



HUMANITIES
DIVISION

2025-26 Handbook for Humanities Interdisciplinary Programmes

1.1 Statement of Coverage

This handbook is designed as a guide for postgraduate students undertaking courses managed by the Humanities Interdisciplinary Programmes Portfolio. It applies to students starting the following courses in Michaelmas term 2025:

- MSt Celtic Studies
- MPhil Celtic Studies
- MSt Comparative Literature and Critical Translation
- MSc Digital Scholarship
- MSt Film Aesthetics
- MSt Medieval Studies
- MSt Women's, Gender, and Sexuality Studies

The information in this handbook may be different for students starting in other years. Some sections of this handbook will apply to students on all of these courses, others will apply to singular courses; this will be clearly indicated throughout.

1.2 Version

This is version 1.1 of the handbook, published 5 October 2025.

1.3 Disclaimer

The *Examination Regulations* relating to these courses are available at [Exam Regulations - Search](#). If there is a conflict between information in this handbook and the *Examination Regulations* then you should follow the *Examination Regulations*. If you have any concerns please contact the Graduate Studies Administrator interdisciplinary@humanities.ox.ac.uk

1.4 Welcome

We are delighted to welcome you to Oxford, and to the University's Humanities Division. The division manages a portfolio of interdisciplinary master's programmes, bringing together academics from across its many faculties and departments; we hope that you will enjoy your time in this stimulating environment, and that you will find your course both challenging and exciting.

This handbook offers a comprehensive guide to the structure of your course: the teaching, assessment and administrative arrangements. Please read it carefully and keep it to hand; you will find yourself wanting to refer back to it several times at different stages of the course.

The transition from undergraduate to postgraduate life, and to Oxford University, can seem overwhelming. Please do please let us know if you are unsure about anything, making use of the contact details in this handbook to reach out to academic and administrative colleagues as needed. Do please also let us know of anything that might be improved: the course structure offers many opportunities for feedback, appraisal and discussion.



2 Learning outcomes and course structure

This section of the handbook outlines the aims and intended learning outcomes for your Masters programme, and the structure of the course through which these can be achieved. All of the programmes are taught at FHEQ Level 7.

Option courses

Many of the interdisciplinary programmes comprise an element that allows students to select courses from a list of options.

Please note that you are not guaranteed to get a place on your preferred option(s): some options may be over-subscribed, others may not run because of insufficient numbers. Selection of options may also be subject to timetable feasibility, given the potential for clashes with core teaching. The administrators and course convenors will make efforts to ensure that you are able to take options that are appropriate to your interests.

Option courses will usually be taught in tutorials or small seminars, but teaching and assessment practices may vary across options as best accommodates the content being taught, or the number of students taking the course. This is a part of the interdisciplinary experience.

^ MSt Celtic Studies

2.1 Overview

The Master of Studies in Celtic Studies is a 9-month taught postgraduate programme.

2.2 Course Aims and Intended Learning Outcomes

Course Aims

The MSt in Celtic Studies is designed to give you the opportunity to concentrate on the study of aspects of the history and culture of Celtic-speaking peoples from antiquity to the present day. It allows those who already possess a good knowledge of Welsh, Irish or another Celtic language to acquire a grounding in areas of Celtic studies which were not part of their first degree course. Alternatively, it can be a path for those who wish to deepen their knowledge in a particular area of Celtic studies.

The course aims to:

- develop an in-depth understanding of aspects of Celtic studies and a broad expertise in the intellectual disciplines through which Celtic topics may be studied
- enable students to pursue particular areas of specialisation through a wide range of optional courses
- foster skills in research, writing, analysis and interpretation, through a combination of lectures, tutorials, essay-writing and supervision of a dissertation on a subject of the student's choice
- provide students with the opportunity to explore in more depth an area of Celtic studies in which they may hope to progress to independent research

Intended Learning Outcomes

On completion of the course, students will:

- be able to use relevant techniques, skills and knowledge to contribute to the study of the Celtic languages and their associated literatures, history and cultures; they will be familiar with a range of approaches, and be able to evaluate them critically, and to engage in advanced discussion in the field
- be able to carry out research involving conceptual innovation and the identification and use of new information
- have acquired the experience of investigating and writing up an extended research project
- have gained specialist and general skills of relevance to the continued professional development of an understanding of Celtic studies, and which are also transferable into a wide range of employment contexts and life experiences
- have developed their ability to work collaboratively in seminar and discussion contexts, as well as to work independently

2.3 Course Structure

The MSt in Celtic Studies comprises three elements:

Essay One on a core subject

Essay Two on one of the core subjects not already taken for paper one, or a special subject selected from the list below

Dissertation

Attendance at a language course in a Celtic language that has not previously been acquired to a high level is a valuable element of the programme and is strongly encouraged.

Core Subjects

There are three core papers on offer. Students may choose to study one or two of these:

Celtic linguistics

This paper is taught through a mixture of lectures, text classes and seminars/supervisions. The course aims to introduce you to key topics in the linguistics of the Celtic languages, both synchronic and diachronic. Lectures will provide an overview of the structure of the languages (phonology, morphology, syntax) in the broader context of the world's languages, as well as an introduction to aspects of their history and sociolinguistics. Students may choose to focus on particular aspects within this for their supervision work and submitted essay, whether this involves particular linguistic levels (phonology, morphology, syntax), particular approaches (diachronic, formal, variationist, typological, corpus/textual) or particular languages. Text and language classes form an important companion to the core work in linguistics, and students may choose to incorporate digital methods into their work.

Irish literature up to 1700

This paper is taught through a mixture of text classes and seminars. The course is designed to introduce and enable work at depth in the field of medieval Irish literature. The area is vast, so the initial focus is on four areas: saga and history, poets and poetry, origin legend and synthetic history, and finally myth and the otherworld. Students will write four formative essays, one in each of these areas, allowing them to investigate several narrative genres alongside poetics and Irish law, so that they can get to grips with major strands in medieval Irish literary and intellectual culture.

Welsh literature

This paper is taught through a mixture of text classes and seminars/supervisions. The course aims to provide you with the core skills to analyse Welsh literature in its linguistic, cultural and historical context through close reading of a range of texts in the original language. Text classes will focus on acquiring a reading knowledge of earlier varieties of Welsh through close reading of a range of key Old and Middle Welsh texts in both verse and prose. Students will be encouraged to investigate the broader context of these texts in seminar work, where we will also look at later texts and themes.

Special Subject Courses

The list of special subjects from which you can choose is as follows:

- Comparative syntax of the modern Celtic languages
- Irish and Welsh origin legends
- Language contact and the Celtic languages
- Language variation in Wales
- Language, literature and politics in Ireland since 1600
- Language, literature and politics in Wales since 1600
- Literature of the modern revival in Irish
- Middle Breton language and literature
- Middle Cornish language and literature
- The history of Ireland up to 1216
- The history of the Celtic-speaking peoples from c. 400 to c. 1100
- The Ulster Cycle of tales

You may also propose a special subject of your own if suitable tuition is available.

This should be discussed with the Course Convenor as early as possible. Formal approval must be sought from the Course Convenor and Chair of Examiners as part of the submission of paper choices.

These papers are predominantly provided by tutors from across the range of faculties that participate in the course. They will usually be taught through tutorials or one-to-one supervisions, but teaching practices may vary across options as best accommodates the content being taught, or the number of students taking the course.

Dissertation

All students will write a dissertation of between 8000 and 10000 words on a topic within the scope of Celtic studies. You should approach a potential supervisor or supervisors during Michaelmas Term to discuss possible topics and approaches with them. Where your proposed topic is interdisciplinary or comparative, it may be necessary to appoint two supervisors, each dealing with distinct aspects of the research. Having identified and refined a suitable topic in consultation with your supervisor, you should aim to complete a more detailed outline of the topic or proposal by early in Hilary Term. You will need to submit your title and a brief description for approval by noon on Monday of Week 5 of Hilary Term. Dissertation supervision will normally entail six meetings, with early meetings to discuss the scope and nature of the topic, and later meetings normally involving the discussion of new pieces of written work.

In Trinity Term, the amount of time you spend on your thesis will increase. After you have completed seminars/supervisions for your core and special papers at the end of Hilary Term, you should expect to spend the majority of your time on your dissertation. You should agree a timetable with your supervisor(s) to submit work, ensuring that you give them sufficient time to provide useful feedback. Supervisors are not expected to read drafts submitted after Friday of Week 4 in Trinity Term.

The dissertation will be distinct from the topic of the essays submitted for papers one and two, but may have developed out of them. It must demonstrate originality, but that originality may be demonstrated in any of a number of ways, whether by looking at new material, looking at existing material from a new perspective, or by bringing together previously unconnected material.

^ MPhil Celtic Studies

2.1 Overview

The Master of Philosophy in Celtic Studies is a 21 month course taken over two academic year cycles.

2.2 Course Aims and Intended Learning Outcomes

Course Aims

The programme is designed either to be taken in preparation for doctoral work, or to offer a terminal degree in preparation for professional work in which knowledge of Celtic languages and the literatures, history and culture of the Celtic-speaking peoples may be an advantage.

The course aims to:

- provide intensive training in one or more historical Celtic languages used in the medieval or early modern period, and to develop reading skills to attain research proficiency
- foster proficiency for academic and research purposes in at least one modern Celtic language
- develop an in-depth understanding of aspects of Celtic studies and a broad expertise in the intellectual disciplines through which Celtic topics may be studied
- enable students to pursue particular areas of specialisation through a wide range of optional courses
- foster skills in research, writing, analysis and interpretation, through a combination of lectures, tutorials, essay-writing and supervision of a thesis on a subject of the student's choice
- provide students with the opportunity to explore in more depth an area of Celtic studies in which they may hope to progress to independent research

Intended Learning Outcomes

On completion of the course, students will:

- be able to use relevant techniques, skills and knowledge to contribute to the study of the Celtic languages and their associated literatures, history and cultures; they will be familiar with a range of approaches, and be able to evaluate them critically, and to engage in advanced discussion in the field
- be able to carry out research involving conceptual innovation and the identification and use of new information
- have acquired the experience of investigating and writing up an extended research project
- have gained specialist and general skills of relevance to the continued professional development of an understanding of Celtic studies, and which are also transferable into a wide range of employment contexts and life experiences
- have developed their ability to work collaboratively in seminar and discussion contexts, as well as to work independently

2.3 Course Structure

The MPhil in Celtic Studies comprises four elements:

Core Paper(s) either one or two, one assessed in Year 1, the other (if applicable) assessed in Year 2

Special Subject Paper(s) either one or two, assessed in Year 2

Language course in a relevant Celtic language

Thesis

Students must take three papers under A and B in total, in addition to their thesis and language course: either two core and one special subject, or one core and two special subjects.

Core Course

There are three core papers on offer. Students may choose to study one or two of these:

Celtic linguistics

This paper is taught through a mixture of lectures, text classes and seminars/supervisions. The course aims to introduce you to key topics in the linguistics of the Celtic languages, both synchronic and diachronic. Lectures will provide an overview of the structure of the languages (phonology, morphology, syntax) in the broader context of the world's languages, as well as an introduction to aspects of their history and sociolinguistics. Students may choose to focus on particular aspects within this for their supervision work and submitted essay, whether this involves particular linguistic levels (phonology, morphology, syntax), particular approaches (diachronic, formal, variationist, typological, corpus/textual) or particular languages. Text and language classes form an important companion to the core work in linguistics, and students may choose to incorporate digital methods into their work.

Irish literature up to 1700

This paper is taught through a mixture of text classes and seminars. The course is designed to introduce and enable work at depth in the field of medieval Irish literature. The area is vast, so the initial focus is on four areas: saga and history, poets and poetry, origin legend and synthetic history, and finally myth and the otherworld. Students will write four formative essays, one in each of these areas, allowing them to investigate several narrative genres alongside poetics and Irish law, so that they can get to grips with major strands in medieval Irish literary and intellectual culture.

Welsh literature

This paper is taught through a mixture of text classes and seminars/supervisions. The course aims to provide you with the core skills to analyse Welsh literature in its linguistic, cultural and historical context through close reading of a range of texts in the original language. Text classes will focus on acquiring a reading knowledge of earlier varieties of Welsh through close reading of a range of key Old and Middle Welsh texts in both verse and prose. Students will be encouraged to investigate the broader context of these texts in seminar work, where we will also look at later texts and themes.

For these core papers, students will normally write a formative essay of up to 2500 words on each of four areas. It is then necessary, in discussion with the tutor, to formulate a topic for a summative essay of 8000 words, which can either grow out of one of the formative essays or be something new. This summative essay is submitted and forms part of the assessment of the MPhil. It is advisable to draft the 8000-word essay in the term immediately following the term in which the formative work has been done, even if it may not be due for formal submission for some time. This will leave you sufficient time to devote to work on the thesis towards the end of the course.

Special Subject Courses

The list of special subjects from which you can choose is as follows:

- Comparative syntax of the modern Celtic languages
- Irish and Welsh origin legends
- Language contact and the Celtic languages
- Language variation in Wales
- Language, literature and politics in Ireland since 1600
- Language, literature and politics in Wales since 1600
- Literature of the modern revival in Irish
- Middle Breton language and literature
- Middle Cornish language and literature
- The Celtic context of Old and Middle English literature (not available 25-26)
- The history of Ireland up to 1216
- The history of the Celtic-speaking peoples from c. 400 to c. 1100
- The Ulster Cycle of tales
- Twentieth-century Scottish Gaelic literature (not available 25-26)

- Welsh literature since 1900 (not available 25-26)

You may also propose a special subject of your own if suitable tuition is available. This should be discussed with the Course Convenor as early as possible. Formal approval must be sought from the Course Convenor and Chair of Examiners as part of the submission of paper choices.

