



**UCL**

**MA ANCIENT HISTORY  
MA LATE ANTIQUE AND  
BYZANTINE STUDIES**

**Programme Handbook**

**2013-2014**

Welcome to the Intercollegiate MA in Ancient History/MA in Late and Antique and Byzantine Studies (LABS). This booklet contains details of course regulations and also some guidance on the writing and submission of assessed coursework and dissertation.

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### **Disclaimer**

The information contained in this handbook is believed to be correct at the time of going to press but no guarantee can be given that it will not be amended before the commencement of, or during the course of, the degree programme to which it refers. Students in any doubt about the requirements of the programme should consult the Course Tutor, Dr Riet van Bremen ([r.vanbremen@ucl.ac.uk](mailto:r.vanbremen@ucl.ac.uk)), or the Postgraduate Administrator, Joanna Fryer ([j.fryer@ucl.ac.uk](mailto:j.fryer@ucl.ac.uk)).

### **Note**

This booklet should be read in conjunction with (i) the UCL Registry information for current students ([www.ucl.ac.uk/current-students](http://www.ucl.ac.uk/current-students)), (ii) the UCL History Department booklet *Information for Graduate Students in the Department of History* ([http://www.ucl.ac.uk/history/postgraduatestudy/taughtmasters/useful\\_info](http://www.ucl.ac.uk/history/postgraduatestudy/taughtmasters/useful_info)) and (iii) the UCL Graduate School website at [www.grad.ucl.ac.uk/essinfo](http://www.grad.ucl.ac.uk/essinfo).

## 1. INTRODUCTION

The MA in Ancient History and the MA Late Antique and Byzantine Studies are intercollegiate degree programmes of King's College, Royal Holloway University of London, and University College London, all constituent members of the University of London. The degrees continue the tradition of the long established federal University of London MA in Ancient History in drawing together a wide range of expertise in a flexible but co-ordinated programmes which are particularly designed to equip students with the skills necessary for the study of ancient history or Byzantine history at research level – in language and in the techniques of reading primary source material (papyri, inscriptions, coins, etc) – as well as allowing them to explore those aspects of ancient and late antique history in which they are particularly interested.

The MA in Ancient History and MA LABS are offered as part of a suite of intercollegiate degree programmes that have a similar structure and share a largely common menu of optional modules (the other programme being the MA in Classics). Accordingly, modules within the MAs are available to students registered in any of the participating Colleges, subject to the specific requirements of each degree. The History Department at UCL co-operates with four other departments across the three colleges in the teaching and examining of these degrees:

degree\dept	KCL Depts	RHUL Depts	UCL Depts
MA CI	Classics	Classics	Gr&Lat
MA AncHis	Classics	Classics	History
MA LABS	Classics	History	History

Teaching is conducted in the respective departments of each college as well as at the Institute of Classical Studies, which houses the postgraduate research library in Classics of the University of London. The Institute of Classical Studies and its library are located within the School of Advanced Study on the third floor of Senate House in Malet Street.

The MA in Ancient History and MA LABS cater for students whose primary interests are historical and lie chronologically and geographically within the ancient near east, Mediterranean, and European sphere between about 3,000 BC and AD 1453. Those whose interests are primarily linguistic, literary, or philosophical are encouraged to take the allied MA in Classics. As noted above, these degrees share largely the same menu of optional modules but each has its own specific core requirements. Choices of options are made in consultation with the Course Tutor and each student's programme is devised with a view to academic coherence and, where appropriate, to the student's plans beyond the MA level.

We hope that you enjoy your MA in Ancient History or MA LABS and your time in the UCL History Department. Queries and problems should be directed in the first instance to the Course Tutor for the MAs; should you be interested in continuing your studies to MPhil/PhD level, then please contact the Postgraduate Administrator.

### **Enrolment with the Institute of Classical Studies and MA Induction Session**

After you have registered with UCL, you should also to enrol with the Institute of Classical Studies (at no extra charge) in order to obtain access to the Combined Library of the Institute of Classical Studies and the Societies for the Promotion of Hellenic and Roman Studies. You are also strongly advised to take out membership of either one or

both the Hellenic Society and Roman Society, for which there is a preferential student rate, since this confers the valuable right to borrow books and journals from the Library as well as the added benefit of receiving the journals *JHS*, *JRS* and/or *Britannia* (see [www.sas.ac.uk/icls/](http://www.sas.ac.uk/icls/) for details).

Further information on the modules available in the current session (including additional modules and amendments to the timetable) will be provided at the Institute of Classical Studies' Enrolment and Induction Session, which will take place in Senate House, Chancellors Hall on Tuesday 24 September 2013, from 14.00-17.00. At the Induction each department involved in the MA programmes will be represented by its Head of Department and/or Degree Tutor; other members of staff may also be present. A tour of the ICS Library will be on offer to all students attending induction.

When you enrol, you will be given information about the Institute and its facilities, including the extensive additional programme of research seminars, lectures and meetings held in London during the year in Classical and related subjects (see the on-line *Meetings List* for a calendar of events: <http://icls.sas.ac.uk/institute/meetingslist/> )

## **UCL Ancient History: Staff and their Research Interests**

### **Dr Valentina Arena**

[v.arena@ucl.ac.uk](mailto:v.arena@ucl.ac.uk)

Roman history, especially of the Republican period from the foundation of Rome to the principate of Augustus, with a particular emphasis on the study of politics and political concepts.

### **Dr Simon Corcoran**

[s.corcoran@ucl.ac.uk](mailto:s.corcoran@ucl.ac.uk)

Roman legal history in the late antique and early mediaeval periods. Diocletian and the era of the tetrarchs, Greek and Latin epigraphy.

### **Dr Vivienne Lo**

[v.lo@ucl.ac.uk](mailto:v.lo@ucl.ac.uk)

Social and cultural origins of acupuncture and therapeutic exercise. Manuscript material from Early and Medieval China and the transmission of scientific knowledge along the so-called Silk Roads through to the modern Chinese medical diaspora.

### **Professor Karen Radner**

[k.radner@ucl.ac.uk](mailto:k.radner@ucl.ac.uk)

Cuneiform cultures of the Ancient Near East (third to first millennium BC). The Assyrian Empire (1400-600 BC) and its political, social, economic and religious development. The historical topography of the Middle East and Mesopotamia's legal history.

