

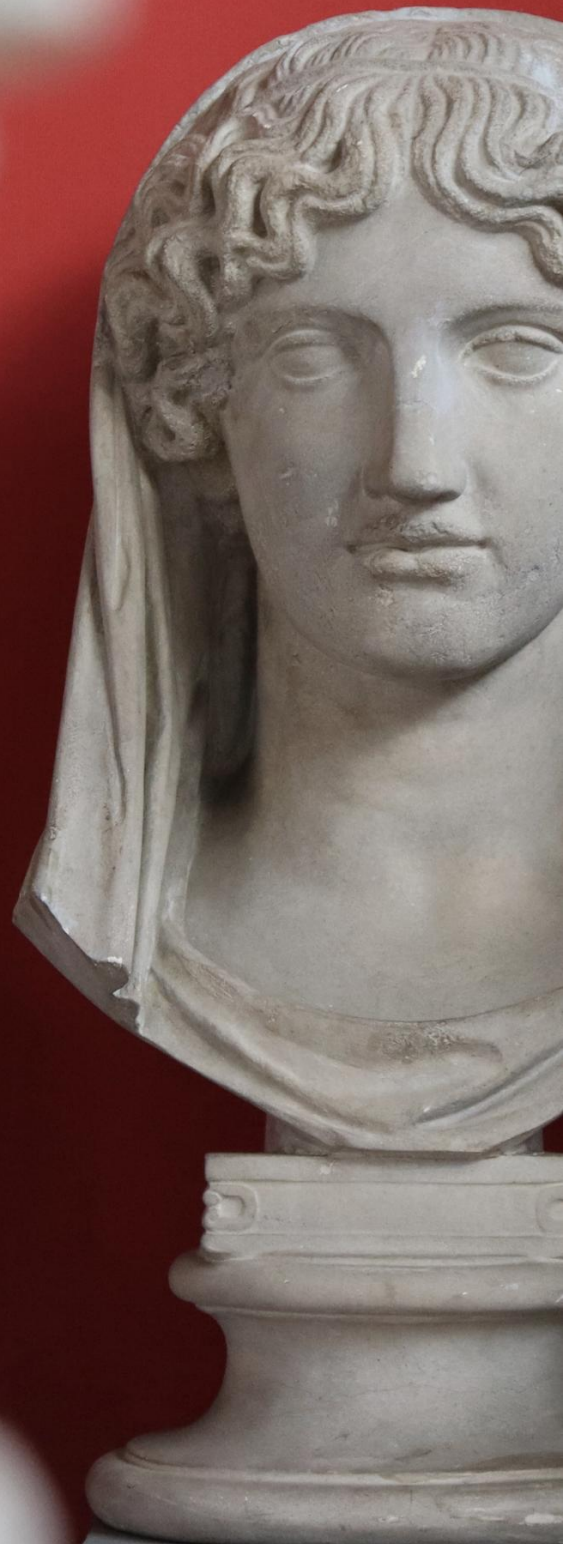
FACULTY OF CLASSICS

MPHIL
HANDBOOK
2026-27



UNIVERSITY OF
CAMBRIDGE

Faculty of
Classics



Welcome to the Faculty of Classics!

This handbook contains all the important information regarding the MPhil in Classics at Cambridge for 2026-27. Please read it carefully. Any important changes will be circulated during the year. Other useful information will be provided during induction.

The main source of information on all aspects of Classics and University life is the Faculty of Classics [website](#).

The [Unofficial Postgraduate Handbook](#) written by the Postgraduate Representative will give a student's perspective about postgraduate study in Classics.

If you find anything wrong or unclear in this handbook, please do let us know by emailing pg@classics.cam.ac.uk.

Reference

Academic calendar 2026-27

Michaelmas Full Term: Tue. 6 Oct. – Fri. 4 Dec.

Lent Full Term: Tue. 19 Jan. – Fri 19 Mar.

Easter Full Term: Tue. 27 Apr. – Fri 18 Jun.

Lectures and seminars run in the period from the first Thursday to the last Wednesday of Full Term (e.g. 8 Oct. – 2 Dec. for Michaelmas). See also 'week' in the Glossary to this handbook.

Useful Links

[Faculty website](#)

[Moodle](#)

[University Code of Practice for PhD students](#)

[Faculty of Classics Student-Staff Joint Committee](#)

[CUSU \(students' union\)](#)

[University Careers Service](#)

[Cambridge University Classics Society](#)

Who's who

Director of Postgraduate Studies (DPS)

The Director of Postgraduate Studies, Prof. Christopher Whitton, is responsible for the overall running of the course and is available to help and advise on any aspect of MPhil life. His office is G.04 and his email address is clw36@cam.ac.uk. For administrative requests please email pg@classics.cam.ac.uk.

Director of Postgraduate Admissions (DPA)

The Director of Postgraduate Admissions is Dr Yannis Galanakis. He is responsible for Postgraduate Admissions, including continuation to the PhD. He can be contacted on pg-admissions@classics.cam.ac.uk.

Chief Secretary and Postgraduate Administrator

The Chief Secretary, Ms Lina Undicino, and Postgraduate Administrator, Mr Simon Flack, will be able to help with any administrative queries. Simon has primary administrative responsibility for the MPhil and postgraduate admissions, amongst other things. His desk is in the front office (G.01A = Reception). Lina's is next door in G.02A. Both work from home some days. The best way to contact either of them is by email to pg@classics.cam.ac.uk.

MPhil Language Coordinator

The MPhil Language Coordinator, Mr Franco Basso (fggb2@cam.ac.uk), is responsible for organising Greek and Latin classes for those taking Language Exams.

Librarian

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

Postgraduate Studies Committee (PSC)

Postgraduate matters in the Faculty are administered by the Postgraduate Studies Committee, under the oversight of the Degree Committee. Both committees meet several times each term, and together deal with (for example) the admission and registration of PhD students, reviews of progress and scrutiny of examiners' reports. If you have any matters you wish to bring to these committees, please contact the DPS.

MPhil Examiners

The MPhil Examiners are the members of the PSC. The Chair of Examiners is the DPS. The External Examiner for 2026-27 is Dr Sebastian Matzner (King's College London). Markers for essays, exercises and theses are drawn from across the Faculty of Classics and occasionally beyond.

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0. Course calendar

Dates and deadlines

This section sets out the key dates for MPhil students. The first two columns are most important to you – *record them in your calendar*. Lecture timetables and seminar details can be found online. However, changes are common, and you should check the Faculty website (or the notice board in the Faculty foyer) for revisions.

Meetings, events and results	Deadlines	Postgrad. Studies Committee	Degree Committee	
MICHAELMAS TERM				
Tue 6 Oct 11-12 Library and Museum tours 1-2 Lunch and Getting to Know (G.21) 2-3.30 Welcome & Research Skills Seminar 1 (G.19) Wed 7 Oct 2.30-3.30 Electronic resources (G.19) 4-5 Meet & Greet with PG Rep (G.21) 6-7 Drinks party for new postgraduate students (Cast Gallery) Thu 8 Oct 2-3.30 Research Skills Seminar 2a (G.19) 4-5 Intro to Specialist Skills (G.19) Fri 9 Oct 2-3.30 Research Skills Seminar 2b (G.19) Mon 12 Oct 2-3.30 Research Skills Seminar 3 (G.19) Thu 15 Oct 2-3.30 Research Skills Seminar 4 (G.19) Tue and Wed from 20-21 Oct to 24-25 Nov 2-4 Text & Topic Seminars Mon 26 Oct 2-3.30 Research Skills Seminar 5 (G.19) Mon 30 Nov 11-12.30 Research Skills Seminar 6 (G5 Jesus College / ask porters for directions) Mon 14 Dec 4pm First essay marks and reports released by email	 			

LENT TERM

Mon 18 Jan
6-7 Postgraduate drinks, Cast Gallery

Fri 29 Jan
2-3.30 Research Skills Seminar 7 (G.19)

Tue and Wed from 2-3 Feb to 9-10 Mar
2-4 Text and Topic Seminars

Fri 19 Mar
4pm Marks and reports released by email for second essays/translations and commentaries

Tue 19 Jan, 12 noon
Final deadline to request change from a language paper, exercise or exam to essay 2

Wed 20 Jan, 12 noon
Second essay title deadline

Wed 10 Feb, 12 noon
Deadline to request change to approved second essay title

Thu 11 Feb, 12 noon
Last date to request change of passage for translation and commentary

Wed 24 Feb, 12 noon
Deadline for second essays

Thu 25 Feb, 12 noon
Deadline for translation and commentary exercises

Tue 2 Feb

2.00

Thu 4 Feb

Thu 25 Feb

Tue 16 Mar

2.00

Thu 18 Mar

EASTER TERM

Tue 27 April
2-3.30 Research Skills Seminar 8 (venue TBC)

Fri 7 May
4pm Mycenaean epigraphy exam marks released by email

Wed 9 June
5-6.30 Postgraduate drinks party (Cast Gallery)

Wed 7 July
Email notification of thesis marks and reports, Greek/Latin language marks, degree approval, and status of PhD applications

Mon 12 July
Final certificates emailed

Wed 21 April, 12 noon
Thesis title deadline. *There is no opportunity to change titles later.*

Thu 22 April, 9-12
Mycenaean epigraphy exam

Mon 31 May, 4pm
Deadline to send full draft of thesis to Supervisor

Wed 9 June, 12 noon
Thesis deadline

Mon 14 June, 9-12
Greek/Latin language exams

Mon 21 to Fri 25 June
Viva examinations

Fri 30 Apr

2.00

Thu 6 May

Fri 21 May

2.00

Thu 27 May

Fri 2 Jul

9.00

Thu 1 Jul

Tue 6 Jul

1. The MPhil in Classics

The MPhil in Classics 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. Formally a ‘taught MPhil’ (rather than a ‘research MPhil’, which is examined by a single, longer dissertation), it trains students in academic research through a mixture of supervised independent work (which accounts for most of the time and much or all of the assessment) and seminars, plus optional teaching in certain subjects and skills. It is classified as a ‘one-year’ course, but the actual running time is just over nine months, from the beginning of October to around the beginning of July. It is expected that you will be in Cambridge working throughout almost all this period.

The 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, 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 has a dedicated Advisor, who will normally be a University Teaching Officer. As well as arranging your teaching, the role of an Advisor is to offer guidance, encouragement and constructive criticism.

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

The principal objectives of the course are as follows:

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

Course structure and requirements

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

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

- (i) **a final thesis (dissertation)** of between 8,000 and 12,000 words, in any area of Classics;
- (ii) **an essay** of about 4,000 words and in no case longer than 5,000 words in any area of Classics; and
- (iii) **an essay, examination or exercise** taken from the following possibilities and approved by the Degree Committee:
 - (a) an essay of about 4,000 words, and in no case longer than 5,000 words, in any area of Classics;
 - (b) an essay of about 4,000 words, and in no case longer than 5,000 words, in a subject area which falls outside the teaching of the Classics Faculty;
 - (c) a submitted translation into English of, and commentary on, a Greek or Latin passage **and** a language examination in Greek or Latin (the exam to be taken at the end of the Easter Term) (see [here](#));
 - (d) an examination in another relevant ancient or mediaeval language, or in textual criticism/palaeography, taken in the Easter Term (see [here](#)); or
 - (e) a written exercise in an area such as numismatics or epigraphy.

In addition, you are expected to attend:

- (i) the compulsory [Research Skills Seminars](#) in the Michaelmas Term; and
- (ii) one of the Faculty's [Text and Topics Seminars](#) in each of Michaelmas and Lent Terms;
- (iii) one [Thesis Seminar](#) in the Easter Term.

Attendance is monitored by convenors and unexplained absences are reported. You will be given an opportunity to present your work in the course of the Text and Topic seminars and the thesis seminar.

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

Organising your time

When allocating your study time over the year between the different elements of the course, it is worth bearing in mind that the thesis represents at least half of the course (see the [classification criteria](#)). You must pass both the 'essay' and the 'thesis' components to achieve a pass overall. You will find in the [course calendar](#) the dates by which essays and thesis must be submitted. These deadlines are the latest you can submit your work and a penalty will be incurred for missing these deadlines. It is advisable to submit your essays ahead of the final absolute deadline as this 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. All seminars fall within term time, **but postgraduates are expected to continue their work at Cambridge during vacations too**. You should plan on spending almost all of the nine months of the course in Cambridge, barring short periods over the Christmas and Easter vacations. This includes the period at the end of Easter Term during which oral exams ('vivas') are scheduled.

Advisors and Supervisors

An **Advisor** will be assigned to you before the start of the course. This is the senior member of the Faculty Classics who is expected to arrange the supervision of your work more generally. You should discuss all the elements of your MPhil with your Advisor, even if you undertake elements of the course with other Supervisors. Normally supervision for each element of the course is arranged consensually between the Advisor and the student; if you are uncertain, please approach the DPS directly.

