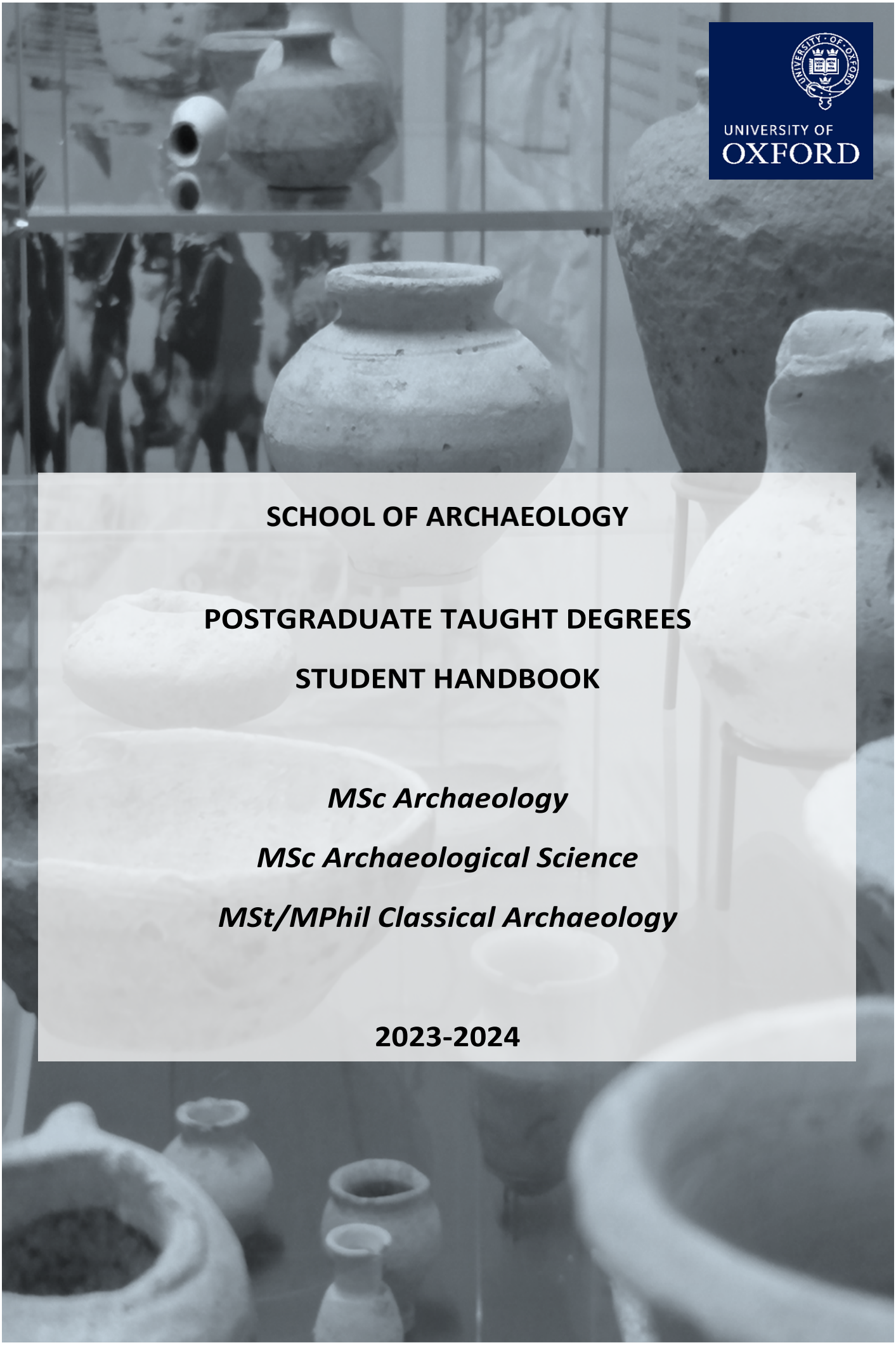


UNIVERSITY OF OXFORD

SCHOOL OF ARCHAEOLOGY

POSTGRADUATE TAUGHT DEGREES

STUDENT HANDBOOK

MSc Archaeology

MSc Archaeological Science

MSt/MPhil Classical Archaeology

2023-2024

CONTENTS

FOREWORD

This Handbook applies to students studying the following courses starting in Michaelmas term 2023:

- Master of Science (MSc) in Archaeology
- Master of Science (MSc) in Archaeological Science
- Master of Studies (MSt) and Master of Philosophy (MPhil) in Classical Archaeology

The Handbook is revised annually and the information in this Handbook will differ to other years.

The information in this Handbook is designed to give guidance on the issues that are likely to be most relevant to graduate students on the postgraduate taught courses, to introduce the procedures in which they may be involved, and to indicate the standard and scope of the work required for the various taught degree programmes. It is intended to be read in conjunction with the following key documents as relevant to each degree programme and which will be further supplemented by information on the course Canvas pages which will include links to current or most recent:

- **Exam Regulations,** which lay out the list of formal requirements for each degree; and
- **Exam Conventions**, which are the formal record of the specific assessment standards for the course or courses to which they apply. They include information on marking scales, marking and classification criteria, scaling of marks, progression, resits, use of *viva voce* examinations, penalties for late submission and over-length work.

Exam Conventions for each course are revised annually and will be made available on your degree Canvas pages by January of the year of examination. By contrast, *the Exam Regulations of the year in which you began your course will apply throughout your degree.* You should note both the general regulations affecting the degree course for which you are registered as well as the specific regulations made by the School of Archaeology. All active editions of the Examination Regulations are available via these pages: https://examregs.admin.ox.ac.uk/

Links to the Exam Regulations and Exam conventions for each degree will be made available on the Canvas home page for each degree which will be made available to you at the start of term: https://www.ox.ac.uk/students/academic/guidance/canvas

Disclaimer

If there is a conflict between information in this handbook and the Examination Regulations, then you should follow the Examination Regulations. If you have any queries about this please contact Dr Claire Perriton, Degree Programme Manager, claire.perriton@arch.ox.ac.uk. The information in this handbook is accurate as of 1 October 2023, however, it may be necessary for changes to be made in certain circumstances, as explained at www.graduate.ox.ac.uk/coursechanges webpage). If such changes are made the department will publish a new version of this handbook together with a list of the changes and students will be informed. The most current version will be always be available on the course Canvas pages.

WELCOME

Dear Student

As the Directors of Graduate Studies, we are delighted to congratulate and welcome you on behalf of the School of Archaeology as the newest members of our dynamic community here within the University of Oxford.

We are excited to have you join the School of Archaeology and hope to see you benefit from and contribute to our broad community. The School enjoys collaborations with colleagues across many different departments and faculties, and it maintains direct associations with the University's outstanding libraries, museums, and regional heritage and commercial partners, ensuring further opportunities for student research, work experience and career advancement. In addition to the lively research seminar series, many convened by students, the Graduate Archaeology at Oxford is run by students and offers its own seminar series, workshops, conferences and events. You will have received a welcome letter from them directly as part of your induction pack in addition to their direct welcome below.

We wish you all the best in your studies, and hope that your graduate course of choice will be fulfilling and enjoyable.

Dr Ine Jacobs & Dr Damian Robinson

Directors of Graduate Studies, School of Archaeology

Dear colleagues

Welcome to Oxford! My name is Molly Masterson and I will be the President of the Graduate Archaeology at Oxford (GAO) until the end of December 2023. The GAO is the official organisation for graduate students in Archaeology and all membership is automatic with enrolment.

Our organisation is made up of range of students, both Postgraduate Taught and Postgraduate Research, from Classical Archaeology, Archaeology Science, and Archaeology. The GAO committee represents your needs to various School of Archaeology committees and bodies, as well as provides social events and skills development. We have four separate representative officers who act as your voice to governing bodies within the School. As President, I act as a representative for all students.

We are thrilled to have you join our community and look forward to getting to know you over the next year.

Sincerely,

Molly Masterson

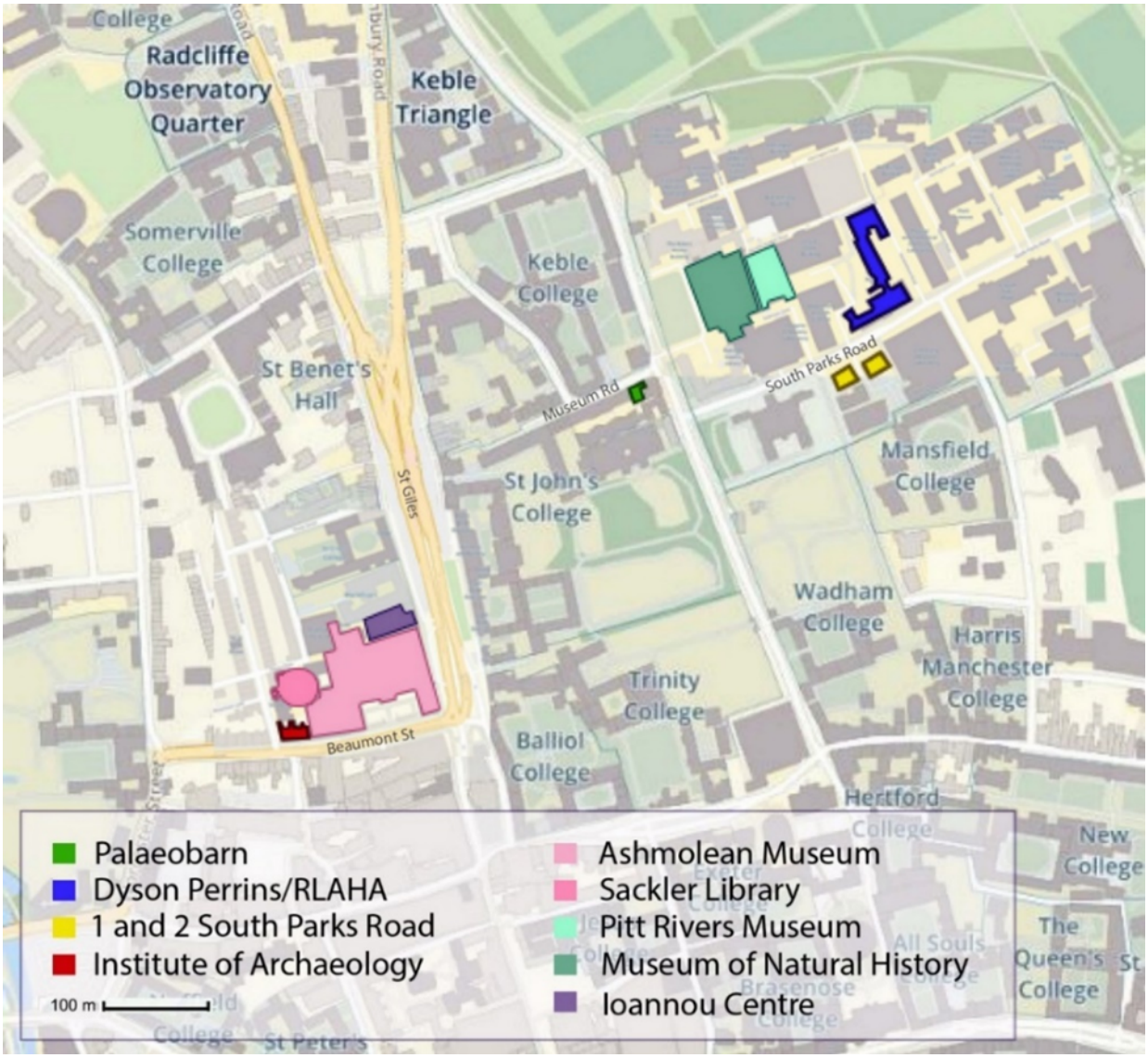
GAO President

BUILDINGS AND ACCESS

The School's facilities and offices are spread across several buildings in central Oxford and are shown in the map below. In addition, there are several key facilities that are relevant for archaeologists elsewhere in the University. A brief description of all of these is provided later in the handbook (see School facilities).

All graduate students will automatically have access to SPR and Beaumont St during working hours (i.e. 9am-5pm) with MSc Archaeological Science students having additional access to RLAHA facilities in the Dyson Perrins buildings. Classical Archaeology students should contact the reception team at the Faculty of Classics about access to the Ioannou Centre.

Map showing School of Archaeology sites in central Oxford



USEFUL DEPARTMENT CONTACTS

Director of Graduate Studies for Archaeology and Archaeological Science	
Dr Damian Robinson *School of Archaeology, 36 Beaumont Street*	Tel.[2] 13791 damian.robinson@arch.ox.ac.uk
Director of Graduate Studies for Classical Archaeology	
Dr Ine Jacobs *The Ioannou Centre for Classical and Byzantine Studies*	Tel.[2] 88372 ine.jacobs@classics.ox.ac.uk
Course Director (MSc Archaeology)	
Dr Alex Geurds *School of Archaeology, 36 Beaumont Street*	Tel.[2] 78292 alex.geurds@arch.ox.ac.uk
Course Director (MSc Archaeological Science)	
Dr Amy Styring *School of Archaeology, 1 South Parks Road*	Tel.[2] 78308 amy.styring@arch.ox.ac.uk
Course Director (MSt/MPhil Classical Archaeology)	
Prof. Andrew Wilson *School of Archaeology, 36 Beaumont Street*	Tel.[2] 78247 andrew.wilson@arch.ox.ac.uk
Graduate Support Office, School of Archaeology	
Dr Claire Perriton (Degree Programme Manager) **Adrian Wilson** (Academic Administrator for PGT programmes)	Pgt-support@arch.ox.ac.uk
Other useful contacts	
GAO President Molly Masterson *(until end of December 2023)*	molly.masterson@keble.ox.ac.uk
Departmental Disability Officer (students) **Departmental Harrassment officers** **Mental Health first aiders**	claire.perriton@arch.ox.ac.uk alexander.geurds@arch.ox.ac.uk robyn.mason@arch.ox.ac.uk robyn.mason@arch.ox.ac.uk john.pouncett@arch.ox.ac.uk
School of Archaeology Reception(s): *1 South Parks Road* *36 Beaumont Street*	Tel.[2] 88040 spr-reception@arch.ox.ac.uk Tel. [2]78240 reception@arch.ox.ac.uk
Fieldwork and travel insurance	Jeremy.worth@arch.ox.acuk

PART 1: INTRODUCTION

This section sets out key information that is most relevant to you as you join the University and begin your degree course.

THE ORGANISATION OF THE COLLEGIATE UNIVERSITY

The organisation of Oxford University is complex and consists of the central University and colleges. The central University is composed of academic departments and research centres, administrative departments, libraries and museums. The 38 colleges are self-governing and financially independent institutions, which are related to the central University in a federal system. The collegiate system is considered to be the heart of the University's success, giving students and academics the benefits of belonging both to a large, internationally renowned institution and to a small, interdisciplinary academic community.

A graduate student's college is treated as the official address for all university correspondence, so it is important to check your mailbox in college regularly and your email daily, and to inform your college if you are away from Oxford.

THE OXFORD CALENDAR

The terms at Oxford are known as Michaelmas, Hilary, and Trinity terms (often abbreviated as MT, HT and TT). The University refers to the eight weeks during which lectures and tutorials take place as "Full Term", although each Full Term is set within a longer period in which activities regularly take place. This longer period includes the week before First Week (known as "Noughth Week") and Ninth Week and **for which students should plan to be in attendance.** The dates of the Full Terms for the current year appear on the title page and have been published on the University's website for future years (available at: https://www.ox.ac.uk/about/facts-and-figures/dates-of-term and an unofficial ical file of term dates is available from Wolfson College webpages https://www.wolfson.ox.ac.uk/oxdates.

Dates of "Full Term" (eight weeks) for 2022-23 are listed below:

Year	Term	From	To
2022-23	Michaelmas 2022	Sunday 9 October	Saturday 3 December
	Hilary 2023	Sunday 15 January	Saturday 11 March
	Trinity 2023	Sunday 23 April	Saturday 17 June

Regular University events, such as meetings, examinations, or submission deadlines, normally recur on a stated day of a stated week of each Full Term, or on a stated day of a stated week in a particular Full Term, so that you will frequently hear, and read below, of things happening in Fourth Week etc.

A full list of key dates for each degree is listed under the degree course section of this handbook.

UPON ARRIVAL

The formal induction programme begins **Monday 2 October, 2023** and will run all week. The induction programme will consist of a variety of orientation and introductory sessions organised by your college and the School and full details of these are available on our Graduate Induction pages.

COURSE AND OPTION SELECTION

The Course Director for your degree will present an overview of your programme of study as part of the School's Induction Programme. You will have also been allocated a general supervisor and you are encouraged to meet with them as soon as possible in your first week (if your supervisor is not available then you should contact the relevant Course Director or Director of Graduate Studies (listed at the front of this Handbook) as soon as possible).

You will have been asked to provide your preferred choice of course options prior to arrival, and the final decision on your course options should be taken before the end of the First (1st) Week of Full Term (which begins **Monday 9 October 2023**) so that you can be signed up to the relevant classes. Formal registration of your options for your examinations happens later in MT and that deadline is detailed in your course-specific pages. The induction events are intended to help you with this decision and your supervisor will have been made aware of your provisional choices and will be able to help with any questions you might have.

In addition to subject options within the degree for which you are registered, you are allowed (in accordance with the Exam Regulations for your programme) to take subjects offered in other Archaeology Masters degrees, and if you are interested in taking subjects from other degrees you should arrange a time directly with those module convenors during induction week.

ATTENDANCE AT OTHER LECTURES WITHIN THE UNIVERSITY

As a member of the University, you are entitled to attend any University lecture or class, in any subject, provided it is not advertised as restricted to a specific group of candidates for special papers. You may be encouraged by your supervisors and tutors to attend some of the undergraduate lectures in relevant subjects. You may also wish to widen your expertise in non-archaeological subjects in this way. Links to all **Lecture lists** across the University can be found at https://tinyurl.com/oxlectures.

EXPECTATIONS FOR STUDY AND STUDENT WORKLOAD

It is expected that students will treat academic study as a full-time commitment during Full Term. Students should typically expect to spend approximately 40 hours per week on academic work during Full Term; this includes both scheduled contact time (lectures, classes, practical sessions) and time spent in private study. The expectation is that these 40 hours are spent on focussed, concentrated academic work. The balance between scheduled contact time and private study will vary between subjects.

Oxford workloads can be demanding. If you encounter difficulties keeping the pace, please discuss them with your supervisor or College adviser, or both. Please reach out as soon as you start to feel you are struggling. The sooner you raise such issues the more we can support you in managing your workload.

Oxford Full Terms are short, but graduate students must expect to spend a considerable proportion of the vacations studying and working on assessments, and in many cases, that may mean staying in Oxford. Vacation time is required to produce summative assessments. Advisors, module teachers, and supervisors can usually

be consulted during vacations; they may, however, be unavailable at certain times, for example, when at conferences, on fieldwork, or on leave.

Students should also be aware of the *Paid work guidelines for Oxford graduate students*: academic.admin.ox.ac.uk/policies/paid-word-guidelines-graduate-students

TEACHING METHODS

Teaching is generally undertaken in the form of lectures (where numbers permit), tutorials, practical classes, workshops and seminars. In the case of modules in MSc in Archaeological Science, strong emphasis is placed on practical work in the lab. For the other taught graduate degrees, tutorials and small classes, usually involving one to four or five students and a staff member, are the main means of teaching. This is because there are many subjects for which there are no specific lecture courses – most obviously, where a module has been specially arranged for a particular student. The tutorials are usually based on discussion of an essay written by the student during the preceding week, after reading suggested by the supervisor or module co-ordinator. Since the examinations are largely essay-based, it is important that students, particularly those from different academic backgrounds, should be aware of expectations in essay-writing, and should have sufficient practice to meet them. But there is a good deal of flexibility in the way in which tutorials may be arranged, and also in the precise topics dealt with.

STUDENT SUPERVISION

Every student will have a general supervisor appointed to them prior to the start of term. The School always tries to select someone whose interests and expertise match those of the student, but if a change is deemed appropriate, this is usually possible.

Supervisors are responsible for providing the student with regular information as to the student's progress and, where problems arise, provide guidance and assistance as to necessary corrective action. Where the student's course includes a dissertation or thesis requirement, they should be allocated a dissertation/thesis supervisor. The dissertation supervisor may be the same person as the general supervisor, or another person. Where another person is allocated, they may be appointed in addition to the general supervisor, or they may take-over general supervision also.

The dissertation supervisor should endeavour to ensure that, within a pattern of regular meetings, the student works on the dissertation/project within a planned framework. This should always attempt to establish the stages which the student should be expected to have reached at various points. The dissertation supervisor should see that written work is prepared as appropriate in accordance with the course requirements and structure. Such work should be returned with constructive criticism and in reasonable time.

Dissertation supervisors should ensure that, from time to time, students are told how their work is progressing and should also try to ensure that the student feels properly directed and able to communicate with them.

Students should expect to receive 8-12 meetings, distributed over three terms, such meetings to include (but not limited to) the following:

- Framing the research topic/question
- Literature Review
- Research Methods
- Data collection and fieldwork/lab work

- Analysis
- Writing
- Timing and feedback

More detailed information on the role of the supervisor can be found in Part 3.

LIBRARIES

Entrance to the main libraries, and to various other University facilities, is based on your University ID card (normally issued by your College). All archaeology students are automatically registered as readers at the Sackler Library. Any further queries can be direct to Helen Worrell, the Archaeology and Tylor Anthropology Librarian at the Bodleian Libraries (helen.worrell@bodleian.ox.ac.uk). Depending on your subject specialism, you may find it useful to also register at the Balfour Library (Pitt Rivers Museum). There is also a small reference library for European and Roman Archaeology which is housed at the Institute of Archaeology and is open to all.

SCHOOL AND UNIVERSITY FACILITIES

The School's facilities and offices are spread across several buildings in central Oxford and shown on the map at the front of this handbook. A brief description of these is as follows:

1-2 South Parks Road

Those based here include academic and research staff, students, and it is also the home of the main administrative centre of the School (although administrative staff are also based at other sites so as to maintain levels of support across the School). There are lecture and seminar rooms with modern AV facilities, as well as a common room where all members of the School are welcome. There are permanent high-powered stations set up for GIS work, and the building also offers a specialist Archaeomaterials room with microscope facilities and research space available to book by individuals at times when their project requires it.

Institute of Archaeology, 34-36 Beaumont Street

Situated at 36 Beaumont Street, between the Ashmolean Museum and the Sackler Library, the Institute of Archaeology houses academic, research and degree-programme administrative staff as well as more lecture and seminar rooms. In common with the offices at South Parks Road, the site is open to students and staff throughout the working day, and therefore serves as a centre where all can meet, particularly in its library. The offices at Beaumont Street also contain important archives and the Archaeological Imaging Unit.

Research Laboratory for Archaeology and the History of Art, Dyson Perrins Building, South Parks Road

The Research Laboratory (or RLAHA), located in the same building as the School of Geography and the Environment in the main University science area off South Parks Road, houses the main archaeological science facilities within the University. It has recently undergone a series of refurbishments and investment in new equipment and facilities.

Classics Centre and Faculty of Classics Offices

The Ioannou Centre for Classical and Byzantine Studies, 66 St. Giles, houses the offices of several staff in Classical Archaeology, and provides space for many lectures and seminars in Classical Archaeology and Ancient History. It also houses various classical research projects, including the Classical Art Research Centre

(containing the Beazley Archive), and the secretariat of the Classics faculty. It has a common room, computer areas, a large lecture theatre, and various seminar rooms.

Ashmolean Museum

The Museum is of relevance to many areas of archaeology, with important Egyptian, classical, medieval, and Asian collections. The Cast Gallery (accessed through the Museum) is also important for the teaching of Greek and Roman Archaeology. The museum has a very rich supply of teaching collections and you will find the curatorial staff ready to help in whatever way they can.

Pitt Rivers Museum

The ethnographic and archaeological collections of the Pitt Rivers Museum (access through the University Museum in Parks Road) are of world-wide scope and international importance. Its staff offices, and also the *Balfour Library*, with major holdings of books, periodicals and archive material in prehistoric archaeology and anthropology, are reached from South Parks Road, opposite Rhodes House.

Griffith Institute

The Griffith Institute, housed within the Sackler Library, is a research institute primarily for the study of Egyptology, but also for Near Eastern Archaeology. It houses the offices of teaching staff in Egyptology, holds substantial Egyptological archives, and publishes the *Topographical Bibliography of Ancient Egyptian Hieroglyphic Texts, Reliefs and Paintings*.

The University's Language Centre, 12 Woodstock Road

The Language Centre provides classes designed to help graduate students acquire a reading knowledge of languages relevant to their research, including the improvement of English for non-native speakers. Early enrolment is advised, as some of these classes are very popular. The Centre also possesses a very wide range of learning resources and its facilities are available free of charge to any member of the University. For more information visit their website https://www.lang.ox.ac.uk/.

University IT Services, 13 Banbury Road

The *University IT Services* provides a wide range of IT services, focusing on those that are best provided on a centralised basis (the core networks, expensive peripherals, IT training, mail and other information servers) together with general IT services for those students whose needs are not met within their department or college. For more information visit https://tinyurl.com/oxitser.

