

FACULTY OF
**MEDIEVAL
AND
MODERN
LANGUAGES**



**THE HANDBOOK
FOR TAUGHT-COURSE GRADUATE STUDENTS IN
SLAVONIC STUDIES
2025-26**

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INTRODUCTION

Welcome to the Faculty of Medieval and Modern Languages within the Humanities Division at Oxford University. A great deal of careful planning has taken place before the start of your programme to ensure you receive the best possible learning experience and that you benefit from the resources, services and facilities available to you at Oxford. This handbook will support you with detailed guidance on teaching and assessment for your course and will be an important point of reference for you throughout the year.

Please note that from the start of the 2025-26 academic year, the Faculty has relocated to the new [Schwarzman Centre for the Humanities](#) in the Radcliffe Observatory Quarter.

This handbook is designed as a guide for postgraduate students in the Faculty of Medieval and Modern Languages undertaking either the **Master of Studies in Slavonic Studies** or the **Master of Philosophy in Slavonic Studies**. This handbook applies to students starting in Michaelmas 2025, and is different for those starting in other years. Do not try to read it at one sitting, but do familiarise yourself with the contents, so that you know roughly what is covered in these notes for future reference.

The information in this handbook is accurate as of October 2025. It may be necessary for [course changes](#) to be made in certain circumstances. If such changes are made the department will publish a new version of this handbook, together with a list of the changes, and students will be informed.

If you have questions, problems or concerns that are not answered by this handbook, please contact the following, based on the nature of your query:

- For all administrative queries relating to your course, including deadlines, coursework submission, course changes, examinations etc., please contact the Graduate Studies Officer: graduate.studies@mod-langs.ox.ac.uk
- For academic matters relating to a subject that you are taking, including reading lists, expectations, advice on coursework etc., please contact the tutor responsible for that subject.
- For broader academic queries, including advice on possible thesis supervisors, please contact the course convenor, Prof. Jan Fellerer: jan.fellerer@mod-langs.ox.ac.uk (Michaelmas – Hilary terms), or Prof. Margarita Vaysman (Hilary – Trinity terms).
- For pastoral matters, please contact your college advisor, who will be assigned to you by your college at the start of the course, or the Tutor for Graduates or Dean of Graduates at your college.
- Concerns, complaints or suggestions about the course or your experience may be reported to Dr Rajendra Chitnis in his capacity as Director of Masters Courses: dmc@mod-langs.ox.ac.uk, or the Director of Graduate Studies, Professor Catriona Seth: dgs@mod-langs.ox.ac.uk

You may also report concerns or suggestions to your Graduate Student Representatives, elected in Michaelmas each year, who will bring these to the Faculty's attention. After election, you will find their names on [Canvas](#).

Overall responsibility for graduate studies in Modern Languages lies with the Modern Languages Faculty Board. A committee of the Board, the Graduate Studies Committee (GSC), meets at least once a term, on Monday of week 3, and reports to the Faculty Board, which meets on Monday

afternoons in the 2nd and 8th weeks. The Board appoints the Director of Graduate Studies. Day-to-day administration is done by the Graduate Studies Office, based at the Schwarzman Centre for the Humanities.

Further Course-Related Information

You may also need to consult the following sources:

- The Medieval & Modern Languages [Canvas site](#), which has links to a range of relevant information and guidance.
- Examination Regulations are the ultimate authority on the regulations governing graduate and other degrees at Oxford – refer to the Examination Regulations relating to the [MSt in Slavonic Studies](#) or the Regulations relating to the [MPhil in Slavonic Studies](#) as appropriate. 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 Officer.
- Termly lecture lists, detailed on the Medieval & Modern Languages Canvas site, and from your college the week before each full term (0th week). The lists for other faculties, such as English or Modern History, are available [online](#).
- [Oxford University Gazette](#) (The University ‘newspaper’), which contains details of special lectures, scholarships, dates of examinations, academic jobs and junior research fellowships at Oxford and Cambridge.
- The Education Committee’s [Guidance for Postgraduate Taught Courses](#).

Oxford Academic Year

The academic year at Oxford is divided into three 8-week terms, during which residence in Oxford is obligatory. Students should also expect to be engaged in academic work for a significant part of the vacation periods.

In Oxford, the three terms are known as *Michaelmas* (Autumn), *Hilary* (Spring), and *Trinity* (Summer).

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 (SSO) is used to access [Student Self Service](#) to register online, as well as to access other central IT services such as University email, Canvas, Inpera and the Graduate Supervision Reporting (GSR) System.

In order to complete your registration as an Oxford University student, you will be sent an email with instructions on how to register. 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.

See the [Getting Started](#) pages for full information about the IT Services available to you to support your studies.

University Card

The [University Card](#) provides students with access to facilities and services such as libraries, computing services and the [OU Language Centre](#). In some colleges and Faculties students also need the card as a payment card or to enter buildings, which have swipe-card access control. The University Card also acts as a form of identity when students are on college or University premises. Cards are issued to students by their college on arrival in Oxford once registration has been completed.

Email

Once a student's registration details have been processed, they will be able to find out their email address from OUCS Self Service and have access to email either by the Webmail service or via an email client such as Thunderbird or Outlook Express. The email system is controlled by the [Oxford University IT Services](#) and any problems should be referred to them.

Graduate Supervision Reporting (GSR)

At the end of Michaelmas and Hilary term, your subject tutor(s) will submit a report on your academic progress. At the end of Trinity term the report will, where relevant, be submitted by your thesis/dissertation supervisor. To facilitate this reporting, the University operates Graduate Supervision Reporting (GSR) in eVision. Within this system, you also have the opportunity to contribute to your termly supervision reports by reviewing and commenting on your own progress.

You are strongly encouraged to take the opportunity to review and comment on your academic progress, any skills training you have undertaken or may need to undertake in the future, and on your engagement with the academic community. When reporting on academic progress, you should review progress during the current term, and measure this progress against the timetable and requirements for the specific programme of study on which you are engaged. You should also reflect on the skills required to undertake the work you intend to carry out, and mention any skills you do not already have or you may wish to strengthen through undertaking training. Your subject tutor(s) or supervisor should discuss these reports with you, as they will form the basis for feedback on your progress, for identifying areas where further work is required, for reviewing your progress against an agreed timetable, and for agreeing plans for the term ahead.

Students are asked to report between weeks 7 and 9 of term. Once you have completed your sections of the online form, it will be released to your subject tutor(s) for completion in Michaelmas and Hilary terms, and your thesis/dissertation supervisor in Trinity term. When the tutor/supervisor's sections are completed, you will be able to view the full report, as will the Director of Graduate Studies and your College Advisor. Directors of Graduate Studies are responsible for ensuring that appropriate supervision takes place, and this is one of the mechanisms they use to obtain information about supervision. College advisors are a source of support and advice to students, and it is therefore important that they are informed of your progress, including concerns (expressed by you and/or your tutor/supervisor).

Access to GSR for students is via Student Self Service. You will be sent a GSR automated email notification with details of how to log in at the start of each reporting window, and who to contact with queries; however, should you need additional support, please contact the Graduate Studies Office in the first instance.

TAUGHT COURSES IN SLAVONIC STUDIES

A post-graduate taught course in Slavonic Studies may be taken as a stand-alone qualification, or as preparation for a higher research degree. The Faculty of Medieval and Modern Languages offers the following post-graduate taught courses:

Master of Studies in Slavonic Studies (FHEQ Level 7 – minimum credit rating 180)

The degree of Master of Studies (MSt.) is a taught course normally requiring three terms of full-time study.

Master of Philosophy in Slavonic Studies (FHEQ Level 7 – minimum credit rating 180)

The degree of Master of Philosophy (MPhil) is a taught course normally requiring six terms of full-time study.

The MSt. and MPhil programmes offered in the Faculty of Medieval and Modern Languages emphasise self-directed learning and in this differ from many taught-course programmes at other institutions. Much of the teaching takes place in small-group or individual tutorials. Students will develop their own study programmes in close consultation with their tutors and the course convenor and be encouraged to formulate and pursue their own areas of research.

SUBMISSION OF ESSAYS AND THESIS/DISSERTATION

All assessments are submitted electronically via [Inspira](#). Ensure you are familiar with the online submission process in advance of any deadline. Full information is provided on the student web pages on the [submission of coursework assessments](#).

Format of Submitted Work

All submitted work must be anonymised, and your **candidate number** must be used on all items of submitted work. Please note that your candidate number is different from your Student number and University Card number. You can find your Candidate Number by logging on to your [Student Self-Service](#) Account. Please note that your Candidate Number will not be available on Self-Service until after you have formally entered for your examinations.

All submitted files must be in .pdf format, and must be free from any metadata that could identify you as the author.

All submitted files must be named according to the following convention:

[CANDIDATE NUMBER]_[TYPE]. The types of submission are “MT” (Michaelmas Term essay), “HT” (Hilary Term), “SE” (Submitted Essay for Schedule 6) or “DIS” (Dissertation). For example, if your candidate number is 123456, and you are submitting your Hilary Term essay, your file would be named “123456_HT”.

Submissions should be presented in scholarly form. If in doubt, you should follow a standard set of conventions, such as those prescribed by the Modern Humanities Research Association and set out in the [MHRA Style Guide](#), which is available online or in the Upper Reading Room of the Bodleian.

Submission Deadline

The submission time (noon) and date must be strictly adhered to. Permission to submit the thesis/dissertation after the deadline can only be given by the Proctors, via the Tutor for Graduates in your college. If delay is caused by illness, a medical certificate must be provided. Penalties will be imposed by the Board of Examiners for work that is submitted after the deadline without permission.

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.

Remember to put your candidate number, assignment title and word count on the front cover of your work. Do not add your name, college or course supervisor to any part of the work. Allow yourself sufficient time to check your submission before submitting it online. Make absolutely sure that the file you are submitting is the correct and final version.