The key functions of your Advisor are:

- (i) to meet with you as early as possible in Michaelmas Term and to advise you on getting started, and organising your work.
- (ii) to stay in close touch with you throughout the year, discussing your overall plan of work and your choices of Text & Topic seminars, and formally approving essay and thesis titles etc.
- (iii) to meet with you around November/December and advise you on developing your thesis topic.
- (iv) either to supervise your work on each essays and on the thesis, or to arrange an appropriate **Supervisor**, and, where relevant, to advise you about classes etc. if you plan to take a language paper or offer an exercise in place of a second essay.
- (v) discuss the feedback on each essay, and talk through appropriate responses to it in preparation for the next assignment.

For each piece of submitted work you will have a **Supervisor**. By default this is your Advisor, but it is common for a student to work with one or more other Supervisors during the course. Supervisors, like Advisors, are drawn from teaching members of the Faculty of Classics. Occasionally it is possible to enlist other Supervisors (e.g. retired colleagues or members of another Faculty) where there is a strong and particular disciplinary justification; your Advisor should discuss any such plans with the DPS before individual approaches are made.

The role of the **Supervisor** of each piece of work is to *guide and advise* you through its evolution, from identifying a topic to producing a full draft. This includes advice on how to structure your time, help with finding bibliography (but not supplying reading lists), discussing your ideas and work, and providing **written feedback on one full draft** of the essay or thesis. Supervisors will also offer feedback, oral and/or written, on preliminary pieces of writing, such as abstracts and initial drafts of sections. Supervisors vary in their styles of feedback, e.g. in the balance of global comments and points of detail. Please note, however, (i) that Supervisors are **not co-authors or proofreaders** and (ii) that are not expected to **correct faulty English**: you must take responsibility for your own writing, and if necessary seek help (e.g. from a native speaker). Your Supervisor has no part in the assessment of the work, and you may find it helpful to think of them as a confidant rather than someone you have to prove yourself to.

You should expect to meet formally with the Supervisor of the primary piece of work in hand typically **for around one hour a fortnight** during term. This is not a rigid prescription, and both frequency and length of meetings may vary; but there should not normally be reason to meet as often as once a week (and that only occasionally), or for more than three or so weeks to pass without a meeting in term. 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, and no more than, **five supervisions** in the period after the submission of the second essay or exercise. 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 proposed **thesis title and abstract** soon after Easter, by the date given in the [course calendar](#). The abstract 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 at a dedicated thesis seminar.

If you are working with a Supervisor who is not your Advisor, you should in addition meet your Advisor typically **once or twice a term**.

Teaching members of the Faculty are entitled to regular research leave ('sabbatical'), during which they are unavailable for MPhil teaching from the start of the term of leave until the start of the following term. It is quite common therefore for students to have two different Advisors during the course. In cases where the Supervisor is not also the Advisor, they may be periods for which your Advisor needs to supervise you or arrange an additional

Supervisor, e.g. to work with you on the thesis in the Lent Term if your thesis Supervisor is on leave that term.

It is your responsibility to arrange meetings with your Advisor and/or Supervisor, not their responsibility to contact you. They may be absent from Cambridge at certain times of the year: you should schedule your meetings well in advance, especially those in May and early June for the thesis. Supervisors need time to read and comment on your work and cannot be expected always to find this time at short notice. Be sure to agree explicit deadlines (e.g. 24 hours ahead of a supervision) and formats (typically .docx by email).

In the unlikely event that you are experiencing problems in contacting your Advisor or Supervisor, you should notify the DPS (or the [Chair of the Faculty](#), if the DPS is your Advisor or Supervisor). Note that **students are expected to submit a full draft of their thesis to their Supervisor** around ten days before the final deadline (see the [course calendar](#)); by the same token, you should have a full draft of any essay ready for your Supervisor to read ten days or more before the submission date. If you do not do this, your Supervisor may not be able to read a full draft. For reasons of fairness both to students and to senior members, **Supervisors can comment on only one full draft of any piece of work.**

Again for reasons of fairness, the Faculty has agreed that **feedback on drafts of MPhil work may be offered only by the Supervisor of that piece of work.** You may, however, discuss an initial plan or abstract of a piece of work with your Advisor as well as your Supervisor.

MPhil seminars (1): Research Skills Seminars

There are three sorts of MPhil seminars: Research Skills Seminars (mostly held early in Michaelmas), Texts and Topics Seminars (held in Michaelmas and Lent) and Thesis Seminars (held in the Easter Term).

All MPhil students are expected to attend a series of five seminars in October on research skills for Classics postgraduates; the series continues with three optional sessions later in the year. Sessions will last about 90 minutes.

Seminar 1 Making the most of the Cambridge MPhil. Finding a topic and identifying a question, understanding the marking criteria, working with your Advisor, building a bibliography, structuring an argument (Prof. Christopher Whitton). Tuesday 6 October, 2-3.30 pm in room G.19.

Either Seminar 2a Sources and resources Option 1: texts. Particularly useful for history, literature, philosophy. Tools for finding and interpreting primary sources: using reference works, commentaries, concordances, databases of ancient texts, monographs and journals (Prof. Rebecca Laemmle and Dr Shushma Malik). Thursday 8 October, 2-3.30pm in G.19.

or Seminar 2b Sources and resources Option 2: material evidence. Particularly useful for art, archaeology, epigraphy, linguistics. Tools for finding and interpreting primary sources: inscriptions, catalogues, site reports; using reference works, databases, monographs and journals (Dr Rupert Thompson and Prof. Michael Squire). Friday 9 October, 2-3.30pm in G.19.

Seminar 3 Reading, writing and presenting. Strategies for note-taking, organising and writing up your research; avoiding plagiarism; using AI as a research tool; presentation skills and seminar/conference etiquette (Prof. Serafina Cuomo and Prof. Ingo Gildenhard). Monday 12 October, 2-3.30pm in G.19.

Seminar 4 Towards the PhD. Help with planning for PhD applications (Prof. James Clackson) and careers outside academia (Adrienne Jolly). Thursday 15 October, 2-3.30pm in G.19.

Seminar 5 The craft of writing. This seminar will cover common difficulties students encounter when writing postgraduate-level essays. We'll discuss how to craft well-structured writing, engage effectively with secondary literature, and compose clear, readable prose. The seminar will also explore what to do when we hit roadblocks: for instance, when we realize mid-essay that our argument should change, or when we simply can't think of what to say next. Expect interactive activities, analysis of successful essays by former MPhils, and peer feedback exercises designed to demystify the writing process and help students grow in confidence as scholars (Dr Jessi Glueck). Monday 26 October, 2-3.30pm in G.19.

Seminar 6 (optional) Applying for the PhD. Writing a research proposal for a PhD (Prof. James Clackson). Monday 30 November, 11am-12.30pm in G5 Jesus College (ask porters for directions).

Seminar 7 (optional) Doing Classics. Q&A on any aspect of being a researcher in Classics (Prof. Carrie Vout and Prof. Jo Quinn). Friday 29 January, 2-3.30pm in G.19.

Seminar 8 (optional) The final mile. Advice on thesis seminars, finishing your thesis and the viva process, plus

Q&A on any aspect of the course (Prof. Christopher Whitton), followed by tea and conversation. Tuesday 27 April, 2-3.30pm (venue TBC).

There are also opportunities to study academic German, numismatics, epigraphy, textual criticism and paleography, medieval Latin, and Mycenaean epigraphy (see [here](#)).

MPhil seminars (2): Text and Topic Seminars

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

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

The seminars will normally meet weekly for six sessions of 90 to 120 minutes. Most will take place on Tuesday or Wednesday at 2pm. In Michaelmas Term the first session will usually be in week 2 (Tuesday 20 or Wednesday 21 October). Seminar convenors will organise a brief meeting or email exchange in advance to set up the programme for the first session.

The seminar convenor will inform you of the length of time you should speak for when making a presentation, and how the session will be organised. You are not expected to deliver a finished or polished product, and any questions and puzzlements you can address to your audience may prove more valuable, both to you and to them, than fully worked out theories or interpretations. An informal presentation, from notes, works much better than reading out a written text. You should provide or circulate handouts of texts, site plans (etc.) to be discussed; you may also supply your fellow seminar participants with a short reading list and/or material to be studied in advance. If you want to use PowerPoint or other visual aids, please consult the seminar convenor. Photocopying of material for your seminar presentation can be done at Faculty expense, provided that you arrange it in advance with the seminar convenor, but you may find electronic circulation most convenient.

MICHAELMAS TERM

Epic Parody (Dr Matthew Ward, mw838@cam.ac.uk)

The central place of Homer in Greek literature and the repetitive nature of epic form made the Homeric poems ideal for parodic refashioning. This seminar explores the little-known world of Greek hexameter parody, including the Margites, Hegemon of Thasos, Archestratos of Gela, Matro of Pitane, the Batrachomyomachia, and more. In reading these reworkings of epic closely we will consider questions of cultural value, the politics and affordances of food, the non-human world, the 'serious' and the 'parasitic' (Derrida, Limited Inc.), and the limits of intertextuality. The seminar will be guided by two of the most pressing – and most exciting – methodological debates in the humanities today: the portability of form (Levine) and conversations about method (Latour, Felski). What does it mean to parody epic form? What baggage does Homeric language have? Is metre funny? Is parody all 'surface', or does it have 'depth'? Can we read parody 'suspiciously'? No previous knowledge of hexameter parody is required, though familiarity with Homer would be desirable.

Pagan Myth and Christian Poetics (Prof. Tim Whitmarsh, tjgw100@cam.ac.uk)

Why did Christians continue to write pagan mythological poetry? The answer is not as obvious as it seems: although it is true that the pagan classics continued to lie at the heart of the educational curriculum, the ire of moralists was targeted primarily at mythology, which could be seen as a primary repository of moral and theological error. These seminars will explore the topic through the mythological texts of Dracontius, a fascinating figure who wrote both Christian and pagan poetry under the Vandals in late fifth-century North Africa. Particular attention will be paid to the ways in which pagan myth became a space in which topics could be addressed that had no obvious outlet in mainstream Christian discourse.

An anthology of texts will be supplied, drawn from the following editions/commentaries:

- Bouquet, J. and Wolff, E. 1995. *Dracontius, La tragédie d'Oreste; Poèmes profanes I-V*. Paris.
- Pohl, K. 2019. *Dracontius, De raptu Helenae: Einleitung, Edition, Übersetzung und Kommentar*. Stuttgart.
- Roche, P. 2023. *Dracontius' Orestes. With Translation, Introduction and Notes*. London.
- Zwierlein, O. 2025. *Blossius Aemilius Dracontius, Carmina Profana*. Berlin.

Preliminary reading

- Elsner, J. and Hernández Lobato, J. eds. 2017. *The Poetics of Late Latin Literature*. New York.
- Fischer, S. 2020. 'Dracontius' Medea and the Classical Tradition: Divine Influence and Human Action'. In Hadjittofi and Lefteratou eds. 2020: 151–67.
- Gilka, M. 2022. 'Colluthus and Dracontius: Mythical Traditions and Innovations'. In Verhelst and Scheijnen 2022: 205–21.
- Hadjittofi, F. and Lefteratou, A. 2020. *The Genres of Late Antique Christian Poetry: Between Modulations and Transpositions*. Berlin.
- Manuwald, G. 2013. 'Medea: Transformations of a Greek Figure in Latin Literature'. *G&R* 60: 114–35.
- Papaioannou, S. 2023. 'Re-echoing Hylas: Dracontius' Myth and the Classical Tradition'. *Phoenix* 77: 278–92.
- Van Zyl Smit, B. 2003. 'A Christian Medea in Vandal Africa? Some Aspects of the Medea of Blossius Aemilius Dracontius'. In Basson, A. F. and Dominik, W. J. eds. 2003. *Literature, Art, History. Studies on Classical Antiquity and Tradition in Honour of W. J. Henderson*. Frankfurt: 151–60.
- Verhelst, B. and Scheijnen, T. 2022. *Greek and Latin Poetry of Late Antiquity: Form, Tradition, and Context*. Cambridge.
- Wolff, E. 2020. 'Do Dracontius' Epyllia Have a Christian Apologetic Agenda?' In Hadjittofi and Lefteratou eds. 2020: 139–49.

Late-Antique Latin Manuscripts (Dr Jacob Currie, jmrc2@cam.ac.uk)

What are the oldest surviving Latin books still sufficiently intact that one can sit down and read them in extenso? In this seminar we will answer that question, and we will read them. More than 1,800 Latin codices survive, in whole or as fragments, from before c. 800. The vast majority of these, however, were written in the seventh and eighth centuries. Far fewer books survive from the fourth through the sixth centuries: that is, from the beginnings of the dominance of the codex, c. 300, through the end of Roman rule in the west. Most of these have now been digitised. In this seminar we will read and study a selection of those earliest Latin books, written before c. 600. By using these remarkable survivals as they were meant to be used – by reading them – students will gain a first-hand understanding of the experience of reading in Late Antiquity. Topics include: the transmission of Roman literature; the formation of a Latin bible; Christian history; Church fathers; and Christian poetry. In each class we will read selections from two digitised manuscripts related to a theme. No previous knowledge of palaeography or codicology is expected.