THE GRADUATE STUDIES COMMITTEE

The School of Archaeology has overall responsibility for the organisation and teaching of the courses covered by this Handbook. It manages this through its Graduate Studies Committee (GSC), with course- or subject-specific matters to the relevant sub-committees, all of which report to the GSC. The GSC is, therefore, the formal body within the School for dealing matters arising from the admission of graduate students, appointment of supervisors and examiners and other matters involving its graduate students that occur from time to time.

The Chair of the GSC is one of the Director of Graduate Studies for Archaeology and Archaeological Science, currently **Dr Damian Robinson**, or the Director of Graduate Studies for Classical Archaeology, currently **Dr Ine Jacobs**.

The committee's membership includes at least two student members (usually the President of the GAO, the student society for archaeology graduate students) who attend for unreserved business. GSC meetings are held on Tuesday of the *third* and *eighth* week of each term. The first meeting of each term will cover general matters affecting the degree courses and course- or subject-specific matters will be considered in sub-committee meetings held in eighth week.

PART 2: DEGREE-SPECIFIC INFORMATION

The following sections cover the course content and structure for each degree course.

[continued on next page

PART 2A: MSC ARCHAEOLOGY

ABOUT THE COURSE

- Length of Course – 11 months
- FHEQ level 7

The MSc in Archaeology provides an opportunity for students to build on their knowledge from undergraduate studies and to specialise in a particular area of archaeology, while also offering an excellent foundation for those wishing to continue towards research at doctoral level. It also offers transferable skills which are beneficial to a range of professional roles.

CONTENTS:

1. COURSE AIMS

The main aims of the MSc in Archaeology are for students:

- to develop an in-depth understanding of a specialised body of knowledge within their chosen stream;
- to carry out independent research and original thinking;
- to evaluate primary and secondary evidence according to archaeological theory, method and practice, and to contribute to the debate of archaeological knowledge; and
- to develop effective communication skills.

2. EXPECTED LEARNING OUTCOMES

Expected learning outcomes for the degree include the following:

- a depth of knowledge of one specialised area based on their stream choice, including relevant evidence, fundamental concepts, techniques and current debates;
- the ability to engage with and develop appropriate techniques of analysis and enquiry within their specialist stream subject, including qualitative and quantitative aspects;

- knowledge and comprehension of archaeological literature, theory, methods and data that enables the student to synthesise, critique and evaluate complex evidence and theoretical frameworks;
- the ability to use both IT-based and traditional research materials to improve knowledge and understanding, distinguishing relevant from irrelevant material;
- the ability to self-direct their own learning and time-management; and
- transferable skills, which include:
    - the ability to plan and undertake independent research;
    - the ability to communicate complex information, arguments and results in written and oral form to high academic standards;
    - the ability to use IT;
    - decision making;
    - critical ability;
    - creative thinking; and
    - personal responsibility.

It is the intention that the inclusive environment for learning, which considers equality and diversity, is maintained in the MSc Archaeology, and that all students have equal access to educational opportunities.

3. TEACHING METHODS

Teaching is normally in the form of lectures, tutorials, classes, or seminars and delivered in weeks 1 – 8 during Full Terms. **For the Archaeological Principles module in Michaelmas Term teaching will extend into week 9, and may also do so for some Hilary Term modules**. Oxford Full Terms are short, but **graduate students must expect to spend a considerable proportion of the vacations studying and working on assessments**, and in many cases, that may mean staying in Oxford. Vacation time is required for the production of summative essays, portfolio and the dissertation.

For the taught graduate degrees, tutorials and small classes — usually involving groups of around five students and a staff member — are the main means of teaching. For the MSc in Archaeological Science subjects, strong emphasis is placed on practical work in the lab. For some modules there may be no specific lecture courses. Tutorials are usually based on discussion of an essay or other form of formative work completed by the student during the preceding week, after reading suggested by the module teacher or supervisor. Seminars may also take the form of discussion after reading or essay writing, or oral presentations. Some modules may also include museum classes or lab work.

There is a good deal of flexibility in the way in which teaching may be arranged, and also in the precise topics dealt with. Within the teaching students may be expected to suggest topics or areas of particular interest, with the module coordinator (as relevant) making sure that topics do not stretch too widely in tangent.

Since the assessments are largely essay-based, it is important that students, particularly those from different academic backgrounds, should be aware of expectations in essay-writing, and should have sufficient practice to meet them. **Students are expected to do a good deal of additional and self-directed reading and learning**. Advisors, dissertation supervisors and module co-ordinators should be able to provide bibliographical help. Students are urged to study their chosen topics as widely as time allows. Oxford offers superb opportunities in this regard, which students may not experience again; the most should be made of it.

Lectures may introduce specialised bodies of archaeological evidence, knowledge, methods and theoretical approaches which may then be supported and complemented by a variety of teaching methods, including tutorials, seminars, practicals and museum-based classes, and self-directed learning.

Tutorials used in some modules provide students with opportunities to develop their writing, verbal presentation skills, debate and discussion of essays and topics on a regular basis with their teachers. This form of teaching allows feedback, corrections and constructive criticism to be given, and for teachers to informally assess the progress and understanding of the student on particular topics. For List A modules, they provide an important forum to feed back to students on their work in preparation for the assessment.

Practical classes or seminars are also used for some modules. They usually last between one and three hours, but they may sometimes be combined with lectures. This form of teaching is commonly used for archaeological modules and provides an arena for students to engage with and develop techniques of analysis and evaluation. Seminars where students give a short presentation on a selection of readings assigned previously, followed by a class discussion guided by the teacher, allow students to present synthesised evidence, and assess and critique complex literature. Other teaching methods may include laboratory based practical instruction and practice; experience of handling, identifying and researching objects in museum collections; or computer-based practical classes, for example, the instruction and application of ArcGIS software. For practical classes, classes and seminars students may attend in large or small groups to facilitate and encourage peer group work, discussion, and to make the best use of facilities and resources, such as IT instruction, laboratory work & equipment, and museum-based resources.

Supervisions provide students with the opportunity to meet with their supervisor and plan their programme of self-directed research for their dissertation. Milestones during the year (portfolio component and title submission) are incorporated to allow students to gain skills in their own project management, and for students to realise and take personal responsibility for their independent research.

Your module co-ordinator should provide details of the teaching methods and expectations during the first week of teaching. Information should also be available on the relevant Canvas pages.

4. COURSE STRUCTURE AND CONTENT

Term	Module	Proposed assessment method & submission deadline	Weighting
MT	*Core Archaeological Principles: Data & Theory*	Portfolio due Tues week 1 HT.	5%
	Core Module from Stream's List A	3 x 2,000 word (max) take-home essays due Tues week 0 HT	15%
HT	*Option Module from List B of any stream (pre-requisites & scheduling etc permitting) or other allowed module**	2 x 5,000 word (max) extended essays both due Tues week 0 TT	20%
	Core Module from Stream's List B	2 x 5,000 word (max) extended essays both due Tues week 4 TT	20%
TT & Long vacation	15k word (max) dissertation due last Tuesday of August 2023 Up to 8 x 1:1 supervision meetings (normally not extending past end of July)		40%

Remember, if a module you hoped to be offered this year is not available, you may still explore a related module that is relevant to your stream via your dissertation, if a member of staff is able to supervise.

***For those considering taking their option module from Archaeological Science or Classical Archaeology degrees please bear in mind:**

- Your summative assessment for your option module will still be two 5,000 word (max) extended essays due in Trinity Term.
- Teaching for all the Archaeological Science modules takes place over Michaelmas **AND** Hilary terms. Therefore, **you will have to consider the fact that you will be attending classes for three modules in Michaelmas Term if you choose to be assessed in an Archaeological Science module for your List B option module** (i.e. Archaeological Principles, your stream's List A module, and the archaeological science module). Subsequently you will need to be aware there may be unavoidable clashes, a heavy workload and you will need to manage your time carefully.
- You cannot be assessed in more than one module from Archaeological Science
- You may only choose a Classical Archaeology List B option that is taught in Hilary Term
- Classical Archaeology masters' students only take one module in Hilary Term in their programme, so the expected workload may be heavy. You will need to be aware of this and manage your time carefully.

5. ASSESSMENT SUMMARY

MSc Archaeology students are assessed in the following manner:

All candidates must submit the following work for assessment for each module as follows:

- **Archaeological Principles: Data & Theory** A portfolio of work
- **List A module:** Students are required to submit 3 x 2,000* word take-home essays comprising:
  - A critical review of a published article/chapter
  - Two essays chosen from four set questions
- **List B modules:** Students are required to submit 2 x 5,000 word* word extended essays for each of List B Core and Option modules (4 essays in total)
- **Dissertation:** Students are required to submit a 15,000* word dissertation resulting from a research project.

*maximum length

Assessment for 'Archaeological Principles: Data and Theory' by portfolio

Work carried out during, after and in preparation for your Archaeological Principles classes will form the basis of your portfolio, which is why you must complete the course of teaching. Further information on the contents will be provided by the relevant class teachers and on the Archaeological Principles Canvas course.

In addition to the work for and during classes, you will need to write an introduction and conclusion to the portfolio, a short research proposal that should be on your proposed dissertation topic, and a self-reflection section based on group presentation(s) (considering the topics, your knowledge and working in a group). You will be required to participate in up to two group presentations subject to class sizes.

Overall, the portfolio is intended to show what subject specific knowledge you have learnt during the module, your working practice, and evidence of the intended learning outcomes. It is the intention that your

knowledge, working practice and skills will support your ongoing learning during the year, and should continue to be reflected upon and developed as you progress.

The portfolio is weighted and will contribute a mark to your overall degree, and you must achieve a minimum point score to pass.

Portfolio contents and word counts

1. Introduction to the portfolio (300 words)
2. Map/s and interpretative synthesis (500 words)
3. Cleaned and formatted tabular data
4. Exploratory data analysis (250 words) and archive sources (250 words)
5. Research proposal with reference list (300 words)
6. Archaeological Concept Group presentation(s): PowerPoint slides with reference list
7. Short self-reflection paper on group presentation(s) (1000 words)
8. Group presentation(s)' self-evaluation form
9. Conclusions – evaluation and self-reflection (500 words)

It may be that you have read more than you cite, therefore you can include a reading list as well as the list of references.

The word counts in the list above are not to be exceeded.

- **Included:** footnotes and in-text references are included
- **Excluded:** Reading lists/references or bibliography lists/words in tables/captions.

The complete portfolio is due by **noon (1200) on Tuesday week 1 of Hilary Term**.

List A assessment: Take-home essays

The assessments will take the form of three 2,000* word essay submissions using the University's online assessment platform. Other points to note:

- One essay will be a critical review of a published article/chapter as set by the module convenor
- The two further essays will require the student to answer two out of four set questions
- The set questions & article to review should be related to topics covered during the MT teaching and should not be brand new topics nor repeat formative works set
- Each essay will be equally weighted
- Essay questions will be released to students at **5pm Friday week 8 MT** for submission by **noon Tues week 0 HT**
- The paper for review for each List A module will be provided in digital form if they are not already available online
- Students will have access to other literature resources in libraries and online during the vacation as normal
- Students will not be able to receive feedback on drafts of their take-home essays; however, it is intended that feedback on formative works during MT should prepare you for writing these shorter works.

*maximum length

- **Included:** Text, footnotes or in-text references, section headings, and words in tables
- **Excluded:** Bibliography and captions.

List B assessments: extended essays for HT-Taught modules

Also read the relevant marking criteria and information in the Examination Conventions (available on the degree canvas pages).

You will develop extended essay titles in consultation with the relevant module teacher/co-ordinator. The essays should require the presentation of an argument, not merely description or setting out the present state of knowledge. They should be sufficiently narrowly defined to allow close study of the primary evidence for the topic and its secondary literature, as well as critical discussion of both.

The two essays per Hilary Term (List B) module should be chosen to cover different aspects/periods of the module being studied and also differ significantly from the topic you choose for your dissertation. Their titles, approved by the supervisor and module co-ordinator, must be notified to the relevant Chair of Examiners by the date given in the regulations (see summary table of key dates at the end of this section). Once notified, titles can only be changed with the permission of the Chair of Examiners.

Your module co-ordinators/teachers will provide some bibliographic references on your chosen topic, and comment on a first draft of the essay, indicating further reading if necessary. The supervisor should not approve the final version, which should be a test of the candidate not the supervisor.

The submission of the extended essays is staggered and differs from previous years in that ***both essays for your Option Module*** are due by noon (1200) on Tuesday of week 0 of Trinity Term ***both essays for your Core Module*** are due by noon (1200) on Tuesday of week 4 of Trinity Term.

Word counts for List B assessments should not exceed 5,000 per essay. The acceptable range for such essays is 4,000-5,000 words per essay; while this is a range, you should not necessarily aim for the lower end and it is likely that you will use the full 5,000 word allowance. However, you should not exceed 5,000 words.

- **Included:** Text, footnotes or in-text references, section headings, and words in tables
- **Excluded:** Bibliography, captions and appendices.

Dissertation

The topic of the dissertation must be related to the stream you are following and be clearly distinct from the topics covered by extended essays submitted by the candidate.

The choice of a dissertation subject and title is normally the result of a continued process of discussion and amendment in which students and supervisors play a joint role, which is why the proposal you submit in your portfolio may be changed or developed afterwards. As part of your Archaeological Principles' portfolio you will complete a dissertation proposal of up to 300-words.

The student should contact the supervisor to request the first meeting. You may have up to **eight** supervisory meetings with your dissertation supervisor, and these would not normally take place after the end of July; thereafter completion of the dissertation is as a piece of independent research and you should not expect further input from your supervisor. It is up to the student and supervisor how the meetings are scheduled during the year and what form they will take. **Most of the dissertation research and writing will**

take place in Trinity Term and the long vacation. It is up to you and your supervisor to arrange meetings at mutually convenient times and to discuss expectations on what you should be expected to have achieved at various points. Dissertation supervisors should inform their supervisees if they will be away for a significant period of time during the year (or will not be contactable) and meetings and work should be planned accordingly.

Dissertation supervisors may read and provide feedback on **EITHER** draft chapters or sections, **OR** a complete first draft. Draft work should be submitted in good time to allow feedback to be returned and any further work required by the student to take place before the submission.

Word limits for dissertations* (15,000 Words)

- **Included:** Text, footnotes or in-text references, section headings, captions, words in tables which appear in the main body of the dissertation
- **Excluded:** Bibliography, appendices, and the front matter (eg abstract of up to 250 words, title page, acknowledgements, contents pages).

Note: there is a deliberate difference between the word limit requirements of previous shorter assessments and the dissertation in that captions **ARE included in the dissertation. Many journals/edited volumes will include everything in the word count, and as the dissertation is nearer a long journal article/chapter, it makes sense to use this approach in this assessment. Students are deliberately given more leeway in the shorter summative assignments.*

6. GENERAL/FORMATTING INSTRUCTIONS FOR WRITTEN WORK

The following applies to all written work submissions:

- All essays and dissertations should be **double spaced** with a **minimum font size of 11** and a **minimum margin of 2.5cm on all sides**
- There should be a simple cover page, showing the degree and module (for essays) for which the work is submitted, the title as approved, and the candidate's examination number; the word count should also be given. It ***must not*** show the candidate's name, college, supervisor's name, or any identifying information. Please also take care to use your **candidate number** (available to you when you log onto Student Self Service) and **NOT** your student number
- All submissions made on the online assessment platform include a declaration that it is the candidate's own work
- There will be penalties for exceeding the word limit or departure from the agreed title or subject matter. See the Examination Conventions for details
- **TurnItin -** All submitted work will be uploaded to TurnItIn, which is an electronic text matching system that can be used to identify poor academic practice or plagiarism (see the annexe on Plagiarism and your Exam Conventions for details of potential penalties)
- **It is your responsibility to check that you have uploaded the correct file to the University's online submission site.** If you submit the wrong file, you ***cannot substitute it after the grace period of 30 minutes***. This type of mistake could lead you to fail that module and any subsequent resit will result in your overall degree outcome being capped at a pass.

You should also refer to the following general advice on preparing written work:

- Annexe B – Formatting and presentation of written work
- University links to Study Skills and training.

7. FEEDBACK AND INTERIM RESULTS

All MSc Archaeology students should expect to receive informal feedback on their formative work during Michaelmas and Hilary Terms. In addition, students will receive interim marks and feedback on their assessed submissions within a few weeks of the Board of Examiners meetings held at the end of each of Hilary Term and Trinity term. You should also expect to receive feedback on your dissertation within a few weeks of the final Board of Examiners meetings. Dates for these meetings, once confirmed, can be found in your Academic and Assessment Information page.

8. TABLE OF KEY DATES FOR MSC ARCHAEOLOGY STUDENTS

MICHAELMAS TERM	DATE	Action required by students
Week 2 (Tues, noon)	17 Oct 23	Students submit final module choices to School for approval at GSC meeting in Week 3.
Week 4 (Fri, noon)	3 Nov 23	Students register approved module choices to Examination Schools via Student self-service
Week 8 (Fri, 5pm)	1 Dec 23	Details of List A assessments are made available to students
HILARY TERM		
Week 0 (Tue, noon)	9 Jan 24	List A take-home essay assessments submission due date
Week 1 (Tue, noon)	16 Jan 24	Archaeological Principles portfolio submission due date
Week 8 (Tue, noon)	5 Mar 24	Students submit List B pre-set essay and dissertation titles
TRINITY TERM		
Week 0 (Tue, noon)	16 Apr 24	Submission date for both List B **OPTION** module essays
Week 4 (Tue, noon)	14 May 24	Submission date for both List B **CORE** module essays
LONG VACATION		
Tuesday 30 Jul 24		Students submit final dissertation title
Tuesday 27 Aug 24		Submission date for MSc dissertations

PART 2B: MSC ARCHAEOLOGICAL SCIENCE

ABOUT THE COURSE

- Length of Course – 12 months
- FHEQ level 7

The MSc in Archaeological Science provides a broad introductory education for those with a first degree in archaeology wishing to apply science-based research methods, or for those with a first degree in a science subject wishing to learn about specifically archaeological issues amenable to scientific methods.

CONTENTS:

1. COURSE AIMS

The main aims of the MSc in Archaeological Science are for students to:

- develop a broad but detailed grounding in the theory and practice of the major applications of science to archaeology
- gain a sound understanding of the potential of science to elucidate archaeological problems
- carry out independent research and original thinking
- develop effective communication skills.

2. EXPECTED LEARNING OUTCOMES

By the end of the course students will be able to:

- analyse and appraise the role of archaeological science in contributing to wider archaeological debates;
- describe and explain in detail research methods appropriate to archaeological science and evaluate their strengths and weaknesses in specific archaeological contexts;
- plan and conduct a meaningful research programme in archaeological science;
- analyse and interpret data to arrive at robust conclusions informed by wider archaeological evidence;
- present clear and well-documented arguments in written and oral form to high academic standards

- assess the wider ethical and social implications associated with the application of archaeological science
- apply the following transferable skills:
    - the self-direction of their own learning and time-management
    - the ability to plan and undertake independent research
    - good lab practice and skills
    - the ability to use IT
    - decision making
    - creative and critical thinking
    - personal responsibility.

It is the intention that the inclusive environment for learning, which considers equality and diversity, is maintained in the MSc in Archaeological Science, and that all students have equal access to educational opportunities.

3. TEACHING METHODS

Teaching is through a combination of lectures, classes and laboratory sessions requiring regular written work, and is supplemented by a range of graduate seminars. The course benefits from the small size of the cohort (usually about eight), allowing many opportunities for student contribution. Class presentations are also required, providing valuable experience and the opportunity for feedback from your peers.

4. COURSE STRUCTURE AND CONTENT

The MSc Archaeological Science course comprises three core modules that are taught during the first two terms and cover the following topics:

1. **Principles and practice of scientific dating -** The principles of scientific dating methods including radiocarbon, luminescence, tephrochronology, uranium series and dendro-chronology. The practical aspects of these methods and the problems encountered in their application. The statistical analysis of chronological information in the study of archaeological sites and cultures.

2. **Molecular Bioarchaeology -** Scientific methods for the study of biological remains from archaeological sites; introduction to the analysis of plant and faunal remains including indicators of disease and artefactual analysis; theoretical and practical aspects of quantitative methods for diet reconstruction by isotopic analysis; introduction to ancient DNA studies; residue analysis.

3. **Materials analysis and the study of technological change -** Introduction to the history of technology; theoretical and practical aspects of materials analysis methods—SEM, microprobe, TIMS, ICP, ICP-MS, XRF, XRD, PIXE, FTIR, and NAA; application of analysis to different material types—stone, ceramics, vitreous materials and metals; provenance of raw materials; case studies of application to archaeological problems.

Candidates generally take all three core modules but may choose to replace ONE of these with an option from the MSc in Archaeology or the MSt in Classical Archaeology (Schedule B only). Further guidance on choosing such a substitution should be sought from your supervisor at the earliest opportunity and submitted for approval to the Graduate Studies Committee for its meeting in the third week of Michaelmas Term.

5. ASSESSMENTS

MSc Archaeological Science students are assessed in the following manner:

A. All candidates must submit a 4,000* or 8,000* word pre-set essay (commonly referred to as an "extended essay") on an approved Archaeological Science topic by noon on **Tuesday of Week 0 in Trinity term**

B. Candidates who substituted a core module with an option from another degree will be assessed on that option by a pair of 5,000* word pre-set essays also due by noon on **Tuesday of Week 0 in Trinity term**

C. Each core module is assessed by a two-hour written exam in the **second week of Trinity Term**

D. All candidates must submit a 16,000* word dissertation due by noon on **3 September 2024**

E. Candidates may also be called for a *viva voce* examination following the Board of Examiners' assessment of provisional marks at their meeting usually held late September.

(* no more than)

More information about the structure of your examinations and assessments including marking criteria, classification conventions, progression and final outcome rules can be found in the Exam Conventions available on the Canvas degree pages.

Pre-set "Extended essay" on an Archaeological Science topic

All MSc Archaeological Science candidates are required to submit a proposed title and a 300 word abstract for their Extended Essay for approval by **noon on Friday of Week 6 in Hilary Term**. You should discuss and agree this topic with your supervisor and ensure that the subject does not overlap with that which you intend for your dissertation. The essay itself should be uploaded as a **single pdf file** to the University's online submission platform **by noon on Tuesday of Week 0 in Trinity term.** More information about how to do this will be provided nearer the time.

The length of this extended pre-set essay is expected to be:

- No more than 8,000 words if you are sitting all three Archaeological Science modules
- No more than 4,000 words if you have substituted one Archaeological Science module with a module from those available for the MSc Archaeology or MSt Classical Archaeology

Examples of previous extended essay titles - When you are considering your choice of extended essay titles, it may be useful to see what previous students have chosen to write about. We have included examples on the course Canvas pages.

Paired pre-set essays (ONLY for those who have substituted a core module)

Those candidates who have received permission to substitute a core module with a module from the MSc Archaeology or MSt Classical Archaeology will be assessed on that topic by two pre-set essays each of no more than 5,000 words.

You should discuss and agree the essay topics with the course-convenor for that module. Both essays should be uploaded as a **separate pdf file** to the University's online submission platform by **noon on Tuesday of Week 0 in Trinity term.** More information about how to do this will be provided nearer the time.

Dissertation

The period from May to September is spent carrying out and writing up a research project for which you will be required to submit a dissertation that is no more than 16,000 words. You will receive various workshop sessions relating to research proposal development and dissertation writing to enable you to choose and develop a proposal with your chosen supervisor. You will be required to submit a proposed title and detailed proposal (including the research background, proposed methodology) for approval by **noon on Friday of Week 6 in Hilary Term**. Care should be taken to ensure it does not overlap with the subject of your extended essay. Examples of dissertation topics have been provided on the course Canvas pages.

You should include a completed laboratory departure form and scanned copies of your lab book as appendices to your dissertation. The laboratory departure form template can be found on the degree Canvas pages.

Written examinations

Written examinations are normally sat in person whereby candidates answer three short format questions (out of a choice of four) and two long answer essay questions (out of a choice of four) from a two-hour unseen written paper. Subject to pandemic conditions at the time, it may be necessary to move the examination to an online platform as we have done so recently. If this becomes necessary, more information will be given to you in plenty of time. Past exam papers can be found on OXAM (Oxford Examination Papers Online).

6. PRACTICAL INFORMATION RELEVANT TO ALL SUBMITTED WORK

Cover page - Each piece of submitted work should have a simple cover page showing the degree and module for which the essay is submitted, the title as approved, the module being assessed (where appropriate) and the candidate's examination number and the word count. It ***must not*** show the candidate's name, college, supervisor's name, or any identifying information. Please also take care to use your candidate number (available to you when you log onto Student Self Service) and **NOT** your student number.

TurnItin - All submitted work will be uploaded to TurnItIn, which is an electronic text matching system that can be used to identify poor academic practice or plagiarism (see the annexe on Plagiarism and your Exam Conventions for details of potential penalties).