Declaration

As part of your submission, you must make a declaration certifying that the essay is your own work. Please note that in accordance with the University regulations regarding plagiarism, you must avoid duplication when it comes to your essays and thesis/dissertation – you may **not** repeat or resubmit material in an essay or your thesis/dissertation that you have already submitted as part of another assessed piece of work. The relevant regulation states:

Unless specifically permitted by the Special Subject Regulations for the examination concerned, no candidate shall submit to the Examiners any work which he or she has previously submitted partially or in full for examination at this University or elsewhere. Where earlier work by a candidate is citable, he or she shall reference it clearly.

Problems Completing Assessment

There are a number of University processes in place to help you if you find that illness or other personal circumstances are affecting your assessments or if you experience technical difficulties with an online submission. Full information is available on the Oxford students web page on [problems completing your assessment](#).

MASTER OF STUDIES (MST.) IN SLAVONIC STUDIES

At a glance:

MSt. Course Components
Study of a Slavonic language (not previously studied to first degree level) from Schedule 1
AND
One subject from Schedule 2
AND
Two further subjects from Schedules 2-7, of which not more than one may be from Schedule 2.
The Schedule 2 subject may be an MSt. thesis of 5,000 – 7,000 words on a subject of choice.
Candidates may not take subjects which they have already studied in a first degree course.
Length of course: 9 months, full-time

Course Aims

The MSt. is a one-year taught course intended to assist students (who have taken first degrees, in one Slavonic language), to make the transition to Slavonic studies by learning a second Slavonic language and in addition, by studying a selection of subjects, which they did not take in their first degree course.

Good knowledge of Russian or another Slavonic language, from their first degree course is expected. Applicants selected for this course will have shown clear evidence of linguistic potential and a serious interest in acquiring new knowledge and skills. To fulfil these requirements, candidates will have a first-class or high upper second-class degree (or equivalent) in a course normally involving substantial study of at least one Slavonic language. Candidates may also be advised before they embark on their studies to attend a summer course in the Slavonic language to be taken.

Graduates of the MSt. acquire linguistic skills, and expertise in select areas of linguistics, philology, literary and cultural studies, history, and research methods, which allow them to choose from a range of careers or further study and research, pertaining to the Slavonic-speaking countries and Eastern Europe.

Course Structure

Apart from a **new Slavonic language**, each student takes a selection of **3 further subjects** individually related to his or her requirements and educational background; these options are organised in a way which encourages study in depth while maintaining some degree of breadth. One of them must be a methodological option.

Study is at a relatively advanced and intensive level using a selection of subjects which were not available in their first degree course, either as a preparation for research or for other professional purposes.

Because numbers of students are small, teaching can be tailored to the particular choices which a student makes and is done through a mixture of classes and tutorials, requiring meetings with tutors or supervisors, usually on a once a week basis, in addition to weekly language classes.

The normal mode of teaching is the one-to-one or small-group tutorial, though students are also encouraged to attend lectures and seminars as appropriate.

The sub-faculty of Russian and other Slavonic Languages offers a range of relevant lecture courses for undergraduates and graduates, and a series of research seminars which enable graduates to present their own work and discuss that of others. Any member of Oxford University may attend lectures provided in any Faculty.

During the course students are required to develop a reading knowledge of a Slavonic language which they have not previously studied to degree standard. The languages normally available are listed in Schedule 1 (see p. 17). Language competence is tested in the last term of the course by a three-hour examination in an unprepared translation from the Slavonic language into English.

Examination

In the **unseen translation** candidates are expected to show a good knowledge and passive command of a Slavonic language not previously learned to degree level. Candidates should be able to understand and translate factual and literary prose which largely draws on common vocabulary and grammatical structures. To be of minimal pass standard, candidates must show an adequate general understanding of straightforward passages set for translation in the newly acquired Slavonic language, avoid numerous or gross misunderstandings of common vocabulary and grammatical constructions, and write in acceptable English.

The **other subjects** offered under both the MSt. and MPhil. courses are organised into **seven schedules** (beginning on p. 17), including methodological, philological, literary and historical options.

In written examinations, candidates are asked to choose a specific number of questions out of a wider range of topics. In addition – or alternatively – a passage from an unseen or prepared text may be set for comment and possibly translation or palaeographical transcription.

Assessment and Marking Criteria

All candidates must follow a course of instruction in Slavonic studies for at least 3 terms.

For all of the subject options (with the exception of those listed below) there are three-hour written examinations at the end of the year. The exceptions are 'Slavonic Literature / Slavonic Languages and Nation', 'Slavonic Corpus Linguistics', and 'Methods of Criticism' of Schedule 2, and the subjects in Schedule 6. These are examined by submission (see below); in the case of 'Key

Questions in Critical Thought' from Schedule 2 and the Schedule 6 subjects according to the regulations of the MSt./MPhil. in Modern Languages, from which these subjects are taken. For guidance on submissions, please see page 7.

In the final examination an average of at least 50 is required for a pass. Candidates who have failed any element of assessment shall not be eligible for the award of merit or distinction.

Candidates who fail any assessment(s) shall be given the option of resubmitting the assessment(s) according to the Examination Conventions.

Merit is awarded to candidates with an average of 65-69.

Distinction in the MSt. is awarded to candidates with three marks of 70 or above plus one mark of 64 or above, or, alternatively, to candidates with two marks of 70 or above plus two marks of 67 or above. Distinction in the MSt. entitles candidates who have been provisionally accepted for further research to transfer either to Probationary Researcher Status or directly to DPhil. status, subject to the recommendation of the Board of Examiners

(i) For Schedule 2: Key Questions in Critical Thought (from the MSt. in Modern Languages)

Candidates are required to submit an essay of between 5,000 and 7,000 words in total (including footnotes, but excluding the bibliography). The essay should be formatted and submitted electronically as specified in the course handbook for the MSt. in Modern Languages, **by noon of Thursday of Week 10 of Hilary Term.**

For information on how the subject is taught, and authoritative guidance on how it is examined, students should consult the Handbook and the Examination Regulations for the MSt. in Modern Languages.

(ii) For Schedule 2: 'Slavonic Literature / Slavonic Languages and Nation' or 'Slavonic Corpus Linguistics'

Candidates are required to submit an essay of between 5,000 and 7,000 words in total (including footnotes, but excluding the bibliography). The essay should be formatted and submitted electronically **by noon of Thursday of Week 10 of the term in which the subject was taken.**

You will normally have four or more supervision meetings during the term and will write a number of essays for discussion with your tutor/s for the subject. In collaboration with your subject tutor/s you will identify a topic suitable for submission, which may, but need not, elaborate on an essay, or essays, you have written for the tutorial work. You may ask your subject tutor/s for advice on the topic, method and presentation of the submission, but they cannot comment on its substance in detail.

For 'Slavonic Literature / Slavonic Languages and Nation', the topic of the submitted essay should address a clearly defined question pertaining to the relation between nation and language, literature or another artistic form with reference to one of more Slavonic areas. The essay should have a historical focus on a specific period of study. It should show knowledge of, and critical engagement with the relevant scholarly literature, and offer analyses of pertinent primary sources

and literary texts in Slavonic languages as applicable to the topic (quoting them in the original language/s).

For 'Slavonic Corpus Linguistics', candidates should demonstrate their ability to use modern or historical Slavonic corpora for empirical studies of grammatical structures, variation and change in Slavonic languages. The submitted essay should formulate a linguistic hypothesis, operationalise the hypothesis and retrieve relevant data from corpora, with the aim of processing and analysing them towards an empirically based linguistic study.

(iii) For all subjects in Schedule 6: 'Russian Literature, Culture and History' (from the MSt. in Modern Languages)

Candidates are required to submit one or two essays to a total maximum word length of between 5,000 and 7,000 words (including footnotes, but excluding the bibliography). The essay should be formatted and submitted electronically as specified in the course handbook for the MSt. in Modern Languages, **by noon of Thursday of Week 10 of the term in which the subject was taken.**

For information on how the subjects are taught, and authoritative guidance on how they are examined, students should consult the Handbook and the Examination Regulations for the MSt. in Modern Languages.

(iv) For Schedule 2: An MSt. thesis of 5,000 to 7,000 words on an approved subject of the student's choice within the areas of Slavonic languages and literatures

In lieu of a written examination in one subject, a candidate may elect under Schedule 2 to submit an MSt. thesis of 5,000 to 7,000 words on a subject of the candidate's choice (known as a 'self-developed' subject). The essay subject must fall within the areas of Slavonic languages and literature.

You will normally have four or more supervision meetings.

This self-developed essay title and a subject paragraph description must be submitted to the Modern Languages Graduate Studies office **no later than Monday week 4 of Hilary Term.**

The MSt. thesis should be formatted and submitted electronically **by noon on Thursday of week 6 of Trinity term.**

For information on formatting and submission, please see the section 'Submission of Essays and Thesis/Dissertation' on pages 7 to 8.

MASTER OF PHILOSOPHY (MPHIL) IN SLAVONIC STUDIES

At a glance:

MPHil Course Components
The MPHil runs for two academic years, finishing in June of the second year. At the <u>end of the first academic year</u>, students are expected to spend around 6 weeks of their long summer holiday doing fundamental research, self-directed reading and work on their thesis/dissertation, for which libraries are essential; whether this is done in Oxford or elsewhere.
<u>Year 1</u> Identical to the MSt. in Slavonic Studies, see p. 9.
<u>Year 2</u> Two further subjects from the Schedules, excluding the thesis in Schedule 2
AND Thesis/dissertation of 20,000-25,000 words on a subject of candidate's own choice. This thesis/dissertation may build on a topic or primary material researched for the MSt. Thesis, but in accordance with Oxford regulations must not incorporate text from that thesis. Candidates may not repeat subjects which they have taken for the MSt. or for the Qualifying Examination, nor take more than one subject from schedules from which they have already taken two subjects for the MSt. or for the Qualifying Examination. Candidates may not take subjects which they have already studied in a first degree course.
Length of course: 21 months, full-time

Course Aims

The MPHil course is designed to help those who already possess a good knowledge of Russian or another Slavonic language to acquire grounding in areas of Slavonic Studies which were not part of their first degree course, as a preparation for advanced research in this field. The course may also serve as a stand-alone advanced graduate qualification to allow students to embark on a professional career that requires advanced expertise in Slavonic-speaking countries and Eastern Europe.

