

Weekly Round-Up, 19 December 2019

**Any weekly round-up attachments can be found at the following link:*

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1 Lectures and Events

Internal

1.1 E A Lowe Lectures in Palaeography 2020

The Hebrew-Latin Manuscripts of the Library of Corpus Christi College

Professor Judith Schlanger will deliver the E A Lowe Lectures at 5pm on the following days in the MBI Al Jaber Auditorium, Corpus Christi College.

25 Feb: Two nations in their mother's womb" – Hebrew-Latin manuscripts, their materiality and their purpose

27 Feb: "Take the garment of a Jew" – bilingual manuscripts, their glosses and their Jewish background

3 March: From "superscriptio Lincolniensis" to Prior Gregory – the difficult question of manuscripts' provenance.

1.2 New Gogol and Tolstoy translations - book launch on January 17th

Lives, Deaths and Noses: the 'essential' stories of Gogol and Tolstoy

A conversation between Boris Dralyuk and Oliver Ready about their new translations of short fiction by Leo Tolstoy and Nikolai Gogol respectively.

Venue: Syndicate Room, St Antony's

Speaker(s): Boris Dralyuk (Executive Editor, Los Angeles Review of Books) & Oliver Ready (St Antony's)

Friday 17 January, 5 pm, in the Syndicate Room, St Antony's, with a drinks reception to follow at 6 in the Hilda Box. All welcome.

Full details:

<https://www.sant.ox.ac.uk/events/lives-deaths-and-noses-%E2%80%98essential%E2%80%99-stories-gogol-and-tolstoy>

1.3 Digital and Information Skills at the Taylorian

More information on all of these opportunities is available at <https://www.bodleian.ox.ac.uk/taylor/about/courses-and-training>

Digital Editions course

The Taylor Institution Library's Digital Editions course is running this term. It will take place on Wednesdays 1.30pm-2pm (with Q&A till 2.30pm), weeks 1-8.

The hands-on course will cover:

- Beginner's TEI XML encoding
- Creating digital images in a range of ways, using equipment available in the library
- Transcription principles
- Introduction to issues relevant to digital projects such as preservation, metadata, delivery, and dissemination

Participants will create their own digital editions from library Special Collections, and are free to choose their own texts according to their interests.

The 8 sessions consist of a 30 minute presentation followed by half an hour of Q&A/hands on practice. Participants must commit to about two hours a week in total including homework.

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Places are limited and must be booked in advance.

To register your interest, please email emma.huber@bodleian.ox.ac.uk

Introduction to Digital Humanities course **new**

This course is running for the first time this term, on Thursdays from 1.30pm in weeks 1 - 8. It merges with the Coding Club at 2pm, when participants are encouraged to stay on to work through the week's practical activities. All participants in this course are automatically members of the Coding Club and can use the club's online resources.

This is an introductory-level course for beginners to Digital Humanities. It covers basic principles of how to model Humanities material as data, and how to produce visualisations using some popular, free, DH tools. This is a practical course, with course participants helping to research the publishing of translations during the Reformation period.

- Week 1 – General Introduction to computing, programming
- Week 2 – Data modelling (Databases and xml)
- Week 3 – Data modelling (networks and ontologies)
- Week 4 – Digital objects and datasets
- Week 5 – Voyant Tools for statistical analysis
- Week 6 – Palladio for geographic visualisations
- Week 7 – Gephi for network analysis
- Week 8 – Visualisations, Gale Digital Scholar Lab
-

As well as some core skills and insight into whether Digital Methods could work for them, participants will learn about other DH activities and resources at Oxford and how they could get more involved.

Places are limited and must be booked in advance.

To register your interest, please email emma.huber@bodleian.ox.ac.uk

1.4 Humanities Coding Club

The Taylorian Library will be hosting a Humanities Coding Club on Thursday afternoons in term time (2pm – 2.30pm, weeks 1-8, Graduate Group Study Room).

The club is for anyone who is using/experimenting with digital methods for their Humanities research, or thinking of doing so. Some resources and recommendations will be provided, and library staff with relevant experience will be on hand, but this is primarily a peer-support group. Anyone with expertise to share is also very welcome. The Coding Club is run jointly with the practical part of the Introduction to Digital Humanities course, but it is possible to be part of the Coding Club without participating in the course.

For further details, please email emma.huber@bodleian.ox.ac.uk

1.5 DANSOX events: Hilary Term 2020

20 January 2020 8.00pm, Jacqueline du Pré Music Building St Hilda's College

DANSOX presents: Making "The Cellist"

The Royal Ballet and Choreographer Cathy Marston discuss Cathy's choreographic process for her new work for The Royal Ballet inspired by the momentous life and career of the renowned cellist, Jacqueline du Pré.