Penalties: Work may also be penalised for being late or overlength and details of this and other potential penalties are set out in the Exam Conventions.

Formatting: Essays should be double-spaced with a minimum font size of 11 and a minimum margin of 2.5 cm on all sides. In general, the format should be kept simple. The use of section-headings within an essay is recommended as a good way of structuring material and arguments, but further sub-headings generally are better avoided.

Essays will be judged mainly on their clarity and content, but the **presentation** should follow good academic practice (see Referencing). Notes or text references are expected, and a bibliography listing the main works consulted is essential. Illustrations should be limited to those essential for clarity and should be referred to at the appropriate points in the text.

Word count:

- **Included:** text of the essay/dissertation, captions, footnotes, tables.
- **Excluded:** bibliography, appendices (e.g. raw data and descriptive catalogues), cover page.

Use of appendices: material in the appendices should be provided for information but will not be marked and so should not contain anything critical to the argument.

Referencing: Archaeological Science students should follow the system used by the Journal of Archaeological Science.

7. GENERAL ADVICE ON WRITTEN WORK

- Essays should require the presentation of an argument, not merely description or setting out the present state of knowledge.
- Your supervisor/module co-ordinator will provide some bibliographic references on your chosen topic, and comment on a first draft of the essay, indicating further reading if necessary. The staff member should not approve the final version.
- Non-native English speakers will be helped with written English by their supervisors/module co-ordinators. They may also have the English checked (***but not re-written***) by a fellow student. Any such help should be acknowledged at the end of the essay.
- Students are encouraged, where appropriate, to make use of tables and figures in their essays as these are an efficient way of conveying information, as well as providing good practice for future academic work. Tables and figures should be numbered and referred to in the text. When taken from published works, they should be cited as one would for direct quotations.
- You should also refer to the following general advice on preparing written work:
    - Annexe B – Formatting and presentation of written work
    - University links to Study Skills and training.

8. FEEDBACK AND INTERIM RESULTS

All MSc Archaeological Science students will receive interim marks for work submitted or assessed in Trinity Term and written feedback on their extended essays. Students submitting a module *in lieu* of core modules *will* also receive feedback on those paired essays. Feedback will be released within a few weeks of the Board of Examiners meeting. Dates for these meetings, once confirmed, will be listed on Canvas and on eVision.

9. KEY DATES FOR MSC ARCHAEOLOGICAL SCIENCE STUDENTS

MICHAELMAS TERM	DATE	Action required by students
Week 2 (Tues, noon)	17 Oct 23	Students submit final module choices for GSC meeting in Week 3.
Week 8 (Fri, noon)	1 Dec 23	Students register approved modules using Student Self Service
HILARY TERM	**DATE**	**Action required by students**
Week 6 (Fri, noon)	23 Feb 24	Proposed title and abstract for extended essay
Week 6 (Fri, noon)	23 Feb 24	Proposed title and project proposal for dissertation
TRINITY TERM	**DATE**	**Action required by students**
Week 0 (Tuesday, noon)	16 Apr 24	*Submission:* Pre-set Extended Essay
Week 0 (Tuesday, noon)	16 Apr 24	*Submission:* Approved substitute module paired pre-set essays
Week 2 (w/c29 April 24)		*Written examination:* Two-hour written exams for core modules
LONG VACATION		
Tuesday 3 September 2024 (noon)		*Submission:* Dissertation

PART 2C: MST IN CLASSICAL ARCHAEOLOGY

ABOUT THE COURSE

- Length of Course – 9 months
- FHEQ level 7

The MSt in Classical Archaeology offers candidates a wide range of periods (from Prehistoric Aegean to Byzantine) and of subjects to study. MSt candidates must choose one 'period' module, which is studied in Trinity Term, and one module in each of the other two terms. Candidates may also be granted permission to study appropriate topics in Classical Archaeology, or directly related to it, which are not on the lists, provided teaching is available. Those who are seeking a broader course may, if they wish, select as one of their two subject options any suitable module offered in any of the following MSt or MSc courses subject to availability: Archaeology, Archaeological Science, Byzantine Studies, Classical Literature, Greek and Roman History, History of Art, Women's Studies. This is subject to agreement from the tutors concerned and the Director of Graduate Studies.

The MSt course and the first year of the corresponding MPhil are identical in content, and the same examination is taken by all candidates at the end of the year with only slight variation in certain choices concerning options and examination format (see section on MPhil and the Examination Regulations). You will have to enter for the examination relating to the degree for which you were registered, but because of the similarity of the courses a transfer from one to the other, influenced perhaps by examination results, or by changes in career plans or available funding, may be possible.

CONTENTS

1. COURSE AIMS

The aims of the degree are to teach the student:

- to study in depth the archaeology and art of the Classical cultures, focussing as far as possible on the primary evidence, and taking into account recent advances in ideas, information, and techniques
- to argue from visual evidence in reconstructing ancient ideas and practices

- to combine archaeological evidence with other categories of evidence, such as literary, historical, environmental, and architectural data, to produce an enhanced understanding of past communities
- to understand the appropriate theory and methodology of archaeology
- to develop the research skills required for further academic or specialist work in Classical Archaeology, in keeping with UKRI guidelines.

2. EXPECTED LEARNING OUTCOMES

Students will develop a knowledge and understanding of:

- the archaeology and art of the chosen periods of ancient Mediterranean culture
- the relevant scholarly literature, its differing traditions, and its current debates and assumptions
- the problems raised by the periods and aspects studied, and the concepts and techniques relevant to them
- the strengths and weaknesses of archaeological evidence and the critical evaluation of primary and secondary sources
- the nature of different kinds of historical evidence and how to use them
- the value of complex visual evidence in illuminating a range of questions
- the presentation of clear and well-documented arguments in written form, in proper academic style
- the research methods appropriate to Classical archaeology, including qualitative and, where appropriate, quantitative aspects.

3. TEACHING METHODS

Lectures and seminars provide some factual information, and present relevant theories and techniques, but also introduce questioning of the evidence and critical assessment of current approaches.

Guided reading in the Sackler and other libraries provides the main source of information, reinforces the critical aspects mentioned above, and provides practice in the identification and use of primary and secondary sources.

Regular tutorials and/or small classes develop the questioning and weighing of received wisdom and the use of additional information to modify an interpretation; they also develop skills in oral presentation of arguments.

Shorter essays (based on the guided reading and discussed in tutorials/classes) develop the ability to read intelligently, to select evidence, and to develop clear arguments; longer essays (for assessment) extend these opportunities and provide training in the proper presentation of arguments and ideas on a larger scale.

Preparation of a 10,000-word dissertation, if selected, provides training in the collection and analysis of evidence on a large scale, in the critical assessment of current ideas relating to it, and in the presentation of well-documented arguments in a form appropriate for academic publication.

4. DEGREE STRUCTURE AND CONTENT

The structure of the MSt in Classical Archaeology is indicated below.

MSt CA		PERIOD OPTION	SUBJECT OPTION 1	SUBJECT OPTION 2
	Subject	Schedule A (Trinity Term)	Schedule B (Michaelmas Term)	Schedule C (Hilary Term)
	Assessment	Written Exam	2 x 5,000* word essays	2 x 5,000* word essays

MSt candidates must choose three options: one period module, which is studied in Trinity Term, and another 'subject' module in each of the other two terms. Lists of approved modules are provided for each degree, and candidates may, if they wish, choose one of their modules from the list for the MSt in Archaeology or from the MSc in Archaeological Science. In exceptional circumstances they may also request to study a subject not listed, which may be possible if the proposed subject is appropriate and suitable teaching can be delivered. More routinely, the listed options may be adaptable in specific ways to the particular interests of those taking them in any given year. Through their choices, students can shape for themselves a broader or a more specialised Master's course in Classical Archaeology, according to personal preference and career plans.

Lists of approved subject options will be made available to you on your Canvas Course pages. Please note, however, that not all the options listed will be available every year, and it would be best to discuss your first and second choices for each term with your supervisor as soon as possible, so that you can discuss viability.

Exceptionally, a dissertation may be allowed in place of the essays for subject option 2: see further below.

All candidates are required to attend a 15-minute *viva voce* examination towards the end of 9th week of Trinity Term, the subject of which is the written work submitted, and the script of the 3-hour exam sat earlier that week.

5. ASSESSMENTS

You will be assessed in the following ways:

- **Schedule A:** By 3-hour written exam answering 4 questions
- **Schedules B and C:** By 2 x 5,000*-word essays
- Where agreed by GSC – by a 10,000* word dissertation in lieu of paired essays for subject option 2
- By a compulsory 15 minute *viva* at the end of Trinity Term.

*Not to exceed

Details of each assessment follow below.

Written Exams

For the examination, your period module must be chosen from Schedule A and this option is taught in Trinity term. This option will be examined by a traditional unseen written paper, in 9th week of Trinity Term, in which you are asked to choose one picture question and three essay questions from a selection and to answer them all within three hours. Example papers from previous years can be found at OXAM (Oxford Examination Papers Online). Guidance relating to the picture question element of your exam paper can be found at Annexe C.

Pre-set essays

You will study one module from Schedule B in Michaelmas Term and one module from Schedule C in Hilary Term. These are each examined by a pair of 5,000-word (max.) essays submitted at the start of the following term (although a 10,000-word dissertation *in lieu* of one set of paired essays may be allowed for MSt students only, if permission is granted by the GSC: see below).

Developing essay titles - You will develop pre-set essay titles in consultation with the relevant module tutor/co-ordinator – hereafter 'tutor' (i.e. the main person teaching you for the option). These are typically based on work written during the term. **Essay titles must be formulated as a question, ending in a question mark.** The essays should require the presentation of an argument, not merely description or setting out the present state of knowledge. They should be sufficiently narrowly defined to allow close study of the primary evidence for the topic and its secondary literature, as well as critical discussion of both. Since the word count includes any catalogue or similar evidence, subjects requiring them are not suitable.

The two essays should be chosen to cover different aspects/periods of the subject being studied. Their titles, approved by the option tutor, must be notified to the relevant Chair of Examiners by the date given in the regulations. Once notified, titles can only be changed with the permission of the Chair of Examiners, ordinarily this is not possible within four weeks of the submission date.

Your module tutor will provide some bibliographic references on your chosen topic, and comment on a first draft of the essay, indicating further reading if necessary. The tutor should not approve the final version, which should be a test of the candidate not the teacher. Non-native English speakers will be helped with written English by their option tutors. They may also have the English checked (***but not re-written***) by a fellow student. Any such help should be acknowledged at the end of the essay. No other assistance is allowed, and plagiarism (unacknowledged use of other people's work, published or unpublished) is penalized.

Students are encouraged, where appropriate, to make use of tables and figures in their essays (and certainly in their dissertations), as these can be a very efficient way of conveying information, as well as providing good practice for future academic work. Tables and figures should be numbered and referred to in the text. When taken from published works, they should be cited as one would for direct quotations.

Formatting of pre-set essays - Essays should be double spaced with a minimum font size of 11 and a minimum margin of 2.5 cm on all sides. In general, the format should be kept simple. The use of section-headings within an essay is recommended as a good way of structuring material and arguments, but further sub-headings generally are better avoided. Essays will be judged mainly on their clarity and content, but the presentation should follow good academic practice (see Referencing). Notes or text references are expected, and a bibliography listing the main works consulted is essential. Illustrations should be limited to those essential for clarity and should be referred to at the appropriate points in the text. A maximum of 15–20 is suggested for each essay and good photocopies/scanned images are sufficient.

There should be a simple cover, showing the degree and module for which the essay is submitted, the title as approved, and the candidate's examination number; the word count should also be given. It ***must not*** show the candidate's name, college, supervisor's name, or any identifying information. Please also take care to use your candidate number (available to you when you log onto Student Self Service) and NOT your student number.

Each essay should be accompanied by a statement of the number of words in the text and notes (but excluding the Bibliography), and all submissions will include a declaration that it is the candidate's own work. Essays will be penalised by up to 1 mark for every 2% (or part thereof) by which they exceed the specified word limit.

Word Limits for pre-set essays (not to exceed 5,000 words)

- **Included:** Text, footnotes, catalogues and gazetteers
- **Excluded:** Bibliography and captions.

Dissertation in lieu

Where it has been agreed by GSC, a student may be allowed to submit a dissertation in lieu of the pair of 5,000-word essays for their second option module. Students interested in pursuing this route should talk to their supervisor or the DGS. The topic of the dissertation should be linked to the subject of one of the approved modules, typically one of those being taught in Hilary Term. Those writing a dissertation in lieu of two essays will receive individual guidance from the tutor for that option or, in some cases, may receive regular meetings with a specialist dissertation supervisor instead of attending classes.

The choice of a dissertation title is normally the result of a continued process of discussion and amendment in which the student and tutor/supervisor play a joint role. Relatively few titles are directly 'assigned' by supervisors, who will usually prefer to make suggestions in the light of a student's research interests, temperament and style of work, as these become clearer.

The topic of the dissertation must be clearly distinct from the topics covered by other pre-set essays submitted by the candidate for this degree. The dissertation must be the work of the candidate alone. It must be a new piece of work, substantially different from any dissertation previously submitted by the candidate for a degree of this or another university.

The title should define the subject of a dissertation clearly, positively and without pretension, indicating its limits where necessary and should not be expressed vaguely or in any way likely to mislead examiners as to the actual contents. An acceptable title will usually indicate both the material used and the problem studied (e.g. 'Late Bronze Age ornament types in Britain and Scandinavia: their significance for trade'). It should not be too narrow (e.g. 'Analysis of lead-glazed ceramics from the Littlemore Kiln site'), or too broad ('Greek Bronzes'), or mix incongruous categories of evidence ('Tripolitanian burial practices in the reign of Trajan').

The subject for an MSt dissertation, must be much narrower than would be the case for a doctoral thesis, to allow for the much shorter time available. **Discussion with the supervisor is essential from the earliest stage.**

Formatting of dissertations - Dissertations should be double spaced with a minimum font size of 11 and a minimum margin of 2.5 cm on all sides. There should be a simple cover, showing the degree and subject for which the thesis, dissertation or report is submitted, the title as approved, and the candidate's examination number; the word count should also be given. It ***must not*** show the candidate's name, college, supervisor's name, or any identifying information. Please also take care to use your candidate number (available to you when you log onto Student Self Service) and NOT your student number.

There should be a simple cover, showing the degree and module for which the dissertation is submitted, the title as approved, your candidate number, and the word count should also be given. It ***must not*** show your

name, college, supervisor's name, or any identifying information. Please also take care to use your candidate number (available when you log onto Student Self Service) and **NOT** your student number.

All submissions will include a declaration that it is the candidate's own work. Dissertations will be penalised by up to 1 mark for every 2% (or part thereof) by which they exceed the specified word limit.

Word Limits for dissertations (10,000 Words)

- **Included:** Text and footnotes
- **Excluded:** Bibliography, descriptive catalogues, and gazetteers.

Viva voce examination

All candidates will have a 15-minute *viva voce* examination where they attend a meeting with all the examiners. *Vivas* can improve your result, but not lower it. The *viva* covers all examined components of the degree. In 2024, the *vivas* will be held Thursday, 20 June and Friday 21 June.

Marking criteria

Detailed description of assessment and marking criteria for assessments in 2023/24 will be set out as part of the Examination Conventions for the year, and which are generally available from January of the examination year. They will be based on the following descriptors and which apply equally to formative submissions.

Qualitative descriptors of Distinction, Merit, Pass, Fail (PGT)

Over 79 Outstanding work, including all the qualities listed below, but showing complete command of the subject, originality, evidence of extensive reading, and a developed understanding of the overall context of the problem or question.

79–70 Excellent work, with an unequivocal grasp of current major issues in the field, a depth of knowledge of the concepts and material involved. Knowledge, argument and methodology are reviewed critically, with insight and independence of thought. Arguments should show sophisticated reasoning and be clear, well focused and cogent. Thoroughness, insight, wide reading and understanding, clarity of thought and expression, critical ability and originality are all present.

65 – 69 Work of high standard that covers the major points and shows familiarity with relevant literature or theory. It will include some elements of distinction quality, but is either not sufficiently original, is less well-written, a less well-structured argument, or includes inaccuracies.

60–64 Work shows consistency, fluency and critical ability in discussing and evaluating evidence and draws upon theories from a variety of sources, with the whole organised into a structured argument. An understanding and assimilation of the relevant literature is demonstrated, and there is a relation of concepts and ideas from different part of the teaching, showing some degree of independence of thought.

50–59 Work shows knowledge and understanding, but there may be little development of ideas and methodology. There are some omissions, shortcomings, or errors of fact, and limited deployment of evidence to support ideas or argument. There is reference to the literature, though not

extensive, and there may be limited evidence of critical ability. Candidates must show that they have grasped the fundamental concepts and procedures in the field, and the work is adequately executed, although there may be some lack of clarity and focus.

40–49 Work shows a limited degree of knowledge and understanding of the essential literature for the course. Examination answers contain some relevant material but may demonstrate significant inaccuracies, be insufficiently focused on the question, or simply general and diffuse. Dissertations demonstrate some familiarity with the relevant literature but may show significant deficiencies in organisation and discussion of ideas, while arguments may be inadequately supported or hard to follow. Practical work shows some ability, but aspects of data collection and processing may be problematic.

Under 40 Work that shows little understanding of and/or is barely relevant to the question, shows minimal evidence of reading, contains largely erroneous or irrelevant material, and is very short and/or unfocused; may be poorly expressed and organised.

7. FEEDBACK

Candidates will receive written feedback on paired essays and dissertations usually within a month of the final Board of Examiners' meeting.

8. KEY DATES FOR MST CLASSICAL ARCHAEOLOGY STUDENTS

DEADLINE		**MST CLASSICAL ARCHAEOLOGY**
MICHAELMAS TERM		**Action required by students**
Week 7 (Fri, noon)	24 Nov 23	Proposed title of dissertation (*in lieu* of paired essays) due
Week 7 (Fri, noon)	24 Nov 23	Proposed subject choices due for consideration by GSC
Week 8 (Fri, noon)	01 Dec 23	Proposed essay titles for MT-taught subjects due
Week 8 (Fri)	01 Dec 23	Students register approved subjects using Student Self Service
HILARY TERM		
Week 0 (Tues, noon)	09 Jan 24	Submission date for MT-taught essays
Week 8 (Fri, noon)	08 Mar 24	Proposed essay titles for HT-taught subjects due
TRINITY TERM		
Week 0 (Tues, noon)	16 Apr 24	Submission date for HT-taught essays
Week 5 (Tues, noon)	21 May 24	Submission date for Dissertation (*in lieu* of paired essays)
Week 9 (Mon, tbc)	17 Jun 24	Written examinations by unseen paper
Week 9 (Thu or Fri)	20 or 21 Jun 24	Compulsory *viva voce* examination for all students (time *tbc*)

PART 2D: MASTER OF PHILOSOPHY IN CLASSICAL ARCHAEOLOGY (MPHIL)

- Length of Course – 1 year and 9 months
- FHEQ level 7

ABOUT THE COURSE

The two-year MPhil in Classical Archaeology has as its first year the same course and same examination as the MSt in Classical Archaeology. The only difference is that MPhil students *may not* replace one pair of 5,000-word essays with a 10,000-word dissertation. Candidates must pass this first-year examination at a satisfactory level (see exam conventions for details of progression rules) to qualify for the second year of the MPhil. In the second year, they are required to submit a thesis of up to 25,000 words on an approved topic and to submit a pair of 5,000-word essays on one further subject, chosen from the subject options listed for the MSt in Classical Archaeology. An appropriate subject that is not listed may be approved instead, provided that teaching is available and subject to agreement from the tutors concerned and the Director of Graduate Studies.

You will have to enter for the examination relating to the degree for which you were registered, but because of the similarity of the courses a transfer from one to the other, influenced perhaps by examination results, or by changes in career plans or available funding, may be possible. Lists of subject options are available online and recurring ones are included in the Examination Regulations. Please note that not all the courses listed may be available every year, and it would be best to discuss your first and second choices for each term with your supervisor as soon as possible, so that you can discuss viability.

CONTENTS

1. COURSE AIMS

The aims of the degree are to teach the student:

- to study in depth the archaeology and art of the Classical cultures, focussing as far as possible on the primary evidence, and taking into account recent advances in ideas, information, and techniques
- to argue from visual evidence in reconstructing ancient ideas and practices

- to combine archaeological evidence with other categories of evidence, such as literary, historical, environmental, and architectural data, to produce an enhanced understanding of past communities
- to understand the appropriate theory and methodology of archaeology
- to develop the research skills required for further academic or specialist work in Classical Archaeology, in keeping with UKRI guidelines
- to develop and carry out a larger project on the basis of several months of research.

2. EXPECTED LEARNING OUTCOMES

Students will develop a knowledge and understanding of:

- the archaeology and art of the chosen periods of ancient Mediterranean culture
- the relevant scholarly literature, its differing traditions, and its current debates and assumptions
- the problems raised by the periods and aspects studied, and the concepts and techniques relevant to them
- the strengths and weaknesses of archaeological evidence and the critical evaluation of primary and secondary sources
- the nature of different kinds of historical evidence and how to use them
- the value of complex visual evidence in illuminating a range of questions
- the presentation of clear and well-documented arguments in written form, in proper academic style
- the research methods appropriate to Classical archaeology, including qualitative and, where appropriate, quantitative aspects.

3. TEACHING METHODS

Lectures and seminars provide some factual information, and present relevant theories and techniques, but also introduce questioning of the evidence and critical assessment of current approaches.

Guided reading in the Sackler and other libraries provides the main source of information, reinforces the critical aspects mentioned above, and provides practice in the identification and use of primary and secondary sources.

Regular tutorials and/or small classes develop the questioning and weighing of received wisdom and the use of additional information to modify an interpretation; they also develop skills in oral presentation of arguments.

Shorter essays (based on the guided reading and discussed in tutorials/classes) develop the ability to read intelligently, to select evidence and to develop clear arguments; longer essays (for assessment) extend these opportunities and provide training in the proper presentation of arguments and ideas on a larger scale.

Preparation of a 25,000 (max.) word thesis provides training in the collection and analysis of evidence on a large scale, in the critical assessment of current ideas relating to it, and in the presentation of well-documented arguments in a form appropriate for academic publication.

4. DEGREE STRUCTURE AND CONTENT

The structure of the MPhil in Classical Archaeology is indicated below.

MPhil ClassArch	YEAR 1		PERIOD OPTION	SUBJECT OPTION 1	SUBJECT OPTION 2
		Subject	Schedule A (Trinity Term)	Schedule B (Michaelmas Term)	Schedule C (Hilary Term)
		Assessment	Written Exam	2 x 5,000*-word essays	2 x 5,000*-word essays
	YEAR 2		SUBJECT OPTION 3	THESIS	
		Subject	Schedule B-C		
		Assessment	2 x 5,000*-word essays	25,000*-word thesis	

**not to exceed*

MPhil first year

MPhil candidates must choose three options: one 'period' subject, which is studied in Trinity Term, and another 'subject' option in each of the other two terms. Lists of approved subject options are provided for each degree, and candidates may, if they wish, choose one of their two subject options from the list for the MSt in Archaeology or from the MSc in Archaeological Science. In exceptional circumstances they may also request to study a subject not listed, which may be possible if the proposed subject is appropriate and teaching can be delivered. More routinely, the listed options may be adaptable in specific ways to the interests of those taking them in any given year. Through their choices, students can shape for themselves a broader or a more specialised Master's course in Classical Archaeology, according to personal preference and career plans.

Lists of approved subject options are available online. Please note, however, that not all the options listed will be available every year, and it would be best to discuss your first and second choices for each term with your supervisor as soon as possible, so that you can discuss viability.

MPhil second Year

During either the first or second term of the second year, candidates work on one further subject from the lists provided, examined by a pair of 5,000-word essays, but the rest of the time is devoted to the preparation of a thesis of up to 25,000 words on an approved topic which you will develop in discussions with your supervisor. Further guidance on choosing your options should be sought from your supervisor, if necessary, but generally speaking, as you will be researching and writing a substantial thesis on a specific area in your second year, options which provide broader study for the whole of the first year will normally be more useful to you. It is usually better for a second-year MPhil student to take their option in Michaelmas Term, so as to be able to concentrate on the thesis after that.

5. ASSESSMENTS

You will be assessed in the following ways:

MPhil first year

- **Schedule A:** By 3-hour written exam answering 4 questions
- **Schedules B and C:** By 2 x 5,000*-word essays
- By a compulsory 15-minute viva at the end of Trinity Term

MPhil second year

- By 2 x 5,000-word essays from either **Schedule B or Schedule C**
- By 25,000-word thesis

Details of each assessment follow below.

Written Exams

For the examination, your period module must be chosen from Schedule A and this option is taught in Trinity term. This option will be examined by a traditional unseen written paper, in 9th week of Trinity Term, in which you are asked to choose one picture question and three essay questions from a selection and to answer them all within three hours. Example papers from previous years can be found at OXAM (Oxford Examination Papers Online). Guidance relating to the picture question element of your exam paper can be found at Annexe C.