### **Dr Eleanor Robson**

[e.robson@ucl.ac.uk](mailto:e.robson@ucl.ac.uk)

Mesopotamian, especially Sumerian and Babylonian, history; social history of intellectual life in the Ancient Near East; history of Ancient Near Eastern archeology and Assyriology.

**Dr Benet Salway**

[r.salway@ucl.ac.uk](mailto:r.salway@ucl.ac.uk)

Later Roman history, Greek and Roman epigraphy and onomastics, Roman law, and travel and geography in the Graeco-Roman world.

**Dr Riet van Bremen**

[r.vanbremen@ucl.ac.uk](mailto:r.vanbremen@ucl.ac.uk)

Hellenistic history, with special interest in social, cultural and religious history; Asia minor; Greek epigraphy.

**Professor Hans van Wees**

[h.wees@ucl.ac.uk](mailto:h.wees@ucl.ac.uk)

Social and economic history of early Greece, archaic and classical Greek warfare, and the use of iconographical and comparative evidence in the study of the ancient Greek world.

## **2. DEGREE STRUCTURE AND REGULATIONS**

Although MA in Ancient History and MA LABS are taught as part of an intercollegiate arrangement and its administration governed by the Intercollegiate Programme Steering Committee for the MAs in Ancient History, Late Antique and Byzantine Studies and Classics, as a student registered at UCL, you will be awarded your degree by UCL on successful completion of the course. The degree is subject to the Regulations of UCL and conforms to the Codes of Practice for postgraduate students issued by UCL.

### **General entry requirements**

Upper second BA (Hons) in a relevant subject (or equivalent Overseas qualification); in addition candidates are expected to be able to use authors and sources in one or more ancient languages.

### **Degree structure**

The MA in Ancient History and MA LABS consist of 180 credits spread over one full calendar year (for full-time students) from September to September: taught modules to the value of 120 credits (usually three of 40 credits each but half-unit [20 credit] modules may be taken) that run in the Autumn and Spring Terms and a dissertation worth 60 credits written over the Summer Term and Summer Vacation.

**Students on the MA in Ancient History take:**

**i. a mandatory taught core module HISTGA01: *Sources and Methods in Ancient History***, taught in 20 two-hour seminars over the Autumn and Spring Terms: 40 credits, assessment by two coursework essays of c. 4,000 words;

**ii. optional taught modules** from current list approved for the MA in Ancient History (see list in section 3 below) totalling 40 credits: assessment varies according to module;

**iii. optional taught modules** totalling 40 credits: for students without a prior record of attainment in a relevant ancient language, normally a language acquisition module; otherwise any module(s) from the full list approved for the MAs in Ancient History/Classics/Late Antique and Byzantine Studies by the Intercollegiate Programme Steering Committee OR, with the approval of the UCL Tutor for the MAs in Ancient History and Late Antique and Byzantine Studies and UCL Chair of the Joint Board of Examiners, an appropriate module from any other MA programme within the University of London; assessment varies according to module;

**iv. HISTGA99: a dissertation of up to 12,000 words** on an aspect of ancient history: 60 credits (see further section 5 below).

**Students on the MA in Late Antique and Byzantine Studies take:**

**i. mandatory taught language or research skills acquisition module(s)** from the following lists approved by the Intercollegiate Programmes Steering Committee for the MA in Late Antique and Byzantine Studies to the value of 40 credits:

**A. Language Acquisition (all 40 credits):**

7AACM005: Beginners Ancient Greek for Research (KCL); assessment: 2 in-class tests (25%) and one 3-hour exam (75%)

7AACM015: Intermediate Ancient Greek for Research (KCL); assessment: as above

CLASGL01: Latin for Research 1 (UCL) assessment: as above

CL5765: Latin for Research 2 (RHUL); assessment: as above

MDVL04: Medieval Latin (Beginners) (UCL); Must be taken in conjunction with CLASGL01. Assessment: one 1-hour exam (100%)

MDVLGL06: Medieval Latin (Intermediate) (UCL); Must be taken in conjunction with CL5765. Assessment: one 1-hour exam (100%)

**OR**

**B. Research Skills (all 40 credits):**

HISTGA01: Sources and Methods in Ancient History (KCL/UCL/RHUL); assessment: two coursework essays of 4,000 words each

HISTGA02: Greek Epigraphy (KCL//RHUL); assessment: one 4,000-word coursework essay (40%) and two in-class tests (60%)

HS5123: Elementary Greek Palaeography (RHUL); assessment: one 3-hour exam  
CLASGG03: Greek Papyrology (UCL): three coursework assignments

7AACM290 Medieval Latin Literature (KCL) assessment: coursework of c. 2,500 words (25%) and edition of a section of text (75%)

HISTGA03: Latin Epigraphy (KCL//RHUL) assessment: two commentaries of 3,000 words and one 4,000 word essay

**ii. optional taught modules** ('fields of study' in UCL parlance) from current list approved for the MA in Late Antique and Byzantine Studies (see list in section 3 below) totalling 40 credits: assessment varies according to module;

**iii. optional taught modules** totalling 40 credits: for students without a prior record of attainment in a relevant ancient language, normally a language acquisition module; otherwise any module(s) from the full list approved for the MAs in Ancient History/Classics/Late Antique and Byzantine Studies by the Intercollegiate Programme Steering Committee OR, with the approval of the UCL Tutor for the MAs in Ancient History and Late Antique and Byzantine Studies and UCL Chair of the Joint Board of Examiners, an appropriate module from any other MA programme within the University of London; assessment varies according to module;

**iv. LABSG099: a dissertation of up to 12,000 words** on an aspect of late antique or Byzantine history: 60 credits (see further section 5 below).

**v. LABS** students are also expected to attend the **Introduction to Byzantium Seminar**. The purpose of this seminar is to introduce students to the methods and techniques as well as some of the theoretical issues involved in Byzantine Studies. Attendance is compulsory for all MA LABS students, although there is no assessed work; the seminar is intended to prepare students for their dissertation.

### ***Part-Time Students***

Part-time students take two elements in their first year (normally the mandatory core module *Sources and Methods* and another 40 credits of taught modules), on which they will be assessed in that first year, and 40 credits of taught modules and their dissertation in their second year.

### **Research Pathway**

If you are taking the MA as a stepping-stone to MPhil/PhD you are strongly recommended to take at least one language and/or technical skill (epigraphy, palaeography, papyrology) module amongst your options.

