Graduate Training Handbook

Faculty of History
2019 – 2020
For all graduate members of the Faculty
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General Information

Who can I contact about Graduate Training?
If your query concerns the Graduate Training offered by the Faculty, please contact the PhD Administrator at gradtraining@hist.cam.ac.uk.
If your query is related to training not given by the Faculty, please contact the relevant organisation. We have provided website links throughout this document.

How do I know which sessions I can attend?
We have indicated the intended audience for each session. For training with other providers, please check with the relevant organisation to find out if you are eligible. If you are not listed in the eligibility section of the Faculty-provided training, you can always ask whoever is running the session to see if they are happy for you to attend.

Useful terms used in this booklet

DGT – Director of Graduate Training: this is the Academic Director with overall responsibility for MPhil and probationary PhD students

DGS – Director of Graduate Studies: this is the Academic Director with overall responsibility for registered (2nd, 3rd and 4th year) PhD students

Probationary PhD student - a student who has not yet completed their Registration Assessment Exercise; usually a 1st year.

Please check the Graduate Training Google Calendar, run by the Faculty, for the most up-to-date information on scheduled Faculty sessions: http://www.hist.cam.ac.uk/graduate-students/training

Training Logs
You can find Training Logs on the Faculty’s Moodle page, under Postgraduate and Graduate Training, and we hope you will find these useful in tracking your development.
Faculty Provision

The Welcome Series

**Aim:** To allow new graduate students to settle in to the Faculty and gain a basic understanding of the course and what is expected.

**Who can attend?** All new graduate members of the Faculty

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**PhD Induction**

**Session Leader:** DGT, Dr Julie Barrau

**Held:** Tuesday 8th October, 4pm – 5pm, Room 6 (After party in SCR, 5pm – 6pm)

**For:** New PhD students

This is a welcome session for new PhD students. There will be an after party following this event where you can meet the Graduate Office staff as well as your fellow PhD candidates.

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**Welcome to Cambridge**

**Session Leader:** DGT, Dr Julie Barrau

**Held:** Wednesday 9th October, 10am – 11am, Room 6

**For:** All new graduate members

An informal question and answer session for graduate students who are new to Cambridge.

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**Introduction to University Services**

**Session Leader:** Faculty Computer Office; University Training; Head of Humanities and Social Sciences Libraries and Seeley Librarian; Careers Service; Language Centre; RDP; Faculty Grad Rep

**Held:** Thursday, 10th October, 1pm – 2:30pm, Lady Mitchell Hall

**For:** All new graduate members

To help familiarise new postgrads with some of the services on offer within the University this session will include short presentations from the Graduate Computer Office, the Seeley Library, the Careers Service, the Language Centre and the graduate representative.
Meet the Workshops

Session Leader: all the convenors of the Graduate Workshops; Faculty Grad Rep
Held: Friday 11th October, 2pm – 2.45pm MPhils, 2.45pm – 3.30pm PhDs, Room 6
For: Staggered session for all graduate members

Meet the Grad Rep and find out about the workshops available within the Faculty. Workshops are an excellent way to test out ideas among peers in a research-friendly environment.

Introduction to College Libraries

Session Leader: Dr Anne McLaughlin, Parke Library, Corpus Christi College
Held: Tuesday 15th October, 3pm – 4pm, Room 6
For: All new graduate members

As well as what is offered through the University Library, there are some specific collections available within the colleges. Come along for an introduction to what some of the college collections contain and get contact details for if these may be useful in your research area.
The Research Skills Series

**Aim:** to provide graduate members of the Faculty with useful information to enhance their research skills and prepare them for future academic work

**Who can attend?** Unless otherwise stated, all graduate members of the Faculty.

**Why Choose Cambridge for Your PhD?**

**Session Leader:** DGT, Dr Julie Barrau

**Held:** Monday, 21st October, 10:00–11:00am, Room 6

**For:** MPhils considering taking a PhD

It might seem early to be thinking about doing a PhD, but funding deadlines will soon be upon us and it's better to plan ahead. This session is designed for our incoming MPhil students who are thinking of doing a PhD, with special attention focused on the technical aspects of applying for Leave to Continue to do a doctorate here at Cambridge.

**Good Research Practice**

**Session Leader:** DGS, Dr Sujit Sivasundaram

**Held:** Tuesday 22nd October, 3pm – 5pm, Room 6

**For:** All graduate members of the Faculty

How do historians embarking on graduate research work make the best use of their time, skills and resources in order to see their research through to completion? Issues considered will be how to ask good questions, finding documents, searching for information, taking notes, arguing and telling stories, drafting, editing, revising, how to position your work in the context of others, and more. The presentation will be followed by a discussion of research projects and there will be time for questions.

**Plagiarism and Academic Honesty**

**Leader:** Dr Pedro Ramos Pinto

**Held:** Tuesday, 4th February – Time and venue to be confirmed

**For:** All graduate members

Plagiarism can be unintentional as well as intentional. Both types of plagiarism may be punished severely. Unintentional plagiarism is often the result of bad note-taking as early as the first term of research, so come along and prepare yourself to avoid plagiarism in your work. We strongly advise all MPhil and PhD students to attend this session.
Preparation for the RAE (Registration Assessment Exercise)

**Session Leader:** DGT, Dr Julie Barrau  
**Held:** Monday 10th February - Time and venue to be confirmed  
**For:** Probationary PhD Students

The Registration Assessment serves a serious educational purpose, namely, to provide substantial advice and constructive criticism to students about their planned PhD project in a formal setting. It may, in certain circumstances, also become an examination in its own right, since its purpose is to confirm that satisfactory progress has been made, and that the research project can feasibly be completed within the appointed time-span. This is an informal session, so students should feel free to raise questions and discuss problems. Please also consult the Probationary PhD Handbook for further information concerning the RAE.

