

Faculty of Classics

Unofficial Postgraduate Handbook

This handbook has been put together by postgraduate students in the University of Cambridge, Faculty of Classics, over several years, as a guide to how the faculty works, what's going on in the postgraduate community and where answers might be found to questions on a variety of subjects. It was last updated in August 2023.

The first part – [Settling In](#) – is intended for new graduates to read when they first arrive in Cambridge. The rest of the handbook is aimed at all grads in the faculty over the course of their degree. It is not a comprehensive reference manual, but instead hopes to offer an overview of how things work and avenues for finding further information. For more specific information on the two postgraduate degree programmes, the MPhil and the PhD handbooks are recommended. These can be found here:

<https://www.classics.cam.ac.uk/student-information>.

Contents

Key Links	3
College vs. Faculty	4
Finding Your Way Around	5
The MPhil and PhD Courses	5
The Caucuses.....	5
A – Ancient Literature	6
B – Ancient Philosophy.....	6
C – Ancient History	7
D – Art and Archaeology	7
E – Classical and Indo-European Linguistics.....	7
X – Interdisciplinary Approaches to the Ancient World	7
Supervisors	8
The MPhil Course	10
Submitting Your PhD	10
Beyond Your Thesis.....	11
Lectures, Seminars and Conferences	11
Presenting	13
Publishing.....	14
Language Learning.....	14
Teaching	17
The Researcher Development Programme	19
Life in the Faculty	20
The Library, IT Room and Cast Gallery.....	20
Use of Classics Faculty Multi-Function Devices for Copying, Printing and Scanning	21
Internet	2722
Socialising, Food and Drink.....	23
Getting Things Done.....	24
Money	25
Funding	25
Jobs	26

Welcome to the faculty! Like many institutions, you will probably find that some of its idiosyncrasies only begin to fully make sense when you get here, but this section should hopefully provide you with a framework of how you might begin to familiarise yourself with the place.

Key Links

Your supervisor is above all the person who can answer questions about most aspects of your postgraduate life, particularly academic ones, but there are a number of other go-to places as well, beyond this handbook.

<http://www.classics.cam.ac.uk/>

This is the Classics Faculty website. Nearly all information about the faculty and its courses can be found here under 'Student Information'. The website also includes details of upcoming seminars, events in the faculty, undergraduate lectures, details about funding and information about the library and its collection. It also hosts the **official MPhil and PhD handbooks** which contain detailed information about the courses, including deadlines, word counts and the faculty style guide, as well as the more generalised undergraduate handbook. This handbook acts as a complement to these. All the handbooks can be found here: <http://www.classics.cam.ac.uk/studentinformation>
www.vle.cam.ac.uk

The University has introduced an online resources system called Moodle or the VLE (Virtual Learning Environment). This is a site that you will become familiar with as it is where you will find details about MPhil seminars, Faculty prizes, travel awards, past exam papers, examiners' reports and much more, and where you will find some lecturers' lecture handouts.

<https://www.cambridgesu.co.uk>

Sources of support and help for non-academic matters include your tutor, who will be a fellow of your own college; the MCR (postgraduate student union) or similar student body in your college; the university-wide Student Union. The latter runs this website above, which is full of useful advice for postgraduate students.

graduate.secretary@classics.cam.ac.uk

This is the email address for the Director of Postgraduate Studies, who as the name suggests is an academic put in charge of overseeing and co-ordinating how the MPhil and PhD courses are run in the faculty, as well as other areas of postgraduate life. They are the person to ask about such matters as course requirements, adding appendices, etc., to MPhil work and who is supervising you/who you would like to be supervising you. This position is currently held by **Dr Nick Zair**.

graduate.secretary@classics.cam.ac.uk

Emails sent to the address above will also be received by The Chief Secretary (**Lina Undicino**) and the Postgraduate Administrator (Simon Flack). Lina and Simon help with postgraduate administration, support the Academic Postgraduate Secretary and look after postgraduate students on a more practical basis. They can be found at the Enquiries Office just inside the front doors (on the left once you enter the faculty building) and can answer questions about such matters as how to get your university card working when it isn't or what is going on where in the faculty.

Each year a representative is elected from the postgraduate community to sit on faculty committees and generally liaise between the senior members of the faculty and the postgraduate students. They can be contacted informally about any matter of postgraduate life and convey any ideas you have for the faculty through the Student-Staff Joint Committee. **Sólveig Hilmarsdóttir** is the current postgraduate representative (until December 2023), and you are very welcome to contact her at shh35@cam.ac.uk. Informal communication among the grad community mainly takes place via a WhatsApp group (joining details are circulated at the start of term) and a Facebook group, the latter of which is open to join (search 'Cambridge Classics Postgraduate Students' on Facebook). If reading this after the start of term, you are welcome to contact the postgraduate representative and ask to be added to the WhatsApp group.

College vs. Faculty

Your identity as a student at the University of Cambridge is defined primarily by two things: your college and your departmental affiliation. The general concern of this handbook is the departmental side of that, i.e., your affiliation to the Faculty of Classics, but of course it's necessary to know what that is to begin with!

For postgraduate students, a basic assumption which organises how colleges and the faculty interrelate is that you live in your college and work in the faculty. For the most part, colleges handle domestic arrangements for students, dealing with issues such as accommodation, since many colleges have at least some rooms available for graduates to live in, and social activities such as formal dinners. Many have affordably priced student bars. It is the faculty, on the other hand, which organises your supervision, your degree course and runs seminars. Since academics at Cambridge are themselves members of colleges, your supervisor may belong to the same college as you or to a different college.

However, the lines can be blurry. Colleges run seminars and conferences, and of course many social events happen in the faculty next to the academic ones. Each college is something of an academic institution in its own right and has its own intellectual ethos. Most colleges have their own libraries (although note that their resources for Classics will not be nearly as comprehensive as the faculty library), and some graduates prefer to work there rather than in the faculty. At undergraduate level, the faculty organises lectures and classes, while the colleges organise individual or small-group **supervisions**. In Classics, supervisions are essentially either focused on 1) language work or 2) essay-based work. In the latter case, they function as small discussion seminars, usually with 1-4 undergraduate students, lasting one hour. You can read more about undergraduate supervisions in the Undergraduate handbook, found here: <https://www.classics.cam.ac.uk/student-information>.

For the purpose of organising undergraduate level work, each college appoints an academic per subject to act as a **Director of Studies (DoS)**.

Both your college and the faculty can offer support for all kinds of funding. Notifications of more substantial funding, i.e., contributions towards tuition fees and maintenance is normally given prior to the start of a degree course. Smaller sums of funding, such as for attending conferences, travelling for research or doing language learning etc. can be applied for from the faculty (each graduate student can apply for a certain amount from the faculty for research per year), and normally from your college as well. You can find more information about the faculty funding on Moodle, under "General Graduate Resources".

Finding Your Way Around

In addition to Google Maps, there are two key sites for (literally) navigating the city of Cambridge as a postgraduate student:

<http://www.cam.ac.uk/map/> – the official university map, which shows where individual buildings (such as departments, libraries and colleges) may be found on the university's various sites. The Classics Faculty is located on the Sidgwick Site, next to Sidgwick Avenue.

<http://cambridge.cyclestreets.net/> – the Cambridge cycling journey planner. While Google Maps (<http://maps.google.co.uk/maps?q=cambridge>) is useful for most journeys, it's quite poor for bikes, which get many special allowances on roads and dedicated paths on several pavements in Cambridge. This site helps you find your way around – and offers alternative 'quiet' routes to the fastest journeys, which is especially useful for anyone not yet used to cycling in a city or on the left side of the road.

