Introduction

The BA in Egyptology and Ancient Near Eastern Studies is designed to be both wide-ranging and flexible. It is a three-year course covering all principal aspects of the study of the field while allowing concentration on particular areas of interest. The skills involved are comparable with those needed for other language-focused courses in the humanities, but their application is rather broader. While the core of the teaching is in language and texts, the objective is to penetrate the civilizations and to use written sources where appropriate as the point of departure for studying a wide range of phenomena. It should also be borne in mind that all the texts that are studied are preserved on ancient surfaces that were recovered through fieldwork and are archaeological artefacts in their own right.

For those who have chosen Akkadian as their first language, the focus is on study of the principal ancient language of Mesopotamia; emphasis is also placed on knowledge of the literature, cultural and political history, and archaeology of the area. This is supplemented by study of a second language, which may be Egyptian, Sumerian, Hittite, Old Iranian, Biblical and Mishnaic Hebrew, Aramaic and Syriac, Classics (generally Ancient Greek), or Arabic – together with its associated literature, culture, and history. If Egyptian is chosen as the first language, Akkadian, Arabic, Aramaic and Syriac, Classics, Coptic, or Biblical and Mishnaic Hebrew are the possible choices as second language. Both with Akkadian and with Egyptian, Archaeology and Anthropology is available as an alternative subsidiary to the second language.

No prior knowledge of any ancient language is expected. In addition to the language classes, there are lecture courses on all principal aspects of ancient Near Eastern civilization, as well as regular essay writing. At all stages of the course, emphasis is laid on detailed familiarity with the primary sources, textual sources being studied in the original languages and scripts and non-textual sources in other media. A major objective is that you should become familiar with the use of a range of historiographical, literary-critical, and other methods for understanding these sources.

The core objectives of the course are that you should master the script, grammar, vocabulary, and syntax of Egyptian or Akkadian, and should become acquainted over the three years with several different phases of Egyptian (from Old Egyptian onwards) or Akkadian (from Old Babylonian onwards); and that you should acquire a comparable, but naturally less extensive, command of a second language, or of Archaeology and Anthropology. You should acquire a good knowledge of the secondary literature, including the various aids to study (reference works, bibliographies, dictionaries, sign lists, etc.), and how to make best use of them. Opportunities are available to work with ancient artefacts in the Ashmolean Museum’s collections, as well as to practise reading from original inscribed objects such as cuneiform tablets or Egyptian stelae. At the same time, you should become familiar with a wide range of cultural institutions of the civilizations you study. Your work on texts should be seen in this broader context of understanding key features of the civilizations. Archaeology and Anthropology bring cognate disciplines into the course; they are not focused specifically on the Ancient Near East, although it is possible to take special subjects or dissertations that bridge the different fields.

First year

The aim of the first year of your course is to lay a foundation in knowledge of the language and civilization of your main subject that will provide a solid basis for the more diversified and detailed work of the second and third years; at the same time you should gain a general knowledge of the history and civilization of the whole Ancient Near East.

Those taking Akkadian as their first language attend intensive classes in Akkadian grammar and cuneiform script during the first five weeks of the first term. These are usually also attended by graduate students beginning Akkadian for the M.Phil. in Cuneiform Studies and second-year undergraduates beginning Akkadian as their second language. The grammar currently used is A Grammar of Akkadian by John Huehnergard and students should also acquire A Concise Dictionary of Akkadian by Jeremy Black and others. After about five weeks students are ready to continue their language work by beginning to read the Laws
of Hammurapi, a Babylonian king of the second millennium BCE. This text is read first because of its grammatical clauseness, as well as its social, cultural, and historical significance. Other Akkadian texts are read in classes during the rest of the year: the myth of Ishtar’s Descent to the Underworld, selected annals of Assyrian kings and the Flood story from the Epic of Gilgamesh. These text-reading classes require extensive preparation in advance by the students, using the set editions and the other lexicographical and bibliographical aids available in the library or purchased for private use. In Trinity Term students also do simple unseen translation work and revision classes, followed by about two weeks without classes for revision.