These papers are predominantly provided by tutors from across the range of faculties that participate in the course. They will usually be taught through tutorials or one-to-one supervisions, but teaching practices may vary across options as best accommodates the content being taught, or the number of students taking the course.

Thesis

All students will write a thesis of between 20,000 and 25,000 words on a topic within the scope of Celtic studies. You should approach potential supervisor or supervisors in Trinity Term of Year 1 to discuss possible topics and approaches with them, as you will need to submit your title and a brief description for approval by the end of Week 4 of that term. Where your proposed topic is interdisciplinary or comparative, it may be necessary to appoint two supervisors, each dealing with distinct aspects of the research. Having identified and refined a suitable topic in consultation with your supervisor, you should expect to spend a significant amount of time working on the thesis during the summer vacation. This will also be a good opportunity to visit libraries and archives or conduct fieldwork if necessary.

During Year 2, the amount of time you spend on your thesis will increase. After you have completed seminars/supervisions for your core and special papers at the end of Michaelmas Year 2, you should expect to spend the majority of your time on your thesis. You should agree a timetable with your supervisor(s) to submit work, ensuring that you give them sufficient time to provide useful feedback. Supervisors are not expected to read drafts submitted after Friday of week 4 in Trinity Term.

Supervisors' primary responsibility is to advise you on the programme of work necessary to complete your thesis or thesis. To this end, they should maintain a general overview of your course work and academic development. They should help you to identify and acquire the knowledge and skills needed to complete your thesis or thesis, and to further your aims for study or employment, insofar as these build upon the programme of graduate study. The thesis will be distinct from the topic of the essays submitted for core and special papers, but may have developed out of them. It must demonstrate originality, but that originality may be demonstrated in any of a number of ways, whether by looking at new material, looking at existing material from a new perspective, or by bringing together previously unconnected material.

^ MSt Comparative Literature and Critical Translation

2.1 Overview

The Master of Studies in Comparative Literature and Critical Translation is a 9 month taught postgraduate programme.

2.2 Aims and Learning Outcomes

Course Aims

- to provide a course of the highest academic quality in Comparative Literature and Critical Translation in a supportive and challenging learning environment that attracts the very best students globally;
- to enable students to develop a thorough understanding of the methodologies of comparative literature and critical translation studies, and the capacity to put them into practice;
- to provide students with advanced knowledge of one or more topics within the fields of comparative literature and critical translation, and the means to deploy that knowledge effectively;
- to develop independent thinking and the ability to pursue original research across two or more languages and disciplines;
- to develop skills in written and oral communication, and in the presentation of academic work, including sustained argument, independent thought and lucid structure and content;
- to bring students, on graduation, to a position that enables them to embark successfully on a research degree at a globally leading university or a variety of other careers.

Intended Learning Outcomes

Knowledge and understanding

On completion of the course, students will be able to:

- build well-informed arguments about the theories and methodologies of comparative literature and critical translation studies;
- deploy specialist understanding of one or more topics within the fields of comparative literature and critical translation, and engage in reasoned debate about it;
- conduct theoretically-grounded and historically-contextualised research across languages and disciplines;
- draw constructively on approaches and material from different languages and disciplines.

Transferable skills

On completion of the course, students will be able to:

- find information, organise and deploy it, including through the use of libraries and information technology;
- use such information critically and analytically;
- consider and solve complex problems;
- work well independently and in co-operation with others;
- effectively structure and communicate their ideas in a variety of written and oral formats.

2.3 Course Structure

The MSt in Comparative Literature and Critical Translation comprises three compulsory elements:

Core Course taken in Michaelmas and Hilary Terms.

Two Option Courses: one in Michaelmas Term, one in Hilary Term

Dissertation: planning starts during Michaelmas Term; some research is done during Hilary Term; the majority of the work is done in Trinity Term

Core Course: Practices and Theories

The core course will consist of one lecture (1 hour) and one seminar (2 hours) each week during Michaelmas Term weeks 1-6 and Hilary Term weeks 1-6. This course is taught by the Convenor and Co-convenors, along with other specialists as appropriate.

This course aims to introduce you to key topics and issues in comparative literature and critical translation, and give you the skills needed to develop your own arguments and pursue your own research. These aims are embodied in the structure of the teaching.

The *lectures* will present key topics and offer arguments about them, and are open to anyone in the university. Each week one of the convenors will explore a set of materials and questions, and suggest ways of thinking about them. You will need to do preparatory reading before each lecture so as to be able to listen actively and begin to develop ideas to pursue in the associated seminar.

The *seminars*, which are restricted to students taking the MSt Comparative Literature and Critical Translation, will be led by the week's lecturer, together with the graduate teaching assistant, and will include close textual work, training in relevant research skills, and the opportunity to develop and critique the ideas and materials presented in the lectures. They will enable you to bring your own arguments to the table and explore them via discussion. For each seminar, there will therefore be more reading for you to do, together with prescribed research tasks to fulfil: you can expect to give a short presentation at two seminars each term.

Formative assessment is built into the structure of the course. You will receive feedback on your seminar presentations both orally and via a feedback sheet which will give comments on structure, clarity, content and relevance. At the end of Michaelmas Term, you will write an essay relating to one of the topics covered in the course: guidance on this will be given by the Course Convenor; the essay will be due in at the start of Hilary Term, and feedback will be given to you in a one-to-one meeting in the first two weeks of that term.

Summative assessment takes the form of a 4,000-word essay to be written in response to one of a choice of questions in a take-home examination paper at the end of Hilary Term.

On the course Canvas site, you will find a summary of the core course, together with reading lists for each week, and instructions about how to prepare for the seminars. 'Focus Texts' will be central to each week's lecture and you should make sure to study them so as to be able to engage with the arguments presented. The 'Optional Further Reading' is – as the title suggests – *optional*: this section of the list contains texts that may help you develop your ideas, so browse them according to your interests.

Option Courses

You will take one option course in **Michaelmas Term** and one option course in **Hilary Term**.

Your options must focus on literature in different languages (eg Arabic in Michaelmas Term, English in Hilary Term) but they may be from the same Faculty (eg Hebrew in Michaelmas and Japanese in Hilary, or Russian in Michaelmas and French in Hilary). Most option courses have a language requirement at the same level as the requirement for your main languages for entry at the MSt Comparative Literature and Critical Translation, i.e. at least level B2 in the Common European Framework of Reference for Languages, or equivalent. So, most students are likely to take options in their main languages; but you can also take options in other languages if you know them well enough. Some options may not have a language requirement, or may span more than one language: in such cases, the Course Convenor will give you advice to make sure that your choices cover a range that is appropriate to the aims of the MSt Comparative Literature and Critical Translation.

The options are taught and examined within the three Faculties that participate in the MSt Comparative Literature and Critical Translation: Asian and Middle Eastern Studies, Modern and Medieval Languages, and English Language and Literature. Your experience of the different modes of work offered in each faculty will form part of the interdisciplinary learning that the MSt Comparative Literature and Critical Translation provides: comparative literature involves thinking, not only about different literatures, but about the varying institutional structures within which those

literatures are defined and studied; skill in translation includes being able to translate between different disciplinary norms.

Dissertation

Your dissertation (10,000-12,000 words) enables you to create your own research agenda and work on it under the guidance of a specialist, deploying the methodological sophistication and practical academic skills that are developed in the other elements of the course. You will be assigned a dissertation supervisor, as outlined in section 3. The dissertation must be on a topic in comparative literature and/or literary translation studies, and it must involve two or more languages. You should discuss possible areas for your dissertation with the Course Convenor early in Michaelmas Term, and agree a topic by mid-way through that term. You will normally then have an initial meeting with your dissertation supervisor at the end of Michaelmas Term.

Early in Hilary Term, the Course Convenor will lead a workshop on expectations and methods relating to the dissertation; and you may have a further meeting with your supervisor in Hilary Term if it suits the progress of your research. The majority of the work and supervision will then take place during Trinity Term.

You will present work-in-progress in the form of a paper at a seminar day organised by the Academic Mentor in 3rd week of Trinity Term, where you will receive feedback from other Masters students and doctoral students involved in OCCT as well as from the Course Convenors. The dissertation will be due in at noon on Tuesday of 8th week of Trinity Term.

Please note that it is your responsibility to attend supervisions and take advantage of the support they provide, and also to bear in mind your supervisor's workload when considering a termly schedule: supervisors will generally not be able to hold meetings at short notice. A supervision will typically involve discussion of draft written work. You are advised that you should be able to discuss some draft written work by the beginning of Trinity Term at the latest. Delaying this process will leave little time to make revisions in response to feedback, and it may well have a detrimental effect on results. **No dissertation supervision will be available after the end of Week 8, Trinity term.**

Optional Language Course

If you wish, you can learn, or improve your knowledge of, an additional language at the Oxford University Language Centre. This provision does not form part of the assessed learning for the MSt Comparative Literature and Critical Translation. Your additional language must be different from the two main languages on which you are focusing for the MSt. Teaching will generally take the form of weekly classes. You should register for classes asap after induction, and no later than Monday of Week 1 using the form provided by the administrator.

^ MSc Digital Scholarship

2.1 Overview

The Master of Science in Digital Scholarship is an 11 month taught postgraduate programme.

2.2 Aims and Learning Outcomes

Course Aims

The purpose of the MSc in Digital Scholarship is to introduce students to the full range of issues which arise when digital tools and methods are applied to traditional humanist scholarship. It has been designed to equip students to surmount these challenges and to develop an ambitious, digitally-enhanced scholarly project of their own.

Intended Learning Outcomes

Knowledge and understanding

On completion of the course, students will:

- Have a comprehensive background knowledge in the field of research in the Humanities in the digital age.
- Have an understanding of the entire process of devising, implementing, developing, and sustaining next-generation digital projects in the Humanities.
- Acquire knowledge of a coherent series of major topics in digital scholarship, and an understanding of common key issues.

Transferable skills

- Acquire expertise to progress to innovative doctoral research projects and to lead and manage digital projects in and outside the strictly academic domain.

2.3 Course Structure

The MSc Digital Scholarship comprises five compulsory elements:

Paper 1: Element of Digital Scholarship

This core paper provides a systematic overview of every stage of a digital project and its data life-cycle. Each topic is illustrated by ongoing work in one or more of Oxford's flagship digital scholarship projects, the key problems they have encountered, and the solutions they have developed. As such, the series also serves

to introduce you to the Division's major projects in the field, with a view to choosing the Practicum Placement and the dissertation topic.

Paper 1 will be introduced in Week 0 of Michaelmas term and taught for 8 weeks in each of Michaelmas and Hilary terms (16 weeks total). It will be delivered via a two-hour session per week comprising a lecture from a guest speaker followed by a seminar discussion of assigned readings led by the MSc Course Director, thereby ensuring continuity across topics.

The paper will be assessed by 2 x 2000 word essays, one due by the start of Hilary term and the other due by the start of Trinity term.

Paper 2: Methods of Digital Scholarship

You will choose two Technical Option Papers which will provide you with the hands-on, practical training. Each will be taught by 3 sessions per week, over a 4 week period; one in weeks 1-4 of Michaelmas Term, and the other in weeks 5-8. You should assume (unless told otherwise) that you will need to take a laptop with you to classes.

Each option will be assessed by either an assignment or a 2,000 word essay, depending on the option chosen. Assessments are due in Week 5 and in Week 9 of Michaelmas term.

Paper 3: Subject-Specific Paper

The Subject-Specific paper provides graduate level work of a more traditional kind in each student's chosen discipline, selected from a list of available existing Masters papers in other faculties. These are taken in Hilary term.

The options are predominantly provided by tutors from those faculties that participate in the course, and may enable you to work alongside students following other Masters courses within those faculties.

Paper 4: Practicum Placement

The Practicum offers you immersion in one of Oxford's vast array of flagship Digital Humanities projects and/or the Bodleian's technical departments in preparation for your dissertation project. You will spend a minimum of 20 days of Trinity term as a research assistant on one of the University's digital projects; the Practicum is by submission of a digital asset (the equivalent of a 4,000 word essay, see below for the definition of a digital asset) and a 1,000-word report, both due Trinity term Week 9.

The role of the practicum report is to contextualize the digital asset. Imagine you are describing your practicum to someone who is learning about it for the first time. Give a brief, general description of the digital project; explain the research question for your particular task; describe the steps taken, and digital tools and methods

used, to answer your research question and complete your task; briefly answer your research question by explaining the outcome of your task.

Dissertation

Your dissertation enables you to create your own research agenda and work on it under the guidance of a specialist, deploying the methodological sophistication and practical academic skills that are developed in the other elements of the course. The dissertation will be the most significant of the assessments you will undertake when studying for this course. The dissertation must be between 10,000 and 12,000 words in length. Alternatively, a shorter dissertation (8,000 words) may be submitted if accompanied by a digital asset; see below for the definition of a digital asset.

The title of the dissertation must be submitted to the course administration by Thursday of Week 4 of Hilary Term for approval by the supervisor and Course Director. Permission to submit a digital asset must also be sought from your supervisor and the Course Director by Thursday of Week 4 of Hilary term. The dissertation is due on the first Thursday in August.

Please note: you are entitled to up to 6 hours of supervision in total; and no dissertation supervision will be available after the end of the first week in August.

Digital Asset

A digital asset is defined as something that is created and stored on a computer, containing valuable data that can be used for (or is the result of) analysis, visualization, and description, e.g. spreadsheets, documents, audio, videos, websites, software, code, or algorithms. If digital assets include a website or interactive visualizations, it would be helpful if the student includes a video or screen shots of how the website and visualizations function. All digital assets must be the original work of the student and must include metadata explaining all aspects of the asset (including file format) so that it could be recreated, if necessary, and so that the various stages in the development of the asset can be assessed and examined. All scripts and code used in the process of building the asset should be included in the metadata, including links to repositories, if relevant.

