

HOW TO SIGN: To all undergraduate, graduate students, and alumni who have yet to sign this letter, we invite you to add your name in support using [this form](#). This is the final version of this document, as of 14 June 2020, 1pm. We accepted minor edits (small points of clarification and more precise references to the Oxford Classics context) after an initial version was sent to a Faculty representative on June 11th.

To the Faculty of Classics at Oxford University:

We, the undersigned Classics undergraduates, graduate students, societies, and alumni, are writing to request that you set up a plan of concrete action following your preliminary ‘[Statement on Racism](#)’ issued on 10 June 2020. We appreciate the time taken to write a statement of solidarity at a time when many are silent, as well as the effort made to confront some ugly truths about the societies we study. However, we do not believe this statement goes far enough in acknowledging and correcting the role Classics itself has played in the *ongoing* oppression and marginalisation of Black scholars and Black lives. In fact, the statement actively avoids drawing attention to the issue of institutional racism in Classics, and in doing so has attracted international criticism and ridicule. Furthermore, the statement does not explicitly commit to anti-racist action in the future. We are therefore calling upon the Faculty to make tangible commitments toward supporting this anti-racist movement, which necessitates a reckoning with and rectifying of the institutional racism in our department and the discipline of Classics as a whole.

Thanks to the crucial work of the Christian Cole Society for Classicists of Colour, which also released [a statement on 9 June 2020](#), it is no longer possible to ignore that Classics has a long and painful history of upholding, benefitting from, and advancing structural racism and white supremacy in Oxford and across the world. [In a statement on 3 June 2020](#), the Society for Classical Studies wrote that it ‘recognizes and acknowledges the complicity of Classics as a field in constructing and participating in racist and anti-black educational structures and attitudes’. Oxford Classics must similarly interrogate and make reparations for its own role in proliferating these structures and attitudes, including, but not limited to, [the ongoing exclusion of Black students](#) and [academics from our field](#) as well as the misappropriation of Classics and other pre-modern fields by hate groups. Unfortunately, although action has been requested repeatedly by Black scholars and scholars of colour for years, sufficient structural changes have yet to be made.

We ask the Classics faculty to respond to this letter with direct, material actions that advance anti-racist work within the Classics community, Oxford, and beyond. During this crucial moment in history, we must leverage our extensive resources and join the fight for justice. It is not enough simply to say that Classics is here to support Black scholars and Black lives more

broadly—we must back these words up with action. It is not enough to merely decry racism and say we are not racist; we have to be actively anti-racist. To quote the preliminary statement, it is time to be not only ‘more audible’ but ‘more effective’. This requires hard work, discussion, and education—all of which we believe Oxford Classics has the obligation and resources to do.

In order to genuinely support Black scholars and scholars of colour, to honour this historic movement for Black lives, and to move forward in the long and continuing process of redressing Classics’ institutional racism, we ask that the Faculty implement *at least* the following action items:

1. As requested above, the Faculty of Classics must issue a plan of action, effective academic year 2020–21, clarifying their position on the Black Lives Matter movement and what they intend to do regarding the institutional racism of Classics. In this statement, the Faculty of Classics must acknowledge explicitly its own role in the proliferation of racist, colonialist, and white supremacist attitudes, and also outline a clear strategy for how it plans to deal with systemic racism in Oxford and the discipline at large. Statements of this kind have already been issued by [The Faculty of English](#), [The Faculty of Modern Languages](#), and, as mentioned above, [The Christian Cole Society for Classicists of Colour](#), all of which refer explicitly to the importance of ‘diversifying and decolonising their fields’, including the re-examination of their curricula, retention rates, and hiring practices. The Faculty of Classics must issue similar commitments, and, even better, outline how these commitments will be honoured in practice. It is also our understanding that specific members of our Faculty have reached out to their own colleges and students to begin discussing issues of race and racism in Classics. This should be standard across the University. We request that the Faculty respond urgently, both acknowledging this list of action items and providing a prospective date for their plan of action, by the beginning of next week.
2. The Faculty of Classics must immediately hire an Outreach Officer with a specialist knowledge of anti-racist work and equality in higher education. Since Qasim Alli left this post in Michaelmas 2019, we have lacked a centralised officer for several months, which is an unacceptable refusal to engage with the University’s targeted approach to outreach work, as set out in the [Access and Participation Plan](#). This role must include a focus on rectifying the under-representation of BAME students across the collegiate system, much like it has focused on that of state school students and other disadvantaged demographic groups.

