

FACULTY OF
**MEDIEVAL
AND
MODERN
LANGUAGES**



**THE HANDBOOK
FOR TAUGHT-COURSE GRADUATE STUDENTS IN
SLAVONIC STUDIES
2023-24**

Graduate Studies Office

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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.

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 2023, 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 2023, 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, the following people can be approached:

- The Course Convenor, Dr Rajendra Chitnis: rajendra.chitnis@mod-langs.ox.ac.uk
- Your Course Supervisor
- The Director of Graduate Studies, Professor Katherine Ibbett: dgs@mod-langs.ox.ac.uk
- The Director of Masters Courses, Professor Andrew Counter: dmc@mod-langs.ox.ac.uk
- Graduate Studies Administrators:

- Mr Ryan Brown (On leave)
Mrs Tash Purple (Interim Education Manager), Ms Liz Turner (Interim Graduate Studies Officer):
graduate.studies@mod-langs.ox.ac.uk
- The Tutor for Graduates or Dean of Graduates at your college
- The Graduate Student Representatives
 - Following elections in Michaelmas, the representatives for the new academic year will be detailed on the website: www.mod-langs.ox.ac.uk/graduate/graduate-network.

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 41 Wellington Square.

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 and from the University Offices.
- [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 (<https://outlook.office.com>) 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 each term, your course supervisor(s) will submit a report on your academic progress. To facilitate this reporting, the University operates an online Graduate Supervision Reporting (GSR). Within this system, you have the opportunity to contribute to your termly supervision reports by reviewing and commenting on your own progress.

You are strongly encouraged to use this opportunity to:

- Review and comment on your academic progress

- Measure your progress against the timetable and requirements of your programme of study
- Identify skills developed and training undertaken or required
 - within the self-assessment report for taught programmes
 - via the TNA form in GSR for research programmes
- List your engagement with the academic community (e.g. seminar/conference attendance or any teaching you have undertaken).
- Raise concerns or issues regarding your academic progress to your course supervisor

Your course supervisor(s) will review and comment on your academic progress and performance during the current term and assess skills and training needs to be addressed during the next term. Your course supervisor should discuss the report with you, as it will form the basis for feedback on your progress, for identifying areas where further work is required, for reviewing your progress against an agreed timetable, and for agreeing plans for the term ahead.

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

If you have any complaints about the supervision you are receiving, you should raise this with your Director of Graduate Studies. You should not use the supervision reporting system as a mechanism for complaints.

Students are asked to report in weeks 6 and 7 of term. Once you have completed your sections of the online form, your self-assessment report will be used by your course supervisor as a basis to complete a report on your performance this reporting period, for identifying areas where further work may be required, and for reviewing your progress against agreed timetables and plans for the term ahead.

GSR will alert you by email when your course supervisor or Director of Graduate Studies has completed your report and it is available for you to view. 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 course 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.

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 supervisors and be encouraged to formulate and pursue their own areas of research.

SUBMISSION OF ESSAYS AND 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.

All submitted files must be in .doc, .docx or .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](#).

Submission Deadline

The submission time (noon) and date must be strictly adhered to, unless you have been given permission by the Proctors to submit at a later time and date. Penalties will be imposed by the Board of Examiners for work that is submitted after the deadline.

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. Once you have submitted a piece of work, you will not be permitted to change your mind and resubmit a substitute.

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 dissertation – you may not repeat or resubmit material in an essay or your 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. (The material used for the thesis may subsequently be incorporated in a dissertation presented for a higher degree (MPhil in Slavonic Studies, M.Litt. or a thesis in a D.Phil.)).
Candidates may not take subjects which they have already studied in a first degree course.
MSt Course code: 001200
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 tutorial, though students are also encouraged to attend lectures and seminars as appropriate.

Each student has a course supervisor who advises on and arranges teaching and normally teaches at least one of the options taken from the subject schedules lists (see p. 17).

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 *other than* 'Russian Social and Political Thought, 1825-1917'. These are examined by submission (see below); in the case of 'Methods of Criticism' 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. In the calculation of averages, a high mark on one or more papers is allowed to compensate for a fail mark on one or more papers.

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 or 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) *other than* 'Russian Social and Political Thought, 1825-1917'

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.**

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 end of the first academic year, students are expected to spend around 6 weeks of their long summer holiday doing fundamental research, self-directed reading and work on their dissertation, for which libraries are essential; whether this is done in Oxford or elsewhere.

Year 1

Identical to the MSt. in Slavonic Studies, see p. 9.

Year 2

Two further subjects from the Schedules, excluding the thesis in Schedule 2

AND

Dissertation of 20,000-25,000 words on a subject of candidate's own choice, which may incorporate material used for the MSt. 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.

MPHil Course code: 001190

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 dissertation which they subsequently offer for the MPhil. Examination.