^ MSt Film Aesthetics

2.1 Overview

This degree equips you with the skills and knowledge necessary for analysing film as an art form. It concentrates on detailed film analysis, film criticism, film theory and philosophy in so far as they relate to film aesthetics. It also teaches the history and the contemporary developments in the scholarly literature relating to these aspects.

It encourages analytical, thoughtful and imaginative engagement with film as a medium and with individual films. It includes:

- the detailed study of film form and style: for example, narrative structure, use of camera, colour, performance, sound, music, editing, and composition;
- the application of philosophical aesthetics to film
- classic and contemporary film theory and philosophy especially as they relate to aesthetics: for example, film specificity, spectatorship, realism, modernism, phenomenology, affect, and the work of film philosophers.

2.2 Aims and Learning Outcomes

Course Aims

The course concentrates on film from the point of view of aesthetics. It studies film as an art form. The programme aims to enable its students to develop a knowledge and understanding of:

- how film functions as an aesthetic medium and art form;
- the ways in which one carefully analyses the form and style of a film;
- the concepts and arguments in film aesthetics;
- the relevant aesthetic issues within different types of film-making practice;
- the history of film criticism and film theory as they relate to film aesthetics.

Intended Learning Outcomes

Intellectual skills

On completion of the course, students will have:

- acquired intellectual sophistication in handling practical, critical, and methodological issues;
- proved able to apply and discuss conceptual tools and questions;
- gained a grounding in relevant research methods and written a dissertation, which may constitute a basis for proceeding to a future research degree.

Practical and Transferable Skills

The MSt in Film Aesthetics is particularly skill oriented. Most of the skills in analysing how audio-visual texts work and interpreting what they mean are transferable, especially in the contemporary context of a screen based culture. On completion of the course, students will be able to:

- view and listen with increasing awareness and detail;
- describe, evoke and analyse images and sounds in the spoken and written word;
- discuss films and their moments intimately and intricately;
- provide sophisticated interpretation;
- critically discriminate;
- analyse and synthesise a range a relevant of academic literature;

- explain and analyse theoretical or philosophical arguments or concepts with clarity and precision;
- expand on or counter theoretical or interpretive claims with careful argumentation;
- imaginatively develop conceptual frameworks;
- test and explore theory and concepts alongside the relevant audio-visual evidence;
- present the analysis of audio-visual work in a clear, attractive, and arresting way.

2.3 Course Structure

The MSt Film Aesthetics teaching comprises three compulsory elements:

Michaelmas Seminars and Screenings

Hilary Seminars and Screenings

Dissertation - Trinity Term

The course is assessed by two essays of between 6,000 and 7,000 words, and a dissertation of between 10,000 and 12,000 words.

Michaelmas Seminars and Screenings

The first term will look at the analysis of film form and style, train techniques of film analysis, and look at some key concepts from film criticism, film theory and film history. In Michaelmas 2025, the courses will be:

- The Aesthetic Evaluation of Film - Dr Sam Ishii-Gonzales (Weeks 1-8)
- Concepts in Film History – Dr Reidar Due (Weeks 1-4)
- Concepts in Film Philosophy - Dr Reidar Due (Weeks 5-8)

Hilary Seminars and Screenings

The second term consists of four courses, each covering a particular aesthetic topic. This part of the course provides students with the opportunity to engage with four different areas of specialisation. Please note that each year there are only four courses and all four are compulsory; there is no optionality. In Hilary 2026 the courses will be:

- Auto-fictional Aesthetics in Twenty-first Century Film - Dr Hannie Lawlor (Weeks 1&2)
- Stanley Cavell's Philosophy of Film – Prof Stephen Mulhall (Weeks 3&4)
- The Aesthetics of Italian Cinema – Prof Guido Bonsaver (Weeks 5&6)
- Contemporary Female Directors (Style and Genre) - Prof Andrew Klevan (Weeks 7&8)

Dissertation

In Trinity Term you will write a dissertation of between 10,000 and 12,000 words.

The dissertation will be the most significant of the assessments you will undertake when studying for this course. It will give you the opportunity to complete a lengthy piece of written work, to formulate your learning and ideas, and to demonstrate the research skills you will have acquired.

You will be expected to formulate a topic for your dissertation during Michaelmas and Hilary Term and submit the topic by Wednesday of Week 8 Hilary Term. Please submit a topic with associated key words or ideas and most crucially films. An exact title is not required but you can submit this as well if you wish. The dissertation topic is to be submitted to the course administration.

It is important that you do not substantially change the topic of your dissertation without specific approval by the course convenor.

You will be assigned a dissertation supervisor depending on your topic. You are entitled to three hours of supervision (divided as you and your supervisor wish), and you may also communicate by email. During the dissertation process, supervisors can, if you wish, supply feedback on preparatory work and sample extracts, but they will not read the whole finished work. **Please note that no dissertation supervision will be available after the end of Week 8, Trinity term.**

^ MSt Medieval Studies

2.1 Overview

The Master of Studies in Medieval Studies is a 9 month taught postgraduate course. It is administered by the Humanities Division and several Faculties contribute to it. The degree is aimed at students who wish to follow courses in more than one discipline in medieval studies, and who are keen to extend their skills.

It equips students to draw on a variety of disciplinary approaches in their study of the Middle Ages, placing emphasis on language training as well as on the development of skills in palaeography and codicology. It also offers the opportunity for training in a medieval language.

2.2 Aims and Learning Outcomes

Course Aims

The programme is designed either to be taken in preparation for doctoral work, or to offer a degree in preparation for professional work in which knowledge of medieval society, politics, and culture may be an advantage.

The course aims to:

- provide intensive training in one of the languages used in the Middle Ages, and to develop reading skills to attain a research proficiency
- offer skills-based training in palaeography and codicology, enabling students to read medieval documents
- develop an in-depth understanding of medieval studies and a broad expertise in the intellectual disciplines through which medieval topics may be studied
- enable students to pursue particular areas of specialisation through a wide range of optional courses
- foster skills in research, writing, analysis and interpretation, through a combination of lectures, tutorials, essay-writing and supervision of a thesis on a subject of the student's choice
- provide students with the opportunity either to learn a new skill in an area of study which was underrepresented in their undergraduate syllabus, or to explore in more depth an area of medieval cultural heritage in which they may hope to progress to independent research

Intended Learning Outcomes

Students will develop:

- the techniques, skills and knowledge required to contribute to the study of the European Middle Ages; to become familiar with the range of approaches, to evaluate them critically, and to engage in advanced discussion in the field
- the ability to carry out research, involving conceptual innovation and the identification and use of new information; acquire the experience of investigating and writing up an extended research project
- specialist and general skills of relevance to the continued professional development of a cultural understanding of the past, and which are also transferable into a wide range of employment contexts and life experiences
- the ability to work collaboratively in seminar and discussion contexts, as well as to work independently

2.3 Course Structure

The MSt Medieval Studies has the following compulsory elements:

Research Methods Workshop

Two Option Courses, one in Michaelmas Term, one in Hilary Term.

Medieval Language Course

Palaeography Course

Interdisciplinary Seminars

Dissertation

Research Methods Workshop

In Michaelmas and Hilary Terms candidates will follow a series of compulsory, but relatively informal, workshops on research methods and bibliography convened by the Course Convenor.

Classes are designed to address a number of specific issues encountered by researchers in medieval studies at master's level (e.g. research methodologies and interdisciplinarity, how to compile bibliographies and use bibliographical tools, presentation of work in scholarly form and style, structuring extended pieces of writing), but are also intended to be responsive to, and shaped by, student concerns; students will have the opportunity to raise individual issues for discussion and make informal presentations on work in progress.

In addition, candidates should discuss with the programme convenor, or their supervisors, at the beginning of Michaelmas Term, which of the specific induction sessions to research methodologies and resources provided by individual faculties and departments they should attend.

Option Courses

You will take one option course in **Michaelmas Term** and one option course in **Hilary Term**. These must be in different disciplines: students cannot opt for two History options, or two English options, for example. Option Paper classes, together with the dissertation, allow you to develop your understanding of a variety of primary sources, handling of secondary sources, methodological or conceptual approaches to addressing evidence, ability to construct and sustain cogent arguments in an extended essay form, and to present this in a scholarly manner. The options are predominantly provided by tutors from the faculties that participate in the course, and may enable you to work alongside students following other Masters courses within those faculties.

Medieval Language Course

All students must take **medieval** language classes, chosen from a range that may include (Medieval) Latin; Old English; Old Norse; Old French; Old Occitan; Old High German; Middle High German; Old Irish; Middle Welsh; (Byzantine) Greek. Please note that not all language options will be available every year; the majority of students will choose Latin. Language teaching will be provided by Faculty Members and Language Instructors from around the University. In many cases there will be in-class or end-of-course tests, and the class teacher will report to the Board of Examiners on attendance, participation, and performance at the end of the academic year. 'Satisfactory participation' will constitute a pass in a language class.

Palaeography Course

All students must take one of a range of palaeography or codicology classes available, which will usually include Latin Palaeography/Codicology, options offered by the Medieval and Modern Languages Faculty and options offered by the English Language and Literature Faculty.

Language and Palaeography/Codicology courses are designed to equip you with new research skills for further study, offering the opportunity for interaction with a

variety of primary manuscript sources, developing analysis of their internal construction (binding, decoration, script, etc.) as well as their external history (provenance, ownership, transmission, etc.).

Interdisciplinary Seminars

Candidates will be expected to follow a range of seminars in relevant disciplines over the academic year. Oxford is extraordinarily rich in these, and a special medieval studies seminar booklet is issued at the beginning of each term giving full details. This booklet is also available via the TORCH Oxford Medieval Studies (OMS) website: <http://www.torch.ox.ac.uk/medievalstudies> .

Attendance at the Medieval Church and Culture seminar during Trinity Term is compulsory: students will be expected to present work in progress on their dissertations.

Apart from these seminars, a special week involving additional activities will take place in Michaelmas or Hilary; an external guest lecturer (the Medieval Studies Visiting Lecturer) with expertise in interdisciplinary study will normally offer a plenary lecture and conduct a graduate workshop. Candidates are expected to participate in these events.

Dissertation

All students will write a dissertation of up to 12,000 words on an interdisciplinary topic.

Supervision arrangements

You will be assigned two supervisors from different subject-areas to direct your intended individual research. Your supervisors' primary responsibility is to advise you on the programme of work necessary to complete your dissertation or thesis. To this end, they should maintain a general overview of your course work and academic development. They should help you to identify and acquire the knowledge and skills needed to complete your dissertation or thesis, and to further your aims for study or employment, insofar as these build upon the programme of graduate study. The balance between the two supervisors will differ from case to case, depending on your topic and methodology. It may be roughly equal, or one may be significantly more involved than the other.

Dissertation topic

The Examiners will expect the dissertation to be clearly distinct from the Option course essays in either chronological or geographical range, or scholarly issue. The dissertation is expected to include some study of original source material, whether in printed, manuscript, or other form, and, crucially, to have an interdisciplinary aspect.

The requirement for the dissertation to be interdisciplinary must be demonstrated by each student, but the way in which this is done will be different in each case. As they stand, the regulations require that the dissertation include: 'Reference to

scholarship and evidence from more than one discipline. Use of more than one disciplinary methodology or conceptual framework in an integrated manner.'

While working on two languages (or two regions for that matter) is not *in itself* sufficient to satisfy the regulation, it is recognized that the scholarly traditions and approaches to research in two languages *can* provide various opportunities to use different methodologies or concepts. Each student must explain or demonstrate how more than one way of thinking and/or methodology has been brought together in their dissertation.

Planning your research

The following notes for students and supervisors provide rough guidance – individual progress rates will vary, depending (for example) on the level of your background knowledge; whether you need to acquire new technical skills; the speed at which you identify a workable topic; the accessibility of sources; the time needed to process data; the extent to which the research programme makes feasible the drafting of chapters while research is in progress, etc.

Michaelmas term:

- Meet supervisors
- Identify any training needs
- Plan lecture/seminar attendance and a programme of secondary reading necessary to set the scene for proposed research
- Initial exploration of primary sources
- Discuss subject and nature of the research proposal you plan to submit as part of your examination
- Expect to spend one day a week on preparing your dissertation project, and arrange to see your supervisors two, three or four times after the initial meeting

End of Michaelmas Term:

- Discuss whether applying for doctoral research in Oxford or elsewhere, and if so nature of doctoral research proposal (deadline for submission of the application mid-January)

Christmas vacation

- Proceed, against the background of continuing work as above, to refine definition of dissertation topic
- Definitively identify and establish familiarity with primary and secondary sources central to your proposed master's research
- If applying for re-admission to doctoral programme, AHRC funding, or other funding requiring a doctoral research proposal, work with supervisor to refine that well in advance of the January application deadline

Hilary Term

- Finalise plan of work remaining for dissertation and agree this with supervisors
- Revise the structure of your master's dissertation in the light of this ongoing exploration
- Expect to step up work on your dissertation project to about two days a week

- Again, arrange to see your supervisor for about three sessions

Easter vacation/Trinity Term

- Complete research, modifying plan and structure as necessary in process
- Produce draft – make sure draft is in supervisors' hands in plenty of time for them to comment (supervisors are not expected to comment on drafts received later than Monday of 6th week)
- Revise in light of comments: make the most of the opportunity to work full-time on your dissertation up to submission, extensively consulting original sources and carefully revising your dissertation, giving it a tightly-argued structure and presenting it in idiomatic English which makes it accessible to a non-specialist reader. This is important: neither of your supervisors can mark your dissertation, so if you work on a highly specialised topic (in which Oxford may have only one expert, who has been supervising you) it is in your interests to make your writing comprehensible to a trained medievalist in an allied, but not necessarily identical, area.

