

rev#1



Graduate Handbook 2010 – 2011

For:

PhD in Archaeology
MPhil in Archaeology
MPhil in Archaeological Research
MPhil in Assyriology
MPhil in Egyptology

Department of Archaeology
Downing Street
Cambridge CB2 3DZ

Handbook for Graduate Archaeology at Cambridge 2009 – 2010

The Faculty

The Faculty combines the three distinct but related disciplines of archaeology, biological anthropology and social anthropology. This allows a fine range of interdisciplinary teaching and the support of shared facilities, including the Museum of Archaeology and Anthropology and the Haddon Library, in close association with the McDonald Institute for Archaeological Research.

The Cambridge Department

Cambridge has a long and distinguished tradition in archaeological research and theory. Grahame Clark, Eric Higgs, Charles McBurney, David Clarke, Glyn Daniel, John Coles, Ian Hodder and Colin Renfrew are among those who have made major contributions.

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Section 1 – General information for all graduates

Departmental Administration & Organisation

Entrance: Through the arch from Downing Street into the Downing Site and turn right. The **Department Office** is on the ground floor of the department (immediately on the right, after entering the building - at the foot of the Haddon Library stairs). Natasha Martindale, **Department Secretary (Undergraduates)**, and Mark Newman, our **Graduate Administrator**, are based here.

Mark Newman (graduate-secretary@arch.cam.ac.uk) is responsible for all Graduate Business and is your key point of reference for any queries not covered in this handbook.

It is important to register for and use your Cambridge e-mail account daily; this is the preferred route for most departmental communications.

There are e-mail distribution lists for graduate students and staff. Should you wish to circulate a message to the lists send this to Mark Newman at graduate-secretary@arch.cam.ac.uk stipulating whether it is for PhD, MPhil or Staff lists. He will forward appropriate e-mails to the relevant lists.

The **Head of Department** is Professor Graeme Barker, Director of the McDonald Institute for Archaeological Research. The **Academic Secretary of the Department** is Dr Preston Miracle, responsible for the administration of the syllabus. The **Graduate Officer** is Dr Augusta McMahon. The **MPhil Coordinator** is Dr Elizabeth DeMarrais. The **Department Administrator** is Lisa Marlow, whose office is on the ground floor of the department building, the last office to the right of the corridor, (room G9).

Technical Support Staff

Jessica Rippengal, (Chief Technician), is responsible for the Grahame Clark Laboratory for Zooarchaeology. David Redhouse (Computer Officer) and Ian Hitchman (Computer Officer) are responsible for the Archaeological Computing Laboratory. Tonko Rajkovaca (Senior Research Technician) is responsible for the Charles McBurney Laboratory for Geo-archaeology.

Their office hours are as follows: please restrict your general queries to the office hours given. If this is not possible, please telephone or e-mail requesting an appointment.

Jessica Rippengal

Office hours: Tues. 2.30 - 3.30 pm

Laboratory preparation: Monday, Wednesday, Thursday & Friday.

Mobile: 0791 905 8198 (short code 50198)

e-mail jch14@cam.ac.uk

David Redhouse & Ian Hitchman

Office hours: Tues., Weds. & Fri. 9.30 - 11.30 am

Teaching preparation: Monday & Thursday.

David Redhouse Mobile: 0791 905 8197 (short code 50197)

Ian Hitchman Mobile: 0777 401 7665 (short code 50665)

e-mail: computer-support@arch.cam.ac.uk

Tonko Rajkovaca

Office hours: Mon. 2.30 – 5pm.

Laboratory preparation: Tuesday, Wednesday, Thursday & Friday.

Mobile: 0791 905 8196 (short code 50196).

e-mail: tr251@cam.ac.uk

Disabled Facilities. The coffee room is on the ground floor. The lecture rooms on the first floor of the Dept building, and all of the West Building, are accessible by lift, as is the Haddon.

Safety Officer. The Department Health and Safety Officer is Jessica Ripingal (Mobile: 0791 905 8198 (short code 50198) e-mail jch14@cam.ac.uk). She is also the resident First Aider.

The officer for Racial and Sexual Harassment is the Secretary of the Faculty Board, Mrs Jane Fisher-Hunt.

Photocopiers are available in the Haddon Library.

The **Department Coffee Room** is located on the ground floor of the Department; tokens for the coffee machine are available from Natasha Martindale in the dept office.

Mail for Department, McDonald and Faculty staff can be left in mail-boxes opposite the Department Office. Postgraduate and Undergraduate mailboxes are in the coffee room.

The **PhD and MPhil notice-boards** are to the left and right, respectively, as you come through the main entrance. **Undergraduate notice-boards** are located in the foyer, near the Department Office.

Our street address:

Department of Archaeology

Downing Street

Cambridge

CB2 3DZ.

Telephone: 01223 339288/333520 Fax: 01223 333503

Website: <http://www.arch.cam.ac.uk/>

Academic Staff: Department of Archaeology

Graeme Barker (Ph.D., FSA, FBA, MIFA)

Disney Professor of Archaeology, Head of Department, Director of the McDonald Institute for Archaeological Research

Landscape archaeology (Mediterranean, arid zone, tropical); transitions to farming.

Current research project: Rainforest foraging and farming, Sarawak, Borneo; Pleistocene and early Holocene settlement of North Africa, Haua Fteah excavations, Libya.

Nicole Brisch (PhD)

Lecturer

Assyriology, Mesopotamian Literature, Socio-economic history (especially of the Ur III period), Mesopotamian religion.

Barrett, James (PhD)

Deputy Director of the McDonald Institute for Archaeological Research

Medieval archaeology, historical ecology, Viking Age Europe, migration and culture contact, trade.

Elizabeth DeMarrais (PhD)

Lecturer

Archaeological theory, Andean archaeology, settlement patterns, architecture, ceramics. Current research project: Calchaqui Valley, Argentina.

Charles A.I. French (PhD, MIFA)

Reader in Geoarchaeology

Landscape interpretation, soil micromorphology, scientific rescue archaeology. Current research projects: Wessex, Cambridgeshire fenlands, Star Carr, Herm in the Channel islands, Bosnia, Patagonia, northern India and highland Ethiopia.

Helen Geake (PhD)

Finds Advisor, Portable Antiquities Scheme

Anglo-Saxon archaeology, metaldetectorists.

Catherine M. Hills (PhD, FSA)

Senior Lecturer

Anglo-Saxon England, Europe in migration and early medieval periods, history and archaeology.

Lila Janik (PhD)

Senior Assistant in Research

Archaeological theory: visual cognition in Rock Art of North European Fisher-Gatherer-Hunters, cultural categorisation of foodstuffs and scientific approaches to prehistoric cuisine of Europe and ancient Japan. Current research projects: Karelia, Russia and Niigata Prefecture, Japan.

Martin K. Jones (DPhil, FSA)

George Pitt-Rivers Professor of Archaeological Science

Archaeobotany, environmental archaeology, early agriculture. Current research project: Domestication of crops in Europe and China; Palaeolithic plant use (Moravian Gates, Czech Republic).

Carenza Lewis, (MA, FSA)

Research Associate, Access Cambridge Archaeology

Landscape history, development of the medieval settlement pattern, archaeology of medieval Britain, public archaeology.

Augusta McMahon (PhD)

Senior Lecturer

Mesopotamian archaeology and history, complex society, urbanism, site biography, early

state conflict and warfare. Current research project: Tell Brak, NE Syria.

Preston Miracle (PhD, FSA)

Senior Lecturer

Palaeolithic & Mesolithic Europe, zooarchaeology, ethnoarchaeology and palaeoanthropology. Current research projects: Palaeolithic-Mesolithic Settlement of the Northern Adriatic; Palaeolithic of Northern Bosnia, Excavations at Vela Spila (Croatia).

Tamsin O'Connell (DPhil)

Wellcome Trust Research Fellow in Bioarchaeology

Diet and nutrition in past and present human populations; Stable isotope techniques (C.N.O.H.S). Current research projects: Protein intake and human palaeodiet.

Cameron Petrie (PhD)

Research Fellow in South Asian Studies

Current research projects: Mamasani Region of Fars Province in Iran; the Bannu Basin, a province of the North West Frontier Province of Pakistan.

Nicholas Postgate (FBA)

Professor of Assyriology

Social and economic history of Mesopotamia (especially Middle and Neo-Assyrian periods), integration of historical and archaeological evidence. Current research: Editions of Assyrian archives. Current research project: Excavations at Kilise Tepe, southern Turkey.

(on Leverhulme funded research Leave for 2009-12)

John Ray (FBA, FSA)

Herbert Thompson Professor of Egyptology

Texts in demotic Egyptian, decipherment of scripts and languages, history of writing and cognitive archaeology (currently ancient accounts of dreams).

John Robb (PhD)

Reader

Neolithic Europe, archaeological theory, symbolism and agency, human skeletal studies. Current research project: Bova Marina, Italy.