Whether candidates choose to study towards the one-year MSt. or the two-year MPHil. course is determined by their previous experience, and the character of the doctoral research to which they may hope to proceed.

Anyone applying for the MPhil. in Slavonic Studies must previously have studied a Slavonic language to degree standard and is also expected to be able to read secondary literature in at least one European language other than English and the Slavonic languages.

The MPhil. is designed to provide linguistic skills, and broad expertise in select areas of linguistics, philology, literary and cultural studies, history, and research methods, which allow students to progress to doctoral research, conditional on the performance in the MPhil. The MPhil. is also a stand-alone graduate qualification, which allows students to choose from careers that require advanced specialist knowledge of Slavonic languages, literature, history and related research methods.

Course Structure

The course is divided into two parts. **At the end of the first year** of the course students take a written Qualifying Examination, consisting of **four subjects, identical to the examination for the MSt.** in Slavonic Studies. This includes a new Slavonic language not previously studied to degree level.

Students who choose to offer the MSt. thesis on an approved subject of their own choice of Schedule 2 in the Qualifying Examination may incorporate it into a thesis/dissertation which they subsequently offer for the MPhil. Examination, but in accordance with Oxford regulations must not incorporate text from that thesis.

In the second year of the course students take **2 more subjects** from the schedules of the MSt. syllabus, which they have not studied previously, and which does not exceed 3 subjects from any one schedule over the two-year course.

Students also write an **MPhil. Thesis/dissertation** of 20,000 to 25,000 words.

Candidates will be expected to attend lectures on bibliographical, library, and archival resources in the field of Slavonic Studies, as available. Students must be in residence during all 6 terms of 8 weeks.

When students take the course as preparation for a research degree, it offers them, in addition to the second language, training in various philological, literary and historical fields and in associated methodologies (comparative philological method, palaeography, textology, literary theory). In cases where the student has already chosen a research topic, the course also provides a first opportunity to embark on that research through the option of an MSt. thesis of 5,000-7,000 words in length in the first year.

Examination

As MPhil. students at the end of their first year take the identical written Qualifying Examination as the Slavonic MSt. students, the same examination regulations also apply to them and all subjects are assessed by one three-hour examination each; with the following exceptions (cf. pp. 11-12 for further detail):

- (i) Schedule 2: Key Questions in Critical Thought (from the MSt. in Modern Languages)
- (ii) Schedule 2: 'Slavonic Literature / Slavonic Languages and Nation' or 'Slavonic Corpus Linguistics'
- (iii) All subjects in Schedule 6: 'Russian Literature, Culture and History' (from the MSt. in Modern Languages)

(iv) For Schedule 2: An MSt. thesis of 5,000 to 7,000 words on an approved subject of the student's choice within the areas of Slavonic languages and literatures

Slavonic Language

All students acquire a reading knowledge of at least one Slavonic language which they have not previously studied to degree standard. For details of the languages that may be available see **Schedule 1** (see p. 17).

In the **unseen translation** paper, candidates are expected to show a good knowledge and passive command of a Slavonic language not previously learned to degree level. Candidates should be able to understand and translate factual and literary prose which largely draws on common vocabulary and grammatical structures. To be of minimal pass standard, candidates must show an adequate general understanding of straightforward passages set for translation in the newly acquired Slavonic language, avoid numerous or gross misunderstandings of common vocabulary and grammatical constructions, and write in acceptable English.

Slavonic Subjects

The subjects offered under both the MSt. and MPhil. courses are organised into seven schedules including methodological, philological, literary and historical options.

MPhil. students take **altogether five subjects** which they have not studied in a first degree course. These subjects are chosen, in consultation with the student's course supervisor, from a wide range of philological, literary and historical options from Schedules 2-7 (see p. 17).

At least one subject must be a paper in research methods such as Slavonic Corpus Linguistics Slavonic Languages / Literature and Nation, Cyrillic palaeography, Textual Criticism, or Key Questions in Critical Thought as applied to literary studies.

Candidates may not repeat subjects which they have taken for the MSt. or for the Qualifying Examination, nor exceed 3 subjects from any one schedule over the two-year course.

In written examinations, candidates are asked to choose a specific number of questions out of a wider range of topics. In addition – or alternatively – a passage from an unseen or prepared text may be set for comment and possibly translation or palaeographical transcription.

Thesis/Dissertation

All students write a thesis/dissertation of approximately 20,000 words and no more than 25,000 words on an approved subject which falls within the areas of Slavonic languages and literatures. A topic or primary material researched for an MPhil. thesis/dissertation may, if you wish, be subsequently studied further in a DPhil. thesis, but in accordance with Oxford regulations you may not incorporate text from the MPhil. thesis/dissertation in your DPhil. thesis. You will normally have four or more supervision meetings for the MPhil. thesis/dissertation, which should be submitted electronically no later than noon on Thursday week 6 of Trinity Term of the second year.

If your thesis/dissertation work involves participants, please note: 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 needs to be subject to appropriate ethical review. More information can be found at the University's [Research Ethics website](#).

Assessment and Marking Criteria

An average of 65, i.e. the equivalent of a merit, is required in the first year Qualifying Examination for progression to the second year.

A candidate who achieves an average of at least 50 but less than 65 in the Qualifying Examination for the MPhil. course shall be given the option of being granted permission to supplicate for the Degree of Master of Studies.

Candidates who fail any assessment(s) for the Qualifying Examination shall be given the option of resubmitting the assessment(s) according to the Examination Conventions.

In the final examination an average of at least 50 is required for a pass. Candidates who have failed any element of assessment shall not be eligible for the award of merit or distinction.

Merit is awarded to candidates with an average of 65-69.

Distinction in the MPhil. is awarded to candidates with a mark of at least 70 in the thesis/dissertation and an average mark of at least 70 in the examined papers. Distinction in the M.Phil. entitles candidates who have been provisionally accepted for further research to transfer directly to DPhil. status, with exemption from Probationer Research status.

Each student also writes a **thesis/dissertation** of approximately 20,000 words and not more than 25,000 words on a subject which must be approved by the Director of Graduate Studies by the end of the fourth week of Hilary Term of their second year.

The thesis/dissertation should be submitted electronically no later than noon on Thursday week 6 of Trinity Term of the second year.

For information on formatting and submission, please see the section 'Submission of Essays and Thesis/Dissertation' on pages 7 to 8.

SLAVONIC STUDIES - SCHEDULES

Please note that not all the subjects listed below are necessarily available every year. It is important to consult with your course supervisor about your prospective choice of options as early as possible.

As previously stated, during the course students are required to develop a reading knowledge of a Slavonic language which they have not previously studied to degree standard. The languages normally available are listed in **Schedule 1** below.

Schedule 1 – Unseen translation from any one of the following languages:

Bulgarian	Croatian	Czech
Polish	Russian	Serbian
Slovak	Ukrainian	

MSt. and first-year MPhil. students also choose, in consultation with their course supervisor, **THREE** other subjects: one subject from Schedule 2, and two more subjects from Schedules 2-7 with the proviso that, in total, they do not take more than two subjects from Schedule 2.

Second-year MPhil. students choose **TWO** more subjects, excluding the thesis in Schedule 2. Candidates may not repeat subjects which they have taken for the MSt. or for the Qualifying Examination, nor take more than one subject from schedules from which they have already taken two subjects for the MSt. or for the Qualifying Examination.

Candidates may not take subjects which they have already studied in a first degree course.

Schedule 2 – Methodology

Cyrillic Palaeography
Slavonic Literature / Slavonic Languages and Nation
Slavonic Corpus Linguistics
Key Questions in Critical Thought (<i>from the MSt. / MPhil. in Modern Languages</i>)
An MSt. thesis of 5,000 to 7,000 words on an <u>approved</u> subject of the student's choice within the areas of Slavonic languages and literatures. You will need to state the exact title on submitting paperwork.

Schedule 3 – Slavonic Philology in Context

Byzantine Civilization and its Expansion, 913-1204

Old Church Slavonic

History of Church Slavonic

Schedule 4 – The History of:

Ukrainian	Bulgarian and Macedonian	Croatian
Czech and Slovak	Polish	Russian
Serbian		

Schedule 5 – The Structure and Present State of:

Bulgarian	Croatian	Czech
Polish	Russian	Serbian
Slovak	Ukrainian	

Schedule 6 – Russian Literature, Culture and History

These subjects are from the MSt. / MPhil. in Modern Languages

Michaelmas term 2025	Hilary term 2026
Russian Lyric Poetry: Themes and Forms	Gender and Representation in Russian Culture from 1800
The Gulag and the Russian Literary Process	Late Soviet and Post-Soviet Russian Literature
The Russian Experience of Modernity, 1905-1945	The Rise of the Russian Novel

Schedule 7 – Central European Literature, Culture and History	
Czech Prose Fiction and Drama since 1774	Polish Literature since 1798
Slovak Literature since 1783	

For all these subject options there are three-hour written examinations at the end of the year, **except for** the following, which are examined by submitted essay/s with specific submission deadlines (cf. pp. 11-12 for further detail):

Schedule 2: Key Questions in Critical Thought (examined under the Regulations for the MSt. / MPhil. in Modern Languages).

Schedule 2: 'Slavonic Literature / Slavonic Languages and Nation' or 'Slavonic Corpus Linguistics'.

Schedule 2: An MSt. thesis of 5,000 to 7,000 words on an approved subject of the student's choice within the areas of Slavonic languages and literatures.

All subjects in Schedule 6: 'Russian Literature, Culture and History' (examined under the Regulations for the MSt. / MPhil. in Modern Languages).

PAPER DESCRIPTIONS

Schedule 1 — Unseen translation from a Slavonic language not previously studied:

The papers in this schedule are assessed by a three-hour examination in June in unseen translation from the Slavonic language into English.

During the course students are required to develop a reading knowledge of a Slavonic language which they have not previously studied to degree standard. The languages normally available are: Bulgarian, Croatian, Czech, Polish, Russian, Serbian, Slovak and Ukrainian.

Schedule 2 — Methodology

The papers in this schedule are assessed by essay (5000-7000 words, including footnotes, but excluding bibliography) to be submitted by Week 10 of the term when it was taught.