Please note that no dissertation supervision will be available after the end of Week 8, Trinity term.

^ MSt Women's, Gender, and Sexuality Studies

2.1 Overview

The Master of Studies in Women's, Gender, and Sexuality Studies is a 9 month taught postgraduate course.

2.2 Aims and Learning Outcomes

Course Aims

The programme aims to enable its students to:

- acquire knowledge and understanding of a wide range of theoretical issues raised by women's, gender and sexuality studies;
- develop the ability to identify, understand and apply critically key concepts and principles in women's, gender and sexuality studies;
- reflect on humanities research methodology and ethics, and on the challenges of interdisciplinary work, and to acquire practical research skills which draw creatively on the practice of those academic disciplines relevant to their own interests;
- gain a critical knowledge of the scholarly literature relevant to their particular options and research projects;
- develop skills in written and oral communication, and in the presentation of academic work, displaying sustained argument, independent thought and

lucid structure and content;

- pursue further research informed by the approaches and theoretical questions raised by women's, gender and sexuality studies, or to apply these theories and approaches to other fields of activity.

Intended Learning Outcomes

Knowledge and understanding

On completion of the course, students will have:

- acquired a general understanding of the theoretical and methodological issues raised by women's, gender and sexuality studies;
- acquired some specialist knowledge of relevant primary and secondary literature;
- developed greater intellectual flexibility in drawing constructively on approaches and material from different disciplines;
- developed an intellectual depth and grasp of profounder issues.

Intellectual skills

On completion of the course, students will have:

- acquired intellectual sophistication in handling theoretical and methodological issues;
- proved able to apply conceptual tools and questions suggested by a range of disciplines to their own particular projects in women's, gender and sexuality studies;
- gained a grounding in relevant research methods and have written a dissertation, which may constitute a basis for proceeding to a future research degree.

Transferable skills

On completion of the course, students will be able to:

- find information, organise and deploy it, including through the use of libraries and information technology;
- use such information critically and analytically;
- consider and solve complex problems;
- work well independently and in co-operation with others;
- effectively structure and communicate their ideas in a variety of written and oral formats;
- plan and organise their use of time effectively.

2.3 Course Structure

The Master of Studies in Women's, Gender, and Sexuality Studies comprises four compulsory elements:

Core Course: Feminist Theory taken in Michaelmas Term

Core Course: Approaches to Feminist Research taken in Michaelmas Term
Two Option Courses one in Michaelmas Term, one in Hilary Term
Dissertation

Core Course: Feminist Theory

This course runs in Michaelmas Term, and is taught through lectures given by specialists from a range of disciplines who all have research experience in the field of women's, gender and sexuality studies, and a two-hour seminar, chaired by two academics.

Aims (longer-term and more conceptual):

- to identify key questions and moments in the history of modern feminist theory;
- to develop collective and individual confidence in understanding and explaining difficult conceptual material verbally and on paper;
- to improve an understanding of the interdisciplinarity of women's, gender and sexuality studies and the role of theory in that project.

Objectives (shorter-term and more functional goals):

- to pay close attention to the argument and structure of key texts in or significant to feminist theory based on the shared designated reading carried out by the group;
- to respond to the central core lectures provided in feminist theory through seminar discussion;
- to support the development of thinking and argument in relation to course requirements (Option essays and dissertation).

The weekly lectures introduce students to major issues in the development of feminist theory, and provide an opportunity for students to meet a wide range of academics with diverse professional interests in women's, gender and sexuality studies.

This seminar will meet weekly. In order to be prepared for it you must have attended the theory lectures and have read the Required Reading (see Appendix A) for those lectures. The lectures are open to all members of the University but the seminar is only open to those enrolled on the Women's Studies master's programme this year.

The role of the seminar convenors is to facilitate discussion and share their expertise. We have annotated the reading list to highlight the texts on which we think discussion might most profitably focus. There is a lot of reading for this course but we have selected the works we consider most significant or those that will benefit from more discussion (often because they are more conceptually challenging).

Seminars will usually take the form of a) reviewing of the week's lecture; addressing questions, queries, understanding and b) c. two presentations by MSt students relating to one or more works on the lecture reading list identified as key by the

seminar convenors (asterisked texts in bold on your annotated lecture list). You should expect to sign up for one seminar presentation.

Core Course: Approaches to Feminist Research

This course runs in Michaelmas, and aims to:

- develop your understanding of the research process;
- familiarize you with key feminist concepts and questions about research methodology;
- introduce you to a range of the approaches and resources used by feminist researchers in the humanities;
- provide the foundation from which students can explore interdisciplinary approaches to women's, gender and sexuality studies;
- promote awareness of and foster the ability to use both traditional research aids and those being developed by information technology;
- encourage self-reflexivity and critiques pertaining to the nature of feminist knowledge generation.

One purpose of this seminar is to prepare students to undertake their own research for the MSt dissertation—providing a general foundation for the more detailed and specialized work done by individual students with their assigned dissertation supervisors. But it also has a more general purpose, namely helping you to understand and critically evaluate the research literature you will be reading for all parts of the MSt course. It is inherently intersectional and activist.

There will be eight weekly seminars of two hours, in which students are introduced to a wide variety of disciplinary approaches. These are led by a group of feminist researchers from across disciplines, providing opportunities for MSt students to engage in discussion with experienced users of the various approaches covered.

Preparatory reading will be set in most weeks (see Appendix B): it is expected that all students will complete this reading in advance of the session so that they can participate fully in discussion of the questions it raises. Most sessions will include a practical task, to be done either before the session or in class in small groups.

This element of the course is not formally assessed: you must complete the written assignment satisfactorily, and you will receive formative feedback on it, but it will not be given a mark and will not count towards the final degree result (rather it will feed into the work you do for your dissertation, where your ability to select an appropriate approach and apply it effectively to your chosen research topic will be among the formal assessment criteria). The assignment is to write a dissertation proposal, which systematically addresses the issues raised by the Approaches course in relation to your own dissertation topic. You should consider the choice of a question and how that question relates to ongoing debates in women's, gender and sexuality studies; the selection of an approach or approaches to the question; any ethical questions that approach raises and how they will be dealt with; the availability of primary sources (if relevant) and what issues need to be considered

when using them; and you should include an indicative bibliography listing a selection of what you consider to be the most important secondary sources which a dissertation on your chosen topic should review and discuss. The deadline for submitting this work is Friday of week 0 in Hilary Term, and individual feedback sessions will be organised by Jane Garnett in the first two weeks of Hilary Term.

Option Courses

Students study one Option Course in **Michaelmas Term** and one in **Hilary Term**, selecting from a range of choices offered by tutors who are predominantly in the participating faculties of Classics, English, History, Modern Languages, and Philosophy.

The Option Courses aim to allow students to:

- deepen their knowledge of areas familiar from undergraduate degree experience;
- explore new fields within the Humanities and beyond;
- promote their awareness and practice of interdisciplinary enquiry;
- integrate feminist theories and methodologies into academic practice.

You can expect to see your option tutor for 4-6 small group sessions, for which you will produce pieces of formative written work, and may also prepare oral presentations. Your tutor will explain the precise number/combination of pieces. Option courses vary in their format, but students must meet the obligations established by your tutor.

The tutor will provide formative feedback (including a general indication of standard) on a draft of your essay. If students miss the draft essay deadline then the option tutor is not obliged to offer feedback.

The Option Courses are examined by a submitted essay of 6-7000 words.

Dissertation

The dissertation (up to 12,000 words, and not less than 10,000 words) is on a subject of your choice. The short dissertation aims to provide students the opportunity to:

- create their own research agenda;
- deploy the theoretical sensitivity, methodological sophistication and practical academic skills developed by the earlier elements of the course;
- make an initial foray into an area which may expand into a doctoral thesis.

For those intending to go on to doctoral research the dissertation will normally begin the exploration of the topic which will be further explored in the doctorate.

The subject matter of the dissertation may be related to that of either or both of the two pieces of written work submitted for the Option courses but material deployed in such pieces of work may not be repeated in the dissertation.

Initial discussions about the topic of the dissertation should take place in Michaelmas Term, and students are strongly encouraged to approach potential dissertation supervisors (with the support and guidance of the MSt directors) by Week 6 of Michaelmas Term.

A student should expect to have regular meetings (up to a total of six hours) with a dissertation supervisor during Hilary and Trinity terms. The supervisor may expect some preliminary written work during Hilary Term, and will certainly expect to read one or more drafts of the dissertation during the earlier part of the Trinity Term. When asking supervisors to read work, students should ensure that they give adequate time for such reading and comments. Supervisors and others are permitted to give bibliographical help with and discuss drafts of dissertations. **Please note that no dissertation supervision will be available after the end of Week 8, Trinity term.**



3 Teaching and Learning

3.1 Organisation of Teaching and Learning

As interdisciplinary programmes, these degrees are administered by the Humanities Division, who is responsible for the organisation and delivery of the courses. The teaching is delivered by academic staff who are based in faculties or departments.

The role of colleges is primarily supportive. You will be allocated a college advisor who will provide a focal point for your relationship with the college, and general academic or pastoral advice and assistance throughout your course of study.

If you have any issues with teaching or supervision please raise them with the course convenor, or with the administrators, as soon as possible so that they can be addressed promptly. If you remain dissatisfied, details of who to contact are provided in section 7.4 complaints and appeals.

3.2 Supervision

The course convenor will usually be your **general supervisor**. They will provide you with regular information as to your progress and, where problems arise, provide guidance and assistance as to necessary corrective action.

You will be allocated a **dissertation supervisor** who may be the same person as the general supervisor, or another person. Depending on your course, you may have two co-supervisors for your dissertation. They will support you in the writing of your dissertation through a pattern of regular meetings and ensure that you work to a planned framework with clearly agreed stages.

Guidance on Dissertation Supervision

- You should usually expect between 3 and 6 hours of contact time (6 maximum) with your dissertation supervisor(s).
- You are responsible for contacting your supervisor(s) in the first instance, and making the most of the support available.
- Supervisors do not fulfil the role of editors (that is, correcting errors), but can comment on drafted sections of your work.
- Please be mindful of your supervisor's workload; supervisors cannot be expected to review drafts submitted in the week before the deadline.
- Students experiencing difficulties with supervision should contact the course administrators for support.
- No supervision will be available after week 8 of Trinity Term for programmes with Trinity Term dissertation deadlines, or after the first week of August for programmes with Long Vacation deadlines.

3.3 Expectations of Study

Students are responsible for their own academic progress. You should treat the course as a full-time job; you might therefore expect to work 35-40 hours per week during term. You will spend a portion of this time attending your scheduled teaching for core and/or option courses, attendance at which is compulsory; the rest will be spent on reading and preparation for these classes and their related assessments, as well as steady progress on your thesis/dissertation. You are also strongly encouraged to engage in research networks and discussion groups across the Division and wider University; information about such opportunities will be shared via email and the canvas site, but you should also be proactive in seeking out events of interest.

Students are expected to check their University email account every day.

In your preparation and learning, aim to be self-motivated and to pursue your interests. At Oxford, perhaps more than in some other institutions, it is hoped that you will develop your own ideas and share them in seminar discussion, supported by appropriate evidence.

In written work, try to develop your own argument, in dialogue with existing views, so that you are bringing something distinctive to the topic being explored. Seminars and tutorials are conceived as a discussion among equals, where everyone – students and tutors – collaborates in sharing thoughts and moving towards intellectual clarity.

3.4 Induction

At the start of the academic year, in the week before the beginning of formal classes (this is called week 0), there will be induction sessions to introduce you to the course and to life as a Masters student at Oxford. Your induction timetable will be published on your course [Canvas](#) site, and sent to you by the course administrators prior to your arrival in Oxford.

3.4 Teaching Dates

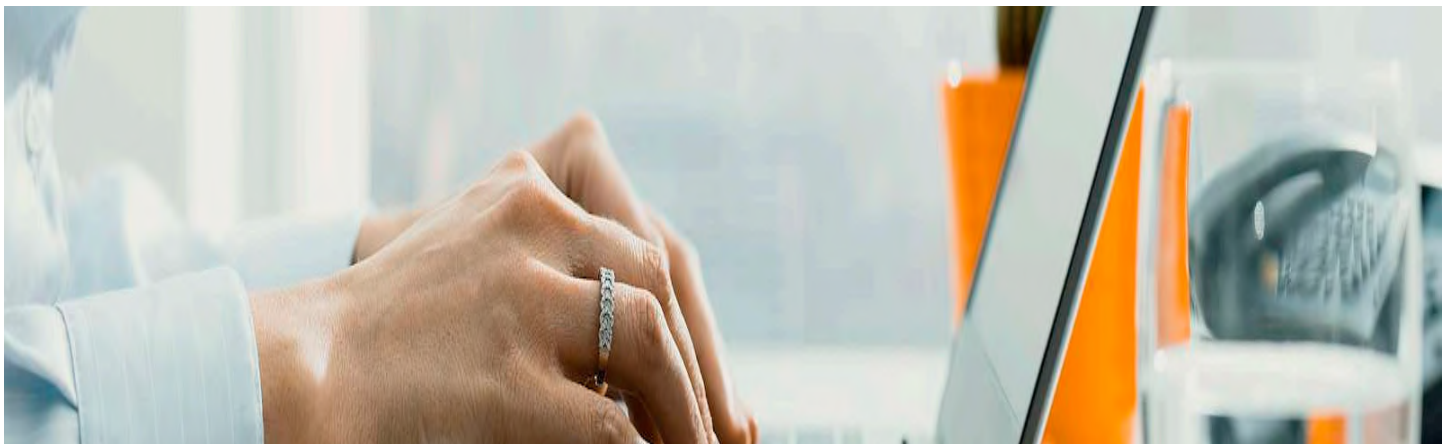
The dates of full term in the academic year 2025-6 are as follows:

Term	From	To
Michaelmas 2025	Sunday 12 October	Saturday 6 December
Hilary 2026	Sunday 18 January	Saturday 14 March
Trinity 2026	Sunday 26 April	Saturday 20 June

Where there is reference to 'week 1', 'week 6', etc., this applies to the weeks of full term, during which classes run.