3. The Faculty of Classics must regularly publish transparent data that sheds a light on undergraduate and graduate admissions and [disparities in participation](#). This should also include data on the severe participation gap at the graduate level and within faculty.
 - a. Where such data is already published (e.g. in the [Undergraduate](#) and [Graduate](#) Annual Admissions Statistical Reports) it should be regularly discussed publicly within the faculty, and addressed with a specific focus on the severe under-representation of Black students and academics in Classics. This responsibility could sit with the Outreach Officer.
 - b. The Faculty will need to address under-representation of certain groups not simply by expanding outreach efforts, but by adopting critical ways of thinking about the relationship between privilege and potential, and reforming the admissions process so as to account for the ways in which advantage and disadvantage play a role in the assessment of potential (including influencing attainment at school / sixth form college, opportunities for super-curricular learning etc.). With the new contextualised data score, Worcester College (for example) was [able to adopt a fairer method of assessing potential in the admissions process](#). We invite the Faculty to explore these possibilities.
 - c. The Faculty must commit, in accordance with [an open letter published on 6 June 2020 addressing Oxford's systemic racism](#), to banning all-white shortlists for staff appointments and to providing greater transparency in hiring policies at every level. In order to do so, the Faculty must place pressure on the Head of the Humanities division and Heads of House, who are already obligated to better fulfill the recommendations outlined in [Oxford's Race Equality Charter](#). A working group must be formed to monitor the Faculty's actions in compliance with the Race Equality Charter, similarly to what is already in place for Athena SWAN; this group must include student representation.
4. The Faculty of Classics must clarify available channels for financial support and streamline BAME scholars' access to them, in conjunction with the fundraising and donation initiatives for scholarships for Black students announced on 10 June 2020 [in an open letter from the Vice-Chancellor and Heads of House](#). The various kinds of funding channels available to students appear to us to be unclear, and in many cases this prevents those who are most marginalised from seeking access to them.
 - a. To meet the standards outlined in [the open letter mentioned above](#) regarding mental health counselling and reduction of workload, we urge the Faculty to privilege the mental health of Black students not only in this time, but from now on. The Faculty must work to streamline and advertise existing counselling resources, namely the Peer Support Programme and University Counselling, as well as normalise discussion of these services among all academic staff,

especially tutors. In addition to finding these existing resources inaccessible at present, BAME students have expressed feeling unheard, dismissed, or even ridiculed when they try to involve the Faculty in advocating for their mental health.

5. The Faculty of Classics must commit to providing at least one anti-racist training workshop for academic staff (i.e., any person in the faculty conducting teaching, including graduate students) each term and to establishing and implementing inclusive teaching guidelines. The Faculty should integrate this anti-racist training into the PLTO training programme for MILC and tutorial teaching, by offering at least one mandatory workshop with this focus every year. Importantly, the Faculty must financially compensate any BAME scholars (including undergraduates) who contribute to creating and running such events, or providing consultations of any kind. This request is in line again with [the open letter addressing Oxford's systemic racism](#). It is exploitative that the work to provide these resources (for instance, the work done to establish the Critical Classics seminar by the Christian Cole Society for Classicists of Colour) has primarily been done by unpaid classicists of colour.
6. The Faculty of Classics must implement a critical curriculum that openly discusses and recognises the material legacy of systemic racism (for example, the Eurocentrism in Classics curricula, white supremacist notions of a privileged relationship between Greece and Rome and Britain/the West, etc.) in our discipline at every level of teaching, including in public venues. We also expect these changes to be explicitly incorporated into the proposals for the Honours Moderation reform for Literae Humaniores which is currently under discussion. As *starting points* for a critical curriculum:
 - a. Following the example of initiatives like Racing the Classics at Princeton University, we seek the creation of a public annual lecture and a recurring workshop on race and Classics. These initiatives should provide financially subsidised opportunities for BAME scholars and scholars from disadvantaged backgrounds. Such an endeavour is similar to the existing work done by the Christian Cole Society for Classicists of Colour, which must be both acknowledged and properly resourced, and does not replace the need to diversify the scholars who make up the Faculty's teaching staff.
 - b. We ask for a critical approach to all teaching materials used throughout the Faculty. For instance, we reject the unqualified use of Gildersleeve and Lodge as the 'standard' for undergraduate language teaching, namely in MILC Latin classes, and thus all teachers should openly note [Basil Gildersleeve's pro-slavery views](#). The names and influence of the many blatant racists who populate our field's history and pedagogy can no longer be enshrined without comment.