Marie Louise S. Sørensen (PhD)

Senior Lecturer

Bronze Age Europe, archaeological Heritage Studies, archaeological theory, gender archaeology. Current research project: Als, Denmark; Szazhalombatta, Hungary, and Cidade Velha, Cape Verde.

Kate Spence (PhD)

Lecturer

Archaeology of Ancient Egypt, urbanism and built environment, social history, art. Current research project: Sesabi, Sudan.

Simon Stoddart (PhD, FSA, MIFA)

Senior Lecturer

Later European prehistory, landscape archaeology, complex societies, island communities, computer visualisation. Current research projects: Frontiers of Etruria; Troina, Sicily & Lismore, Scotland.

Academic Staff: Museum of Archaeology and Anthropology

Nicholas Thomas, (PhD) *Director and Curator* of the Museum of Archaeology and Anthropology.

Christopher R. Chippindale, (PhD, FSA, MIFA) *Senior Assistant Curator (British archaeology) and Reader in Archaeology*

History of archaeology, rock art, heritage, public archaeology.

Robin B. Boast, (PhD, MIFA) *Senior Assistant Curator (World Archaeology)*

Neolithic and Bronze Age Britain, quantitative applications, rescue archaeology.

Anita C. Herle, (PhD, FRAI) *Senior Assistant Curator (Anthropology)*

Museology, anthropology of art.

For a full list of archaeologists associated and affiliated with the department and the McDonald Institute you can visit the following webpages:

<http://www.arch.cam.ac.uk/people/>

<http://www.mcdonald.cam.ac.uk/people/>

Research Seminars & Discussion Groups

As well as attending seminars linked to your MPhil course or PhD research area, you should take advantage of the wide range of seminars in the department and McDonald Institute.

Garrod Research Seminar series 2010-11

These seminars are held twice per term on Thursdays, starting at 4.30 pm in the McDonald Institute Seminar Room. The schedule will be circulated at the start of Michaelmas Term.

The Archaeology Graduate Society holds seminars that alternate with the Garrod Research Seminars, Thursdays from 4:30 in the McDonald Institute, followed by drinks and discussion. Details will be released over the course of the year. Email the coordinators, Suzanne Pilaar Birch (sp518@cam.ac.uk) or Mark Sapwell (mas218@cam.ac.uk), for more information or to volunteer to give a seminar presenting your research.

McDonald Institute Lunchtime Seminars

Regular seminars start at 1.15 pm in the McDonald Institute Seminar Room. You are welcome to bring lunch. The schedule will be circulated at the start of Michaelmas Term.

Other seminars and discussion groups

There are regular meetings of subject-specific discussion groups and seminars during full terms, with mixtures of invited speakers, staff and students. Currently there are lively groups in the following areas and themes: African Archaeology Group, Americas Archaeology Group, Egyptian World Seminar Series, George Pitt-Rivers Laboratory Seminars, Heritage Research Group, Later European Prehistory Group, Medieval Archaeology Group, Mesopotamian Seminar Series, and Palaeolithic/Mesolithic discussion group.

Check the Events page on the McDonald Institute website (<http://www.mcdonald.cam.ac.uk/events/>) for full listings and schedules of all groups.

Graduate Research Skills Workshops 2010-11

(Prof. G. Barker, Prof. M. Jones and colleagues)

Tuesdays 4.00-5.30 pm, (*plus some extra sessions at 2-4 pm on certain Tuesdays*)
Venue: South Lecture Room

Attendance at the relevant Training Workshops is required of all MPhil and 1st year PhD students. Some sessions are designed for MPhil students, some for first year PhD students, some for both groups. PhD students need not attend a session if they attended previously in their MPhil year.

1st year PhD students should keep a brief log of which sessions they have attended and include it in their First Year reports, along with brief details of any other training opportunities undertaken.

MPhil students are required to submit a 2000 word research proposal by noon on 11th March and then give a presentation to a group of your peers at the start of Easter term. These form the assessed part of the Research Skills and form 5% of the overall MPhil degree.

| | |
|--------------------|---|
| 7 October 1-5.30 | MPhil & PhD - Flag Fen trip |
| 12 October 2-4 | MPhil & PhD - Thinking about research design |
| 12 October 4-5.30 | MPhil & PhD - Planning your training; what is available; facilities |
| 19 October 4-5.30 | MPhil & PhD - Computing facilities, Making the most of IT |
| 26 October 4-5.30 | MPhil only - Seminar presentations |
| 2 November 4-5.30 | PhD only - Preparing for your First Year Interview 1 |
| 9 November 4-5.30 | MPhil only - Planning your dissertation 1 |
| 16 November 2-4 | PhD only - Planning PhD fieldwork: logistics, risk assessment |
| 16 November 4-5.30 | PhD only - Preparing for your First Year Interview 2 |
| 23 November 4-5.30 | MPhil only - Planning your dissertation 2 |

| | | |
|--------------------|-------------|--|
| 30 November 4-5.30 | PhD only | - Preparing for your First Year Interview 3 |
| 25 January 4-5.30 | MPhil & PhD | - Writing accurately and persuasively |
| 1 February 4-5.30 | MPhil & PhD | - Referencing your research properly |
| 8 February 4-5.30 | MPhil & PhD | - Constructing a convincing CV |
| 15 February 4-5.30 | MPhil & PhD | - Writing a persuasive grant application |
| 22 February 4-5.30 | MPhil only | - Presentation skills |
| 1 March 2-4 | PhD only | - Building the CV: teaching opportunities |
| 1 March 4-5.30 | PhD only | - Building the CV: publication strategies |
| 8 March 4-5.30 | PhD only | - Building your CV: giving seminars and papers 1 |
| 15 March 4-5.30 | PhD only | - Building your CV: giving seminars and papers 2 |

MPhil assessed presentations:

27, 28 and 29 April 9am-1pm in **McDonald Seminar Room**

All MPhil students will be split into 3 groups and assigned one morning to present their research.

Departmental Policy on Plagiarism

The Department follows the Board of Examinations and the Board of Graduate Studies guidance on plagiarism, and it is important that every student is aware of the seriousness of submitting plagiarised work. Please familiarise yourself with the following guidelines:

Plagiarism is defined as submitting as one's own work that which derives in part or in entirety from the work of others without due acknowledgement. It is both poor scholarship and a breach of academic integrity.

Examples of plagiarism include **copying** (using another person's language and/or ideas as if they are a candidate's own), by:

- **quoting verbatim** another person's work without due acknowledgement of the source;
- **paraphrasing** another person's work by changing some of the words, or the order of the words, without due acknowledgement of the source;
- **using ideas** taken from someone else without reference to the originator;
- **cutting and pasting** from web sources to make a pastiche;
- **submitting someone else's work** as part of a candidate's own without identifying clearly who did the work. For example, buying or commissioning work via professional agencies such as 'essay banks' or 'paper mills', or not attributing research contributed by others to a joint project.

Plagiarism might also arise from **colluding** with another person, including another candidate, other than as permitted for joint project work (i.e. where collaboration is concealed or has been forbidden). A candidate should include a general acknowledgement where he or she has received substantial help, for example with the language and style of a piece of written work.

Plagiarism can occur in respect to all types of sources and media:

- text, illustrations, musical quotations, mathematical derivations, computer code, etc;

- material downloaded from websites or drawn from manuscripts or other media;
- published and unpublished material, including lecture handouts and other students' work.

Acceptable means of acknowledging the work of others (by referencing, in footnotes, or otherwise) vary according to subject matter and mode of assessment. The Archaeology Department advises students to follow the referencing format used by the journal *Antiquity* (see guide to writing dissertations in Sections 2 and 3 of this handbook). If you are unfamiliar with this journal, copies can be found in the Faculty Library and online from most @cam IP addresses. Candidates are required to familiarize themselves with this guidance and to follow it in all work submitted for assessment. If a candidate has any queries, clarification should be sought from supervisor or course coordinator.

Failure to conform to the expected standards of scholarship (e.g. by not referencing sources) in examinations may affect the mark given to the candidate's work. In addition, suspected cases of the use of unfair means (including plagiarism) will be investigated and may be brought to the University Courts. The Courts have wide powers to discipline those found guilty of using unfair means in an examination, including depriving such persons of membership of the University.

The department is in the process of acquiring a Turnitin license; once this is obtained, all students may be required to fill in a user form and to submit an electronic copy of any assessed work.

For further information on plagiarism please visit the university guidelines at <http://www.admin.cam.ac.uk/univ/plagiarism/>

Library Resources

Three libraries - the Haddon, the University Library and the Scientific Periodicals Library – will provide your main resources. These may be supplemented by college libraries and by specialist libraries according to your individual interests and options (e.g., Classics, Asian & Middle Eastern Studies, Geography, Aerial Photography).

You should also look into electronic bibliographic resources, many of which are listed on the University library web site (www.lib.cam.ac.uk). Among the most useful is the ISI Web of Knowledge, which allows you to search a great number of journals by author, subject, year, and keywords, and which provides references and abstracts. It is at <http://wok.mimas.ac.uk/>; you will need an i.d. and password, which can be obtained at the reference desk in the University Library. The university also subscribes to JSTOR (<http://www.jstor.org/>), accessible from any @cam IP address.