## **Teaching**

Whether taking an MA as a 'stand alone' degree or with an eye to further graduate study afterwards, you will find that by the nature of its design and teaching it provides a bridge between the largely teacher-led study of an undergraduate degree and the predominantly self-directed study of a research student. The taught modules allow you to study a specific theme in detail, through a close engagement with the source material, and/or offer the opportunity to develop skills (e.g. languages, epigraphy, palaeography, papyrology). While the taught modules are still dominated by the directing hand of the teacher, students are expected to arrive at their own choice of topic for the dissertation and the supervisor's role is intended to be far more advisory than didactic. Accordingly, to be completed successfully, any MA programme requires a high degree of self-motivation and commitment.

All the taught modules that UCL Historians contribute to the MA in Ancient History or MA LABS are dedicated postgraduate courses, i.e. designed exclusively to meet the needs of Masters students. Teaching usually takes the form of small group seminars of about two hours led by the teacher but with a high degree of interaction between teacher and student and between fellow students. Besides the six or so hours per week of scheduled contact for each course, teachers will usually make time available for private discussion of all essays submitted on time. In any event, they will always be prepared to talk privately to students about their work. Although assessment is generally on the basis of the written work submitted, all students will at some point be required to give oral 'presentations' based on reading or other research activity that has been assigned. These presentations are a vital element of any taught module for yourself and your fellow students and are, accordingly, to be taken seriously.

## **Assessment**

Methods of assessment for optional taught modules depend on the college and department in which they are based. As a general rule assessment for a 40-credit module is the equivalent of coursework assignments totalling 8,000-10,000 words and for 20-credit modules 4,000-5,000 words. Other taught modules, including all language-learning modules, are examined by one three-hour written paper in May/June (or in the case of some 20 credit modules in December/January). Some modules are examined by a combination of coursework and examination. Most taught modules have a final deadline of 1 June for submitting coursework. However, students will be informed of the means of assessment and coursework submission dates for individual courses at the start of each module and should make sure they are aware of local requirements and deadlines for the submission of assessed coursework. The topics to be treated in essays/assignments of individual students are at the discretion of the teacher(s).

Some modules (usually language modules) have written exams. These will be either during teaching in ('in-class tests') or during the main exam period in term 3. For 20 unit modules see the individual arrangements for each course. The pattern of assessment should be shown beneath the module descriptions on the teaching department's webpages.

Marks will be awarded on a scale of 0-100. See below for marking criteria.

In modules assessed by the best three out of four (or two out of three, or four out of five) pieces of coursework, all of which must be submitted, work may not be revised for resubmission in the light of comments by the teacher. In modules assessed by all the

coursework submitted, no more than one full piece of coursework may be submitted in a provisional version to the module teacher prior to the final deadline and revised in the light of their comments. Exceptionally in HISTGA01: *Sources and Methods in Ancient History* both pieces of coursework may be submitted in provisional versions and later resubmitted for final assessment. Each piece of work may be submitted for final assessment only once.

## **MA Marking Criteria**

Items of coursework and the dissertation are all marked out of 100 points. The minimum pass mark for an individual piece of work for the MA is 50: marks below 50 are fail marks. Students may be awarded a condoned pass for marks in the range of 40-49, but a degree may only be awarded where there is a maximum of 25% of all elements in the range of 40-49. Please check the Scheme of Award for full details on the classification of MA degrees.

Where relevant, examinations, essays and dissertation marks are awarded according to the following criteria. Within each range, the precise mark given will reflect the degree to which the requisite qualities are present or predominant:

### **70+:**

The candidate demonstrates:

- \* a critical grasp of and original engagement with relevant historiography
- \* an effective understanding and critical assessment of relevant concepts and categories
- \* a detailed and critical understanding of the sources available to historians, and their limitations
- \* an ability to structure a logical, coherent and compelling essay
- \* appropriate referencing skills (such as footnotes/endnotes, bibliography)
- \* grammatical and fluent writing
- \* in the case of the dissertation, critical and substantial engagement with primary sources and the ability to frame an historical question in a critical manner

### **60-69:**

The candidate demonstrates:

- \* recognition of and engagement with broad contours of relevant historiography
- \* reference to and engagement with relevant categories and concepts
- \* recognition of the sources available to historians, and their limitations
- \* the ability to construct and defend a logical line of historical analysis
- \* appropriate referencing skills (such as footnotes/endnotes, bibliography)
- \* grammatical and lucid writing
- \* in the case of the dissertation, substantial engagement with primary sources and the ability to frame an historical problem in a critical manner

### **50-59:**

The candidate demonstrates:

- \* a grasp of the relevant historiography
- \* awareness of the meanings of relevant concepts and categories used by historians
- \* recognition of the sources available to historians, and their limitations

- \* the construction of a logical line of historical analysis
- \* appropriate referencing skills (such as footnotes/endnotes, bibliography)
- \* grammatical writing
- \* in the case of the dissertation, knowledge of and engagement with primary sources, and the ability to frame and explore a historical question

**40-49:**

The candidate demonstrates:

- \* insufficient historiographical awareness to frame or address a historical problem
- \* insufficient conceptual understanding to frame or address a historical problem
- \* limited understanding of the sources available to historians
- \* inadequate referencing skills
- \* insufficient command of grammar to construct a coherent argument
- \* in the case of the dissertation, insufficient knowledge or engagement of primary sources to frame and explore an historical problem

**0-39:**

The candidate is unable to attempt adequate answers to an historical question or problem.

**The role of examiners**

All assessed work is marked by two members of staff of the University of London (known as 'internal examiners'). In addition, there is an 'external examiner' from another institution, whose role involves approving dissertation titles, reviewing the marking process and scrutinising the assessed coursework and dissertations. The purpose of the external examiner is to ensure that the internal examiners mark to a consistent standard and that the standards of the award are comparable with those of other UK universities. S/he also provides feedback to UCL on the conduct of the assessment process. Overall scrutiny of the assessment of modules and dissertations taught and supervised as part of the intercollegiate programme at UCL is the responsibility of Joint Board of Examiners for the MAs in Ancient History, Classics, and Late Antique and Byzantine Studies (which includes the external examiners for each degree). While remaining juridically distinct, the KCL, RHUL, and UCL boards of examiners will meet in concert in October to decide marks for taught modules and dissertations and to determine the final awards.

### **Scheme of award**

The four elements of the degree are not equally weighted. As the credit values indicate, the 120 credits of taught modules provide two-thirds and the 60-credit dissertation one-third of the overall mark respectively.