For those taking Egyptian as their first language, Middle Egyptian, the classical phase of the language, is studied intensively. There are three language classes every week; these are attended by some MPhil, students as well as undergraduates. The grammar is generally completed, or nearly completed, during Michaelmas Term. At present, Mark Collier’s unpublished Middle Egyptian course, which is available from the Faculty, is the text used for teaching the language. Students also need to acquire Alan H. Gardiner, Egyptian Grammar, and R.O. Faulkner, A Concise Dictionary of Middle Egyptian, both of which are available with a student discount from the Griffith Institute. For each hour of the elementary language class you must read a chapter or chapters of the Collier grammar and prepare exercises that will be either corrected in class or taken away and returned at the next session.

During Hilary and Trinity Terms the chief focus of the language classes is on reading Middle Egyptian texts, including The Story of the Shipwrecked Sailor and biographical inscriptions displayed in the tombs of Egyptian officials. The prescribed texts are normally completed around half way through Trinity Term, and are followed by exercises in translation into Egyptian and some further grammatical work, leaving about a week and a half for revision, during which classes are only held at the request of students.

The text-reading classes in both languages, like those later in the course, involve reading the ancient texts beforehand, learning the relevant vocabulary, and preparing to translate passages from them on request in the classroom. For many of the texts published translations are available, but these are frequently debatable or inaccurate and can never form more than an aid to the study of the original. During the classes the rendering of the texts into English, their meaning and cultural import, and their status in groups of texts and as visual works on ancient monuments, are reviewed and discussed. This reading of texts in class and discussion of their cultural significance and of the kinds of evidence they supply is at the core of the course and it is essential that you apply yourself to preparing the material, thinking about it, and participating actively in class.

Complementing the language classes is a lecture course for all first-year students, in Ancient Near Eastern Civilization and History. This covers Egypt and Mesopotamia (and usually the background to the Hebrew Bible), and includes detailed study of Ancient Near Eastern history into the Persian period and Egyptian history to the death of Cleopatra VII (30 BCE). Four essays on topics related to the civilization and history course are written in each of the first two terms, and two in the third.

Throughout the first year you should be reading general works on Egyptology and Near Eastern civilization. Reading lists for these are distributed during the year; you should read something in all the main categories by the end of the year.

All examinations will be held at the end of Trinity Term.

1. Akkadian Grammar and Unprepared Translation or Egyptian texts: Middle Egyptian texts, ed. Baines and Smith, depending on first language choice
2. Civilizations of the Ancient Near East
3. History of the Ancient Near East to 30 BCE

During Trinity Term you must discuss with your teachers which second language you wish to take, or whether you wish to take Archaeology and Anthropology. A guide to taking Archaeology and Anthropology as a subsidiary subject in EANES is available on WebLearn (Egyptology and Ancient Near East main page). For Hebrew there may be a few hours of instruction at the end of Trinity Term. These are intended to allow a start to be made on the language during the Summer Vacation. Those intending to do Arabic or Greek should consult their teachers about summer schools in these languages. You also need to find out about the additional stage of your main language, either Egyptian or Akkadian, to be studied in the second year (see below).

Field Work

The course does not include a compulsory period abroad, but relevant travel is recommended to all students during their degree. If doing Egyptology, you are encouraged to visit Egypt, and it is possible to take part in archaeological work either in Egypt (although this is very difficult to arrange for undergraduates) or elsewhere. Most Egyptology students in recent years have visited Egypt during their undergraduate careers. Visiting the Middle East depends on current circumstances but there have always been areas where it is relatively easy to travel. From 2008, a number of undergraduate and graduate students in Egyptology and Ancient Near Eastern Studies participated in excavation of the Bronze and Iron Age city of Zinciri in south-east Turkey (run by the Oriental Institute, University of Chicago). It is hoped that Oxford’s involvement in this project will continue. Ask your teachers for advice if you plan to travel to Egypt or elsewhere during your degree or if you wish to participate in excavation projects. Colleges also often provide financial assistance for relevant travel.