Dates and times of your core seminars and lectures, and any other compulsory teaching activities will be published on your course [Canvas](#) site.

Where you are taking option courses hosted by another faculty, dates and times for those classes should be communicated to you by your host faculty or option tutor; these may have to be discussed and agreed with your option tutors and fellow students at the beginning of term to avoid clashes with core teaching. If you have not received these details by week 0 of term, please contact the interdisciplinary administrative team for assistance.



4 Summative Assessment

4.1 Assessment Regulations and Conventions ⇄

Full details of the procedures for summative assessment are given in the Examination Conventions and Regulations. **You should read these carefully before embarking on any examined work.**

Examination regulations are the formal register of the structure of the examinations of the course.

The examination regulations can be viewed at [Exam Regulations - Search](#), and are also provided below alongside the assessment structure for each course.

Examination conventions are the formal record of the specific assessment standards for the course or courses to which they apply. They set out how your examined work will be marked and how the resulting marks will be used to arrive at a final result and classification of your award. They include information on: marking and classification criteria, scaling of marks, progression, resits, use of viva voce examinations, penalties for late submission, and penalties for over-length work. The examination conventions are provided below alongside the assessment structure for each programme.

4.2 Assessment Structure

^ MSt Celtic Studies

The course is assessed through:

- Essay One – one of the core subjects, worth 30% of final overall mark

- Essay Two – on a core subject or a special subject, worth 30% of final overall mark
- Dissertation – worth 40% of final overall mark

Completion of work for language classes in one Celtic language that has not previously been acquired to a high level is also strongly encouraged, but is not assessed.

Topic/Title Deadlines

Core and Special Subject Choices	Monday of Week 5, Michaelmas Term
Dissertation Topic Submission	Monday of Week 5, Hilary Term

Assessment Submission Deadlines

Essay One (Core)	12 noon, Tuesday of Week 8, Hilary Term, Year 1 (10 March 2026)
Essay Two (Core or Special Subject)	12 noon, Tuesday of Week 8, Hilary Term, Year 1 (10 March 2026)
Dissertation	12 noon, Tuesday of Week 7, Trinity Term (9 June 2026)

Essays

Core and special subject papers are assessed via an essay of up to 8,000 words, submitted at the end of Hilary Term. The topic for the essay should be agreed with the supervisor for the paper in question, and submitted by email to the course administrator for approval by Monday of Week 5 of Michaelmas Term.

Dissertation

The dissertation should consist of between 8,000 and 10,000 words. It must be accompanied by a short abstract which concisely summarises its scope and principal arguments, in about 300 words.

Part of the exercise of writing a dissertation lies in devising a topic that can be effectively handled within the word limit. However, in exceptional circumstances – for example if a large section of your thesis is taken up with lengthy appendices – you can apply to the Chair of Examiners for permission to exceed the word limit, by contacting the Course Administrator. This should be supported by an email from your supervisor and should be done in good time (in Hilary or very early in Trinity).

You should agree a definitive title/topic with your supervisor(s) and submit this to the course administrator for approval by Monday of Week 5 of Hilary Term. Significant modification of your dissertation title is only possible up to fourteen days before the

submission deadline, and requires the permission of your supervisor. Once permission has been obtained, the new title should be sent to the Graduate Studies Administrator by email. We do not need to be informed about very minor changes of wording done for the sake of style: if you want to change (for example) 'Politics and kingship in Breuddwyd Rhonabwy' to 'Breudwyt Ronabwy: A tale of politics and kingship?', the change is unimportant; common sense applies.

Please note that no dissertation supervision will be available after the end of Week 8, Trinity term.

Word Limits

Include:

- footnotes/endnotes
- quoted text
- appendices
- the text in original language

Exclude:

- title
- table of contents
- illustration and table captions/ legends
- bibliography
- translations or glosses of text in languages other than English

Examination Conventions:

[MSt Celtic Studies Examination Conventions 2025-26](#)

Examination Regulations:

[Master of Studies in Celtic Studies 2025-26](#)

^ **MPhil Celtic Studies**

The course is assessed through:

- Core Paper(s) – one or two, each worth 20% of final overall mark
- Special Subject(s) – one or two, each worth 20% of final overall mark
- Thesis - 40% of final overall mark

Students must submit 3 papers in total. Satisfactory completion of work for language classes in one Celtic language that has not previously been acquired to a high level is compulsory.

Topic/Title Deadlines

Core and Special Subject Choices	Monday of Week 5, Michaelmas Term, Year 1 (10 November 2025)
Thesis Topic and Abstract	Friday of Week 4, Trinity Term, Year 1 (22 May 2026)

Assessment Submission Deadlines

Core Paper 1	12 noon, Tuesday of Week 8, Hilary Term, Year 1 (10 March 2026)
Core Paper 2 (if applicable)	12 noon, Tuesday of Week 8, Hilary Term, Year 2 (9 March 2027)
Special Subject 1	12 noon, Tuesday of Week 8, Hilary Term, Year 2 (9 March 2027)
Special Subject 2 (if applicable)	12 noon, Tuesday of Week 8, Hilary Term, Year 2 (9 March 2027)
Thesis	12 noon, Tuesday of Week 7, Trinity Term, Year 2 (8 June 2027)

Core Paper(s)

Core papers are assessed via an essay of up to 8,000 words, submitted either at the end of Hilary Term in Year 1 (first core paper) or at the end of Hilary Term in Year 2 (if two core papers are chosen). The title for the essay should be agreed with the supervisor for the core paper in question, and submitted by email to the course administrator by Friday of week 4 of Hilary term in year of submission.

Special Subject Paper(s)

Special subjects are assessed via an essay of up to 8,000 words, submitted at the end of Hilary Term in Year 2. The title for the essay should be agreed with the supervisor for the core paper in question, and submitted by email to the course administrator by Friday of week 4 of Hilary term in year 2. Note that, while submission of the essay is not required until Hilary Term of Year 2, you are advised to complete at least a draft much earlier than this, to allow adequate time for work on the thesis.

Language course

Attendance at a language course in a Celtic language that has not previously been acquired to a high level is a compulsory element of the programme. Failure to complete the course, including any coursework or activities required by the course instructor, will result in failure in the MPhil overall.

Thesis

The thesis should consist of between 20,000 and 25,000 words. It must be accompanied by a short abstract which concisely summarises its scope and principal arguments, in about 300 words.

Part of the exercise of writing a thesis lies in devising a topic that can be effectively handled within the word limit. However, in exceptional circumstances – for example if a large section of your thesis is taken up with lengthy appendices – you can apply to the Chair of Examiners for permission to exceed the word limit, by contacting the Course Administrator. This should be supported by an email from your supervisor and should be done in good time (in Hilary or very early in Trinity of Year 2).

You should agree a definitive title/topic with your supervisor(s) and submit this to the course administrator for approval by **week 4 of Trinity Term** in Year 1. Significant modification of your thesis title is only possible up to fourteen days before the submission deadline, and requires the permission of your supervisor. Once permission has been obtained, the new title should be sent to the Graduate Studies Administrator by email. We do not need to be informed about very minor changes of wording done for the sake of style: if you want to change (for example) 'Politics and kingship in *Breuddwyd Rhonabwy*' to '*Breudwyd Ronabwy*: A tale of politics and kinship?', the change is unimportant; common sense applies.

Please note that no thesis supervision will be available after the end of Week 8, Trinity term.

Word Limits

Include:

- footnotes/endnotes
- quoted text
- appendices
- the text in original language

Exclude:

- title
- table of content
- Illustration and table captions/ legends
- Bibliography
- translations or glosses of text in languages other than English

Examination Conventions

[MPhil Celtic Studies Examination Conventions 2025-26](#)

Examination Regulations

[Master of Philosophy in Celtic Studies 2025-26](#)

^ MSt Comparative Literature and Critical Translation

The course is assessed through:

- Core course essay
- Michaelmas term option essay
- Hilary term option essay
- Dissertation

The assessments have equal weight when determining the average mark, however specific marks are required in the Dissertation to graduate with a given classification; details are in examination conventions linked below.

Topic/Title Deadlines

Dissertation Outline	Friday of Week 6, Hilary Term (27 February 2026)
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Assessment Submission Deadlines

Core Course Essay	12 noon, Thursday of Week 8, Hilary Term (12 March 2026)
Michaelmas Term Essay	As instructed by host faculty
Hilary Term Essay	As instructed by host faculty
Dissertation	12 noon, Tuesday of Week 8, Trinity Term (16 June 2026)

Core Course Essay

The core course will be assessed by an essay, of up to 4,000 words, that answers one of a list of questions relating to topics covered in the course. The question paper will be released on Canvas/Inspira at **12 noon on Thursday of Week 6, Hilary Term**, and a link will be emailed to you by the course administrator.

Option Essays

Each option course is both taught and examined within one of the faculties that participate in the MSt Comparative Literature and Critical Translation: Asian and Middle Eastern Studies, Medieval and Modern Languages, and English Language and Literature. The Examination Conventions that apply to the Michaelmas and Hilary Option Essays are therefore those of the host faculty. The same is true of

arrangements for approval of titles (where required), presentation of work, word-length, and deadline. You should ensure that you have familiarised yourself with the appropriate Conventions, which will be available from the graduate studies office of the host faculty.

Dissertation

The dissertation must be between 10,000 and 12,000 words in length, on a topic in comparative literature and/or literary translation studies that involves two or more languages. You must gain informal approval of your dissertation topic by means of discussion with the Course Convenor during Michaelmas term. You must then also secure formal approval by providing an outline of the topic, in not more than 200 words by **Friday of Week 6, Hilary Term**. A link will be emailed by the course administrator for this purpose. You are not obliged to provide a title at this stage, but may do so if you wish. Please note that you may not repeat material in your dissertation that you have already submitted as part of another assessed piece of work.

Word Limits

The word limits include footnotes/endnotes, but excludes the bibliography and translations of quotations in languages other than English.

If a substantial appendix is needed in the Dissertation, students must seek approval from the exam board to exclude it from the word count, and must email the course administration outlining the grounds for their request and evidencing their supervisor's support.

Examination Conventions

[MSt Comparative Literature and Critical Translation Examination Conventions 2025-26](#)

Examination Regulations

[Master of Studies in Comparative Literature and Critical Translation 2025-26](#)

^ **MSc Digital Scholarship**

The course is assessed through:

- Elements of Digital Scholarship, weighted at 15% (average mark of the two components)
- Methods of Digital Scholarship, weighted at 15% (average mark of the two components)
- Subject-Specific Paper, weighted at 15%
- Practicum placement, weighted at 15%

- Dissertation, weighted at 40%

Deadlines

Paper 2: Methods 1	12 noon, Thursday of Week 5, Michaelmas Term (13 November 2025)
Paper 2: Methods 2	12 noon, Thursday of Week 9, Michaelmas Term (11 December 2025)
Paper 1: Elements - Essay 1	12 noon, Thursday of Week 0, Hilary Term (15 January 2026)
Paper 1: Elements - Essay 2	12 noon, Thursday of Week 0, Trinity Term (23 April 2026)
Paper 3: Subject Specific Paper	As instructed by host faculty
Paper 4: Practicum Digital Asset and Report	12 noon, Thursday of Week 9, Trinity Term (25 June 2026)
Dissertation	12 noon, Thursday of Week 15, Trinity Term (6 August 2026)

Paper 1 (Elements)

Paper 1 will be assessed by two essays of up to 2,000 words.

Paper 2 (Methods)

Paper 2 will be assessed by a practical assignment or an essay of up to 2,000 words

Paper 3 (Subject Specific Paper)

The Subject Specific Paper will be examined according to the regulations and conventions of the faculty teaching the course. The same is true of arrangements for the approval of essay titles (where required), the presentation of work, word limits, and deadlines. You should ensure that you have familiarised yourself with the appropriate regulations and conventions, which will be available from the graduate studies office of the host faculty.

Paper 4 (Practicum)

The Practicum will be assessed by a combination of a digital asset and a report of up to 1,000 words commenting on what learning you have acquired from the placement.

Dissertation

You can submit either a dissertation of between 10,000 – 12,000 words, or a dissertation of 8,000 - 10,000 words **and** a digital asset.

Copyright

You must ensure that you respect copyright legislation and regulations for both all types of submission, including digital. The are guidelines on the following websites: Bodleian Libraries Guides to Copyright: <https://www.bodleian.ox.ac.uk/ask/how-to-guides/copyright>

Quick guide to copyright for making digital copies :

<https://www.bodleian.ox.ac.uk/services/pcas/copyright-making-digital-copies>

Word Limits

Include:

- footnotes/endnotes
- quoted text
- appendices

Exclude:

- title
- table of content
- illustration captions
- table captions and contents
- bibliography

Examination Conventions:

MSc Digital Scholarship Examination Conventions 2025-26 (see canvas)

Examination Regulations:

[Master of Science by Coursework in Digital Scholarship 2025-26](#)

^ **MSt Film Aesthetics**

Assessment Structure:

The course is assessed through:

- Essay One, 25% of final overall mark
- Essay Two, 25% of final overall mark
- Dissertation, 50% of final overall mark

There should not be substantial overlap between any of the submissions in terms of topic or material. We also encourage that each submission attend to films from

different historical periods, national cinemas, and categories/genres.

Topic/Title Deadlines

You will be provided with an online form to submit your topics to the course administration. Please submit key words or ideas associated with your chosen topic, and the film or films you plan to write upon. You can submit an exact title if you want, although this is not required.