- c. We ask that texts such as Caesar's *De Bello Gallico*, which depict actions that constitute and glorify organised mass murder, *always* be accompanied by a critical discussion within the undergraduate curriculum, with explicit acknowledgment of these texts' social and historical consequences both in the immediate context and their reception by later scholars.
- d. We demand the removal of uncontextualised references to slavery, genocide, imperialism, 'barbarians', rape, and misogyny from language exercises, and an attention throughout language training to inclusive pedagogies. The Faculty of Classics must prepare students and educators to have robust discussions about the cultural-historical context of Greco-Roman vocabulary: consider the word βάρβαρος, whose 'literal' translation misses the gravity of this word's full meaning in antiquity. If we continue to prize 'accurate' translations which take nothing away from the original, as is often the case in examinations, there must always be an accompanying discussion about Greco-Roman xenophobia, misogyny, etc., rather than conflation of these ancient categories with modern ones, or a quiet acceptance of their horrific implications. We can only teach difficult material effectively if we do so consciously, with context, and with a critical attention to what is at stake in different translation processes (an example of this is Emily Wilson's discussion of misogyny in seemingly 'literal' translations of epic vocabulary in the introduction to her recent translation of the *Odyssey*). While we do appreciate that many individual tutors adopt and teach the above approach toward many of these issues already, especially in reference to the Texts and Contexts Mods paper (which we expect to remain in the curriculum, or be replaced by a functional equivalent, after the Mods reform), we request that the Faculty formalize this approach so that all Classics students and educators can engage in these essential discussions.
- e. We request that skills for thinking critically about Classics be embedded into all levels of the Classics curriculum; both by their inclusion within already existing modules, and through the creation of a module focussed on critical approaches to the ancient world (and its legacies). For instance, these might focus on the enslavement of people, or the impact of Greek and Roman imperialism in the ancient Mediterranean (and the later uses of this imperialism to justify European colonialism). In the context of art history and archaeology, this could expand to discussions of the role of the UK (and specifically that of Oxford) in the systematic looting of ancient artefacts. In the context of reception, it could expand to the misappropriation of Classics for racist ends in both scholarship and popular culture. Each module of this sort must discuss and critically examine the historical and contemporary use of Classics in support of white supremacist ideology and revisionist, white-washed conceptions of 'Western Civilisation'. Of course, we

demand for these conversations to extend beyond only these modules, and to apply to all conversations which engage with the aforementioned phenomena. In addition, we must require a compulsory workshop / seminar series confronting canon formation for first-year students at all levels. Meeting this requirement will involve completing one module addressing the kinds of critical conversations of the sort listed above, or any module in an area of non-Greco-Roman antiquity. This implementation cannot simply be a check-box to fill in. Rather, the proposed requirements aim to set up a lasting conversation about interrogating Classics' disciplinary formulation throughout one's entire Oxford career and beyond. Again, we note that students of colour have been crucial in devising their own means to have these conversations, through the establishment of the 'Let's Be Critical About Classics' seminars led by the Christian Cole Society for Classicists of Colour.

Classics' colonial and racist legacy will perennially hang over Oxford and over our discipline as a whole. To meaningfully engage with this legacy—and our complicity in its sanitisation—we must progress beyond words and take concrete actions, such as those listed above. However, this list is by no means exhaustive, and meeting these demands constitutes the barest minimum. In this key moment in history, Oxford and the Classics Faculty have the opportunity to be a leader. They should be at the forefront of change in making Classics an equitable and just discipline. To do this work will involve not only these curricular or epistemic orientations, but also a commitment to fairer admissions processes at all levels, and to prioritising the recruitment of academic staff of colour.