Students who take Archaeology and Anthropology as a second subject undertake archaeological fieldwork, either in the UK or abroad, during the summer of their second year. This is arranged by the Institute of Archaeology.

Alternatively, a small number of undergraduate and graduate students each year take up summer internships at museums and other organizations with Egyptian and Near Eastern collections, including the British Museum, the Ashmolean Museum, and the Palestine Exploration Fund. Again, talk with your teachers if you would like to apply for an internship.

Second and Third Year

You will be preparing for the following papers in the following areas:

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<tr>
<th>Egyptology and ANES with a subsidiary language</th>
<th>Egyptology and Ancient Near Eastern Studies with Archaeology and Anthropology</th>
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Subjects available for Field of Concentration:

These include:

**Egyptian as first language**
- Demotic
- Hieroglyphic texts of the Graeco-Roman period
- Archaeology of early Egypt
- Essay topics on Nubia, with a selection of historical texts relating to Nubia
- Inscriptions and history of the Late New Kingdom and/or Third Intermediate Period
- Egyptian art and architecture (included in the formal list of papers; see below)
- Egyptian religion and ethics
- Magico-medical texts

**Akkadian as first language**
- Mesopotamian history and archaeology from the Early Dynastic Period to the end of the Old Babylonian Period
- Old Babylonian documents and social history
- The Amarna Age in the Near East: international politics and royal correspondence
- The Assyrian empire from the fall of Mitanni to 612 BCE, with special reference to Ashur, Kalhu, Khorsabad, Jerwan and Nineveh
- Sumerian culture, to include art, architecture and literature
- Ancient Near Eastern scholarship, to include some combination of mathematics, astronomy, lexical study, grammar and divination

**Other topics**
- Early Islamic History: from the time of the Prophet to the early ‘Abbasids, 570–809 CE (suitable for those whose second language is Arabic)
- Religions and mythologies of the Ancient Near East
- Comparative Semitic philology

The second and third years run continuously. The only formal examinations are in the third year and the aim is to achieve a steady progression toward a high level of general knowledge, detailed familiarity with important bodies of primary source materials, and a mastery of argument. All these aspects of knowledge and skills are evaluated in the third year through a number of different modes of assessment. The second year is intensive in numbers of classes and lectures—an average will be about ten to fifteen hours per week.

Those who choose Archaeology and Anthropology as their second subject will receive handbooks from the School of Archaeology. In the second year you attend lectures and tutorials in the paper Archæological Theory and Archæological Enquiry. You have a choice of Anthropology papers in the third year. More detailed information is not given here; you should consult your teachers in Archaeology and Anthropology if you have any questions. That course is much more strongly focused on essays than the Egyptology/Akkadian part.

Classes in the second language are begun in Michaelmas Term. As in the first year, the grammar is normally covered by the end of the first term and texts are read in the second and third terms. There are typically three or four hours per week of classes in the subsidiary language throughout the year. Most subjects also offer lecture courses that take forward the general subjects presented in the first-year Civilization and History course. In the case of Coptic, the background to early Christian Egypt is covered mainly in the text classes and by essay work.