Tackling Overseas Libraries and Archives

**Session Leader:** Dr Hubertus Jahn  
**Held:** Monday 17th February – Time and venue to be confirmed  
**For:** PhDs in their first or second year considering whether to undertake fieldwork

Do you plan to work away from Cambridge? Come and find out some tips on how to handle the experience.

Writing Up and Skilling Up – The Final Stretch of the PhD

**Session Leader:** DGS, Dr Sujit Sivasundaram  
**Held:** Wednesday 27th May – Time and venue to be confirmed  
**For:** 2nd year PhDs entering their third year

Sujit Sivasundaram is Director of Graduate Studies in the Faculty of History. His own research concentrates on the late-eighteenth and early-nineteenth centuries in the Indian and Pacific oceans, with a special emphasis on South and Southeast Asia and Polynesia. He has worked thematically on the intersection of empires and globalisation with the environment, culture, technology, anthropology, science and medicine. He will be giving this session to those continuing on to their third year when the focus is on writing up, focusing student attention and strategies on the range of skills required of third-year PhD students.
The Professional Skills Series

**Aim:** to provide more senior graduate members of the Faculty with help and advice about academic careers, including teacher training.

**Who can attend?** Usually 2nd, 3rd and 4th year PhD students

**Writing Up Q&A with postdocs**

**Session Leader:** Faculty Grad Rep and Postdocs  
**Held:** Michaelmas Term, details TBC.  
**For:** 2nd, 3rd and 4th year PhDs who would like some guidance and tips on how to go about writing up

A session run by the Graduate Representative in the History Faculty where you can hear the experience of postgraduates in terms of how they approached the writing up stage of their research.

**HAP Graduate Training Session**

**Session Leader:** HAP Convenor, Dr Hank Gonzalez  
**Held:** Monday, 28 October, 2pm – 4pm, Room 5  
**For:** Those PhD students considering giving HAP classes in the Lent Term

This session is aimed at those doctoral students who would like to give a lecture or seminar in 2016-17 as part of the Faculty's HAP programme. These HAP (Historical Argument and Practice) classes are taken by third-year undergraduates. This session will be given by the Faculty's HAP convenor. It has two objectives: first, to explain what HAP entails; second, to discuss small-group teaching. The session will explain the purpose of HAP, the way it is taught, and how it is assessed; it will also address undergraduate perspectives on HAP.

**Giving Undergraduate Supervisions**

**Session Leader:** DGT, Dr Julie Barrau  
**Held:** Thursday, 24th October, 2pm – 3pm, Room 6  
**For:** 1st, 2nd and 3rd year PhD students interested in giving undergraduate supervisions

This session is designed to introduce graduate students to undergraduate supervisions. We will explain what supervisions are, how they function, and how graduate students can gain teaching experience by giving them.
Publishing Articles and Academic Books

Session Leader: Professor Alex Walsham
Held: Monday, 4th November, 11:00–1:00pm, Room 11
For: Graduate members looking to get published

Publication is the essential step towards academic fame and fortune, or at least, employment. A first publication is probably the most difficult, and also may be for you the most urgent. Publication in a respected refereed journal is probably the quickest and most direct way of making your mark as a significant scholar. Yet journals vary greatly in their range, prestige, readership, standards and waiting time. This session aims to give you some basic information about publishing a major article, and also to suggest some ways of choosing the right journal to approach and tailoring your work appropriately. It also points out some other ways of getting academically into print. As graduate students many of you will be thinking about publications. One aim of this session is to explain the processes of refereeing in scholarly journals, in order to help you think about preparing some of your own work for publication in article form. Many young scholars are also interested in writing reviews. This session will also discuss the importance of reviewing, and what makes a good review article.

Giving Undergraduate Lectures

Session Leader: Dr Ben Griffin
Held: Thursday, 7th November, 2pm – 3pm, Room 6
For: 1st, 2nd and 3rd year PhD students interested in giving undergraduate lectures

What makes a good lecture? This session is designed to share the fundamentals of writing and structuring an engaging lecture, tips about public speaking, and advice on handouts and Power Point.

Applying for Fellowships, Grants, and Academic Posts

Session Leader: Professor Alex Walsham
Held: Wednesday, 20th November, 2:00–4:00pm, Room 11
For: 2nd, 3rd and 4th year PhD students

We will cover applications for Oxbridge junior research fellowships, ESRC, AHRC and the various IHR fellowships; the rather different things that the various bodies are looking for; how to pitch a successful application; how to avoid the common pitfalls and how to avoid squandering your research fellowship if you get one. The seminar will be focused on practical issues concerned with maximising your chances of success. The section on grants will consider: who is and is not eligible to apply to each body; how to get round not being eligible; how to cost applications; how to pitch applications to maximise your chance of success; how to avoid being crucified if you succeed in getting a grant (by promising too much). The
seminar will be focused on practical issues concerned with maximising your chances of success without paying too high a price.

