



SCHOOL OF HUMANITIES
DEPARTMENT OF HISTORY
THE HELLENIC INSTITUTE

MA HISTORY : HELLENIC STUDIES



Dominikos Theotokopoulos (El Greco) (1541-1614),
El soplón (A boy blowing on an ember to light a candle) (1570-1572).
Oil on canvas. 605 x 505mm. Napoli, Museo di Capodimonte (inv. Q 192).

STUDENT HANDBOOK

2024/25

Disclaimer

This document was published in September 2024 and was correct at that time. The department* reserves the right to modify any statement if necessary, make variations to the content or methods of delivery of courses of study, to discontinue courses, or merge or combine courses if such actions are reasonably considered to be necessary by the University. Every effort will be made to keep disruption to a minimum, and to give as much notice as possible. The information contained in this booklet should be read in conjunction with the Postgraduate Taught Student Handbook –MA History.

* Please note, the term 'department' is used to refer to 'departments', 'Centres and Schools'. Students on joint or combined degree courses should check both departmental handbooks.

The Hellenic Institute

ESTABLISHED in 1993, The Hellenic Institute at Royal Holloway, University of London (RHUL), is a research centre for the interdisciplinary and diachronic study of Hellenism. Based in the School of Humanities, [Department of History](#), it maintains close links with the [Department of Classics](#) and cooperates with other RHUL Departments and Centres. The Institute has a long history of working with other institutions in the University of London and with [The Hellenic Centre](#), the main cultural hub of the Greek and Cypriot communities in London.

It promotes the study of Greek language, literature, history and thought from the archaic and classical age, through the Hellenistic and Roman times, Byzantium and the Post-Byzantine period, to the establishment of the Modern Greek State and the modern world. The Hellenic Institute hosts research projects and organises seminars, lectures and conferences addressed to students, scholars and to a wider public.

The Hellenic Institute currently coordinates two taught postgraduate degree courses: [MA in Late Antique and Byzantine Studies](#) and [MA History: Hellenic Studies](#). It also offers supervision to students who pursue MPhil/PhD research in various subjects within the field of Hellenic, Byzantine and Modern Greek Studies. Staff of the Institute also contribute to undergraduate courses on Byzantine and Modern Greek history and language at RHUL.

The Hellenic Institute has been receiving funding from Royal Holloway, the [Hellenic Ministry of Education and Religious Affairs](#), the [Ministry of Education, Sport and Youth of the Republic of Cyprus](#), the [A.G. Leventis Foundation](#), The Friends of the Hellenic Institute, and private donors. It has also received financial support from the [Hellenic Ministry of Culture and Sports](#), [The Presidential Commission for Overseas Cypriots of the Republic of Cyprus](#), the Hellenic Foundation (London), the [Bodossaki Foundation](#) (Athens), and the [Samourkas Foundation](#) (New York).

Under the directorship of the late [Julian Chrysostomides](#), the Hellenic Institute expanded its academic and research activities. To honour her memory, the Friends of the Hellenic Institute established The Julian Chrysostomides Bursaries Fund. She is remembered as a true scholar and an affectionate and inspiring teacher.

For information on The Hellenic Institute and its activities please visit:
<https://www.royalholloway.ac.uk/research-and-teaching/research/research-environment/research-institutes-and-centres/the-hellenic-institute/>

About the Centre for Greek Diaspora Studies

The Centre for Greek Diaspora Studies (CGDS) was established within The Hellenic Institute at Royal Holloway, University of London in 2015. The CGDS aims at creating an active network of international scholars and students interested in all aspects of the Greek Diaspora, focussing on the modern period. The Centre examines the history and contribution of Greek migrants to their host communities and countries, and promotes interdisciplinary cooperation through the sharing of ideas and information, and collaborative research. For further information please contact:

Paris.Chronakis@rhul.ac.uk

Role	Names	Location	Telephone	Email
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MA History : Hellenic Studies Coordinator Hellenic Institute	Dr Charalambos Dendrinis	IN 236	01784 443791	Ch.Dendrinis@rhul.ac.uk
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Length of Course: 50 weeks (full time), 100 weeks (part time).

MA Induction programme

- **Monday 23 September-Friday 28 September 2024:** University enrolment. For details on how to enrol and complete the sign-up process please visit: <https://www.royalholloway.ac.uk/enrolment/newstudents/home.aspx>
- **Wednesday 25 September, 14:00-17:00:** University of London Intercollegiate Induction forum for MA Ancient History, Classics, Classical Art & Archaeology, and LABS. It will be held in Chancellor's Hall, [Senate House, University of London](#), Malet Street, London WC1E 7HU. This event will give you the opportunity to learn more about the University

of London intercollegiate MA student community and the Hellenic and Roman Societies of the University. You will be introduced to the various intercollegiate courses and modules, confirm your chosen modules, meet tutors and fellow MA students from RHUL and other Colleges, and will be offered a virtual Library tour at the [Institute of Classical Studies](#) (ICS). Time permitting, we shall visit the [Senate House Library](#), the [Institute of Historical Research](#) and the [Warburg Institute](#) in London where you can apply for borrowing privileges.

- **Friday 27 September: Welcome and induction meetings of MA students** at RHUL Egham Campus, Surrey TW20 0EX:
 - **10:00-11:00 Library Induction** by Emma Burnett and Victoria Falconer, Founders Lecture Theatre
 - **13:00-14:00 School of Humanities, Lunch**, Boilerhouse courtyard
 - **14:00-15:00 School of Humanities, Welcome** by Alastair Bennett, Helen Kingstone, Patrick Doyle, Emilio Zucchetti, Arts Lecture Theatre
 - **15:00-16:00 History Dept., MA in History, Induction meeting** by Akil Awan, Arts Lecture Theatre

MA History: Hellenic Studies

The intercollegiate **MA History : Hellenic Studies** is offered at Royal Holloway, University of London (RHUL), with the support of the History and Classics Departments of RHUL, King's College London (KCL), University College London (UCL), and Birkbeck, University of London (BBK). The course was established in 1994, originally under the title **MA Hellenic Studies**, by Professor Chris Carey and Professor Francis Robinson, then Heads of Classics and History Departments at Royal Holloway respectively, and since 2015 it runs as a 'pathway' within the **MA History**.

This flexible and inclusive course has been running successfully for many years and provides a thorough training in the skills and concepts needed for the advanced study of History, while also enabling students to choose topics from across a wide range of periods. Modules cover Gender and Cultural history, British, European and World history as well as Hellenic, Holocaust and Medieval studies. The core course module (shared with students on the MA Public History) provide instruction in a wide range of historical methodologies, research skills and ethics that will enable you to successfully navigate physical and virtual archives and to analyse manuscript, printed, digital, material, oral and visual sources.

The course enables you to follow the specific 'pathway' of Hellenic Studies. You will study two subject specific modules, in the Autumn and Spring terms, to develop more in-depth knowledge about your topic and the historiographical debates that shape current research. You will have the opportunity, and are strongly encouraged, to submit an essay plan to your module tutors for feedback, before writing and submitting your final course work. The course culminates in the completion of an individual research-based dissertation on a topic of your choice. You will have the opportunity to choose a supervisor for your project from among our wide range of respected specialist academics in their field. Throughout the course you will be encouraged to visit archives and museums, to attend seminars and events in person and online, and to make the most of research resources provided by the whole University of London.

By the completion of your course you will have gained the necessary skills to enable you to pursue your studies at PhD level which would allow you to become a professional academic historian. However, here at Royal Holloway we place a high value on transferrable skills to promote employability in a wide range of history, archival, museum, teaching, library, archaeology, legal, business, and financial fields, as well as the civil and diplomatic service to name just a few our postgraduates have entered. You will be supported to develop your verbal,

written and digital communication and presentational skills as well as honing your ability to read, analyse, evaluate and report on large amounts of information.

To help you make good progress in your studies at RHUL, we have a simple on-line module SS1001 in 'Academic Integrity' which will guide you through preparing your assignments using the best academic standards. You will need to successfully complete this short module, and you can have as many attempts as you like before the deadline to pass it.

