The University of Manchester

Faculty of Humanities

School of Arts, Languages and Cultures

MA Handbook 2026-27

CLASSICS, ANCIENT HISTORY, ARCHAEOLOGY & EGYPTOLOGY

Please Note:

Information relevant to all postgraduate taught programmes in the School of Arts, Languages and Cultures (SALC) can be found in the Student Handbook, which should be read and used as a reference in conjunction with this Handbook. The SALC Student Handbook is available at:

https://livemanchesterac.sharepoint.com/sites/UoM-SALC-STUDENT-COMM/SitePages/School-of-Arts,-Languages-and-Cultures-Handbook.aspx

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Classics, Ancient History, Archaeology & Egyptology

1. Welcome and Introduction to Classics, Ancient History, Archaeology and Egyptology

Welcome to the Department of Classics, Ancient History, Archaeology and Egyptology at the University of Manchester! You have joined one of the UK's largest and liveliest communities of postgraduate students in Classics, Ancient History, Archaeology and Egyptology, and we are delighted that you have chosen to continue your study of the ancient world with us.

The study of the civilisations of ancient Greece and Rome has a long and distinguished history at the University of Manchester. The subject has been taught here since the foundation of Owens College (the forerunner of the current University) in 1851; we now number over twenty members of permanent academic staff, further supported by a strong temporary and part-time staff, a vibrant community of some twenty postgraduate students and about 300 of our own undergraduates. We are thus one of the largest and most active centres for the study of the classical world in Europe. We are equally strong on both Greek and Roman sides of the field, in history, literature, language and material culture alike. In addition to our comprehensive coverage of central and canonical subjects, we can show expertise in a number of rarer special fields, including epigraphy and ancient medical writings.

Egyptology, too, has a distinguished history at the University of Manchester. The Manchester Museum houses an extensive collection of Egyptian artefacts, which for many decades has attracted scholars worldwide. Egyptology has been taught online at Certificate, Diploma and now Masters level within the University since 2007: prior to that, it was taught using traditional face-to-face methods through the Department of Continuing Education. Today, we have a student body of about 45 postgraduate students and about 150 other students, taught by four members of permanent academic staff. We are thus the largest Egyptology department by student numbers in the UK, and one of the largest in the world.

One particular focus for the life of the Department of Classics, Ancient History, Archaeology and Egyptology is the weekly research seminar, in which traditionally taught face-to-face MA and PhD students play a full part. This seminar is widely recognised to be one of the most vigorous in Britain. Classics and Ancient History postgraduates have also been prominent in the organisation of graduate conferences, such as the Annual Meeting of Postgraduates in Ancient History (AMPAH), and the Annual Meeting of Postgraduates in Ancient Literature (AMPAL).

Successful postgraduate study and research depend on excellent material resources, a stimulating intellectual environment, and first-class academic support. In Classics, Ancient History, Archaeology and Egyptology at the University of Manchester we offer you all of these in a lively and friendly community of classicists, ancient historians, archaeologists and Egyptologists within one of the UK's top research institutions. We look forward to working with you over the coming year and wish you every success in your studies.

2. Staff in Classics, Ancient History, Archaeology and Egyptology

DR JULENE ABAD DEL VECCHIO

S2.16, Samuel Alexander Building
e-mail: julene.abaddelvecchio@manchester.ac.uk
Latin literature (esp. Statius), intertextuality (esp. in Flavian literature), ancient epistolography.

DR MARY BEAGON

S2.1 Samuel Alexander Building
e-mail: mary.a.beagon@manchester.ac.uk
Cultural and intellectual history of the late Roman Republic and early Empire.

DR INA BERG
(MA CLASSICS & ANCIENT HISTORY PROGRAMME DIRECTOR)

S2.42 Samuel Alexander Building
e-mail: ina.berg@manchester.ac.uk
Dr Berg's research focuses on the Bronze Age Aegean, in particular on aspects of trade and the nature of interaction between Crete and settlements in the Cyclades. Alongside this work, she is interested in island studies, quantitative analysis of pottery and the use of ceramics as a means to express group affiliation and negotiate status.