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. 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 followings 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) *other than* 'Russian Social and Political Thought, 1825-1917'

(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.

Dissertation

All students write a 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. An MPhil. Dissertation may, if you wish, be subsequently incorporated into a DPhil. thesis. You will normally have four or more supervision meetings for the MPhil. Dissertation.

If your 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 resitting the MPhil. examination under the appropriate regulation or of being granted permission to supplicate for the Degree of Master of Studies.

In the final examination an average of at least 50 is required for a pass. In the calculation of averages, a high mark on one or more papers is allowed to compensate for a fail mark on one or more papers.

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

The dissertation must be typed with a margin of 3 to 3.5 cms on the left-hand edge of each page. Please include a title page giving your candidate number, the title of the dissertation, the name of your supervisor and the words 'submitted in partial fulfilment of the requirements for the MPhil. in Modern Languages'.

Permission to submit the 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. Late submission of a dissertation may incur a deduction of marks.

If in doubt about the scholarly form in which your dissertation should be presented, you should follow a standard set of conventions. A well-known and widely-used set of conventions is that prescribed by the Modern Humanities Research Association and set out in the and set out in the [MHRA Style Guide](#), which is available online or in the Upper Reading Room of the Bodleian.

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.

<u>Schedule 1 – Unseen translation from any one of the following languages:</u>		
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.

<u>Schedule 2 – Methodology</u>
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. (The work submitted may subsequently be incorporated in a dissertation submitted for the MPhil. 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 MLitt or DPhil.)
<u>Schedule 3 – Slavonic Philology in Context</u>

Comparative Slavonic Philology
Old Church Slavonic
History of Church Slavonic
Byzantine Civilization and its Expansion, 913-1204

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, with the exception of 'Russian Social and Political Thought, 1825-1917'.

Literature and Culture of the Russian Enlightenment	Pushkin and Romanticism	Gender and Representation in Russian Culture from 1800
The Rise of the Russian Novel	The Russian Experience of Modernity, 1905-1945	The Gulag and the Russian Literary Process
Late Soviet and Post-Soviet Russian Literature	Russian Lyric Poetry: Themes and Forms	Russian Social and Political Thought, 1825-1917

Schedule 7 – Central European Literature, Culture and History

Czech Poetry since 1774	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) *other than* 'Russian Social and Political Thought, 1825-1917' (examined by three-hour written examination).

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** (**NOT AVAILABLE IN 2023-24**) 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 (NOT AVAILABLE IN 2023-24)** 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.

- **Comparative Slavonic Philology** deals with the reconstruction of Proto-Slavonic or Common Slavonic, the ancestor language from which the various Slavonic varieties originated. Historical phonology, including accentology, and morphology are the main focus, but questions of syntactic reconstruction and etymology may also be addressed. The minimum for reconstruction is to compare a variety from each main dialectal sub-group: East, West, and South Slavonic. It is, therefore, necessary for takers of the option to engage with examples from various Slavonic languages, and it is advisable to have knowledge of at least two Slavonic languages. Some of the relevant scholarly literature is in French and German. The paper combines very well with the papers in the History of a Slavonic language or Old Church Slavonic.
- **Old Church Slavonic (NOT AVAILABLE IN 2023-24)** 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 (NOT AVAILABLE IN 2023-24)** 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.
- **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.

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. (Bulgarian and Macedonian, Croatian, Russian and Serbian are NOT AVAILABLE in

2023-24.) 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. (Bulgarian, Croatian, Russian and Serbian are NOT AVAILABLE in 2023-24.) 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**

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 2023-24)**

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 political 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 krughe 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*).

- **Russian Social and Political Thought, 1825-1917**

This option deals with some of the main strands in Russian intellectual and political life from the Decembrist uprising to the Bolshevik revolution, such as 'Westernisers' vs. 'Slavophiles';

'left-wing' radicalism, populism, anarchism vs. conservative liberalism; the role of nationalism, Russian Orthodoxy; the so-called Vekhi debate of the early 20th c. Authors studied in the past included Vissarion Belinskii, Petr Chaadaev, Petr Lavrov, Nikolai Chernyshevskii, Aleksandr Herzen, Mikhail Bakunin, Petr Kropotkin, Georgii Plekhanov,, Nikolai Berdiaev. Isaiah Berlin's *Russian Thinkers* is a good introductory read, and you are encouraged to liaise with the convenor to discuss the accommodation of any particular interests you may have. Please note that this option is examined by three-hour examination in June.

Schedule 7 — Central European Literature, Culture and History

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

- **Czech Literature since 1836** covers the rise of modern Czech poetry, drama and fiction, 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 writers 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, classes 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

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. This should be done through your college in Michaelmas Term of the academic year in which the examination is to be taken (MPhil. in second week, and MSt. in the eighth week of term). You should confirm this with the Tutor for Graduates in your college.