Inside the faculty, the library is very easy to find as it opens onto the main foyer (on the right through the main doors). Also, very near the main foyer is the Postgraduate Common Room, G.10, which is accessible via the entrance to a corridor between the library and the foyer stairs. It has university card-only access. As a postgraduate student in the faculty, you will be given 24/7 access to the Graduate Common Room, along with 24/7 access to the Faculty library. On the first floor, room 1.10 is the Undergraduate Common Room, which hosts a set of vending machines that anyone can use.

Elsewhere in the faculty, the rooms are numbered by a straightforward system of [floor number].[room number] and there are only three floors – Ground [G], 1, and 2. The common room, G.10, is therefore the tenth room on the ground floor, as the Undergraduate Common Room, 1.10, is the tenth room on the first floor.

The Museum of Classical Archaeology (also known as the Cast Gallery) can be found at the top of the main foyer steps. Next to the Cast Gallery is a room called R.01, while R.02 is inside the museum itself. The 'Mycenaean Epigraphy Room' (the 'MycEp Room', 2.11) can be found on the second floor, at the end of the building opposite to the library.

The MPhil and PhD Courses

Although the faculty's MPhil and PhD degrees are very different in structure – one year vs. three to four, required attendance at MPhil seminars vs. free choice about attendance, strict deadlines vs. yearly reviews – their organisation is founded on the same principles, which govern the faculty's organisation. Each student nominally belongs to at least one 'caucus', or subject area, which suggests their disciplinary approach to the classical world. Their study is also nominally guided and co-ordinated by a selected academic in that discipline, their supervisor. Beyond this, the MPhil course has a number of compulsory and examined elements, while the PhD course is much freer in structure, with only occasional checks along the way to producing your thesis.

The Caucuses

There are six caucuses in the faculty, A (Literature), B (Philosophy), C (History), D (Art and Archaeology), E (Linguistics & Philology), and X (Interdisciplinary Approaches and Classical Reception). Note that the X caucus does not run a specific research seminar. These caucuses are similar to the subject categorisations found in larger departments and collect together academics and students with the same interests and disciplinary approaches to the ancient world. The faculty only awards degrees in 'Classics', however,

and the boundaries between the different caucuses are understood to be more than permeable.

Practically speaking, postgraduate students concern themselves with A-E, which all run weekly seminars during term-time for postgraduate members of the faculty, including MPhil and PhD students, post-docs and senior members. They therefore provide much of what structure there is to the PhD course. However, postgraduate students are also often involved in teaching and supervising undergraduates in various fields and may comfortably consider themselves to 'belong' to more than one caucus, and so freely attend more than one seminar; similarly, they may be supervised by academics from more than one caucus.

Attending the research seminars is optional, but it is strongly encouraged. Many graduates enjoy the opportunity to meet senior members of the faculty and hear about research both from inside Cambridge and beyond. At the end of many seminars the convenors invite attendees to the Granta (the local pub), or even to dinner (usually when the speaker is from outside Cambridge). This provides a wonderful chance for more informal conversation in a relaxed atmosphere with members of your caucus and any visiting speakers.

Each caucus also hosts a select number of professorships, which in Cambridge are elected positions ('chairs'). Among their other responsibilities, it is understood that all students can approach professors for advice regarding different research areas, either over email or via an appointment.

A – Ancient Literature

<http://www.classics.cam.ac.uk/directory/research-themes/a-caucus>

<http://www.classics.cam.ac.uk/research/seminars/a>

The A Caucus meets at a seminar on Wednesday evenings from 5.15pm to hear papers from external and internal speakers. The seminars may have an overarching (although often a vague) theme across a whole term, but this varies depending on the interests of the seminar convenors.

B – Ancient Philosophy

<http://www.classics.cam.ac.uk/directory/research-themes/b-caucus>

<http://www.classics.cam.ac.uk/research/seminars/b>

The B Club, consisting of the B Caucus and wider membership, typically meets three times a term to hear papers from external and internal speakers, meeting in 1.11 from 4.30pm with tea beforehand from 4. There is also a senior reading seminar which meets on Thursdays at 5.15 to read a different text each term. Many emeritus members of the faculty, as well as visiting scholars, attend this seminar.

There is also a reading seminar solely for postgraduate students, which PhD students are required to attend, and MPhils warmly encouraged. Students in the caucus select the text

for each term, and while meetings of the seminar are guided by one of the B Caucus faculty, the seminar is very much in the hands of the students.

C – Ancient History

<http://www.classics.cam.ac.uk/directory/research-themes/c-caucus>

<http://www.classics.cam.ac.uk/research/seminars/c>

The C Caucus invites speakers to give papers throughout the year on Mondays from 5.15 in G.21. In Michaelmas term the seminars are sometimes organised around a theme, often historiographical, whereas in Lent there is a rite of passage for C Caucus postgraduate students whereby all second year PhDs give papers at the seminar (so be prepared!). These seminars are valued, however, for the feedback they provide and the celebratory dinners afterwards.

D – Art and Archaeology

<http://www.classics.cam.ac.uk/directory/research-themes/d-caucus>

<http://www.classics.cam.ac.uk/research/seminars/d>

The D Caucus invites internal and external speakers throughout the year to give papers at its seminar on Tuesdays at 4.30pm in 1.04. It shares strong links with the C caucus, to which a number of its members also belong.

E – Classical and Indo-European Linguistics

<http://www.classics.cam.ac.uk/directory/research-themes/e-caucus>

<http://www.classics.cam.ac.uk/research/seminars/e>

The E Caucus meets throughout the academic year on Wednesdays from 4.30pm in 1.11, inviting external and internal speakers to give papers on various topics in Classical and Indo-European linguistics. In Easter term, the seminar often takes the format of a language reading seminar where caucus members (and others who are interested) introduce and tackle together texts in languages such as Hittite and Old Persian.

X – Interdisciplinary Approaches to the Ancient World

<http://www.classics.cam.ac.uk/directory/research-themes/x-caucus>

While the X caucus does not hold its own individual seminar, its influence can often be seen throughout the faculty, most often through the incorporation of 'reception' into other disciplinary approaches. The X caucus has no designated chairs, but is made up by a number of academics from the other disciplines.

All members of the faculty are welcome to attend any of the main caucus seminars and it is common for postgraduate students to regularly attend two.

Supervisors

Your supervisor will likely be the single most important influence over your research in Cambridge. At MPhil level it is quite normal to have one main supervisor (typically selected to supervise your thesis) and then alternative supervisors as appropriate for your essays, while at PhD level each student is also given a 'secondary supervisor' to provide (unsurprisingly) a second opinion and complementary/alternative advice to your main supervisor. How often you meet your secondary supervisor varies from student to student. Your primary supervisor will likely remain the first reader of your work, your principal referee, your backer for research trips and conferences (plus funding for these activities) and your main source of institutional support and advice while you're here.

There are normative standards for the number of supervisions you should receive while studying for your MPhil in the MPhil Handbook (<http://www.classics.cam.ac.uk/current-students/handbooks>). In practice, as you might expect, these are more often treated as guidelines than actual rules ... Individual supervisors have their own styles, schedules and preferences, and will equally adjust their approach in response to how you work. MPhil supervisors often do work in a reasonably fixed way around the course schedule, but the same is not true at PhD. A common (but not ubiquitous) supervision pattern here is for a student to meet with their supervisor frequently in their first term, so as to get them off on the right track, and then less frequently as they become more confident with their individual research. However, you will see quite a lot of variation from supervisor to supervisor and from student to student.