The main **specialist library** for books and journals on Archaeology is the **Haddon Library**, up the stairs past the Department office. The principal librarian is Aidan Baker, and Departmental representatives on the Library Committee are Dr. Janik and Dr. Spence. You may make book suggestions directly or through your supervisor. Borrowing employs the University Library card.

Address: Downing Street, CB2 3DZ. Tel. (3)33505 (Library), (3)33506 (Librarian). Fax

(3)33503. Email: haddon-library@lists.cam.ac.uk

Opening hours: Term: 0900-1730 (Sat. 0900-1700). Vacation: 0900-1700 (Closed Sat.).
(<http://haddon.archanth.cam.ac.uk/>)

The **University Library (UL)** is a copyright library with extensive borrowing rights, open stacks and an inter-library loan service. As a legal deposit library, it is entitled to claim a copy of all books, journals, printed maps and music published in Britain and Ireland. There are electronic resources both for the university catalogues (<http://www.lib.cam.ac.uk/Catalogues/OPAC/>) and for other databases which may require registration <http://www.lib.cam.ac.uk/electronicresources/databases.html>). There is an e-mail interface to the borrowing system (EMICS), which enables borrowers to find out which books they have on loan, to receive advance warnings by e-mail a few days before books are due for return, and to recall books. Address: West Road CB3 9DR. Tel. (3)33000. Fax (3)33160. Email: library@ula.cam.ac.uk. (<http://www.lib.cam.ac.uk/>) Borrowing is with the standard University card. Opening hours: Mon.-Fri. 0900-1915 (2200 during Easter Full Term); Sat. 0900-1300. Reading Rooms open at 0930. Some special collections have shorter opening hours; check the website. Admissions Office Mon.-Fri. 0930-1230, 1400-1615 (Sat. 0930-1230).

The **Scientific Periodicals Library** is on the New Museums site, on the first and second floors of the Arts School Building, Benet Street. This library is invaluable for scientific archaeology (and some less scientific periodicals) and database searches. It is the registration point for a number of on-line databases under the ATHENS authentication scheme. Address: Benet Street, CB2 3PY. Tel. (3)34742. Fax (3)34748.
(<http://www.lib.cam.ac.uk/SPL/>)

The **Library of the Faculty of Classics** has journals and books of Mediterranean interest (pre-Classical Mediterranean, Classical Greece and Roman Empire). Address: Sidgwick Avenue. CB3 9DA. Tel. (3)35154. Fax (3)35409.
(<http://www.classics.cam.ac.uk/library/>)
Opening hours: Full Term: Mon.-Fri. 0900-1845 (Sat. 0900-1800). Outside Full Term: Mon.- Fri. 0900-1300; 1415-1700 (Closed Sat.).

The **Fitzwilliam Museum** has a specialist library associated with its Mediterranean collections and coins. You may need to make a written application for entry. Address: Department of Manuscripts and Printed Books, Fitzwilliam Museum, Trumpington Street. CB2 1RB. Tel. (3)32944.
Opening hours: Reading Room: Tues.- Fri. 1000-1230 and 1330-1630.

The **Geography Library** has some books and maps of archaeological interest. Address: Department of Geography, Downing Place. CB2 3EN. Tel. (3)33391. Fax (3)33392. (<http://www.geog.cam.ac.uk/facilities/library/>)
Opening hours: Full Term: 0845-1800 (Sat. 0845-1245). Other times: Mon.- Thurs. 0900-1300; 1400-1630; Fri. 0900-1300; 1400-1530 (Closed Sat.).

The **Faculty of Asian and Middle Eastern Studies Library** is of interest to those

working in the Middle East and South and East Asia. Books and journals for Egyptian, South Asian and Mesopotamian archaeology are currently housed here.

Address: Faculty of Asian & Middle Eastern Studies, Sidgwick Avenue. CB3 9DA. Tel. (3)35111/2. Fax (3)35110. (<http://www.ames.cam.ac.uk/>) Opening hours: Full Term: 0845-1730 (Sat. 0930-1300). Vacation: 0900-1300, 1400-1700 (not Sat.).

Computing Facilities

The Department's computing facilities are described in detail on the website at:

<http://www.arch.cam.ac.uk/comp/>

They are based around the University Computing Service's PWF Service, which allows you to access applications and your files from many departmental and college locations throughout Cambridge. In order to use the Department's computing facilities you will require the permission of the Convener of the Computing Committee, Dr Cameron Petrie: csc@arch.cam.ac.uk. You should email him requesting his permission to use the computing facilities. In reply you will receive instructions how to obtain the necessary keys and access codes. Printing is charged, although you receive an initial free quota when you have obtained permissions, keys and access codes.

The printing system is described at: <http://www.arch.cam.ac.uk/comp/ac040/>

You can obtain support by mailing the Computer Officers at:

Computer-support@arch.cam.ac.uk

Please ensure that you have checked the documents on the website for an answer to your question before e-mailing.

It is possible to have your own Web page, provided you prepare it in HTML and submit it to our Computer Officer, David Redhouse (computer-support@arch.cam.ac.uk).

Other support within the University

Photography & Illustration Service supports teaching and research in photography, photofinishing and illustration. Services include: Advice, (studio) photography, copywork, black & white printing, colour printing, film processing, self-serve photography, computer generated slides & posters. The service is located on the New Museums Site next to the Scientific Periodicals Library. Address: Old Exams Hall, New Museums Site, Free School Lane, Cambridge CB2 3RS. Tel: (3)34392

Multi-Imaging Centre, University of Cambridge (<http://www.bio.cam.ac.uk/dept/mic/>) is a comprehensive, multi-disciplinary, interdepartmental facility with the capability for advanced imaging and *in situ* chemical analysis of biological, organic, and hydrated material by means of high energy beam instrumentation and coherent light optics. The Centre is on the lower ground floor of the Department of Anatomy. It provides support for research projects and provides researchers, graduate students, and undergraduates with instrumentation, advice, and training in all aspects of scanning and transmission electron microscopy, x-ray microanalysis, and confocal and light microscopy of bio organic material.

The **Language Centre** offers assistance in modern language training. It is located in the Old Music School, Downing Place. (<http://www.langcen.cam.ac.uk/>). The services include consultation and study in over 120 languages from beginners' to advanced level, and multi-media resources: films, news broadcasts, conversation exchange, computer-assisted language learning programs, audio, video booths and computer workstations.

The **Unit for Landscape Modelling** has an archive of over 430,000 air-photographs taken since 1945 and an online catalogue. Focus is on Great Britain; there is a substantial Irish collection and smaller collections of photographs taken in northern Europe. Subjects and scales range from entire counties and panoramas to crop-trial plots or river meanders and prehistoric settlements.

The unit is currently located in the William Hardy Building, Tennis Court Road. (<http://www.uflm.cam.ac.uk>)

African Studies Centre (<http://www.african.cam.ac.uk/>) The Centre exists to support research and teaching on Africa within the University. It offers a specialised Library, a registry of Africanists, multi-disciplinary seminars, workshops and conferences. Address: Free School Lane, Cambridge CB2 3RQ, UK tel / fax: +44 (0)1223 334 396; email: afplib@hermes.cam.ac.uk

The Botanic Garden holds the University's collection of plants for teaching and research. There are approximately 10,000 species from all over the world, with about 3,000 from warmer regions grown under glass. All parts of the collection are available for study by academic staff. The Garden also contains experimental plots and glasshouses for plant research. In addition, there is a laboratory providing facilities for the study of plants using modern molecular methods. For further information about research in the Garden, contact Dr Tim Upson, Superintendent. (tmu20@cam.ac.uk)

Careers Service Offers career advice and support to students about CVs, covering letters and application forms. (<http://www.careers.cam.ac.uk/index.asp>) Address: Stuart House, Mill Lane, Cambridge CB2 1XE Tel: +44 1223 338288 (General) Tel: +44 1223 338283 (Student Enquiries) Fax: +44 1223 338281 Email: enquiries@careers.cam.ac.uk

Disability Resource Centre offers advice on accommodation, funding and special facilities. (<http://www.admin.cam.ac.uk/univ/disability/>) Address: Keynes House, Trumpington Street, Cambridge CB2 1QA. Tel: + 44 1223 332301. Email: ucam-disability@lists.cam.ac.uk).

French Cultural & Scientific Delegation Address: 12b King's Parade, Cambridge CB2 1SJ. Tel: +44 1223 338091. Fax: +44 1223 324645. A potential source of information and funds.