DR JENNY BRYAN

S2.7 Samuel Alexander Building
e-mail: jenny.bryan@manchester.ac.uk
Ancient Philosophy, especially Plato and the Pre-Socratics; genre in Ancient Philosophy.

PROF STUART CAMPBELL

S2.41 Samuel Alexander Building
e-mail: stuart.campbell@manchester.ac.uk
Prof Campbell is an expert in the archaeology of the Near and Middle East. In the past he has directed field projects in Syria and Northern Iraq. Since coming to Manchester he has been co-director of a programme of excavation and fieldwork at Domuztepe in south-eastern Turkey, a major sixth-fifth millennium site that is adding to knowledge of the emergence of early complex societies in the Near East. He is now planning a new project in south Iraq. He also works on the social meanings of pottery, scientific archaeology and the use of computers in archaeology.

PROF HANNAH COBB

S2.9 Samuel Alexander Building
e-mail: hannah.cobb@manchester.ac.uk
Dr Cobb works on a range of areas – she is interested in the role of fieldwork within the undergraduate degree and the development of interpretive methodologies within field practice. She also works on the theory and philosophy of archaeology and the archaeology of the Mesolithic-Neolithic in Britain and Europe. She currently directs the Ardnamurchan Transitions Project: an excavation project in Western Scotland which is investigating social transitions from prehistory to the present on the Ardnamurchan Peninsula. She is happy to supervise or provide technical support in any research area.

DR BRIAN COSTELLO

Samuel Alexander Building (office TBC)
e-mail: brian.costello@manchester.ac.uk
Medieval archaeology, Anglo-Saxon archaeology, pedagogy

DR ALBERTO ESU

S2.12 Samuel Alexander Building
email: alberto.esu@manchester.ac.uk
Ancient Greek politics, culture and history, especially the political and legal institutions of Greek *poleis* of the Classical and Hellenistic periods.

DR ANDY FEAR

S2.10 Samuel Alexander Building
e-mail andrew.fear@manchester.ac.uk
The history of the Roman Empire; Roman provincial history, especially Britain and Spain; the Roman army in the Roman and Visigothic periods; early Christianity.

PROF MELANIE GILES

S2.35 Samuel Alexander Building
e-mail: melanie.giles@manchester.ac.uk
Dr Giles specialises in the late Bronze Age - late Iron Age archaeology of Britain, Ireland and North-West Europe. Her particular interests include archaeological approaches to identity, landscape and material culture. She specialises in funerary archaeology, violence and warfare, and she is the author of the monograph 'A forged glamour: landscape, material culture and identity in the Iron Age'. She is also interested in Celtic art, prehistoric figurines and archaeological representation.

DR ADRIEN GRAMPS

S2.34 Samuel Alexander Building
email: adrien.gramps@manchester.ac.uk
Latin literature, especially Hellenistic and Roman poetry, Augustan literature; literary theory.

DR DUNCAN KEENAN JONES

S2.36 Samuel Alexander Building
Email: duncan.keenan-jones@manchester.ac.uk
Classical Archaeology; climate in the ancient world; indigenous material culture of Australasia

PROF CHRISTIAN LAES

S2.15 Samuel Alexander Building
e-mail: christian.laes@manchester.ac.uk
Roman history; social history
On academic research leave, sem. 2.

DR LEAH LAZAR

S2.34 Samuel Alexander Building
Email: leah.lazar@manchester.ac.uk
Ancient Greek politics, culture and history, especially Athenian Empire, Asia Minor and numismatics.

PROF PETER LIDDEL
(HEAD OF DEPARTMENT)

S1.14 Samuel Alexander Building
e-mail: peter.liddel@manchester.ac.uk
Greek political and social history; Attic oratory, especially post-Social War; Greek inscriptions; 19th-century historiography; ancient Greek historiography.