Aristotle and his Commentators: Physics 2 (Prof. James Warren, jiw1001@cam.ac.uk)

The second book of the *Physics* is a core text for anyone wanting to understand Aristotle's natural philosophy, his account of form and matter, the 'four causes', luck and chance, and his natural teleology. This seminar will consist of readings from this central text of ancient philosophy in the context of the long tradition of commentary from antiquity to modernity. Students will be encouraged to think about the primary text in connection with the surviving commentaries by Philoponus and Simplicius from the 6th century AD and the 'paraphrase' by Themistius from the 4th century AD. We will compare and contrast the methods and concerns of those commentators with what we find in modern commentaries in English by Ross (1936) and Charlton (1970) and think about what is useful, necessary, or important in a commentary on a philosophical text of this kind. (Students can also consider commentaries in other languages if they wish.) After an introductory session in which students will be introduced to the principal texts, the sessions will be based around reading particular passages. Over the course of the seminar, each student will be asked to present a short stretch of *Physics* 2 and a 'metacommentary' on its commentary tradition.

The City of Rome, 200 BC – AD 200 (Dr John Patterson, jrp11@cam.ac.uk) [joint seminar with LMU Munich]

Ancient Rome under the Principate had about a million inhabitants, and (not coincidentally) was also the capital of a vast empire. The course will explore the challenges involved in studying Rome as imperial city. Alongside literary and epigraphic evidence, we will also be looking at topography and archaeology: we must, as T.P. Wiseman put it, 'read not only the authors, but the city itself'. Themes to be explored will include housing and living conditions at

Rome; the ways in which politics, formal and informal, was played out against a monumental backdrop both under the Republic and the Principate; migration to the city; and how conquest and empire were reflected both in the physical spaces of the city and in the experience of living at Rome more generally. We will conclude by looking at how the Roman authorities responded to the growing realisation that the city was an entity which needed its own administrative framework. This seminar is being organised in conjunction with LMU Munich, which is running a parallel seminar on the same topic. Participants in both seminars will have ample opportunity to exchange ideas and present work. This course may be subject to a cap on numbers.

Introductory reading

J. Coulston and H. Dodge (eds), *Ancient Rome: the archaeology of the Eternal City* (2000)

J. R. Patterson, *Political life in the city of Rome* (2000)

A. Claridge, *Rome: an Oxford archaeological guide*, 2nd edn. (2010)

P. Erdkamp, *The Cambridge companion to ancient Rome* (2013)

A. Claridge and C. Holleran (eds), *A companion to the City of Rome* (2018)

F. Dolansky and S. Raucci, *Rome: a sourcebook on the ancient city* (2018)

Decolonising ‘Classical Art & Archaeology’? (Dr Yannis Galanakis, ig298@cam.ac.uk, and Dr Roko Rumora, rr764@cam.ac.uk)

With its roots in classics, archaeology and art history, the field of Classical Art and Archaeology is bound up with a range of ideological agendas – among them western imperialism, nation-building and, at times, systemic racism. Debates about the history, nature and disciplinary scope of Classical Art and Archaeology are not new. They have, however, been reinvigorated in recent years by calls to 'decolonise the curriculum', as well as by counterarguments that have attracted accusations of so-called 'wokeism'. Such debates have been especially pronounced within the University of Cambridge and its colleges, and this seminar series invites MPhil students to examine these urgent and pressing questions in a spirit of open and collegial inquiry.

The question mark in the series title is deliberate: seminars are intended to provide an open space for constructive discussion and a full range of viewpoints. The series will look at the past and present of what the University of Cambridge designates as 'Classical Art and Archaeology', while equally examining the future – in particular, how the work of classical archaeologists might contribute to contemporary debates. Topics will address a wide range of issues, including: accessibility; diversity and representation; global communities; political, religious and cultural identities; socio-economic class; nationalism and globalisation; regional inequalities; ethnicity and critical race theory; and gender, sexuality and LGBTQ+ history.

The six weekly seminars will be structured around six themes, each with associated case studies and readings: issues of disciplinary history and affiliation; heritage, the antiquities trade and calls to repatriate antiquities; critical approaches to theorising cultural contact, including traditional ideas of 'Hellenisation' and 'Romanisation'; art-historical rhetorics of 'provincialism' and aesthetic value; the role of foreign classical archaeologists in local communities; and the contribution of classical material culture in forging national identities, both past and present. The series welcomes participants with or without previous training in Classical Art and Archaeology, including those with an interest in classical reception, critical theory and cultural heritage more broadly.

All students, whatever their background and viewpoint, are warmly encouraged to participate!

Writing in the Aegean Bronze Age: The Epigraphy and Interpretation of Linear B (Dr Rupert Thompson, rjet1@cam.ac.uk)

Writing was present in Greece many hundreds of years before the Greek alphabet appeared on the scene. In this seminar we shall first look at the scripts of the Aegean Bronze Age in general and then focus on Linear B, the only script used in the second millennium BC for rendering the Greek language. We will examine this script and its use in detail from an epigraphic perspective and will then combine this with linguistic, historical and archaeological approaches in order to show how to interpret the Linear B documents holistically.

Reading

John Bennet “The Archaeological and Historical Context” in J.T. Killen (ed) *The New Documents in Linear B*, Cambridge 2024, 3-24

Jean-Pierre Olivier “Syllabic Scripts in the Aegean and Cyprus in the second and first millennia” in J.T. Killen (ed) *The New Documents in Linear B*, Cambridge 2024, 49-93

Ester Salgarella *Writing in Bronze Age Crete*, Cambridge 2026

LENT TERM

Appealing to the Divine: Greek Hymns, Prayers and Dedications (Dr Oliver Thomas)

Throughout antiquity the Greeks harnessed language to improve their lives by appealing to deities. This took place in a wide range of forms (prose and verse, sung and spoken, short and long...) and contexts (festival, personal, literary, philosophical, magical...). The seminar will seek fruitful points of coherence and innovation across diverse hymns and dedicatory texts, and address questions such as what it was thought to take to please a Greek god, whether formal variations in hymns construct distinct kinds of deity, and how linguistic appeals interacted with other forms of religious expression such as sacrifice and sanctuary architecture. The seminar will assume a basic familiarity with Greek polytheism, but does not require previous knowledge of any particular texts. Meetings will combine close reading of selected sources with presentations on these or on key items of scholarship, led by participants' research interests.

Recommended reading: Furley, W.D. and Bremer, J.M., 2001, *Greek Hymns: Selected cult songs from the archaic to the Hellenistic period*, Tübingen.

Digging Through the *De senectute* (Dr Bill Freeman, wgf23@cam.ac.uk)

This seminar delves into a rich but understudied prose text: Cicero's *Cato Maior de senectute*. Composed in the dying days of the Roman Republic, the *De senectute* resurrects Cato the Elder, firebrand statesman from the era of the Punic Wars, to hold forth on the subject of aging. The topic may be unassuming, but Cato's speech opens up to become, by turns, a web of intersecting lives and literary works, a manifesto for reconnecting with the earth and its rhythms, and a meditation on mortality. The result is a text that caters to a variety of interests. It contains lively philosophical debate and literary games, but also striking reflections on abjection, embodiment, gender, and ecology. Seminar participants will be invited to bring their own scholarly priorities and methods to bear on specific passages and themes from the *De senectute*. Together, we will build a deep familiarity with the text; map historical, literary, and theoretical contexts that condition its interpretation; and experiment with new ways of finding vigour and value in antiquity.

Participants are encouraged to engage with the Latin text of the *De senectute*, but can rely on published translations as much as needed.

Philodemus of Gadara's *On Anger* (PHerc. 182) (Dr David Douglas, dmd48@cam.ac.uk)

This seminar will focus on a close reading of the Greek text of Philodemus of Gadara's work *On Anger* (Περὶ ὀργῆς), preserved by the Herculaneum papyrus PHerc. 182. In this book Philodemus discusses the Epicurean view of anger (ὀργή) and its proper limits within an Epicurean ethical framework, as well as approaches for managing its impact on behaviour. His discussion is of particular interest for historians of Hellenistic philosophy due its succinct presentation of conflicting philosophical viewpoints, which have plausibly been attributed to rival members of the Epicurean school. We will explore the philosophical implications and pedigrees of the different positions represented, assessing their compatibility with other Epicurean teachings and their relationship with other traditions of thinking about the emotions. Stoic and Peripatetic views will provide especially pertinent points of reference. Further topics of discussion will include the hermeneutical problems faced by Epicureans in interpreting the foundational texts of their school, the intended audience of Philodemus' text, and its potential reception in the context of Roman society. Participants will also gain familiarity with methods used to study the Herculaneum papyri and the textual challenges posed by these unique documents. They will be encouraged to develop a critical awareness of editorial and papyrological technique, through a comparison of modern editions with their underlying material sources.

Comparative History in Ancient Contexts (Prof. Josephine Quinn, [jqc24@cam.ac.uk](mailto:jcq24@cam.ac.uk))

Comparative History is one of the liveliest areas of ancient world studies right now. Recent edited collections include Beck, H. and Vankeerberghen, G. (eds) 2024. *Place and Performance in Ancient Greece, Rome, and China*; Maas, M. and F. A. Yarbrough (eds) 2024. *Empires and Indigenous Peoples: Comparing Ancient Roman and North American Experiences*; and the truly collaborative Humfress, C., D. Ibbetsen, and P. Olivelle (eds) 2024. *Cambridge Comparative History of Ancient Law*, not to mention ongoing projects like our own Sino-Hellenic Network.

Comparative History could even be called the basis of 'Ancient History' in its twentieth-century, Greco-Roman sense. But there are no textbooks for it, and the challenges of working with multiple languages, ancient and modern, as well as multiple scholarly traditions and cultural assumptions, can seem immense. Is the game worth the candle?

How can comparative approaches contribute to our own projects, and what can they add to them?

This course will begin by looking at motivation and methodology: why compare, and how? From there we will move on to a series of specific case studies. We will cover comparisons between some or all of China, Persia, Assyria, Greece, and Rome, as well as between ancient and modern contexts, and we will explore topics such as slavery, imperial narratives, and political ideas. We will confront a variety of challenges including the risk of essentializing both the entities compared and the object of comparison. Rather than focussing on a single student presentation a week everyone will have a small amount of 'homework' for every session in addition to the general reading, we will take a week off when your MPhil essays are due, and our course will then conclude with a longer mini-conference in which you will all give short papers on a case-study of your own.

The Contexts of Classical Archaeology (Dr Anna Soifer)

Contexts are central to the study of Graeco-Roman material and visual culture. Any given artifact exists at the centre of a web of contexts - both ancient and modern - ranging from findspot, to ancient use, to scholarship, and beyond. This seminar series, structured around a series of weekly readings and case studies, examines the dynamics of context from a variety of different angles: in particular, we investigate how the materials of classical archaeology lend themselves to different sorts of scholarly contextualisation, requiring a diversity of skillsets in turn. Along the way, we will not only explore the disciplinary history of classical archaeology, but also think critically about its future, especially its relationship with (amongst other fields) the broader disciplines of archaeology and art history.

Old Persian (Prof. Torsten Meissner, tm10012@cam.ac.uk)

The Achaemenid Empire was one of the largest and most remarkable empires ever with which the Greeks, amongst many other peoples, had a long and complex relationship. This course is intended as an introduction to the Old Persian language which has come down to us in a small but partly very important number of inscriptions. After placing the language in its historical context we shall consider the Old Persian cuneiform script and its decipherment before giving a short grammatical overview of the language, drawing parallels with Latin and Greek. We will then proceed to read a number of inscriptions that are important for the understanding of Persian history and confronting them with Greek historical sources where available and appropriate. Students will be asked to prepare individual parts of inscriptions and present them to the class. Please note that some key secondary literature is written in languages other than English (above all German, but also French).

Introductory reading

Prods Oktor Skjærvø, *An Introduction to Old Persian*, freely available [here](#)

R.G. Kent, *Old Persian Grammar, Texts, Lexicon*, 2nd ed., New Haven 1953

W. Brandenstein & M. Mayrhofer, *Handbuch des Altpersischen*, Wiesbaden 1964

M. Brust, *Historische Laut- und Formenlehre des Altpersischen*, Innsbruck 2018

R. Schmitt, *Wörterbuch der altpersischen Königsinschriften*, Wiesbaden 2014

idem, 'Old Persian' in R.D. Woodard (ed), *The Cambridge Encyclopedia of the World's Ancient Languages*, Cambridge 2004, 717-741

Dreams (Prof. Rebecca Laemmle, rl545@cam.ac.uk)

This seminar explores the manifold roles, explanations and interpretations of dreams in Ancient Greek literature, philosophy, cult and medicine. Readings range from Homer's epic depictions of divine or deceptive dreams, dreamers and their dreams in Greek tragedy to the rationalizing and physiological accounts of dreams by the Presocratics, Plato, and Aristotle, and the Hippocratic *Regimen IV (On Dreams)*, which treats dreams as diagnostic tools within a physiological and cosmological framework. Alongside these texts, the class examines the divinatory and symbolic systems of Artemidorus and the ritual contexts of dream epiphany in Greek cult. Throughout, the seminar considers how dreams mediate between gods and humans, body and soul, truth and illusion – and how they could be thought both to guide or to mislead the ancient self.