It is always worth talking to your supervisor about what you both are looking to achieve with supervisions. Do not hesitate to speak up if you feel that you need more guidance, especially at the start of your degree. Bear in mind that it is your responsibility as much as your supervisor's to arrange meetings as and when they will benefit your research. Many supervisors have extremely busy schedules, so it is sensible (and polite!) to request meetings as far in advance as possible. You might also like to ask them how long in advance they want you to submit any written material and drafts.

In every instance the faculty tries to allocate students to the most appropriate supervisor, but simply through the limitations of the application process this is not a perfect procedure. It is always advisable to get in contact directly with any academic in the faculty whom you would most prefer to be your supervisor before starting your degree. Many applicants reach out to a prospective supervisor before they apply, and this may be particularly relevant at PhD level.

If for whatever reason your relationship with your supervisor does not seem to be working out, or you find your research diverging greatly from their areas of interest, the best solution is to try to resolve this amicably with your supervisor at as early a stage as possible, not least because they are likely the best person to advise on who an alternative supervisor might be. If this is not possible, then the person to talk to is the Director of Postgraduate Studies (graduate.secretary@classics.cam.ac.uk), who co-ordinates the allocation of students to supervisors. It is probably fair to say that students rarely change supervisors (except in cases of that supervisor leaving or taking sabbatical from Cambridge), but it is something easier to do in the earlier stages of your degree than the later.

The MPhil Course <https://www.classics.cam.ac.uk/student-information>

The MPhil handbook covers the MPhil course in detail.

Specialist training is given to those taking a technical examination in (for example) a further ancient language or research skill such as epigraphy. These courses are open to interested PhD students, as well.

PhD students who are new to the faculty are strongly encouraged to attend the MPhil seminar relevant for their chosen caucus. Most first-year PhD students enjoy this opportunity to get to know the members of the faculty who convene the seminar and to socialise with other new students.

The PhD Course

As is typical in British universities, the only examined part of your PhD degree in Cambridge is the c. 80,000-word thesis (note that this is a lower word limit than in many other UK universities where it is often c. 100,000), which you are expected to submit (at least by many funding bodies) at the end of your third year, but which you are free to take more time to complete if required. To remain registered at the university beyond your fourth year of PhD study (and so be eligible to submit), however, requires official written permission, so it is uncommon for students to take more time than this over their thesis.

Along the way to submission there is a system of 'reviews' in place to make sure you are progressing towards completion. For all first year PhD candidates a 'registration' meeting takes place at the end of their third term. This meeting is usually referred to as 'First Year Report'. The assessors will normally ask for three documents: (1) ~ 10,000 words of written work, usually referred to as 'chapter' or 'draft of a chapter'; (2) an outline of your future thesis. In most cases, it is not a refined plan, but rather a report on the progress of the project so far and a prospectus of the next steps in your research; (3) a "Personal Development Plan". This is where you document the activities you have taken part in beyond your research, such as faculty seminars, conferences, etc. You will be e-mailed a table to complete well in advance. All this material is to be read by your secondary supervisor and an additional assessor from within the Faculty (*not* your primary supervisor, who will not be present at the registration meeting). At the meeting, which will likely last around an hour or an hour and a half, you discuss the work submitted and potential avenues of research. Each subsequent year then includes another 'review' for all students, following a similar procedure to this. As these reviews are less formal than the first one, it will usually be held by your first and second supervisor. It can be a good idea to ask your supervisors early on, at the end of Lent term or beginning of Easter term, to start organising this meeting, as the end of Easter term is an extremely busy time. (If, come your third year, it seems clear that you will submit before October i.e., that you will not enter a fourth year, you will not need a third year review).

After the first review of your work, your assessors will either decide to register you officially on the faculty's PhD course, or defer registration pending another meeting at a later date, stipulating what they would like to see at that time. (In extremely rare instances registration might also be refused.) The second year and subsequent reviews are to see if you still satisfactorily meet requirements for continuing registration: if you have been having serious problems, the review is where the solution to these in terms of your enrolment will be discussed.

In general, these meetings are very much an internal affair: formal enough, but not intended as a test or in any way to catch you out. In their best form, they give you the chance to see what other academics than your supervisor think of your research.

Submitting Your PhD

<http://www.cambridgestudents.cam.ac.uk/your-course/examinations/graduate-exam-information/submitting-and-examination/phd-msc-mlitt>

Most students submit their PhD at the end of their third year of study or over the course of their fourth. The university administration website contains details of all the various university regulations and requirements, including those specific to Classics (found here, <https://www.admin.cam.ac.uk/students/studentregistry/exams/submission/phd/format.html#wordlimit>). Very basically, however, the thesis is a research document of no more than 80,000 words, including footnotes but excluding bibliography, with particular rules for other types of data. If you wish to include separate appendices or electronic data, for

example, you need to download another form from CamSiS, which can take some time to go through the relevant bodies. Queries about the finer details of this can be addressed to the Director of Postgraduate Studies (graduate.secretary@classics.cam.ac.uk).

The form for submitting your thesis should be handed in well in advance of your submission to allow it to go through various committees.

Your supervisor will have to nominate two examiners for your thesis, one internal to the faculty and one external. It is worth discussing potential examiners with your supervisor ahead of time, therefore, so that you can check you agree with your supervisor's assessment of who would most knowledgeably read your work.

After submitting two copies of your work to the university, it is likely you will have to wait for anything up to a few months for the scheduled date of your meeting with these examiners, when you will defend your thesis *viva voce*. This meeting can typically take any time between two and five hours (in rarer instances), but if this were the case it would include various breaks over the course of the examination.

Beyond Your Thesis

It is entirely possible to complete your PhD by doing nothing other than the research required to complete your thesis, perhaps attending one of the main caucus seminars. However, the vast majority of postgraduate students do not, if only to make themselves more employable at the end of their degree. MPhils too will often find themselves dipping their toes outside the course requirements, perhaps to learn a language or to attend a summer conference.

Often, by the end of a PhD, it is assumed that a student will have skills in the areas listed and discussed below, and indeed the university's 'Personal Development Programme' (PDP, a form concerning skills development which all PhD students are asked to complete and submit at the end of each academic year) makes this explicit. For the most part, therefore, it is often expected for students to spontaneously throw themselves into various activities and learn by practice, particularly in the second year of their PhD. However, it must be stressed that the thesis should be the main priority of a PhD candidate. It is worth discussing your side pursuits openly with your supervisors to ensure that you bring an appropriate balance to your work.

(See also [Funding](#) below for information on what money can be found to abet these activities.)

Lectures, Seminars and Conferences

There are many academic events available to attend in not only the faculty, but the rest of the university, the UK and across the world. You will hear about some of them via the email lists you are automatically subscribed to in the faculty and your college. In general, however, nearly all events are advertised through national email lists, namely the following:

<http://listserv.liv.ac.uk/archives/classicists.html>

<http://www.jiscmail.ac.uk/lists/classicsgrads.html>

Subscribing to these email lists (particularly the "Liverpool List") is highly encouraged, as this will allow you to be up to date with the range of conferences, online lectures, summer schools, etc., which take place in the UK and around the world.

Within the faculty, there are a number of lectures and seminars which all postgraduate students can attend, including undergraduate lectures, externally funded series and student-run discussion seminars:

<http://www.classics.cam.ac.uk/current-students/lectures/>

You are welcome to attend undergraduate lectures, of which Part II (third year) are likely of most interest to grads.

<http://www.classics.cam.ac.uk/research/seminars/special-lectures>

The Corbett and Gray lectures, in which external speakers are invited annually to present. As a postgraduate student you will be invited to attend these.