DR RUTH MORELLO

S.2.40 Samuel Alexander Building
e-mail: maria-ruth.morello@manchester.ac.uk
Greek and Roman historiography, especially Livy; Augustan literature, Roman national identity and imperial ideology; ancient epistolography, especially Pliny and Cicero. *On academic leave 2024-5.*

DR LAURA NASTASI (SEM. 1)

S2.12 Samuel Alexander Building
email: laura.nastasi@manchester.ac.uk
Greek history and culture; ancient linguistics, especially bilingualism

DR NICKY NIELSEN

Samuel Alexander Building
e-mail: nicky.nielsen@manchester.ac.uk
Egyptian archaeology and the material culture of New Kingdom Egypt, with emphasis on ceramics and craft production.

DR TOM PHILLIPS

S2.8 Samuel Alexander Building
e-mail: thomas.phillips@manchester.ac.uk
Ancient literary scholarship and criticism; ancient commentaries on the *Iiiad*; Greek and Latin lyric; Hellenistic poetry.

PROF PETER PORMANN

S.2.12 Samuel Alexander Building
e-mail peter.pormann@manchester.ac.uk
Ancient Medical writings, the Graeco-Arabic tradition.

PROF ALISON SHARROCK

e-mail: alison.sharrock@manchester.ac.uk
Latin poetry, particularly Ovid and Augustan poetry, comedy, Lucan; genre, intertextuality and critical theory.
On academic leave until Sept 2027.

DR KATHERINE SLINGER

2.33 Samuel Alexander Building
e-mail: Katherine.slinger@manchester.ac.uk
Egyptian tomb architecture and decoration, Middle Kingdom Theban necropolis (esp. tomb distribution).

DR SILVIA SPERIANI

S1.9 Samuel Alexander Building
e-mail: silvia.speriani@manchester.ac.uk
Latin literature, especially Horace, Pliny and Petronius; visuality and the gaze in ancient literature

DR JOHN TAYLOR

Samuel Alexander Building S 2.43
e-mail: john.taylor-4@manchester.ac.uk

Dr Taylor is one of the country's foremost experts in the teaching of Greek and Latin. He is the author of numerous textbooks for learning the classical languages at all levels, including *Latin Beyond GCSE* and *Greek Beyond GCSE,* and co-author of *Writing Greek: An Introduction to Writing in the Language of Classical Athens*, as well as of collections of *Greek Stories* and *Latin Stories* for use alongside his own *Greek to GCSE* and *Latin to GCSE* textbooks. He is also co-Director of the annual JACT Ancient Greek Summer School at Bryanston.

PROF JULIAN THOMAS

S2.37 Samuel Alexander Building
e-mail: julian.thomas@manchester.ac.uk
Prof Thomas works on the archaeology of Neolithic Britain and Europe, the theory and philosophy of archaeology, and the status of archaeology as a discourse of modernity. He has conducted fieldwork on a series of Neolithic ceremonial sites in Dumfries and Galloway, SW Scotland, and

	more recently co-directed the Stonehenge-Riverside Project. His publications include Time, Culture and Identity (Routledge, 1996), Understanding the Neolithic (Routledge, 1999) and Interpretive Archaeology: A Reader (Leicester 2000), and Archaeology and Modernity (Routledge, 2004). He is interested in supervising research in any related area. *On academic research leave, sem. 1.*
DR MANOS TSAKIRIS	S2.15 Samuel Alexander Building email: manos.tsakiris@manchester.ac.uk Greek and Latin literature. Specialist interests in Hellenistic poetry and Imperial Greek epic.
DR HUW TWISTON DAVIES	S2.6 Samuel Alexander Building Email: huw.twistondavies@manchester.ac.uk Egyptian literature, language, and textual culture, textual transmission in ancient Egypt, the Book of the Dead, the New Kingdom, and Egyptian religion.
PROF JOYCE TYLDESLEY	S2.33 Samuel Alexander Building Email: Joyce.Tyldesley@manchester.ac.uk The royal women of ancient Egypt from Neithhotep to Cleopatra; the history of Egyptology, and reception.
ADMINISTRATOR	Melissa Foster. Email: salc-courseunits@manchester.ac.uk

3. Programme Aims and Learning Outcomes

MA Classics and Ancient History

The following Aims and Objectives are pursued in the MA in Classics and Ancient History:

Aims

i. To offer a taught postgraduate Programme that introduces a wide range of Classical specialisms (especially in the Core course-unit), together with a flexible range of options which enable the construction of coherent individualised Programmes.

ii. To familiarise students with fundamental and up-to-date approaches in classics and ancient history across a wide range of historical and/or literary theories, especially through the designated core course.

iii. To offer postgraduate students the opportunity to learn or continue to learn Latin and/or Greek at a level appropriate to their previous experience and in such a way as to enhance their advanced study of Greek and Roman history, literature, and culture.

iv. To develop students' fluency in presenting sophisticated ideas on a range of themes, both orally and in writing.

v. To enhance the ability of students to work as autonomous scholars and enable students to follow their own intellectual agenda by comparing methodological approaches.

Learning Outcomes

On successful completion of the MA in Classics and Ancient History, students will be able to:

i. engage critically with relevant historical and/or literary and/or philosophical theory and its application to the study of classics and ancient history.

ii. analyse ancient histories and/or literatures and/or philosophy in their broader context, and (where appropriate) in a comparative context.

iii. understand how classicists and ancient historians have analysed classical literature, history and philosophy, drawing on a wide range of written and non-written primary sources.

iv. command and use appropriately ancillary skills in an appropriate ancient language (or languages).

v. select insights and approaches from one period, region, genre, discipline or language and apply them to another; undertake wide-ranging critical and sophisticated reviews of scholarly literature and develop an independent and comparative perspective; develop analytical skills which can be applied to primary or secondary material; formulate a research-question based on scholarly literature at the forefront of the disciplines studied and adopt an appropriate method for addressing and answering that question; synthesize in a meaningful and incisive manner a wealth of information gathered and analysed through independent research.

vi. locate, retrieve and assimilate relevant information from primary and secondary sources; compile systematic bibliographies and to present them according to scholarly conventions; use language-skills appropriately.

vii. articulate and develop informed and reasoned argument in written form; organise their own learning through self-management, and work to deadlines; use ICT for research and presentation purposes; display fluent presentation skills orally; demonstrate the ability to work in a group.

4. Programme Structure

MA Classics and Ancient History

We offer a single (very flexible and wide-ranging) MA Programme in Classics and Ancient History, the structure of which reflects the broad interdisciplinary nature of the subject area, which includes Latin and Greek language, the history of Greek and Roman antiquity from archaic times to the beginning of the Middle Ages, and Greek and Roman literature, culture, art, and philosophy. Students develop their pathways through the Programme in consultation with the Postgraduate Programme Director in Classics and Ancient History, in such a way as to achieve both coherence of structure, the furtherance of their own interests, and preparation for the future.

The usual structure of the Classics and Ancient History MA Programme is as follows.

OVERALL STRUCTURE

1.	Research Training at Dept. level: “The Study of the Ancient World”	30 Credits
2.	One or two languages (usually Latin and/or Greek)	15-30 Credits
3.	Four/Five optional course-units (15 Credits each)	60-75 Credits
4.	Dissertation	60 Credits

Total 180 Credits

THE ELEMENTS IN GREATER DETAIL

1. Research Training

“The Study of the Ancient World”

This course-unit – affectionately known as the ‘core seminar' – is compulsory for all MA (and 1st-year PhD) students in Classics and Ancient History (CAHAE). It consists of a weekly 2-hour seminar, convened and chaired by a member of staff. Semester 1 is dedicated to research preparation as well as exploring and deepening our knowledge of different sub-disciplines within the broad field of Ancient History and Classis. In Semester 2, MA students give an oral seminar paper on a subject of their choice, and then field questions and comments in a discussion of their paper in which all participate. An MA student’s seminar paper is normally on a topic related to their dissertation (the topic is subject to the convener’s approval). Semester 2 will also help prepare MA students for future careers.

Assessment is based equally on the oral presentation + discussion (50%) and on the written-up version of the seminar paper (50%) which is submitted not later than 3 weeks after the oral presentation in Semester 2. The first marker is normally the convener. In addition, there are 2 formative assessments (i.e. not marked) to be completed in Semester 1.