Cambridge Archaeological Unit

From desktop study through to area excavation, supported by the academic and scientific expertise of the University, the CAU offers a full range of professional services and potential employment opportunities. Their pioneering landscape sampling methods have

proven successful on motorway and major quarry sites, providing the basis of a highly efficient practice complementary to industry. Detailed documentary research and building recording coupled with excavation have provided unique insights into both the University and Cambridge's past. (<http://www-cau.arch.cam.ac.uk>)

Cambridge Quaternary (<http://www.quaternary.group.cam.ac.uk/>) brings together all those involved in diverse aspects of Quaternary Research in Cambridge. The home page provides links to various research groups and individuals, as well as information on seminars, meetings and discussions in Cambridge and the most recent issue of CAMQUA, the newsletter of the GIQR.

Graduate Union (<http://www.gradunion.cam.ac.uk/>) Address: Keynes House, Old Addenbrooke's Site, Trumpington Street, Cambridge CB2 1QA. Tel: +44 1223 333312. Fax: +44 1223 333212. A source of support for graduates: advice, thesis binding, photocopying etc.

The **Centre of Latin American Studies** exists to promote undergraduate and post-graduate teaching and research on Latin America in the University. It maintains a teaching library, offers seminars by scholars from Latin America and from other British universities and organizes conferences. (<http://www.latin-american.cam.ac.uk/>)

The **Centre of Middle Eastern and Islamic Studies (CMEIS)** promotes interest and research in the Middle East, and in particular the modern Middle East, among scholars and students at Cambridge. The centre is located within the Faculty of Asian & Middle Eastern Studies and has a lecture series, Arabic courses, publication series and conferences.

The **McDonald Institute for Archaeological Research** was established through a generous benefaction from the late Dr D.M. McDonald. The buildings of the McDonald Institute (Courtyard Building and West Building) were completed in July 1994. As well as research space for projects run by staff and post-doctoral fellows, it contains laboratories for geoarchaeology, archaeozoology and bioarchaeology and is the main venue for many of the departmental seminars and discussion groups. The website lists all the archaeological researchers in Cambridge and gives details of past and current projects. (<http://www.mcdonald.cam.ac.uk>)

The **Museum of Archaeology and Anthropology** is a part of the Faculty of Archaeology and Anthropology and immediately adjacent to the Department. The Museum was established in 1884 and has three floors displaying archaeological and anthropological collections from around the world, as well as further research collections in storage. The Museum is currently undergoing redevelopment and redesign; some parts may not be open. You may search the Catalogue of the Museum's Collections on-line. (<http://maa.cam.ac.uk/home/index.php>)

The **Safety Office** provides advice and guidance on health and safety at work. Functions include: Issuing codes of practice and guidance notes for Faculties and Departments,

advising on development and refurbishment of buildings and services, providing guidance on equipment and procedures to ensure 'safe systems of work', managing the University's security patrollers, alarm systems and CCTV, assessing implications of new health, safety and environmental regulations, assisting Departments to carry out inspections and audits, delivering safety and environmental training to staff and students. Address: 16 Mill Lane, Cambridge CB2 1SB. Telephone: +44 1223 333301 Fax: +44 1223 330256 (<http://www.admin.cam.ac.uk/offices/safety/>)

Society for Visiting Scholars Address: 12 Mill Lane, Cambridge CB2 1RX. Tel: +44 1223 358072 Fax: +44 1223 360051.

The **Centre of South Asian Studies**, in Laundress Lane, is responsible for promoting the study of India, Pakistan, Sri Lanka, Bangladesh, the Himalayan Kingdoms and Burma, and recently has extended to include Thailand, Malaysia, Singapore, Vietnam, Cambodia, Laos, Indonesia, the Philippines and Hong Kong. The Centre holds seminars, lectures, and organises occasional workshops and conferences; it houses a library including monographs, serials, microfilms of Indian newspapers, ciné films, photographs and tape recordings. (<http://www.s-asian.cam.ac.uk/>)

Other Related Departments & Institutions

Board of Continuing Education (<http://www.cont-ed.cam.ac.uk>)

The Computer Laboratory (<http://www.cl.cam.ac.uk/>)

School of Humanities & Social Sciences (<http://www.cshss.cam.ac.uk/>)

Department of Anglo-Saxon, Norse, and Celtic (<http://www.asnc.cam.ac.uk/>)

The Department is concerned with the history, material culture, languages and literatures of the different peoples of the British Isles and Scandinavia, mainly in the earlier medieval period (from the 5th century to the 11th). The courses complement courses offered in archaeology by Dr Catherine Hills, which allows collaboration in teaching.

Department of Biological Anthropology (<http://www.bioanth.cam.ac.uk/>)

Department of Earth Sciences (<http://www.esc.cam.ac.uk/>)

Department of Geography (<http://www.geog.cam.ac.uk/>)

Faculty of History (<http://www.hist.cam.ac.uk/>)

The History Faculty has considerable expertise in Medieval History and it is here that the main contact with the Department of Archaeology is made. Collaboration in teaching with medieval historians includes an option in Early Medieval Europe in the History Faculty's MPhil course.

Department of Social Anthropology (<http://www.socanth.cam.ac.uk/>)

Faculty of Social and Political Sciences (<http://www.sps.cam.ac.uk/>)

Faculty of Asian and Middle Eastern Studies (<http://www.ames.cam.ac.uk/>)

Department of Plant Sciences (<http://www.plantsci.cam.ac.uk/Home.html>)

The Fitzwilliam Museum (<http://www.fitzmuseum.cam.ac.uk/>) In addition to the world-renowned collection of fine art, this museum houses good collections of Egyptian and Classical artefacts, coins, as well as collections of later ceramics. The Roman and Romano-Egyptian and Cypriot Art has recently been placed in newly-created galleries and the Western Asiatic displays have been refurbished. These collections are used in teaching by members of the Department of Archaeology.

Some helpful Web pages:

Careers for Scientists

GrantsNet (<http://sciencecareers.sciencemag.org/funding>) is a comprehensive source of advice on funding opportunities and deadlines, practical advice and careers for scientists, including archaeologists.

Fieldwork preparation

Digital Archives from Excavation and Fieldwork: Guide to Good Practice

<http://ads.ahds.ac.uk/project/goodguides/excavation/> presents detailed guidelines for the creation and maintenance of digital archives for archaeological projects recommended by the Arts and Humanities Data Service (AHDS). While the Guide is specifically written to address archaeological practice in the United Kingdom, many of its recommendations have universal applicability.

Continuing Education (<http://www.ice.cam.ac.uk/>)

There are opportunities for graduate students to gain teaching experience through lecture courses at Madingley Hall, the Centre for Continuing Education, which offers a variety of courses for lifelong learning.

General

Graduate students may offer a few lectures within a thematic course that forms part of a Diploma or Certificate, may develop and/or contribute to Day Schools or run residential weekends alone or with a colleague.

Further information and advice on possible themes, coverage and teaching level are available from Dr Gillian Carr; gcc20@cam.ac.uk

Professional Advice

Creating a CV

You should discuss your professional activities with your supervisor, who will make suggestions about the development of your c.v. Some avenues are as follows:

Journals

You should aim to publish in and subscribe to a number of leading journals: e.g., *Antiquity*, *European Journal of Archaeology*, *World Archaeology*. Many have advantageous student subscription rates and encourage young scholars to write for them. The Archaeological Review from Cambridge (ARC) is an established journal of archaeological theory run by post-graduates in the Department of Archaeology. It publishes two themed issues per year. It needs editors, writers, production assistants, book reviewers, art/picture editors and proofreaders.

(<http://www.cam.ac.uk/societies/ARC/>)

Memberships

You should aim to be a member of a relevant period or area organisation, and, if interested in fieldwork, the Institute of Field Archaeologists. These may offer grants and lecturing opportunities.

Seminars/lectures

You should seek to develop a portfolio of lectures and conference presentations. TAG, CAA and EAA, as well as SAA, AIA, AAA in the United States, organise large

conferences where participation can be relatively easy.

Skills

You are advised to take as many formal course qualifications offered by the university as practical and useful for career development (lecturing, presentations, supervising).

Attendance at the undergraduate supervision workshop is a requirement for any graduate wishing to supervise in the department. (<http://www.skills.cam.ac.uk/>)

Referee selection and good practice

For references in connection with admission to courses, studentships, fellowships, grants, jobs etc, your first ports of call should be your supervisor (and for PhD students) advisor. Other possibilities include other academics familiar with your work: members of staff, the Head of Department, and staff at other universities.

Whenever asking for references, check the **deadline** well in advance, give your referees ample warning, **at least** 2 weeks for the writing of the reference. You should supply them with all relevant information, provide a final copy of your own submission to the body concerned, and check that you have completed all the sections of any form you have given to them (including your own and their name where requested). Whenever asking for several references at once it is helpful to supply your referee with a list of destinations and deadlines with stamped, addressed envelopes or weblinks.

It is a good idea to develop contacts with a range of staff and other senior figures so that you can draw on a range of referees appropriate for particular grants and jobs.

Grant applications

Financial strategy

Archaeologists have traditionally raised project money by assembling a portfolio of sources, but there are opportunities for total funding applications in both Arts (AHRC) and Sciences (NERC).