In Hilary Term of the second year, the division of Akkadian set texts for the final examination (termed Final Honours School in Oxford, and abbreviated to FHS here) is published by Friday, 3rd week of Hilary term in the year preceding the FHS exams. These lists are available at:

https://weblearn.ox.ac.uk/portal/hierarchy/humdiv/orient/oriental_s/page/set_texts

These lists make clear which texts should be prepared for the FHS take-home paper or papers and which texts should be prepared for other FHS papers. The field of concentration and details of the Akkadian text(s) of choice are registered later. The division of Egyptian set texts occurs in Hilary Term of the third year and lists are available at:

https://weblearn.ox.ac.uk/portal/hierarchy/humdiv/orient/oriental_s/page/set_texts

During the second year you need to select your field of concentration on which you will be examined in the final examination (FHS), as well as your dissertation. Sample topics are listed above. For either of those options, some students choose from among the topics listed, but the majority select subjects that are tailored for a group of two or three students, or sometimes individually. You need to submit a form giving your field of Concentration topic by Monday of sixth week of Trinity Term in the second year. Although formally your dissertation choice does not have to be decided until Monday of second week of Michaelmas Term in the third year, it is best to prepare for work on the material at the end of your second year. Your field of concentration and dissertation may be offered in your main language, your second subject or language, or one in each area.

In Egyptology, Old or Late Egyptian is begun in Michaelmas Term (these alternate by year, and second and third year students are grouped together). Texts in the additional stage of the language are read over...
Michaelmas and Hilary terms. Because these stages of the language are not fundamentally different from Middle Egyptian, grammatical instruction is confined to a few hours and much of the learning of the language is through reading texts. There are two or three hours of classes in Old or Late Egyptian per week.

Middle Egyptian texts, which form the largest category that is read, are studied throughout the second year and often in Michaelmas Term of the third year. There are three, sometimes four, classes per week in Middle Egyptian texts. The range of genres of material read is very wide. Class work involves consequential discussion of such topics as interpersonal communication in letters, biography, law, relgion, historiography, and literature. The texts are grouped both by theme and progressively in terms of difficulty. The selection of texts may be varied in order to relate the material to choices of second languages and to take advantage of new editions. Some ancient texts have assumed a central position in Egyptology and will always be included. Examples of these are the tales of Sinuhe, the Shipwrecked Sailor, and Wenenum, as well as parts of the Pyramid Texts, the Coffin Texts, and the Book of the Dead. Among historical texts, the Annals of Thutmose III have a similar status, as do biographies like the Old Kingdom text of Harkhuf. Hieratic, the name given to the cursive form of the Egyptian script, is also taught for two terms of the second and third years. Students learn to read the hieratic originals of texts they have already read in transcribed hieroglyphic versions, such as the Shipwrecked Sailor and papyri detailing judicial procedures surrounding tomb robberies during the late New Kingdom.

Teaching in the second year generally includes seminars on non-language topics two times per term. A lecture course on Egyptian art and architecture runs for two terms and the first four weeks of Trinity Term. This is also attended by some students reading Classical Archaeology and Ancient History and History of Art. It is possible to take Art and Architecture as a field of concentration in the third year; building on the knowledge gained from the lecture course.

In Trinity Term a course on Egyptian materials and artefacts is held in the Ashmolean Museum. This area continues to be studied in the third year and more details are given here. Students taking Akkadian as their first language in years two and three and students taking their second year of Akkadian as a second or additional language study a core of important texts. Everyone reads parts of the Epic of Gilgamesh or the Babylonian Epic of Creation in cuneiform and usually letters from the international Amarna correspondence in transliteration. These letters complement the Egyptian courses taken by some students.

Royal inscriptions of Esarhaddon and Nabonidus or Neo-Babylonian documents on subjects from dowries to temple service also usually form part of every student’s syllabus. The course for students taking Akkadian as a first language normally includes all these texts.

All students usually also study the literary prologue and epilogue of the Laws of Hammurapi in Old Babylonian monumental cuneiform. Students taking Akkadian as a second or additional language would read this text in Trinity Term during their first year studying Akkadian.

Other works studied will depend on your special interests and your chosen field of concentration or text of choice, but your overall syllabus should cover compositions in Old Babylonian, Standard Babylonian, and at least one other dialect of Akkadian (e.g., Neo-Assyrian, Old Akkadian, Amarna dialect). Your syllabus as a whole should also encompass a range of the following genres: myths and epics; religious texts, such as hymns, incantations, and rituals; scholarly works, such as omens, mathematical and medical texts; letters; economic and/or administrative documents; historiographical texts, such as royal annals and inscriptions; and laws and/or legal records. Your teachers are happy to advise you on this.