Pre-set essays

In your first year, you will study one module from Schedule B in Michaelmas Term and one module from Schedule C in Hilary Term. These are each examined by a pair of 5,000-word (max.) essays submitted at the start of the following term. You also study a third subject option in the second year (from either Schedule A or Schedule B), also examined by a pair of 5,000-word essays.

Developing essay titles

You will develop pre-set essay titles in consultation with the relevant module tutor/co-ordinator – hereafter 'tutor' (i.e. the main person teaching you for the option). These are typically based on work written during the term. **Essay titles must be formulated as a question, ending in a question mark.** The essays should require the presentation of an argument, not merely description or setting out the present state of knowledge. They should be sufficiently narrowly defined to allow close study of the primary evidence for the topic and its secondary literature, as well as critical discussion of both. Since the word count includes any catalogue or similar evidence, subjects requiring them are not suitable.

The two essays should be chosen to cover different aspects/periods of the subject being studied. Their titles, approved by the option tutor, must be notified to the relevant Chair of Examiners by the date given in the regulations. Once notified, titles can only be changed with the permission of the Chair of Examiners, ordinarily this is not possible within four weeks of the submission date.

Your module tutor will provide some bibliographic references on your chosen topic, and comment on a first draft of the essay, indicating further reading if necessary. The tutor should not approve the final version, which should be a test of the candidate not the teacher. Non-native English speakers will be helped with written English by their option tutors. They may also have the English checked (***but not re-written***) by a fellow student. Any such help should be acknowledged at the end of the essay. No other assistance is allowed, and plagiarism (unacknowledged use of other people's work, published or unpublished) is penalized.

Students are encouraged, where appropriate, to make use of tables and figures in their essays (and certainly in their dissertations), as these can be a very efficient way of conveying information, as well as providing good practice for future academic work. Tables and figures should be numbered and referred to in the text. When taken from published works, they should be cited as one would for direct quotations.

Formatting of pre-set essays - Essays should be double spaced with a minimum font size of 11 and a minimum margin of 2.5 cm on all sides. In general, the format should be kept simple. The use of section-headings within an essay is recommended as a good way of structuring material and arguments, but further sub-headings

generally are better avoided. Essays will be judged mainly on their clarity and content, but the presentation should follow good academic practice (see Referencing). Notes or text references are expected, and a bibliography listing the main works consulted is essential. Illustrations should be limited to those essential for clarity and should be referred to at the appropriate points in the text. A maximum of 15–20 is suggested for each essay and good photocopies/scanned images are sufficient.

There should be a simple cover, showing the degree and module for which the essay is submitted, the title as approved, and the candidate's examination number; the word count should also be given. It ***must not*** show the candidate's name, college, supervisor's name, or any identifying information. Please also take care to use your candidate number (available to you when you log onto Student Self Service) and NOT your student number.

Word Limits for pre-set essays (5,000 words)

- **Included:** Text, footnotes, catalogues and gazetteers
- **Excluded:** Bibliography and captions.

Thesis

Choice of MPhil thesis subject and title

You should already be refining your choice of thesis topic before the end of the first year of the programme. Your supervisor will advise you in this process. During the preparation of the thesis you will receive regular advice from a specific thesis supervisor. This is usually the same person as your overall MPhil supervisor (who was assigned to you on the basis of your interests when you applied), but in some cases another colleague might be asked to supervise the thesis if more appropriate. The title should define the subject of a thesis clearly, positively and without pretension, indicating its limits where necessary and should not be expressed vaguely or in any way likely to mislead examiners as to the actual contents of the thesis. An acceptable title will usually indicate both the material used and the problem studied (e.g. 'Late Bronze Age ornament types in Britain and Scandinavia: their significance for trade'). It should not be too narrow (e.g. 'Analysis of lead-glazed ceramics from the Littlemore Kiln site'), or too broad ('Greek Bronzes'), or mix incongruous categories of evidence ('Tripolitanian burial practices in the reign of Trajan'). The list of graduate students issued yearly by the School of Archaeology will offer examples of titles previously approved by the GSC. The Bulletin of the Institute of Classical Studies in London publishes annual lists of all classical theses currently being written in the UK, and other lists appear from time to time.

It is good advice to make a complete outline plan for a thesis from the start, regardless of how provisional the design has to be. The longer-term project should be broken down into attainable sections and students should always know why they are reading or writing what they are (which is by no means intended to exclude the exploratory instinct or simple curiosity from a graduate student's motivation).

Structure and content of a thesis

A thesis normally consists of a *Preface* (including any *Acknowledgements*), followed by a *Table of Contents* listing with page numbers the titles of all chapters and their sub-divisions, lists of figures, plates and/or tables, and, if necessary, a list of abbreviations, followed by the main text. The thesis should be divided into chapters, each with a clear descriptive title. It is useful to add a brief *Conclusion* indicating the general results and possible future implications of the research; and there should be a well organised *Bibliography* at the end.

Practical guidance on these matters will be provided by supervisors and graduates are recommended also to learn from the methods of presentation employed in reputable scholarly publications, such as Oxford University School of Archaeology (OUSA) Monographs and Oxford Monographs in Classical Archaeology. More particular guidance on the presentation of written work is provided below. It is better to aim at a plain and simple format, without all the elaborations of a professionally printed book, especially since the latter, to be successful, take up inordinate time.

A data file may be included as a supplement to a thesis but may not normally be a substantive part of it. Past experience suggests that neither the hardware nor the software of today is likely to be still available in twenty years. If the nature of your research seems likely to require a data file as an essential part of the thesis, you should discuss this with your supervisor well ahead of submission, since special permission will have to be obtained from a central university body.

Word limits

- **Included:** Text, footnotes, and appendices
- **Excluded:** Bibliography, descriptive catalogues, and gazetteers.

The Examination Regulations specify for the MPhil a thesis limit of 25,000 words. These are maximum limits, and shorter theses are acceptable if they cover the necessary ground. Extensions to the word limit are not allowed and there is no option to apply for one. It is therefore important, especially in the later stages, to know how many words you have actually written. It is surprising how often theses estimated, or announced, as 'just under 25,000 words' turn out to contain 40,000 words or more. The consequent last-minute adjustments are not always easy to make and can provide avoidable anxiety to student and to supervisor. Examiners can refuse to examine a thesis of excessive length and penalties will apply to over-length work as set out in the exam conventions.

Viva voce examination

All candidates will have a 15-minute *viva voce* examination at the end of Trinity Term of each year of study where they attend a meeting with all the examiners. *Vivas* can improve your result, but not lower it. The *viva* covers all examined components of the degree.

Marking criteria

Detailed description of assessment and marking criteria for assessments in 2023/24 will be set out as part of the Examination Conventions for that year, and which are generally available from January of the examination year. They will be based on the following descriptors and which apply equally to formative submissions.

Qualitative descriptors of Distinction, Merit, Pass, Fail (PGT)

Over 79 Outstanding work, including all the qualities listed below, but showing complete command of the subject, originality, evidence of extensive reading, and a developed understanding of the overall context of the problem or question.

79–70 Excellent work, with an unequivocal grasp of current major issues in the field, a depth of knowledge of the concepts and material involved. Knowledge, argument and methodology are reviewed critically, with insight and independence of thought. Arguments should show

sophisticated reasoning and be clear, well focused and cogent. Thoroughness, insight, wide reading and understanding, clarity of thought and expression, critical ability and originality are all present.

65 – 69 Work of high standard that covers the major points and shows familiarity with relevant literature or theory. It will include some elements of distinction quality, but is either not sufficiently original, is less well-written, a less well-structured argument, or includes inaccuracies.

60–64 Work shows consistency, fluency and critical ability in discussing and evaluating evidence and draws upon theories from a variety of sources, with the whole organised into a structured argument. An understanding and assimilation of the relevant literature is demonstrated, and there is a relation of concepts and ideas from different part of the teaching, showing some degree of independence of thought.

50–59 Work shows knowledge and understanding, but there may be little development of ideas and methodology. There are some omissions, shortcomings, or errors of fact, and limited deployment of evidence to support ideas or argument. There is reference to the literature, though not extensive, and there may be limited evidence of critical ability. Candidates must show that they have grasped the fundamental concepts and procedures in the field, and the work is adequately executed, although there may be some lack of clarity and focus.

40–49 Work shows a limited degree of knowledge and understanding of the essential literature for the course. Examination answers contain some relevant material but may demonstrate significant inaccuracies, be insufficiently focused on the question, or simply general and diffuse. Dissertations demonstrate some familiarity with the relevant literature, but may show significant deficiencies in organisation and discussion of ideas, while arguments may be inadequately supported or hard to follow. Practical work shows some ability, but aspects of data collection and processing may be problematic.

Under 40 Work that shows little understanding of and/or is barely relevant to the question, shows minimal evidence of reading, contains largely erroneous or irrelevant material, and is very short and/or unfocused; may be poorly expressed and organised.

6. WRITTEN FEEDBACK

Candidates will receive written feedback on paired essays and theses normally within a month of the final Board of Examiners' meeting.

[continued on next page]

7. KEY DATES FOR MPHIL CLASSICAL ARCHAEOLOGY STUDENTS

DEADLINE		MPHIL CLASSICAL ARCHAEOLOGY	
MICHAELMAS TERM		**Action required by students**	**YEAR**
Week 7 (Fri, noon)	24 Nov 23	Proposed subject choices due for consideration by GSC	1 and 2*
Week 8 (Fri, noon)	01 Dec 23	Proposed essay titles for MT-taught subjects due	1 and 2*
Week 8 (Fri)	01 Dec 23	Students register approved subjects using Student Self Service	1 and 2
HILARY TERM			
Week 0 (Tues, noon)	09 Jan 24	Submission date for MT-taught essays	1 and 2*
Week 8 (Fri, noon)	08 Mar 24	Proposed essay titles for HT-taught subjects due	1 and 2*
Week 8 (Fri, noon)	08 Mar 24	*Finalised* title of thesis due	2
TRINITY TERM			
Week 0 (Tues, noon)	16 Apr 24	Submission date for HT-taught essays	1 and 2*
Week 6 (Tues, noon)	28 May 24	Submission date for Thesis	2
Week 7 (Tues, noon)	04 Jun 24	*Proposed* title of thesis and subject due	1
Week 9 (Mon, tbc)	17 Jun 24	Written examinations by unseen paper	1
Week 9 (Thu or Fri)	20 or 21 Jun 24	Compulsory *viva voce* examination for all students (time tbc)	1 and 2

*Second-year MPhil students will only take one paired essay subject in their second year which may be studied in either MT or HT.

PART 3: INFORMATION RELEVANT TO ALL DEGREE COURSES

General guidance and resources relevant to all degrees is listed below on the following

SUPERVISION

Every PGT student has a general supervisor appointed by the GSC before the student's arrival in Oxford. The role of this supervisor is to provide the student with regular information as to the student's progress and, where problems arise, provide guidance and assistance as to necessary corrective action.

Supervisors should also advise on choosing options, the availability of useful lectures or language courses, thesis or dissertation topics, and the best way in which to prepare this. Students will normally see either their supervisor or another staff member for weekly or fortnightly tutorials during term time (depending on which modules are taken).

Both the supervisor and the student are expected to submit reports of their own progress before the supervisor reports are completed (see Annexe D GRS)

Supervisors can usually be consulted during vacations, if they are in Oxford. They may, however, be away from Oxford at conferences or on fieldwork.

Appointment of supervisor

In choosing a supervisor, the GSC will naturally try to choose someone whose interests and expertise match those of the student. Shared supervision between two members of the School of Archaeology, or between one such member and a member of another Faculty or Department can be arranged where appropriate. In rare instances it may be appropriate for supervision to be provided by someone who does not hold an established post within the University of Oxford, for example where specialist input is required from an individual employed at another academic institution. In such cases someone holding an established post within the University of Oxford will be appointed by the GSC to act as a co-supervisor

Students will recognise that there are University limits on the numbers of graduate students an individual may supervise, and so it may not always be possible to have their first choice of supervisor. In selecting a supervisor,

the Committee will normally ensure that they are an appropriately qualified member of the academic staff of the School of Archaeology.

Changes of supervisor

Changes may be possible, particularly for those students who are required to write a dissertation or thesis as part of their degree. In such a case it makes good sense for the supervisor of that piece of work to act as the general supervisor for the student during that period.

Changes of supervision may also be made when a supervisor may be temporarily away from Oxford or in cases where difficulties in personal relations prevent productive supervision. Students should make any such problem known to the Director of Graduate Studies or to their College adviser if they find themselves in this situation. If, following discussions with one or both of these individuals, it is decided that a change of supervisor is necessary, then the Director of Graduate Studies (or the Course Director if the matter concerns the Director of Graduate Studies) will follow the matter up. Graduates should bear in mind that in formalising the change, the Office will need to determine that neither the current nor the prospective supervisor has any major objections to the proposed new arrangement.

Dissertation/thesis supervisor

The dissertation supervisor should endeavour to ensure that, within a pattern of regular meetings, the student works on the dissertation/project within a planned framework. This should always attempt to establish the stages which the student should be expected to have reached at various points. The dissertation supervisor should see that written work is prepared as appropriate in accordance with the course requirements and structure. Such work should be returned with constructive criticism and in reasonable time.

Dissertation supervisors should ensure that, from time to time, students are told how their work is progressing and should also try to ensure that the student feels properly directed and able to communicate with them.

Frequency of supervision meetings

Frequency of supervision varies, depending on, among other things, the progress of a graduate's work and the stage it has reached. At the beginning and end of every term is a reasonable minimum. In areas well served by seminars and similar activities, supervisors and graduate students will of course meet more frequently and informally than in areas not so served, but in all cases a student should always feel able to make an appointment to discuss any problem that arises. It is imperative that students keep in regular contact with their supervisors whilst in residence, and when working away from Oxford keep them fully informed on the progress of their work, and of where they can be reached.

However, particularly in the case of the one-year taught degrees, you may find that your supervisor is not actually involved in your teaching, due to the options you have selected. In such cases, the role of your supervisor is more pastoral in nature – that is to say, they should meet with you to make sure that all is well with you and that you are progressing well with your work (much as your College adviser will). In such instances the role of the Module Directors (those teaching the options you selected) becomes much more immediate, and it is the Module Director that you should be in regular contact with, especially at the very beginning of your degree.

EXAMINATIONS AND ASSESSMENTS

The University publishes extensive information on all matters relating to the exams and assessments process here and with which you must familiarise yourselves: https://www.ox.ac.uk/students/academic/exams. This includes:

- **Examination entry** – a step by step guide to ensure you are entered for the correct exams
- **Examination adjustments** – you should apply for exam adjustments **no later than Friday of week 4** of the term before the exam is due to take place
- **Alternative arrangements** – exam adjustments and the deadline for applying changes
- **Timetables** – provisional start dates and the publication of examination timetables
- **In-person exams** – practical guidance on items permitted in an examination, student conduct and regulations
- **Exam well-being and preparation** – arrangements and advice for exam practice and preparation, as well as managing anxiety, physical care, and general wellbeing
- **Results** - Notification when your examination results are released to Student Self Service
- **Problems completing your assessment** - there are a number of University processes in place to help you if you find that illness or other personal circumstances are affecting your assessments or if you experience technical difficulties with an online exam or submission
- **Online coursework submissions using Inspera** – guidance on submitting your assessment of coursework using the Inspera platform

MANAGING SUBMISSION DEADLINES (NEW)

Throughout your degree programme you will encounter a series of deadlines which will include formative assessments (work submitted to test and develop your understanding of material and on which you will receive feedback), and summative assessments (those which contribute towards progression and/or your final degree outcome and on which you may receive feedback) such as coursework assignments and/or your final dissertation/thesis or project.

Deadlines are carefully set and optimised to ensure the timely provision of feedback (to support your continued learning) and to help to balance your workload across the degree programme. In particular, care will have been taken as far as possible not to cluster submission deadlines or for these to fall close other modes of assessment such as written examinations. Meeting these your deadlines will enable you to progress through the course with the optimum workload balance, and will ensure your performance on future assessments isn't negatively impacted.

Plan ahead

You are strongly encouraged to implement the following steps, which will help you to manage your workload and be able to meet deadlines:

- Always plan ahead and ensure you know the key deadlines for your programme throughout the year.
- When taking on any additional responsibilities, consider the workload of these in relation to your assessment schedule. Don't take on responsibilities which will take significant time away from preparing for assessment.
- Make sure you know both when work will be set and due for submission so you know how much time you have to complete of each task – it may be helpful to map this out in your diary/calendar.

- Carefully check your understanding of the work required, the resources you may need to access and their availability, and familiarise yourself with the assessment criteria set out in the examination conventions for your programme.
- If in doubt, always discuss requirements with your supervisor and/or Course Director.
- You may also find it helpful to seek informal peer support by talking to current DPhil students who have recently completed your programme.
- Making a start is often the hardest part so try to break down work into smaller sections and set yourself key milestones along the way, build in some contingency time, and always avoid leaving things to the last few weeks or days.
- If preparing written work for assessment (such as a dissertation), start writing as early as possible, don't wait until the reading and thinking is 'done'. Social scientists often write to think, and you need to make sure you leave plenty of time for the thinking, as this is where your original insights will occur.
- Try to also be conscious of when to stop - there will always be something which could be further researched, redrafted or refined, but try to understand when something is good enough.

Dealing with the unexpected

Even with the best planning occasionally something unexpected may happen which disrupts your progress. Always be ready to re-prioritise and if you are unsure how to proceed, discuss with your supervisor and/or Course Directors and they will be able to help you re-plan and decide how best to prioritise – for example, they may be able to offer greater flexibility on formative deadlines to enable you to meet summative deadlines. They may also be able to give further guidance on readings and co-curricular activities to prioritise.

In exceptional circumstances however, it is possible to apply for an extension to summative deadlines, and your college will be able to support you with the process, but always consider this the last resort. While an extension may be necessary in some cases where you have genuinely lost sufficient time that you are unable to complete a piece of work, be cognisant of the potential knock-on effects of extension also. There may include:

- Delays in receiving feedback which will support your further studies.
- Reduced time to complete other work due to clustering of deadlines.
- Delays in receiving marks, and in particular at the end of your programme extensions to the deadline for your dissertation/thesis may mean you receive your degree outcome later.
- Delayed completion of your programme could impact on being able to progress to further study or take up offers of employment and may delay your graduation so you cannot attend a Degree Ceremony with your peers.

If you do think you will need an extension, do consider discussing this with your supervisor and/or Course Director as well as with your college, as they will be well placed to help you to consider the academic impacts, and as noted above, may be able to provide alternative suggestions for how to reprioritise your work to enable you to meet the original deadline.

RECEIVING FEEDBACK ON FORMATIVE AND SUMMATIVE ASSESSMENTS

Feedback on formative and summative assessment is an important element of all Oxford's Masters programmes and may be provided informally and/or formally. Feedback on formative assessment e.g. course essays/assignments, should provide guidance on academic writing, will indicate areas of strength and weakness in relation to an assessment task, and will provide an indication of the expectations and standards towards which students should be working. Feedback on summative assessment e.g. theses and dissertations, should provide a critical review of the work and suggestions for improvements and future development of the research topic to enable students to develop their work for doctoral study, if appropriate.

In the Archaeology and Classical Archaeology taught degrees you will receive written feedback from the option tutor on all the weekly work you submit during term as a formative assessment, and also have the opportunity to discuss the work orally in a tutorial or small class. In the MSc Archaeological Science feedback will also be given on some trial examination questions.

In addition to informal feedback, all students on taught Masters programmes can expect to receive formal written feedback on at least one designated piece of formative assessment during their first term or very early in the second term of the course. All students will also receive formal written feedback on summative assessments of 5000 words or over. Further feedback may be provided for your course as set out in the degree-specific guidance.

The purpose of feedback on summative assessment e.g. theses and dissertations, is to provide a review of the work and suggestions for improvements and future development of the research topic to enable students to develop their work for doctoral study, if appropriate. Students will receive formal written feedback on pre-set essays, dissertations and theses submitted during their course four weeks following the date of the board of examination meeting at which student's marks were confirmed.

In the School of Archaeology students studying for the Masters in Archaeology and in Classical Archaeology, will receive formal written feedback from their option tutor on the drafts of their pre-set essays during Michaelmas or early Hilary Term (see degree-specific guidance for more details).

STUDENT REPRESENTATION, COURSE EVALUATION AND FEEDBACK

Students on full-time and part-time matriculated courses are surveyed once per year on all aspects of their course (learning, living, pastoral support, college) through the Student Barometer. Previous results can be viewed by students, staff and the general public at: www.ox.ac.uk/students/life/student-engagement?wssl=1. The results of these surveys are reviewed by the School's Graduate Studies Committee and relevant actions agreed.

Students also have representation on the School's Graduate Studies Committee, Equality and Diversity Committee, School Board and School Committee where they will be given an opportunity to contribute and to feedback on matters affecting students.

In addition, degree courses may use other feedback mechanisms in addition to the above (see degree-specific guidance).

Students are advised to read the internal and external examiners' reports for recent past cohorts (available on the course Canvas pages) which can provide valuable insights and contribute to students' preparations for examinations and other forms of assessment.

WHO TO CONTACT FOR HELP AND SUPPORT

There are many ways to seek support whilst you are here at Oxford and below is a list of possible first contacts:

- Your general supervisor
- Your module/course co-ordinator
- The Director of Graduate Studies for your degree – see page 7
- The School's Harassment Officers (robyn.mason@arch.ox.ac.uk and Alex.geurds@arch.ox.ac.uk)
- The School's Welfare Contact (robyn.mason@arch.ox.ac.uk)
- The School's Mental Health first aiders (robyn.mason@arch.ox.ac.uk and john.pouncett@arch.ox.ac.uk)
- Your college (every college has their own systems of support for students, please refer to your college handbook or website for more information on who to contact and what support is available through your college)
- The University's Counselling Service - link
- Details of the wide range of sources of support available more widely in the University are available from the Oxford Students website (www.ox.ac.uk/students/welfare), which includes:
    - Disability Advisory Service can provide information, advice and guidance on the way in which a particular disability may impact on your student experience at the University and assist with organising disability-related study support. For more information visit: https://www.ox.ac.uk/students/welfare/disability
    - Counselling and mental health
    - Sexual harassment and violence support service
    - Peer support
    - Harassment and conflict
    - Health
    - Emergencies
    - Care leavers, estranged students and student parents.

COMPLAINTS AND APPEALS

The University, the Social Sciences Division, and the School of Archaeology, all hope that provision made for students at all stages of their course of study will make the need for complaints (about that provision) or appeals (against the outcomes of any form of assessment) infrequent. Where such a need arises, an informal discussion with the person immediately responsible for the issue that you wish to complain about (and who may not be one of the individuals identified below) is often the simplest way to achieve a satisfactory resolution.

Many sources of advice are available from colleges, faculties/departments, and bodies like the Counselling Service or the OUSU Student Advice Service, which have extensive experience in advising students. You may wish to take advice from one of these sources before pursuing your complaint.

General areas of concern about provision affecting students as a whole should be raised through student representation on the faculty/department's committees or to the respective course director.

Complaints

If your concern or complaint relates to teaching or other provision made by the faculty/department, then you should raise it with one of the Directors of Graduate Studies (Dr Damian Robinson for Archaeology or Archaeological Science or Dr Ine Jacobs for Classical Archaeology). If you feel unable to approach one of those individuals, you may contact the Head of Department (Prof. Amy Bogaard). The officer concerned will attempt to resolve your concern/complaint informally.

If you are dissatisfied with the outcome, you may take your concern further by making a formal complaint to the Proctors under the University Student Complaints Procedure (for more information: https://tinyurl.com/oxcomplaint).

If your concern or complaint relates to teaching or other provision made by your college, you should raise it either with your tutor or with one of the college officers, Senior Tutor, Tutor for Graduates (as appropriate). Your college will also be able to explain how to take your complaint further if you are dissatisfied with the outcome of its consideration.

Academic appeals

An academic appeal is an appeal against the decision of an academic body (e.g. boards of examiners etc.), on grounds such as procedural error or evidence of bias. There is no right of appeal against academic judgement.

If you have any concerns about your assessment process or outcome it is advisable to discuss these first informally with your subject or college tutor, Senior Tutor, course director, director of studies, supervisor or college or departmental administrator as appropriate. They will be able to explain the assessment process that was undertaken and may be able to address your concerns. Queries must not be raised directly with the examiners.

If you still have concerns, you can make a formal appeal to the Proctors who will consider appeals under the University Academic Appeals Procedure (https://www.ox.ac.uk/students/academic/complaints).

SKILLS AND RESEARCH TRAINING

A wide range of information and training materials are available to help you develop your academic skills – including time management, research and library skills, referencing, revision skills and academic writing - through the Oxford Students website http://www.ox.ac.uk/students/academic/guidance/skills.

A programme of skills and research training will be available, normally in Michaelmas and Hilary Terms, organised both through the Social Sciences Division and the School of Archaeology with input from the GAO. These events are meant specifically for research students who are expected to attend, although Masters Students can also attend. Skills and research training events will be advertised on notice boards along with other lectures and seminars.