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.

Viva

The *viva voce* examination, if held, is seen as an opportunity to discuss the candidate's essay or dissertation and to explore topics of the papers chosen by the candidate in more depth.

Performance in the viva may result in the slight raising of a mark, but not in the lowering of any of the marks awarded for the written papers, the essay or the dissertation. *Candidates must present themselves for oral examination unless dispensed by the examiners.*

The viva examination is normally conducted in English, though in exceptional circumstances permission may be given by the Chairman of Examiners for it to be held in the relevant foreign language.

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 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 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, use of viva voce examinations, 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 or obtained from the Graduate Studies Office.

Late Submissions

The *Examination Regulations* state that where a candidate wished 'on some reasonable grounds' to submit a dissertation or thesis or essay after the deadline (e.g. health or welfare grounds), the candidate must apply through their Senior Tutor to the Proctors for permission. If a candidate submitted after the deadline without prior permission, the candidate may apply retrospectively to the Proctors, who might allow the examiners to impose an academic penalty according to conventions agreed by the relevant supervisory body. **Please note: you must contact the Senior Tutor within your College regarding late submissions NOT any teacher on the course.**

Lateness:	Penalty
After the deadline but submitted on the same day	- 5 marks (-5 percentage points)
Each additional calendar day	-1 mark (-1 percentage point)
Max. deducted marks up to 14 days late	-18 marks (-18 percentage points)

More than 14 calendar days after the notice of non-submission	Fail
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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 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 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 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 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 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 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 their nominated course supervisor about their course options and confirmed their choices to the Graduate Office before the start of term.

Friday Week 2, MT: MPhil. (2nd Year): formally enter for examinations (via your college).

Friday Week 8, MT: MSt. formally enter for examinations (via your college)

Friday 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. Dissertation Title and study programme

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

Friday 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 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 two submission rounds (i.e. the November or January deadline). While applications may be allowed after this date, these 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.

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.

The Medieval and Modern Languages Graduate Network

The MML Graduate Network 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. In addition to the mentoring programme for new graduate students, they also host lunches and evening events, film screenings, seminars and poetry readings, and fund 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 2023-24 academic year, the Faculty has a dedicated Fellow in post to assist graduate students with their writing and academic literacy.

Julia Hollander will be available two days a week for informal one-to-one sessions offering advice on all aspects of academic writing. This service is free, confidential and works on a voluntary basis. Anyone experiencing problems with writing, whether stylistic or structural, is welcome to make an appointment, which can be repeated. Julia's expertise is on formal aspects of writing and it should be stressed that she is not employed to comment on *content*. Given that wider remit, however, she can offer help at the micro-level of sentence and paragraph construction, on bibliographical methods, or with queries about structure and planning. Normally, each appointment lasts 50 minutes, and, to repeat, is strictly confidential in nature.

Appointments are made in advance by e-mail at: julia.hollander@rleducation.org.uk

This is YOUR service so please don't hesitate in making an appointment!

*The Royal Literary Fund (RLF) is a UK charity that places writers in universities to help students develop their writing. The principal aim of the RLF Fellow's work is to foster good writing practice across disciplines. Students meet the Fellow on a purely voluntary basis, although they may initially be responding to a tutor's recommendation. In the experience of RLF Fellows and partner institutions, students benefit by learning about good writing practice from a professional author.

Computing & Common Room Facilities

A common room with kitchen facilities is available for graduate use in 47 Wellington Square.

There is one PC in the common room, and one PC in the ground floor workspace opposite the Graduate Common Room in 47 Wellington Square. The Graduate Workspace also has desk space for six students to work using their own laptop. Your University card should automatically allow you access to both these rooms.

There is another computer room for Modern Languages students on the second floor at 47 Wellington Square. It contains 1 PC connected to a laser printer for high-quality printing. All the computers are connected to the University network for services such as e-mail. There is also desk space for five students to work using their own laptop.

If you wish to use the computer facilities please contact our IT team at it-support@mod-langs.ox.ac.uk for log-in details.

IT Services run regular courses which students are encouraged to attend. Details and support for any other IT issues can be on the [IT Services website](#).

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 a specified period not exceeding one year at a time. To apply for a suspension please complete a GSO.17 form, available from the [graduate forms web page](#), and submit it to the Graduate Studies Administrator. If the application is approved, the student will not be liable to pay fees during the period of suspension and will automatically resume their former status at the end of the period. No student may be granted more than six terms' suspension of status unless there are exceptional circumstances.

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 GSO.17a form 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 GSO.28 form available on the [graduate forms webpage](#). This application will require

the support of your current (and, if necessary, future) supervisor and the approval of your college. The completed application form should be submitted to the Graduate Studies Office. 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](#).