Structure of the Programme

Full-time students take components to the value of 180 credits. Part-time students take courses to the value of 90 credits in their first year: the mandatory programme components (30 credits) and 2 option courses to the value of 60 credits. In their second year they take a further option to the value of 30 credits and write their dissertation (60 credits).

FULL TIME STUDENTS		PART TIME STUDENTS	
TERM 1*	CREDITS	FIRST YEAR	
HS5455 The Historian's Toolkit	30	TERM 1	
Option Module 1	30	HS5455 The Historian's Toolkit	30
Total	60	Option Module 1	30
TERM 2*		TERM 2	
Option Module 2	30	Option Module 2	30
Option Module 3	30	First Year Total	90
Total	60	SECOND YEAR*	
TERM 3 - SEPTEMBER		TERM 1/2	
HS5410 Dissertation	60	Option Module 3	30
TOTAL COURSE CREDITS:	180	TERM 3- SEPTEMBER	
* Students can choose between taking: 2 x Term 1 modules and 1 x Term 2 module OR 1 x Term 1 module and 2 x Term 2 modules		HS5410 Dissertation	60
		Second Year Total	90
		TOTAL COURSE CREDITS	
		180	
		* Part-time students are advised to start planning their dissertations during the summer vacations and work on them throughout their second year.	

Compulsory MA History Courses

HS5455 : The Historian's Toolkit: Researching and Conceptualising the Past

Convener: **Dr Paris Chronakis** ([profile](#))

Assessment consists of a 50% literature review (3,000 words, with a conceptual emphasis) and a 50% source analysis project (3,000 words, with a skills emphasis), reflecting its twin focus on these central pillars to historical research.

This module introduces students to the research skills, concepts and resources they need as historians at postgraduate level. Understanding the range, scope and depth of physical and digital archives and museums, the use of documents, recordings, artefacts and images as well as how to critically interpret them is critical for constructing a convincing historical narrative. These skills are essential and transferrable, whether you are writing a dissertation, or setting up a portfolio of research skills to market to future employers. The module also interrogates history's ambivalent position between art and social science, and asks how historical concepts and historical research practices intersect with methods of communicating the past to an

academic and wider audience. Indeed, learning how to communicate your findings effectively in written, digital and oral formats to both academic and public audiences is vital in a globalized and increasingly digital world.

Students will interpret a variety of evidence including manuscript and printed texts and material culture; engage theoretically and conceptually with history as both a process and discipline; and put different historical methods and concepts into practice, including through digital mediums. Students are strongly encouraged to take an independent approach, and to bring their own findings and discoveries into the classroom for discussion each week. By the end of the module, students will be skilled and knowledgeable historical researchers, having engaged closely with important historical sources and theories across the term.

Introductory reading:

Geoff Eley, *A Crooked Line: From Cultural History to the History of Society* (University of Michigan Press, 2005)

John Tosh, *The Pursuit of History* (6th Edition Routledge, 2015) [Recommended for students returning to education after a break and those who have not studied history as a first degree; but also, a useful reminder to dip into (especially chapters 4-7) even for those that have]

Miriam Dobson and Benjamin Ziemann, *Reading Primary Sources: The Interpretation of Texts from Nineteenth and Twentieth Century History* (Routledge, 2008)

Lynn Hunt, *Writing History in the Global Era* (Norton, 2014)

Sean Cunningham, '[Archive Skills and Tools for Historians](#)', [on the Institute of Historical Research Making History blog](#)

Melissa Terras, Julianne Nyhan, Edward Vanhoutte (eds.), *Defining Digital Humanities: A Reader* (Ashgate, 2014)

HS5410 THE DISSERTATION

Convener: **Dr Akil Awan** ([profile](#))

The Dissertation is the culmination of the MA and the means of putting all the concepts, skills, and historical subject knowledge into practice. It is a piece of original work of 15,000 words, usually researched and written in the months following the submission of other coursework essays (so normally in June + July + August). Dissertations will be submitted and marked online via Turnitin on Moodle.

All students are supervised for their Dissertation by a member of staff within the History Department, as appropriate to the topic (for a list of staff members and their research interests, see [here](#)). **It is the responsibility of the student** to make contact with a potential supervisor, to select and agree a topic, and to keep in touch with the supervisor during the summer. The MA History Course Director, Dr Akil Awan, or individual module tutors can advise on these processes (but see Advisory Timetable below). **Please note that members of the academic staff are all active research scholars, and so not continuously available throughout the summer months.** It is therefore particularly important to arrange the topic and a work schedule with supervisor in good time, **before the end of May.**

The dissertation supervisor: in most cases students are happy with the supervisory relationship. However, there are occasions where for some reason the supervisory relationship does not work and breaks down. If this happens, you should speak as soon as possible with the MA Course Director or your Personal Advisor to see whether the problem can be resolved informally, e.g., through mediation, or changing supervisor. You should not wait until after you

have received your final degree results to raise the matter because it is very difficult for the University to resolve such matters or take remedial action at that point.

Students are allowed up to four consultations with their supervisor, either via MS Teams online or in person; plus email contact. Supervisors will read a draft sample of your Dissertation up to a maximum of 3,000 words. However, do remember that supervisors will be unable to contribute constructively to a Dissertation if they are not consulted and then are suddenly presented with a draft late in the summer.

An MA dissertation workshop will be held in mid-May 2025. The workshop will provide a general introduction to planning and researching your dissertation and a specific discussion of your own plans including your research topic, sources, methods and approaches, and any research questions you have identified from your reading to date. The workshop will offer you the opportunity to discuss your dissertation with fellow students in class and allow you to raise any questions or challenges you are facing while doing your research.

A further MA dissertation discussion and presentation is planned for mid-July 2025. This session is an opportunity to present and discuss any issues raised by your research to us and your peers. You will each deliver a short PowerPoint presentation outlining your research to date and any challenging situations you have so far faced, while those watching will ask questions about each presenter's work. There will also be time for general discussion of issues raised. The aim is to provide a supportive environment and positive solutions for the challenges of researching and writing dissertations.

Part-time students normally complete the Dissertation in the second year, but they are strongly advised to arrange a supervisor and make initial plans for their research during the summer of the first year.

Dissertations must be pieces of independent research, *using primary sources wherever possible*. Sources should not be quoted 'second-hand' from secondary authorities, which may err; but should be checked in the original, if at all possible.

The Dissertation length should normally be close to the required length (which includes footnotes but *excludes* scholarly appendices and bibliography*). Excess length will be penalized, so please check the Humanities PGT Student Handbook for University penalties on over-length work. However, Dissertations markedly under 15,000 words will be accepted *provided* that the subject has been fully explored. It is essential that students should use the word limit to learn how to write and edit to a specific length. This is an important discipline or 'transferable skill' and invaluable in many professional contexts.

* All footnoted material must be counted within the word limit. The only exception here is for extra wordage generated by necessary quotation from foreign languages.

Advisory Timetable for Dissertation

In January: Begin thinking about topic/feasibility; consult with tutors. Part-time students are advised to do so by the end of the summer of their first year.

By late May: All students must confirm their choice of supervisor and topic. The name of your chosen supervisor and topic should be reported to the Course Director, Dr Akil Awan.

By mid-June: Students should see supervisors to discuss a detailed plan to receive advice on the writing of the first draft.

By late June: Supervisors should receive a final title plus an outline plan of chapters **in writing**. Students and supervisors should have also arranged (a) the timetable for receiving and returning the first draft and (b) **agreed methods of contact between student and supervisor during the summer research recess - whether by email/phone etc.**

By mid-August: Students should submit drafts for comment to their supervisors. (NB: dates can be varied **by agreement** between student and supervisor)

1 September: Submission of Dissertation

Note on Post-MA Dissemination of Research:

Successful Dissertations of Distinction standard are deposited in Royal Holloway Library - subject to normal copyright regulations; and all early Dissertations 1993-2002 are available in the Library. Students should also consider other outlets for Dissertations after the award of the MA. For example, if the work has focused upon a specific institution, it is good practice to present a copy to that institution/archive/etc - after inserting a copyright declaration on the title page. It is also worth checking with the press (local or national) to see if there is scope for a spin-off article. Finally, MA research may lead to a scholarly article or provide a launch-pad for advanced research leading to MPhil or PhD.