RESEARCH SEMINARS AND LECTURES

Graduate students are welcome to attend any lectures given for undergraduate courses relevant to their degree. Lecture Lists giving times places and subjects are available on-line (Lecture List | School of Archaeology (ox.ac.uk). The Classics lecture list is available at Lectures | Faculty of Classics (ox.ac.uk) The lecture lists also include any classes for graduates and lecture courses not related to a particular degree. Occasional special lectures (e.g. by visiting scholars) are advertised in the *University Gazette*, and these are almost always open to everybody.

All departments hold research seminars, as do groups of researchers with common research interests. Those organised by the School can be found on our webpages: https://www.arch.ox.ac.uk/seminar-series#/ . Although every effort is made to circulate information between departments, you may find lectures or seminars of interest on the notice boards and lecture lists of other departments.

EMPLOYABILITY AND THE CAREERS SERVICE

Graduate students are advised to give consideration in good time to their employment prospects when they leave Oxford. The Careers Service of the University, with offices at 56 Banbury Road, website http://www.careers.ox.ac.uk tel. [2]74646, can help graduate students to evaluate the most appropriate career prospects, both academic and non-academic. Teaching appointments and Research Fellowships offered by Oxford Colleges and by some other universities are advertised in the *Oxford University Gazette* published each Thursday in Full Term, jobs.ac.uk and usually also in the national press. Details of appointments are also emailed to the relevant mailing lists within the School. School of Archaeology Prizes

The School of Archaeology gives an annual prize to the Masters' student in each of Archaeology, Classical Archaeology and Archaeological Science. In each case, the Board of Examiners will decide to whom the prize should go, which may be either based on their final dissertation or overall mark or on overall academic performance.

ILLNESS OR UNEXPECTED IMPEDIMENTS

Should you become unwell, and are likely to miss a tutorial or other type of class, email the person you are scheduled to meet with. If you become seriously ill, or another unexpected impediment arises to the point where you believe you may not be well enough or able to produce assessed work or attend an exam, it is **very important that you contact both your supervisor and your college as soon as possible**. Further information about accessing medical advice and guidance for staying healthy while studying at the University can be found here: https://www.ox.ac.uk/students/welfare/health/services

ADMISSION TO A RESEARCH DEGREE IN ARCHAEOLOGY AFTER COMPLETING A MASTER'S DEGREE

Students wishing to apply for Probationary Research Students (PRS) status after completing an MSt, MSc or MPhil may apply using the standard re-admission form via Student Self Service. Please see Student Self Service | University of Oxford for further information. Applications will be considered alongside those of external candidates using the same application deadlines.

The application deadlines used by Archaeology are November, late January and March (deadlines available at: Graduate courses A-Z listing | University of Oxford). Please note that students wishing to be considered for

UK Research Council Awards (AHRC and NERC), Clarendon Awards, and most other sources of funding, must apply at the latest by the January deadline.

Transferring students should note that the fees and residence requirements for a completed MPhil course may be offset against the corresponding requirements for the DPhil. In satisfactory cases, the GSC will offer conditional admission to PRS status. After the MSt/MSc/MPhil exams the GSC will make a final decision on the basis of satisfactory performance in the exams, and, in cases of doubt, on a review of supervisors' and assessors' reports. Candidates will be expected to achieve at least a mark of 65 and to show promise of becoming successful research students.

FREEDOM OF SPEECH

Free speech is the lifeblood of a university. It enables the pursuit of knowledge. It helps us approach truth. It allows students, teachers and researchers to become better acquainted with the variety of beliefs, theories and opinions in the world. Recognising the vital importance of free expression for the life of the mind, a university may make rules concerning the conduct of debate but should never prevent speech that is lawful.

Inevitably, this will mean that members of the University are confronted with views that some find unsettling, extreme or offensive. The University must therefore foster freedom of expression within a framework of robust civility. Not all theories deserve equal respect. A university values expertise and intellectual achievement as well as openness. But, within the bounds set by law, all voices or views which any member of our community considers relevant should be given the chance of a hearing. Wherever possible, they should also be exposed to evidence, questioning and argument. As an integral part of this commitment to freedom of expression, we will take steps to ensure that all such exchanges happen peacefully. With appropriate regulation of the time, place and manner of events, neither speakers nor listeners should have any reasonable grounds to feel intimidated or censored.

It is this understanding of the central importance and specific roles of free speech in a university that underlies the detailed procedures of the University of Oxford.

https://compliance.admin.ox.ac.uk/prevent/freedom-of-speech

ANNEXES

The following documents set out further guidance and information:

- Annexe A – Academic good practice – a practical guide
- Annexe B – Formatting and presentation of written work
- Annexe C – Picture questions in Classical Archaeology examinations
- Annexe D – Graduate Supervision Reporting
- Annexe E – Fieldwork and Health and Safety
- Annexe F – Equality and Diversity at Oxford
- Annexe G – Financial assistance
- Annexe H – Teaching opportunities for graduate students
- Annexe I – University policies and regulations that apply to students
- Annexe J – Details of modules being offered during 2023/24

[continued on next page]

ANNEXE A - ACADEMIC GOOD PRACTICE – A PRACTICAL GUIDE

The following text is a reproduction of the University's "Academic good practice a practical guide.pdf".

Academic good practice – a practical guide

The principles of academic good practice go beyond understanding and avoiding plagiarism, although this is a key part of ensuring the academic integrity of your work. This section contains information and advice on attaining academic good practice, including managing your time efficiently, developing good reading and note taking skills and the importance of referencing correctly.

While the guidance is primarily aimed at undergraduates, much of it is relevant to graduate students, particularly those with limited experience of academic writing. Graduate students should complete the online courses referenced as part of their graduate skills training portfolio. Some students from overseas may face particular difficulties when embarking on study at Oxford. Time constraints mean this can be a particular problem for students on one-year Master's courses. There are many resources available for students whose first language is not English, detailed in this section.

It is advisable that you also consult your subject Handbook and course tutor for specific advice relevant to your discipline.

Developing good practice

There are many elements to academic good practice, not just the ability to reference correctly. All students will benefit from taking the 'Avoiding Plagiarism' courses available via the Skills Hub on WebLearn which have been developed to provide a useful overview of the issues surrounding plagiarism and practical ways to avoid it. Graduate students can complete the online courses as part of their graduate skills training portfolio.

Any student seeking advice on academic writing and plagiarism should consult their tutor, who will be happy to help. Your subject Handbook may contain useful advice in addition to that given below.

Time management

You should aim to study in a regular pattern, perhaps by working a set number of hours a day. Make sure you allow sufficient time to plan and write your assignment so that you do not have to work into the small hours of the morning. The 'essay crisis' might be an Oxford tradition, but you are unlikely to produce your best work this way. For more information, watch the 'Short guide to managing your time' on the Oxford Students website.

Reading skills

Rather than starting the book on page one and working through it in a linear fashion, look first for key terms relating to your topic, read the beginnings and endings of chapters, and find summaries of the main arguments. You will then be primed with a sense of the argument and structure of the book when you come to read it through properly. This should help you both to read more quickly and to engage more closely with the author's main ideas.

Note-taking

It is helpful to develop a more strategic approach to note-taking than simply writing down everything that looks important. Read the chapter or article once through quickly without taking any notes. Having obtained the gist of the argument you will be much more discriminating in the notes you make on a second, slower reading.

Remember to include full citation details for all your sources and ensure that you note down the page number of each argument or quote that you select. Try to confine yourself to the main points, making it clear when you are quoting verbatim by enclosing the material in quotation marks. It is best to summarise the arguments in your own words as this helps you to understand them and avoids close paraphrasing, which can lead to inadvertent plagiarism.

When taking notes in a lecture, try to distinguish the speaker's main points and note them, together with any useful supporting evidence. Don't try to record verbatim. Some people find drawing a 'mind map' beneficial – this is a symbolic representation of the lecturer's points, joined by lines indicating connections and their relative importance.

Citation

Giving credit to the authors of the ideas and interpretations you cite, not only accords recognition to their labours, but also provides a solid theoretical basis for your own argument. Your ideas will gain credence if they are supported by the work of respected writers.

Transparent source use allows you to situate your work within the debates in your field, and to demonstrate the ways in which your work is original. It also gives your reader the opportunity to pursue a topic further, or to check the validity of your interpretations.

When writing you should consider the ways in which your work depends upon or develops from other research and then signal this with the appropriate citation. Make clear your reasons for citing a source. When paraphrasing an idea or interpretation you must ensure that your writing is not too closely derived from the original, and you must also acknowledge the original author.

Referencing

There are numerous referencing systems in use across the University, but there should be clear instructions about referencing practice in your subject Handbook. Your tutor can direct you to an appropriate style guide, while there is also a range of software that you can use to keep track of your sources and automatically format your footnotes and bibliography (for example, EndNote, Reference Manager, ProCite).

Be meticulous when taking notes: include full citation details for all the sources you consult and remember to record relevant page numbers. Citation practice varies but, depending on the type of text cited (book, conference paper, chapter in an edited volume, journal article, e-print, etc.) the elements of a reference include:

- author
- title of the book or article
- title of the journal or other work
- name of the conference

- place of publication
- date of publication
- page numbers
- URL
- date accessed.

When using e-print archives you should bear in mind that many contain articles which have not yet been submitted for peer review. It is good practice to review the later, published versions for important changes before submitting your own extended essay or dissertation.

It is sensible to get into the habit of referencing all your work so that you learn the techniques from the start. Leaving all the footnotes until the week your dissertation is due is a recipe for disaster. One of the best ways to learn referencing practice is to imitate examples in your subject, and to seek advice from your tutor in cases of difficulty.

Research and library skills

You will attend an induction session at your subject library as part of your orientation as a new student. Specialist librarians offer advice on both print and electronic holdings as well as bibliographic search tools. In some subjects training sessions are provided for those embarking on independent research. Your course Handbook may contain information on e-resources of particular relevance to you.

Subject libraries also provide induction and training sessions in catalogue and specialist database searching, online bibliographic tools and other electronic resources. Ask your tutor or subject librarian for details. Small group and individual tuition can usually be arranged. The Bodleian also has a wide range of scholarly electronic resources.

Information literacy

It is important to develop your IT skills while at university and there are many resources to help you to do so. In addition to software training provided by IT Services, there is a wide range of information skills training available through the Oxford University Library Services, including practical Workshops in Information Skills and Electronic Resources (WISER). You may register for free taught courses or pursue online self-directed courses at your own pace. Visit the IT Services website.

International students

On-course support: If you experience difficulties do not delay seeking out sources of support and guidance. You should approach your course director or supervisor to discuss your needs. Develop your academic writing skills through practice and ask for detailed feedback on your work. Ensure that you follow scrupulously the source use and referencing conventions of your discipline, even if they vary from those you have used before.

The Language Centre: There are resources available at the Language Centre for students whose first language is not English. Students who are non-native speakers of English are offered courses in English for Academic Studies. Within this programme, courses in Academic Writing and Communication Skills are available.

There are also more intensive courses available, including the Pre-Sessional Course in English for Academic Purposes. This is a six-week course open to students embarking on a degree course at Oxford University or another English-speaking university. There are resources for independent study in the Language Centre library

and online English teaching tools available through the Language Centre website. There are many resources available at the Language Centre for students whose first language is not English.

What is plagiarism?

Plagiarism is presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition.

Plagiarism may be intentional or reckless, or unintentional. Under the regulations for examinations, intentional or reckless plagiarism is a disciplinary offence.

The necessity to acknowledge others' work or ideas applies not only to text, but also to other media, such as computer code, illustrations, graphs etc. It applies equally to published text and data drawn from books and journals, and to unpublished text and data, whether from lectures, theses or other students' essays. You must also attribute text, data, or other resources downloaded from websites.

The best way of avoiding plagiarism, however, is to learn and employ the principles of good academic practice from the beginning of your university career. Avoiding plagiarism is not simply a matter of making sure your references are all correct, or changing enough words so the examiner will not notice your paraphrase; it is about deploying your academic skills to make your work as good as it can be.

Forms of plagiarism

Verbatim (word for word) quotation without clear acknowledgement

Quotations must always be identified as such by the use of either quotation marks or indentation, and with full referencing of the sources cited. It must always be apparent to the reader which parts are your own independent work and where you have drawn on someone else's ideas and language.

Cutting and *pasting* from the Internet without clear acknowledgement

Information derived from the Internet must be adequately referenced and included in the bibliography. It is important to evaluate carefully all material found on the Internet, as it is less likely to have been through the same process of scholarly peer review as published sources.

Paraphrasing

Paraphrasing the work of others by altering a few words and changing their order, or by closely following the structure of their argument, is plagiarism if you do not give due acknowledgement to the author whose work you are using.

A passing reference to the original author in your own text may not be enough; you must ensure that you do not create the misleading impression that the paraphrased wording or the sequence of ideas are entirely your own. It is better to write a brief summary of the author's overall argument in your own words, indicating that you are doing so, than to paraphrase particular sections of his or her writing. This will ensure you have a genuine grasp of the argument and will avoid the difficulty of paraphrasing without plagiarising. You must also properly attribute all material you derive from lectures.

Collusion

This can involve unauthorised collaboration between students, failure to attribute assistance received, or failure to follow precisely regulations on group work projects. It is your responsibility to ensure that you are entirely clear about the extent of collaboration permitted, and which parts of the work must be your own.

Inaccurate citation

It is important to cite correctly, according to the conventions of your discipline. As well as listing your sources (i.e. in a bibliography), you must indicate, using a footnote or an in-text reference, where a quoted passage comes from. Additionally, you should not include anything in your references or bibliography that you have not actually consulted. If you cannot gain access to a primary source you must make it clear in your citation that your knowledge of the work has been derived from a secondary text (for example, Bradshaw, D. Title of Book, discussed in Wilson, E., Title of Book (London, 2004), p. 189).

Failure to acknowledge assistance

You must clearly acknowledge all assistance which has contributed to the production of your work, such as advice from fellow students, laboratory technicians, and other external sources. This need not apply to the assistance provided by your tutor or supervisor, or to ordinary proofreading, but it is necessary to acknowledge other guidance which leads to substantive changes of content or approach.

Use of material written by professional agencies or other persons

You should neither make use of professional agencies in the production of your work nor submit material which has been written for you even with the consent of the person who has written it. It is vital to your intellectual training and development that you should undertake the research process unaided. Under Statute XI on University Discipline, all members of the University are prohibited from providing material that could be submitted in an examination by students at this University or elsewhere.

Auto-plagiarism

You must not submit work for assessment that you have already submitted (partially or in full) to fulfil the requirements of another degree course or examination, unless this is specifically provided for in the special regulations for your course. Where earlier work by you is citable, i.e. it has already been published, you must reference it clearly.

Why does plagiarism matter?

Plagiarism is a breach of academic integrity. It is a principle of intellectual honesty that all members of the academic community should acknowledge their debt to the originators of the ideas, words, and data which form the basis for their own work. Passing off another's work as your own is not only poor scholarship, but also means that you have failed to complete the learning process. Plagiarism is unethical and can have serious consequences for your future career; it also undermines the standards of your institution and of the degrees it issues.

Why should you avoid plagiarism?

There are many reasons to avoid plagiarism. You have come to university to learn to know and speak your own mind, not merely to reproduce the opinions of others - at least not without attribution. At first it may

seem very difficult to develop your own views, and you will probably find yourself paraphrasing the writings of others as you attempt to understand and assimilate their arguments. However it is important that you learn to develop your own voice. You are not necessarily expected to become an original thinker, but you are expected to be an independent one - by learning to assess critically the work of others, weigh up differing arguments and draw your own conclusions. Students who plagiarise undermine the ethos of academic scholarship while avoiding an essential part of the learning process.

You should avoid plagiarism because you aspire to produce work of the highest quality. Once you have grasped the principles of source use and citation, you should find it relatively straightforward to steer clear of plagiarism. Moreover, you will reap the additional benefits of improvements to both the lucidity and quality of your writing. It is important to appreciate that mastery of the techniques of academic writing is not merely a practical skill, but one that lends both credibility and authority to your work, and demonstrates your commitment to the principle of intellectual honesty in scholarship.

What happens if you are thought to have plagiarised?

The University regards plagiarism in examinations as a serious matter. Cases will be investigated and penalties may range from deduction of marks to expulsion from the University, depending on the seriousness of the occurrence. Even if plagiarism is inadvertent, it can result in a penalty. The forms of plagiarism listed above are all potentially disciplinary offences in the context of formal assessment requirements.

The regulations regarding conduct in examinations apply equally to the 'submission and assessment of a thesis, dissertation, essay, or other coursework not undertaken in formal examination conditions but which counts towards or constitutes the work for a degree or other academic award'. Additionally, this includes the transfer and confirmation of status exercises undertaken by graduate students. Cases of suspected plagiarism in assessed work are investigated under the disciplinary regulations concerning conduct in examinations. Intentional plagiarism in this context means that you understood that you were breaching the regulations and did so intending to gain advantage in the examination. Reckless, in this context, means that you understood or could be expected to have understood (even if you did not specifically consider it) that your work might breach the regulations, but you took no action to avoid doing so. Intentional or reckless plagiarism may incur severe penalties, including failure of your degree or expulsion from the university.

If plagiarism is suspected in a piece of work submitted for assessment in an examination, the matter will be referred to the Proctors. They will thoroughly investigate the claim and call the student concerned for interview. If at this point there is no evidence of a breach of the regulations, no further disciplinary action will be taken although there may still be an academic penalty. However, if it is concluded that a breach of the regulations may have occurred, the Proctors will refer the case to the Student Disciplinary Panel. More information on disciplinary procedures and appeals is available from Student Conduct.

If you are suspected of plagiarism your College Secretary/Academic Administrator and subject tutor will support you through the process and arrange for a member of Congregation to accompany you to all hearings. They will be able to advise you what to expect during the investigation and how best to make your case. The OUSU Student Advice Service can also provide useful information and support.

Does this mean that I shouldn't use the work of other authors?

On the contrary, it is vital that you situate your writing within the intellectual debates of your discipline. Academic essays almost always involve the use and discussion of material written by others, and, with due

acknowledgement and proper referencing, this is clearly distinguishable from plagiarism. The knowledge in your discipline has developed cumulatively as a result of years of research, innovation and debate. You need to give credit to the authors of the ideas and observations you cite. Not only does this accord recognition to their work, it also helps you to strengthen your argument by making clear the basis on which you make it. Moreover, good citation practice gives your reader the opportunity to follow up your references, or check the validity of your interpretation.

Does every statement in my essay have to be backed up with references?

You may feel that including the citation for every point you make will interrupt the flow of your essay and make it look very unoriginal. At least initially, this may sometimes be inevitable. However, by employing good citation practice from the start, you will learn to avoid errors such as close paraphrasing or inadequately referenced quotation. It is important to understand the reasons behind the need for transparency of source use.

All academic texts, even student essays, are multi-voiced, which means they are filled with references to other texts. Rather than attempting to synthesise these voices into one narrative account, you should make it clear whose interpretation or argument you are employing at any one time - whose 'voice' is speaking.

If you are substantially indebted to a particular argument in the formulation of your own, you should make this clear both in footnotes and in the body of your text according to the agreed conventions of the discipline, before going on to describe how your own views develop or diverge from this influence.

On the other hand, it is not necessary to give references for facts that are common knowledge in your discipline. If you are unsure as to whether something is considered to be common knowledge or not, it is safer to cite it anyway and seek clarification. You do need to document facts that are not generally known and ideas that are interpretations of facts.

Does this only matter in exams?

Although plagiarism in weekly essays does not constitute a University disciplinary offence, it may well lead to College disciplinary measures. Persistent academic under-performance can even result in your being sent down from the University. Although tutorial essays traditionally do not require the full scholarly apparatus of footnotes and referencing, it is still necessary to acknowledge your sources and demonstrate the development of your argument, usually by an in-text reference. Many tutors will ask that you do employ a formal citation style early on, and you will find that this is good preparation for later project and dissertation work. In any case, your work will benefit considerably if you adopt good scholarly habits from the start, together with the techniques of critical thinking and writing described above.

As junior members of the academic community, students need to learn how to read academic literature and how to write in a style appropriate to their discipline. This does not mean that you must become masters of jargon and obfuscation; however the process is akin to learning a new language. It is necessary not only to learn new terminology, but the practical study skills and other techniques which will help you to learn effectively.

Developing these skills throughout your time at university will not only help you to produce better coursework, dissertations, projects and exam papers, but will lay the intellectual foundations for your future career. Even

if you have no intention of becoming an academic, being able to analyse evidence, exercise critical judgement, and write clearly and persuasively are skills that will serve you for life, and which any employer will value.

Borrowing essays from other students to adapt and submit as your own is plagiarism, and will develop none of these necessary skills, holding back your academic development. Students who lend essays for this purpose are doing their peers no favours.

Unintentional plagiarism

Not all cases of plagiarism arise from a deliberate intention to cheat. Sometimes students may omit to take down citation details when taking notes, or they may be genuinely ignorant of referencing conventions. However, these excuses offer no sure protection against a charge of plagiarism. Even in cases where the plagiarism is found to have been neither intentional nor reckless, there may still be an academic penalty for poor practice.

It is your responsibility to find out the prevailing referencing conventions in your discipline, to take adequate notes, and to avoid close paraphrasing. If you are offered induction sessions on plagiarism and study skills, you should attend. Together with the advice contained in your subject Handbook, these will help you learn how to avoid common errors. If you are undertaking a project or dissertation you should ensure that you have information on plagiarism and collusion. If ever in doubt about referencing, paraphrasing or plagiarism, you have only to ask your tutor.

Examples of plagiarism

There are some helpful examples of plagiarism-by-paraphrase and you will also find extensive advice on the referencing and library skills pages.

All students will benefit from taking the online courses which have been developed to provide a useful overview of the issues surrounding plagiarism and practical ways to avoid it.

The following examples demonstrate some of the common pitfalls to avoid. These examples use the referencing system prescribed by the History Faculty but should be of use to students of all disciplines.

Source text

From a class perspective this put them [highwaymen] in an ambivalent position. In aspiring to that proud, if temporary, status of 'Gentleman of the Road', they did not question the inegalitarian hierarchy of their society. Yet their boldness of act and deed, in putting them outside the law as rebellious fugitives, revivified the 'animal spirits' of capitalism and became an essential part of the oppositional culture of working-class London, a serious obstacle to the formation of a tractable, obedient labour force. Therefore, it was not enough to hang them – the values they espoused or represented had to be challenged.

(Linebaugh, P., The London Hanged: Crime and Civil Society in the Eighteenth Century (London, 1991), p. 213. [You should give the reference in full the first time you use it in a footnote; thereafter it is acceptable to use an abbreviated version, e.g. Linebaugh, The London Hanged, p. 213.]

Plagiarised

1. Although they did not question the inegalitarian hierarchy of their society, highwaymen became an essential part of the oppositional culture of working-class London, posing a serious threat to the formation of a biddable

labour force. (This is a patchwork of phrases copied verbatim from the source, with just a few words changed here and there. There is no reference to the original author and no indication that these words are not the writer's own.)

2. Although they did not question the inegalitarian hierarchy of their society, highwaymen exercised a powerful attraction for the working classes. Some historians believe that this hindered the development of a submissive workforce. (This is a mixture of verbatim copying and acceptable paraphrase. Although only one phrase has been copied from the source, this would still count as plagiarism. The idea expressed in the first sentence has not been attributed at all, and the reference to 'some historians' in the second is insufficient. The writer should use clear referencing to acknowledge all ideas taken from other people's work.)

3. Although they did not question the inegalitarian hierarchy of their society, highwaymen 'became an essential part of the oppositional culture of working-class London [and] a serious obstacle to the formation of a tractable, obedient labour force'.1 (This contains a mixture of attributed and unattributed quotation, which suggests to the reader that the first line is original to this writer. All quoted material must be enclosed in quotation marks and adequately referenced.)

4. Highwaymen's bold deeds 'revivified the "animal spirits" of capitalism' and made them an essential part of the oppositional culture of working-class London.1 Peter Linebaugh argues that they posed a major obstacle to the formation of an obedient labour force. (Although the most striking phrase has been placed within quotation marks and correctly referenced, and the original author is referred to in the text, there has been a great deal of unacknowledged borrowing. This should have been put into the writer's own words instead.)

5. By aspiring to the title of 'Gentleman of the Road', highwaymen did not challenge the unfair taxonomy of their society. Yet their daring exploits made them into outlaws and inspired the antagonistic culture of labouring London, forming a grave impediment to the development of a submissive workforce. Ultimately, hanging them was insufficient – the ideals they personified had to be discredited.1 (This may seem acceptable on a superficial level, but by imitating exactly the structure of the original passage and using synonyms for almost every word, the writer has paraphrased too closely. The reference to the original author does not make it clear how extensive the borrowing has been. Instead, the writer should try to express the argument in his or her own words, rather than relying on a 'translation' of the original.)