**Issues in Supervisions Workshop**

**Session Leader:** Dr Amy Erickson  
**Held:** Thursday 21st Nov, 12:30–2:00pm, Room 11  
**For:** 2nd and 3rd year PhD students  

A 'brown bag' lunch to workshop issues and solutions you may have encountered when supervising undergraduate students

**Building Your Academic Career**

A four-part series for current PhDs where experienced academics will share their experiences and reflected on the challenges they have faced. Each session is informal and attendance is limited to 15. Attendees will be chosen at random from those who express an interest. Expressions of interest for each session will be announced via email.

1. **Doing Public History: Blogging and social media for historians**  
   **Session Leader:** Dr Elly Robson (Jesus)  
   Tuesday, 12 November, 10:00-12:00 noon. Board Room.

2. **Teaching**  
   **Session Leader:** Dr Lucy Delap  
   Wednesday, 12 February, 10:00-12:00 noon. Venue to be confirmed

3. & 4. – To be announced later in the year.

**Building Your Career Outside Academia**

An increasing number of MPhils and PhDs pursue careers outside academia after their degree. This new series is designed to bring students together with alumni who have built careers in government, media, museums and business. Like the ‘Building Your Academic Career’ series, each session is designed to allow informal, honest conversations where you can ask questions and get some advice from experienced professionals. Attendance is capped at 15 for each workshop and attendees will be chosen at random from those who express an interest. Expressions of interest for each session will be announced via email.

1. **Business**  
   **Session Leader:** Andrew Brown (Willis Towers Watson)  
   Tuesday, 28 January, 10:30am–12:30pm. Venue to be confirmed
2. Media
   **Session Leader:** Helen Weinstein (Creative Director, Historyworks)
   Date, time and venue to be confirmed

3. Museums
   **Session Leader:** Tamsin Wimhurst (Chair, David Parr House)
   Date, time and venue to be confirmed

4. Government
   **Session Leader:** Damian Nussbaum (Diplomatic Service; City of London)
   Date, time and venue to be confirmed

**Applying for Academic Jobs (I): CVs, Covering Letters, and Interviews**

**Session Leaders:** Julie Barrau, Sujit Sivasundaram (Provisional)

**Held:** Tuesday, 5 May – Time and venue to be confirmed

**For:** 3rd and 4th year PhDs

A session offering advice on what to include and how best to structure your CV for an academic job, how to make sure your cover letter stands out, and the key things to remember if you have been invited for an interview. This session is open to all 3rd and 4th year PhDs, whereas Applying for Academic Jobs (II): Mock Job Interview Day requires participants to pre-enrol.

**Applying for Academic Jobs (II): Mock Job Interview Day**

**Session Leader:** Julie Barrau

**Held:** TBD.

**For:** pre-enrolled final-year PhDs.

This day will provide real experience of the standard elements of most academic job interviews: delivering a ‘jobs talk’ to an audience and then being interviewed by a panel of Faculty members for a fictional academic position. Eligible PhDs will be asked to express their interest and 10 students, 5 ‘modern’ and 5 ‘pre-modern’ (broadly defined) historians will be randomly chosen to participate. Participants will also be asked to submit a CV and cover letter to their interview panel before the day.

**BAME Scholars in UK Academia**

**Session Leader:** Amy Erickson

**Held:** Wednesday, 20th May – Time and venue to be confirmed

**For:** All Faculty members.
The Royal Historical Society's 2019 report on race, ethnicity and equality demonstrated a lack of diversity across UK history departments. This panel discussion, involving BaME academics, post-doctoral researchers, and current students, will address the ongoing barriers to participation in academia by BaME scholars and is open to all Faculty members.
Historical Methods

Aim: To provide graduate members of the Faculty with a series of themed sessions concerning the nature and practice of History.

Who can attend? This is primarily aimed at PhD students but MPhils may attend if space is available.

Digital History

The Digital History program combines reading sessions, guest lectures and hands-on workshops to think collectively and critically about the impact of the digital in historical writing and research today. It is interested in, of course, exploring large-scale changes provoked by technological advancement: how new methods of archiving, data manipulation, social media, crowdsourcing, mapping and so forth are producing new ways of making history, new ways of communicating research to scholarly and public audiences, and new methodological problems for the historical profession. But we also construe “technology” in the broadest sense: from virtual databases to physical index cards; from Kindles to books; from python to provenience, from Mellel to Moleskines; from cameras to pencils; from digital archives to the manuscript that crumbles in our hands. Thus this seminar is also a space for encouraging graduate students to rethink what historians do and how we do it. Digital technologies do not only open new archives, perspectives and methodological pathways, but also invite us to revisit the lasting significance of traditional methods and practices in historical scholarship. How do you organise your research notes? How best to keep track of voluminous reading lists and new scholarship? How do we manage book collections in this hybrid age of ink and E-ink? How and where do you write? With what tools do you approach the archive? How should we think about archival serendipity in the age of Search? The Digital History Seminar is a unique conversational space for graduates to come together to explore these developments, which are slowly but surely reshaping the discipline.

Booking is not necessary, but if attending please attend as many of the seminars as possible. Sessions will run in Lent Term and details are TBC.