<https://www.classics.cam.ac.uk/seminars/gis>

GIS, the Graduate Interdisciplinary Seminar is a mainstay of Friday evenings (4.30-6pm in G.21), where graduates (both MPhils and PhDs) from all caucuses offer presentations on their research, discuss ideas, and then socialise at the pub. Each seminar normally has two papers (with a break in between) of about 20-25 minutes followed by 5-10 minutes of questions. It is designed to be a low-pressure, accessible seminar, and is run by and for postgraduate students only. An informal call for papers will be circulated shortly before the start of each term.

<http://www.classics.cam.ac.uk/research/seminars/crdg>

The Classical Reception Seminar Series, currently organised by postgraduate students and aimed at both grads, undergrads, and faculty, in and around Classics, where external and internal speakers are invited to present on the reception of the ancient world.

The Cambridge Late Antiquity Network is attended and organised by postgraduate students from a number of faculties, including Classics. They regularly invite speakers from outside Cambridge and advertise the talks via e-mail, so watch out for these if you are broadly interested in Late Antiquity.

As members of the university, postgraduate students are also welcome to attend any undergraduate lectures in university triposes (courses), apart from Clinical Medicine, or where there are restrictions in a particular case. Students are also welcome to any other open talks and events, which are listed on the university's new Lecture Listings website: <http://timetables.caret.cam.ac.uk/live/web/index.html>

This is further supplemented by the following pages of public events ('What's On') and talks open to all members ('talks.cam'):

<http://www.admin.cam.ac.uk/whatson/>

<http://www.talks.cam.ac.uk/>

Your research interests might also match those of research groups in other faculties, and you will be welcome at specialist seminars across the university. It's likely your supervisor will be able to identify those relevant to you. CRASSH (the Centre for Research in the Arts, Social Sciences and Humanities) also runs a varied programme of interdisciplinary seminars and conferences.

<http://www.crassh.cam.ac.uk/>

There are many conferences held in the faculty over the course of the year, but most typically just outside the main teaching term. As a postgraduate student you may be

asked to help with admin and support tasks, especially if your supervisor is organising the event, and this is a valuable way to gain experience. There are also some student-organised conferences, and the faculty has some funding to support these. The B Caucus regularly runs a themed ancient philosophy conference, at which Cambridge students respond to papers presented by visitors.

Outside of the university, conferences take place throughout the year, though there is a concentration of them over the summer. Most advertise well in advance, often beginning with an open Call for Papers (CfP). These are normally advertised on the "Liverpool List", whose Classics-related e-mails you can subscribe to following the link below:

<https://listserv.liv.ac.uk/cgi-bin/wa?A0=CLASSICISTS>. Conferences vary in size and style, between small colloquia of invited speakers and lengthy papers to the larger, (inter)national meetings and shorter presentations.

Perhaps the largest worldwide Classics conference is the annual meeting of the Society for Classical Studies (SCS, *once* APA) (http://apaclassics.org/index.php/annual_meeting/), which takes place each January, moving around the USA, and is well-known as the main networking event in the Anglophone Classics world. Many American universities hold their preliminary job interviews here.

The UK equivalent of this conference is the meeting of the Classical Association (CA) (<http://www.classicalassociation.org/events.html>), which takes place yearly in March or April. Note that the cost of attending the CA conference does not count towards your annual budget of research money from the faculty – hence attendance is highly encouraged!

Other moving conferences such as AMPAH and AMPAL (the Annual Meetings of Postgraduates in Ancient History/Literature) are regularly attended by postgraduate students in the faculty. Very often they are used as a good opportunity to meet other students in your area.

Presenting

Other than simply attending these events, one of the main skills grad students attempt to pick up during their degree(s) is the ability to speak confidently and answer questions about their research. On the whole, and particularly outside the faculty, it is rare that you will be directed towards presenting. Instead, it is likely something that you will take upon yourself to start doing when you feel it is time to have a go.

A sensible (though not particularly normal) route to training yourself in presentation skills and getting your research out there is generally understood to be as follows:

- Get involved with the GIS as a friendly venue to try new ideas.
- Attend a conference or two by the end of your first year of PhD.
- Present at a caucus seminar or internal conference by the end of your PhD's second year, perhaps again in your third.
- Present at some conferences over the second and third years of your PhD (possibly beginning with postgraduate conferences, the CA or the Celtic Conference in Classics, where often many postgraduate students present).

Speaking opportunities internal to the faculty tend to come about relatively informally, as either you or the organisers get in touch to ask whether you might be able to speak. Otherwise, the vast majority of presentation opportunities come about through open Calls for Papers, advertised via email. These CfPs will usually ask for a short abstract of your paper several months in advance, giving an idea of what you will talk about what your argument is going to be. It's not usual to have a finished paper at this stage, but it is generally advisable to only offer papers on research you have already done, so that you do

not find yourself stuck with an accepted paper on a topic you have long since abandoned as a dead end.

Publishing

It is generally accepted that classicists do not publish as much as academics in other disciplines, and it is always a good idea to put your PhD thesis first. However, most PhD students try to end their degree with at least one or two publications to their name. In general, these are articles in academic journals, sent for review in your second or third year. Papers in published conference proceedings (look out for small, niche conferences in your area) and book reviews are also common routes to postgraduate publication. It is not unlikely you will come across other small opportunities to get your name out there, such as through contributions to larger encyclopaedic works.

With the myriad respectable journals in Classics, your supervisor will be the best person to advise in the first instance where and when you might like to submit your work. Obviously, it's probably worth getting them to read your article first as well! One website to keep an eye on, however, is the Bryn Mawr Classical Review (<http://bmcr.brynmawr.edu/>), which receives the majority of newly published academic books and will accept postgraduate volunteers for reviews, as long as they have the support of their supervisor.

Their email digest (<http://bmcr.brynmawr.edu/subscribe.html>) is also a great way to hear about new titles that might impact your research.

Language Learning

Modern languages

It is inevitable that over the course of your research you will encounter books and articles written in other languages than English, particularly German, Italian and French. Since the German philological tradition is one of the most important areas of classical research, the faculty offers an in-house course called 'German for Academic Reading'. This consists of both a beginners' track for those new to the language and an intermediate track for those continuing from the beginners' group or who have learnt some German before. Classes at a variety of levels take place during the week, often in the afternoon between 2-3:30pm during term time.

Otherwise, the Cambridge Language Centre (<http://www.langcen.cam.ac.uk/>) is the main university resource for language learning, both independently or through one of its courses, which run over the course of the academic year as well as intensively at the start of the summer. You have two options for modern language learning. You may attend academic reading classes (unlike our in-house German classes, the French and Italian ones are held in the language centre, and are attended by students from a variety of faculties). These courses focus on reading skills only. You attend one class per week during term time, and are given homework every week. There is no examination, and the classes are free of charge.

Alternatively, you may sign up for four-skills courses, which are aimed at learning the language more generally rather than specifically for academic reading purposes.

You learn reading, writing, speaking and listening, and in 2023-2024 there is a charge of £285 for each of these courses. Many colleges offer at least partial funding towards the cost of the CULP courses, and you can apply to use part of your research funding from the faculty on a language course. A survey conducted of Classics postgraduate students in 2016 found that overall students found the paid four-skill courses more useful for learning modern languages. It is recommended that you discuss the best approach for you with

your supervisor, and it is also possible to make an appointment with an advisor to discuss how best to pick up any languages you think you need to acquire.