Essay One	Wednesday of Week 8, Michaelmas Term (3 December 2025)
Essay Two	Wednesday of Week 8, Hilary Term (11 March 2026)
Dissertation	Wednesday of Week 8, Hilary Term (11 March 2026)

Assessment Submission Deadlines

Essay One	12 noon, Tuesday of Week 9, Hilary Term (17 March 2026)
Essay Two	12 noon, Tuesday of Week 1, Trinity Term (28 April 2026)
Dissertation	12 noon, Tuesday of Week 9, Trinity Term (23 June 2026)

Essays One and Two

Essays One and Two (between 6,000 and 7,000 words each) should relate in some way to aspects of work done during the first two terms, but they do not need to address the same films or precise topics. The tutors will discuss various options with you. The topic should be particular and restricted. **The films analysed in the essays must be available and accessible for your tutors and examiners to view and with English language subtitles where relevant.**

It is sometimes mistakenly assumed that an aesthetic essay must include or be organised around a theoretical framework. This is not the case. An essay may examine a theoretical idea in relation to film/s (e.g Deleuze's 'time image' or Cavell's 'image of scepticism'), but it need not. Essays may be built around stylistic devices and other matters of film form; ideas; themes; characteristics and qualities; or any other relevant aesthetic aspects.

The essays will be judged on the following criteria:

- the ability to execute detailed and well directed filmic analysis;
- the ability to give meaningful and penetrating accounts of films;

- the ability to analyse and deploy ideas clearly and relevantly;
- the ability to frame and situate the essay and explain its relevance;
- the ability to explore and unpack a topic carefully, or present an argument;
- the ability to make intelligent use of the relevant body of scholarship (full bibliographies must be provided in all cases).

An essay will usually not have an abstract, a preface, or a table of contents, but it may be divided into sections. It should include a title page, bibliography, filmography etc. Film essays will normally also include images in the form of screen shots which should be labelled Fig. 1, Fig. 2, etc. with the same Fig. numbers referenced in the same text. For example: "This happens at exactly the same time that she raises her arm [Fig. 3]." Screen shots should not be provided for pictorial purposes but should correspond as closely as possible to the film analysis.

Dissertation

Students will write a dissertation of between 10,000 and 12,000 words. The topic can be more freely chosen and may be more expansive than those tackled in the essays, but the assessment should still be focused and manageable in the time allotted. Material will often be structured in accord with an encompassing thesis. **The films analyse in the dissertation must be available and accessible for your tutors and examiners to view and with English language subtitles where relevant.**

The dissertation will be judged on the following criteria:

- the ability to execute detailed and well directed filmic analysis;
- the ability to give meaningful and penetrating accounts of films;
- the ability to analyse and deploy ideas clearly and relevantly;
- The ability to explore and unpack a topic carefully, or present an argument;
- the ability to frame and situate the dissertation and explain its relevance;
- the ability to make intelligent use of the relevant body of scholarship (full bibliographies must be provided in all cases).

Word Limits

Include

- footnotes/endnotes
- quoted text
- appendices

Exclude

- title
- table of content
- Illustration and table captions/ legends
- bibliography

Examination Conventions:

[MSt Film Aesthetics Examination Conventions 2025-26](#)

Examination Regulations:

[Master of Studies in Film Aesthetics 2025-26](#)

^ MSt Medieval Studies

Assessment Structure

The course is assessed through:

- Dissertation, 40% of final overall mark
- Michaelmas term Option essay, 20% of final overall mark
- Hilary term Option essay, 20% of final overall mark
- Palaeography assessment, 20% of final overall mark

Topic/Title Deadlines

Dissertation	Friday of Week 6, Hilary Term (27 February 2026)
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You will be provided with an online form to submit your dissertation topic to the course administration. Any significant modification of your title is only possible up to fourteen days before the submission deadline, and requires the permission of your supervisor. Once permission has been obtained, the new title should be sent to the administration. We do not need to be informed about very minor changes of wording done for the sake of style: if you want to change (for example) 'An Investigation of Frederick II's multilingualism' to '*Stupor Mundi*: An Investigation of Frederick II's multilingualism', the change is unimportant; common sense applies.

Assessment Submission Deadlines

Dissertation	12 noon, Tuesday of Week 9, Trinity Term (23 June 2026)
Michaelmas Term Option	As instructed by host faculty
Hilary Term Option	As instructed by host faculty
Palaeography	As instructed by host faculty

Option Course Assessment

Option assessments are to be submitted and assessed according to the regulations of the relevant hosting Faculty; remember that your submissions, as a Medieval Studies MSt candidate, must be between 5000 and 7000 words, even if the standard word count for that option (for the 'natives' of a given faculty) is longer. Candidates should make themselves aware of relevant deadlines for submission and presentation guidelines by referring to the course handbook of the Faculty under whose auspices the Option is convened, and by consulting the convenor/tutor of the individual Option Paper.

Palaeography Assessment

Methods of assessment will vary according to the practices of the faculty within which the candidate is working for the Palaeography/Codicology element. The work produced will thus be assessed according to the regulations laid down by the relevant faculty.

Dissertation

The dissertation should consist of up to 12,000 words. It must be accompanied by a short abstract which concisely summarises its scope and principal arguments, in about 300 words.

Please note that no dissertation supervision will be available after the end of Week 8, Trinity term.

Language Class

Tutors will report to the Board of Examiners on attendance, participation, and performance at the end of the academic year. 'Satisfactory participation' will constitute a pass.

Word Limits

Exclude

- Your bibliography, title page and abstract
- The table of contents and list of illustrations (if there is one)
- Any table and figure titles and captions
- Any tables and images
- Translations of text in languages other than English (but the text in the original language does).

Include

- Footnotes
- Quoted text
- Appendices

In exceptional circumstances – for example if a large section of your dissertation is taken up with lengthy appendices – you can apply to the Chair of Examiners for permission to exceed the word limit, by contacting the Course Administrator. This should be supported by an email from your supervisor and should be done in good time (early in Trinity Term).

Examination Conventions:

[MSt Medieval Studies Examination Conventions 2025-26](#)

Examination Regulations:

[Master of Studies in Medieval Studies 2025-26](#)

^ **MSt Women's, Gender, and Sexuality Studies**

Assessment Structure

The course is assessed through:

- Michaelmas term Option essay
- Hilary term Option essay
- Dissertation

The assessments have equal weight when determining the average mark, however, specific marks are required in some elements in order to graduate with a given classification; details are in examination conventions linked below.

Topic/Title Deadlines

You will be provided with an online form to submit your dissertation topic to the course administration.

Michaelmas Essay	Friday of Week 5, Hilary Term (20 February 2026)
Hilary Essay	Friday of Week 5, Hilary Term (20 February 2026)
Dissertation	Friday of Week 5, Hilary Term (20 February 2026)

Assessment Submission Deadlines

Michaelmas Option Essay	12 noon, Thursday of Week 8, Hilary Term (12 March 2026)
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Hilary Option Essay	12 noon, Thursday of Week 1, Trinity Term (30 April 2026)
Dissertation	12 noon, Thursday of Week 8, Trinity Term (18 June 2026)

Option Essays

The Michaelmas and Hilary Option courses are each examined by an essay of 6,000-7,000 words. Students must also submit a brief abstract (no more than 300 words) outlining the rationale and the approach of the option essay.

Once approved, no change of topic or of title will be permitted to the Michaelmas Option Essay after **Friday of Week 5 of Hilary Term**, and the Hilary Option Essay after **Friday of Week 8 of Hilary Term**, without written consent from the Chair of the Examination Board.

Dissertation

Students will submit a dissertation of up to 12,000 words, and not less than 10,000 words. Students must also submit a brief abstract (no more than 500 words) outlining the rationale and the approach of the dissertation.

Initial discussions on the topic should take place in Michaelmas Term. Each student should discuss with Dr Goulimari the proposed research area, so that they can arrange for a dissertation supervisor to be appointed, by the end of Week 6 of Michaelmas Term at the latest.

Once approved, no subsequent change of topic or of title will be permitted to the Dissertation after **Friday of Week 4 of Trinity Term**, without written consent from the Chair of the Examination Board.

Word Limits

Include

- Footnotes/endnotes
- quoted text
- appendices

Exclude

- title and abstract
- table of contents
- illustration and table captions/legends
- bibliography
- translation or quotations of text other than English

If a substantial appendix is needed, students must seek approval from the exam board to exclude it from the word count, and must email the course administration outlining the grounds for their request and evidencing their supervisor's support.

Examination Conventions:

[MSt WGSS Examination Conventions 2025-26](#)

Examination Regulations:

[Master of Studies in Women's, Gender, and Sexuality Studies 2025-26](#)

4.3 Good Academic Practice and Avoiding Plagiarism

Formatting and presentation of your assessments should follow scholarly norms and good academic practice; please see the [Guidelines for the Presentation of Written Work](#).

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. More information about plagiarism may be found here: www.ox.ac.uk/students/academic/guidance/skills/plagiarism

Properly referencing your sources in written work can not only help you to avoid breaking the University's plagiarism rules, but can also help you to strengthen the arguments you make in your work. Advice on referencing may be found in the [Guidelines for the Presentation of Written Work](#). Further general guidance on referencing may be found here:

<https://www.ox.ac.uk/students/academic/guidance/skills/referencing>

If you believe your research may need ethical approval, please review the [Research Integrity](#) section of the handbook.

For information on the use of AI in your studies, please refer to the [Use of generative AI tools to support learning](#) webpage, and the University policy on [AI use in summative assessment](#). Where the use of AI is permitted in the creation of assessed work (for example, in some instances these may be permitted to generate code for Digital Scholarship assessments), this will be made explicit by your course tutors/supervisors, and should always be declared to the examiners within the assessment. If you have questions that you feel have not been answered by University guidelines, please get in touch with your course tutors or the administrative team.

4.4 Entering for examinations

The Oxford Students website gives information on the examination entry process and alternative examination arrangements: www.ox.ac.uk/students/academic/exams.

4.5 Submitting Assessments

Deadlines for submitting your assessments are in the course timetable and the examination regulations.

All assessments will be submitted online via Inspira, unless specified otherwise. Ensure you are familiar with the online submission process in advance of any deadline. Full information is provided on the Oxford students website (www.ox.ac.uk/students/academic/exams/submission).

Please note:

- The submission time (noon) and date must be strictly adhered to unless you have been given permission by the Proctors (via your college) to submit at a later time and date. Penalties will be imposed by the Board of Examiners for work that is submitted after the deadline.
- **No acknowledgments are to be included** in essays or the dissertation. This to minimise any possibility of students being identified; the process of assessment examination is anonymous.
- Hardware or internet connectivity problems unrelated to the Inspira system will not be accepted as mitigating factors for late submission. **Make frequent backups of your work, and give yourself plenty of time to make your submission.**
- You will need to use the course coversheet (available on Canvas and Inspira) as the first page of the work. Remember to put your **candidate number, assignment title and word count on the front page** of your work. **Do not** add your name, student number, college or supervisor to any part of the work.
- Take time to check your submission before submitting it online. Make absolutely sure that the file you are submitting is the correct and final version.
- Uploading your response alone is NOT SUFFICIENT to submit your work. To submit your work after you have uploaded it, please go to the final page of the test and **click the 'Submit now' button**. Until this is done, your work will not be submitted and may be marked as 'late' or 'missing'. You should only click the 'Submit now' button once you are ready and confident that your work is complete and suitable for submission. You won't be able to edit your work in Inspira after you press 'submit now'.

4.6 Problems completing assessments

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. Full information is available

on the Oxford students website: www.ox.ac.uk/students/academic/exams/problems-completing-your-assessment. If you are late in handing work in or believe you will not meet a deadline, you should consult your college senior tutor as a matter of urgency; college will be able to assist you in applying for an extension.

4.7 Feedback on summative assessments

Marks for individual assessments will usually be released with the publication of the degree outcome. In some cases, faculties may release marks for option courses at an earlier point in the year, but this is not guaranteed and is dependant on individual faculty's procedures. Students who would like to receive feedback on their option course assessments are encouraged to discuss this with their tutors.

You will receive assessors' feedback on the dissertation at the end of the examination cycle; should you wish to opt out from receiving this, you should notify the course administrators.

4.7 Examiners' Reports

Past examiner's reports can be accessed on the course Canvas sites. Students are strictly prohibited from contacting external examiners directly. If you are unhappy with an aspect of your assessment you may make a complaint or appeal.



5 Formative Assessment

Formative assessment provides opportunities for students to receive feedback on their academic progress and can take place in various formats, from informal verbal feedback, to written comments on drafts of work. The courses provide formative assessment as follows:

^ MSt Celtic Studies

- A. Oral feedback in seminars, supervisions and language classes
- B. Written feedback on formative essays
- C. Oral and written feedback in thesis supervisions

^ MPhil Celtic Studies

- A. Oral feedback in seminars, supervisions and language classes
- B. Written feedback on formative essays
- C. Oral and written feedback in thesis supervisions

^ MSt Comparative Literature and Critical Translation

A. The Core Course: discussion of your ideas in the seminars; oral and written feedback from Graduate Teaching Assistants on each of your presentations; a 1-1 tutorial with the Course Convenor, early in Hilary Term, to discuss the essay you will have written after the end of the Michaelmas term core course teaching.

B. Option Courses: discussion of your ideas in tutorials and/or seminars; feedback on at least one piece of written work during the term's teaching, before you embark on your examined essay.