Theory and Practice in Oral History

These two seminars aim to introduce graduate historians to the practices of planning, constructing and analysing oral histories. Each seminar will examine several of the methodological or theoretical debates within this field, and will be supplemented by discussion of a specific case study. The seminars will be discussion-based and informal, intended to support students in undertaking their own oral history-based research or reusing existing oral histories. Participants will be expected to complete the reading for each class and be prepared to participate fully, which will include discussing their own research. Course leader: Dr Lucy Delap.

Themes will include

- Historicising the turn(s) to oral history
- Ethics, consent and transcription
- Intersubjectivity
Composure

Numbers will be capped if necessary. Students may sign up by emailing (gradtraining@hist.cam.ac.uk)

There will be two sessions of 1 hour 30 minutes each:

Thursday, 23 January 2:00 – 3:30pm
Thursday, 6 February 2:00 – 3:30pm

Both sessions will take place in the History Faculty, venue to be confirmed.

GIS for Historians

Want to make great looking maps but don’t know where to start? GIS (Geographical Information Systems) is the answer. Formerly the preserve of the IT specialist, in the last 15 years GIS software has become easy to use. GIS is now something anyone with basic computing skills can do.

8 x 1 hour sessions in the Top Lab, Main Geography Building.

Course leader: Max Satchell, CAMPOP

Dates TBC (to be announced via email)

As members of the University you have free access to state of the art GIS software the annual license fee of which is £50 K for individuals in the private sector. Take advantage of it! The GIS for Historians course is a practical introduction to working with GIS software. The emphasis is very much on learning by doing in a supported environment with plenty of help on hand. Students are also encouraged to ask questions about GIS as it pertains to their own research. Topics covered include basic GIS and mapping, sourcing digital historical GIS data, creating GIS datasets from written sources, digitizing from historical maps, simple and more complex GIS analyses, 3d GIS and cartograms.

The course is available to Masters/MPhil and PhD students of the Faculty of History.

Sign up will be by Moodle poll on the Faculty Graduate Training Moodle site, towards the end of Michaelmas Term 2019.

Historians as Writers

This workshop encourages students to reflect on the art and to practice the craft of writing history. We will meet six times over the course of the Easter Term to discuss the work of established historians, experiment with new techniques, and workshop the writings of participants. Classes will address issues such as: strategies for routinizing writing; how writing relates to reading, and how to ‘represent’ primary sources; clarity and style; beginnings and endings; argumentation and framing; and the role of narrative.

The course is designed for all history students regardless of their specialization. Weekly writing assignments aim to stimulate rather than distract from the dissertation-writing process, but participants must be willing to circulate their work for discussion and critique.
Please contact Dr Helen Pfeifer (hp379@cam.ac.uk) to sign up. It is expected the course will be run every two years, and will next be run in Lent 2020 (TBC).
Lectures and Seminars

Aim: To provide more information in certain areas

Who can attend? All graduate members of the Faculty

**Specialist skills training is also provided in the subject-specific History MPhil: Please consult the relevant MPhil course handbook for further information**

Faculty Research Seminars

The Faculty offers an extensive programme of seminars designed for graduate students and organised by the lecturing staff. Scholars from outside Cambridge as well as local speakers are invited to give papers on their current work. A major function of most seminars is to allow graduate students to present their work, especially at a late stage of their PhD study. In addition, seminars help to acquaint students with the latest developments in the subject and to teach them the skills of advanced academic debate.

The seminars are also the meeting place for all graduate students working in a particular area in Cambridge and offer significant help in integrating PhD students into the wider academic and graduate student community. Students are expected to attend the relevant seminars; students are encouraged to review the range of seminars with their Supervisor.

You can find out about the seminars available here: http://www.hist.cam.ac.uk/seminars

Faculty Lectures and Other Classes

Lectures, seminars and classes are detailed in the Lecture List edition of the Cambridge University Reporter. As well as being available online, the Reporter can be purchased from most newsagents and Cambridge University bookshops.

If you wish to attend any series of lectures, seminars or classes, it is prudent to contact the lecturer or course convenor for permission, if possible in advance of the first lecture or seminar.

Students who wish to reinforce or widen knowledge of the wider historical background, or gain knowledge of a related field in another discipline are welcome to attend relevant parts of the undergraduate lecture programme (see the Reporter's Lecture List). Lectures are open to all members of the university without prior arrangement. Undergraduate seminars and classes (also recorded in the Lecture List) may be subject to restrictions; you should consult the lecturer or course convenor in advance about availability.
Graduate Research Day

For the past several years the event has been a great success, bringing together papers by graduate students working in a wide variety of areas of historical study, and providing a professional but friendly atmosphere for discussion among graduate participants and Faculty members. Graduate students at all levels of research are warmly encouraged to attend, not only to provide constructive feedback, but also to take advantage of this unique opportunity to meet fellow students and Faculty members from different research areas. Refreshments will be on offer.

This event usually takes place between the end of April and mid-May, so keep your diaries free for the 2020 session! More details will be sent out nearer the date.

Probationary PhD Presentation Days

What are the Presentation Days?

At the Presentation Days, each probationary PhD student presents a 15-minute paper to a group of peers and a moderator who is a member of the History Faculty. Each presentation is followed by about 15 minutes of questions, comments and discussion.

What are the goals of the Presentation Days?

The Presentation Days are designed to give students experience of presenting academic work, and to engage with and offer feedback on the work of others. These days offer students a chance to develop their ideas in a supportive environment of their peers.

What should the presentation be about?