Checklist of general principles

1. Accurate form filling
2. Fully informed referees
3. Financial rigour
4. Adherence to specific regulations and *culture* of fund-giving body
5. Clear statement of research
6. Back-up detailed proposal (optional - if allowed)
7. Permits
8. Publication plans and publication record.

Funding

Cambridge

The University Reporter

The first point of reference is the **University Reporter**, available electronically (<http://www.admin.cam.ac.uk/reporter/>). The most important special issue is currently the sixth of the academic year (November), which covers Awards, Funds, Studentships, and Prizes. Opportunities relevant to archaeology include: H.M. Chadwick Studentships & Grants, Domestic Research Studentships, Bartle Frere Exhibitions, Research Awards of the Board of Graduate Studies, Research Awards for Overseas Research Students in Humanities & Social Sciences, Research Maintenance Grants Fund, Smuts Memorial Fund, Worts Travelling Scholars Fund, Crowther- Beynon Fund, Evans Fellowship,

Ridgeway-Venn Travel Studentship, Anthony Wilkin Fund, Frederick Williamson Memorial Fund.

It is worth looking at other opportunities in this edition of the Reporter, since you may fit a particular category: e.g. Robert Gardiner Memorial Scholarships for Irish citizens, Mary Euphrasia Mosley Fund (Commonwealth Travel).

Other awards appear throughout the year. An issue of the Reporter of importance for those working in the Mediterranean is the 1st week in October (2009's version: <http://www.admin.cam.ac.uk/reporter/2009-10/weekly/6160/section3.shtml#heading2-19>). This covers a number of studentships and scholarships that, although administered by the Faculty of Classics, may be available to any Graduate Student in a relevant subject.

The **Cambridge European Trust** provides support for academically useful travel in Europe (outside the UK). The address and details are at <http://www.admin.cam.ac.uk/univ/cet/awards.html>

College

A second point of reference is your **college**. Support will vary according to the tradition and wealth of the college concerned. Some awards for graduate study (e.g. studentships at Magdalene (Leslie Wilson) and St. John's) are also available. The most important opportunity is provided by post-doctoral Research Fellowships and these require attentive reading of each issue of the University Reporter, since the earliest deadline is in August of each year.

National

The **Arts and Humanities Research Council (AHRC)** provides studentships for UK and EU citizens for one year (MPhil) and three year (PhD) courses, administered by the department. Our current "quota" is one MPhil studentship and 4 PhD studentships, although our students have also been successful in gaining additional studentships from a university "pool" which is not restricted to subject.

Details on how to apply can be found here:

<http://www.admin.cam.ac.uk/offices/gradstud/funding/aid/ahrc/new.html>

NB. In order to meet the AHRC deadline for applications you must apply to Board of Graduate Studies by 29 January 2011. A separate research proposal must also be submitted to the Department by this date.

We strongly urge you to have your AHRC research proposal read by several members of staff before submission; key points are your research question and why you wish to pursue your research at Cambridge.

The **Natural Environment Research Council (NERC)** has grants and studentships within scientific archaeology (<http://www.nerc.ac.uk/funding>).

English Heritage funds conservation-related archaeology in England (<http://www.englishheritage.org.uk/>) and there are parallel organisations in Scotland (**Historic Scotland**), Wales (**Cadw**) and Northern Ireland.

A number of funds are usefully listed on the **CBA** web page:
(<http://www.britarch.ac.uk/grants>)

The **Society of Antiquaries of London** (<http://www.sal.org.uk/>) provides grants for both graduates and fieldwork. The Tessa and Mortimer Wheeler Memorial Fund is particularly aimed at graduates.

The **Society of Antiquaries of Scotland** offers grants towards the costs of all aspects of archaeological and historical research relating to Scotland.
Further details from the Society of Antiquaries of Scotland, c/o National Museums of Scotland, Chambers Street, Edinburgh EH1 1JF.

Period Societies

Prehistoric Society (<http://www.ucl.ac.uk/prehistoric/>)
Society for the Promotion of Roman Studies (<http://www.romansociety.org/>) ,
Hellenic Society (<http://www.sas.ac.uk/icls/hellenic/#grants>)
Society for Medieval Archaeology (<http://www.medievalarchaeology.org/>)
all have limited funds for their members.

Some **local Archaeological Societies** have funds for work in particular counties. One example is the Margary Research Fund. The Sussex Archaeological Society offers £6,000 annually to individuals and groups to assist with the costs of historical and archaeological research with a Sussex connection.

Application forms, together with conditions of grants, can be obtained from Dr Richard Jones at Anne of Cleves House, 52 Southover High Street, Lewes, Sussex BN7 1JA.

The **Cook Trust** covers countryside history with an emphasis on outreach to the community. Address: Mrs. J. Malleson, The Ernest Cook Trust, The Estate Office, Fairford Park, Fairford, Gloucestershire, GL7 4JH.

The **National Trust** invites applications for an Arkell European Research Fellowship, for work in a subject of significance to conservation, heritage and tourist management in Europe. Further details and application forms contact Catherine Leonard, European & Overseas Relations, The National Trust, 36 Queen Anne's Gate, London SW1H 9AS
Fellowships offered to enable young people between the ages of 18 and 30 to undertake study on a theme relevant to the National Trust, incorporating one month's research in another European country. Up to three fellowships are awarded annually. Deadline: mid-December

The **M. Aylwin Cotton Foundation** promotes the advancement of education and learning by furthering the study of archaeology, architecture, history, language and art of the Mediterranean.

<http://pasthorizons.wordpress.com/2008/01/24/dr-m-aylwin-cotton-foundation-awards/>

Foreign Schools Abroad have grants and scholarships for their regional areas: e.g. British School at Rome (<http://www.britac.ac.uk/institutes/index.html>) , Athens, Amman,

Jerusalem and East Africa.

International

Major sources of funding include

National Geographic (<http://www.nationalgeographic.com/research/grant/rg1.html>), Getty

Foundation (<http://www.getty.edu/grants/index.html>),

Wenner Gren (<http://www.wennergren.org/>)

Section 2 - MPhil Guidelines

Courses

The Department of Archaeology offers four MPhil courses (Archaeology, Archaeological Research, Egyptology, and Assyriology). The MPhil course offers flexibility and choice to students at the MPhil level, allowing courses to be tailored to the individual student's interests.

The **MPhil courses in Archaeology, Egyptology, and Assyriology** share a similar structure, which includes three taught modules (chosen by the student in consultation with the supervisor), a Research Skills module, and a dissertation (15,000 words maximum). Most taught modules are assessed by written examination and an assessed coursework component. For details of available modules follow the link "MPhil Courses" on the page <http://www.arch.cam.ac.uk/for-current-graduate-students/>. A full list with submission dates for 2010/11 is included on page 32.

The **MPhil in Archaeological Research**, allowing more focused, independent study guided by a supervisor, involves three assessed elements (the Research Skills module, a Research Paper, and a dissertation of 25,000 words maximum).

The **Research Skills Module** is taken by all MPhil students in the Department of Archaeology. This module meets in Michaelmas and Lent terms (e.g. October through March) and provides training in general skills such as formulating a research design, analysing data and making presentations. It is assessed through oral presentation of a research design for the student's MPhil dissertation, made to a group of peers and staff; a written version of the presentation will be submitted at the end of Lent Term.

Assessed Work

All MPhil courses have assessed work components, usually essays of specified length. Your supervisor will read and comment on outlines of assessed work but will not read early drafts. You will receive advice on MPhil essay writing within the Research Skills workshop. You must keep your essays below the maximum word count or you may incur a penalty and/or be required to shorten and re-submit your work. You are required to keep track of submission dates and submit on time; any requests for legitimate extensions should be made through your College Tutor.

Essays and assessed work are double-blind marked and students will receive unconfirmed marks and be given written feedback. It is not necessary to respond to the provided feedback, which is intended to help students to improve the next submission. Marks on assessed work cannot be negotiated, and there is no scope for adding material to assessed work once it is submitted.

Reading Lists

You will receive reading lists for every module and usually for each lecture or seminar within any module. You will probably feel overwhelmed by the quantity of sources; do keep in mind that staff realise it is not possible for any student to do all the readings offered. Many staff will indicate particularly useful works for you to focus on, or

encourage selection according to your interests.

Recording of Lectures

Recording of lectures is sometimes permitted, but only if a student has followed the procedure laid out below.

No student should record seminars, classes or supervisions involving other students.

Procedures to be followed before recording lectures:

A) *A student with a disability or specific learning difficulty* should follow the procedure set out by the Disability Resource Centre (DRC):

<http://www.admin.cam.ac.uk/univ/disability/students/recording.html>

He or she will be asked to inform the DRC of his or her needs and sign an agreement regarding the use and storage of the recordings made. Acting on information provided by the DRC, the Department of Archaeology will inform lecturers on the courses taken by the student that their lectures will be recorded.

