted passage has double inverted commas. Short passages of Latin and other self-contained phrases (such as coup de grace or fait accompli) should be italicized.

There are several ways to present bibliographic references, and you may wish to follow that of a major Classical Journal, e.g. the Classical Quarterly. The most economical way to give bibliographic references 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.: OCD³, LSJ, CHCL, FGrHist, IG, RE, omitting full points).

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 ll., but, where necessary, line or lines).

Accents and diacritics

It is the policy of the Faculty not to insist on the insertion of accents on 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

Väänen 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 supervisor by the date specified in this handbook.

Checklist for the submission of Theses:

- 2 copies of your Thesis bound in durable binding
- A Faculty cover sheet bound into each copy of your thesis, bearing the approved thesis title.
- Your full name on the cover sheet as it appears on your passport.
- Text of your thesis submitted electronically as a MS Word document.  

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

http://www.admin.cam.ac.uk/students/studentregistry/exams/submission/mphil/

Use of Classics Faculty Photocopiers by Graduate Students

Following discussions on the SSJC and Faculty Board it has been agreed that Graduate Students may use the Faculty photocopiers for:-

1. Preparation and materials needed for Faculty seminars.

2. Supervisions, with the proviso that in the first instance supervisions are the responsibility of Colleges. You should only use the Faculty for photocopying if there is a good reason why you cannot do photocopying in College.

3. Preparation of material for SSJC (Student Staff Joint Committee).

4. If use of these facilities could be at times when they are not under pressure from other users (e.g. afternoons are generally better than mornings, out of term better than in term), this will be much appreciated.

The Faculty photocopiers may not be used for other purposes, such as general research photocopying, personal uses etc. The Faculty Library has a black and white self-service photocopier for student use, located next to the fire exit. Rechargeable photocopying cards can be purchased from the card dispenser located next to the photocopier. The photocopier also accepts cash. Copying costs 5p per A4 sheet and 10p per A3 sheet.

‘Graduate Students’ means full-time Graduate Students in the Faculty of Classics, not ex-graduate students, members of other faculties or outsiders of any sort.

This arrangement represents a liberalisation of the system, which has operated recently. Please be scrupulous in your use of the photocopiers. This arrangement is kept under constant review.

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6 See the “Note on Electronic Submission”, p.12 above.
Faculty of Classics – Examinations Data Retention Policy

The following policy applies to the following course:

MPhil. in Classics

<table>
<thead>
<tr>
<th>Routinely Available Data:</th>
<th>Retention Period</th>
<th>Accessible through:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marks &amp; comments on individual essays &amp; exams</td>
<td>Indefinitely</td>
<td>Academic Secretary for Graduate Affairs</td>
</tr>
<tr>
<td>Final transcript of marks</td>
<td>Indefinitely</td>
<td>Academic Secretary for Graduate Affairs</td>
</tr>
</tbody>
</table>

The Faculty Board have determined that these are meaningful or helpful as indicators of performance in the course.

<table>
<thead>
<tr>
<th>Data available on request (where available):</th>
<th>Retention Period</th>
<th>Accessible through:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minutes of Examiners’ meetings</td>
<td>1 year from publication of results</td>
<td>Academic Secretary for Graduate Affairs</td>
</tr>
</tbody>
</table>

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

Please request data in writing from:

**Academic Secretary for Graduate Affairs**
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. 36594

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. 35193) or the Chairman of the Faculty (Tel. 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. 31818. This office operates 24 hours every day of the year. The emergency number is Tel. 101.

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 the 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 am – 5.00 pm Monday to Friday. The Library is also open from 9 am – 6 pm during Saturdays in Full Term, and the Museum is open from 10 am - 1 pm during Saturdays in Full Term.

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 pm 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, graduate students and visitors whose University card has been set to allow access at such times.

All staff, graduate 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 box,
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 (within the network) or on 01223 767444 (outside the network). Police/ambulance/fire can be reached by dialing 1999 (within the 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 http://www.admin.cam.ac.uk/cam-only/offices/safety/publications/hsd052m/index.html).
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 thesis of not more than 12,000 words and normally at least 8,000 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, one or both of which may be an essay of about 4,000 words on a topic approved by the Degree Committee and falling within the same general area as the candidate’s thesis or otherwise suitably related to it; the second piece, with the permission of the Degree Committee, may be an exercise of comparable substance, on a topic approved by the Degree Committee.

   The Degree Committee may require a candidate to offer instead of one of the essays a language exam consisting in one of the following written papers taken from Part IA of the Classical Tripos:

   i. Paper 2: Alternative Greek language and texts.


   and

   (c) one further essay of about 4,000 words on a topic approved by the Degree Committee. The marks for this essay shall be taken into consideration only if it has been judged to be at least of High Pass level and the candidate’s other marks are borderline.

2. The examination shall include an oral examination on the thesis 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.

3. Attendance at and participation in the relevant seminars are required.