Graduate students are invited to present some aspect of their doctoral research, striking a balance between general ideas and specific evidence. Students might focus on methodological or theoretical issues that will need to be addressed during the course of doctoral research: feel free to raise questions rather than provide definitive answers. Or instead they might use a specific example (or examples) to illustrate a significant aspect of the doctoral topic or to explore a particular problem of method or approach. Here are some of the presentation topics from past Presentation Days:

- ‘Perceptions of women in early Irish society: the sources’
- ‘Alcohol in colonial historiography: Issues and Approaches’
- ‘Catholic apocalypticism in post-Reformation England, 1558-1625’
- ‘Travel and haggling in the early modern phrasebook’
- ‘War Rumour and State Control in Calcutta, 1939-45’
- ‘Overspill and the impact of the Town Development Act, 1945-74’
- ‘Current issues in research related to Paul the Deacon's homiliary’
Should you use visual or presentation aids?

Presenters are under no obligation to illustrate the presentation with paper handouts, overhead projections or PowerPoint. However students are welcome to use such aids if they will enhance the audience’s ability to follow and appreciate the presentation or if you wish to gain some experience in using them.

Presentation Tips

- The audience will not be comprised of only specialists in your field, you will need to present your work in a way that is accessible to all
- Remember to think about the physical aspects of presenting; planning your speed, pitch, volume, eye-contact and gestures can be just as important as what you actually say
- Practice your timing; 15 minutes is shorter than you think so don’t try to squeeze in too much!
- It can be helpful to rehearse your presentation aloud, in front of a friend or colleague.
- The title of the presentation need not be identical to the current official title of your dissertation project.

What is more important, content or style?

Both content and style are important. The audience may ask questions or comment on both the content and style of the presentation. The particular advantage of the Presentation Days is that it provides an opportunity for a frank yet supportive discussion of presentation skills at a very early point in a young academic’s career.

Isn’t a 15-minute presentation rather short?

Yes, but learning to adapt a presentation to a set time is a useful skill for your academic career. Applicants to academic positions in the Faculty of History at Cambridge are asked to encapsulate their entire academic career – past, present and future – in a talk of just 15 minutes, and historians are often asked by Melvyn Bragg or Andrew Marr to tell them what is important about the Black Death, ‘common-sense philosophy’ or the Crimean war in a minute! The presentation is not designed to be a test on everything you know about your subject, but rather a chance to practice selecting ideas and evidence and organising them in a lucid and engaging way.

How are the Presentation Days organized?

For Presentation Days, all probationary PhD students are divided into groups of about ten: there are usually five or six groups each year. The groups convene concurrently on both days. Within each group, half the group presents its work on the first Presentation Day, and the other half presents its work on the second Presentation Day. Therefore, it is essential that all participants attend the entirety of both Presentation Days.

How are the groups constituted?
Each group will comprise students working on a variety of different periods, places and problems in order to create the potential for fruitful discussion. Presenters should not assume that the historical significance of their research will be immediately obvious to the others in the group and it may be that a brief explanation of where the research topic fits within a wider historical field, and what its special significance is, is more likely to engage the interest of the group than a paper that focuses too heavily upon the details of the topic. This is a skill that will be valuable throughout your academic or professional career.

What about the discussion?

After each paper, the group will be invited, for about 15 minutes, to ask questions. This gives students the chance to benefit from discussion, feedback, and exchanges among graduate students and senior members of the Faculty. The spirit of the Presentation Days is constructive observation; unconstructive or combative criticism is out of place. For this reason all students are required to stay for the whole of both afternoons.

What is the role of the moderator?

The moderator is an experienced member of the History Faculty. Where possible, the same Faculty member will moderate both sessions for a given group. The moderator will keep time and alert speakers if they go beyond the 15-minute limit, plus they will lead the feedback on the basis of their own extensive experience. However, all members of the group are encouraged to ask questions and to give feedback.

What about refreshments?

There is a break for tea in the middle of each Training Day, and there is a drinks party at the conclusion of each day. Students in the past have found the Presentation Days to be enjoyable and not intimidating, and we do hope this will be your experience.

These days will be held on Tuesday 11 February 2020 and Tuesday 18 February 2020. Probationary PhDs are expected to attend BOTH days. The sessions are 2pm – 5pm each day with a short break and after party to follow.
HAP Graduate-Led Classes

Aim: To provide the opportunity for registered PhD students in their 2nd, 3rd, or 4th year to deliver a lecture and/or lead a seminar for third-year undergraduates.

Who can attend? Registered PhD students. Lead a discussion session with third-year in their 2nd, 3rd or 4th year.

The Faculty would welcome the assistance of PhD students in teaching the core undergraduate paper Historical Argument and Practice (HAP). Undergraduates would greatly benefit from your enthusiasm for the subject and state-of-the-art insight into scholarly practice. We therefore run a programme of graduate-led classes for third-year undergraduate historians. We hope that delivering a HAP lecture and/or delivering a HAP seminar would appeal to many of you. So doing would provide you with experience of small-group teaching. Leading classes is an important aspect of being a lecturer, especially in other universities. Cambridge's supervision model provides few opportunities for practising teaching small groups: these classes provide one such opportunity. Graduates will be paid at the standard Faculty teaching rates for 2019-20. In 2018-19, these rates were £83.20 for a one-hour lecture and £41.55 for a one-hour seminar. If you are interested, then please read on.

First, what is HAP?