MPhil seminars (3): Thesis Seminars

All students will give a short presentation on the topic of their thesis at a seminar in Easter Term. You should talk to your Advisor or Supervisor about what makes most sense for you to do at this stage: some of you may want advice on particular material or a particular problem; others might want to provide their audience with more of an overview. Either way, you should aim to outline and test some of the thesis's driving questions. Students will be put into small groups according to their interests; University Teaching Officers will chair the sessions. Presentations should be 15-20 minutes long, each followed by around 10-15 minutes of discussion. These seminars should take place in the second half of May; you will be contacted around the start of Easter Term with details.

Lectures and other seminars

Undergraduate lectures

You are entitled to attend undergraduate lecture courses in the Classics Faculty and in any other Faculty except Clinical Medicine, provided there are no restrictions in a specific case. There may be lectures available which will help fill in the background to your research or supply necessary skills. Details of courses in the Faculty are [here](#) (follow the tabs on the left for Part IA, Part IB and Part II) and termly lecture timetables are [here](#). You may find some Part II (final-year undergraduate) lecture courses useful for your research, and you are welcome to attend them; there's no need to ask the lecturer in advance. Handouts and other materials are increasingly posted on Moodle rather than distributed in hard copy. You should be able to self-enrol on Moodle to access the relevant course page.

Caucus seminars

It is a normal and valuable part of postgraduate life to play an active role in seminars. This forms an integral part of your research training and development, a valuable change from your own work, and an important opportunity to socialise (there is generally an optional pub visit afterwards). In most terms there is at least one seminar (usually weekly) organised by each of the main Caucuses (subject groups) within the Faculty, held in the late afternoon on weekdays. They are aimed at postgraduate students, postdocs and academics.

- A Greek and Latin literature
- B Philosophy
- C History
- D Art and archaeology
- E Philology and linguistics
- X Interdisciplinary approaches to the ancient world, and classical reception

Lists of seminars are published each term [here](#). Suggestions for inviting outside speakers are always welcome; please direct these to the Secretary or Chair of the relevant Caucus. Internal speakers are usually PhD students and senior members.

Postgraduate Interdisciplinary Seminar (GIS)

[the acronym preferred not to be changed when 'graduates' were renamed 'postgraduates' ...]

This [seminar](#) meets at 4.15pm in G.21 every Friday during Full Term. It is organised and attended by postgraduates in the Faculty. Each week, two students give a short presentation of work in progress followed by a discussion. There is a break for tea and biscuits, and a trip to a nearby pub after the seminar at 6 pm. This is an excellent change to find out about other people's work, to roadtest your own, and to get used to taking part in seminars in an informal context: the emphasis is on work in progress and trying out ideas, rather than giving polished performances. All postgraduates in the Faculty are welcome.

Cambridge Philological Society

The [Cambridge Philological Society](#) meets two or three times a term on Thursdays at 4.30pm, with tea at 4pm, either in G.21 or in a College, to hear research papers on classical topics. Despite its name, it is concerned with the full range of classical scholarship. Membership is open to all, and you can ask your Advisor to propose you for membership. The membership fee includes a subscription to the *Cambridge Classical Journal*.

Greek and Latin languages

If you have not already studied Greek and Latin at school or university beyond GCSE level or equivalent, you can do so by taking one of the MPhil Greek or Latin exam papers at either pre- or post-GCSE level in lieu of the second essay. Usually this option would be directly relevant to your MPhil research but you may also wish to take it if you are thinking of pursuing a career in Classics.

Greek

MPhil students who offer the Greek language paper are enrolled in the Part IA ‘Intensive Greek’ undergraduate course. MPhil students are placed in pre-GCSE (i.e. *ab initio*) or post-GCSE undergraduate classes, as appropriate. The course is taught over 20 weeks, as follows:

- i) Michaelmas Term (weeks 1-3): pre-GCSE: three classes per week, covering *Reading Greek*, Sections 11-14; post-GCSE;
- ii) Michaelmas Term (weeks 4-8), Lent Term (weeks 1-8) and Easter Term (weeks 1-4): four hours per week, comprising one grammar lecture and three reading and grammar classes;
- iii) one weekly class in unprepared translation, offered only to MPhil students.

Attendance is mandatory for all components.

For those taking the pre-GCSE paper (‘**Greek A**’), the set texts are those prescribed for **Paper 2A** of Part IA of the Classical Tripos. For those taking the post-GCSE paper (‘**Greek B**’), the set texts are those prescribed for **Paper 2B** of Part IA of the Classical Tripos. Both lists of texts are given [here](#).

Latin

MPhil students offering the MPhil Latin paper attend the undergraduate classes and lectures in Latin language offered for the ‘Prelim’ undergraduate course. MPhil students are placed in pre-GCSE (i.e. *ab initio*) or post-GCSE undergraduate classes, as appropriate. This course is taught over 20 weeks, as follows:

- i) Michaelmas Term (weeks 1-8): five hours per week, comprising one grammar lecture, one grammar class and three reading classes on *Res Gestae*;
- ii) Lent Term (weeks 1-8), five hours per week, comprising one grammar lecture, one grammar class, one unprepared translation class and two reading classes on Ovid *Metamorphoses* 3;
- iii) Easter Term (weeks 1-4) four hours per week, comprising one grammar lecture, one unprepared translation class and two reading classes on selected poems of Catullus.

Attendance is mandatory for all components.

The set texts for both those taking the pre-GCSE paper (‘**Latin A**’) and those taking the post-GCSE paper (‘**Latin B**’) are those prescribed for **Papers 4A and 4B** of Part IA of the Classical Tripos, as given [here](#).

Because of the very intensive nature of both courses and the fact that they require students to engage with unadapted Greek and Latin texts from early on, all students attending these courses are required to undertake a significant amount of preparatory study before the beginning of the courses. If you have an offer for the MPhil course and are interested in taking a Greek or Latin language paper, please contact the MPhil language co-ordinator, [Mr Franco Basso](#), as soon as your offer is confirmed; he will inform you about the preparation required.

MPhil students taking the pre-GCSE Greek course are in addition required to attend a series of nine preterm classes held on the Wednesday to Friday of the week before the beginning of full Michaelmas Term. MPhil students taking either Latin course are required to attend the Prelim ‘summer session’ at the beginning of September.

Language examinations

The examinations (both pre- and post-GCSE) consist of two elements, equally weighted:

- i) a closed-book examination in Greek or Latin translation;
- ii) a submitted translation of a Greek or Latin passage into English, accompanied by a commentary.

The closed-book examination is a 3-hour paper containing one unseen prose passage, one unseen verse passage, and one passage from each of the set texts. Candidates must translate the unseen prose and verse passages, one passage of prose from the set texts, and one passage of verse from the set texts. Passages for unseen translation from Greek

will be taken from Homer, Herodotus, Euripides, Plato, Lysias and Xenophon. Passages for unseen translation from Latin may be taken from any author. Glosses for vocabulary and grammar will be provided, as appropriate.

Past exam papers can be found [here](#). Option A is pre-GCSE, option B is post-GCSE. Some set texts in Greek changed after 2023-24.

The submitted exercise is described in the following section.

Submitted translation and commentary

This exercise is an opportunity to work on your Greek or Latin in an open-book format and to tailor that work to a text of your interest.

The passage to be translated may in principle be taken from any ancient Greek or Latin text, including e.g. those attested epigraphically. You may choose a single passage (e.g. Plato *Statesman* 309c1-311c8) or a pair or group of shorter texts (e.g. the *Senatus consultum de Bacchanalibus* and the *Sententiae Minuciorum* = *Corpus inscriptionum Latinarum* I² 581 and 584). You must submit your proposal for approval by the MPhil Examiners by the deadline given in the [course calendar](#); you are advised not to start to work on the translation before you have heard that your proposal has been approved.

There is no prescribed length for the passage, and no word limit for the translation. Different texts will provide different challenges, but around two or three pages of an Oxford Classical Text or equivalent would be typical.

It is common for the passage to be related in some way to your research for the first essay and/or thesis. If the relationship is particularly close, bear in mind the need to avoid overlap between pieces of submitted work. In this case, that is taken to mean that other submitted work may cite and discuss elements of the same passage, but may not include substantive discussion of its meaning and/or translation. You may cross-refer in other submitted work to your translation and commentary if you wish.

The translation should be accompanied by a commentary explaining the decisions taken in the course of the translation. The commentary should be about 2,000 words and **in no case longer than 2,500 words**. It may refer to non-linguistic (e.g. literary, philosophical, historical) questions, but should do so in terms of how these have affected the translation: the primary focus should be the translation and decisions involved in it. Subjects for comment might include – and this list is not exclusive – (a) points of language such as tenses, particles, and more complex syntax (e.g. a tricky conditional), (b) stylistic register, (c) ambiguity (e.g. stating and justifying a view that we should here privilege meaning A, but may also find meanings B and C resonating; possibilities and limits of capturing this in translation), and (d) weighing alternative options for translating a given word or phrase (and, if you wish, of textual problems and variants). So, for instance, if you are dealing with a passage of Attic tragedy, it might be appropriate to comment on the poetical, philosophical, political and/or historical implications of translating a certain word or phrase in one way rather than another (whether your own suggestions or taken from published work such as translations and commentaries), or to justify a certain choice in translation by citing parallels from other ancient texts or scholarly discussions. You are not required or expected to engage with scholarship on translation theory, but (as should be clear) awareness of the challenges inherent in capturing meaning between languages will be beneficial. Further guidance can be found in the [marking criteria](#).

You may format the commentary as you wish; a safe default is to offer distinct notes, introduced by lemmata cued to the original text (as e.g. in a Cambridge ‘green and yellow’) or to your English (as in most Oxford ‘Clarendon Ancient History’ commentaries). As in those series, lemmata may be single words or whole phrases (these may be abbreviated, e.g. ‘Arma ... uenit’), and individual notes can range from a word or two to a paragraph. Lemmata are included in the wordcount. Footnotes should not be necessary; they are included in the wordcount if used.

You may use all available resources in preparing the translation and commentary, including (a) reference works such as dictionaries and grammars (which may be cited, but need not be; it can often be efficient to refer to meanings as distinguished in the full-size *Liddell & Scott* and the *Oxford Latin Dictionary*), and (b) any other scholarship, including translations and commentaries (which must be cited, as in all MPhil submitted work). The Faculty’s policy on AI applies, except that translation tools may not be used in preparing the translation. A **bibliography** (not included in the word-count) should be included. You must **specify which edition** of your text you have used as the basis for your translation, and **include a scan** of the relevant page(s) of that edition in your submission.

Once you have an initial idea of your chosen text, you should, in consultation with your Advisor, agree on an appropriate Supervisor for the translation exercise. This will normally be a senior member with suitable expertise in the text/genre you wish to work on, and may, of course, be your Advisor. You should discuss your choice of text

with the Supervisor, and must submit details of your choice of Supervisor with the proposal to submit a translation. You should then expect two hours of supervision with your Supervisor, typically in the Lent Term. That might (but need not) comprise one hour on a draft translation and a subsequent hour on a revised translation together with a draft commentary.

Exercise in place of the second essay

Another alternative to the second essay is to undertake some project of equivalent value, subject to the approval of the Degree Committee. These projects are known by the cover-all term ‘exercise’. This may enable you to develop a skill of value either for its own sake or with a view to research you hope to pursue in the future. It is wise to combine it where possible with attendance at one of the ‘specialist skills’ courses offered (in textual criticism and paleography, epigraphy, and numismatics, Mycenaean epigraphy or post-classical Latin), or by attending a class in a relevant ancient or mediaeval language

One possibility for an ‘exercise’ is to take a formal examination. For Mycenaean epigraphy and any language other than Greek or Latin organised by the Faculty this will take place in April. Candidates being examined on textual criticism and paleography take Paper A4 from Part II of the Classical Tripos in June; you may choose to sit an adapted version which requires answers on only Greek or Latin. Assessments and exams for courses based in other Faculties take place according to their timetables. Requests to take such an examination must be submitted to pg@classics.cam.ac.uk by 30 October.