More advanced lectures or seminars are given for two hours a week on a wide range of aspects of Mesopotamian civilization, e.g., literature, cultural and political history; and religion.

Classes on Mesopotamian artefacts are held in the Ashmolean Museum in Michaelmas and Hilary Terms. Students take these classes in either their second or third year. In Michaelmas Term classes are organized around a wide range of artefacts, materials including clay, stone, metal, glass and glazes, while in Hilary Term the focus shifts to cuneiform tablets and other inscribed objects. If you are taking both Akkadian and Egyptian, in either combination, you may choose to be examined in artefacts from both areas, or just one.

For all students, essays and/or seminars continue during the second year at the rate of about three per term; about two thirds are in the first subject and one third in the second subject. Tutorials are used to help you explore issues in the interpretation of ancient cultures and to develop skills of argument and presentation. General reading should be kept up so that an overall view of the subject is maintained and you keep abreast with developments. The reading lists are given out in the first year are quite full and are intended to be useful throughout the course; they will be replaced as necessary by new versions. You may also wish to approach staff for advice on supplementing what is given there, or for materials in areas not covered by the lists.

You may wish to attend lectures in related subjects in which you have an interest, e.g. archaeology, art history, and linguistics, but these may sometimes clash with other classes. You also need to be realistic about the number of commitments you take on. You are encouraged to attend the research seminars arranged several times a term in Ancient Near Eastern Studies and Egyptology at which local and visiting speakers present papers for discussion. These are usually followed by tea in the Common Room.

Before the Long Vacation of your second year you need to decide on an area for a dissertation topic, in consultation with your teachers. The subject must be different from your field of concentration and optional special subject, but may utilize either one or both of your languages, or Archaeology and Anthropology. You may focus on textual sources, or aspects of material culture, or both. Some students choose to work on the collections of the Ashmolean or Pitt Rivers Museums for their dissertations. The dissertation is your opportunity to carry out a substantial and independent piece of work (maximum 15,000 words). You should if possible begin research during the summer of your second year, as a great deal of your third year will be taken up with preparation for the other papers of the final examination. A general guide to undertaking dissertation work in EANES is posted on Weblearn (Egyptology and Ancient Near East main page).

Third year
There are numerous classes and lectures in Michaelmas Term of the third year — about ten to fifteen per week, as in the second year. In Trinity Term most of the work in class is unprepared or consists of revision sessions. Because there is essay writing for your field of concentration and optional special subject as well as dissertation work, the number of essays on general topics is reduced in comparison with earlier years, but the overall proportion of essay work rises.

Much of the third year is devoted to work on your field of concentration and dissertation. The pattern of work depends upon the topic chosen, how many students are doing the same subjects, and how particular topics are best taught. Subjects can be approached through essay writing, through regular classes, or through a mixture of both. Broadly the field of concentration should fill up to half of the time spent on the Egyptology or Akkadian part of the course for the first two terms of the year (or a rather larger proportion for the subject if the field of concentration is in the second subject).

Another quarter of the main subject time should be spent on the dissertation. For this, bibliographies are discussed with the supervisor and an outline is agreed. If the dissertation is to involve museum work, this needs discussing with the museum staff as early as possible. The supervisor will review some but not all chapters of dissertations as they are produced; some students, however, prefer to work more on their own for the dissertation.