2. Language

Students must choose either 15 or 30 credits of language course-units, that is to say, Latin and/or Greek at the appropriate level. If a student has already reached a very advanced level in both Latin and Greek, then they will take an alternative language option appropriate to their research interests (this might, for example, be a Directed Reading unit in textual criticism or palaeography; in certain circumstances, it might be appropriate for a student to study a non-Classical language). Any such alternative arrangements should be discussed with the Programme Director, and must be approved by the Programme Director.

Students who are beginning their study of Latin or Greek are expected to enrol on both Intensive 1 *and* Intensive 2 (30 credits in total). Students cannot begin both Latin and Greek during their MA programme.

A student who wants both to continue their study of Latin/Greek at an Advanced Level *and* to begin their study of the other Classical Language (by taking our 'Intensive' courses) will normally be expected to enrol on Intensive 1 and 2 (30 credits), and to take the 'Advanced' unit not-for-credit (as an auditor).

3. Four/Five optional course-units

Students may choose from any of the non-language MA course-units offered by the Department of Classics & Ancient History (that is: units with a 'CAHE 6xxxx course code).

'Directed Reading' units are available and are normally linked to an upper-level undergraduate unit in a relevant subject with specialist MA seminar enhancement sessions. Any student interested in taking a 'Directed Reading' unit should consult the Programme Director at the earliest possible opportunity.

It is possible to take one MA unit in another subject area (such as Religions & Theology, or History). Some non-CAHE units are 'pre-approved' for CAHE MA students: these will appear on the list of CAHE MA units, and can be chosen by any students. Students who wish to take any other non-CAHE MA unit should seek the permission of the Programme Director before making their course selections.

Assessment: Classics and Ancient History course-units, other than language course-units, are typically assessed on the basis of a formally written-up 3,000-word essay (or two or more written assignments totalling 3,000 words). **Note, however, that a course-unit taken in a subject area other than Classics & Ancient History is subject to the rules of assessment of that subject area.**

5. Prizes and Travel Grants

(1) Prizes

The following prize is awarded by the Examination Board in Classics, Ancient History, Archaeology and Egyptology; all eligible students will be considered for it (there is no separate application procedure).

Alexander Hope Kyd Prize (MA)

This prize is awarded for an outstanding performance by an MA student in the Department of Classics, Ancient History, Archaeology and Egyptology. The value of the prize will be £50. The prize may be awarded for the best all-round performance, or for an outstanding individual essay or examination.

(2) Awards for Travel and Other Activities

The Department also makes awards to students who wish to undertake travel (or other) activities which will enhance their study of Classics & Ancient History. Students are able to apply to two funds:

(a) The Mrs Anderson Fund, **for travel within the United Kingdom**. This fund supports student travel to or participation in activities related to their study of Classics & Ancient History. Such activities might, for example, include: a visit to a museum or classical site; travel to or tickets for a production of Greek/Roman drama; attendance at a conference or seminar. Grants will normally be in the region of £25-£75.

(b) The Travel Fund. This fund

(i) provides grants to CAHAE students who wish **to visit Classical sites abroad**. This could be an independent visit to one or more Greek or Roman sites (outside the UK); applications can also be made to support participation in a summer school or training course (for example, courses run by the British Schools at Athens or Rome), or a relevant archaeological project.

(ii) provides grants to students who wish to enrol in a Summer School in Greek or Latin language.

The deadlines and procedures for applying to both of these funds will be advertised to all students each year; enquiries can also be directed to the Head of Department.

6. Style Guidance for Classics & Ancient History MA Students

It is *vital* that you take the instructions below seriously, as standard of presentation is one of the criteria for assessment of all pieces of written work, whether a first-year undergraduate essay or a Ph.D. thesis. There are many alternative sets of conventions for presentation, and one example, notable for its clarity and economy, is described in detail below. **You are strongly advised to adopt the system detailed below**, but you may use another, provided you follow two Golden Rules: **FIND A SYSTEM THAT SUITS YOU, AND STICK TO IT!** And, whatever set of conventions you decide to use, **BE CONSISTENT, AND ATTEND ESPECIALLY TO USE OF PUNCTUATION, SPACES, PARENTHESES AND ITALICS**.