HAP is examined in the third year of the undergraduate degree. It is intended to be a consummation of the undergraduate's study, challenging her/him to draw on her/his entire knowledge of the past. The paper encourages students to reflect on broad issues of historical understanding and practice arising out of their work over all three years of the undergraduate degree. The paper is a means of enabling candidates to raise and discuss fundamental questions and relate their knowledge of specialized fields to more general themes of historical inquiry and explanation.

HAP is not a theory paper. Conceptual and theoretical thinking is important for doing well on the paper. But the paper is not an invitation to rehearse theory! Rather, it is an opportunity for undergraduates to develop general concepts and arguments in relation to historical evidence gained through studying different periods and times.

Nor is HAP a historiography paper. A historiographical perspective is very helpful in writing a good HAP essay, but the historiographical perspective has to be developed in conjunction with the exploration of a range of historical evidence.

HAP asks undergraduates to adopt a panoramic conceptual perspective under which they organize historical material from a range of papers. A good HAP essay will have a conceptual unity, deploying historical evidence from different periods and places and possibly from different historical sub-disciplines.

Second, how does the Faculty teach HAP?

In Michaelmas and Lent terms, the Faculty runs a lecture programme, consisting of two strands:

- A set of twelve lectures covering historiographical themes
- A set of sixteen lectures introducing 'Concepts and Problems'
The graduate-led lectures and seminars are connected to the ‘Concepts and Problems’ lecture series. We aim to offer undergraduates the option of attending a lecture and seminar on each of the sixteen topics, though the final number and line-up of HAP classes offered will be subject to undergraduate interest.

The lecture programme (with further information about HAP) is available at: http://www.hist.cam.ac.uk/undergraduate/tripos-papers/historical-argument-and-practice

Third, how does graduate-led HAP teaching fit into Faculty-provided HAP teaching?

The graduate-led lectures and seminars are different in nature from the ‘Concepts and Problems’ lectures. The lectures are meant to provide undergraduates with further in-depth exploration of the topic that draws on the research expertise and source material of the PhD student. The seminars allow a small-group, participatory and interactive learning setting to complement the provision of the lecture programme. It is important to note that the graduate-led seminar is a class: it is not another lecture on the topic. The graduate-student teacher’s task is to stimulate, animate and lead a discussion. To allow for an interactive class, classes are capped, flexibly, at about 20 undergraduates.

Graduate-led HAP lectures and seminars are held in Lent term. They follow the order of the ‘Concepts and Problems’ lecture series. This sequencing allows you and the undergraduates to attend the relevant lecture and do some thinking and reading before the class. Undergraduates are required to sign up for classes in advance. This requirement allows the graduate teacher to contact the undergraduates in advance and propose reading or questions or other teaching-related matters.

One important thing to note is that HAP teaching is done from the standpoint of the generalist. Anyone teaching HAP within the Faculty has to think beyond the boundaries of her/his specialism. Your class will contain undergraduates who have taken very different combinations of paper, because – as noted already – HAP is the only compulsory paper. So lectures and seminars need to find ways of engaging people whose primary interest might be far from your own (whether medieval Europe, modern Britain, the extra-European world, or so on).

Finally, how do you get involved?

The HAP Convenor (In 2019-20 Dr Hank Gonzalez) and the PhD Administrator will call for expressions of interest in teaching HAP seminars, and applications to give one of the lectures, in Michaelmas Term. Anyone selected to give a lecture will automatically be given one of the associated seminars to teach. If at all possible, you ought to attend a short training session with the HAP Convenor. This training session will be held on Thursday 17th October from 2pm in Room 6 the History Faculty. Questions about graduate-led HAP classes can be directed in the first instance to the PhD Administrator (hap@hist.cam.ac.uk).
Subject Group-based Training

**Aim:** The Subject Groups in the Faculty sometimes offer courses and training of their own. These are predominately for those conducting research within the particular area of the subject group. However, please do email and ask if there is anything which you might like to attend.

**Who can attend?** All graduates of the Faculty of History.

The History of the History of Political Thought

This seminar examines a range of important contributions to the history of political thought from the nineteenth century to the present, in order to explore some of the ways authors have made use of diverse and innovative approaches, methods, and perspectives in their efforts to produce interesting and important work. Instead of rehearsing familiar debates over methods, we will consider historical examples of how different approaches have been put to use, what sorts of histories of political thought they made it possible to write, and the intellectual and political stakes involved in choosing to write one of these sorts of history instead of another. Among the seminar's aims is to invite students to rethink the place of both 'Cambridge School' and other approaches as part of a longer and ongoing tradition of historical thinking about theories of politics. Other authors read include Meinecke, Koselleck, and Foucault. The seminar is intended for PhD students in History and Politics.

Convenor: Chris Meckstroth ([cm753@cam.ac.uk](mailto:cm753@cam.ac.uk)), co-teaching with Chris Brooke from POLIS.

2. Oct. 21: Friedrich Meinecke and Friedrich Nietzsche
3. Oct. 28: Carl Schmitt and Leo Strauss
4. Nov. 4: Reinhart Koselleck and Jürgen Habermas
5. Nov. 11: Hannah Arendt and Michael Oakeshott
6. Nov. 18: John Rawls and Judith Shklar
7. Nov. 25: Michel Foucault
8. Dec. 2: The 'Cambridge School'

All sessions Mondays, 2-4pm in Room 3.