Non-plagiarised

1. Peter Linebaugh argues that although highwaymen posed no overt challenge to social orthodoxy – they aspired to be known as 'Gentlemen of the Road' – they were often seen as anti-hero role models by the unruly working classes. He concludes that they were executed not only for their criminal acts, but in order to stamp out the threat of insubordinacy. (This paraphrase of the passage is acceptable as the wording and structure demonstrate the reader's interpretation of the passage and do not follow the original too closely. The source of the ideas under discussion has been properly attributed in both textual and footnote references.)

2. Peter Linebaugh argues that highwaymen represented a powerful challenge to the mores of capitalist society and inspired the rebelliousness of London's working class. (This is a brief summary of the argument with appropriate attribution.)

1 Linebaugh, P., The London Hanged: Crime and Civil Society in the Eighteenth Century (London, 1991), p. 213.

ANNEXE B - FORMATTING AND PRESENTATION OF WRITTEN WORK

It is incumbent upon graduate students to ensure that their submitted work meets the standards of proper English. Examiners cannot be expected to act as copy-editors and proof-readers; and thesis examiners are at liberty to mark a thesis partially on grounds of inadequate presentation. Candidates who are not native speakers are encouraged to ask a native speaker for assistance (with the English style, *but not the content*) if required.

Arguments should be coherently structured, and presented in clear prose. Spelling should be accurate, grammar correct, and punctuation careful and consistent. There is no excuse for omitting diacritics in non-English words. Remember that a spell-check program will not call attention to words which, while incorrectly spelt or mis-typed, are still actual words: 'then' without the final letter is still a word, 'the', and 'this' without the first letter is 'his'. Make sure also that by moving text you have not breached logical structure (e.g. by 'see below' referring to something which now appears above, or by referring to a figure or table that is no longer in the chapter). Be careful to remove incomplete sentences and alternative versions.

It is impossible to emphasise too strongly the importance of saving work frequently and of making copies. It is extraordinarily easy to lose a lot of work by a careless or casual stroke of a key, and it is a matter of basic insurance always to have a current backup copy of any work that is in progress.

Referencing

References should use a clear and consistent format that suits the writer and the subject, such as the 'Oxford system' or the more compact and direct (but less informative) Harvard system (author and date). ***It is strongly suggested that Archaeological Science students follow the system used by the Journal of Archaeological Science***. Systems of reference are for use, not ostentation, and the writer of a piece of academic work should aim for what is convenient to the writer, consistent, and clear to the reader. For the Harvard system a bibliography listing *all* references cited in the text in alphabetical order of authors must be provided, but for the Oxford system a subject bibliography, subdivided where appropriate, may be more useful than a single unclassified list.

The 'Oxford system' involves providing all the bibliographic details in a footnote the first time a reference is cited; subsequent citations use an abbreviated form of the reference, also in footnotes. The terms 'op. cit.' and 'ibid.' should be used only when it is absolutely clear from the immediate context which source is being indicated, without the reader being required to hunt back for several pages in order to find out. If using the 'Oxford system', you should give for articles: author (with initials), title of article, abbreviated title of periodical, volume and year (where appropriate), and for books: author or editor (with initials), title, place and date of publication. Article titles are normally given in inverted commas, and book and periodical titles in italics.

Abbreviations may conveniently follow those in any suitable and well-known periodical and should be chosen and used consistently from the first. They will often be supplemented by abbreviations for much-cited works, and a running list of these should be maintained. All abbreviations used must be explained in a List of Abbreviations. A full account of the more traditional conventions is given in *New Hart's rules: adapted from The Oxford guide to style* by R.M. Ritter, Rosemary Roberts, (Oxford University Press 2005), but any well-edited book in a relevant subject will give guidance.

The 'Harvard system' gives the author and date, and where relevant, page numbers, in parentheses in the main text, keyed to a list of references at the end of the work that includes all works cited in the text. One can simplify this further by placing that information in footnotes rather than in parentheses in the main text; this

avoids cluttering up the text with parenthetical references which disturb the flow of reading like 'speed bumps in the prose', and this is preferable.

Moreover, since this is a more concise referencing system than the Oxford system, it saves on words, which can be important if you are to keep within set word limits. Again, a list of all references cited must be provided. In the footnote, cite references by author and date. Put a space (not a comma) between the author's surname and the date; and put a comma (not a semi-colon) between the year and the page numbers. Doing this means you are less likely to get confused with other punctuation when sometimes references in footnotes become parts of larger sentences.

If you cite multiple references in the same note, order them either alphabetically, or, better, chronologically (this helps to show the development of the literature on the topic cited). Separate multiple references in the same note with semi-colons (this is why you don't put a semi-colon between the year and the page numbers).

E.g.: Smith 1995, 45; Jones 1996, 147; 1998, 93.

Footnotes, whether these are preferred to the Harvard system of reference or used in addition to it, should be kept under control, and designed so as to give essential support to the text but not to pursue discussions that would be better integrated with it; nor should they be exploited in order to permit the inclusion of irrelevant digressions (it will be appreciated that published work does not always set the best example in this respect). **Remember that footnotes count within the word limit for pre-set essays, dissertations, and MPhil theses.** Clarity is more important than sheer mass of references, or the appearance of a quasi-scientific exhaustiveness. Relevant background material which is not in itself controversial need not be exhaustively documented, point by point. There is no need to cite every single work that has been consulted, so long as the important references are given and the reader gains access through these to earlier or subsidiary publications. Nor is it necessary to list well known general or reference works on every occasion on which they have been used, nor to repeat long and cumbersome titles, nor alternative paginations of articles that have been printed more than once; such cases can be listed and, where appropriate, a general acknowledgement and short title can be indicated in the bibliography or list of abbreviations and used in the notes.

Number all your footnotes throughout in a single sequence, using Arabic numerals (1, 2, 3; not i, ii, iii); don't start again at 1 for each chapter. In English usage (and contrary to e.g. French or Italian practice), footnote markers go after punctuation, thus:

A statement that needs support;[3] and another one.[4]

Not:

A statement that needs support[3]; and another one[4].

Put full stops at the end of footnotes.

Illustrations should support the arguments, and so be of good quality, clear with all labels legible. They should have clear captions identifying what is shown (for an object or image, the following might be included: object, material, subject [if a representation], provenance, date, current location), and the source of each illustration should be given at the end of each caption, or in a separate list of illustrations. All illustrations, whether photographs, drawings, maps, charts etc. should be numbered in a single list of Figures.

Tables are NOT Figures: they should be numbered in their own sequence of Tables. They should have clear captions identifying what the table shows and giving the source of the data used. Tables are included within

the word count of a piece of submitted work. It is not acceptable to scan a table from a separate source in an attempt to omit it from the word count.

Bibliography

Order the bibliography list alphabetically by author's surname, and then chronologically for multiple works by the same author. Be consistent in the formatting of the bibliography. To facilitate use of the author-date system, start each entry with the author's surname, then initials, then the year of publication in parentheses. Italicise book titles, and titles of journals (underlining originated as an instruction in a hand-written document to put something in italics, so should have no place in word-processed documents). For example:

Moritz, L. A. (1956) Vitruvius' water-mill*. The Classical Review* New Series 6: 193-6.

Moritz, L. A. (1958) Grain mills and flour in classical antiquity. Oxford, Oxford University Press.

Morizot, P. (1991) Le reseau de communications de la IIIe Légion de Lambêse au Sahara à travers l'Aurès. In C. Lepelley (ed.) *L'armée et les affaires militaires.* 113e Congrès national des Sociétés savantes, Strasbourg 1988, Actes du IVe Colloque International sur l'histoire et l'archéologie de l'Afrique du Nord vol. 2:409-26. Éditions du C.T.H.S., Paris.

Morizot, P. (1996) L'emploi d'éléments "préfabriqués" comme technique africaine de construction. In M. Khanoussi, P. Ruggeri and C. Vismara (eds) *L'Africa* Romana. Atti del XI convegno di studio, Cartagine, 15-18 dicembre 1994 vol.2: 915-22. Ozieri, Editrice Il Torchietto.

Murray, W. H. (1984) The ancient dam of the Mykitas Valley. *American Journal of* Archaeology 88.2: 195-203. Naval Intelligence Division (1945) *Tunisia* (Geographical Notes for Guidance Series B.R. 523). Oxford, H.M.S.O.

ANNEXE C - PICTURE QUESTIONS IN CLASSICAL ARCHAEOLOGY EXAMINATIONS

1. Introduction

The following suggestions are intended for those tackling picture questions in exam papers that involve classical art and archaeology. Depending on the subject of your paper and on the category of item shown in any given picture question, not all of the suggestions and aspects covered below will be equally applicable. The guidelines offer ways of approach, aspects that might be discussed, and a sequence in which they might be addressed. Others are possible.

2. Not primarily an identification test

A crucial sentence in the rubric governing all picture questions says they 'will not necessarily be of things of which you are expected to have prior knowledge'. In other words, the pictures may show familiar things that you quickly recognise, or they may equally show things that you are unlikely to have seen before. There are so many objects that some candidates might have come across, others not, that Examiners are not thinking in terms of what should or should not be recognised. Thus, identification is not the main point of the picture question. Examiners want to see you bring wide knowledge of the subject to bear in assessing a single specific example, and to see how you can use a specific example to make telling general points.

3. Aspects, headings

The following headings and aspects might be covered, some briefly, some more fully, as relevant.

A: TITLE. Give a brief summarising title to your answer. If you recognise the item, give its familiar name and state quickly anything else you can remember of its material, subject, date, provenance, and current location: 'Artemision Zeus. Bronze statue, c. 470-60 BC, from Cape Artemision. Athens, National Museum'. If you don't recognise the item, give a plain descriptive title, perhaps mentioning a preliminary assessment of its broad date and likely place of manufacture, if you know them, which you might come back to in your discussion: 'Athenian black-figure cup, 6th century BC'. 'Marble portrait bust of bearded man, 2nd century AD'. After the title, you might need to say what kind of picture you have been set: photo, photo detail, drawing, reconstruction. Drawings of sites and buildings are of course different: state plan, restored plan, elevation, section, reconstruction.

B: OBJECT (material, scale, function). What is it? What kind of object or structure is shown? Of what material is it made? Gold earring, silver drinking cup, bronze helmet, terracotta statuette, marble temple. What was its function, what was it for? Often this is self-evident (helmet, earring) or obvious enough to be quickly stated: 'black-figure krater for mixing wine and water', 'marble grave stele', 'amphitheatre for gladiatorial games and beast hunts'. Sometimes function requires discussion: a marble statue might be, for example, a cult, votive, or funerary figure, or a piece of Roman villa decor. Function might lead to discussion of contexts of use and to the effect of such an object in a sanctuary, cemetery, or villa.

C: SUBJECT (iconography). If the item is figured, what does it represent? Give a brief description of the subject, its iconography: pose, action, clothes, hairstyle, action, attributes of a statue; the action, participants, subject of a narrative scene. How do you recognise the figure(s), what is the action, occasion, setting represented, how is the story told? For non-figured artefacts and structures, briefly describe their form and main components: 'a pebble mosaic floor with alternating black and white lozenge pattern', 'an engaged tetrastyle Ionic tomb facade with brightly painted red and blue pediment and akroteria'.

Learn and use the appropriate professional terminology -- for example, for pot shapes or parts of classical buildings. This is not exclusionary jargon but a way of being accurate and concise. In describing a temple, 'amphiprostyle' is shorter and clearer (once you have learned it) than 'has columned porches on both short ends but no columns on the long sides'. If you do not recognise the subject or the building type, you will spend longer here providing a careful description of what you see. Remark on any interesting details - show you have really looked at the object.

D: STYLE (with technique, date, place). How is the subject represented? How is the figure styled, and how was the object or structure made? This can be shorter or longer, but the key is to find good descriptive words and to find one to three parallels or comparanda between or beside which the item in question can be placed. From this process you should make an assessment of place and date of manufacture. Style and technique are usually among the most time- and place-specific aspects. Do not be more precise than you can sustain from your knowledge or than the category of object in question can sustain. Remember that not all things can be dated or placed with equal precision. Sometimes we may say confidently 'Corinthian aryballos, c. 650 BC'. Other times we must be broad: 'marble statue, probably 4th century BC'. If unsure, give a broad specification.

Any points of interest that you know or can see in the picture that relate to technique, craft, or manufacturing can be discussed with style. They are often closely connected to stylistic effect, and often carry indications of date. For example, *whiteground lekythoi* with 'second' white belong 480-450 BC. Roman portraits with drilled eyes belong after c. AD 130.

E: SIGNIFICANCE. If you have recognised the object or have been able quickly to diagnose its function, subject, date, and place, you will spend most time on this aspect. You will score higher the more you can make your points come out of observation or assessment of the specific item in question. You might think about the object's significance in relation to one or more of the following overlapping questions. How typical or unusual is it? How well does it fit into a larger category? If not typical now, how unusual was it in antiquity? Remember that few things that survive can have been unique. What was the original effect of the object compared to the state we see it in now? What needs to be restored -- limbs, attributes, attachments, colours, pedestal, base, explanatory inscription? What were the contexts of use -- public, private, political, religious, in public square, sanctuary, house, andron, bedroom, grave? How was the object used and how do the contexts of use affect our assessment of it?

What was the social level of the object, who commissioned and paid for it, with what target audience in mind? How might the object's social level affect our assessment? For example, temple projects could be aimed at the whole community, while private funerary monuments might be aimed at a particular social group. What kinds of things would ancient viewers/users do or say around this object, image, or structure? What ideas, priorities, or values did it articulate for its user group? What kinds of scholarly interpretation have been proposed for this object or for the category to which it belongs? Do you agree with them, find them persuasive? What weaknesses do they have? Are other views possible, better? What do you think is the important point?

4. Sample A: item recognised

Artemision Zeus. Bronze statue, over life-size, c. 470-60 BC, from the sea off Cape Artemision (N. Euboea). Athens, National Museum.

The statue was probably a major votive in a sanctuary. It represents a naked and senior god, in striding pose, left arm held out, aiming, right arm bent holding a missile (now missing). The missile was either a trident (for Poseidon) or a thunderbolt (for Zeus). The best parallels in small bronzes from the late archaic and early classical periods (good example in Berlin) as well as the latest scholarship all suggest a thunderbolt and Zeus.

The square head, regular features, and above all the long hairstyle wound in a plait around the head, visible in the back, indicate a senior god (rather than hero or mortal). The strong, simplified features, the hard-muscled body, and the organic pose and proportions all indicate a date in the 460s alongside the Olympia sculptures. The large eyes, now missing, were inlaid and were vital to the effect of the figure.

The statue belongs in the period after the Persian Wars, when the hard, new realistic- looking style we know as 'Severe' was created in big votive figures like this one, set up in sanctuaries of the gods often as thank offerings paid for from Persian-war booty. The figure is a powerful fifth-century-BC visualisation of a warring Hellenic divinity --imperious, all-seeing, potentially devastating. It belongs in the same environment as the Riace bronzes, the Olympia pediments, and the statuesque figures on the large pots of the Niobid Painter and his group.

5. Sample B: item not recognised

Reconstruction drawing of terrace sanctuary. Probably central Italian. Probably later second or first century BC.

The drawing shows a huge raised platform (c. 130 by 70 m, according to scale), terraced against a steep slope that falls away to the left (north). The terrace is supported here on tall, buttressed substructures that are cut away in the drawing to show they are made up of parallel, probably concrete vaults. The mouth of a tunnel emerges from the substructure and is shown as a road or passageway (?) running under the terrace from front to back.

The terrace is enclosed on three sides by complex triple-aisled, two-storeyed stoas or portico buildings. The drawing seems to show these stoas have three aisles at terrace or ground level, stepped back to two aisles in the upper storey -- an architectural configuration hard to parallel(?). The temple is shown as prostyle hexastyle (its architectural order is not specified in the drawing) set on a tall podium with a tall flight of steps at the front only. In front of the temple, the terrace is open and looks out over the surrounding country.

The massively engineered temple platform suggests a terrace sanctuary of the late Republic, like those at Praeneste and Terracina, built in central Italy in imitation of (and in competition with) Hellenistic terraced sanctuaries such as those at Kos, Lindos, and Pergamon. The scale, concrete vaulting, strict axiality of the plan, and the prostyle design of the temple are all typical Italian-Roman features -- as also is the small theatre sunk into the front of the terrace. The money and ideas for such sanctuaries came from the new business and cultural opportunities opened by the Roman conquest of the Hellenistic east.

6. Conclusion

Your task is to use careful description and relative comparison to make the item shown speak or look as it did for its ancient audience and users. You need to use your knowledge of the subject to create a useful context for it and so bring out its significance. Don’t guess, and equally if you know what the item is, don’t waste time pretending you don’t recognise it! Both are counterproductive. A good Type B answer will score highly even for a well-known monument: it is the quality of the answer not identification that counts. Conversely, a Type B answer that only pretends not to recognise the thing and ‘deduces’ what it is (a) will be easily spotted, and (b) will not score more highly than one that immediately says what the item is.

In short – if you do not know what it is, don’t guess – look, describe, compare, deduce!

ANNEXE D - GRADUATE SUPERVISION REPORTING (GSR)

At the end of each term, your supervisor(s) will submit a report on your academic progress. To facilitate this reporting, the University operates an online Graduate Supervision Reporting (GSR) system and which will be available to you within your Student Self Service. Within this system, you are expected to contribute to your termly supervision reports by reviewing and commenting on your own academic progress, any skills training you have undertaken or may need to in the future, and on your engagement with the academic community (e.g. seminar/conference attendance or any teaching you have undertaken). Your supervisor(s) will review and comment on your academic progress and performance during the current term and assess skills and training needs to be addressed during the next term. Your supervisor should discuss the report with you, as it will form the basis for feedback on your progress, for identifying areas where further work is required, for reviewing your progress against an agreed timetable, and for agreeing plans for the term ahead.

When reporting on academic progress, students on taught courses should review progress during the current term and measure this progress against the timetable and requirements for their programme of study.

All students should briefly describe which subject-specific research skills and more general personal/professional skills they have acquired or developed during the current term. You should include attendance at relevant classes that form part of your programme of study and also include courses, seminars or workshops offered or arranged by your department or the Division. Students should also reflect on the skills required to undertake the work they intend to carry out. You should mention any skills you do not already have or you may wish to strengthen through undertaking training.

If you have any problems concerning the supervision you are receiving, you should raise this with your Director of Graduate Studies (DGS) and not the supervision reporting system.

Students are asked to report in weeks 7/8/9 of each term. Once you have completed your sections of the online form, it will be released to your supervisor(s) for completion and will also be visible to your DGS and to your College Advisor. When the supervisor's sections are completed, you will be able to view the report, as will your DGS and your college advisor. The DGS is responsible for ensuring that appropriate supervision takes place, and this is one of the mechanisms they use to obtain information about supervision. College advisors are a source of support and advice to students, and it is therefore important that they are informed of your progress, including concerns (expressed by you and/or your supervisor).

Automated GSR email notifications will be sent at the start of each reporting window which will include everything students and academics need to get started in GSR.

ANNEXE E - FIELDWORK AND HEALTH AND SAFETY

Fieldwork

Many students will, as part of their course, be required to undertake fieldwork providing it is safe and practical to do so. Fieldwork is considered as any research activity contributing to your academic studies which is carried out away from university premises, and must be approved by your department. This can be overseas or within the UK. The safety and welfare of its students is of paramount importance to the University. This includes fieldwork and there are a number of procedures that you must follow when preparing for and carrying out fieldwork.

Preparation

Safe fieldwork is successful fieldwork. Thorough preparation can pre-empt many potential problems. When discussing your research with your supervisor please think about the safety implications of where you are going and what you are doing. Following this discussion and before your travel will be approved, you will be required to complete a travel risk assessment form. This requires you to set out the significant safety risks associated with your research, the arrangements in place to mitigate those risks and the contingency plans for if something goes wrong. There is an expectation that you will take out suitable travel insurance. Your department also needs accurate information on where you are, and when and how to contact you while you are away. The travel assessment process should help to plan your fieldwork by thinking through arrangements and practicalities. The following website contains some fieldwork experiences which might be useful to refer to https://www.socsci.ox.ac.uk/fieldworker-experiences

Training

Training is highly recommended as part of your preparation. Even if you are familiar with where you are going there may be risks associated with what you are doing.

Departmental course (annually)

- **Fieldwork safety awareness session** covering personal safety, risk assessment and planning tips. All students carrying our fieldwork are expected to attend this and dates will be announced typically in Hilary Term.

Social Sciences Division Researcher Development Fieldwork Training (termly) DPhil students | Social Sciences Division (ox.ac.uk)

- **Safety in Fieldwork**. *This course is aimed at those conducting Qualitative and Ethnographic research, and those conducting their research in high risk locations, for example where the* FCDO *advise against travel or all but essential travel.*
- **Vicarious trauma workshops.** For research on traumatic or distressing topic areas or contexts.

Safety Office courses Training A-Z | Safety Office (ox.ac.uk) **(termly)**

- Emergency First Aid for Fieldworkers.
- Fieldwork Safety Overseas: A half day course geared to expedition based fieldwork, which covers planning and preparation, managing safety, including personal safety in the field, and how to deal with emergencies
- Fieldwork and overseas travel risk assessment for fieldworkers and travellers: A pre-recorded online training presentation
- Travel insurance presentation for fieldworkers and overseas travellers
- The Fieldwork Initiative to stop sexualised trauma training

Useful Links

- More information on fieldwork and a number of useful links can be found on the Social Sciences divisional website**:** https://www.socsci.ox.ac.uk/fieldwork

ANNEXE F - EQUALITY AND DIVERSITY AT OXFORD

Equality and Diversity at Oxford

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

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

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

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

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

Student Welfare and Support Services

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

<Insert details of departmental welfare contacts if not provided elsewhere>.

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

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

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

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

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

ANNEXE G - FINANCIAL ASSISTANCE

Information about graduate student funding can be found at https://tinyurl.com/oxfunding. There is an Ask a Question facility on the website. Information may also be sought from your College Office.

Maintenance funding

In general, funds for maintenance are harder to obtain than grants to assist travel and research. The University's *Committee on Student Hardship* considers applications arising from unexpected financial difficulty, contact your college for further information (https://tinyurl.com/oxhardship). The eligibility criteria are strict and the Committee requires applicants to have applied to other possible sources for assistance. College graduate scholarships are hotly competed for, and are awarded on academic merit, not on need, though some colleges also have hardship funds for their own students.

Travel and research grants

There are **various trust funds** in different subject areas, listed annually in the *University Gazette*. The terms of these are set out in the *Gazette Supplement on University Scholarships, etc.*, which is published in October. Those most useful to archaeology students are these:

a. The **Meyerstein Fund**, administered by the Archaeology Graduate Studies Committee, makes annual awards for archaeological research, especially travel costs to graduate students in all branches of Archaeology. Guidance will be circulated during the middle of Michaelmas Term with a deadline in December. The fund is limited and awards are unlikely to exceed a few hundred pounds or to run to more than one round of applications in a year, since there are many applicants to satisfy.

b. The **Craven Committee** considers applications for grants towards necessary travel and research relating to Classical antiquity, including **Classical Archaeology**, and will also consider applications from doctoral students in Archaeology or Archaeological Science whose material falls within its remit. Applications should normally be made in the 0th week of Hilary Term. The Craven Committee also offers one- and two-year Travel Scholarships in all fields of Classics (including Classical Archaeology), worth up to £6000, to graduate students whose research involves considerable research travel. Applications must contain a sample of written work and interviews are held. Any enquiries about the Craven awards should be directed to the Finance Officer at Classics.

c. The Barclay Head Fund, administered by the Committee for the School of Archaeology, makes awards for research in ancient numismatics. The *Barclay Head Prize* is awarded annually by the same committee for an essay of sufficient merit in the field of ancient numismatics. Those interested in submitting a piece for consideration are advised to contact pgt-support@arch.ox.ac.uk by the end of Trinity Term.

d. Research funding opportunities for travel/conferences/essay prizes can be found using the University's subscription to **Research Professional**. More information about this and how to access or run searches can be found at: https://tinyurl.com/oxrespro.

e. Another good source of funding opportunities and other useful resources can be found through the pages on the British Archaeological Jobs and Resources website (https://tinyurl.com/oxbajr).

Applications for grants must normally be directly related to the work for your degree and be accompanied by realistic estimates of the costs involved and a letter of support from your supervisor. A brief written report is normally required on completion of the project. Most colleges offer limited grants to assist graduate students with travel (ask your Tutor for Graduates or College adviser for details). The Meyerstein and Craven Committees expect applicants to have applied also to their colleges for assistance with travel costs.

ANNEXE H - TEACHING OPPORTUNITIES FOR GRADUATE STUDENTS

The Committee for the School of Archaeology is keen to help graduate students to take up opportunities to gain experience in teaching through giving tutorials to undergraduates. However, the organisation of tutorial teaching is a college matter, and is paid for by the colleges to which the undergraduates being taught belong. The Committee has no power to assign undergraduates to particular graduate students who want to teach. It should be noted that graduate students are not normally allowed to teach other graduate students.