The Language Centre can also provide advice about studying languages abroad, for which there are any number of programmes available. A number of these are specifically Classics-related and are advertised over the course of the year via email. Also advertised are occasional opportunities to learn other languages, for example through the faculties of Modern and Medieval Languages (MML) or Asian and Middle-Eastern Studies (FAMES).

Ancient Languages

As well as becoming equipped in German, French and Italian, it is vital that you keep up your Latin and Greek during the course of your MPhil/PhD. This is particularly important if you wish to apply for academic jobs after your PhD. Most candidates work with *either* Latin or Greek texts, with the result that one of their languages might go rusty during their PhD; some D-caucus students may find that they work with neither language to a great degree. The best way to keep up your Latin and Greek is to read texts in your own time. However, there is a range of other options available.

Self-taught online guides are a great way to keep up/develop your language skills; some examples are listed below:

For Greek: http://socrates.berkeley.edu/~ancgreek/ancient_greek_start.html

<http://web.uvic.ca/hrd/greek/reading/index.htm>

<http://www.etoncollege.com/GreekProject.aspx?nid=e19484e6-707c-44d4-a3d7-f8b93df8751f>

<http://greekgrammar.wikidot.com/>

For both Latin and Greek: <http://www.textkit.com>

A summer school jointly run by UCL and KCL exists for all levels; it costs £150:

<http://www.ucl.ac.uk/lifelearning/courses/london-classics-summer-school-greek-latin>

A number of options are offered within the faculty:

Graduates are welcome to attend undergraduate grammar lectures. However, since these are targeted at undergraduates, not all graduates find that these sessions cater to their individual language needs.

MPhil students who have not studied Greek or Latin at school or university beyond GCSE level (or equivalent), may do so as part of their MPhil course by taking one of the MPhil Greek or Latin exam papers instead of an essay. See further on this in the MPhil handbook (p. 9).

There is also a Greek reading group in the faculty, on Greek Imperial literature – The Greek Imperial Reading Group run by Prof. Tim Whitmarsh. It takes place on Fridays at 1pm. Interested people in Oxford are Skyped in. It is open to all Faculty and postgraduate students. The group works through a complete text on a weekly basis; in previous years they have worked through Nonnus, Quintus of Smyrna, Triphiodorus and Oppian. Two presenters conduct a short 5-10min presentation on a passage of the set text to spark

literary discussion. It is a fabulous opportunity to discuss Greek literature with other members of both Oxford and Cambridge Classics faculties, and you can use the meetings as an opportunity to read the texts in advance in Greek, but the sessions themselves are not aimed at consolidating your Greek language skills.

Many postgraduate students find that the most useful way to consolidate their language skills is to teach the languages to undergraduates, whether through the Faculty Language Teaching Bursary (as so-called postgraduate teaching assistants), or through taking on smaller set- text reading, prose composition or “unseens” supervisions for colleges. Those PhD students who wish to apply to become postgraduate teaching assistants should attend the language teaching courses which are run in Easter term – one on Latin and one on Greek. These are also generally useful to repeat Greek or Latin grammar.

Teaching

Teaching undergraduates is perhaps the activity to which PhD students dedicate most of their working time outside of research (it is conversely very rare and in fact not permitted to teach as an MPhil). If, as an MPhil, you are asked to take on undergraduate teaching you should inform your supervisor and/or the Director of Postgraduate Studies).

Undergraduates in Cambridge generally receive at least one supervision a week, though regularly several, each of which constitutes a single hour's focused teaching, sometimes one-on-one but usually in groups of two-to-four students. In Classics these are generally focused around either subject essays or language work. In the Classics faculty there are also a large number of language and reading classes led by 'Postgraduate Teaching Assistants' (PTAs) for undergrads. Classicists are often in demand to teach students from other faculties, such as Philosophy, History, MML and English.

Because of this demand, a lot of postgraduate students are asked to help with teaching, and it is generally understood that to have at least some teaching experience by the end of your PhD is a good thing. However, it is also important to remember you can freely say 'no' to any requests that you receive to offer teaching, which many students do if their schedules are full. Your principal responsibility is your research, and there will always be someone else to fill whatever position you do not take.

Teacher training

It is not recommended that PhD students begin teaching until their second year of study. This guideline is to make sure that you get the time you need to get your research on track. Exceptionally, some first-years who took their BA at Cambridge may be asked to take on some teaching on the basis that they already know the course. You could also spend your first year attending the lectures of courses you may wish to supervise in the future. It is recommended that you read the undergraduate handbook, available on the faculty website, to familiarise yourself with the structure of the BA course.

The faculty hosts a supervision training day, normally in Easter term academic year. Information about this is sent out via email and after which students are invited to sign up to a centralised list of trained postgraduate supervisors. Individual caucuses also provide caucus-specific training, which it is a good idea to attend. Attending the training day is a requirement for those wishing to supervise in the following year. Postgraduate students will have the opportunity to share their experience from teaching in these sessions. If you are teaching, keep your eyes open for them. It is also recommended to attend university-wide training, which is much more general, but is a good insight into Oxbridge's unique "supervision" system of teaching.

Acquiring supervisions

The 'list' mentioned above is an internal document which indicates your areas of research and the areas in which you are willing to supervise, and it is issued to the various 'directors of studies' (course organisers) in each college who arrange their students' supervision. It is a good idea to be as honest as possible about which courses you are actually qualified and willing to teach, otherwise it becomes an unfathomable document for DoSes. It should be stressed that postgraduate students do not obtain the bulk of their teaching through the list, since DoSes prefer to approach potential supervisors whom they already know or have been recommended to them.

Many postgraduate students obtain supervisions through word-of-mouth. Some recommend that it can be a good idea to send Directors of Studies an email indicating your willingness to supervise on a course, though some DoSes find this pushy, so use your

judgement when cold-e-mailing. Most colleges will require you to show that you have attended some appropriate supervision training, but the arrangement of supervisions is otherwise fairly informal. This obviously can put students who did not take their BA at Cambridge at a disadvantage, as DoSes often approach graduates whom they know to have taken the course and done well at it. The truth is that the majority of graduates acquire the amount of teaching they desire and in fact often become overloaded with teaching! If you do not know many DoSes personally, the best thing to do is to approach third and fourth-year PhD candidates who are looking to offload some of their teaching – they can recommend you to DoSes, who then will most likely ask you to take on some supervisions. In general, with all aspects of teaching, such as teaching materials, talking to your peers is the best available resource for you.

Supervising

After accepting a request to supervise, you will likely be in charge of most teaching materials and other arrangements. It is a DoS's responsibility to inform you of any known disabilities declared by any students you will be teaching, but you should nevertheless ask in advance in case they forget. You may find information about reasonable adjustments to make to your teaching at the Disabilities Resource Centre (<https://www.disability.admin.cam.ac.uk/teaching-disabled-students>).

For more specialist undergraduate Part II courses, supervisions are often organised centrally by the faculty. If you are keen to supervise on a particular Part II course that matches your interests, you should approach the course director, usually the main lecturer for the course. It's equally likely that they will approach you if you have specialist knowledge of the topics covered.

In general, supervisors are expected to arrange a location and time in agreement with their supervisees, and to provide a question and a reading list for essay supervisions (generally understood as a week's work). Many supervisors also offer 'points to think about' or very short introductions to the topics their essays approach, which themselves are usually dictated by the syllabuses for the various 'papers' (~exams, ~modules, ~courses) your students are taking. You can expect students to write roughly between 2-3,000 words for your essays, though obviously this is subject- dependent and it is entirely at your discretion what you consider to be too short (or too long). It is not understood that these are exam-essay practice questions, at least for the bulk of the year, but instead part of learning and synthesising the course material. It is standard practice to mark these essays overnight for the supervision (with comments, not a grade), but it is also entirely up to you to set deadlines which work for your schedule. The bulk of the supervision time is then usually given over to discussion, either of material covered or new material, in a perfect world led by the students, though it is always best to come with several back-up ideas and prompts to keep things moving.