Students taking Archaeology and Anthropology as a second subject choose from two Archaeology papers and two Anthropology papers. For Archaeology, you may choose between ‘Urbanization and Change in Complex Societies’ or ‘From Hunting and Gathering to States and Empires in South-west Asia’. For Anthropology, you may choose between: ‘Social Analysis and Interpretation’ or ‘Cultural Representations’. You must speak with the Subject Co-ordinator at the beginning of each term to arrange tutorials.
Egyptian artefact classes in the Ashmolean Museum continue. In Hilary and the first half of Trinity Term individual artefacts from all periods are studied, analysing how they should be approached, relating them to archaeological contexts where possible, and studying what can be learned about them as individual pieces as well as what they tell us more broadly about Egyptian civilization. The classes last one and a half hours per week. Towards the end of these classes practice is given in preparing formal written descriptions of artefacts.

As described under the second year, students take Mesopotamian artefact classes in the Ashmolean Museum in the Michaelmas and Hilary Terms of either their second or third year.

In **Egyptology**, the Middle Egyptian text classes continue, typically at two hours per week, with the prescribed syllabus normally being completed during Michaelmas Term. The class then moves on to reading unprepared texts in Middle, Late, and sometimes Old Egyptian, both in preparation for the unseen translation paper in the final examination and in order to broaden your experience of Egyptian texts as a whole. Unprepared texts continue to be read until the first few weeks of Trinity Term. In Michaelmas and Hilary Terms there is a course in Old or Late Egyptian, as described above for the second year.

For all students, there is no specific coursework for the final general paper, which includes questions on topics in civilization and history. Preparation for this paper consists of essays, written principally during the second year, seminar work, and independent reading, which is essential for the final examination. You are naturally free to discuss this work with your teachers and you may wish to write trial examination answers for comment by your teachers in tutorials.

During Hilary and in Trinity Terms written practice is usually given in examination answers for prepared texts, in order to develop skills in presenting annotated translations together with interpretive discussions of the significance of texts or passages in texts. This work is relevant both to the take-home papers, which are done in the first few weeks of Trinity Term, and to other final examination (FHS) papers.

For Egyptian, at the end of Hilary Term the division of prepared texts for the final examination is announced and distributed in the form of a copy of the list of prescribed texts with those to be prepared for the take-home examination singled out. For Akkadian this is done in Hilary Term of the second year.

For both Egyptian and Akkadian, about one third of the texts are revised over the Easter Vacation and examined in the take-homes in the first and third weeks of Trinity Term (for some subsidiary languages the third-week take-home is substituted by a sit-down examination at the end of the term). There is little class work during those weeks so that you can concentrate on the examinations.

Other classes in Trinity Term are arranged with the agreement of teachers. Apart from the Egyptian artefact classes, which continue for about half of the term, classes are mostly confined to unprepared translation and to revision sessions, in which either prepared texts or general topics are reviewed.

Weeks 5–6 of Trinity Term are mostly left free for revision, although classes can be held at the request of students. The final examination is in the seventh and eighth weeks of the term. The examiners’ meeting, after which results are announced, is normally in early July. Students must be available for possible viva voce examination on the day of the examiners’ meeting, or on the preceding day. In practice, such examinations, which are held only if a student’s aggregate result lies on a borderline or there are significant anomalies in a student’s performance, are very rare; but nonetheless if they happen, they are an essential part of the degree examination.

NOTE: the examination regulations relating to all Oriental Studies courses are available at [https://www.admin.ox.ac.uk/examreg/](https://www.admin.ox.ac.uk/examreg/). If there is a conflict between information in any of the faculty handbooks and the exam regulations, you should always follow the exam regulations. If you have any concerns please contact academic@adminterior.ox.ac.uk. The information in this handbook is accurate as at 1st October 2016, however it may be necessary for changes to be made in certain circumstances, as explained at [www.graduate.ox.ac.uk/coursechanges](http://www.graduate.ox.ac.uk/coursechanges). If such changes are made the department will publish a new version of this handbook together with a list of the changes. Students will also be informed.