Any graduate student intending to teach for the Archaeology & Anthropology or Classical Archaeology & Ancient History degrees **is required** to take a half-day course on tutorial teaching, organised by the School of Archaeology usually held in Trinity Term. Anyone planning to teach for the archaeology options in Classics is also strongly advised to attend this course. Information about this course will be sent to all archaeology graduate students. It is highly recommended that, if you have any interest in teaching, you take this course in your first year. Graduate students are also normally expected to have completed their Transfer of Status before they begin teaching.

If you wish to undertake tutorial teaching you should then consult your supervisor for approval and to discuss for which undergraduate courses you would be qualified to teach, and how much teaching you could do without interfering with your thesis work. The supervisor should write a letter saying what subjects you may teach, and for how many hours. You must not undertake teaching, or change the amounts arranged, without your supervisor's permission. The Committee for the School of Archaeology, in line with the regulations for UK Research Council-funded graduate students, has ruled that you may not spend more than six hours a week on undergraduate teaching, this amount of time to include any preparation of teaching and marking of written work.

The next step is to make sure your name is on the appropriate register of graduate students willing to undertake teaching. The main areas where teaching opportunities exist are in the Classical Archaeology component of Classics, and in the Classical Archaeology & Ancient History, and Archaeology & Anthropology BA degrees. For the first two there is an on-line Teaching Register where you can indicate which papers you are available to teach for

The archaeological papers for Classical Mods and for the first year of Classical Archaeology & Ancient History are: Homeric archaeology and early Greece 1550700 BC, Greek vases, Greek sculpture, and Roman architecture; and for Greats: The Greeks and the Mediterranean world *c.* 950500 BC; Greek archaeology and art *c.* 500300 BC; Hellenistic Art and Archaeology, 330 – 30 BC; Art under the Roman empire, AD 14-337; and Roman archaeology: Cities and settlement under the Empire. In addition, Classical Archaeology and Ancient History Finals has papers in the archaeology of Minoan Crete, 3200-1000 BC, Etruscan Italy, and Mediterranean Maritime Archaeology. The full range of papers and options in the Archaeology & Anthropology and Classical Archaeology & Ancient History degrees is set out in the relevant syllabus booklets available on the appropriate website.

Paid Work Guidelines

The University has a policy on the amount of paid work that should be undertaken, please see: http://www.admin.ox.ac.uk/edc/policiesandguidance/policyonpaidwork.

ANNEXE I - UNIVERSITY POLICIES AND REGULATIONS THAT APPLY TO STUDENTS

The University has a wide range of policies and regulations that apply to students. These are easily accessible through the A-Z of University regulations, codes of conduct and policies available on the Oxford Students website http://www.ox.ac.uk/students/academic/regulations/a-z.

A

- Academic dress (Regulations)
- Academic good practice
- Academic integrity in research
- Accommodation and residence (Examination Regulations: search under Topic: Residence)
- Admission to degrees
- Alcohol
- Appeals to the Appeal Court
- Appeal Panel
- Armed Attacks (PDF)

B

- Bribery and fraud

C

- Childcare
- Childcare: Student Maternity, Paternity and Adoption Leave
- Confidentiality (PDF)
- Complaints procedure
- Complaints: Investigation by the Proctors
- Conflict of interest
- Conduct

D

- Data protection
- Disciplinary procedures (Proctors)
- Discipline, code of
- Discipline: student disciplinary panel
- Discipline: Fines imposed under Statute XI
- Disabled students: A Common Framework
- Deprivation (graduation)

E

- Educational Recordings Policy
- Engagement and Representation (PDF)
- Equality policy
- Examination regulations
- Examinations: Conduct of University examinations (Examination Regulations)
- Examinations: Disciplinary regulations for candidates in examinations (Proctors) (Examination Regulations: search under Topic: Examination conduct, Proctors)
- Examinations: Behaviour after examinations (Proctors)
- Examinations: Candidates in examinations (Disciplinary Regulations)
- Examinations: Candidates in examinations (Administrative Regulations)
- Examinations: Religious festivals and holidays coinciding with examinations (Examination Regulations: search under Topic: Religious festivals)

F

- Fact and figures: Student statistics
- Fitness to study

- Fitness to study panel

H

- Harassment policy
- Harassment policy flowchart (PDF)
- Health and safety: statement of health and safety policy

I

- Illness
- Information security
- Information Technology: Regulations Relating to the Use of Information Technology Facilities
- Intellectual property
- Use of IT facilities (Regulations)

L

- Libraries: Statutes and regulations for the Bodleian Libraries

- Libraries: Use of the facilities of the Bodleian Libraries
- Laboratories: Permission to work in well-found laboratories (Examination Regulations, search under Subject: Postgraduate; Regulation Title: Research Degrees in the Mathematical, Physical and Life Sciences Division

M

- Matriculation
- Mental Health (PDF)
- Migration (Examination Regulations, search Topic: Readmission and Migration)

N

- No smoking

O

- Oxford University Student Union Code of Practice
- Overseas travel safety

P

- Paid work for graduate students
- Plagiarism
- Postgraduate taught degree policy and guidance
- Postgraduate research degree policy and guidance
- Postgraduates as assessors policy and guidance
- Preparation for learning and teaching at Oxford
- Probationer research student regulations (Examination Regulations: search under Subject: Postgraduate; General Regulations Governing Research Degrees)
- Use of third party proof-readers

R

- Readmission (Examination Regulations, search under Topic: Readmission and Migration)
- Remission of fees (Examination Regulations, search Subject; Administrator; Appendix I - Regulations on Financial Matters
- Research activities involving human participants
- Research integrity
- Research degree policy
- Research students and supervisor guidance (Examination Regulations, search Subject; Postgraduate; General Regulations Governing Research Degrees)
- Reinstatement of research degree status

S

- Safeguarding code of practice (PDF)

- Safety in fieldwork
- Safety policies
- Senior Student Status (Examination Regulations, search under Topic: Senior Student Status)
- Setting up a club or society
- Staff-student relationships

- Statutes and regulations
- Student status
- Suspension of status

T

- Timing of status

U

- Undergraduate learning and teaching
- University Statutes and Regulations
- Use of your University Card

V

- Viva voce (Examination Regulations, search under Topic: Marking and Assessment)

ANNEXE J: SCHOOL OF ARCHAEOLOGY POSTGRADUATE TAUGHT-COURSE MODULES 2023-24

Summary

The list below summarises the postgraduate taught-course options running in 2023-24. Please note that all modules are taught over one term except Archaeological Science modules which are taught over two terms (MT and HT).

- MSc Archaeology - you will need to choose
  - One Michaelmas term-taught stream specific module from MSc Archaeology; **AND**
  - One Hilary term-taught stream-specific module from MSc Archaeology; **AND**
  - One Hilary term-taught free-choice module (from any archaeology degree)

- MSc Archaeological Science
  - Typically students take all three Archaeological Science modules but you may swap one ArchSci module for **one free-choice module (from any archaeology degrees) taught in HT**

- MSt/MPhil Classical Archaeology – you will need to choose
  - One Michaelmas term-taught -taught module from MSt/MPhil Classical Archaeology; **AND**
  - One Hilary term-taught module from MSt/MPhil Classical Archaeology **OR** an approved free-choice module from any archaeology degree; **AND**
  - One Hilary term-taught period module from MSt/MPhil Classical Archaeology

A brief descriptor of all our modules can be found in the following pages and are summarised below

Michaelmas Term 2023	Hilary Term 2024	Trinity Term 2024
Archaeological Method and Theory (Social)	Archaeology and Geographical Information Systems	Dissertation
Archaeology of Later Medieval Europe	Archaeology of Lived Religion in Late Antiquity	
Chinese Archaeology I: Neolithic to Bronze Age	Archaeology of the Contemporary World	
Environmental Archaeology	Bio-Archaeology	
European Prehistory from the Mesolithic to the Bronze Age	Cognitive Archaeology	
Landscape Archaeology and Spatial Technology	Interdisciplinary Approaches to Chinese Ceramics	
Maritime Societies	Maritime Archaeology	
	Methods and Techniques in Maritime Archaeology	
	Palaeolithic Archaeology	
	Practical Archaeobotany	
Materials analysis and the study of technological change	Materials analysis and the study of technological change	Dissertation
Bio-archaeology	Bio-archaeology	
Principles and Practice of Scientific Dating	Principles and Practice of Scientific Dating	
Greek and Roman Landscape Archaeology	Aegean Bronze Age Trade OR Religion	Aegean 2000-1100 BC
Greek Coinage	Archaeology of northern Greece and Macedonia/Thessaly (tbc)	Early Iron Age Greece, 1200-800 BC
Greek Sculpture	Archaeology of the Roman Economy	Archaic, 800-480 BC
Greek Women	Burials, settlements, and society in Iron Age Greece, 1200-650 BC	Classical, 500-300 BC
Late Roman and Byzantine architecture	Etruscan Italy	Hellenistic, 330-30 BC
Roman Architecture	Gandharan Art and the Classical World	Late Republican, 200-30 BC
Roman Provincial Art	Greek and Roman wallpaintings	Early Imperial, 30 BC -AD 120
The Archaeology of Greek Religion	Greek Vases	Middle Imperial, AD 70-250
Topics in Aegean Prehistory	Lived Religion in Late Antiquity	Late Antique, AD 280-650
	Maritime Archaeology	
	Pompeii and Ostia	
	Roman Coinage	

MSC ARCHAEOLOGY MODULES RUNNING MICHAELMAS TERM 2023/24

ARCHAEOLOGICAL METHOD AND THEORY (SOCIAL STREAM)

One of the most vital areas within archaeology over the last forty years has been the debate concerning method and theory. Archaeological theory has shifted from the attempts to generalise about human life developed by the New or Processual archaeologists from the 1960s onwards. In the late 1970s there was a reaction against grand theory and a greater concentration on local prehistoric sequences and the finer details of people's lives by the so-called post-processualists. Today there is a huge range of archaeological theories in use, focussing on issues of identity, gender, mind, material culture, art and aesthetics, as well as the more traditional questions of technology and subsistence. Archaeology has drawn on a huge range of theory from outside the discipline, ranging from evolutionary and ecological theories, post-modernist and post-colonial theories, feminist and gendered perspectives and theories of history and change. How relevant any or all of these theories are to archaeological subject matters and problems is debatable, but these are subjects that need debating if we are to decide the most profitable and productive directions for archaeology. Recently, archaeological method has become a source of intense debate, looking at how social and intellectual factors influence the ways in which archaeological sites are excavated and interpreted. Excavation and analysis are not purely technical matters, but have great influence on how we create our basic forms of evidence and make sense of them.

Loosely following a chronological line, this option will first survey later 20th century archaeological thought, starting with the notions of culture history, processual and post-processual archaeology. This survey of theories and methods will then form the backdrop to a more detailed engagement with theoretical developments since the late 1990s and leading up to the state of archaeological thinking today.

Convenor: Dr Alexander Geurds

ARCHAEOLOGY OF LATER MEDIEVAL EUROPE (MEDIEVAL STREAM)

The option will focus on the period of c.AD 1100 – 1600 in Europe, with an emphasis on western and northern Europe, including Britain. Through the material remains we will investigate this period of dramatic economic, religious and social change, to develop our understanding of daily life and death for medieval populations. The module will cover the following topics: development of historical archaeology, medieval identities, economy, religion & belief, settlements & households, and material culture.

Convenor: Dr Eleanor Standley

CHINESE ARCHAEOLOGY I: NEOLITHIC TO BRONZE AGE (ASIA STREAM)

This course provides a survey of the archaeology of Ancient China from the Neolithic to the middle Bronze Age. Each lecture is arranged around a particular set of questions as well as a time period and/or region. In this fashion, this course explores the major cultural developments, focusing on the most important finds in greater detail, while at the same time discussing general archaeological questions and approaches.

The class commences by providing an overview of the environmental back ground as well as the history and organizational structure of archaeological work in China. After setting the stage in this fashion, the course will

proceed chronologically, simultaneously covering questions of the emergence of agriculture, settlement patterns, burial practices, beliefs and ritual, complex societies, and early cities.

Module Co-ordinator: Dr Anke Hein

ENVIRONMENTAL ARCHAEOLOGY (ENVIRONMENTAL STREAM)

Lectures cover the principles of palaeoenvironmental reconstruction as well as exploring examples of how these data are used in archaeological site investigations, and in documenting broad shifts in past climates and landscapes and human behaviour. Examples are drawn from Old and New World settings. Teaching is based around seminars which consider the methods and theories relating to the discipline and its role within the field of archaeology. These themes are then further explored in the field or laboratory as appropriate.

Convenor: Prof. Mike Charles

EUROPEAN PREHISTORY FROM THE MESOLITHIC TO THE BRONZE AGE (PREHISTORY STREAM)

In this module we critically examine the archaeology of Mesolithic-Bronze Age Europe with reference to a series of themes, including:

- the development of hunter-gatherer societies after the Ice Age
- the spread and nature of early farming and herding practices
- changing funerary practices
- the increasing application of scientific methods, including 14C dating, stable isotopes and DNA
- the long-term consequences of farming/herding
- shifting materialities and identities

This paper aims to engage the student critically with the evidence for human societies of Mesolithic-Bronze Age Europe and the history of thought informing their interpretation. The student should gain a critical grasp of key shifts and themes in European prehistory and their role in the development of archaeological method and theory. The student should also develop a good grounding in the chronology and culture-history of later prehistoric Europe, and recent advances in the application of scientific methods.

Convenors: Prof. Amy Bogaard & Prof. Rick Schulting

LANDSCAPE ARCHAEOLOGY AND SPATIAL TECHNOLOGY (LANDSCAPE STREAM)

This course provides and overview of the key issues in landscape archaeology, highlighting the approaches and methods employed in the recording, management and interpretation of the archaeological landscape. It will explore the theoretical perspectives and methodological approaches which have furthered our understanding of the development of the cultural and physical landscape.

Topics will include:

- space vs. place
- funerary landscapes
- designed landscapes
- landscape and identity
- aerial archaeology

- archaeological prospection
- historic landscape characterisation

This course will provide students with a robust understanding of the approaches that are used in landscape archaeology, enable them to critically evaluate the datasets that are used to study past landscapes and apply appropriate methods to their own research.

Convenor: Dr John Pouncett

MARITIME SOCIETIES (MARITIME STREAM)

Approaches to maritime archaeology often concentrate on ships and their material remains and while this is an entirely legitimate approach, it can largely ignore the people and the communities that created, sustained and sailed on them.

This paper will provide an overview of key theoretical and conceptual issues relevant to maritime archaeology, and will explore a broad range of social, cultural, technological and environmental issues relating to the creation of maritime societies both on land and at sea. It will examine the development of maritime cultural landscapes and port towns, shipboard societies, and maritime subcultures, alongside themes such as maritime economies, warfare, technological change, and religion, ritual, and superstition.

The paper will stress archaeological perspectives on maritime societies, but will also draw upon anthropological, palaeoenvironmental, documentary, and other sources of information to offer a holistic approach. In covering this range of themes, the paper will address maritime societies and seafaring through time, from the earliest records of coastal subsistence and movement across the sea through to maritime activities documented in textual sources.

Convenors: Dr Damian Robinson and Dr Linda Hulin

MSC ARCHAEOLOGY MODULES RUNNING IN HILARY TERM 2023/24

ARCHAEOLOGY AND GEOGRAPHICAL INFORMATION SYSTEMS (LANDSCAPE STREAM)

This Module provides a practical introduction to the use of Geographic Information Systems (GIS) in archaeology. GIS has transformed the way in which archaeologists manage spatial data, think about spatial relationships and engage the public in research. The analytical, interpretative and communicative potential of GIS will be explored within the broader context of spatial archaeology, highlighting the methodological and theoretical implications of GIS-based approaches with reference to key case studies.

This module introduces the concepts of space, tools of representation and processes of reasoning which underpin archaeological applications of GIS. Students will learn how to critically evaluate the methods employed by other researchers and apply appropriate methods to datasets created during practical classes and their own research.

Convenor: Dr John Pouncett

ARCHAEOLOGY AND THE CONTEMPORARY WORLD (SOCIAL STREAM)

The module 'Archaeology and the Contemporary World' considers the place of the discipline of Archaeology in our contemporary world. This module will introduce aspects of the history of Archaeology, read through the lens of contemporary global, social, intellectual and political concerns. Through lectures and seminars, the paper explores the discipline's past not so much as history but as tradition, and not as changing theories or methods but as enduring practices and structures. The aim will be to undertake close readings of significant texts from the disciplinary past and to bring them to bear upon contemporary social and cultural questions facing universities, heritage bodies, museums, and the world today.

Themes such as Humanity and Objectivity; Decolonisation and Anti-colonialism; Museums and Visuality; Conflict and Violence; Landscape and the Environment; Time and Duration will be covered during the teaching.

Convenor: Prof Dan Hicks

ARCHAEOLOGY OF LIVED RELIGION IN LATE ANTIQUITY (MEDIEVAL STREAM)

Current estimates and characterisations of religion in Late Antiquity are still largely based on what texts tell us. Yet, 'material religion' – one of the most exciting developments in the contemporary field of religious studies – stresses that religion is not something one does with speech or reason alone, but also with the body, the objects it touches and the spaces it inhabits. Moreover, material culture in the form of objects, images and landscapes shaped religion. Consequently, archaeology is an extremely promising resource to gain insight into how people in the past induced experiences of supernatural power. This course scrutinizes seemingly inconsequential archaeological contexts to evaluate how religious considerations were expressed and how salient they were in various aspects of daily life in Late Antiquity. The incredibly rich archaeological record for this topic includes small finds and architecture with religious imagery or texts, as well as unmarked items of which the state of preservation (e.g., unusual traces of wear or fragmentation) or only the archaeological context suggests an extraordinary usage (e.g., as is often the case with building offerings). In-depth study of this material is combined with archaeological theory and theory from religious studies.

Convenor: Dr Ine Jacobs

BIO-ARCHAEOLOGY (ENVIRONMENTAL STREAM)

Scientific methods are playing an increasingly important role in archaeological research, and this is particularly true of organic materials. Developments in the analysis of stable isotopes, lipid residues, trace elements and ancient DNA are providing new lines of evidence for a host of central questions, including past subsistence and environmental change, migration and genetic origins. This course provides a detailed, critical overview of these topics, both in terms of the techniques themselves, and their archaeological applications. More traditional bioarchaeological analysis of human, faunal, and plant remains also feature.

The taught element of the course involves lectures and seminars that are complemented by interactive sessions involving the investigation of plant, animal and human remains as well as the generation and analysis of isotopic data. It makes use of the ongoing research of both members of staff and researchers to present the latest approaches.

Coordinator: Dr Amy Styring

COGNITIVE ARCHAEOLOGY (SOCIAL STREAM)

Cognitive archaeology is a fast-growing field of research dedicated to the comparative study of human cognition from a material culture-perspective. In particular, cognitive archaeology brings together three major related specializations: 1) the study of the biosocial origins and evolution of human intelligence (broadly known as Evolutionary Cognitive Archaeology ECA), 2) the study of the unity and diversity of the human mind (past and present), and 3) the anthropological and experimental study of the interaction between cognition and material culture. The proposed option integrates all three major specializations bringing together the archaeological, the anthropological and the evolutionary dimensions of cognitive archaeology. It offers a critical synthesis of major issues related to the social and bodily dimensions of human intelligence and especially the effects that the changing socio-material environment (artificial or natural) has on humans and upon their minds. The major aim of the option is to explore the nature of the relationship between cognition and material culture—what it is, how it changes, and what role observed transformations in human societies play in forging those links. Using a variety of archaeological and anthropological themes and case studies the option will offer a comparative examination of the impact of material culture on the making and evolution of human intelligence (brain and body) from its earliest beginnings to the present day.

Convenor: Dr Alex Aston

INTERDISCIPLINARY APPROACHES TO CHINESE CERAMICS (ASIA STREAM)

The tendency, even today, to refer to high quality translucent white wares as ‘china’ harks back to a period where this rarefied material was only obtainable from the East. Yet, the production of Chinese porcelain, with all its global impact, is only one late episode in a complex social relationship between humans and clay that

stretches back almost 20,000 years. This course focusses on the emergence and development of ceramics in prehistoric and historic China, providing both general training in ceramic analysis and the specific context needed by students wishing to specialize in the study of Eastern Asia.

From the first modern archaeological excavations in China—which uncovered remarkable prehistoric assemblages of elaborately painted earthenware—to long-standing research on Imperial kiln sites and the recent discovery of the earliest pottery in the world, archaeological ceramics research has played an important

part in uncovering China's past. Traditional archaeological approaches will, therefore, form the foundations of the course. However, students will also be shown how archaeological interpretations of pottery in the past can be shaped within frameworks drawn from ethnographic, ethnoarchaeological, and historical research. In addition, by connecting Archaeological Materials component of the MSt course, students will be given a general introduction to suitable techniques for the analysis of both high- and low-fired ceramics.

The course will introduce China's early relationship ceramics and consider how geography and climate help us to contextualize early finds and understand the character of later production. Focusing on concrete examples from the Chinese Neolithic to the Qing Dynasty, the course will show how ceramics can help us to explore innovation, specialization and centralization in production, to both define and transgress the boundaries of cultural units, and to investigate the character of long-distance exchange.

Convenor: Dr Anke Hein

MARITIME ARCHAEOLOGY (MARITIME STREAM)

The course examines the development of seafaring through material cultural and maritime history. It will generally concentrate on the ancient cultures of the Mediterranean and connected regions, although other places and time periods can be investigated if there is sufficient interest.

The main trends in the historical development of seafaring cultures will be examined, including the technological development of both military and merchant ships and their cargoes, the growth of ports and nautical architecture, as well as more synthetic approaches to issues such as the maritime economy, naval warfare, the spread of knowledge, and the growth of polities.

The nature of the archaeological, textual and iconographic evidence will be discussed in order to understand the limitations and opportunities inherent in each form of evidence.

Convenor: Dr Damian Robinson

METHODS AND TECHNIQUES IN MARITIME ARCHAEOLOGY (MARITIME STREAM)

Maritime archaeology can be a very technical discipline and consequently the purpose of the course is to provide an up-to-date overview of the current methods and techniques in maritime archaeology and its allied sub-disciplines of maritime history and anthropology.

The module can include sessions on ethics, survey and excavation techniques, wetland archaeology, approaches to deepwater, interpreting nautical architecture, maritime object biographies, maritime ethnography, presenting maritime archaeology to different audiences. There are no temporal or geographical limits upon the examples of best and worst practise that will be used in this course.

Convenor: Dr Damian Robinson

PALAEOLITHIC ARCHAEOLOGY (PREHISTORY STREAM)

This course will focus on cultural changes that saw the emergence of our own species: *Homo sapiens*. Traditionally, it has been accepted that major cultural innovations appeared suddenly during the European Upper Palaeolithic and were initiated by the first anatomically modern humans to arrive in this region. However, such a view has increasingly come under challenge in the light of evidence that Neanderthals may

already have had the capacity for modern culture before the appearance of the Upper Palaeolithic, and similarly it has been argued that examples of cognitively complex behaviour can be recognised in the earlier African archaeological record, implying a longer and more gradual development overall.

A combination of museum-based seminars and tutorials will focus on recent debates on 'modern behaviour': how and where did it arise and what were the potential mechanisms for change and innovation that led to more sophisticated tool use, language, self-awareness and group identity in modern humans. Amongst the topics covered will be:

- Pleistocene human dispersals;
- The study of Palaeolithic technologies and the use of stone artefacts,
- Human diet and subsistence,
- The origins of language
- The rise of symbolic and artistic expression.

Convenor: Dylan Gaffney

PRACTICAL ARCHAEOBOTANY (ENVIRONMENTAL STREAM)

Many current debates in archaeology, ranging from the origins of agriculture to the rise and collapse of urban centres and empires, rely on ideas concerning the production and consumption of plants. This paper introduces the theory and methodology that underpin the analysis of macroscopic plant remains from archaeological deposits. Core topics include the identification of charred and waterlogged plant remains, issues of preservation and recovery, analytical approaches to the interpretation of archaeobotanical data and presentation of results. The practical component of the paper consists of eight laboratory-based classes (2-3 hours each) and covers the key stages of archaeobotanical investigation, from on-site recovery to sample sorting, identification, quantification and data analysis. The tutorial component (five sessions) focuses on principles underlying analytical techniques and broader issues of interpretation.

Convenor: Prof. Mike Charles

MSC ARCHAEOLOGICAL SCIENCE MODULES (MT &HT 2023/24)

MATERIALS ANALYSIS AND THE STUDY OF TECHNOLOGICAL CHANGE

This course explores the use of scientific analysis of archaeological artefacts to elucidate questions of archaeological interest. We will cover a broad introduction to the study of materials, and specifically materials in archaeological science. We will discuss the fundamentals of material structure for each of the major classes of materials exploited by people across the past (metals, stone, ceramics, glass, organics), the how, where and why of the sourcing of raw materials, as well as the complexity and variation of production processes. Through this, we will also cover the major techniques used in the analysis of archaeological materials, and their strengths and weaknesses, and their usefulness for different kinds of materials and question. At the heart of this course will be the *why* of analysis, and what it can bring to archaeology.