Language work expectations vary quite a lot depending on college and the skill-level of your students, so the director of studies approaching you will likely have their own suggestions for what work to set – or else, as in all cases, can be asked for advice. Language supervisions typically involve 'going over' the passage translated, however, rather than new material, but this is not always the case.

Particularly if you have not been in an undergraduate supervision before, it is a good idea to arrange some informal mentoring. Ask your supervisor if you can attend one of their supervisions to give you a feel for what a Cambridge supervision is like.

For further advice, consult the Postgraduate Supervisors Handbook on Moodle.

Feedback

Except for the faculty-organised Language Teaching Bursary (see below), there is no formal feedback system for supervisors. However, all undergraduates have to give their DoSes feedback on their supervisors, so you may ask their DoSes to pass these on to you. Graduates often design their own feedback surveys to give out to their students; do ask your friends to pass theirs onto you.

Practical notes

Supervision is then administrated and paid via the CamCORS website (<http://www.camcors.cam.ac.uk/>), which requires following an initial sign-up process via your own college. You must report on each student you have taught (for each course) at the end of each term, during which process you submit your hours of supervision time and your pay is calculated, usually arriving the month after the end of term. This website also offers advice on what to do if students miss supervisions etc.

The exception to these rules are the Faculty Postgraduate Teaching Assistant positions, which offer a formalised stint of teaching work in the faculty. This involves an application procedure and interview process, and the work often includes leading reading and larger language classes, as well as helping with the classes for certain Part II (third-year) papers if they are highly subscribed. There is a course for postgraduate students who are interested to take on teaching assistant positions in the following academic year run in Easter term, with interviews taking place at the end of the term. The training course is usually advertised at the beginning of Easter term. Students find it extremely useful, as they go through a similar programme as they will later as teachers with the undergraduates.

Room booking for supervisions is done via the online booking system at <https://booker.eventmapsolutions.com/>. (See [Getting Things Done](#), page 27 below.) If you teach regularly for a college you may also be able to book a teaching room there – or similarly book a room in your own college and ask your supervisees to come there.

Postgraduate students are also welcome to use the various nooks and crannies of the Cast Gallery for supervisions, which can be especially useful if a supervision has to be rearranged at short notice.

The Researcher Development Programme

<https://www.admin.cam.ac.uk/offices/hr/ppd/information/graduate/>

You will inevitably receive emails throughout the year from the university Researcher Development Programme, which is the university's initiative to provide key and transferable skills to its postgraduate students. It is the body which organises the most formal part of supervision training, and indeed offers at least one further/alternative supervision training day during the year. It also has training days/workshops in specific skills such as 'time management' and 'finishing your PhD'.

These are a good way of demonstrating via training hours on the required Personal Development Programme form that you are gaining transferable skills while completing your PhD. For the most part, however, it is up to you whether you would like to attend any of the sessions. Some find them useful for focusing their minds on the task in hand and what the nebulous concept of a PhD degree course is actually about, while others are happy to progress with their research in their own way.

Life in the Faculty

There are many places to work in Cambridge, including colleges and their libraries and of course your own home. As scientists have their labs, however, classicists in Cambridge have the faculty and the Sidgwick Site. Just across the road from the University Library (<http://www.lib.cam.ac.uk/>), which acts as the main supplement to the faculty's collection of resources, many graduates treat the faculty in all its breeze-blocked splendour as their principal research hub, or at least the main source of their material.

The Library, IT section and Cast Gallery

<http://www.classics.cam.ac.uk/library/>

<http://www.classics.cam.ac.uk/museum/>

The library and IT section, which sits inside the library at the back of the left side on the library, are both accessible from the main foyer of the faculty. The Cast Gallery/Museum of Classical Archaeology is up the stairs out of the foyer and to your left. All three spaces are there as resources for your research, though the Cast Gallery also receives a large number of external visitors, so it is often not the most perfect venue for quiet contemplation. If you have any questions about the Museum or its role in the Faculty, contact the director, Carrie Vout (cv103@cam.ac.uk).

The library runs a number of induction sessions at the beginning of each year, which serve as an introduction to how you might find things, but if you are ever in doubt it is also possible to ask any of the librarians and invigilators at the library desk during its opening hours. (Postgraduate students are also welcome to use the library and IT space after opening hours, since your university card provides 24-hour access.) As an overview, books are categorised by subject, a capital letter indicating their broad affiliation (for example 'A' denotes text collections of Greek and Latin authors; 'D' roughly covers 'history'; 'J' 'linguistics'), followed by a more precise numerical classification (such that 'E 18.4' denotes 'secondary literature on Homer'). Individual books are then numbered within these categories by the order in which they have been added to the library catalogue, so any search you undertake will bring up a precise reference.

Searching for books in the library is generally done online, either at one of the library terminals (on the right as you come in) or on your own computer. The sites where you can do this are:

<http://www.idiscover.lib.cam.ac.uk/> – On iDiscover you can search for books, e-resources and articles, and you can also filter by library. You can also place recalls on books that are issued to another user.

If you cannot find a book in the faculty that you think the Classics library should own, it is also possible to make suggestions to the librarians via the online form:

<http://www.classics.cam.ac.uk/library/faq>

You have to provide a reason why the library would be interested in the book, but the bulk of suggestions are accepted. Decisions about whether the library will get the book or not are made fairly quickly, and you will be informed of the result, but it can take several weeks for the book actually to arrive and appear on the New Books display (on your left as you enter the library).

The stacks are all marked up down the centre of library with lists of what their subcategories contain. Some letters are out of sequence with the alphabet, however, and

less easy to find immediately. You can find most information about the collection on the library website (<http://www.classics.cam.ac.uk/library/about/collection>). Periodicals get several stacks (PER), as well as a display of new periodicals on your right as you come into the library. 'R' and 'T' refer to 'Reference' and 'Teaching', and can be found at the front of the library – Reference immediately in front of you as you come in and Teaching to your right, by the display of new periodicals. 'H' is found in the Palaeography and Epigraphy Room at the back of the library (G.17), because that's the collection it covers. 'S' is also found at the front of the library and refers to reference copies of secondary literature, which often has a standard copy categorised elsewhere (these reference copies are usually of key books in the undergraduate course, so are often hard to find in term time).

Classifications which have 'SL' at the end of them, similarly popular undergraduate books, are 'Short Loan' and have to be borrowed from the library desk, and can only be kept for two hours before incurring a fine. Books are usually placed under this classification as a temporary measure in term time for books which are absolutely vital to popular essay topics, so are generally more accessible outside of term. Many pamphlets and the library's collection of MPhil and PhD manuscripts are held in the Classical Faculty Store and have to be requested at the desk. The librarians will collect resources from the store once in the morning and once in the afternoon, however, so don't expect this to be instantaneous.

All non-reference books in the library can be reserved instead of borrowed by graduates, i.e., kept on the desks rather than re-shelved at the end of each day and shown to be 'on loan' to other users when they search for items. You can keep up to ten books for a month each under this system. To do this, you need to fill out one of the white/blue copy paper slips – which sit in Perspex boxes at the end of every other desk – with the reservation information for each book. Then hand in the white slip to the library desk and keep the blue slip in the book on the desk. When you have finished with your reserved book, returning the blue slip to the library desk allows the librarians to cancel the reservation.