If you want to learn or extend your knowledge of an ancient language other than Greek or Latin, discuss this with the DPS at, or ideally before, the start of the course. Tuition will be provided when possible, and we will seek permission for you to take an appropriate language paper (this depends on the organising Faculty, and cannot be guaranteed). In the past, students have taken exams in Classical Sanskrit, Oscan, Aramaic, Hebrew, Old Irish and Continental Celtic. Details will be supplied during the introductory sessions at the beginning of Michaelmas Term.

It is also common to write an essay 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 the same way as any other essay in terms of deadlines, length and marking criteria.

Another possibility, for skills for which there is no exam (such as epigraphy or numismatics), is to work out an individual project in consultation with the lecturer. The exercise might consist in, for instance, the annotated transcription of an epigraphic text, the classification of a set of coins or other artefacts, the collation of two or more manuscripts from microfilms, a linguistic commentary, or a set of archaeological drawings. You should consult the section below on length for the special regulations relating to such an exercise. Requests to submit an exercise, giving full details of the proposed format and content, must be submitted to the DPS by 31 October, but you should discuss possibilities in advance of that. Any criteria proposed for assessment of the exercise which differ from those in the marking criteria for MPhil essays and thesis (below) must be specifically approved by the Degree Committee.

Standards and the use of sources

What sort of standard are you expected to achieve in your essays and thesis? In the time available you cannot necessarily be expected to arrive at, let alone prove, radically original conclusions. What we do expect, is that your work should show *independent judgement, based on your own research*. You will find it helpful to look carefully at the [marking criteria](#) and guidance on AI and [plagiarism](#). 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 hard to generalise, given the wide variety of topics studied and intellectual approaches found in the Faculty, but as a rule of thumb you should 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. It is important 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 an essay (maximum 5,000 words) and which that of the thesis (8,000 to 12,000 words). The advice of your Advisor (and Supervisor, where this is a different person) will be particularly helpful in thinking about these issues, so do discuss them in some detail with them.

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

It is crucially important in preparing your written work to maintain a clear distinction between your own contributions and views derived from the published literature. Each piece of work should include a bibliography at the end. This must list all works cited; it should also include a separate 'list of works consulted' if your work is informed by any scholarship which you have not cited, though it is usually preferable to include citations of all the work you have found useful. Bear in mind that markers will expect to see clear evidence that you have engaged with the ideas and arguments of any literature in the bibliography: you may find yourself penalised if your work takes insufficient account of books and articles which you claim to have consulted. You should not use unpublished work without its author's consent, and should be prepared to supply a copy of any unpublished material cited if requested to do so by the examiners. You should acknowledge where you have included material derived from a lecture or seminar which you have attended.

Use of modern languages

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

However,

- (i) where you do have a reading knowledge of one or more of the other languages, it will be to your advantage to show acquaintance with important work written in them.
- (ii) If you are advised that material in a language you cannot read is *indispensable* for a given topic, this may raise doubts as to whether this is an appropriate topic for you to undertake. Consult your Advisor, your Supervisor and/or the DPS if you are concerned that this may be a problem for your particular project.
- (iii) If you need to learn or develop your knowledge of a modern language, there are regular language courses and other learning facilities provided by the Language Centre. German courses at several levels take place in the Faculty (see [below](#)). Bear in mind, too, the resources of the postgraduate community. For example, there may be native speakers of the language in question on the MPhil course, or in your College, who would be willing to help you read articles in their own language in return for help with correcting their own English.
- (iv) If you hope 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 facilities can be found on the Language Centre [website](#). In particular, see [here](#) for details of courses for postgraduates studying in the School of Arts and Humanities (of which Classics forms a part). Academic reading courses are offered in Portuguese, French, German, Italian, Russian and Spanish.

Length, title and formatting

Length

The regulations state that **essays** must be ‘of **about 4,000 words** and **in no case longer than 5,000 words**’. 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 word-limit including title, headings and footnotes but excluding the cover sheet, bibliography, any acknowledgements and any appendices containing source material supplied for the benefit of the examiners (see below for a fuller definition of ‘appendix’). **Any essay over 5,000 words long will be given a mark of zero.** A mark of zero may result in your failing the MPhil course.

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

An MPhil **thesis** must be **no longer than 12,000 words** and normally at least 8,000 words in length including title, headings and footnotes, and appendices including argumentation but excluding the cover sheet, bibliography and any appendices containing source material supplied for the benefit of the examiners (see below for a fuller definition of ‘appendix’). Prefaces, acknowledgements and tables of contents are not required; if included they will not count towards the word-count. **If the examiners find that the thesis is longer than 12,000 words, they may impose a severe penalty**, and they may in any case choose to stop reading when they reach 12,000 words.

Students must specify the word-count when submitting any essay, commentary or thesis. This must conform precisely to the count of the electronic file submitted; although computer wordcounts have their quirks, it is the one shown in MS Word (.docx) that matters. It is of great importance that you keep an accurate check on the word length and ensure that your essay or thesis is within the specified range.

Captions for images (including e.g. photographs, drawings, reconstructions, graphs and tables) will not be counted; nor will words contained within graphs (but words contained within tables produced by the candidate will be counted). Captions must be restricted to points of fact (e.g. name, date, location, source) and accreditation. Any other form of description or analysis and any scholarly references must be contained within the body of the text or footnotes, and will be included in the word count.

A page of **statistics** is regarded as the equivalent of 150 words.

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

When an exercise in place of the second essay takes the form of a *catalogue raisonné* with an introductory essay, the catalogue is not subject to a word limit, but the essay accompanying it **may not exceed 3,000 words**.

Appendices excluded from the word count are subject to strict rules, to ensure fairness over the total word count.

1) To include such an appendix, you must have received **permission in advance** from the DPS. The deadline to lodge such requests is **one week** before the general deadline (not any individually extended deadline), but you are advised to make any such request much earlier, giving you time to change your plans if it is refused.

2) The content of such appendices is limited to material provided for the convenience of examiners. Specifically permission will be granted only when:

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

Permission will not be granted for passages from familiar classical texts which should be cited in the body of the essay, for passages of text which are integral to the argument of the essay, for data produced by the candidate, or for any form of analysis or argument. Otherwise put, an appendix is something the examiners *may* consult, but may

choose not to. Anything else must be included in the body of the essay, and within the word count.

3) Any appendix submitted in contravention of regulations (1) and (2) will be disregarded by the markers. This may have serious consequences for the coherence of the essay or thesis.

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 and appoint markers. You will find in the [course calendar](#) the date by which each title must be submitted for approval, and the latest date for any request to change a title which has been approved. Forms will be available on Moodle in advance. Allow time for your Advisor to approve the form before the deadline. A change of essay title must be submitted on the relevant form and be approved by the Advisor. The deadline for submitting your thesis title is also in the [course calendar](#). It is not possible to request a change to your approved thesis title. Unless you hear to the contrary from the DPS, you may assume any title (or change of title) has been approved.

Students and/or Advisors should inform the DPS as soon as possible if a proposed topic is likely to fall outside the usual bounds of the Faculty's ability to examine it.

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

Presentation and formatting

It is important that your written work is presented in good English. If English is not your first language, you may find it useful to ask a native speaker to read through your work and make comments on the language, style and idiom. Supervisors cannot be expected to help with this aspect of your writing.

The formal presentation of your work is important. It must be **typed 1.5-spaced** and **paginated**. A priority at the start of the course is to establish your word-processing habits. If you do not have your own computer, locate one or more mutually compatible machines that are suitable for your needs (e.g. check that they can do Greek), perhaps one at the Classics Faculty and one in your College, and ensure that you learn the basic skills of formatting early on. Ask your Supervisor whether you are making any mistakes in your formatting when you submit your drafts; don't leave such matters until the final stages. It makes obvious sense to compile your bibliography as you acquire it, so that it can easily be copied into your work without retyping, or to use an automated bibliography programme such as Endnote. There is detailed guidance on formatting in Section 8 below.

Submission of work; deadlines and extensions

Each piece of work **must be submitted electronically**. All submissions must have a cover-sheet (which you will receive by email direct from the Faculty) bearing the title of the piece of work, your candidate number (for essays/translations and commentaries/exercises) or your name (for the thesis), the word count (as defined under 'Length, title and formatting' above) and (in the case of the essays) whether the first or second essay. You may either (a) submit your work to the portal in MS Word format (.docx) or (b) submit your work to the portal as a PDF (e.g. to preserve complex fonts or formatting) **and** email an identical copy in MS Word (.docx) format to pg@classics.cam.ac.uk (for checking length).

The deadlines for submission of work are given in the [course calendar](#). Reminders will be sent out, explaining the process and how the electronic copy should be submitted. Essays and thesis can only be submitted once: do not submit your essay or thesis until you are sure it is complete. For the thesis, please note the additional deadline by which you should submit the **full draft** of your thesis (directly) 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. There is a grace period of **30 minutes** to allow for technical difficulties, but you are strongly advised not to leave submission so late. Any work submitted after this grace period is subject to a **deduction of 3 marks** from the mark agreed by the examiners, with a further 3 marks deducted for each subsequent period of 24 hours. If no work is submitted for any assessed element, a mark of 'Fail' will be recorded for that element.

Extensions to deadlines can only be granted in very limited circumstances, such as illness, grave cause or disability (defined [here](#)), or if you have a Student Support Document which recommends extensions where appropriate. ‘Other grave cause’ means e.g. a serious family crisis. It does not include such events as a computer crash on the day of submission, or the loss of electronic data – one reason to back your work up frequently.

Applications for **short extensions** (normally of up to one week) should be made to the DPS at pg@classics.cam.ac.uk as soon as possible, and normally **at least one week** before the deadline. Relevant evidence must be supplied, e.g. a medical note from your GP or an email from your College Tutor, to the same address; if the request is justified by an SSD please either attach the document or mention that you have one. There is no provision in this course for ‘self-certified extensions’, such as are allowed to undergraduates.

Bear in mind that extensions to deadlines for essays will reduce the time available for your next piece(s) of work, and may lead to significant delays with the release of marks. Extensions for the thesis are constrained by the need for marking and viva to take place before the final meeting of the MPhil Examiners. If you want more than around one extra week, you may need to make an application through Camsis to extend your end of registration date (see the guidance [here](#), under ‘Postgraduate Taught Courses’). This is likely to delay the award of your degree by several months at minimum.

The thesis regulations for an ‘MPhil by thesis’ published [here](#) do **not** apply to the Classics MPhil.

Examinations: adjustments and allowances

Most examinations for the MPhil are taken in the Classics Faculty. If you have an Student Support Document which recommends any adjustments to exam conditions, please contact pg@classics.cam.ac.uk well in advance. If you are prevented by illness or grave cause from attending or completing an examination, you should apply for an Exam Allowance no later than seven days after the assessment. Information and an application form are [here](#).

Marks and reports

Each piece of work you submit will be marked by two examiners, according to the [marking criteria](#). Apart from the thesis, where the viva makes anonymity impossible, work will be marked anonymously. Each examiner independently assigns a numerical mark out of 100. (In practice a narrow range is used: the pass mark is 60, and marks of 80 and above are very rare.) The two markers then discuss the work and award a joint numerical mark. Your different pieces of work are likely to be marked by different examiners and should be free-standing in their argumentation; they may however be thematically linked, and you are welcome to refer in one piece to another (e.g. with a footnote such as ‘I discuss this problem in detail in my first essay’, with a sentence or phrase in the main text summarising your argument there).

The External Examiner is called on to mark any piece of submitted work where the markers are unable to agree a mark, is asked to review any agreed marks outside the range 60-80, and samples a range of work and marking at their discretion.

Your marks for essays, thesis and language exams will be emailed to you, in accordance with the [course calendar](#). In the case of the essays and the thesis, the markers’ reports will provide both an explanation of the marks they have given, and feedback on how the work could be improved. Markers’ comments and suggestions are not a simple recipe that you can follow to improve your marks next time. Learning how to respond to constructive critical feedback is a crucial skill in the academic environment, which can be challenging and painful. You are advised as a matter of course to discuss markers’ feedback with your Advisor and/or Supervisor. At the same time, the individual reports and any explanation of how differing initial marks were reconciled constitute in themselves training in academic discourse, and serve as a constructive part of the teaching offered by the MPhil.

Formally, marks for all components remain provisional until the final meeting of MPhil Examiners at the end of the academic year: all marks are reviewed at that point by the Examiners in conjunction with the External Examiner, and may exceptionally be altered in the light of that process of moderation. There is no mechanism for challenging judgements of academic quality, or to request an additional marker. You can only appeal against a result on procedural grounds, i.e. if there is reason to believe that the marking process was flawed or unfair. If you wish to appeal, you should talk first to your Advisor and then to the DPS. The window for appeals on any element of the course opens when you receive your formal results at the end of the course, and closes 28 days later. See the University’s policy [here](#).

The oral examination ('viva')

A week or so after you submit your thesis, your two markers will meet you for an oral examination, commonly known as the 'viva' (short for '*viva voce* examination').