### **Criteria for the Award of a Masters Degree:**

1. For an award of a Masters degree students must have completed 180 credits and obtained an overall average mark of 50% or greater which must include a mark of 50% or greater in the dissertation.
2. A maximum of 25% of the programme's taught element (i.e. excluding the dissertation) may be condoned at 40-49%, subject to agreement at the Board of Examiners.
3. A student may be required to make specified amendments to their dissertation within one month provided that:
  - a. The amendments are minor and the dissertation is otherwise adequate.  
AND
  - b. The student has satisfied all other requirements for the award of Master degree.
4. For students commencing their Masters programmes in or after September 2012, the award of **MERIT** must be given if they have satisfied all of the following criteria:
  - a. The overall average mark, based on 180 credits, is 60% or greater  
AND
  - b. The mark for the dissertation, after rounding to the nearest integer, is 65% or greater.  
AND
  - c. There are no marks below 50%, no condoned marks no re-sit marks and all marks are first attempts.
5. The award of **DISTINCTION** must be given to students on Masters programmes if they have satisfied all of the following:
  - a. The overall average mark, based on 180 credits, is 70% or greater  
AND
  - b. The mark for the dissertation, after rounding to the nearest integer, is 70% or greater.  
AND
  - c. There are no marks below 50%, no condoned marks, no re-sit marks, and all marks are first attempts.

## **3. SUBMISSION OF COURSEWORK**

### **Intercollegiate MA modules**

### *Deadlines*

The final deadline for coursework for HISTGA01: *Sources and Methods in Ancient History*, for Ancient History modules taught in the KCL History Department, and for most modules offered for the Intercollegiate programme is 4.00 p.m. on **1 June** (or the following Monday when this falls on a Saturday or Sunday). Nevertheless, students should check requirements and deadlines for the submission of assessed coursework for modules that are taken from other colleges and departments. The final deadline for modules borrowed from the UCL MA Medieval and Renaissance Studies is 4pm on Monday 28 April. Note that module teachers may set deadlines for particular pieces of work that are earlier than 1 June. In such cases coursework may be submitted directly to that teacher. Normally at least one piece of work should be submitted by the end of the first term.

Work submitted after the above deadline without a previously approved extension will receive a mark of zero. Extensions to these deadlines on the grounds of illness etc. can only be granted by the Chair of Examiners on the receipt of a medical certificate, which should normally reach him/her before the deadline. Students encountering difficulty with their work should speak to the Course Tutor as soon as possible.

### *Format*

For guidelines on presentation of coursework see the section Research and Writing Skills below. Students should adhere to the word limits set. These limits include the text and footnotes/endnotes, but exclude the bibliography, tables, and any other illustrations. If in doubt, consult the teacher of the module. Coursework that is badly presented and difficult to read is liable to be marked down significantly by the Board of Examiners and may affect the class of degree.

### **Penalties for late submission (these apply to all MA Modules taught at UCL)**

See Academic Regulations for Taught Programmes: Academic Assessment 3.1.7

[http://www.ucl.ac.uk/ras/acd\\_regs/2013-2014/PG\\_Section\\_3\\_2013-2014.pdf](http://www.ucl.ac.uk/ras/acd_regs/2013-2014/PG_Section_3_2013-2014.pdf)

### **Penalties for overlength**

Please note that all coursework has an upper word limit (i.e. 4,000 words means that you may write up to 4,000 words). Penalties (see below) apply to all students who exceed the upper limit (even by a single word):

See Academic Regulations for Taught Programmes: Academic Assessment 3.1.8

[http://www.ucl.ac.uk/ras/acd\\_regs/2013-2014/PG\\_Section\\_3\\_2013-2014.pdf](http://www.ucl.ac.uk/ras/acd_regs/2013-2014/PG_Section_3_2013-2014.pdf)

There is not lower word limit, students will only be penalised if they do not cover the subject adequately.

### *Submission*

**All coursework should be submitted electronically through Turnitin (via the course Moodle page) AND in hard copy.** It must be submitted anonymously using the student candidate code. Please see the *Information for Graduate Students* handbook for full details of how to submit. TWO clean easily readable copies of every essay should be submitted. Copies must be stapled and not bound in folders. One copy

of each piece of coursework will be retained for examination purposes and the other returned with the teacher's comments. For modules entirely taught and examined with the UCL History Department such copies will, where the candidate met the normal deadline, be available for collection at the end of the coursework marking/examining period (the end of June); coursework from modules taught elsewhere will be available for collection at the time of handing in the dissertation.

EACH copy should be prefaced by a cover sheet ([http://www.ucl.ac.uk/history/postgraduatestudy/taughtmasters/useful\\_info](http://www.ucl.ac.uk/history/postgraduatestudy/taughtmasters/useful_info)). Students are warned that they are required to sign this cover page, thereby certifying that the work submitted is their own and that any quotation or illustration used from the published or unpublished work of other persons has been fully acknowledged.

Work should be handed in at History Reception (G04a). Please note that the Department cannot take any responsibility for work which is not handed in personally. Students who, for unavoidable reasons, are unable to hand work in personally, are advised to contact the Postgraduate Administrator in advance and use a postal or courier service that provides proof of delivery. Work may not be submitted by e-mail. Students are advised to keep a copy of any coursework submitted.

Students are reminded that it is their responsibility to make satisfactory back-up copies when using computers to word-process coursework. The Board of Examiners cannot make allowances for work which is handed in late because of computer problems.

#### **MA modules taught outside the intercollegiate programme**

Modules taken from other programmes (e.g. the MA in Medieval and Renaissance Studies in UCL History or the MA in Reception in UCL Greek & Latin) are likely to operate different deadlines and rules for submission of coursework. If so, you will be expected to adhere to those deadlines and rules. If these cause a problem, consult the Course Tutor for the MA in Ancient History.

## **4. THE MA DISSERTATION**

### **General**

Candidates for the Intercollegiate MA must submit a dissertation, written in English, on an approved subject. The dissertation is valued at 60 credits and contributes to the overall average mark accordingly. Additionally, a pass mark on the dissertation is needed to achieve an overall Pass in the degree.

The dissertation must normally be of between (but not exceed) 10,000 and 12,000 words in length. The proposed title must be submitted by **31 January** for approval by the Chair of Examiners and precise titles must be confirmed by **13 June** in time for consideration by the Board. Two typed and bound copies of the dissertation must be submitted. A dissertation that is not on the approved subject, is badly presented, or is submitted after the deadline is liable to be failed with a mark of zero.