We hope you will take this moment to respond swiftly, creatively, and decisively in support of this critical movement. To all undergraduate and graduate students who have yet to sign: using [this form](#), we invite you to add your name in support.

Yours,

The Undersigned Undergraduates, Graduate Students, Societies, and Alumni

1. Oxford Classics Society
2. The Christian Cole Society for Classicists of Colour
3. Corpus Christi College Classics Society
4. Fathiya Abdillahi (2019, BA Classics)
5. Alice Agerbak (2018, BA Classics I)
6. Alice Ahearn (2019, DPhil in Classical Languages and Literature)
7. Erin Ailes (2017, BA Classical Archaeology and Ancient History)
8. Jonathan Akande (2019, Ancient and Modern History)

9. Moudhy Al-Rashid (2010, DPhil Oriental Studies)
10. Augustine Allain-Labon (2018, BA Classics)
11. Qasim Alli (Oxford Classics Outreach Officer | 2017-2019)
12. Leah Alpern (2019, MSt in Greek and/or Latin Languages and Literature)
13. Elizabeth Ambrose (2019, BA Classics and English I)
14. Effie Armah-Tetteh (2019, BA Classics I)
15. Hanna Arndt (2015, BA Classics IB)
16. Zoë Aston (2019, BA Classics I)
17. Evie Atmore (2016, BA Classics IIA)
18. Vanessa Baldwin (2008, BA Classical Archaeology and Ancient History)
19. Shreyasi Banerjee (2019, BA Classics II)
20. Sneha Bansal (2018, BA Classics)
21. Emily Barradell (2018, DPhil in Classical Languages and Literature)
22. Lena Barsky (2019, MPhil in Greek and/or Latin Languages and Literature)
23. Rebecca Barton (2017, BA Classics II and English)
24. Andrew Beever (2019, BA Ancient and Modern History)
25. Will von Behr (2019, MSt in Greek and/or Latin Languages and Literature)
26. Marcus Bell (2019, DPhil in Classical Languages and Literature)
27. Luke Bennell (2016, MPhil in Greek and/or Roman History)
28. Sophie Bennett (2017, BA Classics I)
29. Harry Berry (2017, BA Classics 1A)
30. Gemma Bond (2018, BA Classical Archaeology and Ancient History)
31. Megan Bowler (2017, BA Classics)
32. Jaleh Brazell (2020 BA Classics I)
33. Ben Broadbent (2018, BA Classics I)
34. Sophie Brookes (2019, BA Classics and English)
35. Dr Elizabeth Brophy (2015, DPhil Archaeology)
36. Lucy Buxton (2018, BA Classics & Modern Languages (German))
37. Xavier Buxton (2017, DPhil in Classical Languages and Literature)
38. José Antonio Cancino Alfaro (2018, MPhil in Greek and/or Latin Languages and Literature)
39. Matt Carlton (2017 BA Classics 1A)
40. Rupert Casson (2016, BA Classics)
41. Freya Chambers (2016, BA Classics II)
42. Edward Chan (2019, BA Classics with Oriental Studies)
43. Ramani Chandramohan (2016, BA Classics and French)
44. Nadia Chang (2015, BA Classics I)
45. Yi Cheng (2015, BA Classics IIB)
46. Ashley Chhibber (2017, MSt in Greek and/or Latin Languages and Literature)