In 2026-27 vivas are scheduled to take place in the week from Monday 21 June to Friday 25 June; you will be notified of the time and place shortly beforehand. In the meantime, make sure that you are available on all of these days. If, for special reasons, you absolutely cannot attend a viva in this period, the examiners *may* be able to hold your viva a day or two earlier, provided that you put in a request in good time. But such requests should be avoided if at all possible, and do not include reasons such as attendance at May Balls. You are free to leave Cambridge after your viva.

Vivas usually last for 20-25 minutes and are held in person. If in exceptional circumstances approved by the DPS the viva must be held virtually, you will be provided with the use of a room and computer in the Faculty if you wish.

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 can even, in principle, agree a higher (or, more rarely, lower) mark than either in the light of what they learn from your responses. The viva is unlikely to make a significant 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; it is a good idea to bring a copy along, by all means on screen if you prefer. Students are encouraged to discuss with their Advisor and/or Supervisor, where this is a different person, how they might best prepare for the viva.

The regulations allow the examiners to include questions about your essays or other exercises submitted earlier in the year. 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 essays (or one essay plus a language examination or exercise), and the thesis. Your overall result will be either Distinction, Pass or Fail, according to the [classification criteria](#). No aggregate numerical mark is awarded.

Your result and marks will be given on a certificate, signed by the Chair of the Faculty Board of Classics, at the end of the course. This certificate will indicate that you have been awarded an MPhil in 'Classics'. Specification of your subject area (e.g. 'Ancient History', 'Classical Literature', 'Ancient Philosophy'), rather than simply 'Classics', is available on request to the DPS.

We expect to email you with your result shortly after it has been confirmed by the Faculty's Degree Committee (see the [course calendar](#)). That will enable you, if you are successful, to receive your degree at any University degree ceremony ('Congregation') after that date, the earliest being in the second half of July. Applications to graduate are made through your College.

Continuation to the PhD

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 a PhD at Cambridge. If you intend to continue directly to a PhD and wish to apply for funding of any sort, you must start thinking about your application in Michaelmas Term. Consult the [Postgraduate Admissions web page](#) for full details.

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

The final decision as to whether you may continue will be taken by the University's Board of Postgraduate Studies, on the recommendation of the Faculty's Degree Committee. The decision will be based principally on your research proposal and interview performance, MPhil marks and thesis examiners' reports. If you are given an offer, it will be conditional on your achieving an overall Distinction in the MPhil (see previous section). Achieving that result normally guarantees your place; those who narrowly miss a Distinction overall *may* also be accepted depending on their spread of marks, research proposal and Advisor's report. The Degree Committee's decision will be notified to you by email, together with your overall MPhil result (see the [course calendar](#)).

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

Whether or not you are seeking funding you are strongly urged to apply by **Wednesday 6 January 2027** if at all possible. Funding deadlines are given [here](#).

For more details of the different sources of funding available and application deadlines and procedures, check [here](#) and the [Postgraduate Admissions pages](#) of the Faculty website.

Queries concerning postgraduate admissions and funding should be directed to pg-admissions@classics.cam.ac.uk.

CamSIS reports

Your Advisor will write a brief progress report on [CamSIS](#) at the end of each term, informed where relevant by your Supervisor. This will be seen by you, the Postgraduate Studies Committee and your College Tutor.

How the course is administered

The MPhil course is administered by the Faculty's Postgraduate Studies Committee, which also constitutes the Board of MPhil Examiners. Individual pieces of work are marked by examiners chosen from among the Faculty's senior members.

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

The [course calendar](#) includes the scheduled dates of Postgraduate Studies Committee and Degree Committee meetings, in case you have any matters you wish to bring to either of them. Please contact the DPS in the first instance if this applies to you. Urgent matters can often be dealt with even between meetings.

Prof. Christopher Whitton, the DPS, will meet each of you individually during the course. The Postgraduate Studies Committee is also eager to learn how it could do things better and we will ask you to fill in questionnaires over the course of the year; you are also encouraged to pass on observations about the course to the DPS at any time.

Engagement and monitoring

MPhil students are expected to engage with their studies throughout the academic year. For those sponsored for a Student visa, the University is legally required to monitor your academic engagement, including your physical presence, as part of its sponsorship duties. This is undertaken by the Faculty and information is shared with the International Student Office on a termly basis. It is therefore vital that you notify e.g. Text & Topic seminar convenors of any unavoidable absence. Further information about student visa responsibilities is available [here](#).

Troubleshooting and support

The MPhil is an intensive and demanding course, and it is not unusual to come across problems during the year. If you have any problems or questions concerning the academic side of the course you should approach, as appropriate, *either* your Advisor *or* your seminar convenor *or* the DPS. Another very important channel for concerns or dissatisfactions is the Faculty's Postgraduate representative (pg-rep@classics.cam.ac.uk), who sits on the Faculty Board and several other committees and represents the interests of postgraduate students in the Faculty. The current rep (until the end of Michaelmas Term 2026) is Leo Aschenbrenner Boonstra, a PhD student in Greek literature, who will host a 'meet and greet' session for new postgraduates at the beginning of Michaelmas Term.

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

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

For problems of a very serious nature, or that cannot be resolved within the Faculty, the University has a [complaints procedure](#).

Practical FAQs

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

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

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

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

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

Before the published deadline for final changes, you should complete the relevant form and get your Advisor's approval for the new title. You are not allowed to change the title **after** the deadline, but you may add a subtitle to the submitted work, narrowing the focus of the original title, without seeking permission.

Where can I find a past paper for my language/epigraphy exam?

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

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

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

limit as measured by the 'word count' function in MS Word.

How do I get hold of submission forms?

Cover sheets are created once the proposed essay and thesis titles have been approved by the Faculty; they will be emailed to you. You will need to complete the word count declaration.

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

See [here](#).

Where are my essay marks?

Essay/commentary/thesis marks and feedback will be sent by email, at the date and time specified on the [course calendar](#).

Can I know who marked my essays?

Candidates are not informed of who their essay markers are. (Nor are Supervisors or Advisors.) You will be told the identity of your thesis examiners after submission and before the oral examination.

Can I appeal against an essay mark?

See [here](#).

2. Resources

Libraries

Most Classics postgraduate students make the [Faculty Library](#) their main base. You will have access 24/7 once you have signed the 24-hour access form when you call in at the Enquiries Office at the beginning of induction week. Use your University card to enter when the doors are locked. (Your University card is issued by your College.) This 'out-of-hours access' is restricted to the Classics Faculty's lecturers, postgraduate students, and official visitors. Those granted this access must not admit others to the building when it is closed. Please ensure that unauthorised persons do not enter the building when you use the automated doors out of hours; that means allowing the door to shut on someone, even if it seems rude, unless you are sure they are authorised.

The library collection is excellent, and in regular use. Use your University card to borrow, using the self-service machine. 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.

New students are given a library tour, and the library team are always glad to help with enquiries: feel free to knock on the office door if you find the desk unmanned during working hours. [Recommendations](#) for new books are always welcome.

You will also want to register to use the [University Library](#) (UL), a short walk away on West Road. One of the three 'deposit libraries' in England, its collection duplicates many of the holdings of the Faculty Library, and complements them. Much of the collection is in open stacks and most of the rest can be fetched within 24 hours; it has several reading rooms and study spaces, and you will be given borrowing rights. There is a handy [scan and deliver](#) service, and you can request books, chapters and articles from anywhere in the world through the [interlibrary loans](#) service. There is also a legendary tea room.

You are welcome to use other departmental libraries. There are more than 100 libraries across the University. Information about each library can be found [here](#). Most of the arts and humanities libraries are located on the Sidgwick Site (e.g. Asian and Middle Eastern Studies, English, Philosophy). Some may allow you to borrow books.

Common room

The postgraduate common room is Room G.10. The common room provides a valuable social space, as well as various practical facilities (e.g. the ever-essential kettle, for all things caffeinated). Please keep it clean and tidy! Postgraduate students also have access to the common room in Stage 3 of the building (G.22).

Museum of Classical Archaeology and Cast Gallery

The Museum of Classical Archaeology located in the Faculty is home to one of the three major surviving plaster cast collections in the UK. The Museum's Cast Gallery (directly above the Library) is open to all 10am-5pm Tuesday-Friday and 2-5pm on Saturdays during term only.

You are welcome to use the Gallery as a space to work, relax and wander. For security reasons, postgraduate access is limited to opening hours.

The Museum also has a small collection of original artefacts (some on display in 1.04), a large collection of sherds, and a collection of epigraphic squeezes.

The Museum runs several volunteer programmes, ranging from collections roles to LGBTQ+ tour guides to the Minimus Latin After School Latin programme, which has seen student volunteers running Latin clubs in local primary schools for more than a decade.

Join [MyMOCA](#) on Facebook to get updates about the Museum. To find out more, visit the [website](#) or contact the Curator, Dr Susanne Turner (smt41@cam.ac.uk). You're also welcome to join the student-run [Classics Society](#).

Computing

In the Faculty Library you'll find four shared Windows desktop computers at the far end for general use, including Microsoft Office applications. There is a printer for student use in the library connected to the University's managed print service. Eduroam wi-fi is available through the Faculty building.

You can find out more information about the University IT services [here](#). The School IT helpdesk can be contacted [here](#) and by phone using 01223 335033.

Copying, printing and scanning

There are 2 MFDs in the Faculty Library. Both devices can print in colour, staple and print A4 and A3. One is in the Library Office (G.13) behind the issue desk. The other is at the far end of the library, near the Archive and fire exit.

'Follow Me Printing' software lets you print to the 'Classics_FindMe' printer and then collect your printing from either of the MFDs when you release the print job. You can install the 'Classics_FindMe' printer using the instructions on the SAHIS [website](#), or ask the IT [Helpdesk](#) for help. Print jobs will be held in the queue for 96 hours (4 days), then deleted.

Swipe your University ID card against the card reader on the MFD to release your prints, or to copy or scan a document. Scans are sent to your @cam.ac.uk address.

Postgraduate students receive a FreeCredit printing balance at the start of the academic year: £20 for PhD students; and £10 for MPhil and Diploma students. To top up your credit please go [here](#). The cost of printing and photocopying is 5p per A4 sheet and 10p per A3 sheet in black and white and 20p per A4 sheet and 40p per A3 sheet in colour. Scanning is free. A card is available from the Library staff to enable postgraduates to copy material for Faculty seminars, classes and reading groups at no charge.

3. Specialist skills courses

German for academic purposes

The University Language Centre offers a free course in German for academic purposes, offered at several levels. It runs weekly in termtime. Details and sign-up are [here](#). Please make sure you enrol in the correct course. Look out for ‘primarily for Classicists’.

Skills in Classics

Greek and Roman epigraphy

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

The course will include an introductory session, to be followed by classes on Latin and Greek epigraphy, with a particular focus on political, administrative, religious and funerary/private texts. There will also be a practical class, looking at inscriptions from Roman Britain at the University’s Centre for Material Culture. The course is available to Part II and postgraduate students; no previous experience in working with inscriptions is required and only basic knowledge of Greek and/or Latin.

Preliminary reading: J. Bodel, *Epigraphic Evidence. Ancient History from Inscriptions* (London 2001).

Dr James Hua (Greek) and Dr John Patterson (jrp11) (Latin)

Medieval Latin

There will be three classes: Early-medieval Latin Manuscripts, Late-medieval Latin Manuscripts, and Intermediate Medieval Latin. Each will meet once per week for 20 weeks (MT, LT, and ET weeks 1-4). The first two classes will be held on Friday mornings, the third on Tuesday mornings (subject to confirmation).

In each of the first two classes we’ll read a series of texts in digitised manuscript form, generally spending two weeks on each text. We’ll read together and discuss script, abbreviations, the manuscript, grammar, text and literary/historical content as a group in class.

In the Intermediate class, we’ll read extensively from printed texts, focussing on building reading fluency through volume. It is suitable for those with a strong grounding in Latin who intend to work with extensive medieval Latin texts in their research.

Students will be given the texts in advance (i.e. not unseen) and are asked to read (and if needed, take notes) but under no circumstances to prepare a translation.

Dr Jacob Currie (jmrc2)

Mycenaean epigraphy

Those interested in taking the Mycenaean epigraphy exercise in place of the second essay should attend the ‘Writing in the Aegean Bronze Age’ Text and Topic seminar in Michaelmas. There will be further hands-on sessions in Lent term. Past exam papers can be found [here](#).

Dr Rupert Thompson (rjet1)

Greek and Roman numismatics

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

Dr Adrian Popescu (ap345), Affiliated Lecturer in Numismatics

Textual criticism and palaeography

Candidates interested in studying either textual criticism or palaeography and writing an essay that involves one or the other should contact Prof. Christopher Whitton. MPhil students are welcome to attend the Part II lectures and classes in Greek and Latin textual criticism (the course called 'A4').

Prof. Christopher Whitton (clw36)

4. Financial matters

Two types of travel funding are available to MPhil students.