Optional modules:

For optional modules you can choose among the following offered in the History Department:

TERM 1 OPTIONS

(Recommended) **HS5648 Diasporas, Refugees and Minorities in Modern Europe and the Mediterranean**

Convener: **Dr Paris Chronakis** ([profile](#))

Assessment: **Essay - 4,500 words (70%); AI-image generation and commentary – 1,500 words (30%)**

This module offers a historical and conceptual approach to Jewish, Muslim, and Christian diasporas, refugees and minorities in the imperial and post-imperial lands of Europe and the Mediterranean of the late 19th and 20th centuries. It maps the complex transformation of ethno-religious diasporas into refugees and minorities amidst war, genocide and forced relocation and considers their enduring legacy in Europe and beyond. Diasporas, refugees and minorities are often treated separately, but this module points to significant overlaps and interchangeable positions in their histories as Jewish minorities interacted with Christian refugees or became refugees themselves before, during and after the Holocaust. Topics include: diasporas and empires; Europe's "minority question"; war, ethnic cleansing and forced migrations; global humanitarianism; refugees, minorities and the state; formation and mutations of "refugee" and "minority" identities; the Holocaust, Jewish refugeehood and Christian minorities; refugee memory and minority counter-memory; the refugeehood of things. The module draws on cutting-edge research on transnationalism, borders, mobility and sovereignty in the fields of history, social anthropology, political

science and material studies and introduces students to the notion and practices of the “refugee archive”.

Key Bibliography

On Minorities

Kate Brown, *A biography of no place: from ethnic borderland to soviet heartland* (Harvard: Harvard University Press, 2005)

Mark Mazower, 'Minorities and the League of Nations,' *Daedalus* 126/2 (1997), 47-63

Erik D. Weitz, 'From the Vienna to the Paris System: international politics and the entangled histories of human rights, forced deportations, and civilizing missions,' *The American Historical Review* 113/5 (2008), 1313-1343

On Diasporas and Refugees

Peter Gatrell, *The Making of the Modern Refugee* (Oxford University Press, 2013)

Bruce Clark, *Twice a Stranger. Greece, Turkey and the Minorities they expelled* (Granta, 2005)

Michael R. Marrus, *The Unwanted: European Refugees in the Twentieth Century* (Oxford University Press, 1985)

HS5515 Louis IX, the Mamluks and the Mongols: Crusading and the Near East in the 13th Century

Convener: **Professor Andrew Jotischky** ([profile](#))

Assessment: **Essay – 5,000 words (80%); Source evaluation – 1,000 words (20%)**

Centred on the largest crusade of the thirteenth century, the attempt by King Louis IX of France to recover Jerusalem and the Holy Land through the conquest of Egypt, this module looks at the origins, preaching and preparations for his invasion. We follow its disastrous progress and defeat, largely through the charismatic writings of the eyewitness John of Joinville, but also using texts from Arabic (including some unpublished translations). The crusade helped trigger upheaval in the Muslim Near East with the overthrow of the Ayyubid regime and the arrival of the formidable Mamluks. Into this potent mix appeared the Mongols, carving out an empire from Hungary to Japan, and briefly seeming to look to Louis for an alliance. Through the extraordinary account of William of Rubruck we can see western Europeans try to grasp the society and the beliefs of the terrifying steppe-warriors.

Introductory reading:

Chronicles of the Crusades, tr. C. Smith (London, 2008)

J. Richard, *Saint Louis: Crusader King of France* (Cambridge, 1992)

C. Smith, *Crusading in the Age of Joinville* (Aldershot, 2006)

HS5730 History of the Holocaust (Taught in Central London)

Convener: **Professor Dan Stone** ([profile](#))

Assessment: **Essay - 5,000 words (80%); Source evaluation – 1,000 words (20%)**

The module provides a thorough grounding in the history of the Holocaust, taught mainly through secondary sources. The module covers the history of the Jews from the emancipation period onwards, especially the Jews of Germany; the emergence of political antisemitism in Germany and Austria; the rise to power of Nazism; the Euthanasia Programme and its relationship with the persecution of the Jews; and Nazi policy vis-à-vis the Jews and other victims (Afro-Germans, homosexuals, Soviet POWs etc.) in its various

stages. It deals with the Holocaust from the point of view of Nazi persecution and the responses of its victims.

Introductory Readings:

Richard J Evans, *The Coming of the Third Reich* (2003)

Ian Kershaw, *Hitler: 1889-1936 Hubris* (1998)

Saul Friedländer, *Nazi Germany and the Jews, vol. 1* (Weidenfeld & Nicolson, 1996)

HS5219 Byzantium and the First Crusade

Convener: **Professor Jonathan Harris** ([profile](#))

Assessment: **Essay - 5,000 words (80%); Source evaluation – 1,000 words (20%)**

This module traces the response of the rulers of the Byzantine Empire to the First Crusade, which passed through their territory in 1096-7. It places the crusade in the context of previous Byzantine interaction with the Latin West, especially attempts by the emperors to secure military help both before and during the reign of Alexios I Komnenos (1081-1118). The events of the First Crusade - its preaching by Urban II in 1095, its progress through Byzantine territory to Antioch, the 'third wave' of 1101 and Bohemond of Taranto's attack on the empire in 1107 – will all be discussed in this context through a range of Byzantine and Western source material in translation. Among the issues discussed will be the role of Alexios I in the preaching and launching of the crusade, the nature of the oaths sworn in Constantinople in 1096-7, the importance of the schism between the Byzantine and western Churches and the origin of the hostility between Bohemond and Alexios I.

Introductory Reading:

Michael Angold, *The Byzantine Empire, 1025-1204: A Political History*, 2nd edition (London: Longman, 1997)

Peter Frankopan, *The First Crusade: The Call from the East* (London: Bodley Head, 2012)

Jonathan Harris, *Byzantium and the Crusades*, 2nd edition (London and New York: Bloomsbury, 2014)

HS5129 A Transnational Holocaust (Taught in Central London)

Convener: **Dr Simone Gigliotti** ([profile](#))

Assessment: **Essay - 4,500 words (70%); Source evaluation – 1,500 words (30%)**

This MA course introduces students to the history, impact and memory of forced movement of Jewish victims of the Nazi regime outside of the familiar places of ghettos and camps. Whereas the core MA Holocaust courses introduce (HS5730 and HS5731) students to the history of the Holocaust and postwar interpretative debates, this course presents a 'moving' transnational and translocal history of the Holocaust. It upends the conventional chronology, beginning in the mid-1920s and concluding in the early 1950s (on the eve of decolonization, the founding of Israel, the passage of DP (Displaced Persons) Acts in the US in 1948/1949, humanitarian conventions, the division of Germany, and the UN refugee convention). The course analyses the journeys and experiences of victims of forced movement and their emerging spatial agency in new locations, and also focuses on the geo-political contexts of the locations they moved through and stayed in (whether by circumstance or choice). The course draws on emerging research in Holocaust studies on refugee diasporas, transnationalism, and landscapes of the Holocaust. The course also draws on literature on postwar Europe, humanitarian relief organizations, and histories of

asylum seeking pertinent to Jewish, European and as relevant, refugee diasporas in regional locations of Africa, the Caribbean and South America.

Introductory Reading:

Bernard Wasserstein, *On the eve: the Jews of Europe before the Second World War* (New York: Simon & Schuster, 2012).