- **Cyrillic Palaeography** deals with the development of Cyrillic handwriting and its philological implications in the pre-modern period, such as tracing the production of manuscripts, dating and locating their provenance, establishing their relations and history, and identifying principles of graphemic representation that may be relevant for the linguistic analysis of these manuscripts. Since this is mainly done with reference to Church Slavonic textual traditions among the Orthodox Slavs, a knowledge of Church Slavonic is indispensable for this paper. That is, one typically needs to combine this paper with the one in the History of Church Slavonic or, possibly, Old Church Slavonic. The paper involves looking at many facsimile editions of manuscripts so that accessing libraries is essential too.

- **Slavonic Literature / Slavonic Languages and Nation** allows students to engage with the large body of historical and theoretical writing on nation and nationhood, which frequently draws on Slavonic evidence, and to critically apply these notions to the study of literary, cultural and linguistic processes in one or more parts of the Slavonic-speaking world, especially in the modern period to the present day, though some pre-modern topics are conceivable too. The first part of the course consists of seminar-style tutorials dedicated to introducing, studying and discussing key authors in nationality studies, such as Ernest Renan, Miroslav Hroch, Benedict Anderson, Ernest Gellner, Eric Hobsbawm and Anthony Smith. In the second part of the course, students will work on tutorial topics relating to their specialist language/s or literature, including important relevant source texts from the region, and to be studied in the original, such as, for example, Mickiewicz's 'Lectures on Slavonic Literature' of the 1840s, the dispute between Karamzin and Šiškov about the character of literary Russian at the turn of the nineteenth century, Josef Jungmann's 'Conversations about the Czech language' of 1806, or debates about Central European identity reawakened in 1983 by Milan Kundera's essay 'A Kidnapped West'.
- **Slavonic Corpus Linguistics** deals with the current strong trend in linguistics for building large electronic text corpora with linguistic annotation and exploiting these corpora in studies of linguistic structure, variation and change. The Slavonic languages are very well equipped in this respect, many of them are represented by so-called "national corpora", which contain broad, balanced and representative samples of the modern language in its current state. Examples are the Czech, Russian and Polish National Corpora. We now also have good historical corpora for several Slavonic languages. This option will teach students to use such corpora in empirical studies of grammatical structures, variation and change in Slavonic languages (modern and historical). They will learn how to formulate a linguistic hypothesis, how to operationalise the hypothesis and retrieve data from corpora, and how to process and analyse these data and use them to write an empirically based linguistic study. The option is taught in a combination of practical seminars and individual supervision and assessed by essay (5000-7000 words, including footnotes, but excluding bibliography, to be submitted by Week 10 of the term when it was taught). The essay is an independent piece of research using the methodologies acquired in the seminars.
- **Key Questions in Critical Thought**, from the MSt course in Modern Languages, is taught by a series of lectures and seminars extending over the first two terms of the academic year. The lectures in Michaelmas Term are delivered by experts who cover a range of topics in contemporary cultural theory, including debates concerning gender, globalisation, ecology, identity and the various ways in which literature and other arts contribute to these debates. The seminar in Hilary Term provides a forum for detailed discussion of some of the issues that have been raised in the lectures and that students want to explore further. Writers studied include Simondon, Derrida, Guattari, Butler, Massumi, Rancière, Bennett, Said, and Braidotti. Every student is expected to make a short presentation (no more than fifteen minutes) to the seminar. The option is assessed by an essay of between 5000 and 7000 words, including footnotes but excluding bibliography. The essay is an independent piece of research responding to the issues discussed during the seminars. It can be on thinkers covered in the course, or on other contributors to the field of criticism and theory.
- **MSt Thesis** is a short dissertation of 5,000 to 7,000 words on an approved subject of the student's choice within the areas of Slavonic languages and literatures, to be submitted by Week 6 of Trinity Term. Students will normally have four supervision meetings. The work submitted may subsequently be incorporated in a thesis submitted for the M.Phil. in Slavonic Studies, or it may be used as the basis for the piece of written work required for admission to the status of student for the Degrees of M.Litt. or D.Phil.

Schedule 3 — Slavonic Philology in Context

The papers in this schedule are assessed by three-hour examination in June.

- **Byzantine Civilization and its Expansion 913-1204** focuses on the Middle Byzantine period, usually bounded by the triumph of Orthodoxy and the resolution of the second Iconoclasm (843), ending with the Fourth Crusade (1204) and the establishment of Latin rule in Constantinople. Despite the increasingly complicated political and economic situation—including civil war in the tenth century, skirmishes along the Arabo-Byzantine frontier, incursions from the Eurasian north and the Balkans, and an increasingly fraught rapport with the crusaders—engagement with arts and letters continued. The option examines the period through the lens of its textual production in conjunction with material culture and the built landscape. It will focus on the reception of literary monuments, as well as the historiographic tradition of Byzantine Studies. The aim is to familiarise students with source material through primary texts (in translation), and to introduce critical approaches to the study of Byzantine history, culture, and literature.
- **Old Church Slavonic** deals with the earliest attested and most archaic Church Slavonic sources, those belonging to the Old Church Slavonic text canon and also some texts that were originally written in the 9th–10th centuries but are only extant in later manuscripts. The focus will be on the relationship between Late Common Slavonic and Old Church Slavonic, on the linguistic system of canonical Old Church Slavonic and on the earliest dialect differences between the Slavonic branches. Students will read a selection of early canonical and non-canonical texts and are expected to acquire solid reading skills and good analytic abilities in the language. The option is taught in a combination of lectures, text reading classes and tutorials. Note that the option overlaps with the History of Church Slavonic option, so the two cannot be combined.
- **History of Church Slavonic** deals with the linguistic development of Church Slavonic from the earliest extant texts (canonical Old Church Slavonic) to later local recensions of the language (Bulgarian/Macedonian, Croatian, Czech, Russian, Serbian). Students will read a selection of texts from several periods and locations, and may specialise in one or more recensions. They are expected to acquire solid reading skills in canonical Old Church Slavonic and one or more of the later recensions, and also the ability to analyse and compare different recensions linguistically. The option is taught in a combination of lectures, text reading classes and tutorials. Note that the option overlaps with the Old Church Slavonic option, so the two cannot be combined.

Schedule 4: The History of Slavonic Languages

The papers in this schedule are assessed by three-hour examination in June.

History of a Slavonic Language papers deal with the development of that language from its earliest pre-historical stages, typically around the tenth century, to the present day. You may currently study the history of Bulgarian and Macedonian, Croatian, Czech and Slovak, Polish, Russian, Serbian OR Ukrainian. Takers of the paper need to be familiar with the language whose history they wish to study. There will be topics in historical grammar for in-depth study. Select topics in the history of the written language in its historical context may also be addressed. Takers of the paper do not need a background in historical linguistics, but they need to be prepared to engage with some introductory reading on methods in historical grammar and philology. The papers in the History of a Slavonic language also include in-depth study of a selection of set texts that illustrate pre-modern stages of the language chosen.

Schedule 5 — The Structure and Present State of Slavonic Languages

The papers in this schedule are assessed by three-hour examination in June.

The Structure and Present State of a Slavonic Language focus on the descriptive analysis of grammar, including phonetics, phonology, and morpho-syntax. It may also include aspects of contemporary usage, such as variation, register / style, and the ongoing development of the vocabulary. You may currently study the structure and present state of Bulgarian, Croatian, Czech, Polish, Russian, Serbian, Slovak OR Ukrainian. Takers need to be familiar with the language whose structure they wish to study. Some of the literature on grammatical topics may be relatively technical. It is, therefore, advantageous if takers have some background in linguistics, or are willing to engage with approaches to linguistic analysis that are based on a particular theoretical framework.

Schedule 6 — Russian Literature, Culture and History

All papers in this schedule except Russian Social and Political Thought, 1825-1917 are assessed by one or two essays of 5000-7000 words in total, to be submitted by Week 10 of the term in which the subject was taught.

- **Gender and Representation in Russian Culture from 1800**

Since the 1980s, the study of gender and identity has been one of the liveliest areas of Russian cultural history. Among particular issues of concern have been the rediscovery of work by forgotten women writers, and discussion of the particular characteristics of this; analysis of 'the feminine' as a construct, and of its connections with the representation of national identity (especially in the governing myth of 'Mother Russia'); study of the representation of sexuality and the development of 'queer theory' and LGBTQ+ studies; and examination of the link between normative concepts of gender identity and self-expression in literature and other forms of writing, and also in the visual arts (painting, film, etc.).

Those taking the option may specialise in any one area of women's writing in its relation to cultural history over a longer time-span (for example, women's memoirs, 1890-1970); or they may consider several different topics with reference to a specifically denominated historical epoch (for example, women's writing, representations of sexuality in the visual arts, and concepts of gender identity in the era of Romanticism); or they may wish to examine women's writing and feminist criticism in dialogue with masculinity studies and queer theory. They are urged to contact the Convenor well in advance of their arrival in Oxford in order to discuss possibilities, and to obtain a list of preliminary reading in gender theory and in Russian cultural history.

- **The Russian Experience of Modernity 1905-45**

The experience of modernity in this period, encompassing as it does revolutions and civil war, two world wars, the establishing of a new society and its subsequent repression, required a radical shift in artistic perceptions and cultural sensibilities. This option will consider the nature of writers' responses to social rupture, the disparate approaches elicited by an evolving political and philosophical discourse and by the rapidly changing relationships between individuals, and between the state and the individual. From the last years of the Silver Age to the imposition of Socialist Realism, literature, whether in formal poetic 'schools', loose associations of prose writers, or in the work of individuals, reflected a conscious search for new forms and found expression in experimental writing over all genres. A wide-ranging, thematic approach will be adopted to the study of the period, allowing students to build on their previous studies whilst exploring new authors. Depending on students' academic background, it may also be possible to consider literature's dialogue with the other arts in the period (music, cinema, theatre, the visual arts), and the relationship between Western theories of modernism and the avant-garde and the Russian/Soviet context will be critically interrogated.