### **Supervision**

You are encouraged to contact a potential supervisor before the end of the first term. It is expected that normally the supervisor will be a member of academic staff at UCL. You must consult with your supervisor about the presentation and content at an early stage. You should expect to have a minimum of 3 supervisory meetings. The

first of these should take place before the end of the Spring Term, the rest during the Summer Term and summer vacation. Your supervisors will advise you of when they will be away and unavailable for consultation, especially in the summer period. You should note that supervisors can best help when written work has been submitted for comment, and that it is unwise to expect supervisors to be able to read and comment on substantial drafts submitted for the first time only in August or September, without checking their availability. Supervisors will read a preliminary draft of the dissertation, but will not comment on the final draft.

### **Resubmission of Dissertation**

In normal circumstances, if you resubmit a dissertation that initially failed you will be entitled to one session of feedback in which the supervisor will go through the examiners' comments.

### **Topic**

Candidates for the MA in Ancient History must choose an appropriate historical topic (such as a historical phenomenon or period, a literary or philosophical oeuvre, text or manuscript, a category of artistic or archaeological material or a site, or an issue of interpretation or methodology). Examiners will expect an MA dissertation to represent an ordered and critical exposition of existing knowledge in any field or part of a field of study. You are expected to show broad familiarity with the main previous scholarly work on the subject. The development of original views, though not required, is encouraged. The basic requirement is for an independent response to primary material or an independent assessment of previous scholarship on a particular topic. In choosing a topic the following points should be borne in mind:

- The topic should represent a coherent subject of study appropriate to the degree that provides intellectual challenge in evaluating an unresolved debate, or challenging the existing mainstream view, or developing a new interpretation or interpreting new primary material.
- The subject should be neither too large for a reasonably thorough discussion within the limits of a dissertation of the required word length, nor so narrow that it fails to provide an intellectual challenge.
- The subject should be manageable in terms of available resources and secondary literature.

You should discuss *potential topics* with the Course Tutor during the Autumn term. S/he will suggest a suitable supervisor. In consultation with the supervisor, you should then complete a proposal form (see below), setting out the proposed title and a synopsis of the planned research, and return it to the Postgraduate Administrator by **31 January**.

You should put considerable thought into the preparation of the synopsis. This should be a brief statement of approximately 100 words stating the coverage and approach of the dissertation, and should be typed or word-processed. The synopsis should indicate the main sources of primary material and modern scholarship the candidate will use, and illustrate both with examples. Students should be careful to select a topic that is manageable both in terms of time and available resources, and should consult the potential supervisor on these and related matters. Since a satisfactory dissertation cannot be written without adequate planning, students will not be permitted to proceed to the dissertation until they have prepared a satisfactory synopsis.

## **Proposal Form** (Appendix B)

This is available in the Current Students' section of the departmental website at [http://www.ucl.ac.uk/history/postgraduatestudy/taughtmasters/useful\\_info](http://www.ucl.ac.uk/history/postgraduatestudy/taughtmasters/useful_info).

## **Layout and Presentation**

The Dissertation should be presented in a form generally suitable for publication in an appropriate scholarly journal. The standard of presentation should be high with particular emphasis on neatness, relevance and organisation of material, and (where relevant) suitability of illustrations. See also under Research and Writing Skills (section 6 below) and the departmental conventions given in the general booklet. Good quality photocopies may be used and the Dissertation should be spiral bound with a plastic spiral and a clear acetate cover (the University of London Union provide a good service for this). The following should be included in this order:

**Title page:** (this should be in the format shown in Appendix C below) students are warned that they are required to sign this page, thereby certifying that the work submitted is their own and that any quotation or illustration used from the published or unpublished work of other persons has been fully acknowledged.

**Abstract:** A brief summary (not exceeding 200 words) of the topic, and of the result and conclusions, must be given on a separate page headed 'Abstract', following the title page.

**Table of Contents:** This should give the titles and page numbers of each chapter of your dissertation, plus the titles and page numbers of any appendices, diagrams, tables and the bibliography.

**List of Illustrations** (if relevant)

**List of/Note on abbreviations:** ideally abbreviations used for ancient authors and texts, for periodicals or reference works should be listed in alphabetical order. You should employ abbreviations already established by convention rather than invent your own. Alternatively you may refer readers to a readily accessible authority list (or list) that covers all the abbreviations used, such as that provided in the *Oxford Classical Dictionary*<sup>3</sup>, xxix-liv (see further the section *Citing/References* in section 6 Research and Writing Skills below).

**Preface:** The preface is an optional element, but it can be useful in conveying to the reader explanatory comment that one might express verbally if one were delivering the Dissertation in person. It is an opportunity to describe informally, and to justify, those aspects of the topic which the Dissertation attempts to cover, and those aspects which it does not. It may also be useful to use the preface to explain to the reader the rationale behind the organisation of the Dissertation. It would be acceptable to describe the approach and context of each of the chapters, if this might be of assistance to the reader in assessing the Dissertation. The preface might also serve as a place to acknowledge sources of assistance and advice, if these acknowledgements are not so extensive as to justify a section of their own.

**Acknowledgements:** Any help or information received from your Supervisor/s or anyone else must be fully acknowledged.

**Main Text:** The main text should begin with an introduction that briefly explains the topic chosen and the problem(s) which the dissertation addresses. The main body of the dissertation should consist of a structured argument divided into thematically coherent chapters surveying and discussing the relevant primary material and main scholarly views. There should be a concluding chapter summarising the candidate's own response to the problem(s) raised. To aid clarity it helps to clearly mark off chapters (and, sometimes, subsections) with a typographically distinct heading. Chapters and subsections may also be numbered consecutively and hierarchically in order to make their relationship to each other clear. Every page of the text should be numbered, including any illustrations and the bibliography, and each illustration should itself be numbered (e.g. fig.1).

In special circumstances, it may be possible to accept a Dissertation which is not presented in this manner, but any variation must be agreed in advance, through the Supervisor/s, with the Chair of the Board of Examiners.

The length of the Dissertation (including tables, footnotes and appendices, but excluding the abstract and the bibliography) should be **no more than 12,000, words**. Dissertations which exceed the word limit will be subject to the same penalties as coursework (see above).

**Bibliography and References:** A bibliography should be included which lists the information, both published and unpublished, used while preparing the Dissertation. The information should be listed alphabetically by the names of the authors or editors following an accepted set of conventions. See section 6 (Research and Writing Skills) below and the separate booklet *Information for Graduate Students in the History Department* for recommended conventions.