This course is taught through lectures, seminars and tutorials, as well as practical laboratory teaching and experimental archaeology.

Coordinator: Dr Victoria Sainsbury

BIO-ARCHAEOLOGY

Scientific methods are playing an increasingly important role in archaeological research, and this is particularly true of organic materials. Developments in the analysis of stable isotopes, lipid residues, trace elements and ancient DNA are providing new lines of evidence for a host of central questions, including past subsistence and environmental change, migration and genetic origins. This course provides a detailed, critical overview of these topics, both in terms of the techniques themselves, and their archaeological applications. More traditional bioarchaeological analysis of human, faunal, and plant remains also feature.

The taught element of the course involves lectures and seminars that are complemented by interactive sessions involving the investigation of plant, animal and human remains as well as the generation and analysis of isotopic data. It makes use of the ongoing research of both members of staff and researchers to present the latest approaches.

Coordinator: Dr Amy Styring

PRINCIPLES AND PRACTICE OF SCIENTIFIC DATING

We need to be able to put past events onto a timescale if we are to understand them properly. Scientific dating allows us to explore the relationship between different sites and regions. Furthermore, chronologies built up from dating and other evidence enable us to understand processes at work in the archaeological record. This course looks at the scientific dating methods most commonly applied, including the practical aspects of radiocarbon, luminescence, tephrochronology and dendrochronology. It also provides an introduction to the use of statistical methods for combination of information from direct dating and other archaeological information. There is a strong emphasis on the critical evaluation of dating evidence.

Coordinator: Dr Rachel Wood

CLASSICAL ARCHAEOLOGY MODULES RUNNING IN MICHAELMAS TERM 2023/24

ARCHAEOLOGY OF GREEK RELIGION

Religion was central to ancient Greek life and culture. For the ancient Greeks, conceiving divine power as a multitude of deities, each with a specific field of influence over human affairs, religion offered a means of comprehending, systematizing and communicating with the unseen forces governing the human condition. The gods were omnipresent, and men appealed to them in their chosen residences, sanctuaries, cult places and holy sites. Large and small, urban and rural, places of worship existed in all parts of the Greek world and were the focus of travels, rituals, cultural exchange, political propaganda. The best in Greek art and the finest architecture were made for gods. The course will explore the settings, spaces, shapes, and structures of ancient Greek cult places, the votive dedications and the rituals associated with them, in order to investigate broad theoretical and methodological issues. Through a number of case-studies, the students will approach issues such as the role of religion in the formation of the polis; classical/Hellenistic approaches to polis-religion; the nature of private cults; the foundation of new cults; the material evidence relating to royal cults.

Course co-ordinator: Dr Milena Melfi

GREEK COINAGE

The Greek Coinage option is open to anybody interested in learning about money and coinage in the Greek world - no experience with coins is needed. Through a series of lectures, tutorials, and coin-handling sessions, students will gain an overview of Greek coinage from the beginnings of electrum in the sixth century down to the period of Roman rule. The course will focus on how coins can be used as evidence for the study of classical archaeology and art, exploring themes such as how coins can be used to document patterns of trade, reflect developments in classical art, and provide examples of civic and personal iconography. The Coin Room of the Ashmolean Museum houses one of the finest collections of Greek coins in the world and is a key centre for the study of ancient coins. Students may gain experience of working with coins by participating in a range of volunteer projects based on the collection. The Coin Room also houses the numismatic section of the Sackler Library and maintains an extensive collection of plaster casts and auction catalogues.

Coordinators: Dr Heuchert

GREEK SCULPTURE

Large statues and reliefs in stone and metal were among the most prominent public symbols in ancient Greek society, and surviving examples retain today a strong visual impact. Dramatic new discoveries, from excavation and shipwrecks, are constantly revising and sharpening our knowledge of this distinctive historical phenomenon. The course studies the sudden emergence of large marble statues in the archaic period, the revolutionary figures that embodied the new visual system that we know as 'classical' in the fifth and fourth centuries, and the major new categories of sculpture that were developed or invented in the third and second centuries -- such as honorific portraits, heroic groups, and genre statues. The course has an excellent resource in the Cast Gallery of the Ashmolean Museum, which contains a collection of some 600 plaster casts of Greek statuary and relief. Subjects include: archaic kouroi; the Siphnian treasury; the early classical revolution; the Olympia and Parthenon sculptures; athletic statuary; grave reliefs; early Hellenistic portraits; the Great Altar at Pergamon; Hellenistic genre; the Laocoon and Sperlonga groups.

Course co-ordinator: Dr Joshua Thomas

GREEK WOMEN

This option will examine what archaeology can tell us about the life of women in the Greek world. The period covered is roughly from the 8th century BC to the end of the Hellenistic period. The close study of literary, archaeological, epigraphic evidence and the visual imagery regarding women will aim to appraise and occasionally challenge paradigms about women's life and position in ancient Greek society. Themes that will be explored are: the role of women in cult and festivals; women and burial; working women; the adornment of women; education of women; images of women in classical Athens (pottery, grave reliefs); Hellenistic statuary of women; terracottas.

Course co-ordinator: Dr Anna Blomley

LANDSCAPE ARCHAEOLOGY IN THE GREEK AND ROMAN WORLD

This course provides an introduction to the countryside and landscapes of the Classical world, and to archaeological means of investigating them. The study of past landscapes employs a range of aerial and surface techniques, and involves consideration of processes of landscape change through environmental and human factors. A large proportion of the ancient population lived in the countryside, and processes of colonisation in both the Greek and Roman worlds had a considerable impact on the structuring of rural landscapes. In particular, Roman land allotment by centuriation divided up many areas in a manner sometimes still traceable through patterns of land tenure today. Greek and Roman large-scale drainage and land reclamation projects radically altered whole regions and brought new land under exploitation. Topics to be studied include: aerial photography; field survey; settlement patterns; centuriation and the organisation of landscapes; landscape changes - natural and human agency; deliberate transformations of nature; water management: irrigation, drainage and land reclamation.

Course co-ordinator: Prof. Andrew Wilson

LATE ROMAN AND BYZANTINE ARCHITECTURE

The course provides an overview of architectural development from the 4th to the14th century, covering buildings belonging to the secular and religious, public and private spheres. Individual types include urban honorific monuments, administrative buildings, baths, defensive installations, communal accommodation (barracks, inns, hospitals, monasteries), habitation, tombs, churches (basilical and centralized) and synagogues. Building and decorative materials are studied.

Course co-ordinator: Dr Ine Jacobs

ROMAN ARCHITECTURE

Architecture is the quintessential Roman art and the well-preserved remains of Roman monuments, buildings and engineering works dominate our vision of the empire. Against a background of the development of Roman architecture from the second century BC to the Tetrarchy, presented in a series of lectures, this course comprises a series of seminars exploring what the Romans themselves thought about their built environment. Using the De architectura of the Roman architect Vitruvius as a starting point, the seminars will address: the nature of architecture and the training of architects; the relative merits of different construction methods and

building materials; the design of temples; public buldings intheir civic setting; urban and rural housing; and engineering works and machines. Throughout, the emphasis will be ont he role of architecture in Roman society, and on the varied ways that architecture was employed by individuals and communities to express and enhance their status.

Course co-ordinator: Dr John Hanson

ROMAN PROVINCIAL ART

This option explores the transformation of Graeco-Roman artistic traditions as they were disseminated through the provinces of the Roman Empire. It will concentrate on material from selected provinces, especially Britain, and seek to understand the technical, stylistic, and iconographical differences that emerged when 'Roman' sculpture was produced sometimes far from its Mediterranean roots. It will also consider the varying functions and usage of art in different parts of the Roman world. The themes examined may include: critiques of the concept of 'Romanization'; the meaning of 'provincialism'; the significance of local materials and economic factors in artistic production; gravestones in Britain, Germany and the Balkans; the stone portraits of Palmyra; funerary art in Roman Egypt; Romano-British mosaics; and the question of where 'provincial' art ends in the Near East and beyond.

Course co-ordinator: Prof. Peter Stewart

TOPICS IN AEGEAN PREHISTORY

The course involves in-depth study of selected, specific topics in Aegean Prehistory. It is not a general overview of Aegean Bronze Age, but asks students for detailed treatment of specific issues lying in three main areas: application of theory and method to specific problems; study of an individual site or class of sites; study of an individual artefact or class of artefacts.

Coordinator: Dr Lisa Bendall

CLASSICAL ARCHAEOLOGY MODULES RUNNING IN HILARY TERM 2023/24

AEGEAN BRONZE AGE TRADE

This course examines trade, specifically focusing on issues of identity and interaction in the Aegean Bronze Age, both within the Aegean and beyond. The Aegean was a fertile ground of interaction for various societies and social groups, particularly through maritime activities as the sea formed a connector rather than divider. The rich archaeological record for such interaction includes imported and exported artefacts and raw materials found primarily in settlements, shipwrecks and burial assemblages, but also evidence for more intangible exchanges of ideas, craft techniques, and cultural knowledge.

Course co-ordinator: Dr Lisa Bendall

AEGEAN BRONZE AGE RELIGION

This course examines archaeological and documentary evidence for religion in the Aegean Bronze Age. It addresses issues such as what is meant by 'Minoan' as distinct from 'Mycenaean' religion with reference to problems of ethnicity and identity, how belief systems and cognition more generally can be approached through material culture alone, and how documentary and archaeological sources can be used in tandem. A broadly anthropological approach is adopted and close attention paid to debates in other areas of archaeological research, especially the ancient Near East.

Course co-ordinator: Dr Lisa Bendall

ARCHAEOLOGY OF THE ROMAN ECONOMY

According to some views of the ancient world, the Roman economy was stagnant and under-developed; according to others, the Roman empire saw economic activity on a scale unparalleled again until 16th-18th century Europe, with the mass-production of certain types of artefact, agricultural specialisation for export, and considerable amounts of long-distance trade. This course examines the contribution which archaeology can make to that debate, and where between these two extremes the truth might lie. Topics covered include: coinage and the metal supply; the economic impact of technological progress; agricultural specialisation and investment; the use of ceramic data to illuminate trading patterns; the interpretation of shipwreck evidence; the effect of ancient transport technologies on the distribution of goods; urban crafts and the involvement (or otherwise) of elites in non-agricultural activities.

Course co-ordinator: Prof. Andrew Wilson

ARCHAEOLOGY OF NORTHERN GREECE AND MACEDONIA/THESSALY

The proposed option aims to offer graduate students an opportunity to explore the archaeology of three regions in the northern Greek world (Epirus, Thessaly, and Macedonia), focusing on the timeframe from the Archaic period to the area's provincial reorganisation around 27 BC. Though today a thriving and vibrant field of research, this geographical region is served comparatively poorly by surviving ancient written sources, characterised by a challenging research history and divided by the present-day territorial borders of Greece, Albania, and North Macedonia. Consequently, the archaeology of Epirus, Thessaly, and Macedonia has thus far not been studied as comprehensively as that of southern Greece, and all three regions often continue to

be viewed (either consciously or unconsciously) as passive, peripheral, or even "backward" zones within the ancient Greek world.

Course co-ordinator: Dr Anna Blomley

BURIALS, SETTLEMENTS, AND SOCIETY IN EARLY GREECE, 1200-650 BC

One of the most fascinating periods in the study of Early Greece is that which starts with the rejection of the palatial system and ends with the appearance of the city-states. The course examines the archaeological evidence from a number of sites (mostly cemeteries and settlements, with the addition of a few cult sites). Broad themes and trajectories in this period are studied through specific sites, such as Argos, Athens, Corinth, Knossos, Lefkandi, and Tiryns. The course also considers recent approaches to the period, with an emphasis on the archaeological study of regional societies and their political and social structures. The transformation of these early communities from their Late Bronze Age past is examined closely, highlighting aspects of continuity and discontinuity and elucidating survival or rejection of earlier social structures.

Course co-ordinator: Prof Irene Lemos

ETRUSCAN ITALY

This course explores the development of Etruscan civilisation in the first millennium BC and its significance for understanding contemporary and later developments around the Mediterranean. Within a broadly chronological structure, subjects ranging from the rituals of daily life and death to the development of autonomous cities such as Veii, Tarquinia, and Caere are studied using a range of archaeological, artistic, scientific, historical, and linguistic evidence. Emphasis is placed upon close examination of sites and artefacts including, where practical, those held in local museums.

Course co-ordinator: Dr Charlotte Potts

GANDHARAN ART AND THE CLASSICAL WORLD

The option explores the relationship between Graeco-Roman art and the Buddhist art of Gandhara (roughly Khyber Pakhtunkhwa, Pakistan and parts of Afghanistan) around the first to third centuries AD. This has been a central puzzle since systematic study of Gandharan art and archaeology began in the middle of the 19th century, and it remains largely unresolved, with much debate as well as new insights from fresh research and excavation. The subject casts light upon the global movement of classical art traditions in the Hellenistic-Roman imperial periods and on mechanisms by which images and ideas were transmitted. It is also inseparable from the modern imperial context for archaeology in South Asia, and Gandharan art has constantly been claimed as heritage by a spectrum of modern observers, from European imperial administrators to Pakistani curators to Indian nationalists… So the reception of the this relationship between 'East and West' will also be touched on. In addition it raises particular methodological questions e.g. about chronology, looting, and the impact of forgeries.

Course co-ordinator: Prof. Peter Stewart

GREEK AND ROMAN WALLPAINTING

The new pictorialism of the classical period and later was deployed in the surviving media of tomb paintings, floor mosaics, and domestic wallpainting, as well as in the lost works described by ancient authors. The course studies the following major topics: the beginnings of Greek painting in the archaic period and its relation to ceramic art; fifth-century painting through the oblique evidence of painted pottery and ancient texts on big names such as Polygnotos and Zeuxis; the new evidence of tomb paintings from Macedonia and Thrace in the fourth and third centuries; the redeployment and manipulation of the Hellenistic repertoire in wallpainting and mosaic floors at Rome and Pompeii in the second and first centuries BC; and the use of the different wall systems and categories of painted subject to decorate and articulate domestic and reception spaces in Pompeian houses. The emphasis of the course is on the continuity between the Greek and Roman periods, on the invention and continuous reformulation of a common pictorial repertoire.

Course co-ordinator: Dr Joshua Thomas

GREEK VASES

Painted vases give the fullest visual account of life and mythology in ancient Greece, and provide important archaeological data for refining and adding to knowledge of various aspects of ancient Greek culture. The course looks at the techniques and styles, from the eighth to the fourth century BC. The Ashmolean Museum has a fine collection of painted pottery of the period covered by the course, and examples from the collection are used in classes and lectures.

Course co-ordinator: Dr Thomas Mannack

LIVED RELIGION IN LATE ANTIQUITY

Current estimates and characterisations of religion in Late Antiquity are still largely based on what texts tell us. Yet, 'material religion' – one of the most exciting developments in the contemporary field of religious studies – stresses that religion is not something one does with speech or reason alone, but also with the body, the objects it touches and the spaces it inhabits. Moreover, material culture in the form of objects, images and landscapes shaped religion. Consequently, archaeology is an extremely promising resource to gain insight into how people in the past induced experiences of supernatural power. This course scrutinizes seemingly inconsequential archaeological contexts to evaluate how religious considerations were expressed and how salient they were in various aspects of daily life in Late Antiquity. The incredibly rich archaeological record for this topic includes small finds and architecture with religious imagery or texts, as well as unmarked items of which the state of preservation (e.g., unusual traces of wear or fragmentation) or only the archaeological context suggests an extraordinary usage (e.g., as is often the case with building offerings). In-depth study of this material is combined with archaeological theory and theory from religious studies. Themes that can be explored in depth include: decoration of game boards; location and content of building offerings; graffiti applied at entrances; late antique burials; decoration of household utensils; co-existence of artefacts associated with 'competing' religions within one context.

Course co-ordinator: Dr Ine Jacobs

MARITIME ARCHAEOLOGY OF THE GREEK AND ROMAN MEDITERRANEAN

The course examines the historical development of seafaring communities. It will identify the main trends in the technological development of both military and merchant naval architecture both at sea and on land and examine the changing attitudes of Mediterranean peoples through the development of larger political units and increasing international trade and exchange. The nature of the archaeological, textual and iconographic evidence will be discussed in order to understand issues such as the lack of warships in the archaeological record and the apparent collapse of trade after the 2nd century AD as seen by the evidence of wrecked merchant ships. The paper can also be used to provide an up-to-date overview of the current methods and theory in maritime archaeology and its allied sub-disciplines of maritime history and anthropology. Contemporary issues in maritime archaeology can also be studied, such as the requirement for a robust legislative framework for the management and protection of submerged sites and the problems with treasure hunting. This area of the course can also draw widely for its examples of best practise and may include case studies from the ancient world of the Mediterranean as well as the medieval and modern periods where appropriate.

Coordinator: Dr Damian Robinson

POMPEII AND OSTIA

Pompeii and Ostia are the best-preserved and most extensively excavated cities in Roman Italy, as well as being the most extensively studied after Rome itself. The twist of fate which meant that Pompeii was destroyed just as Ostia was expanding in the later part of the first century AD has led to them being considered as representing two separate and contrasting phases of urban development in Italy, and their different histories of destruction and excavation have often meant that they have been studied in very different ways. In this course the emphasis is on taking the two cities together, exploring the similarities as well as the differences, and using methodologies designed for one site to interrogate the other. The exceptionally rich data-sets available for each city allow detailed analysis of a very wide range of issues, and the course is designed to allow students to pursue topics of special interest to them. Topics covered in recent years include food supply and diet, religion, population and urban zoning, economic structures and commercial landscapes, and housing.

Coordinator: Dr John Hanson

ROMAN COINAGE

Numismatic evidence can shed light on a wide range of questions of historical and archaeological interest in the Roman period. This course, which covers the principal developments in Roman coinage from its beginnings c. 320 BC until c. AD 500, will explore the numismatic approaches to monetary, economic, political, and cultural history, as well as numismatics as a branch of art history. Both hoards and site finds will be examined from an archaeological perspective. Since students are taught by means of tutorials, the course can reflect often individual interests, as well as covering the broad range of the subject. Lectures are normally also available and include an opportunity to handle some of the relevant coins. Students are also encouraged to make use of the collection in the Heberden Coin Room (Ashmolean Museum), which includes 60,000 Roman coins, and is one of the 'top ten' collections in the world.

Course co-ordinator: Dr Jerome Mairat

CLASSICAL ARCHAEOLOGY MODULES RUNNING IN TRINITY TERM 2023/24

EARLY IRON AGE GREECE, 1200-700 BC

The period between the collapse of the Bronze Age civilisations of Crete and mainland Greece and the society based on city states ('poleis') which emerges from the earliest Greek historical sources is a complex one. It has traditionally been thought of as a Dark Age, but new evidence shows that contacts and achievements were many. The sources are almost exclusively archaeological and, although they show major changes in society and settlement organisation, they also reveal continuity and regional diversity in response to the Mycenaean collapse. The eighth century saw the most profound changes, including the emergence of more elaborate settlements, more impressive sanctuaries with richer dedications, new contacts with the eastern and western Mediterranean, and the re-appearance of writing. Among the subjects covered are: explaining the Bronze Age collapse, Early Iron Age population movements, developments in metallurgy, continuity and change in ceramic and other styles of material culture, early sanctuaries, settlements and their organisation, colonisation, and the birth of the 'polis'.

Course co-ordinator: Professor Irene Lemos

AEGEAN PREHISTORY

This section is currently being updated. For more information in the meantime, please contact Dr Lisa Bendall

ARCHAIC, 800-480 BC

The eighth century saw the emergence of many of the fundamental aspects of later Greek culture - substantial settlements, impressive sanctuaries with a wide range of dedications, the re-emergence of writing, and the development of lasting settlements around much of the Mediterranean coastal region. But it was in the seventh and sixth centuries that the monumental arts of sculpture and architecture re-appeared, and the production of figure-decorated pottery developed, especially in Corinth and Athens. This course therefore covers the formative stages of the aspects for which ancient Greece is most famous. It looks at a range of artefact types from the huge temples to tiny gems and relates these to each other and to the history and culture of the period.

Course co-ordinator: Professor Irene Lemos

CLASSICAL, 500-300 BC

The main categories of buildings, monuments, and images most characteristic of ancient city life were developed in the fifth and fourth centuries BC. The course studies a full range of material of the period, from city plans and temples to statues, reliefs, and painted pottery. Emphasis is placed on their study in their archaeological and historical contexts, and questions and themes concern the relation of new forms of public building and representation to changing historical circumstances. The fifth century BC made a decisive break with the visual modes of the archaic aristocracy, and an area of special investigation within the course is the swift emergence and consolidation of this revolutionary way of seeing and representing that we know as 'classical art'. The wide deployment and modulation of this new mode of representation by Mediterranean neighbours is also examined in the context of monuments from, for example, Lycia and Phoenicia.

Course co-ordinator: Dr Milena Melfi

HELLENISTIC, 330-30 BC

The horizons of the Greek world were hugely expanded by Alexander's conquests. A vast new area was opened to Macedonian and Greek settlements, from western Anatolia to north-western India, and a new kind of charismatic kingship was introduced to the Mediterranean world. The course studies the material and visual culture of this dynamic period through its most important sites and its most characteristic buildings, monuments, and images. Particular attention is paid to the following: to recent discoveries at Vergina and Pella, where the excavated houses, tombs, silverware, and wall paintings have revolutionized our understanding of the early Hellenistic period; to Attalid Pergamon, the best preserved royal capital; to Athens and Priene, as two different examples of traditional city states; and to the well documented example of Egyptian and Greek interaction in Ptolemaic Alexandria and Egypt. Other important subjects include: the Hellenistic royal image on coins and in statues; colonial settlement, such as that at Ai Khanoum in north-east Afghanistan; changes in honorific and funerary representation; the invention of new kinds of visual narrative, allegory, and landscape. The course also looks at late Hellenistic Delos and the mass export of Hellenistic material culture to the cities of Campania and Rome in the late second and first centuries BC.

Course co-ordinator: Dr Joshua Thomas

LATE REPUBLICAN, 200-30 BC

During the period 200-30 B.C. Rome progressively established itself as ruler of the Mediterranean world, ultimately absorbing the Hellenistic kingdoms of the Greek east. The archaeology of this period shows an increasing Hellenisation of Roman life, and at the same time the emergence of a distinct Roman cultural identity through the fusion of Greek and Italic models. This course covers the architecture, art and material expression of Roman culture and settlement in the late Republican period 200-30 B.C., including (but not limited to) such topics as portrait sculpture; wall painting and mosaic art; architecture; Republican temple sanctuaries; the development of Roman urbanism in Italy and the provinces, and of the city of Rome.

Course co-ordinator: Dr John Hanson

EARLY IMPERIAL, 30 BC-AD 120

Octavian's victory at Actium brought and end to civil war and ushered in a period of relative stability around the Mediterranean under the Principate. The extension of Roman hegemony to the entire Mediterranean, and wars of conquest in north-west Europe, brought a vast area under Roman control and enabled the state to exploit resources on an unprecedented scale. The foundation of many new colonies exported a model of Roman urbanism around the western Mediterranean and into northern Europe, and lavish building projects were embarked on at Rome and in the provinces. Growing wealth fuelled growing consumption, and the material record shows the rapid spread both of Italian and of eastern fashions and motifs, and the emulation of elite tastes right down the social scale. This course examines the material culture, architecture, art and settlement of the Roman world both in Italy and in the provinces, from Augustus to Hadrian. Topics include (but are not limited to) colonisation, imperial relief sculpture, portraiture, public and private architecture, wallpainting, mosaics, minor arts (gems and coins), and pottery.

Course co-ordinator: Prof. Peter Stewart

MIDDLE IMPERIAL, AD 70-250

The period from the Flavians to the mid third century saw both the apogee of the Roman empire's prosperity and volume of architectural and artistic output, and major social and political changes that also affected art and architecture during the turbulent events of the third century. This course examines the art, architecture and material expression of Roman culture and settlement of the period, tracking development and change over time in Rome and the provinces. Topics include imperial and private portrait sculpture, monumental reliefs, funerary art, mosaics, wallpainting, public and private architecture, coins, gems, pottery and the distribution of artefacts.

Course co-ordinator: Prof. Andrew Wilson

LATE ANTIQUITY, AD 280-650

The subject covers the period extending from the reign of Diocletian to the Arab conquest of the Levant, during which the western Roman Empire fell and the eastern Empire under Constantinople (founded 324) experienced expansion. The recognition of a new religion near the beginning of the period had an impact on urban development, architecture and art. Study of the period will concentrate on the interaction of the old order and the new, looking at changes to the city of Rome and subsequent imperial capitals, at the architectural form of major monuments both secular and religious, and at the persistence of pagan art coinciding with the introduction of Christian iconography. Other topics to consider, some relating to the economy of the period, include patterns of trade; the exploitation of the countryside in the east; the expansion of pilgrimage to the Holy Land and its influence on Christian art; advances in book illustration; and the role of large- and small-scale sculpture.

Course co-ordinator: Dr Ine Jacobs