- **Late Soviet and Post-Soviet Russian Literature**

Glasnost, perestroika, the abolition of censorship and the disintegration of the USSR brought about fundamental changes in the circumstances of Russian literature. External factors such as political and economic instability, the possibility of travel abroad, changes in the role of literary journals, the collapse of the Union of Writers, Booker and associated prizes, the advent of the computer, have all conditioned authors' subjects and working methods. Although the legacy of the social command and the habit of writing in opposition died hard, the period has produced much experimental writing, post-modernist or avant-garde in nature, as well as more conventionally realistic works. Previously taboo subjects such as the religious revival and explicit sexuality were frequently treated; questions relating to gender were discussed; events and writing of the Soviet period were revisited, and the need to amend or amplify the historical record was keenly felt. The significantly diminished role of the creative intelligentsia in society, together with an overall lack of direction and coherence, has added to the unpredictability and excitement of the latest literature. The option will attempt to cover as many of these aspects as possible, while allowing specialisation in areas of particular interest to those following it.

- **Literature and Culture of the Russian Enlightenment (NOT AVAILABLE IN 2025-26)**

Based on a wide range of literary, historical and philosophical sources this option will address issues of literary and intellectual history of the Enlightenment in Russia, including: the development of national identity and the problem of nationalism; the growth of the public and private spheres; the history of translation and translation theory; the comparative aspect of the Russian enlightenment; the problem of the canon and the idea of periodisation; individual identity and the rise of notions of the self in biography and diary writing.

- **Pushkin and Romanticism (NOT AVAILABLE IN 2025-26)**

During the Soviet period, discussion of Pushkin's relationship with the Romantic movement was made problematic by the canonical status of realism. In recent years, however, both Russian and Western scholars have begun to take a more intensive interest in this topic, and some stimulating studies have appeared, whose insights will be incorporated into work for this course. Study will address itself to genres (dealing, for example, with frame narratives, fragments, Pushkin's adaptations of the eighteenth-century formal ode), and to themes (for example, national identity and the history of Russia; expression of the self and of gender relations; the Romantic landscape and colonial literature); a comparative approach, drawing on participants' knowledge of other European literatures, will be actively encouraged. The precise texts to be studied are to be agreed with course tutors, but might include, for example, *Evgeny Onegin*, *Boris Godunov*, 'Egipetskie nochi', *Povesti Belkina* and *Istoriya sela Goryukhina*, *Istoriya Pugacheva* and *Kapitanskaya dochka*, *Kavkazskii plennik* and *Bakhchisaraiskii fontan*, as well as a selection of Pushkin's lyric poems.

- **Rise of the Russian Novel**

The first half of the nineteenth century sees a range of experimentation with prose forms by a number of leading writers. Only later, in the 1850s, does the Russian Realist tradition establish itself with the early novels of Goncharov and Turgenev. But from the 1820s, as the 'Golden Age' of poetry gave way to prose, writers such as Pushkin, Gogol' and Lermontov began to explore the possibilities of the novel in verse, 'folk' tales, 'society' tales, the prose cycle, framed narratives, historical fiction, the epic and the psychological case-study. Many of these works parody or extend the conventions established in earlier — often translated — works, and discover a Russian identity for these genres. This option, which coincides more or less with the reign of Nicholas I, (1825-55), concludes with the pre-exile works of Dostoevsky, Tolstoy's autobiographical trilogy, and Turgenev's *Huntsman's Sketches*.

- **Russian Lyric Poetry, Themes and Forms**

The modern Russian poetic canon is exceptionally rich and diverse. It is full of formal experimentation, original voices, and has proven to be historically and politically alert at all times (sometimes underground, sometimes from abroad) and in complex dialogue with the nation's history, European art forms, and larger artistic movements. The option will consist of four sets of primary texts organized under a thematic rubric. Rubrics include Identity/Consciousness, Nature, Art and Objects, Cycles. Given the time available, the approach to texts will be more synchronic than historical with an emphasis more on lines than lives (to use a distinction G.S. Smith articulated). There is an ample and methodologically diverse scholarly tradition that in itself repays study, especially at the postgraduate level, as an education in different schools, including Formalism, Structuralism, semiotics, inter-textuality, visual poetry, and, of course, New Criticism. One aim of the M.St. option is to encourage the taker to consider (and apply) major approaches in the study of lyric poetry, Western and Russian. The anthology per topic will contain approximately 20 poems, drawn chronologically from various periods and movements. The selection of texts will aim to help the graduate student form a rounded view of the depth of the tradition and to become acquainted with major, second-tier and even minor poets who have written interesting poems.

The list of proposed works of poetry will favour poets from the twentieth and twenty-first centuries but may also reach back to the nineteenth century. Written work will normally consist of a dossier of four pieces of writing, one per topic, with an option to make one of these a method essay.

- **The Gulag and the Russian Literary Process**

This option contextualises the explosion of Gulag prose in the second half of the 20th century within broader historical and literary traditions of Russian prison narratives, emphasising its intertextuality and hybridity of genre. Students will be encouraged to draw on trauma theory and studies of Holocaust literature, as well as cultural historical approaches to Russia's confrontation and repression of the memory of Stalinism (Etkind, Jones, Adler, Khapaeva). Some background reading on the Gulag and on dissidence and samizdat will be helpful.

We will begin by considering some of the foundational 19th-century texts about incarceration (Dostoevskii, Chekhov), and then analyses early Stalin-era depictions of prisoners before the theme became taboo (the *Belomorkanal* project). The bulk of the course then focuses on the myriad ways in which the Gulag was depicted in published and (mostly) unpublished prose from the 1960s to the 1990s. Texts from this period available for close analysis include: the 'official' Khrushchev-era Gulag narratives of Soviet writers such as Shelest (the first writer to write about the camps in three decades, in 1962) and D'iakov; the published and samizdat/tamizdat Gulag prose of Aleksandr Solzhenitsyn (*Ivan Denisovich, V krug pervom, Arkhipelag Gulag*); the banned prison narratives of Vasilii Grossman (*Vse techet; Zhizn' i sud'ba*), Varlam Shalamov (*Kolymskie rasskazy*) and Giorgii Vladimov (*Vernyi Ruslan*), all belatedly published during glasnost; and the émigré critique and reinvention of the Gulag literary tradition of Sergei Dovlatov (*Zona*).

Schedule 7 — Central European Literature, Culture and History

The papers in this schedule are assessed by three-hour written examination in June.

- **Czech Prose Fiction and Drama since 1774** covers the rise of modern Czech fiction and drama, from Romanticism and the National Revival, through Realism, Naturalism, Decadence and Symbolism, Modernism, the Avant-garde and Socialism to the present day. Depending on students' previous studies and current interests, the option may take the

form of a survey of core texts from throughout the period, or students may choose, in consultation with the convenor, to focus on particular genres, time-periods or themes. In recent years, students have focused, for example, on Czech women's writing, folklore and the fantastic in Czech literature, Modernism and literary experiment, and Czech literature since the fall of Communism. Since all texts are studied in the Czech original, students need to have existing reading fluency in Czech, or they need to study Czech as their new Slavonic language on the course.

- **Polish Literature since 1798** deals with the main periods in Polish literary history, including the Enlightenment, Romanticism, Positivism, Modernism, Interwar and Post-War Literature. A selection of 'classic' texts by Mickiewicz, Słowacki, Krasiński, Prus, Sienkiewicz, form a fixed part of the option for the necessary background, unless the students already have this background. Otherwise, the focus of the course may be agreed between the tutor and students, according to the students' particular interests. Since all texts are studied in the Polish original, students need to have existing reading fluency in Polish, or they need to study Polish as their new Slavonic language on the course.
- **Slovak Literature since 1843** covers the emergence of modern Slovak poetry, drama and fiction from the establishment of literary Slovak in 1843 through Romanticism, Realism, Symbolism, Modernism and the Avant-garde to its coming-of-age in the post-Stalin and post-Communist periods. Depending on students' previous studies and current interests, the option may take the form of a survey of core writers from throughout the period, or students may choose, in consultation with the convenor, to focus on particular genres, time-periods or themes. Since all texts are studied in the Slovak original, students need to have existing reading fluency in Slovak or Czech, or they need to study Slovak or Czech as their new Slavonic language on the course.

ASSESSMENT – GENERAL POINTS

Guidance on AI

The purpose of this guidance on AI is to set out the principles that define the faculty's engagement with AI. It is not intended to be comprehensive or definitive, but it is designed to address both issues of a general nature and questions specific to Modern Languages. This is a rapidly evolving field, and we anticipate that the guidance will be updated at regular intervals. It is also important that it is read in conjunction with the other documents to which it provides links.

Led by the [Russell Group Principles](#) on the use of generative AI tools in education, the faculty supports students who may wish to use AI to complement their learning, and at the same time, wishes to ensure that students are aware of the limitations and biases associated with AI which can result in misleading or incorrect information, as well as the risks of committing academic misconduct.

Definitions of AI for the purposes of this guidance

Basic AI – where an AI tool is simply automating tasks e.g., sorting data, generating graphs, or analysing trends, and the focus is on automation and analytics rather than creating new content.

Generative AI – where an AI tool provides substantial intellectual contributions e.g., generating summaries, insights or interpretations, where the focus is on creating new content. Generative AI models such as ChatGPT work by predicting text based on the information on which they have been

trained. These models (currently) have no understanding or consciousness and simply generate the next most likely word based on probabilities.

Using generative AI for exploratory purposes

The faculty recognises the value of students using generative AI critically, particularly for exploratory purposes and non-assessed tasks, and there are some good examples and suggestions on the university website of how to use generative AI tools for particular outcomes e.g. [Use of generative AI tools to support learning | University of Oxford](#).

Using generative AI in tutorial work, submitted assessments (special subjects and dissertations), and exams

There are two important points to consider when using information generated by AI. Firstly, the accuracy and integrity of the information generated, and secondly, how that information is then used to inform submitted work for assessment. If used, generative AI tools must support learning rather than replace independent thinking or critical analysis. These tools can enhance understanding and improve clarity, but are not substitutes for original work or intellectual effort. The university has a policy specifically for staff and students using generative AI in research: <https://www.ox.ac.uk/research/support-researchers/research-practice/policy-generative-ai-research>

It is imperative that students understand that **submitting work for assessment that contains AI-generated content as their own work constitutes a breach of academic integrity and is considered plagiarism**, a disciplinary offence [Plagiarism | University of Oxford](#).