Henry Arthur Thomas awards ('HAT grants')

If you are planning to travel **in connection with your studies** (for example, to attend a conference or to visit a museum or library to study a particular object), you may apply for support from the Henry Arthur Thomas Fund. For applications for £75 or more you must also approach your College for funding. Each postgraduate student has an individual annual allowance of £1050. Details of how to apply and how the money may be spent, along with an application form, can be found on Moodle [here](#). Awards are not usually made to MPhil students for travel after the end of June.

Other types of expenses essential for your research (e.g. subscription to computer software) may on occasion be reimbursed from the Henry Arthur Thomas Fund. In this case, you should discuss the matter with your Advisor or Supervisor and then the Secretary of the Finance Committee ([Prof. Alessandro Launaro](#)) prior to incurring the expenditure.

If you have any queries, please contact the Secretary of the 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 students who have not visited Classical lands before, who carry a strong recommendation from their Supervisor, and who have worked out a thoughtful itinerary.

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

Risk Assessments

The Faculty uses **Peregrine Foresight** for its risk assessments. Please log in [here](#). Students should create a profile using their CRSid email account by clicking the blue button: 'Click here to login'. You can then submit a new assessment for your trip by selecting one of the student trip types and completing each of the questions. This will generate a pre-travel risk assessment. Once submitted, the Faculty Administrator will review and approve your assessment as the Faculty's official departmental approval. Once approved you need to download the Risk Assessment and attach it to your work away application. For further information see [here](#). If you require additional assistance, please contact [Mr Nigel Thompson](#).

Childcare support

Postgraduate students may claim reimbursement of unavoidable out-of-pocket expenses for childcare incurred when attending Faculty seminars outside normal working hours (weekdays 9am-5pm) and the Corbett and Gray Lectures. Applications will be considered by the Managers of the Postgraduate Studies Fund, and must be accompanied by a statement of support from the Advisor. You are advised to discuss applications in advance with the DPS.

Hardship

The Faculty's **Postgraduate Studies Fund** is able to offer limited financial assistance to postgraduate students who are experiencing unexpected financial difficulties. Students may apply at any stage of their degree. Application forms are available on [Moodle](#).

In addition, the University's **Postgraduate Financial Assistance Fund** makes awards of up to £3,000 to current postgraduate students who are experiencing unforeseen financial difficulties and meet the eligibility criteria. Details are [here](#).

5. Further information

The Classical postgraduate community

One of the great assets available to you is the support and collective experience and expertise of your 80 or so fellow postgraduates in the Classics Faculty. All our postgraduate students, whether registered for the MPhil or PhD or visiting, are equally valued and form a single community. All officially registered postgraduate students have the same rights, including library privileges, use of G.10 (the postgraduate common room) and G.22, and access to Faculty grants for research purposes (see above).

For further details, see the [unofficial postgraduate handbook](#).

Personal relationships and conflicts of interest

Relationships between students and staff members are regulated by the University's [Staff and Students Relationship Policy](#).

The Faculty in addition has the following policy regarding relationships between staff members:

‘The Faculty will avoid conflicts of interest regarding postgraduate students which might arise from marital, familial or other private relationships between senior members. No student will be registered, reviewed or examined by two people in such a relationship, or by anyone in such a relationship with their Supervisor or Advisor. No PhD student will be assigned concurrently to two people in such a relationship as Supervisor and Advisor. No candidate for admission will be assessed by two people in such a relationship, or by anyone in such a relationship with one of the candidate’s referees.’

Equality and diversity

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

The Faculty’s Equalities Officer is [Dr Elena Giusti](#). For further information see [here](#).

Harassment and discrimination

Unfortunately, sometimes things do go wrong, and it is important to acknowledge this and where appropriate seek redress. ‘Harassment’ is any kind of unwelcome or inappropriate physical or verbal interaction, however fleeting it may appear. ‘Discrimination’ occurs when an individual or group is denied an opportunity on the grounds of gender, race, sexuality or religion (or lack of it), or because of particular circumstances (e.g. family or caring responsibilities). It can be direct (e.g. if a decision is taken on the explicit grounds that a member of one social group is to be preferred) or it can be indirect (i.e. if a decision taken for one reason has the additional and perhaps unintended consequence of discriminating: for instance, when an important meeting is scheduled at a time when those with family responsibilities are unlikely to be able to attend).

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

If you have experienced harassment or discrimination, you can get advice on how to report it and/or get support [here](#). For further resources on harassment and sexual misconduct see [here](#).

The Faculty’s Equalities Officer, [Dr Elena Giusti](#), is available to talk through, in complete confidence, any equalities-related issues you would like to discuss with her; please do not hesitate to contact her if you would like to meet with

her. Other possible places to seek advice include your Advisor, the DPS and your College Tutor. The Faculty Assistant Registry, [Mr Nigel Thompson](#), is always happy to offer advice about where issues should best be raised.

For further information on what the Faculty is doing to ensure that all students, staff and visitors feel equally welcome and for further resources see [here](#).

Disability and mental health

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

Students who have a disability may find it helpful to contact the University Accessibility and Disability Resource Centre (ADRC) for help and advice. It is located in the [Student Services Centre](#), Bene't St, Cambridge, CB2 3PT (phone 01223 332301; textphone 01223 764085).

Support available at the ADRC:

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

The ADRC can also provide a **Student Support Document (SSD)** outlining reasonable adjustments that must be made by the Faculty, such as lecture recording, flexibility with deadlines and special arrangements for examinations. SSDs are circulated with student consent to relevant teaching staff. If you think you may be entitled to an SSD, it is worth initiating the process with the ADRC as soon as possible after your arrival.

The Disabled Students' Campaign provides information, resources and support for disabled students on issues such as exam adjustments and intermission [here](#).

The Faculty's Disability Liaison Officer is [Mr Nigel Thompson](#), who will also be very happy to give advice.

For further resources and support within the University for students with mental health difficulties, see [here](#).

For information on access to buildings in the University, see [here](#). The Faculty follows the University's Code of Practice in relation to reasonable adjustment for disabled students, details of which are available [here](#).

Keeping up to date

There are many events and opportunities of interest to postgraduate students, taking place both in Cambridge and elsewhere, and being aware of them all is no easy task. Details of lectures, seminars, courses, scholarships, jobs and so forth are circulated in emails to all postgraduate students from time to time by the Chief Secretary, Postgraduate Administrator or the Postgraduate Representative. It is also a good idea to look regularly at the Faculty website. You might also like to join a national classicists' email 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 are JISC M@IL ([here](#)) and Classics listserv ([here](#)).

Training needs

The Faculty is committed to ensuring that the training needs of its postgraduate students are met. Courses in specialist skills are run by the Faculty throughout the year; for details, see the relevant sections of this handbook. Postgraduates can also take advantage of the training courses run by the University's [Researcher Development Programme](#), by the [Language Centre](#) and by the [University Information Services Training](#). The Careers Service has a wealth of useful information about jobs and future study available on its [website](#), and it is possible to arrange an individual interview with a careers adviser to discuss your future plans.

6. Marking and classification criteria

Marking criteria for MPhil essays and theses

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

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

FAIL	59 and below	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 generalised 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.
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* 'Original' for this purpose does not mean 'unprecedented in the history of scholarship'; work marked at the Distinction level will, however, show a strong understanding of current orthodoxies in the relevant field, and an ability to position arguments effectively within and against them.

Marking criteria for a translation with commentary on a passage of Greek or Latin

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

Marking criteria for an MPhil exam in Greek or Latin

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

*Markers will distinguish between seen and unseen translations. For example, in unseen translations markers will allow for more errors and imprecision in vocabulary, be more tolerant of paraphrase and reward overall comprehension more highly.

Marking criteria for an MPhil exam in an ancient language other than Greek or Latin

Class	Numerical mark	Typical features
DISTINCTION	Normally 75 to 80. Higher marks may be given for exceptional work.	A performance which includes 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.
PASS	70–74	Two alternatives: i) uneven performance with many features earning Distinction marks but with some inaccuracies and misunderstandings as well; ii) a generally well informed and clearly written performance, but without the depth and range of an overall performance of Distinction.
	60–69	Weaker, with a greater number of inaccuracies or misunderstandings. The reports may indicate the presence of First class (i.e. 70+) work, but the overall strengths of the performance clearly do not outweigh its flaws. Lower marks in this range indicate a bare competence in the criteria, with just enough knowledge of the data and ability to present it to merit a pass, but with significant signs of error or miscomprehension.
FAIL	59 and below	Lightweight, with significant and consistent failure of comprehension of material. Many errors, and substantial misunderstandings of phenomena. Incoherent or unclear accounts, with little or no evidence of knowledge of modern scholarship. A script significantly below the level expected of a postgraduate student.

Marking criteria for an MPhil exam in Mycenaean Epigraphy

Class	Numerical mark	Typical features
DISTINCTION	Normally 75 to 80. Higher marks may be given for exceptional work.	Typical features: Complete command of the transcription conventions which are consistently and correctly applied. Few if any errors or omissions in the transcription of texts. If any misidentifications do arise, they are made between easily confused signs or at places where the tablet is damaged or broken. At the top end, the transcription may improve on the readings in published editions or make plausible alternative suggestions.
PASS	70–74	Command and application of transcription conventions very good but with occasional errors. Transcription of texts overall very good with some errors in the identification of syllabic signs, ideograms, metrograms or numerals. Few omissions.
	60–69	Solid command and application of transcription conventions but with some errors. Some conventions may be unfamiliar to the candidate. Transcription overall good but containing a greater number of errors or omissions. Misidentification of signs across the board, partly leading to nonsensical transcriptions.
FAIL	59 and below	Poor command and application of transcription conventions. Frequent transcription inaccuracies and/or omissions. Widespread misidentifications even of frequent and basic signs. Poor comprehension of tablet make-up and nonsensical transcriptions.

Criteria for classifying performance in the MPhil

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

Essay part

Candidates are deemed to have **failed** in this part where there is an agreed mark below 60 in either element. Where a candidate has failed marginally in one element and performed strongly in the other element the Examiners may choose to award a Pass.

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

Candidates are awarded a **Distinction** in this part where the agreed mark for one element is 75 or above and the agreed mark for the other element is 60 or above.

Thesis part

Candidates are deemed to have **failed** in this part where the agreed mark for the thesis is below 60.

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

Candidates are awarded a **Distinction** in this part where the agreed mark for the thesis is 75 or above.

Overall classification

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

Candidates are normally awarded an **overall Pass** where they have achieved a Pass in the thesis **and** a Pass or Distinction in the essay part.

Candidates are normally awarded an **overall Distinction** where they have achieved a Distinction in the thesis **and** a Pass in the essay part, with an agreed mark of 70 or above for at least one element in the essay part.

The Examiners may award an overall Distinction where the agreed mark for the Thesis is marginally below that required for a Distinction (normally 74), on the basis of a strong performance (e.g. an average of 75) in the essay part.'

7. Formatting

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

Work should be typed on **A4** (not US letter) pages, **1.5-spaced** and **paginated** (i.e. with page numbers shown). Notes should be numbered consecutively, and presented preferably as footnotes.

Check a style guide if you are uncertain of the correct use of standard **punctuation** (especially the comma, colon and semicolon).

Quotations of English and other modern languages using the Roman alphabet should be printed roman (i.e. not italics), in **single inverted commas**. A quotation within a quoted passage has double inverted commas. [These conventions should be reversed if you are using US spelling and punctuation.]

Proofread your work carefully, and take especial care with **quotations of Greek and Latin**. If you copy and paste from the internet, be sure to remove hyperlinks and extraneous markings, and check the text against an authoritative edition such as an Oxford Classical Text.

Short passages of self-contained phrases in languages other than English (such as *coup de grace* or *fait accompli*) should be **italicised**. When quoting **Latin**, use italics or inverted commas, but not both: *ueni uidi uici* or ‘ueni uidi uici’. Greek should not be italicised or put in inverted commas. Quotation marks in Greek should always be double. Longer passages in any language should be ‘displayed’ and printed roman, without quotation marks, like this:

Arma uirumque cano, Troiae qui primus ab oris
Italiam ... (Virg. *Aen.* 1.1-2)

Greek must be printed with breathings (aspiration). You may print iotas either adscript or subscript, and both lunate and standard sigma are permissible; but consistency is required. **Accentuation** is not formally required for MPhil essays or theses, and examiners are not allowed to penalise mistakes with it. However, you are strongly encouraged to include it as a standard and necessary part of the language. If you are unfamiliar with the principles of Greek accentuation, you may wish to attend the lectures and classes on Greek accents.

In **citing ancient and modern works**, you are expected to use a consistent and clear system. There are several ways to present bibliographic references. It is sensible to follow that of a major press, such as Cambridge University Press. The most economical way to give bibliographic references is the ‘Harvard system’, giving name and year in a footnote (e.g. ‘Syme 1962a’ or ‘Jones 2010: 278-9’) and full bibliographic details in an alphabetically arranged bibliography at the end. (Remember that footnotes are included in the wordcount, but the bibliography is not.) There is no need to give presses as well as places of publication (e.g. write ‘Cambridge’, not ‘Cambridge: Cambridge University Press’), and common journal titles are best abbreviated (e.g. *CQ*, *JHS*, *MD*, *TAPA*).