The event is free and open to all. Refreshments will be available. Booking essential at [Eventbrite](https://www.eventbrite.co.uk/e/dansox-presents-the-cellist-tickets-80015140439).

The url is: <https://www.eventbrite.co.uk/e/dansox-presents-the-cellist-tickets-80015140439>

21 January 2020 5.30pm Jacqueline du Pré Music Building St Hilda's College

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DANSOX presents: Sir Richard Alston and Professor Stephanie Jordan.

Major contemporary choreographer Sir Richard Alston brings dancers from his company to the Jacqueline du Pré Music Building to demonstrate his work as he and Professor Jordan reflect on his life and career.

The event is free and open to all. Refreshments will be available. Booking essential at [Eventbrite](#).

The url is: <https://www.eventbrite.co.uk/e/dansox-sir-richard-alston-and-professor-jordan-tickets-81323140703>

*** Please see item 1.5 attachments for further information:**

<https://weblearn.ox.ac.uk/x/1DP2S1>

<https://weblearn.ox.ac.uk/x/cyEnPi>

External – Elsewhere

1.6 Summer School: Things That Matter. Material and Culture in/for the Digital Age

Dates & location 15 - 19 June 2020, Durham, UK

Level MA/PhD

Course fee (incl. excursions) £250 or free for students of the universities of Durham, Uppsala and Groningen.

Academic coordinators

Dr. Mikael Alm (University of Uppsala)

Prof. Raingard Esser (University of Groningen)

Dr. Dario Tessicini (Durham University)

“Things that Matter” addresses the tension between the materiality of sources and their digitization. The recent advances of digital technology have created new modes of reproduction and forms of consumption that have substantially reshaped the concepts of ‘object’ and of ‘collection’ at the heart of cultural institutions such as libraries and museums.

The Summer School engages with key questions that arise from the study of the past in the digital age. These issues include the changing nature of objects such as books and scientific instruments as source materials; the history and practice of collections and collecting, digitization and its challenges, both technological and intellectual. “Things that Matter” maps the possibilities and challenges posed by the digital age for researchers. The ongoing process of digitization makes sources of the past available to a previously unknown extent: but what does this mean for researchers?

We will also discuss the role of objects in Public History. How does society approach the legacy of “things” in museums and heritage institutions? Which objects are “worth keeping”, why and when?

Who determines the selection process and what are the selection criteria for curators, archivists and other agents in the sector? What collections are digitized and why those? Who makes the selections? How do we meet scientific demands on systematic design and transparency when working on online search engines and on differing (and sometimes incompatible) designs of data bases?

The Summer School is developed in collaboration with the related Masters programmes at [Durham](#), [Groningen](#), and [Uppsala](#). These programmes offer interdisciplinary and cross-chronological approaches to the study of the societies and cultures in the premodern and early modern world. This 6th edition of the summer school is hosted by Durham University, UK.

Supported by the Early Modern Institute of Early Modern Studies:

[To apply please click here.](#)

Applications will be assessed after **1 April 2020**, applicants will be notified by 1 May 2020.

Contact email: dario.tessicini@durham.ac.uk

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2 Calls for Papers

2.1 2020 Annual SCOLMA Conference

The question of writing in African languages has frequently been a matter of debate and contestation in recent times. Today, English, French and Portuguese remain the official languages of most countries of Africa south of the Sahara, and most publishing appears in these languages.

Nevertheless, books and newspapers continue to be published in many African languages, albeit often in small numbers. New initiatives such as the [Jalada Translation Project](#) are actively promoting writing in this area. African languages also flourish in many other formats – and have done so historically – whether (for example) as manuscripts, ephemera, or audio-visual forms from cassette tapes and radio programmes to YouTube films.

This conference will take up these issues by looking at producing, collecting, accessing, researching and preserving African-language materials.

One set of concerns for the conference are those relating to production and publishing. What is the current state of publishing of African-language books, periodicals and newspapers – and what is its history? What other formats have been vibrant in the past, and what forms are emerging today?

More generally, what forms of creativity and innovation are encouraging the production of works in African languages, and which have been successful in doing so in the past? What is the role of government policy, and of school and university education, in encouraging writing and creativity in these languages? What can we learn from the creation of literary and other works in major languages such as KiSwahili or Yoruba? For endangered languages, does publication or the creation of new work play a role in revival?

Related to this is the question of new technology, which provides new platforms and possibilities of connection, as well as enabling written communication in non-roman scripts. Is this technology making a significant difference to the future of publishing and the making of creative works in African languages? Is it a game-changer?