B) *A student who wishes to record lectures for reasons other than disability or specific learning difficulties* must comply with the following procedure before recording:

- 1) Discuss the issue of recording and other study skills with his or her Director of Studies (undergraduate) or Supervisor (graduate).
- 2) Sign an agreement with the Department of Archaeology regarding use and storage of recorded lectures. Recordings made are for the personal use of the student only. Copies of the agreement can be obtained from the Departmental Administrator (Dr Lisa Marlow).
- 3) Seek permission from each lecturer individually to record his or her lectures. Please note that lecturers may not agree. No student may record a lecture without the permission of the lecturer and recordings of lectures which have been made without permission must be deleted or destroyed.

M.PHIL IN ARCHAEOLOGY

The three modules for each course option and their modes of assessment are specified below. The Research Skills module is assessed through one written report corresponding to the student's presentation of his or her dissertation research design, of not more than 2000 words. In addition to these four modules, the student submits a thesis of not more than 15,000 words, including footnotes, but excluding appendices and bibliography, on a topic approved by the Degree Committee for the Faculty of Archaeology and Anthropology.

Examination of the dissertation may include, at the discretion of the Examiners, an oral examination on the thesis and on the general field of knowledge within which it falls.

In awarding the final degree, the elements are weighted as follows: the first three taught modules at 15%, Research Skills at 5%, and the dissertation at 50%.

Archaeological Heritage and Museums

Co-ordinator: Dr Marie Louise Sorensen

This MPhil focuses on the developments both inside and outside archaeology that are changing the context in which archaeology functions as a discipline. As academic archaeology comes of age, different interpretations, each with their own philosophical, social and political consequences, emerge ever more strongly. Developing awareness of these problems, and helping solve them, is an intellectual concern of increasing magnitude. The aim of the course is to educate students within this expanding field and to activate further research.

Structure

- (a) The Socio-politics of the Past, to be assessed through an unseen examination (67%) and an essay of not more than 3000 words length (33%)
- (b) Museums: History, Theory, and Practice, to be assessed through two essays of not more than 4000 words length (50% each)
- (c) Management of Archaeological Heritage, to be assessed through an unseen examination (67%) and an essay of not more than 3000 words length (33%)

Archaeological Science

Co-ordinators: Dr Charles French, Dr Tamsin O'Connell

The Archaeological Science option allows students to familiarise themselves with the basic theories and approaches within archaeological science, particularly within the fields of geoarchaeology, zooarchaeology, archaeobotany and isotopic and molecular archaeology. You are expected to learn about standard analytical techniques used in archaeological science and environmental archaeology applications, and gain hands-on experience of at least one or two laboratory techniques that will form the basis of a specialisation and research. With the dissertation you are expected to complete an intensive, self-motivated study of an archaeological science problem, with high qualities of research organisation and presentation.

Structure

- (a) Archaeological Science, to be assessed through an unseen examination (67%) and an essay of not more than 3000 words length (33%)
- (b) Practical Application of Scientific Methods, to be assessed through two written reports upon practical projects of not more than 4000 words length (50% each)
- (c) Any other module offered in the Department of Archaeology, if all necessary prerequisites are fulfilled and by consent of the instructor and the option coordinator, to be assessed through the mode of assessment specified for that module.

Archaeology of the Americas

Co-ordinator: Dr Elizabeth DeMarrais

Ancient South America is a survey of the peoples and cultures of the Andes, covering the time span from the initial peopling of the continent until European contact in the 16th c. AD. Special emphasis is placed on understanding and explaining the emergence of complex societies (e.g., Moche, Chimor, Tiwanku, Wari, and the Inka empire). This

course will next be offered in 2011-12. *The Archaeology of North America and Mesoamerica* covers the rise of complex societies in two areas of North America (the Southeast US and the American Southwest) and the archaeology of Mexico and Central America (including the Olmec, Maya, Zapotec, Teotihuacan, and Aztec polities). This course will be taught in 2010-11.

Structure

- (a) Archaeology of the Americas, to be assessed through an unseen examination (67%) and an essay of not more than 3000 words length (33%)
- (b) Core Archaeology, to be assessed through an unseen examination (67%) and an essay of not more than 3000 words length (33%)
- (c) Any other module offered in the Department of Archaeology, if all necessary prerequisites are fulfilled and by consent of the instructor and the option coordinator, to be assessed through the mode of assessment specified for that module.

Egyptian Archaeology

Co-ordinator: Dr Kate Spence

This MPhil teaches the historical archaeology of ancient Egypt. In 2010-11 we will cover the processes of state formation to the beginning of the New Kingdom (c. 3500 BC– 1550 BC), while in 2011-12 the focus will be on the New Kingdom and later periods of Egyptian history (c. 1550 BC – 330 BC). Within this chronological framework a series of interlinking topics will be treated including:

- Historical records and frameworks of interpretation
- The nature of political power and its expression
- Interconnections and foreign trade
- Technology, production and exchange
- Society and settlement
- State and private religion
- Mortuary practices
- Knowledge, identity and belief
- Monumental architecture
- Art and material culture

A strong emphasis will be placed on integrating textual, archaeological and artistic records throughout the course.

Structure

- (a) One module in Egyptian Archaeology (Historical Archaeology of Ancient Egypt I, Historical Archaeology of Ancient Egypt II, or Landscapes, Built Environment, and Material Culture of Ancient Egypt), to be assessed through an unseen examination (67%) and an essay of not more than 3000 words length (33%)
- (b) Core Archaeology, to be assessed through an unseen examination (67%) and an essay of not more than 3000 words length (33%)
- (c) Any other module offered in the Department of Archaeology, if all necessary prerequisites are fulfilled and by consent of the instructor and the option coordinator, to be assessed through the mode of assessment specified for that module.

European Prehistory

Co-ordinator: Dr John Robb

This MPhil teaches the prehistory of Europe, covering the span from about 10,000 BC through the Roman period. Covering the area from the Mediterranean to Scandinavia and from Eastern Europe to the Atlantic, it traces and discusses the dramatic changes characterising this span:

- the post-glacial recolonisation of Northern Europe
 - the origins and spread of agriculture
 - the development of broad horizons of material culture, long-distance exchange networks and economic intensification in the 4th and 3rd millennia BA
 - the monumentalisation of the landscape and the rise of new deathways in megalithic cultures throughout Neolithic and Bronze Age Europe
 - the rise of the first states in Europe, and the development of complex relationships with civilisations of the Near East, and, increasingly, the Eastern and Central Mediterranean
- Cross-cutting themes linking treatment of periods include material culture, social aspects of technology and economy, symbolism and culture, and social identities and values such as gender, the body, and political status and affiliation.

This course option is appropriate for both students with background in European prehistory and students new to the subject.

Structure

- (a) European Prehistory, to be assessed through an unseen examination (67%) and an essay of not more than 3000 words length (33%)
- (b) Core Archaeology, to be assessed through an unseen examination (67%) and an essay of not more than 3000 words length (33%)
- (c) Any other module offered in the Department of Archaeology, if all necessary prerequisites are fulfilled and by consent of the instructor and the option coordinator, to be assessed through the mode of assessment specified for that module.

Medieval Archaeology

Co-ordinators: Dr James Barrett and Dr Catherine Hills

This MPhil teaches the medieval archaeology of Britain and northern Europe, covering more than a thousand years between the end of the western Roman Empire during the 5th century AD and the Reformation of the 16th century AD. This era was characterized by profound social and economic disintegration and metamorphosis during which the world of North European late antiquity was transformed into a recognisable antecedent of the modern period. Key themes of this era covered in this course include the process of state formation, the spread of Christian ideology which accompanied it, the collapse and revival of urbanism and the market economy, the evolution of the physical and political landscape and the impact of expansion and catastrophe.

Medieval archaeology benefits from a wealth of archaeological, scientific and historical evidence ranging from microscopic fragments of DNA to entire landscapes best viewed from the air. Study of the archaeologies of power, justice, conflict, migration, identity, settlement, domestic space, the family, religion, death and disease bring new perspectives to familiar institutions and monuments such as churches, castles, towns and villages. This course uses the full range of archaeological method and theory, and also fosters interdisciplinary approaches in incorporating the study of history, art history, anthropology, historical geography, literary sources and scientific methods (a rare combination of approaches for which this subject is unusually well suited). There are

ample opportunities for fieldwork including group visits, volunteering on established research programmes and independent research.

As a wide-ranging course the Medieval Archaeology MPhil option is intended for students with a diverse range of educational backgrounds (indeed such diversity enriches the learning environment). Students can come to the Medieval Archaeology MPhil option from previous study in archaeology including medieval or historical archaeology, from related subjects such as history, anthropology or geography *or* be new to the subject.

Structure

(a) Either Medieval Europe, 5th-11th centuries AD or Medieval Europe: 11th-16th centuries AD, to be assessed through an unseen examination (67%) and an essay of not more than 3000 words length (33%)

(b) Core Archaeology, to be assessed through an unseen examination (67%) and an essay of not more than 3000 words length (33%)

(c) Any other module offered in the Department of Archaeology, if all necessary prerequisites are fulfilled and by consent of the instructor and the option coordinator, to be assessed through the mode of assessment specified for that module.