Critical Readings in Modern British History

New York-Cambridge Training Collaboration in 20th-Century British History

This programme of collaboration, which began in 2015, involves a reading group that meets by videoconference seven times a year, workshops in both Cambridge and New York, and other events and meetings. It is designed to share understandings of the field of modern British history on both sides of the Atlantic, to develop participants' subject knowledge, professional expertise and skills, and to prepare participants for careers in a more globalized job market.

Further details can be found on our website http://nyctc.history.columbia.edu/.
All PhD students are eligible to join but numbers are limited. If you are interested in participating, please contact Professor Peter Mandler (pm297) at the beginning of Michaelmas Term, as early as possible.

Participating staff include Peter Mandler (Cambridge), Lucy Delap (Cambridge), Helen McCarthy (Cambridge), Guy Ortolano (NYU), Susan Pedersen (Columbia).
Faculty Provision – Student-initiated options

Shut Up and Write!

**Aim:** To provide concentrated and supportive time in order to get some writing done

**Who can attend?** All graduate members of the Faculty

This series is designed to provide concentrated and supportive time in order to write. Whatever you are writing, whether it’s a thesis chapter, funding application, lit review, conference paper, lecture, article, report, research proposal, essay, translation, transcription, planning...this session is for you. Tea, coffee and biscuits will be provided.

**How does it work?**

You arrive and for 15 minutes, drink coffee, chat, eat biscuits and arrange a space. The first countdown is 30 minutes, when there will be silence (phones off, Wi-Fi/internet access turned off on your electronic devices, no talking) and hopefully you will feel compelled to write. The timer ends, another 15 minute break followed by a second 30 minute writing session.

All MPhils and PhDs welcome. Tea, coffee, and biscuits will be provided!

Sessions will be advertised by poster in the GRR

Workshops

**Aim:** To provide an area for discussion in a supportive peer environment.

**Who can attend?** All graduate members of the Faculty

Below is a list of the workshops offered by the Faculty. These are run by graduate students and are a very strong point of the Faculty’s graduate programme. They are designed to bring together MPhil and PhD students in a supportive peer environment.

To find out more information, please attend the **Meet the Workshops session** which is in the Welcome Series (at the beginning of this booklet).

You can find out more about the workshops and see their schedules on the website: [http://www.hist.cam.ac.uk/graduate-students/training/workshops](http://www.hist.cam.ac.uk/graduate-students/training/workshops)

**Workshops for 2019 – 2020**

- CALM (Central and Late Medieval History)
- Cultural History
- Economic and Social History
- Eighteenth-Century and Enlightenment
- GEMS (Graduate Early Medieval Seminar)
• Gender and Sexuality
• Histories of Race
• Modern British History
• Modern European History
• PTIH (Political Thought and Intellectual History)
• Social and Legal History
• World History

Available within Subject Groups: American History

**Mentored Lecture Scheme**

**Aim:** To provide a voluntary scheme for training in the giving of lectures or lecture classes

**Who can attend?** Aimed at third year PhD students but you start preparing in your 2nd year.

The Faculty has a voluntary scheme for training in the giving of lectures or lecture classes for PhD students during their third year. While the lectures are given during the third year, students are encouraged to make the appropriate arrangements during their second year.

In order to express your interest in this scheme, you need to:

- Consult your **supervisor**
- Approach the **main lecturer** on the paper in which you are interested
- Attend some of the lectures as part of your training
- **Attend the Graduate Development training course** for lecturing (with PPD – see PPD in ‘Wider Cambridge University Provision’ section)

**Become an Associate of the Higher Education Academy**

**Aim:** To allow you to gain Associate Status with the Higher Education Academy

**Who can attend?** All PhD students can be involved, usually starting from their first year.

With this programme, you will be able to apply for Associate Status at the HEA in your third year.

All PhD students are eligible for this option.

In order to express your interest in this option, you need to:

- **FIRST YEAR PhD STUDENTS** – discuss with your supervisor; attend selected undergraduate lectures and seminars
- **SECOND AND THIRD YEAR PhD STUDENTS** – attend training sessions on lecturing and supervising; try your skills in lecturing, supervising, or seminar teaching

For further information, please see the HEA website: [https://www.heacademy.ac.uk/about/work-us/howapply](https://www.heacademy.ac.uk/about/work-us/howapply)
Wider Cambridge University Provision

You are encouraged to supplement the training provided by the Faculty with that given by the wider University as a whole. Below is a list of some areas you may want to explore, but it is not exhaustive, so feel free to find and explore other options!

Career Development

The Careers Service offers help and advice to all postgraduates, and its services are available to all alumni for life. Please see the website for more information: http://www.careers.cam.ac.uk/

If you are looking for an academic job then the following websites are a good place to start.