47. Cristina Chui (2018, BA Classics)
48. Sade Clarke (2016, BA Classical Archaeology and Ancient History)
49. Jenna Colaco (2018, BA Classics and English II)
50. Eleonora Colli (2019, MSt in Greek and/or Latin Languages and Literature)
51. Beatrice Colomb (2016, BA Classics II)
52. Sarah Conkerton (2015, BA Classics IIB)
53. John Constable (2015, BA Classics II)
54. Finn Conway (2016, BA Classics I)
55. Veronica Virginia Corsi (2018, BA Classics with Oriental Studies)
56. Elizabeth Craig (2018, BA Classics)
57. Jennifer Crompton (2018, BA Classics)
58. William Cross (2017, BA Classics 1A)
59. Arabella Currie (2008, BA Classics; 2013, DPhil Classical Languages and Literature)
60. Jessica Curry (2018 BA Classics IB)
61. Hannah Dafforn (2019, BA Classics & English IB)
62. Nicolette D'Angelo (2019, MPhil in Greek and/or Latin Languages and Literature)
63. Luke Davis (2017, BA Classics 1B)
64. River Deng (2019, BA Classics)
65. Camilla Dickson (2015, BA Classics IIB)
66. William Dobbs (2017, BA Classics I)
67. Emma Donohue (2018, BA Classics)
68. Lara Drew (2016, BA Classics)
69. Edward Edgcumbe (2008, BA Classics I; 2012, MSt in Greek and/or Latin Languages and Literature)
70. Zad El Bacha (2015, BA Classics and Oriental Studies)
71. Rosaline Elbay (2012, BA Classical Archaeology & Ancient History)
72. Grace Ellis (2019, BA Classics and English)
73. Dan Etches Jones (2014, BA Lit Hum; 2018, MSt Greek and/or Roman History; 2019, DPhil Ancient History)
74. Aneurin Quinn Evans (2015, BA Classics II; 2020 MSt in Greek and/or Latin Languages and Literature)
75. Isabella Evans (2017, BA Classics and Oriental Studies)
76. Jenyth Evans (2015, BA Classics IIB; 2019, MSt Medieval Studies)
77. Constance Everett-Pite (2018, BA Classics and English)
78. Jhanie Fender (2015, BA Classics 1B)
79. Sabina Barbara Fiohna (2014, DPhil in Ancient History)
80. Jennifer Fletcher (2018, BA Classics)
81. Adir Fonseca Jr (2017, DPhil in Greek and/or Latin Languages and Literature)
82. Bella Forristal (2017, BA Classics)

83. Yasmine Foyster (2017, BA Classics)
84. Imogen Front (2018, BA Classics)
85. Chloe Funnell (2014, BA Classics I)
86. Katherine Furness-Reed (2017, BA Classics with Oriental Studies (Sanskrit))
87. Alice Gadsby (2019, BA Classics)
88. Martha Galsworthy (2019, BA Classics II)
89. Francesca Geldard (2019, BA Classics 1B)
90. Samuel Gibb (2014, BA Classics 1A)
91. Molly Gibson-Mee (2015, MSt in Greek and/or Latin Languages and Literature)
92. Danielle Gilbert (2018, DPhil Archaeology)
93. Emily Glancey (2017, BA Classics I)
94. Jasmine Ramsay Gray (2015, BA Lit Hum)
95. Sophie Greenstreet (2016, BA Classics)
96. Zahra Grieve (2018, BA Classics)
97. Alex Grindley (2014, BA Classics IB)
98. Rose Grossel (2018, BA Classics)
99. Rebeca Guillen-Puro (2019, BA Classics II)
100. Sophie Gull (2017, BA Classics)
101. Matilda Hadcock (2017, BA Ancient and Modern History)
102. Charlotte Haley (2016, BA Classics and English)
103. Gemma Hammond (2019, MPhil in Greek and/or Roman History)
104. Xinru Han-Smith (2016, BA Classics II)
105. Alexander Hardwick (2017, DPhil in Classical Languages and Literature)
106. Jack Hardy (2017, BA Classics)
107. Katherine Harloe (1996, BA Classics II)
108. Oscar Harrington-Shaw (2019, MSt in Greek and/or Latin Languages and Literature)
109. Zoe Harris-Wallis (2016, BA Classics 1A)
110. Grace Harrop (2019, BA Classics and English II)
111. Amal Hashmi (2018, BA Classics II)
112. Anna Herzog (2017, BA Classics and Oriental Studies)
113. Cecilia Hewett (1996, BA Classics)
114. Emma Hewlett (2018, BA Classics II)
115. Thierry Hirsch (2011, DPhil in Classical Languages and Literature)
116. Solmeng-Jonas Hirschi (2016, DPhil in Greek and/or Latin Languages and Literature)
117. Jessica Hoar (2019, BA Classical Archaeology and Ancient History)
118. Rebekah Hodgkinson (2019)
119. Milo Hodgkiss (2019, BA Classics)
120. Annabel Holt (2017, BA Classics I)
121. Amy Hosking (2017, BA Classics)