### **Submission**

TWO copies of the Dissertation should be submitted no later than **4 p.m. on 15 September** to the Postgraduate Administrator, Department of History. Dissertations will be date stamped on receipt.

*Extensions.* Requests for short extensions (up to two weeks) will normally be considered only when there are very strong grounds (such as documented serious ill-health). Such requests should be made in writing through your Supervisor to the Chair of the Board of Examiners. Any Dissertation submitted after the deadline must have a statement of the reasons for the late submission bound (but not numbered) as the second page of both copies.

*Deferrals.* In exceptional circumstances students may be permitted to defer submission of the Dissertation for one year, but formal application for advance approval of such deferral must be made on the appropriate form by 1 August.

### **Publication of Dissertations**

Dissertations are part of an official University examination and as such copyright is vested in the University. Students wishing to publish all or part of their Dissertation should first seek the permission of the Chair of the Board of Examiners, but in the case of the MA in Ancient History this permission may be taken for granted where

publication in a reputable academic journal is contemplated. If UCL is mentioned in connection with the publication, the following form of words should be used:

'This was (or formed part of) a Dissertation submitted in partial fulfilment of the requirements of the degree of MA in Ancient History/MA Late Antique and Byzantine Studies of University College London in (date).'

### **Return of Dissertations**

After the final examining board meeting one copy of the Dissertation will be retained and the second copy returned to the candidate. If you wish to have the dissertation posted to you, when you submit your Dissertation you should leave a large, strong addressed envelope for the return of the second copy – remember that the spiral binding will mean that it is wider than A4. Otherwise students may collect a copy of their dissertation from their home Department after the end of October. This must be collected from the Postgraduate Administrator before the end of November. Departments cannot, for reasons of space, guarantee to retain uncollected dissertations for more than 12 months after submission.

*Failure.* Candidates who think they may have failed one of the written papers or coursework-assessed papers are strongly advised to continue with the Dissertation. In the event of failure, please discuss your position with the Course Tutor and your Supervisor/s.

### **Consultation of UCL Copy of Dissertation**

A copy of each Dissertation is held by the Chair of the Board of Examiners for a minimum of two years; this may be consulted on request.

If you wish, you may opt to refuse to permit consultation of the Dissertation by writing to the Chair of the Board of Examiners. This restriction will normally lapse after three years, though an application to have the restriction extended for good reason may be considered.

## **5. RESEARCH AND WRITING SKILLS**

### **Research Training and Research Culture**

Research training is regarded as an essential element of the taught MAs. In the case of the MA Ancient History this is catered for by the compulsory core module (HISTGA01: *Sources and Methods in Ancient History*). This is taught by a series of seminars, given by most of the Ancient Historians in the University, and involves close discussion of problems and themes that may be encountered in advanced study of Ancient History. This is an assessed module and, as a compulsory component, attendance at all its sessions is required for students taking the MA in Ancient History. In addition students are warmly encouraged to participate in any session of the equivalent training seminars for the MAs in Classics (see the History Department website). Students taking the MA in Late Antique and Byzantine Studies are expected to select at least one taught language or research skills acquisition module.

One of the principal differences between being an undergraduate and an MA student is that, where you were accustomed to respond to tasks and questions set by your teachers, you now should be seeking out your own questions and to some degree setting your own agenda. The core module will give you a foundation but to develop these skills fully you will need to immerse yourself in the research culture of the University of London. You may think of academic research as a solitary profession but

the most fruitful aspect is often sharing and discussing your ideas with those of others in regular seminars as well as less formal gatherings. In this respect, you are at a double advantage in doing your MA at UCL in that Ancient, Late Antique and Byzantine History are not just part of one of the most wide-ranging History Departments in the country but also, when combined with Classical languages, literature, and philosophy (in Greek & Latin) and Classical art and archaeology (in the Institute of Archaeology), it is part of the largest agglomeration of expertise on the Ancient World in London.

Take full advantage of your time at UCL to attend and participate in departmental research seminars given by members of staff and fellow graduate students, not to mention speaker meetings and less formal events organised by the student-run Ancient History Society. As well as college-based activities there is a weekly rhythm of university seminars, generally hosted in term-time by the Institute of Classical Studies, according to the following pattern (see the *Meetings List* for precise details of these and other one-off events):

Ancient Philosophy	4.30 p.m.	Mondays	ICS
Greek/Latin Literature	5.00 p.m.	Mondays	ICS
Byzantine Studies	5.30 p.m.	Mondays	KCL
Roman Art	5.30 p.m.	Mondays	Courtauld
Mycenaean Studies	3.30 p.m.	Wednesdays	ICS
Classical Archaeology	5.00 p.m.	Wednesdays	ICS
Ancient History	4.30 p.m.	Thursdays	ICS
Graduate work-in-progress	4.30 p.m.	Fridays	ICS

Of these the Ancient History and Graduate work-in-progress seminars are a must for students of the MA in Ancient History, whilst LABS students are encouraged to attend the Byzantine Studies seminar. You are strongly encouraged to structure your working week around attendance of several others on a regular basis. All but the Graduate work-in-progress seminar (to which 'grown-ups' are allowed by special invitation only) are usually organised by members of teaching staff, often around a specific theme each term. Seminars feature visiting academics, as well as local staff and graduate students, and generally comprise a paper of about 1 hour followed by 30 minutes of questions from the audience, chaired by the organiser. Although the presence of so many staff members may seem intimidating, chairmen are always glad to hear new voices, so do not feel shy about asking questions. The experience of seeing how others go about their research and present their results will be invaluable in helping define the research methods and questions that you yourself will need to develop in order to write your dissertation in the later part of the course. By attending a range of seminar series you will also see how specifically *historical* approaches of inquiry differ from linguistic, literary, or archaeological ones.