Michael R. Marrus, *The Unwanted: European Refugees in the Twentieth Century* (New York: Oxford University Press, 1985)

Gerard Daniel Cohen, *In War's Wake: Europe's Displaced Persons in the Postwar Order*, (Oxford: Oxford University Press, 2011)

HS5702 Religion and Society in Late Antiquity

Convener: **Dr David Natal** ([profile](#))

Assessment: **Essay - 5,000 words (80%); Annotated bibliography– 1,000 words (20%)**

This module examines the evolution of religious thought and practice amid the profound societal changes of Late Antiquity. It explores how Christianity both shaped and was shaped by the political, social, and cultural landscapes of late and post-Roman Europe. Emphasis is placed on the relationship between church and state, the development of monastic and ecclesiastical institutions, and the establishment of doctrine and orthodoxy. We will discuss the nature of Christian orthodoxy, the dynamics of heresy and schism, the power struggles among church leaders, and the role of religious authority in shaping both ecclesiastical and imperial policies. Key topics include the Nicene controversy of the mid-fourth century, the excommunication of Emperor Theodosius in 390-391, and the role of church leaders in the conflicts that marked the end of the Roman Empire and the emergence of new European polities. A range of primary sources, including moral and doctrinal treatises, imperial edicts, and contemporary accounts and letters, will be studied in translation to provide a comprehensive understanding of Christianity's development during this formative period.

Introductory Reading:

P. Brown, *The Rise of Western Christendom. Triumph and Diversity, A.D. 200-1000*, Malden MA, 2003

P. Brown, *Poverty and Leadership in the Later Roman Empire*, Hanover NH, 2001.

A. Cain and N. Lenski. *The Power of Religion in Late Antiquity*, Farnham, 2009.

A. D. Lee, *Pagans and Christians in Late Antiquity: A Sourcebook*, London, 2000.

C. Harrison, C. Humfress, and I. Sandwell, *Being Christian in Late Antiquity. A Festschrift for Gillian Clark*, Oxford, 2014.

HS5517 Medieval Pilgrimage

Convener: **Professor Andrew Jotischky** ([profile](#))

Assessment: **Essay - 5,000 words (80%); Oral presentation – 10 mins (20%)**

This course introduces you to a range of different medieval experiences of pilgrimage, from the perspective of pilgrims themselves. It is guided by our reading of examples of the genre of pilgrimage accounts from the fourth century to the fifteenth. Pilgrimage accounts vary in extent and depth of detail, from the laconic listing of places and distances between them, to the frankly autobiographical travel memoir. We will try to capture the essence of the pilgrim's experience by investigating the variety of methods employed by pilgrims in recounting their experiences, and by examining the nature of the evidence such accounts

present. We will seek to identify and analyse the major themes of the genre: the idea of holiness; the relationship between place and holiness; the miraculous; the 'liminal' quality of the pilgrim's experience; the self-reflection of pilgrims on their spiritual state, etc. The course is heavily based on pilgrimage to the Holy Land, but we will also consider, for the sake of comparative completeness, pilgrimages to other centres of devotion in the Middle Ages: Rome, Compostela and Canterbury.

Introductory Reading:

Andrew Jotischky and William J. Purkis (eds), *A Companion to Medieval Pilgrimage* (Kalamazoo, MI: ARC Humanities, 2024)

Jonathan Sumption, *Pilgrimage: An Image of Medieval Religion* (London: Faber, 1975)

Diana Webb, *Pilgrims and Pilgrimage in the Medieval West* (London: I.B. Tauris, 1999)

HS5132 Breaking Waves: Feminism in Britain, c. 1860-Present

Convener: **Dr Stella Moss** ([profile](#))

Assessment: **Essay - 5,000 words (80%); Source evaluation – 1,000 words (20%)**

This module explores the history of feminism in Britain from the mid-nineteenth century to the present. The module explores the varied formation, configuration and contestation of feminist politics and activism, encouraging students to look beyond well-worn narratives of 'waves' of feminism. The module illuminates the development of feminist political thought, as well as diverse histories of activism and campaigning. Core themes include: feminism and the state; body politics and sexualities; women's work; family life; and feminist political thought. Students are encouraged to develop their critical understanding of feminism through engagement with diverse primary sources (including political texts, social surveys, photographs, film and oral histories) and via wide-ranging historical and multi-disciplinary scholarship.

Introductory Reading:

Diane Atkinson, *Rise Up, Women!: The Remarkable Lives of the Suffragettes* (London: Bloomsbury, 2019)

Margaretta Jolly, *Sisterhood and After: An Oral History of the UK Women's Liberation Movement, 1968-Present* (Oxford: Oxford University Press, 2019)

Margaret Walters, *Feminism: A Very Short Introduction* (Oxford: Oxford University Press, 2005)

HS5756: African American Islam, the Nation of Islam and Malcolm X.

Convener: **Dr. Dawn-Marie Gibson** ([profile](#))

Assessment: **5,000-word essay (80%) and 1,000- word book review (20%)**

This course examines the exponential growth of Islam in African American communities in the United States in the Twentieth Century. The course focuses on the origins and development of a number of Muslim communities including the Original Nation of Islam, the Imam W.D. Mohammed community and Louis Farrakhan's Resurrected Nation of Islam. The course examines historiography, scholarly debates and sources relating to African American Islam, the Nation of Islam and Malcolm X. It assesses ongoing debates relating to Malcolm X's life, career and assassination. Further, the course considers the tensions that shape relations between African American Muslim and Immigrant Muslim communities in the contemporary United States.

Introductory Reading:

Herbert Berg, *Elijah Muhammad and Islam* (New York: New York University Press, 2009)

Dawn-Marie Gibson, *The Ministry of Louis Farrakhan in the Nation of Islam* (London: Bloomsbury, 2023)

C. Eric Lincoln, *The Black Muslims in America* (Boston: Beacon, 1961)

Malcolm X, *The Autobiography of Malcolm X* (New York: Penguin, 1965)

Manning Marable, *Malcolm X: A Life of Reinvention* (New York: Viking, 2011)

Manning Marable and Hishaam Aidi, *Black Routes to Islam* (New York: Palgrave, 2009)

TERM 2 OPTIONS**HS5256 The Memory and Legacy of the Crusades in the Modern Age**

Convener: **Professor Jonathan Phillips** ([profile](#))

Assessment: **Essay - 5,000 words (80%); Oral presentation – 10 mins (20%)**

In this unique and ground-breaking module you will develop an understanding of the memory, impact and legacy of the crusades in the West and Muslim world since the medieval period. You will look at the evolution and mutation of the crusading idea over (especially) the last 200 years, examining how and why the European colonial and imperial powers adopted crusading during the nineteenth century, and how the idea was used in World War 1 and by General Franco in the Spanish Civil War. We will also consider how the idea has taken on, in the West, a more secular meaning. You will analyse how crusade and jihad have been treated in the Muslim Near East, tracing cultural developments in theatre, film and poetry, as well as politics and religion, from the nineteenth century to the present day, with particular emphasis on the figure of Saladin, the hero of the Muslim world for recovering Jerusalem from the crusaders. We will see how his image, and the memory of the crusades has been used by Islamists such as Osama bin Laden and Arab Nationalists such as Nasser of Egypt, Saddam Hussein in Iraq, Hafez al-Asad of Syria and Yasser Arafat and the Palestinians.

Introductory Reading:

M. Horswell, *The Rise and Fall of British Crusader Medievalism* (Abingdon, 2018)

J.P. Phillips, *The Life and the Legend of the Sultan Saladin* (London, 2019)

E. Siberry, *The New Crusaders: Images of the Crusaders in the Nineteenth and Twentieth Centuries* (Aldershot, 2000)

HS5209 Women and the Crusades

Convener: **Professor Andrew Jotischky** ([profile](#))

Assessment: **Essay - 5,000 words (80%); Source evaluation – 1,000 words (20%)**

The crusading movement arose at a time of significant change for women. The association of crusading with pilgrimage meant that women often travelled to the Holy Land with crusade expeditions, although their presence was often criticised. This module will demonstrate how most medieval historians used gendered language and moral tales to express their disapproval of women who took the cross. Women of all social levels went on crusade, however. Some were noble wives of knights and lords, others worked as prostitutes and washerwomen. They supported crusader armies during battles, and were often the casualties of warfare. After the First Crusade, a Latin society was established in the East that lasted for nearly 200 years. In such frontier settlements warfare was endemic;

many women lost fathers, husbands and sons. This led to a shortage of suitable male warriors to govern, and noble women often held a crucial role providing political stability through regency and marriage. A range of translated primary materials will be used to illustrate relevant historiographical arguments, including a series of case studies based on influential women such as Eleanor of Aquitaine and Queen Melisende of Jerusalem.