Mesopotamian Archaeology

Co-ordinator: Dr Augusta McMahon

This MPhil course covers the archaeology of the prehistoric and historical periods of Mesopotamia, from c 6000 BC to the Persian Period. The course is divided chronologically, with each half taught in alternate years:

Archaeology of Mesopotamia: Prehistory and early states [taught in 2010–11]

Archaeology of Mesopotamia: Territorial states through empires [2011–12]

Themes addressed include:

- origins and development of urbanism, complex societies and empires
- development of religious institutions and economic bureaucracies
- trade, diplomatic exchange and the creation of value
- funerary rituals
- warfare and conflict
- the impact of climate change on settlement
- elaboration of technology and hybridization in art.

This course is appropriate for students with some background in Mesopotamian archaeology and for students new to the subject. Students wishing to combine study of the ancient languages with the archaeology and culture of Mesopotamia should apply for the MPhil in Assyriology.

Structure

(a) Either The Archaeology of Mesopotamia, to be assessed through an unseen examination (67%) and an essay of not more than 3000 words length (33%), or Topics in Mesopotamian Archaeology, to be assessed through two essays of 4000 words each (each 50%)

(b) Core Archaeology, to be assessed through an unseen examination (67%) and an essay of not more than 3000 words length (33%)

(c) Any other module offered in the Department of Archaeology, if all necessary prerequisites are fulfilled and by consent of the instructor and the option coordinator, to be assessed through the mode of assessment specified for that module.

Palaeolithic and Mesolithic Archaeology

Co-ordinator: Dr Preston Miracle

This course surveys the development of human societies from the earliest times in Africa to the development of farming communities, from a world-wide perspective.

Structure

- (a) Palaeolithic and Mesolithic Archaeology, to be assessed through an unseen examination (67%) and three essays of not more than 1000 words length each (11% each, totalling 33%)
- (b) Core Archaeology, to be assessed through an unseen examination (67%) and an essay of not more than 3000 words length (33%)
- (c) Any other module offered in the Department of Archaeology, if all necessary prerequisites are fulfilled and by consent of the instructor and the option coordinator, to be assessed through the mode of assessment specified for that module.

South Asian Archaeology

Co-ordinator: Dr Cameron Petrie

This MPhil teaches the archaeology of the prehistoric, proto-historic and Early Historic periods in South Asia, covering the span from about 7,000 BC through AD 450. The course presents an integrated perspective on the archaeology of South Asia, and puts the subcontinent into its broader regional context. It traces and discusses the dramatic changes characterising this span, which include:

- the origins of the first village settlements and the spread of agriculture
- the transformation of early village societies and the rise of the Indus Civilisation
- the development of long-distance exchange networks and economic intensification
- the rise of urbanism and the development of integrated cultural assemblages throughout the western subcontinent
- the development of complex relationships with civilisations of the Near East, and the populations of the peninsula India
- the decline and transformation of the Indus urban system
- the secondary urbanism of the Early Historic period
- the interplay between religion and society
- the development of complex states and empires

The investigation of individual issues and periods will be linked by themes focusing on material culture, social aspects of technology and economy, symbolism and culture.

Structure

- (a) South Asian Archaeology, to be assessed through an unseen examination (67%) and an essay of not more than 3000 words length (33%)
- (b) Core Archaeology, to be assessed through an unseen examination (67%) and an essay of not more than 3000 words length (33%)
- (c) Any other module offered in the Department of Archaeology, if all necessary prerequisites are fulfilled and by consent of the instructor and the option coordinator, to be assessed through the mode of assessment specified for that module.

MPhil in Archaeology (unspecified)

This option is available for students coming to Cambridge who have not yet decided upon

a specific option to pursue, and for students whose particular combination of interests cannot be accommodated in one of the options on offer. In the former case, **it is expected that they will choose a named option by the beginning of the third week of Michaelmas Term.** In the latter case, which is expected to be infrequent, the combination of options to follow is strictly by agreement with the option coordinator and the student and coordinator should agree this before coming to Cambridge. Very rarely, it may allow a route for students who, having done the Cambridge B.A., have considerable experience in the approaches and topics covered in the Department but want to tailor a taught MPhil to a particular research project. Students pursuing this option can take one Directed Readings module, with the consent of a supervisor for the module and their MPhil coordinator. If however their interests would not be served by a taught component, they should be directed towards the MPhil in Archaeological Research instead.

Structure

- (a) Core Archaeology, to be assessed through an unseen examination (67%) and an essay of not more than 3000 words length (33%)
- (b) Any other module offered in the Department of Archaeology, if all necessary prerequisites are fulfilled and by consent of the instructor and the option coordinator, to be assessed through the mode of assessment specified for that module.
- (c) Any other module offered in the Department of Archaeology, if all necessary prerequisites are fulfilled and by consent of the instructor and the option coordinator, to be assessed through the mode of assessment specified for that module.

M.PHIL IN ASSYRIOLOGY

Co-ordinator: Dr. Nicole Brisch

The structure of the MPhil in Assyriology includes five elements:

Research Skills (5% of the student's final mark).

Three modules, each counting as 15% of the student's final mark.

A dissertation, an extended piece of independent, original research. Students are encouraged to indicate a research interest in their application and to focus on a topic early in the year. The research is undertaken under the direction of an appropriate Supervisor appointed at the start of the academic year; typically project formulation and sometimes data acquisition are done between October and May, while the writing is done over the summer. The topic of the dissertation has to be approved by the Faculty of Archaeology and Anthropology Degree Committee; the dissertation is of maximum 15,000 words including footnotes, but excluding appendices and bibliography, and is due at the end of August; it counts as 50% of the student's final mark.

Of the three modules besides Research Skills, the student's first module must be a language course (1A, 1B or 2 in the list below). For Module 1 (Akkadian), students can choose either version 1A (Elementary Akkadian) or 1B (Advanced Akkadian) as appropriate to their experience. Module 2 (Sumerian) is only available to those with some previous knowledge of Akkadian.

The student's second and third modules can be chosen from modules 1-5 listed below. For Modules 3 (Mesopotamian Culture) and 4 (Archaeology of Mesopotamia) the A and B options alternate annually, and the student can take whichever option is offered during the year they are doing the MPhil. The topics for Module 5 (Special Topics) will be prescribed at the beginning of each academic year. Finally, the student's third module can

also be any other MPhil module offered in the Department of Archaeology (listed under the MPhil in Archaeology and the MPhil in Egyptology), with consent of the module's instructor and the MPhil in Assyriology co-ordinator.

1) Akkadian

Either 1A: Elementary Akkadian language and texts (assessed through one 3-hour written examination)

Or 1B: Advanced Akkadian language and texts (assessed through one 3-hour written examination)

2) Sumerian language and texts (assessed through one 3-hour written examination)

3) Mesopotamian culture (assessed through two essays of 4000 words, 50% each)

Either 3A: Mesopotamian literature

Or 3B: Mesopotamian religion and science

4) Archaeology of Mesopotamia (assessed through an examination (67% of marks) and an essay of up to 3000 words (33% of marks))

Either 4A: Archaeology of Mesopotamia: Early period to 2000 BC

Or 4B: Archaeology of Mesopotamia: Late period, 2000-539 BC

5) Topics in Mesopotamian history and archaeology (assessed through two essays of 4000 words, 50% each)

6) Any other MPhil module offered in the Department of Archaeology, with the consent of the module's instructor and the MPhil in Assyriology coordinator.

This allows students to combine topic, area and method-oriented modules in a way tailored to their particular research interests; the student's choice of modules must be approved by the MPhil in Assyriology coordinator to ensure a coherent course of study.

M.PHIL IN EGYPTOLOGY

Co-ordinator: Dr Kate Spence

The structure of the MPhil in Egyptology includes five elements:

Research Skills (5% of the student's final mark).

Three modules, each counting as 15% of the student's final mark.

A dissertation, an extended piece of independent, original research. Students are encouraged to indicate a research interest in their application and to focus on a topic early in the year. The research is undertaken under the direction of an appropriate Supervisor appointed at the start of the academic year; typically project formulation and sometimes data acquisition are done between October and May, while the writing is done over the summer. The topic of the dissertation has to be approved by the Faculty of Archaeology and Anthropology Degree Committee; the dissertation is of maximum 15,000 words including footnotes, but excluding appendices and bibliography, and is due at the end of August; it counts as 50% of the student's final mark.

Of the three modules besides Research Skills, the first module can be any Egyptology language or archaeology option (all but the last module listed below); the same is true for the second module. Note that for language modules, choice of module is subject to the student's prior experience to make sure that they have the preparation to benefit from the module taken; the course co-ordinator will provide guidance upon this. The third module can be any module in Egyptian archaeology or culture (modules 5-8 below), but it can also be another MPhil option offered in the Department of Archaeology (module 9

below).