Libraries and archives (in Africa, the UK and internationally) tasked with collecting and preserving African-language materials are faced with specific challenges – not least the multifariousness of formats, and the fragmented nature of the book trade in Africa. What sort of historic collections do these institutions have? How and to what extent are they currently collecting printed books, and material in other formats, in African languages? How are they responding to emerging formats? How are they dealing with the linguistic challenges of processing such material? In addition to academic and national libraries, do school, college and public libraries have significant collections in this area?

Access to these collections is crucial, in particular, for mother-tongue speakers of these languages. How do potential users find out what we have, and how do libraries and archives enable access to these collections? Do current cataloguing standards and practices offer sufficient support to catalogue users? How are these collections being used by language learners and non-mother tongue speakers? How are libraries and archives outside Africa working to engage diaspora audiences, and partner with African colleagues? How are libraries in Africa promoting these materials and encouraging their use? What is happening in the field of digitisation?

Scope

Papers covering all African languages (including Afrikaans and Pidgins), as well as Arabic, are within scope for this conference. Papers looking at the issues above in relation to non-roman scripts are also welcomed.

Papers should relate to questions of publishing/producing works in African languages, and collecting, accessing, researching and preserving such materials. We are not looking for papers on more general themes relating to African languages.

How to submit an abstract for consideration

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Librarians, archivists, researchers, teachers and students are invited to submit abstracts on these themes of up to 350 words, together with a short bio (one paragraph only), including current affiliation (where applicable). Please send this information to Sarah Rhodes sarah.rhodes@bodleian.ox.ac.uk by 3 February 2020.

SCOLMA is not able to offer funding for travel expenses.

2.2 Call for proposals - ESSE conference

We are inviting proposals for a session on relations between England and the Continent in the Middle Ages at the next European Society for the Study of English Conference (Lyon 2020, August 31-September 4).

Abstracts of 200/250 words (for 15-to-20-minute presentations) should be sent to us by January 15, 2020. We will let you know if your paper was selected in mid-February. Final confirmation of acceptance will be given a month later, after validation by the ESSE organizing committee. Relations between England and the Continent in the Middle Ages This seminar will bring together papers exploring various aspects of contact and interchange between England and the Continent in the medieval period. We welcome all approaches and especially encourage contributions that move beyond disciplinary and period boundaries.

Hostile, amicable and ambiguous encounters both real and imagined will be discussed. Topics may include the shaping of the English language, culture and politics through settlement, conquest, missions and the circulation of texts; the role of religion, language, ancestry, and place of birth in creating English versus Continental identities; fears of insular marginality versus pride in insular exclusiveness. . For further details, please email

nolwena.monnier@iut-tlse3.fr

3 Adverts

Jobs, Recruitment and Volunteering

3.1 Audit Graduate Scheme for one of the Big 4 Professional Services Firms in Gibraltar!

Want to kick-start your career at one of the world's top, award-winning employers? Looking to work in a beautiful, cultural hub with over 300 days of sun? Apply now for a fantastic audit graduate scheme at one of the Big 4 in Gibraltar!

With quick progression, early responsibility and a host of excellent benefits, this graduate programme is an absolute must for graduates looking to kick-start a career in audit.

Who is the company?

- Our client, one of the Big 4 professional services companies, is one of the largest providers of audit services in the world.
- As a top 20 graduate employer with around 200,000 employees operating across 150 countries, their expertise ensures they are constantly adding value for their clients.

What is the role?

- Auditing involves analysing data that goes into financial statements to ensure that they are a true and fair representation of the business.
- In this graduate scheme, you will gain experience with companies across a range of sectors, learning how to deliver an accurate, impartial perspective on financial activity.
- Your work will have real impact – make a positive difference for businesses and society to shape the future of the profession.
- The firm is leveraging tech-enabled solutions to help deliver quality audits, therefore you will get the opportunity to work with some of the latest technologies, such as artificial intelligence and advanced data analytics.

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Why should you apply?

- Working in audit will equip you with **valuable technical skills**, broad commercial understanding and **in-depth knowledge** of many different industry sectors.
- You will have the opportunity to train to become a Chartered Accountant, with all qualifications fully funded and supported (ACA).
- You will have the opportunity to travel to visit clients both nationally and internationally.
- You will be joining a **Top 20 graduate employer** with some of the world's leading graduate programmes.
- Among other benefits, you will receive 25 days holiday, £400 in vouchers annually, study leave, flexible benefits scheme that allows you to choose benefits that suit you and financial support towards gaining professional qualifications.
- You will receive structured, quality training – trainees are supported in achieving relevant professional qualifications and have access to the development tools and support needed to shape your career.
- You will join a supportive, friendly and diverse community with opportunities to make a difference outside of the office through volunteering initiatives (up to 6 days of work time off each year).