C. The Dissertation: discussion of drafts with your supervisor.

Formative Assessment Deadlines

Core Course Practice Essay	12 noon, Monday of Week 0, Hilary Term (submit to Canvas)
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^ MSc Digital Scholarship

A. Oral feedback in reading seminar based on participation in class, engagement with guest lecturers, and discussion of weekly readings

B. Oral and written feedback in thesis supervisions

C. Oral feedback in tech classes

D. Oral feedback on practicum placement

^ MSt Film Aesthetics

Tutors and supervisors provide regular feedback on progress to students throughout the course. A formative version of Essay One is submitted for feedback and revision, before it is submitted for summative assessment. The formative version should be as close to a summative version as possible (for example, up to the word limit, no essay plans or lists), so that tutors can provide the most accurate feedback.

During the dissertation supervision process, supervisors can, if you wish, supply feedback on preparatory work and sample extracts, but they will not read the whole finished work (up to 6000 words).

Formative Assessment Deadlines

Essay One Formative Version (submit to Canvas)	12 noon, Friday of Week 0, Hilary Term (16 January 2026)
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^ MSt Medieval Studies

- A. Oral feedback in the course of option courses in Michaelmas and Hilary Terms
- B. Written feedback on option course formative/draft written work (dependant on faculty practice)
- B. Written and oral feedback on language work
- C. Oral feedback on dissertation progress in the course of the Research Methods Workshops and the Medieval Church and Culture seminars in Trinity Term.

^ MSt Women's, Gender, and Sexuality Studies

Opportunities for informal feedback will be provided through discussion with tutors in the small-group teaching environment of the Option courses, interaction with peers (such as feedback on an oral presentation) in the core course seminars, and discussion with peers and the Academic Mentor in the informal weekly sessions that they convene. Formative feedback will be provided by tutors on work completed (whether readings

prepared, an oral presentation or an essay) during the Option courses; in particular, your Option tutor will give written feedback and a general indication of standard on a draft of the submitted essay, where the draft has been provided in a timely manner (see above).

Supervisors will also supply feedback on preparatory work for the Dissertation through oral discussion in supervision meetings and through written feedback on a draft.

Formative Assessment Deadlines

Draft Michaelmas Option Essay	Friday of Week 0, Hilary Term
Feminist Approaches to Research Formative Assessment -	Friday of Week 0, Hilary Term

Dissertation Proposal	
Draft Hilary Option Essay	Friday of Week 10, Hilary Term



6 Skills and Learning Development

6.1 Academic Progress

At the end of each term, the course convenor or dissertation supervisor will submit a report, on the Graduate Student Reporting system (GSR), about your academic progress.

Within GSR you have the opportunity to contribute to your termly reports by reviewing and commenting on your own progress. You are strongly encouraged to take the opportunity to do this, and to record also any skills training you have undertaken or may need to undertake in the future, and your engagement with the academic community (e.g. seminar and conference attendance).

You are asked to report in weeks 6 and 7 of term. Once you have completed your sections of the online form, it will be visible to your convenor/supervisor and to your College Advisor. These GSR reports provide a shared channel for recording and reflecting on your progress, and for identifying areas where further work is required.

Please note that if you have any complaints about the supervision you are receiving, you should raise this immediately with the course director, who has overall responsibility for monitoring and reporting on student progress. Do not wait for the end-of-term supervision reporting process.

Further information on Graduate Supervision Reporting and access to this function via student Self-Service can be found here: [Student Self Service | University of Oxford](#)

6.2 Opportunities for skills training and development, and to engage in the research community

There are a number of services and programmes across the University that provide support in developing yourself both personally and professionally. These opportunities complement the development opportunities provided through your own activities – within and beyond your research - and those provided by your course.

Library Skills: The Bodleian Library holds workshops on information discovery, referencing, impact, intellectual property, open access and data management: <http://www.bodleian.ox.ac.uk/using/skills>

Digital Skills Development: There is a plethora of digital skills training opportunities across the university, the following resource signposts these by skill and by provider, to assist you in finding relevant resources and workshops: <https://humanitiesresearcherdevelopment.web.ox.ac.uk/article/digital-skills-signposting>

Academic Events: The Humanities Division hosts a number of research network and cultural programme events which are open to students, the events programme can be found here: [Events | Humanities Division](#). Open lectures in the division and wider University can be viewed on the OxTalks website: <https://talks.ox.ac.uk/talks/departments>

6.2.1 Humanities Researcher Development and Training Programme

The [Researcher Development and Training Programme](#) is a comprehensive programme of events, opportunities, workshops and resources to support and develop Humanities researchers at all stages of their career from postgraduate level upwards. Some of these opportunities are bespoke and developed in-house; others are provided through external partners, student support services or in partnership with faculties.

The workshops and events offered through the Researcher Development and Training Programme are open to Master's and DPhil students and postdoctoral researchers (including teaching-only and college-only appointments). Most of the events are free, but some require a £20 deposit which will be returned once you have attended the course, or cancel more than 72 hours before the event start time. Please see our [Terms and Conditions](#) for more information.

The programme is organised via 'training pathways', designed to foster virtuous circles between research and personal development. Pathways give participants the flexibility to construct their own training programmes by combining several pathways over the course of their time at Oxford. The pathways are flexible, with multiple points of entry, intersection and exit, and open up further opportunities across and beyond the University.

The pathways are:

- Preparation for Academic Practice: for the development of skills that support your research and academic progression, including workshops on research ethics and integrity, how to organise a conference, presentation skills, and development of your writing techniques
- Public Engagement with Research: this pathway will equip you with the skills to share your research with a wider audience, for example through creating a podcast, developing your storytelling skills or writing for the website 'The Conversation'.
- Career Confidence: delivered in partnership with the University's Careers Service, this pathway provides bespoke workshops and opportunities tailored to the interests and career destinations of researchers in the humanities.
- Teaching: this pathway provides resources for those who intend to teach while they're at Oxford. This pathway is delivered in partnership with the Centre for Teaching and Learning and the Ashmolean Museum University Engagement Programme.
- Heritage Pathway: this pathway, led by sector experts, is for anyone who is interested in working with or for the heritage sector either through a research collaboration or as a career path.

The programme also provides signposting and information about events and opportunities from other training providers across the University, such as:

- The [Careers Service](#) and [Internship Office](#)
- The [Department for Continuing Education](#)
- [Bodleian Libraries](#)
- [EnSpire](#) (Oxford's hub for entrepreneurship)
- [Oxford Policy Engagement Network](#) (OPEN)
- The [IT Learning Centre](#)
- The [Language Centre](#)
- The [Centre for Teaching and Learning](#)
- [University Counselling Service](#)

6.3 Employability and careers information

Information and advice on careers can be found on the Student website at <https://www.ox.ac.uk/students/life/experience> and the University Careers Service (www.careers.ox.ac.uk).

6.4 Small Grants

The Humanities Division can award small grants (up to £300) for students wishing to undertake activities that are directly related to your course and that would enhance your studies during it. If you wish to be considered, you will need to use the form to be found here (link also on Canvas):

<https://forms.office.com/e/n3nvpLTWLA>

Please read the notes at the beginning of the form carefully before applying.



7 Student Representation, Evaluation and Feedback

7.1 Student Representation

Students representatives from the course cohort may be chosen by discussion and agreement, or if necessary by an election. The student representatives will attend the 'Open Business' section of course meetings and the Humanities Interdisciplinary Programmes Committee: they will be invited to offer an oral report relaying the students' sources of satisfaction and/or concerns with the course at that point in time, and to discuss these with course convenors.

7.2 Division and University Representation

The Humanities Division hosts a Graduate Joint Consultative Forum to discuss issues of common interest to students across the Humanities as well as to seek student views on a range of topics relevant to them. Meetings are normally held once per term. Membership will be established at the start of the academic year.

Student representatives sitting on the Divisional Board are selected through a process organised by the Oxford University Student Union (Oxford SU). Details can be found on the Oxford SU website, <https://www.oxfordsu.org/> along with information about student representation at the University level.

7.3 Opportunities to provide evaluation and feedback

Student feedback is welcomed at any time, but at the end of the course, there will be an opportunity for students to provide feedback on the course toward the end of the academic year.

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). Previous results can be viewed by students, staff and the general public at: www.ox.ac.uk/students/life/student-surveys.

Feedback gathered from both of these is taken to the Humanities Interdisciplinary Programmes Committee in Michaelmas Term of the following year for analysis and any appropriate action in response.

7.4 Complaints and Appeals

Complaints and academic appeals within the Humanities Division

The University, the Humanities Division and the Humanities Interdisciplinary Programmes Committee all hope that provision made for students at all stages of their course of study will result in no need for complaints (about that provision) or appeals (against the outcomes of any form of assessment).

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, Division and bodies like the Counselling Service or the Oxford SU Student Advice Service, which have extensive experience in advising students. You may wish to take advice from one of those sources before pursuing your complaint.

General areas of concern about provision affecting students as a whole should be raised through the divisional Joint Consultative Committees or via student representation on the faculty/department's committees.

Complaints

If your concern or complaint relates to teaching or other provision on your course, then you should raise it with the Course Convenor. They will attempt to resolve your concern/complaint informally.

If you are dissatisfied with the outcome, then you may take your concern further by making a formal complaint to the Proctors under the University Student Complaints Procedure (<https://www.ox.ac.uk/students/academic/complaints>)

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, transfer and confirmation decisions 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, supervisor or college or 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>).



8 Student Life and Support

8.1 Who to contact for help

Email addresses and phone numbers for your key course contacts are listed in section 1.5.

The course director can be contacted to arrange a meeting or discuss a problem with which you need support. They are available to help with any aspect of your academic studies.

Every college has its own system 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.

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), including in relation to mental and physical health and disability.

Oxford SU Advice offers free, confidential and independent information advice and guidance on navigating collegiate university, CCAT and OIA processes. They have a wide range of online resources available on their website (www.oxfordsu.org/advice/) and if you need further support you can get in touch with them via their [Online Form](#).

If you have a concern or query, and you are unsure where it is best directed, you are welcome to contact the interdisciplinary administration team at interdisciplinary@humanities.ox.ac.uk in the first instance.

8.2 Student Societies

There are over 200 clubs and societies covering a wide variety of interests available for you to join or attend, including clubs and societies for music, sports, dancing, literature, politics, performing arts, media, faiths, national and cultural groups, volunteering and many more. Many of these societies are represented at the OUSU Freshers' Fair, which is held in 0th week of Michaelmas Term at Oxford University Exam Schools. For lists of clubs and societies and for more information visit: <http://www.ox.ac.uk/students/life/clubs>.

8.3 Policies and regulations

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 www.ox.ac.uk/students/academic/regulations/a-z including the University's *Educational Recordings Policy* (located here: academic.admin.ox.ac.uk/educational-recordings-policy)

8.4 Equality and Diversity

"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

8.5 Student Welfare and Support Services

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

The disabilities coordinator for the Interdisciplinary Programmes is Erica Saracino, erica.saracino@humanities.ox.ac.uk

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: <https://www.ox.ac.uk/students/welfare/disability>

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

The Sexual Harassment and Violence Support Service provides a safe and confidential space for any student, of any gender, sexuality or sexual orientation, who has been impacted by sexual harassment or violence, domestic or relationship abuse, coercive control or stalking, whenever or wherever this

took place. More information is available from www.ox.ac.uk/students/welfare/supportservice.

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

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

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



9 Facilities

9.1 Social spaces and workspace

The Schwarzman Centre for the Humanities accommodates seven faculties, two institutes, a new library, a large number of well-equipped teaching and seminar rooms, and performance and arts venues. Each faculty has their own centre and social hubs, which will also be accessible to students on humanities interdisciplinary programmes. At the heart of the building is a large atrium – the Great Hall – which serves as a space for informal work, relaxation, meeting with friends, taking breaks, and having refreshments. The library, part of the Bodleian Libraries, is open to all students, and offers 340 general reader seats, and around 80 graduate study seats. A further 320 formal and informal study seats can be found throughout the building, outside of the library.

The wider University and individual colleges also have numerous social or workspace facilities and students are encouraged to consult their College handbook and websites such as <http://www.ox.ac.uk/students> for further details.

9.2 Libraries and Museums

Oxford is richly provided with libraries and museums. For more information please consult: <http://www.ox.ac.uk/research/libraries>

9.3 IT

All users of the University's computer network should be aware of the University's rules relating to computer use, which can be found on the website at <http://www.it.ox.ac.uk/rules>

The IT Services Help Centre at 13 Banbury Road provides a single location and point of contact for user support services. Information can be found on the IT Services website: <http://help.it.ox.ac.uk/helpcentre/index>

9.3.1 Registration and Student Self Service

All new students are sent a college fresher's pack containing details of how to activate their Oxford Single Sign-on account. The Oxford Single Sign-on is used to access Student Self Service to register online, as well as to access other central IT services such as free University email, Canvas and the Graduate Supervision System.

In order to complete your registration as an Oxford University student, navigate to <http://www.ox.ac.uk/students/selfservice> and log on using your Single Sign-on username and password. New students must complete their registration by the end of the first week of term in order to confirm their status as members of the University. Ideally students should complete registration before they arrive. Continuing students must register at the anniversary of the term in which they first started their programme of study.

Once students have completed their University registration, an enrolment certificate is available from Student Self Service to download and print. This certificate may be used to obtain council tax exemption. In addition to enabling students to register online, Student Self Service provides web access to important course and other information needed by students throughout their academic career. Students can amend their address and contact details via Student Self Service, and they can use the Service to access detailed exam results, see their full academic record, and print transcripts.

9.3.2 Email

Once you have received your University Card and activated your Oxford SSO account, you will be able to find out your email address from IT Service's registration website: https://register.it.ox.ac.uk/self/user_info?display=mailin.

Access to email is available through Nexus webmail (<https://owa.nexus.ox.ac.uk/>), using a desktop client such as Outlook, Thunderbird or Mac Mail, or using a mobile device such as an iPhone/iPad, Android phone/tablet or Blackberry. For client configuration information see the web pages at <http://www.it.ox.ac.uk/welcome/nexus-email>. The email system is controlled by Oxford University's IT Services and problems should be referred to them.