### Essay Writing

Essays and dissertations should be typed:

- On white A4 paper and double-spaced (except where noted below)
- Recommended margins are: top = 1"; bottom = 1"; left = 1.5"; right = 1"
- Page numbering should be continuous
- Do *not* introduce extra spaces between paragraphs
- Spelling and hyphenation should follow the usage recommended in the *Oxford Writers' Dictionary* (Oxford: Oxford University Press, 1990)
- Use English, forms where they exist, for significant foreign place-names (e.g. Rome rather than Roma, Munich rather than München, Turin rather than Torino),

except where the Anglicized form has generally been superseded in general usage by the indigenous one (e.g. Livorno rather than Leghorn; Lyon rather than Lyons)

- Foreign words (e.g. role, regime) and phrases (e.g. ad hoc, en route) that have passed into common currency should *not* be italicized
- Students should pay scrupulous attention to the essay word limit. This should not be a matter of simply writing 'enough' words, however. Writing a **good** essay involves excluding points, as well as including them.
- Coursework must give clear references to all ancient material and modern views discussed, so that readers (and the examiners) can locate them easily (see further *Citing/References* below). Students must provide a full reference (in text, footnote or endnote) for any point that is neither 'common knowledge' nor their own original argument. ('London is in England' is an example of common knowledge. 'London was the Los Angeles of the nineteenth century' might be an example of the latter.).
- Pictorial illustrations, if any, should be relevant to the discussion, not merely decorative. They should be numbered consecutively for clarity of reference in the text, have a brief identifying caption, and should be reproduced clearly.
- Students should append a complete bibliography at the end of their essay. This should list all books or articles read for an essay (even if these items are not cited) using the recommended conventions given below. However, this should NOT include ancient authors, unless a particular edition is being cited specifically.

### *Argument*

All written work should be constructed around a thesis, which should be clearly and cogently presented; the reader should not have to hunt for it. Treat your material (anecdotes, examples, quotations) as evidence and make clear how you understand its significance. Citing the argument of a famous scholar does not constitute evidence—you need to explain **why** you believe one scholar's analysis is stronger than another's. Try to argue from your material (rather than using it to 'illustrate' a point or argument that you have chosen). Transitional paragraphs (and sentences) do more than assist smooth prose: they sharpen and clarify the argument.

A conclusion is an essential component of a good piece of writing. It should restate the thesis, summarise the argument and possibly raise new questions which further research might answer.

### *Style and the Mechanics of Writing*

Good expository prose of any kind should be both clear and interesting. The following suggestions may be helpful:

- Be direct - answer the question. Do not embark upon a general survey of the subject or a narrative of events. Remember to ask yourself the question, 'So what?'
- Don't review factual content of books and articles.
- Keep your prose free of jargon.
- Write short sentences.
- Be sure to define your terms. What do you mean by 'class' or 'democracy' or 'feminist'?

- Avoid passive sentence constructions wherever possible. They omit crucial information. ('It has been argued' is a passive construction—it does not tell the reader **who** has argued.)
- Avoid constructions such as 'It is interesting to note that..' or 'It is important that...'. These waste the two most important parts of your sentence: the subject ('it') and the verb ('is').
- Think conceptually and in terms of broad historical processes and problems (e.g. urbanisation, nationalism, race).
- Remember that your own critical thought must be evident in the essay. 'I prefer the second book on the reading list' is not a very subtle thesis.
- Any history essay is necessarily also a work of historiography. That is, it is concerned with both the past **and** how historians have understood, described and analysed the past. Try to be explicit about the different interpretations you have encountered and recognise them as arguments. If one historian says 'yes' and another says 'no' you do not effectively reconcile their disagreement by asserting 'maybe.'
- Proofread, proofread, proofread! A computer's spell checker will not notice if you have typed 'bun' instead of 'nun'. If you find it difficult to proofread your own work, try reading your essay aloud or giving it to a friend (preferably not a history student) to read.

### **Citing/References**

A well-written essay includes clear and consistent documentation giving clear references to all ancient material and modern views discussed, so that readers (and the examiners) can locate them easily. References to ancient authors and documents can normally be incorporated in the main text (e.g. 'Tacitus (*Hist.* 2.13) tells us ...'), but references to modern works are better given in consecutively numbered footnotes or endnotes. In addition to direct quotations, all concepts and ideas that are not your own should be indicated. The examiners will pay careful attention to your scholarly apparatus and you may lose marks if they think it is defective. Plagiarism – the theft of someone's intellectual property – is a serious offence and will be dealt with harshly (see the departmental booklet *Information for Graduate Students* for further details). Be very careful when taking notes from a book or periodical. Always note page numbers, and put any direct quotation (even if it is just two or three words) in quotation marks. In your essay, try to keep direct citations to a minimum and to paraphrase in your own words whenever possible (if you paraphrase, you still **must** give credit to the author; see the section on plagiarism). Cite material in order to analyse it; use it as evidence in support of **your** argument.

In your reading you will come across many different systems of referencing. Also, in the presentation of bibliographical information, you will also observe considerable differences in typographical conventions between languages (for instance, note the divergent capitalisation rules for titles between English and German and between them and the Romance languages) and, within languages, between different national traditions. There are simple rules that you should follow. The most important is that you should be that, whatever system you use, you should be consistent and always give a reference in such a way that any reader who wanted to follow up one of your references would be able to find it in a library, archive, or on the internet with the minimum of time and trouble. The following guidelines are based on usage predominating in British English in the arts and humanities sector (cf. social

scientists, e.g. archaeologists and anthropologists, who tend to prefer the 'Harvard', or author/date, system).

As long as a direct quotation is less than three typed lines there is no need to separate it from the rest of the text. Use ellipses (...) to indicate the omission of material. Place footnote references immediately **after** the punctuation mark following the section of text to which the note is pertinent (whether full stop, comma, semi-colon, etc). For example:

In a study based largely on works of political theory, Joan Landes has treated 'the structures of modern republican politics...as part of an elaborate defence against women's power and public presence.'<sup>1</sup> By looking at women's actual political activity in revolutionary France, however, Olwen Hufton has effectively challenged this account of modern republicanism's *necessary* exclusion of women.<sup>2</sup>

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<sup>1</sup> J. Landes, *Women and the Public Sphere in the Age of the French Revolution* (Ithaca and London: Cornell University Press, 1988), 203-204.

<sup>2</sup> O. Hufton, *Women and the Limits of Citizenship in the French Revolution* (Toronto: University of Toronto Press, 1992).

References to ancient sources and modern scholarship in footnotes should include the following details:

**For ancient literary sources** remember to cite book and chapter numbers for prose sources, book and line number for verse. Use conventional abbreviations for author's names and titles of works as appropriate. For Greek authors refer to Liddell & Scott, *Greek-English Lexicon* and for Latin to the *Oxford Latin Dictionary*. Authors for whom only one work survives (e.g. Thucydides) can be cited by name alone. If you want to indicate the page number in a particular translation of an ancient author, you may do so, but don't use this as the primary method of referring to the source, e.g.

Suet. *Dom.* 23.2

Thuc. 7.65

Verg. *A.* 12.952.