GENERAL CONVENTIONS

Bibliography

You should have at the end of your piece of work a **bibliography** listing all the items of modern scholarly literature referred to in your text or notes. Items should be listed alphabetically by author's surname. There is no need to list works of ancient literature (e.g. Homer or Virgil) in your bibliography, although you should list any translations or commentaries which you have used, and you should also list ancient editions in cases where different editions offer significantly different versions or numberings of texts. It is often helpful to list these ancient texts (etc.) in a separate section of your bibliography. (For references to ancient authors, see below.)

Bibliographical entries for books, essays in edited collections, and journal articles follow distinct conventions. *In each, note in particular the use of punctuation, spaces and parentheses. Always put a space after a punctuation mark*. For **books**, give author's surname and initials, date of publication in parentheses, *title in italics*, and place of publication, e.g.:

Langslow, D. R. (2000). *Medical Latin in the Roman Empire*. Oxford

For **essays in edited collections**, give author's surname and initials, date of publication in parentheses, the title of the article in quotation marks, the name(s) and initials of the editor(s) followed by '(ed(s).)', *the title of the book in italics*, the place of publication (in parentheses), and finally the page numbers, e.g.:

Sharrock, A. R. (2002). 'An Amusing Tale: Gender, Genre, and Ovid's Battles with Inspiration in the *Metamorphoses*', in E. Spentzou and D.P. Fowler (eds.), *Cultivating the Muse: Power, Desire, and Inspiration in the Ancient World* (Oxford), 207-27

For **journal articles**, give author's surname and initials, the year of the journal, the title of the article in quotation marks, *the (abbreviated) title of the journal in italics*, the number of the journal, and the page numbers, e.g.:

Gibson, R. K. (1999). 'Aeneas as *hospes* in Vergil, *Aeneid* 1 and 4', *CQ* 49: 184-202

Note that titles of journals are often abbreviated in bibliographies, e.g. *Classical Quarterly* is shortened in the above example to *CQ*. You should *either* write out the name of the journal in full in your bibliography, *or* abbreviate it according to the system outlined in the

opening pages of any recent number of *L'Année philologique* (held in the Humanities Periodicals in the UML, or available online at http://www.annee-philologique.com/files/sigles_fr.pdf).

References and Quotations

If you use an argument from a book or article, this should always be acknowledged. Acknowledgement is made by referring to your source (which you include in your bibliography), and such references should be placed EITHER inside parentheses in your main text OR in a footnote or endnote. **Do not give full bibliographical details each time you make such a reference**. It is enough to give the name of the author and date of publication, e.g.:

In the text: (see Langslow (2000))

In a note: See Langslow (2000).

If you wish to refer only to a certain number of pages within the book or article, give the author, date of publication in parentheses, and the page reference, e.g.:

In the text: (see Gibson (1999) 186-88)

or (see Gibson (1999) 186 ff.)

In a note: See Gibson (1999) 186-88.

or See Gibson (1999) 186 ff.

Avoid constant **quotation** from the same work. It will help you to focus more on your own contribution if you simply summarise the author's views. If you do quote from a modern author, enclose the quotation in quotation marks. Whether summarising or quoting, give the author, date of publication in parentheses, and page reference (in parentheses in your text or in a note, as preferred), as indicated above. ***Failure to give proper acknowledgement of a source that you have used may be deemed to constitute plagiarism*.**

Acknowledgement of Ancient Sources

Ancient sources should always be acknowledged, either in a parenthesis in your text or in a footnote (see above under **References**).

Again, under normal circumstances, avoid constant lengthy quotation from Greek and Roman authors, whether in the original language or in English. For short **quotations from texts** in the original Latin or Greek, use quotation marks (and, for poetry and inscriptions/papyri, diagonal or vertical slashes to indicate line divisions), with the reference to the source following the closing quotation mark. For example, the opening lines of Vergil's *Aeneid* would appear in your main text as: 'arma virumque cano, Troiae qui primus ab oris / Italiam fato profugus Laviniaque venit /litora' (Vergil, *Aeneid* 1. 1-3, *or* V. *A.* 1. 1-3).