### Teaching Staff
- Dr Moudhy Al-Rashid, Junior Research Fellow (Wolfson College)
- Professor John Baines, Professor Emeritus, Egyptology (Queen’s College)
- Dr Christoph Bachhuber, Associated Faculty Member (Wolfson College)
- Dr Francisco Bosch-Puche, Assistant to the Editor of the Topographical Bibliography and Keeper of the Archive, Griffith Institute
- Dr Paul Collins, Jaleh Hearn Curator of Ancient Near East, Department of Antiquities, Ashmolean Museum (Jesus College)
- Professor Jacob Dahl, Associate Professor of Assyriology (Wolfson College)
- Dr Stephanie Dalley, Faculty Member (Wolfson College)
- Professor Elizabeth Foad, Associate Professor of Egyptology (St. Cross College).
- Dr Linda Hulin, Oxford Centre for Maritime Archaeology (Wolfson College)
- Mr Liam McNamara, Assistant Keeper, Department of Antiquities, Ashmolean Museum
- Dr Christopher Metcalf, Junior Research Fellow, Wolfson College
- Dr Leire Olabarria, Departmental Lecturer in Egyptology and Randall-MacIver Student in Archaeology (Queens College)
- Dr Arietta Papaconstantinou, Faculty Member (Corpus Christi College)
- Professor Richard Bruce Parkinson, Professor of Egyptology (Queen’s College)
- Dr Luigi Prada, Lady-Wallis Budge Junior Research Fellow in Egyptology (University College)
- Dr Frances Reynolds, Shillito Fellow in Assyriology (St Benet’s Hall)
- Dr. Gareth Roberts, Coordinating editor for the Online Egyptological Bibliography, Griffith Institute
- Dr Robert Simpson, Griffith Egyptological Fund Research Fellow
- Professor Mark Smith, Professor of Egyptology and Coptic (University College)
- Dr Elizabeth Tucker, Jill Hars Research Fellow in Indo-Iranian Philology
- Dr Helen Whitehouse, Faculty Member, Retired curator of Ancient Egypt and Sudan in the Ashmolean Museum
- Dr Andreas Winkler, Departmental Lecturer in Egyptology

### Important Deadlines

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<th>Notes</th>
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<td>Monday Wk 9 of Trinity Term</td>
<td>Year 1</td>
<td>Provisional start date of the First Public Examinations.</td>
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<tr>
<td>Monday 2nd week or Monday 6th week</td>
<td>Year 2</td>
<td>Deadline for applications for approval of Field of concentration for paper 7 as in the Exams Regulations. Forms available here.</td>
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<tr>
<td>Monday Wk 0 of Hilary Term</td>
<td>Year 3</td>
<td>Deadline for applications for approval of dissertation titles or Egyptian Art and Architecture in place of dissertation or paper 7 as in the Exams Regulations.</td>
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<tr>
<td>12 noon, Friday Wk 10 of Hilary Term</td>
<td>Year 3</td>
<td>Deadline for submission of dissertation.</td>
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<tr>
<td>10am, Monday Wk 1 of Trinity Term</td>
<td>Year 3</td>
<td>Essay titles for Literary and Historical Topics including Prepared Translation from First Language available from the Faculty Office.</td>
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<td>Date and Time</td>
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<tr>
<td>12noon, Monday Wk 2 of Trinity Term</td>
<td>Year 3</td>
<td>Deadline for submission of Literary and Historical Topics including Prepared Translation from First Language at the Examination Schools.</td>
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<tr>
<td>10am, Monday Wk 3 of Trinity Term</td>
<td>Year 3</td>
<td>Essay titles for Literary and Historical Topics including Prepared Translation from Second Language available from the Faculty Office.</td>
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<tr>
<td>12 noon, Monday Wk 4 of Trinity Term</td>
<td>Year 3</td>
<td>Deadline for submission of Literary and Historical Topics including Prepared Translation from Second Language at the Examination Schools.</td>
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<tr>
<td>Monday Wk 7 of Trinity Term</td>
<td>Year 3</td>
<td>Provisional start date of the Final Honour School examinations.</td>
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