It is also possible for graduates to 'occupy' certain seats at certain desks, most commonly by storing a number of their reserved books in that place (for example stacked by the desk lights), but it is not possible to actually *reserve* that desk. It's considered by many to be poor library etiquette to sit in an 'occupied' seat if there are many others available in the library, but it is also understood that space is often at a premium, particularly in term time, so you should not feel that there is any free space in the library that you 'cannot' use.

While college libraries tend towards a higher tolerance of whispering and noise, the faculty library tends towards quite a low threshold of what people think is a reasonable amount of disturbance, and you will rarely see people holding more than a brief whispered exchange. (The only exception to this is the occasional but predictable loud interruption from professors emeriti...) Otherwise, the atmosphere is reasonably relaxed, most of the time, and you are allowed to drink bottled water and listen to music via headphones as you work.

Use of Classics Faculty Multi-Function Devices for Copying, Printing and Scanning

There are 2 MFDs in the Faculty Library. Both devices can print in colour, staple and have A4 & A3 paper trays as standard:

	Location	Model No.	Speed ppm	Stapling	Booklet	A3
1	Classics Library (far end, near the Archive & fire exit)	MX6070N with internal finisher	60	√	X	√
3	Classics G.13 (Library Office)	MX3070N with internal finisher	30	√	X	√

'Follow Me Printing' software allows you print to the 'Classics_FindMe' printer and then collect your printing from either of the MFD's ONLY when you release the print job. You can install the 'Classics_FindMe' printer on your own Mac or PC using the instructions on the SAHIS website (<https://sahis.csah.cam.ac.uk/print>) or ask the IT Helpdesk for help. Print jobs will be held in the queue for 96 hrs (4 days) before being purged from the print queue. You can also sign onto any of the four PCs in the back on the left-side of the library and print from there.

Swipe your University ID card against the card reader on the MFDs to release your prints, or to copy or scan a document. If you do not have your University ID card with you, you can log in manually with your Raven account using the on-screen keyboard or the pull- out keyboard. Scanning is configured to email your @cam email address. It is not possible to enter alternative email addresses when scanning to email.

Postgraduate Students will receive a FreeCredit printing balance at the start of the academic year: 20 pounds for PhD students; and 10 for MPhils. To top up your credit please go to the following website: <https://www.ds.cam.ac.uk/mydsprint/>. The cost of printing/ photocopying is 5p per A4 sheet and 10p per A3 sheet in black and white and 20p per A4 sheet and 40p per A3 sheet in colour. The scanning facility can be used for free. A general photocopying card is available from Library staff to enable postgraduate to copy material for seminars and reading groups.

The capacity of the finishers in the library and the library office are 30 sets of documents. If you are printing more than 30 sets on these MFDs, then printed sets will need to be removed from the tray as they collate, otherwise the print job will stop. If you are using the MDFs to scan documents or pictures, you can reduce the impact of attachments to your mailbox storage by reducing the file size of the scan. Select a lower resolution for the scan on the scan page.

Internet

The main source of wireless internet in the faculty is eduroam, a shared system across many academic institutions in the UK and across Europe, which means that if you go to conferences etc. outside Cambridge you can still connect. This page from the university computing service tells you how to configure the system in Cambridge, with specific instructions available for a variety of devices:

<http://www.ucs.cam.ac.uk/wireless/eduroam/localusers>

To receive your network token for eduroam, you will need to access the internet via an alternative route, such as the university's own network 'UniOfCam'. Connecting to UniOfCam and finding out the information you need to connect to eduroam requires your Raven log-in and password, as do many other online resources.

Socialising, Food and Drink

<http://www.classics.cam.ac.uk/directory/postgraduate-register>

<https://www.facebook.com/groups/CambridgeClassicsGrads/>

The WhatsApp group is the best way to contact all the postgraduate students in the department for last-minute or more unofficial happenings. The Faculty mass mail lists are used for Faculty business.

The postgraduate common room (G.10) is the main place for postgraduate socialising within the faculty building itself and is open only to graduates and visiting graduates via university card access. Many graduates come here for lunch or tea/coffee breaks, and it is a great way to build friendships within the department. What it offers in terms of facilities is a fridge, a microwave, a kettle, a sink, a water-fountain and various bits of cutlery and crockery, as well as a bank of lockers. Our most revered device is a Nespresso coffee machine. Students have to bring their own Nespresso capsules to feed the machine. The lockers are issued at the beginning of the year by the chief secretary Lina Undicino (pu10000@cam.ac.uk) to those who respond to an email asking for locker requests and who then provide a deposit.

The kitchenette part of the common room is there for anyone to use, but comes under rather close scrutiny from the faculty custodian Tony Brinkman (custodian@classics.cam.ac.uk). Institutional hygiene standards require that everything is kept as clean as possible and that there is nothing in the fridge that is not in a closed container, e.g., the original packaging or tupperware. Everyone is responsible for cleaning and putting away their own and communal crockery, and the sink and counters must be kept clear of all dirty items. Students may use the fridge to store their lunches/dinners from when they turn up in the faculty to when they eat their food that day. It is understood that anything past its sell-by/use-by date in the fridge (and/or which simply does not look to be the right side of fresh) can be thrown away by anyone without notice. But it's better to not let it get to that stage. It is also understood that if your soup explodes in the microwave, or your Tupperware leaks in the fridge, that you are also the person to clean it up. It's particularly important that the sink is clear and all washed items are put away on Wednesdays, when professional cleaners sanitise the space.

Milk is provided for graduates, and is kept in the fridge in G.10. When the fridge in the postgraduate common room has run out, you are welcome to collect a fresh bottle from the staff common room (G.06). The milk comes in a glass bottle with a foil cap, but there are reusable caps to be placed on the milk bottle in G.10 (TO protect it from the various potential smells of the fridge). If you finish the bottle, it needs to be rinsed and left on the side by the microwave, so that Tony (who sorts out milk provision in the faculty) can collect it. G.22, the joint staff/postgraduate common room is also available for use (access by card) and has a boiling water tap. Be aware, however, that the room is also use for other functions such as conferences, and is quite small, so be considerate when using the room. It's also quite close to several teaching rooms, so try to keep noise to a minimum.

The undergraduate common room (1.10) is also open for postgraduate students 24/7, and contains three vending machines: one for cans of fizzy drink, one for hot drinks and one for snacks, including crisps and chocolate.

Smoking is not allowed in the faculty building, but smokers do gather and chat in front of the main entrance near the road.

Throughout term time, postgraduate students arrange a number of more formalised events so that people have the opportunity to mix and take a break from their work when they know there will be other people doing the same. On a weekday to be confirmed graduates can meet in the Graduate Common Room for tea and biscuits, reminders will be sent out in advance to encourage grads to come along and socialise.

The Graduate Interdisciplinary Seminar (GIS, Fridays in term from 4.30 in G.21) also functions as a social event, particularly in the routine trip to 'the pub' afterwards, a staple of most evening seminars in the faculty. The pub in question is The Granta, found by turning right at the traffic lights at the end of Sidgwick Avenue on the way back into town. It is very, very common to see academics and students from the Sidgwick Site here, since it is the closest pub.

There are also a number of cafés on the Sidgwick Site itself, including the Buttery (on the other side of the car park), the Cambridge Blue café in the Law Faculty (heading towards West Road), the Arc café in the Alison Richards building (on West Road), the Iris in Newnham, and Harvey's café. Out of these, the Arc café is the newest and has the most seating available, which makes it a popular destination for lunch or a longer coffee break. The Buttery, however, is closer, so is often used by students looking to pick up their lunch/snack/drink and bring it back to the common room.