Using AI responsibly

Generative AI applications may store or use the data students upload to improve their models, depending on the platform's terms of service. Before using tools like ChatGPT or Claude, students are advised to review their privacy policies to understand how their data will be handled.

Students should not share unpublished work by others on AI platforms without their explicit permission, as this could violate their intellectual property rights and privacy.

Students should always exercise caution when inputting sensitive or private information into AI tools and only collect the data necessary for the task, anonymising information wherever possible.

Once shared, AI-generated content becomes the responsibility of the initiator and any uncredited use, including over-reliance, may constitute academic misconduct under [Statute XI of the University's Code of Discipline](#) and result in disciplinary action.

FAQs on the appropriate use of Basic AI and Generative AI tools in coursework and assessments

1. Can I use basic AI tools such as spelling and grammar checkers, text prediction or design suggestions in my written work?

Yes, AI tools that focus on automation and analysis, rather than creating new content, may be used for **supporting tasks** e.g., to check for spelling and grammatical errors in English, and improve the clarity and consistency of English prose.

However, submitting assessed work created by writing assistants such as GrammarlyGO is prohibited, because these tools go beyond simple grammar checks and can rewrite sentences or even generate full paragraphs.

You should not use spelling and grammar checkers or text predictors when writing essays in the target language, because making mistakes and learning to correct them is an essential part of the learning process. For the same reason, you should not use these tools for translation, either into the target language or into English (see point 3 below on more sophisticated AI translation tools).

You are responsible for maintaining the integrity of the content of your submitted work, which should reflect your original thinking and your own proficiency in the target language.

2. Can I use generative AI tools such as ChatGPT to generate ideas or outlines for my essays, or to summarise content?

You may use generative AI tools to assist with brainstorming for ideas, gathering information, organizing your thoughts, or refining your research direction. However, the ideas, analysis, and final work must reflect your own critical thinking, creativity, and writing style. AI should support your process, not replace your unique insights and learning.

You may use AI tools to summarise portions of text, e.g. to aid your comprehension of secondary reading material, but not at the expense of reading the text in full. You should not use AI tools to produce plot summaries of primary texts, not least because these are liable to be inaccurate. You should be aware at all times of AI's tendency to produce 'hallucinated' elements, including false quotations and bibliographies. Any information generated by AI should always be double-checked using reliable secondary sources.

3. Are AI tools allowed for translation and transcription purposes?

The use of AI translation tools, e.g. Google Translate, is permitted for reference purposes such as understanding unfamiliar words or phrases or checking grammar in secondary sources (e.g. articles or book chapters written in the target language). Students should be aware of the variable accuracy of these tools, especially where language is being used figuratively, idiomatically or creatively.

Students are not permitted to use AI translation tools for their own translations, either into English or into the target language. Where critical reflection on a translation is required (e.g. for the papers in Advanced Translation), AI tools must not be used to generate textual analysis.

Given the varying levels of accuracy of transcription tools, they should only be used with the advice of the supervisor/tutor, and always acknowledged. Students using such tools ought to check for the accuracy of the results, and be aware of the importance of appropriate training in palaeography.

4. When do I need to cite AI tools if I use them in my written work?

If you are using AI for the purposes outlined in points 1-3, you do not need to cite it, unless your tutor has requested that you do so, or the specific assessment requires it.

If AI tools contribute significantly to your work (e.g. automated transcription, topic-modelling, or other forms of text analysis), and your tutor has approved their use or the specific assessment requires it, you must acknowledge and cite their use.

Example citation:

[Artificial Intelligence - Managing your references - Oxford LibGuides at Oxford University](#)

[Cite Them Right](#)

5. Who do I contact if I have any questions or concerns about using AI tools in my work?

Your tutor or supervisor should be your first point of contact. They will be able to clarify what constitutes acceptable use of generative AI for your particular assessment, with reference to the faculty and university guidelines.

Language

Work for the MSt. and MPhil in Slavonic Studies is normally written in English, but may be submitted in an appropriate language other than English, provided you seek permission from the Director of Graduate Studies. This is best done by asking your course supervisor to write to the Director of Graduate Studies. The only restrictions are:

- The essay submitted for the seminars on Key Questions in Critical Thought must be in English.
- At least one of the pieces of written work you submit must be in English.
- A lack of competence in academic English is not an acceptable reason for such a request.

Before seeking permission to write in a language other than English, students should consult with their course supervisors and give careful consideration to the wider implications of their request. It is important to recognise that the language of the thesis will to some extent determine the opportunities for subsequent publication and, ultimately, future career choices.

Examination (MSt. and MPhil.)

You must formally enter for your examination with the Examination Schools by Thursday of Week 4 of Michaelmas Term. You will receive instructions in an email inviting you to log in to Student Self Service to enter your assessment selections.

Your examination papers will be marked by two assessors. If you wish the examiners to take into account any extenuating circumstances you may have suffered, you must consult the Tutor for Graduates at your college, who can refer your case to the Proctors office on your behalf.

Although failure in these degrees is rare, it can happen, and experience shows that it may be due to one or more of the following avoidable causes:

- A student underestimates the sustained efforts that are required to acquire reading and comprehension skills in their new Slavonic language. This involves very regular reading and translation exercise throughout the course, including the vacations.
- A student, mistakenly thinking of undergraduate courses, may not realise until too late that a graduate course demands continuous and sustained effort throughout one's residence at Oxford to prepare adequately for all options, as well as writing a thesis/dissertation, in a period of twenty-one months (for the MPhil) or barely nine months (for the MSt.);
- Students may allow themselves too little time to write a thesis/dissertation and to present it in the proper scholarly manner;

- Students for those degrees involving written exams may have too little experience in writing answers to questions under examination conditions. If this is the case, you should make sure, under your supervisor's guidance, that you practise answering questions under simulated examination conditions.

Examining Conventions

The examination process is governed by the Examination Conventions, the formal record of the specific assessment standard for the course. These 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 scales, marking and classification criteria (for Pass, Merit, and Distinction), progression, resits, penalties for late submission, and penalties for over-long work. The conventions can be found on the Canvas course pages for MSt. / MPhil. in Slavonic Studies from Week 5 of Michaelmas Term.

Late Submissions and Extensions

If you can't submit your coursework on time, i.e. due to a short term illness, you can apply directly for an extension of 7 calendar days (1 week) without providing independent evidence via [Student Self Service](#) (go to 'My exams', select 'extension requests' and click on 'start self certification application'). All other applications for extensions must be applied for via your college and must be supported by independent evidence. For further information, please see: [Problems completing your assessment | University of Oxford](#)

Please note: you must contact the Senior Tutor within your College regarding late submissions NOT any teacher on the course.

Students are expected to manage their workload and take into account the impact of an extension on their other assessments. Extensions could delay the release of final results if the examiners are not able to mark the student's work in time for the final Board of Examiners meeting, which may also delay the student's graduation ceremony. Results that aren't able to be confirmed at the final Board of Examiners meeting may not be released until at least the following September, which may impact applications for further study or applying for the Graduate visa route to remain in the UK for work after your studies.

The following penalties will be applied for late submission without permission from the Proctors or a dispensation from the Education Committee:

Lateness	Penalty
After the deadline but submitted on the same day	-5 marks
Each additional calendar day	-1 mark
Max. deducted marks up to 14 days late	-18 marks
More than 14 calendar days after the notice of non-submission	Fail

Exceeding Word Length

Word length includes material in footnotes but not bibliography. Similarly, appendices and lists of illustrations do not count towards the overall word count. Quotations in foreign languages should be given in the text in the original language.

Translations into English should be provided in footnotes where there is an expectation that the work will be assessed by more than one sub-faculty, and it is largely a matter for the individual student and supervisor to decide whether this is the case. In any event, translations in the footnotes of material already included in the text will not contribute to the overall word-count (i.e. this material should not be counted twice). For the avoidance of doubt, students should declare on the cover sheet of their essay where they have translated materials into English.

Please be aware that, in conjunction with declaring the word limit on your essay, your word count can and may be double checked by the Graduate Studies Office after submission. Where it is found your essay exceeds the word count following this secondary check, you will be contacted by the Graduate Studies Office for further clarification.

It is advised that you keep to the word limit. In addition to these penalties, too many or too few words may influence the overall mark. There will be no direct penalties for going under the word limit. The following tariff of marks will be deducted for going over the maximum word count. **You must cite the number of words at the start of the piece of work on your cover sheet.**

Extended Essay or Thesis/Dissertation	Penalty <i>up to a maximum of – 10</i>
Up to 5% over word limit	-1 mark
Up to 10% over	-2
Up to 15% over	-3
Each further 1-5% over	-1 further mark

Plagiarism

Plagiarism in the research and writing of essays and theses/dissertations:

Plagiarism is the use of material appropriated from another source or sources, passing it off as one's own work. It may take the form of unacknowledged quotation or substantial paraphrase. Sources of material here include all printed and electronically available publications in English or other languages, or unpublished materials, including theses, written by others.

Plagiarism also includes the citation from secondary sources of primary materials which have not been consulted, and are not properly acknowledged (see examples below).

Essays and theses/dissertations will invariably involve the use and discussion of material written by others, with due acknowledgement and with references given. This is standard practice, and can clearly be distinguished from appropriating without acknowledgement, and presenting as your own material produced by others, which is what constitutes plagiarism. It is possible to proceed in two ways if you wish to present an idea or theory from one of your sources.

An argument, for example, from Raymond Gillespie's work on religion in Ireland in the early modern period might be presented by direct quotation as follows:

'The idea of providence [became] powerfully divisive in early modern Ireland since each confessional group was convinced that it had unique access to the power of God.'¹

Or, you might paraphrase:

Providence caused conflict in early modern Ireland: each confession claimed particular Divine favour.²

If you adopt the latter course, be aware that you should be expressing ideas essentially in your own words and that any paraphrased material should be brief.