For quotations from original texts translated into English, again use quotation marks (and line divisions if the translation has them), with the reference to the source following the final quotation mark. The opening lines of the *Aeneid* (from a translation without line division)

would appear in your main text thus: 'I sing of arms and the man, fated to be an exile, who long since left the land of Troy and came to Italy to the shores of Lanuvium' (Vergil, *Aeneid* 1. 1-3, , *or* V. *A.* 1. 1-3 [or 1.1 ff.]).

If the quotation is longer than about two lines (whether from a modern or ancient source), you should *indent* it in your text without using quotation marks (**do *not* centre the quotation**),and follow it with the reference in parentheses or in a note.

As you see from the Vergil example above, **references to ancient sources** take the form: author's name, *title of work in italics*, followed by the book and chapter/line reference, e.g. Tacitus, *Annals* 3. 71. This system applies also to simple references (i.e. without quotations), as in e.g.: '... as we learn at the very outset (V. *A.* 1. 1-3), Aeneas is an exile, ...'.

If the reference is part of a sentence in your main text, write it out in full, as in e.g.: '… as we saw earlier in Vergil, *Aeneid* 1. 1-3 and Tacitus, *Annals* 3. 71'; otherwise (i.e. if it is in parentheses or in a note), it is usual to abbreviate it (e.g. V. *A.* 1. 1-3; Tac. *Ann*. 3. 71). *Note the punctuation in both*. The **standard abbreviations** of Greek authors and texts are listed in the opening pages of Liddell, Scott and Jones, *A Greek-English Lexicon*; for Latin authors and texts, they are listed in the *Oxford Latin Dictionary*, or in the Index (*editio altera*) to the *Thesaurus Linguae Latinae* (copies of each of these volumes are available in the UML and in the Classics library).

Finally, note that **individual foreign words and short phrases (except in Greek letters)**, may be italicised without quotation marks, especially when you are referring to the word as a word, as in e.g.: '... Latin *cerno* is cognate with Greek κρίνε'.

7. Research Outline Guidance (for Classics and Ancient History MA Students)

The Research Outline is an essential formative piece of preparation for the MA dissertation (please see The SALC Student Handbook for detailed guidance on the dissertation).

We **strongly recommend** that students should make contact with one or more members of the academic staff with appropriate experience in their chosen field for advice and feedback on the proposed research before submitting the written proposal. Contact details and research interests are provided at the start of this handbook.

Aims:

- To help structure the second semester of the MA leading to the writing of a significant research-based dissertation
- To invite students to plan their project in a concise manner with a clear timetable and concrete attainable research objectives
- To enable students to present orally and in written form their research ideas in order to enable them to obtain rapid feedback at an early stage
- To give students the opportunity to develop skills in research design, project management and other transferable skills essential for their future career
- To help students considering further research to draft a potential funding application

Intended Outcomes:

- a well-defined research question
- a clear awareness of sources available to address the question
- a clear awareness of the methodological issues that need to be addressed in the research
- a clear awareness of potential limitations in the source material
- a clear awareness of research planning and timetabling
- correct use of bibliographical conventions applied in the discipline

The Written Research Outline

Written Research Outlines should be submitted following the same guidelines as for other pieces of course-assessed work.

The research outline must consist of a **core document** of 500-750 words followed by an appendix. The core document should state clearly:

- Your reasons for undertaking this project
- The research problems or questions you intend to address
- The research context in which those problems or questions are located. In describing the context, you should refer to the current state of knowledge and any recent debate on the subject.
- The particular contribution to knowledge and understanding in this area that you hope to make. You should explain why the work is important. The fact that an area has not been studied previously is not, in itself, a reason for doing it.
- The methods and critical approaches that you plan to use to address the problems or questions you have set. We don't just need to know what you are going to work on, we need to know how you plan to go about it.