- UK academic jobs - sign up for their free E-mailing lists: http://www.jobs.ac.uk/
- Association of Commonwealth Universities: https://www.acu.ac.uk/
- Times Higher Education Supplement jobs page: https://www.timeshighereducation.com/
- Cambridge University Reporter: http://www.admin.cam.ac.uk/reporter/

Libraries

The University Library

Please see details of the training offered by the University Library here:

https://training.cam.ac.uk/cul/event-timetable

The following may be of interest to history graduates:

Rare Books Room: An Introduction: https://training.cam.ac.uk/cul/event/2239709

See also this archival session offered by Churchill Archives Centre:

Don’t let the cardigans put you off: A practical workshop about archives in Cambridge which will equip you with knowledge about how to find archives and with the skills to make the best use of them.

https://www.eventbrite.co.uk/e/dont-let-the-cardigans-put-you-off-a-practical-workshop-on-archives-incambridge-tickets-3775333236

Don’t forget to attend the ‘Introduction to College Libraries’ and ‘Introduction to Research Resources’ sessions in the Welcome Series (at the beginning of this booklet).
Colleges

Colleges are increasingly providing training sessions. Students are encouraged to contact their College Graduate Offices for details of the training sessions on offer. Please also ask your supervisor for anything linked to your research.

CRASSH

CRASSH, under its director Professor Steve Connor, organises a range of inter-disciplinary seminars, conferences and events in the arts, humanities and social sciences, including an historical dimension in virtually all of its activities. Further details can be found on the CRASSH website: http://www.crassh.cam.ac.uk/. To join the CRASSH event mailing list, please email your details to enquiries@crassh.cam.ac.uk.

SSRMC

Details on the Research Methods in the Social Sciences can be found on the SSRMC website: http://www.ssrmc.group.cam.ac.uk/

Students on the MPhil in Economic and Social History are required to attend some sessions, but all students are welcome.

There is a SSRMC Induction event being held in Lady Mitchell Hall, Sidgwick Site on Wednesday 9th October 2019 at 4pm.

Teaching Associate Programme

This is a 9 month programme, beginning in October. The programme is set firmly within a Cambridge context and recognises the demands of research as well as those of teaching. There is a strong focus on the practice of teaching academically very able students who come from all over the world.

This programme has been accredited by the Higher Education Academy, and on completion, participants will becomes Associates of the HEA.

For more information, please contact: Fiona Sutton (graduate.development@admin.cam.ac.uk) Graduate Development Programme, 25 Trumpington Street, Cambridge, CB2 1QA. Tel: 01223 765774

Please also see the following sections in this training booklet: ‘Become an Associate of HEA’ in student-initiated training, and ‘Higher Education Academy’ in the external provision section.

The School (of Humanities and Social Sciences)

In addition to the provision offered by the Faculty, transferable skills training aimed specifically at Humanities and Social Science postgraduates is provided through a School-wide programme of courses and events which run throughout the academic year. Skill areas covered by these courses include:

- Presentation Skills
- Communication Skills (‘Communicating your Research’)
- Writing Skills (‘Starting to Write for your PhD’ and ‘Editing your Academic Writing’)
- Preparation for the Viva (‘Completing your PhD’)
- Publishing (‘Getting Published Successfully’)
- Research Skills (‘Starting your PhD’)
- Grant Writing Skills (‘How to Write a Research Grant’)

For up-to-date details of the skills training available to you please consult the transferable skills pages of the School website; look under ‘Information for Students’.

The School website has recently been updated to include pages on transferable skills training for (separately) postgraduates and postdocs. Skills areas covered for postgraduates include:

- Project Management (‘Planning and Managing a Research Project’)
- Effective Reading (‘Speed Reading’)
- Time Management (‘Time Management’)
- Stress Management (‘Emotional Resilience’)

For further information please consult the School website: [http://www.cshss.cam.ac.uk/](http://www.cshss.cam.ac.uk/)

**RDP – Researcher Development Programme**

The University’s Centre for Personal and Professional Development (CPPD) provides a Graduate Development programme of courses and sessions. Most are half-day events, covering a wide variety of topics. Christian Gilliam ([cag78@cam.ac.uk](mailto:cag78@cam.ac.uk)) is the Researcher Developer for the School of the Humanities and Social Sciences.

More information about these courses and how to enroll on them can be found on the CPPD website: [http://www.rdp.cam.ac.uk/](http://www.rdp.cam.ac.uk/)

**Rising Stars Public Engagement Course**

The Public Engagement team are responsible for organising the University’s large-scale public engagement events, including Cambridge Science Festival, the Festival of Ideas, Open Cambridge, and others.

For further details, please visit: [http://www.cam.ac.uk/public-engagement](http://www.cam.ac.uk/public-engagement)
External Provision

Institute of Historical Research
All Cambridge history students have a right, and are encouraged, to make use of the facilities, seminars and other opportunities provided by the Institute of Historical Research, Senate House, Malet St. London. See here for more information: http://www.history.ac.uk/

The National Archives
In the current economic climate, the National Archives is limiting its induction services to an on-line format. Graduate students who need to use the National Archives are encouraged to visit the National Archives website.

See here for more information: http://www.nationalarchives.gov.uk/

Higher Education Academy
The principal aims and learning outcomes of this programme are to provide History PhD students with knowledge of how to convey subject specific ideas in a stimulating, comprehensive and accessible way in different teaching environments, to master appropriate teaching technologies and to understand how students learn in different ways.

Please see the website for further details: https://www.heacademy.ac.uk/about-hea

Please also see the following sections in this Graduate Training booklet for further information:
- ‘Become an Associate of HEA’ in the student-initiated section
- ‘Teaching Associate Programme’ in the wider Cambridge university provision section

The Springboard Consultancy
Graduate students may wish to attend the Navigator (for male students) and Springboard (for female students) personal development programmes:

Navigator: http://www.springboardconsultancy.com/courses/navigator/

Springboard: http://www.springboardconsultancy.com/courses/springboard/