When you conduct research for your thesis/dissertation, you should always consult the primary materials, as far as possible, rather than depending on secondary sources. The latter will often point you in the direction of original sources, which you must then pursue and analyse independently.

There may, however, be some occasions on which it is impossible to gain direct access to the relevant primary source (if, for example, it is unprinted and located in a foreign or private archive, or has been translated from a language with which you are unfamiliar). In these circumstances, you may cite from the secondary source, with full acknowledgement. This should be in the following form, here in a Welsh-language example:

'In order to buy this [the Bible] and to be free of oppression, go, sell thy shirt, thou Welshman.'³

1 R. Gillespie, *Devoted People: Belief and Religion in Early Modern Ireland* (Manchester, 1997), p. 50

2 R. Gillespie, *Devoted People: Belief and Religion in Early Modern Ireland* (Manchester, 1997), p. 50.

3 Thomas Jones, *Hen Gwndidau Carolau a Chywyddau*, cited and translated in G. Williams, *Wales and the Reformation* (Cardiff, 1997), p. 358.

When choosing your thesis/dissertation subject it is important to check that you can gain access to most of the primary materials that you will need, in order to avoid the type of dependence discussed here.

Guidance for note-taking

The best way to ensure that you do not engage in plagiarism of either of the kinds discussed above is to develop good note-taking practices from the beginning. When you take notes from secondary sources always register author, title, place and date of publication and page numbers. Above all, if you think you might wish to quote a sentence or phrase directly, put it in quotation marks from the outset: otherwise make sure the summary language is your own. When you extract a primary source immediately note both its place or origin and situation within your secondary text. If you have any doubts about how to access the primary material, ask for advice at this early stage, not when you come to assemble your ideas prior to writing up the essay or thesis/dissertation.

Penalties

The Proctors regard plagiarism as a serious form of cheating for which offenders can expect to receive severe penalties including the return of a mark of zero on the work submitted. Even the

lightest penalties for plagiarism will almost certainly have the effect of pulling down the candidates' overall result. The Examiners will check theses for plagiarism, and will use internet forms of check if it is deemed necessary to do so. There is guidance on how to avoid plagiarism on the [study skills website](#).

SUMMARY OF IMPORTANT ACADEMIC STUDY DATES

MICHAELMAS TERM

Students should have consulted with the course convenor or relevant tutors about their course options and confirmed their choices to the Graduate Office before the start of term.

Thursday Week 4, MT: MSt. / MPhil.: formally enter for examinations

Thursday Week 10, MT: MSt. / MPhil.: Submission for Subjects examined by submitted essays, taken in MT (if applicable).

HILARY TERM

Friday Week 4, HT: MSt. / MPhil. (2nd Year): Confirmation of MSt. Thesis on Approved Subject / of MPhil. Thesis/Dissertation Title

Thursday Week 10, HT: MSt. / MPhil.: Submission for Subjects examined by submitted essays, taken in HT (if applicable)

Thursday Week 10, HT: MSt. / MPhil.: Submission for 'Key Questions in Critical Thought' (if chosen)

TRINITY TERM

Thursday Week 6, TT: MPhil. (2nd Year): Submission of MPhil thesis/dissertation

Thursday Week 6, TT: MSt. and MPhil. (1st Year): Submission of MSt. Thesis on a subject of the student's choice

Please note: It is *your responsibility* to submit work in accordance with this schedule. You should not rely on reminders from your General Supervisor, College or the Graduate Office.

GENERAL INFORMATION

Applying for the D.Phil.

If you wish to apply to stay in Oxford to do a research degree, you should start thinking about this early in the academic year and begin talking to relevant people as soon as possible. Consult with your Course Supervisor and the Graduate Studies Office for advice in Michaelmas term.

Applications should normally be made in the first submission round (i.e. the January deadline) to be considered for funding support. Applications made in the March submission round cannot be considered for funding support. Admission to DPhil. status depends first and foremost on your mark in the MSt. / MPhil., where a mark of 70 or better will normally be expected.

Pastoral and Welfare Support

Your Course Supervisor, the Director of Graduate Studies and the Director of Masters Courses are available to assist graduate students in all aspects of their studies. In addition, graduate students have access in their college to many officers with responsibility for pastoral and welfare support. These include the college tutor for graduates, a designated college adviser for each student, the Chaplain, and the college nurse and doctor. In addition, there is peer support from the Middle Common Room (MCR), which elects student officers with special responsibility for welfare. These will liaise with the central Oxford University Students Union. The University provides support services for students with children. There is a central University Counselling Service, and colleges have different college-based welfare structures within which non-professional counselling is provided by student peers or designated tutors. Financial support is available from central university and college hardship funds.

Data Protection

You should have received from your college a statement regarding student personal data, including a declaration for you to sign indicating your acceptance of that statement. Please contact your college's Data Protection Officer if you have not. Further information with regard to University Policy on Data Protection may be found on the [compliance web pages](#).

Student Representation and Feedback

Each sub-faculty elects a graduate representative, and additional representatives are elected from the DPhil., MPhil. and MSt. cohorts. Together these graduate representatives form a Graduate Joint Consultative Committee (GJCC) which in turn can bring student concerns to the Graduate Studies Committee (GSC). Elections for these posts will be held in Michaelmas Term and their names will be published on Canvas.

Student representatives sitting on the Divisional Board are selected through a process organised by the Oxford University Student Union (OUSU). Details can be found on the OUSU website along with information about student representation at the University level.

Together, the elected representatives also serve as the organisers of the MML Graduate Network, which aims to foster a sense of community amongst graduate students in the faculty, and provides an opportunity to socialise in an informal environment. The Graduate Network organises a variety

of social and academic events each term. They also organise an annual Graduate Conference. All Modern Languages graduates are automatically members of the Graduate Network.

Help and Feedback On Writing – Royal Literary Fellow

We are pleased to advise that, for the 2025-26 academic year, the Faculty has a dedicated Fellow in post to assist students with their writing skills and academic literacy.

MML students at **any** level of study (from first year to postgraduate) – and staff – are welcome to book a session with our Royal Literary Fund Fellow, **Elizabeth Lowry**. Sessions are in-person in Room 30.513 at the MML Faculty, Schwarzman Centre, Woodstock Road, Oxford OX2 6GG.

Elizabeth Lowry is a professional writer who can help you improve your academic writing and make the whole process more enjoyable. Each session lasts 50 minutes and is free and confidential: this service is independent from university services for students.

Possible **topics** we might discuss include:

- ☐ understanding the title and scope of the question
- ☐ planning your essay, dissertation or report to meet the word count
- ☐ critical thinking
- ☐ writing clearly, including help with grammar and sentence structure
- ☐ using AI appropriately
- ☐ rewriting and editing your work so that **you continue to gain in confidence**

You are very welcome to contact me with any specific needs you have. Please note, though, that I do not undertake proofreading or EAP and TEFL tuition.

Appointments are available **Tuesday & Wednesday**, between 10am and 5pm (last appointment 4pm) during term time. Please only book one session at a time. Sessions are in-person in **Room 30.513 at the Schwarzman Centre**, Woodstock Road, Oxford OX2 6GG, but you may enquire about an online session if you cannot travel (however, you must be in the UK at the time).

To enquire or book your online session, email: elizabeth.lowry@rlfeducation.org.uk

By making an appointment you indicate that you understand and accept the following:

Disclaimer:

The Fellow is not employed by the university or funded by it; the Fellow is a self-employed published writer and provides an independent service as a non-academic expert in writing; the Fellow is required to work within parameters established and monitored by the Royal Literary Fund (RLF), organiser and funder of the service; the Fellow may therefore be unable to assist with certain types of enquiry and, with reference to these parameters, has the right to refuse to provide the service to any student; the Fellow and the RLF do not accept any liability for any direct, indirect, special, consequential or other losses or damages of any kind arising from use of the service by a student; students retain sole responsibility for their own work.

Privacy

The Royal Literary Fund stores the data you provide for the duration of the Fellowship. The Fellow also completes and retains a record of each tutorial session. This data is stored electronically. We collect and store this data solely for the purposes of providing the Fellowship service and

monitoring the effectiveness of that service, and retain it only as long as is necessary for these purposes. Only RLF staff and contracted personnel have access, and that data is not shared with any third party. The university/college and its staff are not given access to your personal data.

Graduate Study Spaces

There are dedicated study spaces for graduate students on Floor 1 and Floor 2 of the Humanities Library in the Schwarzman Centre: on each floor a 32-seater room for individual study and an 8-seater room for individual or group study (bookable - arrangements to be confirmed). This provision complements graduate study space in the Schwarzman Centre and general study space elsewhere in the Humanities Library.

There is also a graduate reading room in the [Taylor Institution Library](#).

Additional Sources of Funds for Graduate Students

The Faculty encourage graduate students to make visits abroad, familiarise themselves with library resources, make contact with scholars in their field, and attend conferences (particularly if giving a paper). There are a number of prizes and awards available to Modern Languages graduate students. A list of all prizes and awards are available on the Graduate Studies [Canvas](#) site.

Modern Languages students may also be eligible for funding from the wider University. You should consult the [student funding website](#) for more information.

Suspension of Status for a Limited Period

Suspension of status as a postgraduate student is possible, on certain grounds, for not less than one and not more than three terms at any one time. Applications for suspension of status should be made via the 'My Student Record' section in [Student Self-Service](#). If the application is approved, the student will not be liable to pay fees during the period of suspension. Graduate taught students cannot suspend for any longer than the equivalent length of the course: for example not more than three terms if you are on a one year course.

Applications will be considered on the following grounds:

- (a) where the student is prevented from study in circumstances which are outside their control though there are good grounds for believing that work could be resumed within a reasonable period (e.g. cases of unforeseeable financial difficulty, physical or mental incapacity, maternity leave, or unexpected domestic crises);
- (b) where it is desirable that a student should give up study for a limited period to undertake some other project, course, or temporary work relevant to their proposed career, which cannot reasonably be deferred;
- (c) where a UK student is studying abroad and their studentship is suspended, or any award received does not cover fee liabilities, or the work is unduly delayed by difficulties in completing such study abroad.
- (d) where appropriate written medical evidence may be required and conditions may be set for readmission to the course.