In the **appendix** you should provide supporting information:

- A brief breakdown of the chapters or sections of the thesis. (1 page maximum)
- A timetable of research and writing. (1 page maximum)
- Additional training and preparation you may need, indicating any ethical issues which may arise and could require clearance from the Ethical Committee. (1 page maximum)
- A working bibliography of sources that you intend to use. In the case of unpublished or rare materials you will need to state where these sources are located and how these will be accessed. For example, if you are undertaking an archaeology project, do you need a permit to access a particular site and how will this be obtained? It is sometimes helpful to put forward alternative strategies or approaches if you are aware that problems might arise. (2 pages maximum)

Guidance for the Assessment of the Research Outline

The Research Outline is a crucial formative piece of research to help you develop a strong Dissertation topic. A successful Research Outline will contain all the elements specified above and will demonstrate satisfactorily that this is a viable project capable of being brought to completion in the time available. Most students will find that they will need to reframe and revise their Research Outline several times until they have clearly identified and articulated their Dissertation research plan.

Feedback

You will have a short meeting with the Programme Director to discuss your research outline and any issues which arise from it and will also receive feedback (written or oral) from your Dissertation Supervisor.

Self-Directed Learning

In addition to the elements of organised teaching and learning described above, you are expected to undertake your own programme of self-directed learning and skills acquisition.

This may involve self-directed reading, languages, computer training, attendance at research seminars in other departments, visits to local galleries and museums, voluntary work on excavations or in arts institutions, and many other forms of encounter.

You are encouraged to record and reflect upon these activities in some form or another (e.g. a dedicated notebook or on computer). Particular attention might be paid to noting down difficult or stimulating ideas that prompt you to think about your subject in new (especially unexpected) ways. Such self-directed learning will help you to develop intellectual independence, confidence and creativity.

8. Timetable (MA Classics and Ancient History)

Course unit and timetable information (where available) can be found via My Manchester

NB: All timetables should be regarded as provisional until teaching begins.

9. Student Guidance

All students are assigned an Academic Advisor who is available to deal with academic and pastoral issues.

The Academic Advisor for MA students in Classics and Ancient History is the Programme Director: you should feel free to contact her in her office hours, or by appointment at other times. If you need advice or clarification on any academic matter, do please seek help straight away.

You may, of course, also contact other members of staff in relation to a particular aspect of your research: all members of staff in the department advertise regular office hours. If you would like to discuss anything with a non-academic member of staff, the School has a dedicated Student Support Office, which offers impartial advice on academic, financial and personal issues: you can find their contact details on the School student intranet.

10. Key Dates

Key Dates for Full Time Students

Semester One Coursework	January 2027 (date TBC)
Submission of Written Research Outline	February 2027 (date TBC)
Semester Two Coursework	May 2027 (date TBC)
Resubmitted Coursework	August 2027 (date TBC)
Dissertation Submission	Wednesday 1st September 2027

Key Dates for Part Time Students

NOTE FOR FIRST YEAR PART TIME STUDENTS: All submission dates in your second year will be confirmed in the 2027-28 handbook. All assessment below is required, but some only in your second year.

Semester One Coursework	January 2027 (date TBC)
Submission of Written Research Outline	February 2027 (date TBC)
(2nd year students only)	
Semester Two Coursework	May 2027 (date TBC)
Resubmitted Coursework	August 2027 (date TBC)

Dissertation Submission

September 2025 starters – Wednesday 1st September 2027

September 2026 starters – to be confirmed in 2027-28 handbook

Classics and Ancient History students: Please note that all work should be submitted by 2pm on the deadlines listed above - otherwise late submission penalties are enforced.

***Please also note that some course units may have alternative coursework deadlines to those listed above (particularly those course units that have examinations, formative assignments or smaller preliminary pieces of summative assessment). Please see the individual course unit handbooks for confirmation.**

Late Submission

Please see the School's late submission penalty information in section 9.7 of the SALC Student Handbook

If you are registered on units outside of the School, you should ensure that you are aware of the penalties that will be imposed for late course work submission for that School. Schools may operate different penalty schemes for late submission.