Abbreviations may be assigned to books that will be generally familiar (e.g.: *OCD*⁵ [the superscript ‘5’ indicating ‘fifth edition’], *LSJ*, *CHCL*, *FGrHist*, *IG*, *RE*, omitting full points). A useful list of conventional abbreviations can be found on the website of the [Oxford Classical Dictionary](#).

Ancient authorities should be referred to following the style adopted in an English-language journal such as the *Classical Quarterly*: e.g.: Aristophanes, *Birds* 135; Hom. *Od.* 1.1 (not ‘α 1’); Lucr. *DRN* 1.47; Cic. *Phil.* 2.20 (not 2.8 or 2.8.20); Plin. *NH* 9.176 (not 9.83.176 or 9.83); Quint. 10.1.46; Soph. *OC* 225.

Titles of works are always **italicised**. Use **arabic numerals**, not Roman, in all references. Use ‘v.’ and ‘vv.’ (not ‘1.’ and ‘1l.’, which are ambiguous) to specify line numbers.

Footnotes should be treated like any other sentence, i.e. should end with a full stop (even if it consists only of references), and should include spaces between words, numbers, and after full stops. They are best set at the end of a sentence, after any punctuation (as in this example).¹

Diacritics, common in particular in foreign names and thus likely to appear in bibliographies, must always be indicated, e.g. Väänänen (not Vaananen), Książki (not Ksiazki). For purposes of alphabetical listing, diacritics are disregarded: Čop should be listed under C, etc.

¹ See e.g. Smith 2000: 22.

8. AI

The Faculty and University recognise that AI is becoming an important research tool with both risks and benefits. Certain uses of AI are recognised as legitimate and helpful. Others are considered malpractice and are prohibited. The Faculty policy reproduced here sets out how that distinction works in practice.

Faculty policy on the use of AI in MPhil work

This policy outlines expectations for the use of artificial intelligence (AI) tools including those based on Large Language Models (e.g., ChatGPT, Copilot, Grammarly, translation software) in the preparation of text and scholarly apparatus for any work submitted as part of the MPhil degree.

1. Basic Principles

- *Academic Integrity*: All work submitted for assessment must represent the student's own intellectual effort.
- *Transparency*: Any use of AI tools must be clearly acknowledged.

2. Permitted Uses of AI (with Disclosure)

Students may use AI tools in a limited and supplementary capacity. Examples include:

- *English Language Support*: Grammar and style suggestions (e.g., Grammarly), provided the content remains the student's own.
- *Technical Assistance*: Formatting references and compiling bibliographies from your citations. You are responsible for the accuracy of your citations.
- *Translation Tools*: For initial comprehension of foreign-language sources (primary or secondary), provided translations are verified and critically assessed. The student is ultimately responsible for the accuracy of the translation and any arguments based on it. (Put differently, faulty arguments based on inaccurate translations will be marked accordingly.)
- *Specialist AI tools*: For support in image and data analysis or technical assistance, for example in reading damaged and incomplete texts or interpreting large-scale geographic or archaeological data. You are responsible for subjecting the output to critical analysis.

All such uses must be disclosed in a note at the end of the submission.

3. Prohibited Uses

Students must not:

- Use AI to generate any portions of assessed work (e.g., essays, reports, commentaries, or analyses).
- Submit AI-generated interpretations, arguments, or summaries as their own.
- Use AI to paraphrase scholarly sources.
- Use AI tools to bypass engagement with core academic tasks (e.g., reading primary texts, conducting research, developing arguments).

4. Disclosure Requirement

a) The following declaration will be included on the cover-sheet for each piece of MPhil work:

'I have not used AI to generate any part of the ideas, argument or structure of this work.'

b) Any other use of AI tools must be declared in a brief statement at the end of the submission indicating:

- Which tool(s) were used.
- What tasks the AI assisted with.

Example: 'I used AI-enhanced Grammarly to ensure that my submission is free of typos, unidiomatic English, and awkward syntax.'

5. The Role of the Faculty

Course convenors and Supervisors will:

- Help students with the interpretation of this policy.
- Discuss the limitations and risks of AI-generated content.
- Initiate disciplinary procedures on suspected misuse.

6. Alignment with University Policy

This policy complements university-wide regulations on academic integrity and responsible technology use. Students are expected to consult institutional guidance on AI and plagiarism.

9. Plagiarism and academic misconduct

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

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

You are obliged to have read the [University's policy on plagiarism and academic misconduct](#). 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 is found to have occurred. If, after reading that guidance and this handbook, you have any outstanding queries you should seek clarification at the earliest opportunity from the DPS or your Supervisor or Advisor.

You must also be familiar with the **Faculty's policy on the use of AI**, set out above.

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

The Faculty uses the anti-plagiarism software Turnitin to screen all postgraduate work submitted for examination. Details are available on request to pg@classics.cam.ac.uk.

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

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

The possibility of plagiarism should be borne in mind particularly when writing work for assessment. You are 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. It is essential when you are working on, and writing up, your essays and thesis to be extremely careful to distinguish your own ideas from those of others, and to show by means of references in footnotes or main text (and quotation marks, when you are using an author's own

words) occasions when you are alluding to someone else's work. In any case, you should aim to 'make the argument your own' by using your own words and providing your own judgments on the other authors' views, rather than following closely someone else's argument and examples. Likewise, when referring to ancient authors or documents, you should add references, so the reader can find the passage in question: you are required by the Regulations to 'give full references to sources'. If you use a published English translation, you should acknowledge it.

10. Glossary of Cambridge words and phrases

Academic: someone employed by the University or a College to teach and/or research.

Academic year: the year from 1 October to 30 September.

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

AdvD: the Advanced Diploma in Classics (AdvD), a nine-month taught postgraduate language degree offered by the Faculty.

Advisor: the individual who guides an MPhil student's studies over the course of the year.

Caucus: a subject division within the Classics Faculty. The six Caucuses are A (literature), B (philosophy), C (history), D (art and archaeology), E (philology and linguistics) and X (interdisciplinary studies and classical reception). Each Caucus has a Secretary and Chair from among the UTOs in that subject.

Chair: the Chair of the Faculty Board (generally known as 'Chair of the Faculty', and equivalent to Head of Department in many universities) chairs several committees including the Faculty Board and the Degree Committee and has *de facto* responsibility for the running of the Faculty. The position is held by a UTO and rotates every 2-3 years. In MT 2026 the Chair is Prof. Emily Gowers. For LT and ET 2027 it is Prof. Ingo Gildenhard. They can be contacted on chair@classics.cam.ac.uk.

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

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

Degree Committee: the body of senior members which oversees postgraduate admissions, PhD registrations and reviews and the award of postgraduate degrees.

Diploma: see 'AdvD'.

Director of Postgraduate Studies (DPS): the UTO tasked with overseeing the MPhil and PhD programmes.

Director of Studies (DoS) in Classics: the person responsible for the studies of undergraduate students in Classics in a given College. This is most often a Fellow of the College. You may meet the Classics DoS of your College in a social capacity (e.g. drinks parties or a Classics Society); they have no formal responsibility for postgraduates.

Easter: see 'Term'.

Faculty: Classics in Cambridge is called a 'Faculty' rather than a 'Department'. The word 'Faculty' is used here both for the institutional structure and for the building (but not as for academics in general).

Faculty Board: ultimate authority for decision-making in the Faculty lies with the Faculty Board, a body of UTOs and others whose membership varies annually.

Fellow: a senior member of a College. Most UTOs in Classics hold Fellowships in Colleges, but not all Classics Fellows of Colleges are UTOs (see CTO and JRF).

Graduate student: the former term for a Postgraduate Student.

Holiday: properly, time spent off work. Loosely, used by undergraduates for 'vacation' (the period between terms). Postgraduate students are expected to take holidays, but otherwise to work through the vacations.

Intensive Greek/Latin: Greek or Latin studied by undergraduates at beginner or intermediate level.

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

Junior Research Fellow (JRF): a postdoctoral researcher employed by one of the colleges.

Lecture: most commonly a scheduled lecture for undergraduates (but open to postgraduates). Lectures usually occupy 1-hour slots, starting at 5 minutes past the hour and ending at 5 minutes to the hour.

Lent: see 'Term'.

Michaelmas: see 'Term'.

Oral examination: after submission of your thesis you will be invited to discuss your work with your examiners. This is commonly known as a 'viva' (see full description above).

Postdoctoral Researcher ('postdoc'): someone with a PhD who is employed to research, either independently or as part of a larger research project. Postdoctoral researchers may be employed by a national or international research body (such as the European Research Council), by a charity (such as the Leverhulme Trust), or by a College (see 'Junior Research Fellow').

Postgraduate Representative: the postgraduate student (by convention a PhD student) periodically elected to represent the views and any concerns of the postgraduate body to the Faculty Board.

Postgraduate student: a student who already holds a BA or equivalent. In the Classics Faculty you will meet AdvD, MPhil and PhD students.

Professor: another term for UTO. They come in three flavours: Assistant Professor, Associate Professor and (Full) Professor. Only Full Professors are addressed by the title 'Professor'; 'Dr' is used for all others who hold a PhD, and 'Mr/Mrs/Miss/Ms/Mx' for those who do not.

Research Seminars: the Faculty hosts research-level seminars in each of the subdisciplines of Classics in termtime, throughout the year. Research seminars are sometimes referred to as 'postgraduate seminars'. They are attended by MPhil and PhD students, as well as senior members of the Faculty and some visitors.

Seminar: any meeting built around one or more research-level presentation.

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

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

Term: the academic year is divided into three terms, Michaelmas (autumn), Lent (spring) and Easter (summer). 'Full Term' is the period when students are required to be in residence and within which lectures, seminars and other scheduled events take place. Like academics, postgraduate students are expected to work in the vacations as well, allowing for reasonable holidays. The names of the terms are Christian in origin, but have no religious significance now.

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

Undergraduate: a student studying for the BA.

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

Vacation: the periods of the academic year that lie between the Terms. It is conventional to speak of the 'Christmas', 'Easter' and 'Summer' vacations.

Viva: see 'oral examination'.

Week (of term): be aware that weeks can be said to begin on different days of the week in different contexts. Full Term has eight weeks. Undergraduate *lectures* begin on Thursdays, so that 'lecture week 1' runs from Thursday to Wednesday. But undergraduate *supervisions* begin on Mondays, so that 'supervision week 1' runs from the following Monday, and 'supervision week 8' runs to the Friday *after* lectures end. 'Week 1' may refer to either of these (one of Cambridge's more confusing conventions), and it is worth checking if you are unsure.

11. Appendixes

Health, safety and security

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

Occupational Health Advisers

Tel. 01223 336594

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 (01223 335193).

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 **01223 331818**. This office operates 24 hours every day of the year.

The emergency number is 101 on internal phones.

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 Assistant Registry, 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

Working hours for the Faculty, its Library and the Museum are 9–5 Monday to Friday. The Library is also open 9–6 during Saturdays in Full Term, and the Museum is open 10–1 during Saturdays in Full Term. The Museum is closed to visitors on Mondays.

During Full term, the outside doors are unlocked between 8.30am and 7pm Monday to Friday, and between 8.50am and 6pm on Saturday. The doors are not unlocked on Sundays. Outside Full Term, the outside doors are unlocked between 8.30am and 5pm during the week and are left locked at all times at weekends.

When the outside doors are locked, access is then available to staff, postgraduate students and visitors whose

University card has been set to allow access at such times.

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

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

If working in the Faculty late at night or at weekends, tell others of your plans and liaise with other people working late. If you are worried about leaving late at night you can ring Security on 01223 331818 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 (the 'buddy' system). Ring Security on 01223 331818 when you begin work and leave them:

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

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

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

Security can be reached **in emergencies only** on 101 (on internal phone network) or on 01223 331818 (outside the network). Police/ambulance/fire can be reached by dialing 1999 (on internal phone network) or 999 (outside the network).

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

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

You should familiarise yourself with the University's guidance on lone working (found [here](#)).

Regulations for the MPhil degree

The formal regulations for the MPhil course are as follows:

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

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

and

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

Paper 1. M.Phil. Greek language and texts (A).

Paper 2. M.Phil. Greek language and texts (B).

Paper 3. M.Phil. Latin language and texts (A).

Paper 4. M.Phil. Latin language and texts (B).

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

Examinations data retention policy

Marks, reports and transcripts are sent to students direct by email. Data on marks and results are used anonymously for statistical analysis. We retain data as described in this policy:

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

Please request data in writing from:

Director of Postgraduate Studies

Faculty of Classics, Sidgwick Avenue, Cambridge CB3 9DA

E-mail: pg@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