Introductory Reading:

S. B. Edgington & S. Lambert (eds.), *Gendering the Crusades* (Cardiff, 2001)

N. Hodgson, *Women, Crusading and the Holy Land in Historical Narrative* (Woodbridge, 2007)

HS5731 Interpreting the Holocaust (Taught in Central London)

Convener: **Dr Simone Gigliotti** ([profile](#))

Assessment: **Essay - 5,000 words (80%); Source evaluation – 1,000 words (20%)**

The module provides a thorough grounding in the historiography of and theoretical approaches to the Holocaust. The module is taught using secondary historical sources, sociological and anthropological texts, testimony and memoir, film, art, photography, comics, museums and monuments. The module examines first different 'grand narrative' explanations for the Holocaust (such as 'modernity' and 'genocide'), then looks at different sources, such as testimony and photography, and finally looks the politics of Holocaust memory, through an examination of Holocaust monuments and museums, and contemporary discussions about memorialisation.

Introductory Reading:

Dan Stone (ed), *The Historiography of the Holocaust* (2006)

David Bankier and Dan Michman, (eds.), *Holocaust Historiography in Context. Emergence, Challenges, Polemics and Achievements* (2008)

Anne Kelly Knowles, Tim Cole and Alberto Giordano (eds.), *Geographies of the Holocaust* (2014)

HS5220 Byzantium and the Fourth Crusade

Convener: **Professor Jonathan Harris** ([profile](#))

Assessment: **Essay - 5,000 words (80%); Source evaluation – 1,000 words (20%)**

This module takes a long-term view of the crusade which captured and sacked Constantinople, the capital city of the Byzantine empire, in April 1204. Starting in around 1192, it places events in the context of relations between the Byzantines and previous crusades, of the internal situation of the empire and of the position in the Latin east in the aftermath of the Third Crusade. It then examines how the Fourth Crusade was preached and planned, how it was diverted first to Zara and then to Constantinople, and how it came to attack and pillage the city. Translations of accounts left by contemporaries and eyewitnesses (both Byzantine and Western) will be studied in detail and subjected to critical analysis.

Introductory Reading:

Jonathan Harris, *Byzantium and the Crusades*, 2nd edition (London and New York: Bloomsbury, 2014)

Michael Angold, *The Byzantine Empire, 1025-1204: A Political History*, 2nd edition (London: Longman, 1997)

Jonathan Phillips, *The Fourth Crusade and the Sack of Constantinople* (London: Cape, 2004)

HS5325 Household and Empire: The Roman Family from Augustus to Justinian (Taught in Central London)

Convener: **Prof Kate Cooper** ([profile](#))

Assessment: **Essay - 5,000 words (80%); Oral presentation/Blog post (20%)**

This module explores the Roman household as an emotional, economic, and cultural focal point in Roman life. Bookended by the reforms of Rome's first emperor, Augustus (d. AD 14) and those of the last of the major emperors to rule a united Roman empire, Justinian (d. 565), it will explore the tensions arising from religious and ethnic diversity, with special attention to the impact on family life of slavery and the rise of asceticism.

Introductory Reading:

Beryl Rawson (ed.), *A companion to families in the Greek and Roman worlds* (Chichester, 2011)

Beryl Rawson & Paul Weaver, *The Roman family in Italy: Status, Sentiment, Space* (Oxford, 2003)

Suzanne Dixon, *The Roman family* (Baltimore, 1992)

HS5131 Genocide: Comparative Approaches

Convener: **Dr Rebecca Jinks** ([profile](#))

Assessment: **Essay - 5,000 words (80%); Book or digital resource review – 1,000 words (20%)**

The recurrent global phenomenon of genocide invites comparative scholarship, whether to further historical understanding or in the hope of prevention in the future. Although the field has at times been plagued by intense debates over the 'morals' of comparison, scholars have sought and found many productive points of comparison between different cases of genocide: some arise from the central themes of modern scholarship (modernity, state violence, gender), others from the phenomenon itself (child transfers, the use of memories of past violence to justify genocide in the present). This course examines a number of these comparative themes through a variety of case studies, giving students a critical purchase on up-to-date scholarship and a contextualised understanding of the complex causes and dynamics of genocide. Each class is focused around a core theoretical and comparative reading, supplemented by readings from a choice of relevant case studies, running from colonial genocide in north America and Australia through to genocide in Darfur: in this way students will develop a solid understanding of comparative methodologies, as well as of a range of case studies of genocide.

Introductory reading:

Donald Bloxham and A. Dirk Moses, eds., *The Oxford Handbook of Genocide Studies* (2010)

Dirk Moses, *The Problems of Genocide* (2021)

Dan Stone, ed., *The Historiography of Genocide* (2008)

Jens Meierhenrich, ed., *Genocide: A Reader* (2014)

Damien Short, *Redefining Genocide* (2016)

HS5435: (Micro)Histories of Race and Conflict in North America

Convener: **Dr Patrick Doyle** ([profile](#))

Assessment: Essay – 5,000 words (80%); Oral Presentation (20%)

What can the intensive study of a small unit of analysis – an individual, a family, a community – tell us about wider historical phenomena? That is the central question that underpins this module, which strives to explore and understand the issues of race, ethnicity, and conflict in North America through a microhistorical approach. It does so by focusing on rich and detailed examples (through the close reading of several monographs) that stretch from the colonial period to the early twentieth century and offer us the viewpoints of men and women, slave and free, Euro-Americans, African Americans, and Native Americans. Through these intimate and diverse profiles we will endeavour to make sense of the turbulent history of race and conflict in North America from a multitude of perspectives. While it retains an important thematic and geographic focus, this course also poses a number of methodological and theoretical questions with a much wider relevance: How significant is representativeness to a historical example? Can we learn more from studying an individual or place that is typical or atypical? Or is the notion of a unit of historical analysis being representative simply illusory? And is it beneficial or counter-productive to write narrativized histories? These are questions that we will explore throughout the module and that students will have a chance to personally grapple with in their written assignments.

Introductory Reading:

David Brown and Clive Webb, *Race in the American South: From Slavery to Civil Rights* (2007)

Jill Lepore, 'Historians Who Love Too Much: Reflections on Microhistory and Biography,' *Journal of American History* 88 (2001), pp. 129-144

Sigurður Gylfi Magnússon and István M. Szigjártó, *What is Microhistory? Theory and Practice* (2013)

HS5780 New Imperial Histories: Britain's Empire Reassessed

Convenor: Emily Manktelow ([profile](#))

Assessment: 1 x 5,000-word essay (80%); 1 x 1,000-word source evaluation (20%) This option explores recent approaches (particularly those of the last decade) to British imperial and colonial history, placing particular emphasis on those which advocate a transnational or comparative approach. It allows students to develop an appreciation of the influence of postcolonial studies, geography, anthropology, and sociology on history writing in this context. Seminar topics may include settler colonialism, colonial violence, the material culture of empire, the relationship between metropole and colony, sex and gender, race and racism, imperial networks and trajectories, law and empire, and attempts to reconnect cultural and economic interpretations of empire.

Introductory Reading:

Darwin, John, 'Britain's Empires' in Sarah Stockwell (ed), *The British Empire: themes and perspectives* (Blackwell, 2008), pp. 1-20.

Anthony Webster, *The Debate on the Rise of the British Empire* (Manchester: Manchester University Press, 2006), 1-13.

Will Jackson, 'The British Empire Debate', *Reviews in History* (<http://www.history.ac.uk/reviews/review/1216>)

Catherine Hall, *Cultures of Empire: Colonizers in Britain and the Empire in the Nineteenth and Twentieth Centuries: a Reader* (Taylor and Francis, 2000), 1-33.

Other optional modules are offered by Royal Holloway **Classics Department**, King's College London **Classics Department** and University College London **History and Classics Departments**.