**For ancient documentary sources** (e.g. inscriptions, papyri) cite individual entry numbers rather than the page and volume number of the publication, using conventional abbreviations. For inscriptions the appropriate authority list is that of F. Bérard et al., *Guide de l'épigraphiste*; for papyri it is J.F. Oates et al., *Checklist of Editions of Greek, Latin, Demotic and Coptic Papyri* (available on-line at <http://scriptorium.lib.duke.edu/papyrus/texts/clist.html#pap> ). For example.

*CIL* VI 41075            [NOT: *CIL* VI, Pars 8, fasc. 2 (2000), 45]

*POxy* 1814            [NOT: *Oxyrhynchus Papyri* XV (1922), 214-216].

**For books**, the author's initial(s) and surname, title of the book, place of publication, publisher (optional), date of publication, and relevant page number(s). The title of a book should be underlined or *italicised*, e.g.

S. Carey, *Pliny's Catalogue of Culture: Art and Empire in the Natural History* (Oxford: Oxford University Press, 2003), 33-50.

**For articles**, the author's initial(s) and surname, article title, name of the journal, volume number and year of publication, and relevant page reference (the full page extent of an article should only be referred to in notes, if the whole of the article is pertinent to the point; otherwise reserve this full information to the bibliography). The titles of scholarly journals should be underlined or *italicised* and may be abbreviated (e.g. according to the conventions of *L'Année philologique*, which are available in conveniently searchable form on-line at: [www.library.uq.edu.au/endnote/ancient\\_hist\\_2001.txt](http://www.library.uq.edu.au/endnote/ancient_hist_2001.txt)) but the titles of articles, or chapters in books should not be underlined but placed within single quotation marks, e.gg.

C.P. Jones, 'The Claudian monument from Patara', *ZPE* 137 (2001), 161-168.

**For encyclopaedia entries/chapters in edited volumes**, similarly to journal articles, the author's initial(s) and surname, article title, name(s) of editor(s), title of the volume, place, publisher, and year of publication, and relevant page reference (as above), e.gg.

N. Purcell, 'Pausilypon' in S. Hornblower and A. Spawforth (edd.), *The Oxford Classical Dictionary*, 3rd edn (Oxford: Oxford University Press, 1996), 1129.

C. Kokkinia, 'Ruling, inducing, arguing: how to govern (and survive) a Greek province' in L. De Ligt et al. (edd.), *Roman Rule and Civic Life: Local and Regional Perspectives. Proceedings of the Fourth Workshop of the International Network Impact of Empire (Roman Empire, c. 200 B.C.-A.D. 476), Leiden, June 25-28, 2003* (Amsterdam: Gieben, 2004), 39-58.

**For on-line resources**, the author and title/description of the page(s), which should be underlined or *italicised*, the full URL in brackets, and date accessed, e.g.

G. Purpura, *Elenco di costituzioni imperiali* ([www.unipa.it/dipstdir/pub/purpura/costituzioni\\_imperiali.htm](http://www.unipa.it/dipstdir/pub/purpura/costituzioni_imperiali.htm)), No 30. Accessed 29 February 2010.

**Handouts/oral communications**: occasionally, you may need to cite material distributed in class without publication information or you may want to refer to points made in lectures or seminars. Simply be as precise and accurate as possible. For example:

Robert Bruce, 'The Powder Keg', photocopy distributed in class, p.49.  
Simon Hornblower, 'The Peloponnesian War', lecture, 12 December 2001

You should always include a complete reference to a source the **first** time you cite it in a footnote. However, for second and subsequent citations, it is permissible to use an abbreviated form of citation giving the author's surname and a short title/journal acronym, e.gg.

Carey, *Pliny's Catalogue*, 35

Jones, *ZPE* 137 (2001), 167  
Kokkinia, 'Ruling, inducing, arguing', 43  
Purpura, *Elenco*, No 30.

## Bibliography

At the end of each piece of coursework you must add a bibliography of all the modern scholarship (books, articles, archaeological site reports, etc.) that you have consulted. In the context of ancient history, it makes little sense to list literary sources (e.g. Thucydides, Cassius Dio) and individual documentary sources (e.g. inscriptions, papyri) here. Better to refer readers back to a note on/list of abbreviations for such sources. The bibliography as a whole must be in alphabetical order of authors' or editors' surnames. Individual entries should follow the same format as the first reference in your notes, except that in the bibliography the author's surname is better listed first and the forename (or initial/s) second. In cases where there is more than one author or editor, only the first name is given in this format; the second and subsequent names should be given in the order: forename (or initial/s) and then surname. You should NOT include page references in the bibliography except for journal articles and chapters in collected volumes, where you MUST cite the page range (i.e. the first and last page number of the whole article/chapter, separated by a hyphen).

- Carey, S., *Pliny's Catalogue of Culture: Art and Empire in the Natural History* (Oxford: Oxford University Press, 2003)
- Christol, M., *Essai sur l'évolution des carrières sénatoriales dans la seconde moitié du III<sup>e</sup> siècle ap. J.-C. Études prosopographiques* 6 (Paris: Nouvelles Éditions Latines, 1986)
- Consolino, F.E. (ed.), *Pagani e cristiani da Giuliano l'Apostata al sacco di Roma: Atti del Convegno Internazionale di Studi (Rende, 12/13 novembre 1993)*. Studi di Filologia Antica e Moderna 1 (Soveria Mannelli/Messina: Rubbettino Editore, 1995)
- Coşkun, A. (ed.), *Roms auswärtige Freunde in der späten Republik und im frühen Prinzipat*. Göttinger Forum für Altertumswissenschaft, Beiheft 19 (Göttingen: Duehrkohp und Radicke, 2005)
- Jones, C.P., 'The Claudian monument from Patara', *ZPE* 137 (2001), 161-168
- Kokkinia, C., 'Ruling, inducing, arguing: how to govern (and survive) a Greek province' in L. De Ligt et al. (edd.), *Roman Rule and Civic Life: Local and Regional Perspectives. Proceedings of the Fourth Workshop of the International Network Impact of Empire (Roman Empire, c. 200 B.C -A.D. 476), Leiden, June 25-28, 2003* (Amsterdam: Gieben, 2004), 39-58
- Purpura, G., *Elenco di costituzioni imperiali*  
([www.unipa.it/dipstdir/pub/purpura/costituzioni\\_imperiali.htm](http://www.unipa.it/dipstdir/pub/purpura/costituzioni_imperiali.htm)).