Why work in Gibraltar?

- Joining the Gibraltar office will provide you the opportunity to work with high-profile companies, particularly in financial services and gaming. Further, the Gibraltar office maintains close ties with its UK counterparts so you will work with and gain exposure to UK clients as well as multifarious clients from across the globe.
- You will work in a collaborative, close-knit team within a smaller office structure. This will allow you to gain more exposure to senior staff and take on greater responsibility, with the opportunity to progress through the company at a faster rate.
- The office is based in Ocean Village, however, the nature of the work means that you will be travelling to new and exciting locations every day.
- Gibraltar benefits from 300 days of sun per year and boasts a rich culture with an abundance of natural attractions
- Bask in the sun on one of Gibraltar's many sandy beaches or swim with the dolphins and explore Gorham's Cave!

Who is best suited to this role?

- You must be on track for a 2:1 or above in **ANY degree subject**.
- You must have a link to Gibraltar and be committed to living and working in Gibraltar long term.
- You must be comfortable analysing and interpreting complex information.
- An interest in technology and innovation is desirable.

Click here to apply now:

<https://www.sanctuarygraduates.co.uk/audit-gibraltar/?ref=DEPT>

It only takes 30 seconds to register your interest in these roles, and we'll support you throughout the full application process.

Miscellaneous

3.2 Welfare Bulletin - Christmas Vac 2019

Students in Oxford over the vacation.

As in previous years the University Church, in collaboration with a number of groups in Oxford, has put together a vacation guide for students who might be staying in Oxford over the vacation or unsure what to do to get help over this period. The guide is available on their [webpage](#).

Emergency support

During the vacation when nurses and junior deans may not be on duty, we encourage students to make use of out-of-hours services in the community.

For health (including mental health) issues: NHS 111.

In a mental health crisis (on weekends): [Oxford Safe Haven](#).

Student Welfare opening hours

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Student Welfare and Support Services will be closed from 12 noon on Friday 20 December and reopening on Thursday 2 January 2020 with a limited service. All services will be available from Monday 6 January.

The University Offices, Examination Schools, Student Information and most other central offices will be closed for the Christmas vacation from 17:00 on Friday 20 December until Thursday 2 January 2020.

To subscribe to the Bulletin email: aad_student_welfare-subscribe@maillist.admin.ox.ac.uk from the email address you wish to subscribe from, leaving the message and subject fields blank.

To unsubscribe from the Bulletin, log into the UAS Mailing Lists Server using Single Sign On, select the aad_student_welfare@maillist.admin.ox.ac.uk mailing list from List of Lists and click on unsubscribe.

4 Year Abroad

4.1 Job Opportunities

The latest job opportunities and internships received by the Faculty can now be found via the new jobs board:

https://weblearn.ox.ac.uk/access/content/group/b25fcf31-6bb3-4051-94fc-a1286d230ade/ya_jobs.html

The new WebLearn Year Abroad pages are now 'live':

https://weblearn.ox.ac.uk/portal/hierarchy/humdiv/modlang/year_abroad

4.2 Summer 2020 Courses Announced

The Sciences Po Summer School is excited to announce its course offer for the 2020 University Programme!

In the **social sciences track**, students choose one core class per session for intensive study from Sciences Po's core disciplines, including international relations, political science, economics, public policy, and history. All courses are taught in English. Find the [complete list of social sciences classes](#).

In the **French language track**, students are immersed in French language and culture with courses for complete beginners to advanced speakers. Core courses include French language and grammar courses, as well as oral and written expression workshops, with a focus on French culture and society. Discover the [course descriptions for each level](#).

In addition to their core class, students may choose to add an **optional elective class**, such as French language, politics and history, or courses on contemporary international issues such as migration or inequalities. Explore the [elective course options](#).

Applications open 9 January 2020

Mark your calendar!

Get ready to apply for Summer 2020! Applications for the Summer School open on **Thursday, January 9th**. Review our instructions to start prepping your application.

- **Eligibility:** Verify education, age, and language requirements for the University Programme. [Check Eligibility](#).
- **Application instructions:** Find the list of documents and information required for your application. [How to Apply](#).

DISCLAIMER: Please note that the inclusion of vacancies received by the Faculty is a facility to assist students in sourcing possible placements and does not constitute any sort of recommendation of the organisation, or agreement with the content of the vacancies; the Faculty attempts to provide as much information on vacancies available to students as possible and makes every effort to check that the content complies with equality legislation and is otherwise appropriate for student employment but cannot confirm the quality of the experience. Where negative feedback from previous students is received, appropriate action is taken. Students should make every effort to conduct their own research into the opportunities and providers to reassure themselves of the quality of the provision.

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