Term 1 Intercollegiate Optional Modules

Module Code & Title	Term	Credit	Department	Convenor	Provisional Timetable	Link to module information
ICSo8: Wine, Oil and Grain in Greece and Rome: Production to Consumption	Term 1	15	ICS	Dr Emlyn Dodd	Wednesdays 11:00–13:00 Senate House	https://ics.sas.ac.uk/study-and-training/ics-modules-intercollegiate-ma/icso8-wine-oil-and-grain-greece-and-rome
7AACA030: The Material Legacy of Byzantium (Living in Byzantium)	Term 1	15	KCL Classics	Dr Tassos Papacostas	Tuesday 15:00-17:00	Level 7 module descriptions: 7AACA030 The Material Legacy of Byzantium: Living in Byzantium KEATS (kcl.ac.uk)
7AACA035: Special Subject in Classical Art and Archaeology (Archaic Sculpture)	Term 1	15	KCL Classics	Dr Rebecca Levitan	Monday 15:00 – 17:00 Tuesday 14:00 – 16:00 (23/9, 7/10, 21/10, 11/11, 25/11)	Level 7 module descriptions: 7AACA035 Archaic Sculpture (Visual Histories) KEATS (kcl.ac.uk)
7AACA051: Crossroads to Eurasia: Northern Black Sea in Antiquity (Classical Frontiers: Black Sea in Antiquity)	Term 1	15	KCL Classics	Dr Irene Polinskaya	Tuesday 11:30 – 13:30	Level 7 module descriptions: 7AACA051 Crossroads to Eurasia: Northern Black Sea in Antiquity KEATS (kcl.ac.uk)
7AACA054: The Roman City (Pompeii and Herculaneum: History, Society &	Term 1	15	KCL Classics	Prof. Henrik Mouritsen	Monday 12:30 – 14:30	Level 7 module descriptions: 7AACA054 The Roman City: Pompeii and Herculaneum

Afterlife)						KEATS (kcl.ac.uk)
7AACA055: Christianity and Rome (Christianity and Rome)	Term 1	15	KCL Classics	Dr James Corke- Webster	Tuesday 11:00 – 13:00	Level 7 module descriptions: 7AACA055 Christianity and Rome KEATS (kcl.ac.uk)
7AACA072: Postclassical Greek Literature and Culture (In the Birdcage of the Muses: Hellenistic Poetry and postclassical Greek Culture)	Term 1	15	KCL Classics	Dr Pavlos Avlami	Thursday 14:00 – 16:00	Level 7 module descriptions: 7AACA072 Postclassical Greek literature and culture: "In the birdcage of the muses" KEATS (kcl.ac.uk)
HS5120: Research Methods in Late Antique and Byzantine Studies	Term 1	30	RHUL History	Dr Charalambos Dendrin	Friday 14:00- 16:00 (Taught at Senate House)	https://ssb- prod.ec.royalholl oway.ac.uk/PRO D/bwckctlg.p_dis p_catalog_syllab us?cat_term_in= 202425&subj_co de_in=HS&crse_n umb_in=5120
CLAS0124: Ancient Greece on Stage	Term 1	15	UCL Greek & Latin	Prof. Miriam Leonard	Mondays 14:00-16:00	https://www.ucl.a c.uk/module- catalogue/modul es/ancient- greece-on-stage- CLAS0124
CLAS0118: Approaches to the Reception of the Classical World (Module is running twice in T1 and T2)	Term 1	15	UCL Greek & Latin	Prof. Maria Wyke	Tuesdays 11:00-13:00	https://www.ucl.a c.uk/module- catalogue/modul es/approaches- to-the-reception- of-the-classical- world-CLAS0118
CLAS0062: Greek Drama 1	Term 1	15	UCL Greek & Latin	Dr Peter Agocs	Mondays 16:00-18:00	https://www.ucl.a c.uk/module- catalogue/modul es/greek-drama- 1-CLAS0062
CLAS0160: Race: Antiquity and its Legacy	Term 1	15	UCL Greek & Latin	Prof. Phiroze Vasunia	Thursdays 11:00-12:00 (MA only session) Thursdays	https://www.ucl.a c.uk/module- catalogue/modul es/race-antiquity- and-its-legacy-

					14:00-16:00 (MA & BA student session)	CLAS0160
HISTo438: Lived Ancient Religion in Hellenistic Greece	T1	15	UCL History	Dr Julietta Steinhauer	Mondays 11:00-13:00	https://www.ucl.ac.uk/module-catalogue/modules/lived-ancient-religion-in-hellenistic-greece-HISTo438

Term 2 Optional Modules

ICS02: Digital Classics	Term 2	15	ICS	Dr Gabriel Bodard & Dr Katharine Shields	Online lectures: Thursdays at 16:00-17:30 In-person seminars: Tuesdays at 11:00-12:30	https://ics.sas.ac.uk/study-and-training/ics-modules-intercollegiate-ma/ics02-digital-classics
7AACA037: Making and Meaning in Classical Art & Archaeology (Hellenistic & Roman Painting/Mosaic)	Term 2	15	KCL Classics	Dr Will Wootton	Tuesday 11:30 – 13:30	Level 7 module descriptions: 7AACA037 Hellenistic & Roman Painting (Making and meaning in Classical Art & Archaeology) KEATS (kcl.ac.uk)
7AACA071: Special Subject in Ancient Culture (Greek Archaeology, History, Literature or Reception)	Term 2	15	KCL Classics	Dr Kate Cook	Thursday 13:00 – 15:00	Level 7 module descriptions: 7AACA071 Special Subject in Ancient Culture KEATS (kcl.ac.uk)
7AACA073: Topics in Ancient Performance Culture (The Ancient Pantomime and his World)	Term 2	15	KCL Classics	Prof. Ismene Lada-Richards	Monday 14:00 – 16:00	Level 7 module descriptions: 7AACA073 Topics in Ancient Performance Culture: The Ancient Pantomime KEATS (kcl.ac.uk)
7AACA077: Antiquity in Modernity	Term 2	15	KCL Classics	Prof. Daniel Orrells	Wednesday 09:00 – 11:00	Level 7 module descriptions: 7AACA077 The

(*Black Classicisms')						Ancient World and Modern Meaning and Antiquity in Modernity (Black Classicisms) KEATS
CL5031: The Ancient Novel	Term 2	15	RHUL Classics	Dr Nick Lowe		https://ssb-prod.ec.royalholloway.ac.uk/PROD/bwckctlg.p_disp_catalog_syllabus?cat_term_in=202425&subj_code_in=CL&crse_num_in=5031
CLASo118: Approaches to the Reception of the Classical World (Module is running twice in T1 and T2)	Term 2	15	UCL Greek & Latin	Prof. Maria Wyke	Tuesdays 11:00-13:00	https://www.ucl.ac.uk/module-catalogue/modules/approaches-to-the-reception-of-the-classical-world-CLASo118
CLASo166: Body and Senses	Term 2	15	UCL Greek & Latin	Dr Mairead McAuley	Wednesdays 11:00-13:00	https://www.ucl.ac.uk/module-catalogue/modules/body-and-senses-CLASo166
CLASo169: Dramaturgy, Ancient and Modern	T2	15	UCL Greek & Latin	Dr Giovanna Di Martino	Tuesdays 14:00-16:00 (BA & MA session) Thursdays 14:00-16:30 (MA session)	https://www.ucl.ac.uk/module-catalogue/modules/dramaturgy-ancient-and-modern-CLASo169
CLASo159: Greek Papyrology	T2	15	UCL Greek & Latin	Prof. Nick Gonis	Tuesdays 16:00-18:00	https://www.ucl.ac.uk/module-catalogue/modules/greek-papyrology-CLASo159
HISTo425: The Empire of Constantinople, AD 425-641	T2	15	UCL History	Dr Benet Salway	Thursdays 11:00-13:00	https://www.ucl.ac.uk/module-catalogue/modules/the-empire-of-constantinople-ad-425-641-HISTo425

ICS Intensive Module (Training School)

Module Code & Title	Term	Credit	Dept	Convenor	Provisional Timetable	Link to module information
ICS06: 3D Imaging and Modelling for Cultural Heritage	Spring, intensive module	15	ICS	Dr Gabriel Bodard	This module runs over the course of one week, April 7–11, 2025, from 10:00–16:00 every day (plus one or two guest lectures later in the afternoon). All sessions are required.	https://ics.sas.ac.uk/study-and-training/ics-modules-intercollegiate-ma/ics06-3d-imaging-and-modelling-cultural-heritage