At the end of a period of suspension, students must confirm to the Graduate Studies Office whether or not they intend to return to study. If they wish to return to study, students are required to complete a form via the 'My Student Record' section in [Student Self-Service](#) in advance of their return.

Please note that given the nature of the MSt and MPhil programmes, where suspension is sought, students are generally expected to return at the equivalent point of the following academic year.

Change of Programme of Study

Masters students may elect to change from the MSt. to MPhil programme or vice-versa by completing a form available via the 'My Student Record' section in [Student Self-Service](#). This application will require the support of your current (and, if necessary, future) supervisor and the approval of your college. Early planning is essential due to the practicalities involved. Student visa holders wishing to change from the MSt. to MPhil or vice-versa should take very early advice from the Graduate Studies Office to make sure they are aware of any additional requirements associated with their visa status.

COMPLAINTS AND ACADEMIC APPEALS

The University, the Humanities Division and the Faculty all hope that provision made for students at all stages of their programme of study will make the need for complaints (about that provision) or appeals (against the outcomes of any form of assessment) infrequent.

However, all those concerned believe that it is important for students to be clear about how to raise a concern or make a complaint, and how to appeal against the outcome of assessment. The following guidance attempts to provide such information.

Nothing in this guidance precludes 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). This is often the simplest way to achieve a satisfactory resolution.

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

General areas of concern about provision affecting students as a whole should, of course, continue to be raised through 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 made **by the faculty/department**, then you should raise it with the Director of Graduate Studies. Within the faculty, the officer concerned will attempt to resolve your concern or complaint informally.

If you are dissatisfied with the outcome, then you may take your concern further by making a formal complaint to the University Proctors. A complaint may cover aspects of teaching and learning (e.g. teaching facilities, supervision arrangements), and non-academic issues (e.g. support services, library services, university accommodation, university clubs and societies). A

complaint to the Proctors should be made only if attempts at informal resolution have been unsuccessful. The procedures adopted by the Proctors for the consideration of complaints and appeals are described in the [University Student Handbook](#), and the relevant [Council regulations](#).

If your concern or complaint relates to teaching or other provision **made by your college**, then you should raise it either with your tutor or with one of the college officers, Senior Tutor, or 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 appeal is defined as a formal questioning of a decision on an academic matter made by the responsible academic body.

For undergraduate or taught graduate courses, a concern which might lead to an appeal should be raised with your college authorities and the individual responsible for overseeing your work. **It must not be raised directly with examiners or assessors.** If it is not possible to clear up your concern in this way, you may put your concern in writing and submit it to the Proctors via the Senior Tutor of your college. As noted above, the procedures adopted by the Proctors in relation to complaints and appeals are available online in the [University statutes and regulations](#).

Please remember in connection with all the cases in paragraphs 5 - 7 that:

- (a) The Proctors are not empowered to challenge the academic judgement of examiners or academic bodies.
- (b) The Proctors can consider whether the procedures for reaching an academic decision were properly followed; i.e. whether there was a significant procedural administrative error; whether there is evidence of bias or inadequate assessment; whether the examiners failed to take into account special factors affecting a candidate's performance.
- (c) On no account should you contact your examiners or assessors directly.

The Proctors will indicate what further action you can take if you are dissatisfied with the outcome of a complaint or appeal considered by them.

Harassment

Both colleges and faculties have appointed Harassment Advisers within a network of such advisers organised centrally, in line with the [University's Harassment Policy](#).

EQUALITY AND DIVERSITY AT OXFORD

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

diverse, inclusive, fair and open environment that allows everyone to grow and flourish.” University of Oxford [Equality Policy](#)

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

The [Equality and Diversity Unit](#) works with all parts of the collegiate University to develop and promote an understanding of equality and diversity and ensure that this is reflected in all its processes. The Unit also supports the University in meeting the legal requirements of the Equality Act 2010, including eliminating unlawful discrimination, promoting equality of opportunity and fostering good relations between people with and without the ‘protected characteristics’ of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and/or belief, sex and sexual orientation.

The Equality and Diversity Unit also supports a broad network of harassment advisors in departments/faculties and colleges and a central [Harassment Advisory Service](#).

There are also a range of faith societies, belief groups, and religious centres within Oxford University that are open to students. For more information visit the EDU’s [religion and belief](#) page.

STUDENT WELFARE AND SUPPORT SERVICES

Information about the student welfare services available can be found on the [Welfare and Wellbeing pages](#) on the University website.

The [Disability Advisory Service](#) (DAS) can provide information, advice and guidance on the way in which a particular disability may impact on your student experience at the University and assist with organising disability-related study support.

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. Virtual consultations may also be available.

A range of services led by students are available to help provide support to other students, including the [peer support network](#) and [Nightline](#). The Oxford Student Union (SU) also offers free, confidential and independent information, advice and guidance on navigating college and university processes. They have a wide range of online resources available on their [website](#) and if you need further support you can get in touch with them via their [Online Form](#). There is also a wide range of [student clubs and societies](#) to get involved in.

Additionally, every college has their own systems of support for students. Please refer to your College handbook or website for more information on who to contact and what support is available through your college.

LIBRARY RESOURCES IN OXFORD

The Slavonic section of the Taylorian Library has outstanding library resources in the subject area. These are complemented by the holdings of the Bodleian Library and supplemented by college libraries.

It is important to make yourself familiar at an early date with all the bibliographical tools of research available in Oxford. Many of these will be found in the Catalogue Room of the Bodleian. It is in any case a mistake to suppose that all books on European languages and literatures are to be found in the Taylorian Library, great though its resources are. Many (and not only pre-nineteenth-century books) are in the Bodleian. The Bodleian itself contains a world-famous collection of manuscripts, both medieval and later.

Books can be borrowed from the Taylorian and from college libraries. The holdings of the older college libraries may also be of interest, especially to those working on pre-1800 literature (request for access should be addressed to the librarian). In addition, the library of Rhodes House contains material of considerable importance for modernists.

Libraries Outside Oxford

The most important research library in this country outside Oxford is, of course, the British Library. Other British university libraries, however, especially that at Cambridge, and the Rylands Library in Manchester, can provide excellent resources. The Inter-Library Loan Service is valuable for obtaining works from other libraries inside and outside Britain.

For those who need to visit foreign libraries, the Taylor Institution Library has prepared a series of information sheets about them, and can supply, free of charge, a card which provides an acceptable introduction to libraries in most countries (those interested should take a passport-sized photograph to the main desk in the Taylorian).

Whether in British or foreign libraries, you should not be timid in seeking help. Their staff are pleased to give advice, and some libraries have special sections for helping readers with their problems. You should obtain guidance beforehand from others familiar with local conventions.

Language Opportunities

Language opportunities for self-instruction and independent study of the chosen Slavonic language, and of additional languages, are available through the University's [Language Centre](#) at **12 Woodstock Road, near Somerville College**.

The Language Centre opened in 1980 as an independent university-wide service. It moved to its present well-equipped home at 12 Woodstock Road, in 1992. For over thirty years, they have supported members of the University and Colleges who need foreign languages for study and research, for academic exchange, and for personal and professional development, through excellent library resources and a mixture of paid and free courses.

In any one year, about 3,000 students and staff take courses in twelve foreign languages and English, or use its library resources for independent study in any of the 180 languages on offer. During the Long Vacation, Pre-sessional English Language Courses are run for international students, especially those offered places at Oxford.

SKILLS DEVELOPMENT, EMPLOYABILITY AND CAREERS SUPPORT

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 faculty.

Humanities Researcher Development & Training Programme

The Humanities Researcher Development and Training Programme is a comprehensive personal and professional development programme of events, opportunities, workshops and resources to support and develop Humanities researchers at all stages of their career from postgraduate level upwards.

Whether you are a graduate student or a postdoctoral researcher, there are two pressing questions with which you will no doubt be occupied:

- How can I get this project finished in time and up to the standard I want it to be?
- What am I going to do afterwards?

The development opportunities provided by the Humanities Division are designed to help you address these questions in stimulating, interactive ways.

Our programme is organised via 'training pathways', designed to foster virtuous circles between research and personal development. These Pathways are:

- Preparation for Academic Practice Pathway: Resources to support all aspects of your development as a researcher, from writing book proposals to preparing for the DPhil viva
- Public Engagement with Research Pathway: Skills and tools to enable researchers to communicate, collaborate and inspire beyond the academy. Workshops include storytelling, Presentation Delivery Skills and How to Organise a Conference
- Heritage Pathway: A varied programme of research, training and events in collaboration with heritage partners to promote knowledge exchange and Public Engagement with Research
- Teaching Pathway: Supports Humanities researchers who are currently teaching (or intend to teach) at Oxford
- Career Confidence: Resources and opportunities tailored to the interests, skills and preferred career destinations of Humanities researchers.

Our workshops and events are open to Master's and DPhil students and postdoctoral researchers (including teaching-only and college-only appointments). Most of our 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.

See <https://researcherdevelopment.humanities.ox.ac.uk> for the calendar of upcoming events and for more information about the programme.

You can also email the Humanities Researcher Development and Training Team at training@humanities.ox.ac.uk if you have any queries.

Support for Research Students from the Careers Service

Doing a graduate degree opens up a range of career options, yet it is up to you to seize the opportunities to exploit these and get ready for the next step. Our best advice is to start early, because you will get busier as your research progresses. No need to decide at this point whether you will stay in academia or move on to new pastures: many of the career-building steps that you can take now will benefit your CV and your wider employment options whichever step you take next.

The [Careers Service](#) works alongside the Humanities divisional training team to offer information resources, one-to-one support and a programme of bespoke workshops focusing on key career skills and tools for career planning and development. We support DPhil students and research staff from every department across the university, regardless of their chosen career paths.

How to get involved:

The [researcher pages](#) on the main Careers Service website contain a wealth of information on what other researchers have done, tips on how to develop your careers thinking and links to useful resources.

Unsure where to begin or how to use your time here most effectively? A **one-to-one conversation with a Careers Adviser** may help! Come and discuss your personal career plans, aspirations and worries in a confidential setting: appointments can be made via [CareerConnect](#).