

FACULTY OF  
**MEDIEVAL  
AND  
MODERN  
LANGUAGES**



**THE HANDBOOK  
FOR TAUGHT-COURSE GRADUATE STUDENTS  
IN MEDIEVAL & MODERN LANGUAGES**

# **YIDDISH STUDIES 2023-24**

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## INTRODUCTION

Welcome to 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 the **Master of Studies in Yiddish Studies**. This handbook applies to students starting in Michaelmas 2023 and may be different for those starting in other years. Don't 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 any questions or concerns, you should contact the following people:

- The Director of Graduate Studies
  - Professor Katherine Ibbett, Trinity College: [dgs@mod-langs.ox.ac.uk](mailto:dgs@mod-langs.ox.ac.uk)
- The Director of Masters Courses
  - Professor Andrew Counter, New College: [dmc@mod-langs.ox.ac.uk](mailto:dmc@mod-langs.ox.ac.uk)
- Course Convenor of Yiddish Studies
  - Professor Kerstin Hoge, St. Hilda's College [kerstin.hoge@mod-langs.ox.ac.uk](mailto:kerstin.hoge@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](mailto:graduate.studies@mod-langs.ox.ac.uk)
- Your Special Subject Tutors
- 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](http://www.mod-langs.ox.ac.uk/graduate/graduate-network).

Overall responsibility for graduate studies 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 3<sup>rd</sup> week, and reports to the Faculty Board, which meets on Monday afternoons in the 2<sup>nd</sup> and 8<sup>th</sup> weeks. The Board appoints the Director of Graduate Studies and the Director of Masters Courses. 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 – see the Examination Regulations relating to the [MSt in Yiddish Studies](#). 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 (0<sup>th</sup> 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, Inespera 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 supervisor(s) will submit a report on your academic progress. To facilitate this reporting, the University operates Graduate Supervision Reporting (GSR) in eVision. Within this system, you also have the opportunity to contribute to your termly supervision reports by reviewing and commenting on your own progress.

You are strongly encouraged to take the opportunity to review and comment on your academic progress, any skills training you have undertaken or may need to undertake in the future, and on your engagement with the academic community. When reporting on academic progress, you should review progress during the current term, and measure this progress against the timetable and requirements for the specific programme of study on which you are engaged. You should also reflect on the skills required to undertake the work you intend to carry out, and mention any skills you do not already have or you may wish to strengthen through undertaking training. Your General Supervisor should discuss these reports with you, as they will form the basis for feedback on your progress, for identifying areas where further work is required, for reviewing your progress against an agreed timetable, and for agreeing plans for the term ahead. **Students are asked to report between weeks 7 and 9 of term.** Once you have completed your sections of the online form, it will be released to your supervisor(s) for completion. When the supervisor's sections are completed, you will be able to view the full report, as will the Director of Graduate Studies and your College Advisor. Directors of Graduate Studies are responsible for ensuring that appropriate supervision takes place, and this is one of the mechanisms they use to

obtain information about supervision. College advisors are a source of support and advice to students, and it is therefore important that they are informed of your progress, including concerns (expressed by you and/or your supervisor).

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



## TAUGHT COURSES IN YIDDISH STUDIES

A postgraduate taught course in Yiddish 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 course:

### **Master of Studies in Yiddish 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.

The MSt 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.

### **Supervision**

Your General Supervisor will oversee your work and advise you on your dissertation. You should also feel free to consult, through your Supervisor, any member of the Faculty or the wider University whose advice might be useful.

### **Research Ethics**

The University is committed to ensuring that its research involving human participants is conducted in a way that respects the dignity, rights, and welfare of participants, and minimises risk to participants, researchers, third parties, and to the University itself. All such research needs to be subject to appropriate ethical review. More information can be found at the [Research Ethics website](#) and an online training course can be accessed on [Canvas](#).

## MASTER OF STUDIES (MST.) IN YIDDISH STUDIES

**Course Length:** 9 months, full-time (1 academic year)

This MSt is designed to enhance the linguistic proficiency, academic competence, and cultural literacy of aspiring scholars, instructors, and educators in the field of Yiddish language and literature. The course offers a variety of subjects dealing with the language and literary culture of both pre-modern and modern Ashkenazi societies. The options are taught by Yiddish specialists working at the University and at the Oxford Centre for Hebrew and Jewish Studies.

### **All candidates are required to present:**

- (i) Component A: Two Yiddish core options, examined by 'take home' examination
- (ii) Component B: An option subject usually examined by submission of a 5,000-7,000 word essay.
- (iii) Component C: A dissertation of 10-12,000 words.

## **I) Component A – Yiddish Core Options**

All students will take the two Yiddish core options entitled:

- i) History of Yiddish Language
- ii) Modern Yiddish Literature, 1864-1939

Option i) will be taught in Michaelmas Term. Option ii) is taught in Hilary Term. Assessment of these subjects is by 'take-home' examination, one of which must be submitted by Friday of Week 9 of Hilary Term and one by Friday of Week 1 of Trinity Term. The examination papers will be distributed on the Friday of the preceding week.

## **ii) Component B – Option Subject**

Students will also choose one special subject from the options offered for the MSt in Modern Languages (<https://www.mod-langs.ox.ac.uk/graduate/mst-modern-languages>)

The subject is examined by submission of an essay of 5,000 – 7,000 words, to be submitted at the end of Hilary Term.