Terms 1 and 2 Optional Modules

Module Code & Title	Term	Credit	Department	Convenor	Provisional Timetable	Link to module information
7AACA092: Intermediate Ancient Greek for Research (Language Acquisition)	T1 & T2	30	KCL Classics	Dr Nicola Develin	Thursday 11:00 – 12:30 Friday 11:00 – 12:30	Level 7 module descriptions: 7AACA092 Intermediate Ancient Greek for research KEATS (kcl.ac.uk)
7AACA093: Beginners' Ancient Greek for Research (Language Acquisition)	T1 & T2	30	KCL Classics	Dr Fiona Haarer	Monday 16:00 – 17:30 Friday 11:00 – 12:30	Level 7 module descriptions: 7AACA093 Beginners' Ancient Greek for research KEATS (kcl.ac.uk)
CL5305: Athenian Law and Social History	T1 & T2	30	Royal Holloway Classics	Prof. Lene Rubinstein		https://ssb-prod.ec.royalholloway.ac.uk/PROD/bwckctlg.p_disp_catalog_syllabus?catalog_term_in=202425&subj_code_in=CL&crse_num_in=2353
CL5051: Problems and Methods in Oratory and	T1 & T2	30	Royal Holloway Classics	Prof. Lene Rubinstein		https://ssb-prod.ec.royalholloway.ac.uk/PROD/bwckctlg.p_disp_c

Rhetoric						atalog_syllabus?cat_term_in=202425&subj_code_in=CL&crse_num_in=5051
CL5091: Research Training in Classical Art and Archaeology	T1 & T2	30	Royal Holloway Classics	Dr Zena Kamash		https://ssb-prod.ec.royalholloway.ac.uk/PROD/bwckctlg.p_disp_catalog_syllabus?cat_term_in=202425&subj_code_in=CL&crse_num_in=5091
HS5124: Introduction to Greek Palaeography	T1 & T2	30	Royal Holloway History	Dr Charalambos Dendrinos	Wednesday 16:00-18:00 (Taught at Royal Holloway)	https://ssb-prod.ec.royalholloway.ac.uk/PROD/bwckctlg.p_disp_catalog_syllabus?cat_term_in=202425&subj_code_in=HS&crse_num_in=5124
CLASo168: Approaches to Classics (Classics' core-course)	T1 & T2	30	UCL Greek & Latin	Prof. Phiroze Vasunia	Provisionally: Fridays 14:00-16:00	https://www.ucl.ac.uk/module-catalogue/modules/approaches-to-classics-CLASo168
CLASoo64: Mycenaean Greek	T1 & T2	30	UCL Greek & Latin	Prof. Stephen Colvin	Provisionally: Tuesdays 16:00-18:00 (T1) Fridays 09:00-10:00 (T2)	https://www.ucl.ac.uk/module-catalogue/modules/mycenaean-greek-CLASoo64
CLASo111: Approaches to the Reception of the Classical World	T1 & T2	30	UCL Greek & Latin	Prof. Maria Wyke	Provisionally: Tuesdays 11:00-13:00	https://www.ucl.ac.uk/module-catalogue/modules/approaches-to-the-reception-of-the-classical-world-CLASo111

Postgraduate Common Room

This is located in the International Building equipped with computers (1st Floor, International Building, Room INT 149) There are also facilities, including kitchen, common room and computers at 11 Bedford Square in Central London.

Modern Greek modules offered by RHUL

1. CL2723 Aspects of Modern Greek Language and Culture (Modern Greek for Beginners)

No previous knowledge of Greek is required

The module aims at:

- Establishing basic communication skills in Greek
- Providing students with the skills to communicate in Greek in a variety of everyday situations
- Introducing students to a range of grammatical structures
- Introducing students to some aspects of contemporary Greek culture
- Establishing linguistic skills and attitudes required for promoting and facilitating further study of Greek

2. CL3737 Further aspects of Modern Greek Language and Culture (Intermediate Modern Greek)**Basic knowledge of Classical or Modern Greek is required**

The module aims at:

- Developing communication skills in Greek
- Providing students with more advanced skills to communicate in Greek in a variety of everyday situations
- Introducing students to a wider range of grammatical structures
- Introducing students to further aspects of contemporary Greek culture
- Developing linguistic skills and attitudes required for promoting and facilitating further study of Greek

Both modules are offered to students of the Department of Classics and the Department of History. They place emphasis on developing students' understanding and appreciation of contemporary Greek society and culture. Thus, a variety of topics concerning Greek language and Modern Greek history and literature are discussed in class, including the Greek War for Independence and European Romanticism, the poetry of Dionysios Solomos and the ideal of freedom, the disaster in Asia Minor (Mikrasiatike Katastrophe) and the Greek civil war in Modern Greek poetry and cinema, as well as Public Services in Greece. Both modules also discuss aspects of continuity in Greek language and culture by looking at the classical past in Modern Greek politics.

Modern Greek Language courses offered at RHUL**1. Modern Greek Language and Culture I (Beginners)****No previous knowledge of Greek is required**

The course aims at:

- Establishing basic communication skills in Greek
- Providing students with the skills to communicate in Greek in a variety of everyday situations
- Introducing students to a range of grammatical structures
- Introducing students to some aspects of contemporary Greek culture
- Establishing linguistic skills and attitudes required for promoting and facilitating further study of Greek

Time and venue: Mondays 13:00-14:00, International Building, Room INT 237.

First meeting: TBC: Monday 7 October 2024 at 13:00, International Building, Room INT 237.

2. Modern Greek Language and Culture II (Intermediate)

Basic knowledge of Classical or Modern Greek is required

The course aims at:

- Developing communication skills in Greek
- Providing students with more advanced skills to communicate in Greek in a variety of everyday situations
- Introducing students to a wider range of grammatical structures
- Introducing students to further aspects of contemporary Greek culture
- Developing linguistic skills and attitudes required for promoting and facilitating further study of Greek

Time and venue: Mondays 14:00-15:00, International Building, Room INT 237.

First meeting: TBC: Monday 7 October 2024 at 14:00, International Building, Room INT 237.

Sponsored by the **Greek Ministry of Education** these courses are open to all students and members of staff. **No tuition fees** are required for joining these courses.

To reserve places and receive further information please contact Dr Polymnia Tsagouria: p.tsagouria@rhul.ac.uk

Term dates

Autumn Term: Monday 23 September to Friday 13 December 2024

Spring Term: Monday 13 January to Friday 4 April 2025

Summer Term: Monday 5 May to Friday 13 June 2025

You are expected to be in the UK and engaging with your studies during term time. In the case of an emergency which requires you to leave the country and/ or miss lectures/ seminars/ practicals etc., you are expected to inform your department and fill in a [Notification of Absence Form](#). During the summer term, after the examination period, you are expected to attend all required academic activities organized by the department and to be available should you be required to meet with College staff for any reason.

Academic Timetable

Your individual student timetable will be available via the [Your Timetable](#) page on the Student Intranet. Log in with your College username and password and view your timetable via the system or download to a personal calendar. In September you will receive communications by email about exactly how to access and download your timetable, so keep any eye out for these. Timetables are subject to change during the course of the academic year, so you should check yours regularly, (as a minimum every few days) to ensure you are using the most up to date timetable. Any changes to your timetable that occur within two working days will be notified by email to your RHUL account, so please also check your emails regularly. All classes start on the hour. They end ten minutes before the hour to allow you to move between classes.