For the examination of research degrees, or in relation to transfer or confirmation of status, your concern should be raised initially with the Director of Graduate Studies. Where a concern is not satisfactorily settled by that means, then you, your supervisor, or your college authority may put your appeal directly to the Proctors.

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](#), the Oxford SU's Student Advice Service and Nightline. Oxford SU also runs a [series of campaigns](#) to raise awareness and promote causes that matter to students. 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. Some opportunities are bespoke and developed in-house; others are provided through external partners, student support services or in partnership with faculties. The programme serves all the faculties of the Humanities Division and any researchers working in Humanities-related subject areas.

The aims of the programme are:

- To train our postgraduate students and postdoctoral researchers to become research leaders of the future
- To empower postgraduate students and postdoctoral researchers to become pioneers in a range of careers and professions, within and beyond the sphere of higher education
- To enhance our postgraduate students' and postdoctoral researchers' disruptive voice as active citizens who are confident speaking truth to power, and as ambassadors for the Humanities

Experiential, hands-on learning is fundamental to our approach, with student-led and early career researcher-led initiatives and projects being generated and supported through a range of funds and initiatives such as the AHRC-TORCH Graduate Fund, Student Peer Review College, and the annual Public Engagement with Research Summer School. All of these mechanisms are in turn run (with support from the Researcher Development and Training Manager) by early career researchers themselves.

How to get involved:

The Humanities Researcher Development and Training Programme is open to all postgraduate students (Master's and DPhil) and early career researchers (including college appointments and those on teaching-only contracts) in the Humanities Division.¹ An extensive programme of opportunities runs throughout the academic year, arranged into a number of 'pathways':

Business and Entrepreneurship – pitch an idea to the Humanities Innovation Challenge Competition and win £2,000, or find out what history can teach us about entrepreneurship through the Said Business School's series of lectures on 'Engaging with the Humanities'

Career Confidence – explore your options, develop your CV, draft cover letters for roles within or beyond academia, practise fellowship interview techniques, enhance your digital profile or learn how to give a teaching presentation. We work closely with the Careers Service, who offer tailored support for postgraduate and postdoctoral researchers (see below)

¹ Postgraduate students in social sciences who are in receipt of AHRC funding are also eligible to participate.

Digital Humanities – learn how to encode text, 3D-scan museum objects and write code, or participate in the world-leading Digital Humanities at Oxford Summer School

Heritage – network with industry leaders in the heritage sector, learn how to set up a research collaboration with a heritage organisation, take a tour of a museum under development with a lead curator, or contribute to [Trusted Source](#), the National Trust’s research-led online knowledge bank

Public Engagement with Research – create a podcast, practise on-camera interviews, learn the techniques of ‘storytelling’ when talking about your research, apply for funding to support a public engagement project for your research through the Graduate Fund.

Preparation for Academic Practice – attend workshops on writing journal articles, preparing for the DPhil viva, organising a conference, or using EndNote. Pitch your idea for a monograph to editors from world-leading publishing houses, and prepare a fieldwork application for ethical review.

Creative Industries – participate in workshops led by organisations in the creative industries, develop a research collaboration, or learn about career opportunities in this sector

Teaching – build on the training offered by your faculty (Preparation for Learning and Teaching at Oxford) and gain accreditation to the Staff and Educational Development Association by enrolling in [Developing Learning and Teaching](#) seminars. Attend workshops on applying your teaching experience to the job application process, or learn how to teach with objects at the Ashmolean Museum.

All our events and opportunities are **free** to attend, and a number of workshops, particularly those in the ‘Preparation for Academic Practice’ pathway, are repeated each term. See the [researcher training](#) web pages for the calendar of upcoming events and for more information about the programme. You can also email the Humanities Researcher Development and Training Manager, Caroline Thurston, at training@humanities.ox.ac.uk if you have any queries.

Support for Research Students from the Careers Service

Doing a research 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. The **Resources Room** in the Careers Service building (56 Banbury Road, open 09:00 – 17:00, Monday to Friday) stocks leaflets, briefings and relevant career-related matters, including books on securing work in the academic job market and other sectors, or negotiating a change in direction.

Our **termly programme of workshops** caters specifically for researchers and focus on career design and development, networking, CV writing, job applications and interviews, and more. See our programme and book places via the CareerConnect calendar. And don’t miss our ***Insight into***

Academia programme, which gives insider perspectives on becoming an academic and the steps required to keep you there, along with tips to maximise your chances of application success.

If you're looking to boost your skill set, consider taking part in the [Researcher Strategy Consultancy](#), which provides early career researchers with an opportunity to develop the core employability skills required for independent consulting in any field or a transition into analytical, business or policy roles in the public and private sector.

Research students are also eligible for the fantastic opportunities to explore different work sectors and roles offered through our [summer internships](#) and [micro-internships](#) programmes; see the [Internships Office](#) pages for more information on these.

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.