122. Charles Howley (2017, BA Classics 1B)
123. Holly Hunt (2019 MSt in Greek and/or Latin Languages and Literature)
124. Ben Jackson (2016, BA Classics I)
125. Ezra Jackson (2019, BA Classics and Oriental Studies)
126. Lucy Jackson (2004, BA Classics; 2010 DPhil Greek and Latin Languages and Literature)
127. Anisha Jagdev-Harris (2017, BA Classics and French)
128. Kate Jameson (2019, BA Classics I)
129. AJ Jeffries-Shaw (2019, BA Classics IA)
130. Zoe Jennings (2019, DPhil in Classical Languages and Literature)
131. Leia Jiménez Torres (2019, MSt in Greek and/or Latin Languages and Literature)
132. Eddie Jones (2019 DPhil Ancient History)
133. Nathaniel Jones (2019, BA Classics II)
134. Malgorzata Kaczmarek (2018, BA Ancient and Modern History)
135. Zena Kamash (1996, BA Classics I; DPhil Classical Archaeology)
136. Emily Keen (2016, BA Classics II and English)
137. Leo Kershaw (2016, BA Classics II)
138. Adam Key (1984, BA Classics (Literae Humaniores))
139. Helena Koch (2018, BA Classics and Modern Languages)
140. Jakob Kohler (2019, MPhil in Greek and/or Latin Languages and Literature)
141. Daria Kondakova (2018, DPhil in Classical Languages and Literature)
142. Katherine Krauss (2018, DPhil in Classical Languages and Literature)
143. Sif Lærke-Hall (2019, MSt in Greek and/or Roman History)
144. Freya Lambert (2019, BA Classics I)
145. Wolffgar-Ephraïm Lambert (2018, BA Classics)
146. Federica Lazzerini (2017, DPhil in Classical Languages and Literature)
147. Beatrice Leal (Classics Faculty Postdoc)
148. Kate Levick (1996 BA Classics)
149. Jessica Lewis (2009, BA Classics I)
150. Elsie Linley (2014, BA Classics IB)
151. Victoria Liu (2017, BA Classics & English)
152. Matthew Lloyd (2004 BA Classics II; 2008 MSt Classical Archaeology; 2010 DPhil Archaeology)
153. Fabiana Lopes da Silveira (2016, DPhil in Classical Languages and Literature)
154. Thomas Malmgren (2018, BA Classical Archaeology and Ancient History)
155. G-Yan Nicole Man (2018, BA Classics I)
156. Andi Marsh (2017, BA Classics II)
157. Hannah Marsters (2013, BA Classics)
158. Edward Martin (2019, BA Classics I)

159. Kira McBride (2019, MSt in Greek and/or Latin Languages and Literature)
160. Tom McConnell (2015, DPhil in Classical Languages and Literature)
161. Hugh McElroy (2000, MSt in Greek and/or Latin Languages and Literature)
162. Bryony McIvor (2017, BA Classics)
163. Samuel McLoughlin (2019, BA Ancient and Modern History)
164. Alexander Melling (2018, BA Classics IIB)
165. Alison Middleton (2017, DPhil in Classical Languages and Literature)
166. Serena Millen (2016, BA Classics IIB)
167. Natalie Milner (2018)
168. Leah Mitchell (2019, BA Classics)
169. Riana Modi (2019, BA Classics I)
170. Myesha Munro (2019, Classics II and English)
171. Dhanya Nair (2016, BA Classics II)
172. Lauren Nguyen (2019, MSt in Greek and/or Latin Languages and Literature)
173. Nik Nicheperovich (2019, DPhil in Classical Languages and Literature)
174. Flora Nicholson (2018, BA Classics and Modern Languages)
175. Fergus O'Brien (2019, BA Classics II)
176. Steve O'Sullivan (1986, *Literae Humaniores*)
177. Taiwo Oyebola (2016, BA Classics II)
178. Madeleine Panto (2016, BA Classics)
179. Sophie Park (2019, BA Classics)
180. Ben Passey (2017, BA Classical Archaeology and Ancient History)
181. Avnika Patel (2018, BA Classical Archaeology and Ancient History)
182. Marie-Gabrielle Pélissié du Rausas (2019, MSt in Greek and/or Latin Languages and Literature)
183. Polly Philp (2019 MSt in Greek and/or Latin Languages and Literature)
184. Raphaëlle Philipponnat (2016, BA Classics IA)
185. Lisa Pilar Eberle (2004, BA Classics IB)
186. Emily Pillinger (2001, BA Classics IB)
187. Lorelei Piper (2017, BA Classics IB)
188. Barney Pite (2017, BA Classics)
189. Laura Plumley (2016, BA Classics IB)
190. Mia Portman (2016, BA Classics and English II)
191. George Prew (2013, BA Classical Archaeology and Ancient History)
192. Ayesha Purcell (2018, MPhil Classical Archaeology)
193. Nick Pymont (2018, BA Classics)
194. Sukanya Raisharma (2016, DPhil in Late Antique and Byzantine Studies)
195. Ellie Redpath (2018, BA Classics)
196. Rachel Rees (2019, BA Classics II and English)