You are encouraged to use your University email address as your main email address and should check your University account regularly. This will be one of the main ways in which supervisors, administrative staff and other members of the University contact you. It is not practicable to keep track of private email addresses for each individual student.

The Course Administrator maintains an email list for circulating important information and other announcements to students.

9.3.3 Canvas

Canvas is the University's online learning environment. The site will host your teaching timetables (e.g. lecture lists and seminar times and venues), as well as provide links to your reading lists and other useful resources. During your course, your tutors will use the site to upload teaching materials such as lecture slides, handouts or recordings for your reference. It may also be used to host discussions or group activities to support/prepare for your face to face teaching sessions, depending on your tutor's preferred teaching format. You will need to access the site using your Oxford login ("SSO").

Sites

[MPhil Celtic Studies](#) (cohort only)

[MSt Comparative Literature and Critical Translation](#) (cohort only)

[Comparative Literature and Critical Translation Core Lecture Recordings](#) (open to all)

[MSc Digital Scholarship](#) (cohort only)

[MSt Film Aesthetics](#) (cohort only)

[MSt Medieval Studies](#) (cohort only)

[MSt Women's, Gender, and Sexuality Studies](#) (cohort only)

[Women's, Gender, and Sexuality Studies Core Lecture Recordings](#) (open to all)



Guidelines for the presentation of written work

Your work should be lucid and presented in a scholarly manner. Display such evidence as is essential to substantiate your argument. Elaborate it in a manner which is clear, concise, consistent, accurate and complete.

Styling your work as you write:

There are several sets of conventions and published guides to explain them. None is obligatory, but some will be more appropriate (and generally used) in particular disciplines. The important point is that you should follow one system throughout all the pieces of work submitted.

The Harvard system largely avoids footnotes by citing references in the text, where they take the form of the author's surname followed by the date of publication and any page reference within brackets: e.g. (Johnston, 1989: 289).

The works referred to are gathered at the end of the piece of work, arranged alphabetically by author, with full bibliographical details.

An alternative system (Chicago) confines references to footnotes, normally using the full author name, title and publication details in the first reference and an abbreviated form of author and title in subsequent references.

Whichever system you adopt, you should choose it early and learn its conventions so well that you automatically apply them consistently.

The relation of text, notes and appendices:

The ideal relationship is perhaps best expressed as one of scale. The text is self-evidently your major contribution. The word-limits placed on the essays and dissertation assume a scale appropriate to the topic, the time which you have to work on it, and the importance of writing clearly and succinctly. In writing and revising your work, strive always to make it simpler and shorter without prejudicing the substance of your discussion.

The main function of a footnote is to cite the authority for statements which you make in the text, so that your readers may verify them by reference to your

sources. It is crucial that these references are accurate. Try to place footnote or endnote number references at the end of sentences or paragraphs.

Footnotes, placed at the bottom of the page on which the material to which they refer is contained, should be indented as paragraphs with the footnote number (raised as superscript) preceding the note itself, and the second (and subsequent) line(s) of the note returning to the left-hand margin. They should also be single-spaced. Most word-processing programmes use this as standard form. The same holds for endnotes.

Appendices offer a convenient way of keeping your text and footnotes clear. If you have hitherto unpublished evidence of primary importance, especially if it is unlikely to be readily accessible to your examiners, it may be helpful to append it. Every case must be argued in terms of the relevance and intrinsic value of the appended matter. If the Appendix takes you over the word limit, you must seek formal approval to exceed that word limit well before submission.

Textual apparatus: if you are presenting an edition of a literary work, the textual apparatus, in single spacing, must normally appear at the foot of the page of text to which it refers.

Quotation in foreign languages:

Quotations in foreign languages should be given in the text in the original language. Translations into English should be provided in footnotes, or in the body of your text if the translation forms part of the substance of your discussion. If reference is made to a substantive unpublished document in a language other than English, both the document in the original language and a translation should be printed in an Appendix.

Abbreviations:

These should be used as little as possible in the body of the text. List any which you do use (other than those in general use, such as: cf., ed., e.g., etc., f., ff., i.e., n., p., pp., viz.) at the beginning of the essay (after the table of contents in the case of the dissertation), and then apply them consistently. Adopt a consistent policy on whether or not you underline abbreviations of non-English origin.

Avoid loc. cit. and op. cit. altogether. Reference to a short title of the work is less confusing and more immediately informative. Use *ibid.* (or *idem/eadem*), if at all, only for immediately successive references.

Italic or Roman?

Be consistent in the forms which you italicise. Use italics for the titles of books, plays, operas, published collections; the names, full or abbreviated, of periodicals; foreign words or short phrases which have not become so common as to be regarded as English.

Use roman for the titles of articles either in periodicals or collections of essays; for poems (unless it is a long narrative poem the title of which should be italicised);

and for any titled work which has not been formally published (such as a thesis or dissertation), and place the title within single inverted commas.

For such common abbreviations as cf., e.g., ibid., pp., q.v., etc., use roman type.

Capitals

Reserve these for institutions or corporate bodies; denominational or party terms (Anglican, Labour); and collective nouns such as Church and State. But the general rule is to be sparing in their use. The convention in English for capitalisation of titles is that the first, last and any significant words are capitalised. If citing titles in languages other than English, follow the rules of capitalisation accepted in that language.

Quotations:

In quotation, accuracy is of the essence. Be sure that punctuation follows the original. For quotations in English, follow the spelling (including capitalisation) of the original. Where there is more than one edition, the most authoritative must be cited, rather than a derivative one, unless you propose a strong reason to justify an alternative text.

Short quotations: if you incorporate a quotation of one or two lines into the structure of your own sentence, you should run it on in the text within single quotation marks.

Longer quotations: these, whether prose or verse or dramatic dialogue, should be broken off from the text, indented from the left-hand margin, and printed in single spacing. No quotation marks should be used.

Quotations within quotations: these normally reverse the conventions for quotation marks. If the primary quotation is placed within single quotation marks, the quotation within it is placed within double quotation marks.

Dates and Numbers

Give dates in the form 27 January 1990. Abbreviate months only in references, not in the text.

Give pages and years as spoken: 20-21, 25-6, 68-9, 100-114, 1711-79, 1770-1827, or from 1770 to 1827.

Use numerals for figures over 100, for ages (but sixtieth year), dates, years, lists and statistics, times with a.m. and p.m. (but ten o'clock). Otherwise use words and be consistent.

Write sixteenth century (sixteenth-century if used adjectivally, as in sixteenth-century architecture), not 16th century.

References

Illustrations, tables etc.:

The sources of all photographs, tables, maps, graphs etc. which are not your own should be acknowledged on the same page as the item itself. An itemised list of

illustrations, tables etc. should also be provided after the contents page at the beginning of a dissertation, and after the title page in the case of an essay.

Books:

Precise references, e.g. in footnotes, should be brief but accurate. In Chicago style, give full details for the first reference, and a consistently abbreviated form thereafter. All such reduced or abbreviated titles should either be included in your list of abbreviated forms or should be readily interpretable from the bibliography. Follow the form:

Author's surname; comma; initials or first name (although in footnotes these should precede the surname – e.g. Henry James, W.W. Greg); comma; title (italicised); place of publication; colon; name of publisher; comma; date of publication (all this in parenthesis); comma; volume (in lower-case roman numerals); full stop; number of page or pages on which the reference occurs; full stop.

For example, an entry in the bibliography should be in the form:

Greg, W.W., *The Calculus of Variants* (Oxford, 1927).

Or:

Greg, W.W., *The Calculus of Variants* (Oxford: Oxford University Press, 1927).

But a reference in a footnote should be in one of the following forms:

(*First time cited*) Either:

See W.W. Greg, *The Calculus of Variants* (Oxford, 1927), pp. 43-4.

Or: See W.W. Greg, *The Calculus of Variants* (Oxford: Oxford University Press, 1927), pp. 43-4.

(*Subsequent citations*) Either:

See Greg, *Calculus*, pp. 43-4.

Or: See Greg (1927), pp. 43-4.

Journals:

Follow the form:

Author's surname; comma; initials or first name; title of article (in single quotation marks); comma; title of journal (either full title or standard abbreviation, italicised); volume (in lower-case roman numerals); date (in parenthesis); comma; page number(s); full stop.

For example, an entry in the bibliography should be in this form:

Bennett, H.S., 'Fifteenth-Century Secular Prose', *RES* xxi (1945), 257-63.

But a reference in a footnote should be in the form:

(*first citation*):

H.S. Bennett, 'Fifteenth-Century Secular Prose', *RES* xxi (1945), 257-63.

(subsequent reference):

either: Bennett, 'Secular Prose', p. 258.

Or: Bennett (1945), p. 258.

Plays:

In special cases you may wish to use through line numbering, but in most instances follow the form:

Title (italicised); comma; act (in upper-case roman numerals); full stop; scene (in lower-case roman numerals); full stop; line (arabic numerals); full stop. E.g. *The Winter's Tale*, III.iii.3.

Other works:

Many works, series, as well as books of the Bible, have been abbreviated to common forms which should be used. Serial titles distinct from those of works published in the series may often be abbreviated and left in roman. Follow these examples:

Bede, *Historia ecclesiastica* 2.3, ed. B. Colgrave and R.A.B. Mynors (Oxford, 1969), p. 143.

Bede, *Historia ecclesiastica* 2.3, p. 143 (for subsequent references)

Prov. 2:5; Thess. 4:11, 14. (Do not italicise books of the Bible.)

Manuscripts:

Both in the text and in the notes the abbreviation MS (plural MSS) is used only when it precedes a shelfmark. Cite the shelfmark according to the practice of the given library followed by either f. 259r, ff. 259r-260v or fol. 259r, fols. 259r-260v. The forms fo. and fos. (instead of f. or fol.) are also acceptable.

The first reference to a manuscript should give the place-name, the name of the library, and the shelf-mark. Subsequent references should be abbreviated. e.g. Paris, Bibliothèque Nationale, MS lat. 4117, ff. 108r-145r. Vatican City, Biblioteca Apostolica Vaticana, MS Vat. Lat. 5055, f. 181r.

Bibliography:

A list of works consulted must be provided, usually at the end of the essay or dissertation.

The bibliography should be in alphabetical order by authors' surnames, or titles of anonymous works, or of works (especially of reference works) usually referred to by title, e.g. *Middle English Dictionary*, not under Kurath, H. and Kuhn, S., its editors.

It is sometimes helpful, and therefore preferable, to present the bibliography in sections: manuscripts, source material, and secondary writings. You might follow the pattern:

1. Primary

- a. Manuscripts
 - b. Printed Works
- 2. Secondary
 - a. Contemporary with the author(s) or work(s), the subject of your dissertation
 - b. Later studies

References must be consistently presented, and consistently punctuated, with a full stop at the end of each item listed.

Either capitalise all significant words in the title, or capitalise the first word and only proper nouns in the rest of the title. In capitalising foreign titles follow the general rule for the given language. In Latin titles, capitalise only the first word, proper nouns and proper adjectives. In French titles, capitalise only the first word (or the second if the first is an article) and proper nouns.

Whereas in footnotes, and for series, publishing details may be placed within parentheses, for books in the bibliography the item stands alone and parenthetical forms are not normally used.

Give the author's surname first, then cite the author's first name or initials. Place the first line flush to the left-hand margin and all subsequent lines indented.

The publishing statement should normally include the place of publication; colon; publisher's name; comma; date of publication. When the imprint includes several places and multiple publishers simplify them to the first item in each case.

The conventional English form of the place-name should be given (e.g. Turin, not Torino), including the country or state if there is possible confusion (Cambridge, Mass., unless it is Cambridge in England).

For later editions and reprints, give the original date of publication only, followed by semicolon; repr. and the later publishing details:

Wuthering Heights. 1847; repr. London: Penguin, 1989.

For monographs in series, omit the series editor's name and do not italicise the series title. Follow the form:

Borst, A., *Die Katherer*, Schriften der Monumenta Germaniae Historica 12. (Stuttgart, 1953), pp. 45-50.

For edited or translated works, note the distinction in the use of ed. in the following examples:

Charles d'Orléans, *Choix de poésies*, ed. John Fox. Exeter: Exeter University Press, 1973. [In

this case the abbreviation means that the work is edited by Fox and does not change when there is more than one editor.]

Friedberg, E., ed., *Corpus iuris canonici*. 2 vols. Leipzig, 1879-81. [Here the abbreviation refers to the editor; the plural is eds.]

Bloch, Marc, *Feudal Society*, trans. L.A. Manyon. Chicago: Chicago University Press, 1961.



Research Integrity

Research Ethics

The University is committed to ensuring that its research involving human participants is conducted in a way that respects the dignity, rights, and welfare of participants, and minimises risk to participants, researchers, third parties, and to the University itself. All such research is subject to appropriate ethical review by the Central University Research Ethics Committee (CUREC).

If your proposed research project requires ethical approval (your supervisor can advise on this) you will need to submit an online request for a review to CUREC via the [Worktribe Research Ethics System](#).

There is lots of information about the policies and procedures governing research undertaken in the University on the [Research Ethics website](#) including details of training which is available to you:

<https://researchsupport.admin.ox.ac.uk/integrity-and-ethics-training>

Copyright

You must ensure that you respect copyright legislation and regulations for both all types of submission, including digital. The are guidelines on the following websites:

Bodleian Libraries Guides to Copyright: <https://www.bodleian.ox.ac.uk/ask/how-to-guides/copyright>

Quick guide to copyright for making digital copies :

<https://www.bodleian.ox.ac.uk/services/pcas/copyright-making-digital-copies>