The two Colleges local to the Sidgwick site (Newnham and Selwyn) are both open to all Graduates, and each serves food for a very reasonable price. Newnham's café is particularly popular with Classics Grads. Many go to Selwyn hall for lunch.

The University Centre and the Postgraduate Union are also only a very short walk from the faculty, as are a number of colleges: these also host many canteens and cafés. A good guide is here:

<http://www.unicen.cam.ac.uk/university-catering/eating-around-the-university/>

Getting Things Done

It is quite common for postgraduate students in the faculty to organise social events and seminars themselves, either individually or in groups. Students who work in the faculty also often use its teaching rooms as places to give supervisions. For the most part, this can be done autonomously – but it often requires contact with a number of faculty staff.

The chief secretary, Lina Undicino (pu10000@cam.ac.uk) oversees room bookings and tends to be the main administrator of the faculty email lists. Simon Flack (spf32@cam.ac.uk) is also a good point of contact to ask to distribute emails to the faculty email lists. Generally, use of faculty rooms can be arranged autonomously – either through the online booking system at <https://booker.eventmapsolutions.com/>. However, for access to the faculty room booking system, you need to email Nigel Thompson (nigel.thompson@admin.cam.ac.uk) and request access. Alternatively, you can make use of the Cast Gallery, which is open to graduates giving supervisions within its opening hours and does not require booking – but it sometimes requires contact with a number of faculty staff, and it does not have a much privacy or a white board.

For more extensive ideas about events and initiatives you would like to run, it is possible to ask for advice from the Academic Postgraduate Secretary (graduate.secretary@classics.cam.ac.uk), who is in a position to discuss what is and isn't possible and what the faculty can or cannot do to help.

The secretary of the finance committee, Dr. Yannis Galanakis (ig298@cam.ac.uk), is the person to ask about the possibility of faculty funding for events. This will usually require some sort of proposal for why the faculty should fund whatever you're planning and will in all cases require the submission of receipts.

Otherwise, if you're looking to change/impact the faculty on a more permanent basis, you should consider running for postgraduate representative. The postgraduate representative sits on a number of faculty committees, including the faculty board, which discuss and decide on a great deal of issues which affect the faculty, including the purchase of new resources and the shape of degree courses. The election/drive for volunteers for this position comes around each November and the position lasts one calendar year.

Alternatively, it is possible to track down personally and/or email the current postgraduate rep at graduate.representative@classics.cam.ac.uk about issues which concern you. These can be raised specifically in the Staff Student Joint Committee (the SSJC), which is focused on resolving student concerns.

Money

It is unlikely you'll have got to the stage of reading this handbook without at least some awareness of the funding on offer to postgraduate students. As you move through your degree, however, it is likely that you will come across different needs for more money, whether it is funding for your next degree, reimbursement for travel expenses to a conference or other research trip, or as an on-going supplement to your secured sources of funding. And of course, your degree is only a temporary occupation, so then there is the question of how to find a job once you leave the faculty.

Funding

Many application deadlines for funding are a long while before the actual time of the award, so it is always advisable to research funding possibilities as soon as you think you may require it. The websites which offer information about funding are:

<https://www.student-funding.cam.ac.uk>

The university's new funding search engine linked above offers comprehensive information on opportunities available to students both about to start a new degree and those already undertaking one.

<https://www.classics.cam.ac.uk/prospective/postgraduate/funding>

This is the faculty website aimed respectively at those applying to start a new degree.

For current students, information and application forms for Faculty travel awards are all made available online. The Faculty uses a system called Moodle, where the documents are available under "General Postgraduate Resources:

<https://www.vle.cam.ac.uk/my/>

In general, it is understood that postgraduate students should be able to attend conferences across the world and travel to visit classical sites or learn foreign languages. There is a cap on how much money an individual student can claim in a given year, with the exception of a couple of conferences for which you can exceed your annual amount - more details can be found on the Moodle, under 'General Postgraduate Resources' and 'Travel Awards.' All enquiries about this sort of funding go through the secretary of the finance committee, Dr Yannis Galanakis (ig298@cam.ac.uk).

In most cases there is also money available from colleges for similar purposes, so it is always worth checking college websites and getting in contact with the relevant person in your college (in most cases the tutorial office). Both institutions, the faculty and your college, will likely expect the other to offer at least a proportion of the money you are requesting, typically splitting the responsibility in half. Some funding bodies (e.g., the AHRC) offer conference funding as well.

Further to this funding, a number of postgraduate students also take on work for the faculty in the form of invigilating the library or Cast Gallery desk on a regular basis. Advertisements for these positions are usually posted to the email lists over the summer. Many students also get involved in teaching (on which see [Teaching](#) above).

Jobs

<http://www.careers.cam.ac.uk/>

The university provides a Careers Service whereby it is possible to make an individual appointment with an advisor about the various possibilities out there after your degree. It has also been a recent initiative in the faculty to offer some sessions about both academic and non-academic careers for those with postgraduate degrees. Many colleges also run similar events at certain points during the year.

For those finishing a PhD in Classics, however, there are a number of websites available to track the various post-doctoral academic positions available, beyond the routine advertisements on the various classics lists. These include:

https://academicjobs.fandom.com/wiki/Humanities_and_Social_Sciences_Postdocs_2023-2024

<http://www.jobs.ac.uk/>

<http://www.findapostdoc.com/>

<http://www.admin.cam.ac.uk/reporter/>

<http://www.ox.ac.uk/gazette/>

<http://www.britac.ac.uk/>

<http://www.leverhulme.ac.uk/>

<http://phylo.info/jobs> (for philosophers)

<http://philjobs.org/jobs> (for philosophers)

A number of postgraduate students also find that they want to leave academia for school teaching. The standard route into this in the UK is the PGCE (Post-Postgraduate Certificate of Education) teaching degree, which in Classics is principally taught at Cambridge and King's College, London:

<http://www.classicsteaching.com>

<http://www.educ.cam.ac.uk/courses/pgce/secondary/classics.html>

<http://www.kcl.ac.uk/sspp/departments/education/study/pgce/subjects/classics.aspx>

Welfare

The Classics faculty is a very friendly and supportive community, and if you develop any problems at all during your course, you are never alone. No problem is too trivial that you don't deserve to be listened to. There are a range of individuals within the faculty to whom you can talk, starting with your supervisor(s), and the Postgraduate Academic Secretary. The current postgraduate rep, Sólveig, is of course happy, too, to listen (confidentially) to any issues you are having and to point you in the direction of others who can help you.

Outside the Faculty, there are many other points of contact. Within your college you should be appointed a Mentor and/or a Personal Tutor. Your college MCR will have welfare reps. The college nurse is often the best point of contact for welfare concerns, and some colleges have in-house counsellors.

The university has an excellent overview of what support is available on their Student Support Service website: (<https://www.studentsupport.cam.ac.uk/>).

The University also provides a University Counselling service. In Easter term 2023 the average waiting times for an appointment were 3 working days.

(<https://www.counselling.cam.ac.uk/>).

Your college will also have support available. The college nurse is often a good first point of contact.

While you are waiting for counselling, you may want to make use of the points of contact above, or contact the Student Advice Service in the Student Union: <https://www.cambridgesu.co.uk/advice/student-advice-service/>

Finally, your friends in the faculty are always here for you. We are all in the same boat, and any struggles we may have often overlap. Sometimes the best sources of advice may be right in front of you!