*Please note that not all options will be available in all years. Applicants will be advised further on this during the admissions process.*

## **iii) Component C – Dissertation**

Students will complete a dissertation of approximately 10,000 words and not more than 12,000 words on a subject proposed by the candidate in consultation with the supervisor and approved by the Director of Graduate Studies on behalf of the Board of the Faculty of Medieval and Modern Languages. Candidates shall seek approval (by application to the Modern Languages Graduate Office at 41 Wellington Square) for the proposed topic of their dissertation no later than the end of Week 4 of Hilary Term. The supervisor and others are permitted to give bibliographical help during the preparation of the dissertation and to discuss drafts.

The dissertation is to be submitted not later than noon on Friday of Week 8 of Trinity Term.

## 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), “MO” (Method Option) 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, Special Subject tutor(s), or dissertation 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](#).

### **Future Study**

The MSt. in Yiddish Studies might be an appropriate introduction to graduate work for someone proposing to write a DPhil thesis within the area of Yiddish Studies.

## ASSESSMENT – GENERAL POINTS

### Language

Work for the MSt. and MPhil. in Yiddish 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. Students should contact the Graduate Studies Office for more information on the procedure for making such an application.

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

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).

### Examination

Students for the MSt. in Yiddish Studies are examined entirely on the basis of submitted work. The examinations are conducted by a board of appointed examiners whose membership changes every year. There is also an External Examiner from another university.

Although the External Examiner will whenever possible be a comparatist, they cannot normally be expected to offer expert advice on more than one or two of the numerous literatures studied in the MSt and MPhil. Although they will supply such advice whenever possible, the External's role is mainly to moderate submitted work in order to ensure that it follows uniform criteria of argumentative coherence, clarity, and scholarly presentation. The External will expect to sample Special Subject portfolios, method essays, and dissertations, including examples of work provisionally assigned the highest and lowest marks, and work that is on the pass/fail, pass/merit, and merit/distinction borderlines.

You must formally enter for your examinations 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). If in doubt, consult the Tutor for Graduates in your college. Failure to enter for your examinations within the requested time frame will incur a monetary fine.

Your exam submissions will be double-marked by two examiners. Should there be any substantial disagreement between the two markers, the External Examiner will adjudicate. The examiners will take into account the stage in your course at which the essays were written, and also the need to ensure that the work of different students is marked to a consistent standard. If you wish the examiners to take into account any medical problems you may have suffered, you must consult the Proctors via the Tutor for Graduates at your college.

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, mistakenly thinking of undergraduate courses, may not realise until too late that a graduate course demands continuous and sustained effort throughout one's residence at Oxford to prepare adequately for all options, as well as writing a thesis, 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

## Late Submissions

The *Examination Regulations* state that where a candidate wished 'on some reasonable grounds' to submit a 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.**

<b>Lateness:</b>	<b>Penalty</b>
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

## 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 Special Subject tutor, or dissertation 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.**

<b>Method/Theory Essay, Special Subject Portfolio, Dissertation:</b>	<b>Penalty</b> <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

## **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, progression, resits, penalties for late submission, and penalties for over-long work. The conventions can be found on the Faculty Canvas page.

## **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.'<sup>1</sup>

Or, you might paraphrase:

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

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.'<sup>3</sup>

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.

Note that the use of AI-generated text in any submission will be regarded as plagiarism. The use of AI language models as research tools is strongly discouraged for students on Modern Languages graduate programmes.

### *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 DATES – MSt YIDDISH STUDIES**

### **Friday, Week 4, Michaelmas Term**

- Submit proposed special subject (Component B) option to Graduate Office.

### **Friday, Week 8, Michaelmas Term**

- Formally enter for examinations (via your college).

### **Friday, Week 4, Hilary Term**

- Submit proposed dissertation (Component C) topic to Graduate Office.

### **Noon on Friday, Week 9, Hilary Term**

- Submission of first core Yiddish paper (Component A).
- Submission of special subject essay (Component B).

### **Noon on Friday, Week 1, Trinity Term**

- Submission of second core Yiddish paper (Component A).

### **Noon on Friday, Week 8, Trinity Term**

- Submit dissertation (Component C).

**Please note: It is *your* responsibility to submit work in accordance with this schedule. You should not rely on reminders from your Special Subject tutors, dissertation 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 Special Subject tutors, dissertation supervisor, the Director of Masters Courses, and the Graduate Studies Office for advice in Michaelmas term. Applications should normally be made in the first two submission rounds (November or January). While applications may be allowed after this date, these cannot be considered for funding support. Admission to the DPhil 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 Special Subject tutors, dissertation 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 about the 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 representative 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 is a successful writer who has published non-fiction books and three radio plays, as well as extensive journalism. She 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 to Julia at: [julia.hollander@rlfeducation.org.uk](mailto:julia.hollander@rlfeducation.org.uk)

She will respond with all the necessary details and an online calendar to fix a time.

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](mailto: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 on the [graduate forms webpage](#), 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.

Prior to returning from a period of suspension, students are required to complete a GSO.17a and submit it to the Graduate Studies Administrator. 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.

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.

## 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.

## 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.<sup>1</sup> 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)

**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

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

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**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, or participate in the annual [Public Engagement with Research Summer School](#)

**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](mailto: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 9 am – 5 pm, 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.