Study weeks

Autumn Term: 4 – 8 November 2024

Spring Term: 10 – 14 February 2025

Other Sources of Funding:

- Arts and Humanities Research Council
- The A.G. Leventis Foundation
- Greek State Scholarships Foundation (IKY)
- Gladys Kriehle Delmas Foundation for research in Venice
- The Onassis Foundation
- The Stavros Niarchos Foundation
- The Royal Historical Society
- World Council of Churches

Hellenic Studies in London

London has immense resources for students and researchers in this area:

Libraries

Books on Hellenic Studies can be found in the following libraries. For those marked with an asterisk (*), it is essential to obtain letters of introduction from the programme director or your tutor for a reader's card. By obtaining a SCONUL library card from the Library you will be given access to a number of London Libraries (including King's College Library):

RHUL Library, Emily Wilding Davison Building, Royal Holloway, University of London, Egham, Surrey, TW20 0EX. Books on Greek history, literature and culture can be found in the History and Classics collections: <https://www.royalholloway.ac.uk/about-us/the-library/>

The British Library, 96 Euston Road, London, NW1 2DB, <https://www.bl.uk/>. Because it is the national collection, the British library possesses copies of all books published in the UK and Ireland, and many from other countries too. It also has a large collection of Greek papyri and manuscripts, which can be examined in the Manuscript Room. Books have to be ordered in advance and cannot be borrowed. To register for a reader's ticket please consult: <https://www.bl.uk/help/how-to-get-a-reader-pass>

Institute of Classical Studies, Senate House, University of London, Malet Street, London, WC1E 7HU, <https://ics.sas.ac.uk/>. The best library for the study of ancient Greece and Rome. All University of London MA and PhD students can use the library, but if you want to borrow, you have to join the Hellenic Society or the Society for the Promotion of Hellenic Studies.

Institute of Historical Research, Senate House, University of London, Malet Street, London, WC1E 7HU, <https://www.history.ac.uk/>. Books on Byzantium can be found on the first floor, but no borrowing is allowed. All University of London MA and PhD students are entitled to membership: to obtain a card, fill in a form at the Reception.

King's College London Library, Chancery Lane, London, WC2A 1LR, <https://www.kcl.ac.uk/library/index.aspx>. It contains books available nowhere else, especially

works in Greek. Your RHUL library card entitles you to use the library for reference purposes and possibly to borrow books.

* **Lambeth Palace Library**, London SE1 7JU, UK, <http://www.lambethpalacelibrary.org/>. It is the historic library of the archbishops of Canterbury and the principal library and record office for the history of the Church of England. The Library focuses on ecclesiastical history, but its rich collections are important for an immense variety of topics from the history of art and architecture to colonial and Commonwealth history, and for innumerable aspects of English social, political and economic history. It is also a significant resource for local history and genealogy. The Library was founded as a public library by Archbishop Bancroft in 1610, and its collections have been freely available for research ever since. At the invitation of the Librarian of Lambeth Palace Library students of the Greek Palaeography class and members of the Seminar on Editing Byzantine Texts visit annually the Library to examine original Greek manuscripts in the Spring. The collection of the Library comprises more than fifty Greek manuscripts, mainly Biblical, patristic and theological, which cover the whole Byzantine period and beyond. These have been catalogued by members of the Hellenic Institute: <http://www.lambethpalacelibrary.org/content/greek>

University of London Library, Senate House, Malet Street, London, WC1E 7HU, <https://www.senatehouselibrary.ac.uk/>. This is the central library of the University of London with a useful Byzantine collection. Up to six books can be borrowed. To be issued with a library ticket you must present your RHUL library card to the Registration Desk outside the lift on the fourth floor of Senate House.

Senate House Special Collections Reading Room (formerly Palaeography Room), Senate House, Malet Street, London, WC1E 7HU. One of the best printed collections on Palaeography in the world, introducing the most important bibliographical and research tools in Greek Palaeography and Codicology, concentrating on fundamental studies and text books, catalogues of Greek manuscripts and Greek scribes, as well as more specialised books and collections of facsimiles.

* **The Warburg Institute**, Woburn Square, London, WC1H 0AB, <https://warburg.sas.ac.uk/>. Dedicated to the Classical Tradition, its outstanding library has an excellent collection including rare and new editions of texts, all on open shelf, although books cannot be borrowed.

* **Dr Williams's Library**, 14 Gordon Square, London, WC1H 0AG, <https://dwl.ac.uk/>. Although mainly concerned with the history of Non-conformity, this library has a Byzantine section, composed of the books bequeathed to it by the pioneering Byzantinist, Norman Baynes (1877-1961). They charge readers a very modest annual fee and borrowing is allowed.

Museums

The British Museum, Great Russell Street, London, WC1B 3DG displays treasures of Greek art, including the Parthenon marbles, and some Byzantine artefacts (in its Early Medieval Room and Medieval Gallery). Greek papyri and manuscripts can be seen in the public gallery of the British Library, 96 Euston Road, London, NW1 2DB, including the famous Codex Sinaiticus, the earliest manuscript of the complete New Testament. The Museum's HSBC History of Money Gallery contains some beautiful Greek and Byzantine gold coins. The Museum also organises related lectures and study days. Please visit: <http://www.britishmuseum.org/>.

The Victoria and Albert Museum, Cromwell Road, London SW7 2RL has a number of tenth-century Byzantine ivories on display. Please visit: <https://www.vam.ac.uk/>.

Seminars in 2024/25

The Ancient History Seminar, Thursdays throughout the year at 4.30 pm, Senate House North House South Block Room G35 (Convenors: Richard Alston, r.alston@rhul.ac.uk and Henrik Mouritsen, henrik.mouritsen@kcl.ac.uk).

Ancient Philosophy Seminar, Mondays throughout the year at 4.30pm Senate House North Block Room 243 (Convenors : Dr S. Connell and Dr F. Leigh: sophia.connell@bbk.ac.uk).

Crusades and the Latin East Seminar, Mondays throughout the year at 5.15pm, Ecclesiastical Room, Institute of Historical Research, Wolfson Room NB02 (Convenors: Dr S. Edgington, Prof. A. Jotischky, Prof. J. Phillips and Dr W. Purkis: andrew.jotischky@rhul.ac.uk and j.p.phillips@rhul.ac.uk).

Greek and Latin Literature Seminar, Mondays throughout the year at 4.30pm Senate House South Block Room G35 (Convenors : Prof. S. Colvin and Prof. C. Edwards: s.colvin@ucl.ac.uk

King's College London, Centre for Hellenic Studies Seminars and Lectures in Late Antique & Byzantine Studies and Modern Greek Studies at King's College Building, Strand Campus. For updated information please visit: <https://www.kcl.ac.uk/research/centre-for-hellenic-studies>

University of London Working Seminar in Editing Byzantine Texts, the only of its kind in London, has been the focus of Byzantinists specializing in various areas, such as textual criticism, language and literature, palaeography, history and historiography, theology and art history. Graduate students have the opportunity to learn and practise the editorial process, from the transcription of manuscripts to the final stages of publication of critical editions and annotated translations of Byzantine texts. At present, an annotated critical edition and translation of the extensive Correspondence of George of Cyprus (Ecumenical Patriarch Gregory II, 1283-89) is under preparation. The Seminar meets during the second term (February-March) on **Fridays, 15.00-17.00**. In 2024/25 the Seminar will be meeting in person and via Zoom in **Room 103, Senate House, University of London**, London WC1E 7HB. Further information from Ch.Dendrinios@rhul.ac.uk and Jack.Dooley.2016@live.rhul.ac.uk

For further information on upcoming events please visit the following websites:

Association internationale des études byzantines: <https://aiebnet.gr/>

The Digital Classicist: <https://www.digitalclassicist.org/wip/index.html>

The Hellenic Centre: <http://www.helleniccentre.org/>

The Hellenic Institute: <https://the.hellenic.institute.royalholloway.ac.uk/>

International Society for Late Antique Literary Studies: <http://www.islals.org/>

The Oxford University Byzantine Society: <https://oxfordbyzantinesociety.wordpress.com/>

The Society for Modern Greek Studies: <http://www.moderngreek.org.uk/society/>

The Society for the Promotion of Byzantine Studies: <https://www.byzantium.ac.uk/>

Legal Disclaimer: This information is accurate at the time of being compiled. Tutors may be changed and/or modules and seminars may be withdrawn in the light of tutor availability and student numbers. While the Department makes every effort to run all listed modules, it cannot guarantee the availability of every module throughout the duration of each student's time on the MA course. In the event of unavoidable changes to the programme students may still be enabled to study their chosen themes by special arrangements within the broad ambit of some of the MA modules - via choice of topics for essays, Skills Project or Dissertation, in consultation with the course director.

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