197. Milo Reynolds (2016, BA Literae Humaniores I)
198. Isabel Roberts (2015, BA Classics and English)
199. Lois Robinson (2016, BA Classics I)
200. Sofia Robson (2019, BA Classics IA)
201. Martina Astrid Rodda (2017, DPhil in Classical Languages and Literature)
202. Elisenda Rubiés (2019, BA Classics I)
203. Imogen Sadler (2015, BA Classics 1B)
204. Jasmine Sahu (2017, BA Classics with Oriental Studies (Egyptology))
205. Ben Saunders (2018, BA Classics I)
206. Matthew Schaffel (2019, BA Classics IB)
207. Clementine Scott (2019, BA Classics)
208. Eppie Sharp (2018 BA Classics II)
209. Emily Sherriff (2018, MPhil Classical Archaeology)
210. Hannah Silverblank (2013, MSt in Greek and/or Latin Languages and Literature; 2017, DPhil in Classical Languages)
211. Jemima Sinclair (2018, BA Classics I)
212. Ellen Sleath (2017, BA Classics)
213. Henry Sleight (2017, BA Classics)
214. Gareth Smith (2017, BA Classics IA)
215. Madalene Smith (2015, BA Classics IIA)
216. Hannah Snell (2008, BA Classical Archaeology and Ancient History; 2011, MPhil Classical Archaeology)
217. Nadia Stappenell (2019, BA Classics and English II)
218. Felix Stokes (2019, BA Classics I)
219. Crispin Straker (2018, BA Classics I)
220. Humphrey Stride (2018, BA Classics II)
221. Alex Tadel (2019, MSt in Greek and/or Latin Languages and Literature)
222. Phoebe Tealby-Watson (2017, BA Classics I)
223. Ben Thorne (2018, MPhil in Greek and/or Roman history)
224. Luke Thornhill (2018, BA Classics I)
225. Sorchia Tisdall (2018, BA Classics)
226. Alex Toal (2016, BA Classics I)
227. Iona Todd (2016, BA Classics I)
228. Jacob Townson (2019, MSt in Greek and/or Latin Languages and Literature)
229. Tabitha Underhill (2017, BA Classics 1B)
230. Simran Uppal (2015, BA Classics 1B)
231. Lucy Valsamidis (2013, BA Classics)
232. Léone Van den Schrieck (2018, BA Classics I)
233. Shekinah Vera-Cruz (2016, BA Ancient and Modern History)

- 234. Marchella Ward (2013 DPhil Classical Languages and Literature)
- 235. Alec Watson (2018, BA Classics IB)
- 236. Madeleine Webb (2020, BA Classics)
- 237. Jason Webber (2019, DPhil Classical Languages and Literature)
- 238. Imogen Whiteley (2019, MSt in Greek and/or Roman History)
- 239. Francesca Whitfield (2015, BA Classics I)
- 240. Kate Whittington, (2019, BA Classics and English)
- 241. Eleanor Williams (2019, BA Ancient and Modern History)
- 242. Alice Wilson (2017, BA Classics)
- 243. Holly Winch (2016, BA Classics II)
- 244. Emma Wood (2017, BA Classics and German I Opt1)
- 245. Madeleine Wright (2019, BA Ancient and Modern History)