- 1) Introduction to Egyptian Language (assessed through one 3-hour written examination)
- 2) Advanced Egyptian Language (assessed through one 3-hour written examination)
- 3) Coptic (assessed through one 3-hour written examination)
- 4) Demotic (assessed through one 3-hour written examination)
- 5) Landscapes, Built Environment, and Material Culture of Ancient Egypt (assessed through one examination (67% of marks for the module) and one essay of 3000 words (33%))
- 6) Historical Archaeology of Ancient Egypt I (assessed through one examination (67% of marks for the module) and one essay of 3000 words (33%))
- 7) Historical Archaeology of Ancient Egypt II (assessed through one examination (67% of marks for the module) and one essay of 3000 words (33%))
- 8) Topics in Egyptology (assessed through 3 essays of 3000 words. The subject of each essay will be agreed by the student with the teaching staff as an outcome of the lectures and associated seminars held in the previous term)
- 9) Any other MPhil module offered in the Department of Archaeology, with consent of the module's instructor and the MPhil in Egyptology coordinator.

This allows students to combine topic, area and method-oriented modules in a way tailored to their particular research interests; the student's choice of modules must be approved by the MPhil in Egyptology coordinator to ensure a coherent course of study.

M.PHIL IN ARCHAEOLOGICAL RESEARCH

Co-ordinator: Dr Simon Stoddart

The structure of the MPhil in Archaeological Research includes three components:

Research Skills, counted as 5% of the student's final mark.

A Research Paper of up to 6000 words, due at the beginning of Easter Term. The research paper will count 25% of final marks for the degree, and will be developed under guidance from the student's supervisor. The Research Paper is an important milestone which helps students progress towards the dissertation and which allows early identification and correction of any problems with the proposed. It should not duplicate elements which will ultimately be included in the dissertation; rather, it should present the research questions and explore the means of investigating them, providing a preliminary framework and exploration of feasibility which will be superseded by the dissertation itself. It should provide discussion of the research context for the dissertation, covering a number of topics:

- review and critical discussion of the conceptual and empirical background for the MPhil dissertation
- review of research already conducted on the topic of the dissertation
- presentation of the research resources to be used in studying the problem, both generally and in the research to be undertaken (sources of data or other information, methods used to study them)
- discussion of some potential outcomes of the research and their possible significance
- where appropriate, a pilot study or "proof of concept" investigation of the feasibility of the project

The dissertation, an extended piece of independent, original research. Students work with their supervisor to formulate a dissertation project, carry out research and write it up.

The topic of the dissertation has to be approved by the Faculty of Archaeology and Anthropology Degree Committee; the dissertation is of maximum 25,000 words (excluding bibliography and appendices) and is due at the end of August; it counts as 70% of the student's final mark.

Module Assessment Submission Dates

Please note that you may have the same submission date for more than one assignment. It is therefore important to start planning your assignments as early as possible. Assignments should be submitted to Mark Newman in the Department Office no later than 12 noon on the submission date. Requests for extensions must be for severe and unforeseeable reasons (i.e., medical, computer theft) and must be made through your College Tutor, accompanied by evidence (medical note, police report). **The submission date for all MPhil dissertations is 31 August 2011.**

Penalties for late submission of coursework

The department will penalize late submission of all coursework (essays, research skills exercises, dissertations) unless prior arrangements have been made. Five points will be deducted for the first day a piece of assessed work is late, and an additional one point will be deducted for each day thereafter.

Students must be aware that this penalty can radically change the mark for assessed work and may result in a failing mark. For instance, an essay marked as a 65 (High Pass) will be reduced to a 60 (barely a Pass) if submitted one day late, and will fail (59) if it is two days late.

If students cannot hand in their coursework on time, through circumstances beyond their control (illness, data access problems, computer problems), the department is willing to arrange short extensions of up to one week. The problem must be documented, and the arrangement for an extension must be made as far in advance of the deadline as possible, and at minimum two days prior to the deadline. Extensions may be requested through the relevant MPhil Coordinator; if s/he is not contactable, the Graduate Officer and Graduate Administrator should be contacted.

Requests for extensions of over a week, for e.g., serious illness, should be made through the student's College Tutor. Again, these arrangements must be made well in advance of any deadline.

We cannot grant extensions for English language editing, nor if a student is simply out of the UK on the date a piece of work is due. In the latter case, the department also cannot accept e-mailed work, due to the extra demand this would create on staff time; any student who will be out of the country must make arrangements for someone local to hand in work on their behalf or must post/courier work so that it arrives in the department by the due date (not postmarked on the due date).

MPhil Modules with Submission dates

| | | |
|---|--|---------------------------|
| Advanced Akkadian Language and Texts | Examination (100%) | Easter Term |
| Advanced Egyptian Language | Examination (100%) | Easter Term |
| Archaeological Science | Examination (67%) 3000 word essay (33%) | Easter Term 3 December |
| Archaeology of Mesopotamia | Examination (67%) 3000 word essay (33%) | Easter Term 4 February |
| Archaeology of the Americas | Examination (67%) 3000 word essay (33%) | Easter Term 29 April |
| Coptic | Examination (100%) | Easter Term |
| Core Archaeology | Examination (67%) 3000 word essay (33%) | Easter Term 29 April |
| Demotic | Examination (100%) | Easter Term |
| Directed Readings | 4000 word essay 1 (50%) 4000 word essay 2 (50%) | 11 March 29 April |
| Elementary Akkadian Language and Texts | Examination (100%) | Easter Term |
| European Prehistory | Examination (67%) 3000 word essay (33%) | Easter Term 29 April |
| Historical archaeology of Ancient Egypt I | Examination (67%) 3000 word essay (33%) | Easter Term 29 April |
| Introduction to Egyptian Language | 100% examination | Easter Term |
| Landscapes, Built Environment, and Material Culture of Ancient Egypt | 4000 word essay 1 (50%) 4000 word essay 2 (50%) | 4 February 29 April |
| Management of Archaeological Heritage | 4000 word essay 1 (50%) 4000 word essay 2 (50%) | 5 February 29 April |
| Material Culture | Examination (67%) 3000 word essay (33%) | Easter Term 29 April |
| Medieval Europe: 11th-16th centuries AD | Examination (67%) 3000 word essay (33%) | Easter Term 29 April |

| | | |
|--|--|---|
| Medieval Europe: 5th-11th centuries AD | Examination (67%) 3000 word essay (33%) | Easter Term 29 April |
| Mesopotamian Culture | 4000 word essay 1 (50%) 4000 word essay 2 (50%) | 4 February 29 April |
| Museums: History, Theory, Practice | Examination (67%) 3000 word essay (33%) | Easter Term 29 April |
| Palaeolithic and Mesolithic Archaeology | Examination (67%) 1000 word essay 1 (11%) 1000 word essay 2 (11%) 1000 word essay 3 (11%) | Easter Term 3 December 4 February 29 April |
| Practical Application of Scientific Methods | 4000 word report 1 (50%) 4000 word report 1(50%) | 29 April 29 April |
| Sociopolitics of the Past | Examination (67%) 3000 word essay (33%) | Easter Term 3 December |
| South Asian Archaeology | Examination (67%) 3000 word essay (33%) | Easter Term 29 April |
| Sumerian | 100% examination | Easter Term |

Research Skills 2009-10

Research Skills are compulsory for all Mphils and form 5% of the overall MPhil mark. MPhil students are required to submit a 2000 word research design and make a short presentation to fellow students and staff. The submission date for the research design is 12 noon on 11th March 2011. The presentations take place at the start of Easter term. (See page 8 for schedule of Research Skills Seminar topics.)

Constructing an MPhil dissertation

Supervisions

You should meet with your dissertation supervisor during the year to discuss your topic, title, methodology and sources. You should also have meetings with your supervisor during the summer, when most students complete research and write. The number and extent of meetings will vary according to your topic; you may also find you have significant email contact, as well as meetings in person. Your supervisor will read and comment on drafts of sections/ chapters and may read the near-final draft of the complete dissertation.

Length

The maximum word length is 15,000, (or 25,000 for the Research MPhil) including appendices and bibliography, but excluding abstract, front matter (table of contents, lists)

and footnotes. You must adhere strictly to the word limit. Graphic material included in the body of the text does *not* contribute towards the word count. The internal Department deadline for the submission of title is division of Lent Term; the Department deadline for the submission of dissertations is 31 August.

Format

The norm is A4 paper, 1” margins, 12pt text in Times Roman and double-spaced. Do not use less than 12 pt. Dissertations are generally soft-bound, ie. with a spiral binding, and plastic covers.

Structure

Outside: Title page containing title, your name, college, date (optional) and declaration, stating ‘This dissertation is submitted for the Degree of Master of Philosophy’.

Inside:

1. Preface, including signed declaration stating ‘This dissertation is the result of my own work and includes nothing which is the outcome of work done in collaboration, except where specifically indicated in the text’, together with a statement of length, saying that the dissertation does not exceed the word limit stipulated by the Degree Committee for the Faculty of Archaeology and Anthropology.
2. Abstract (200 words maximum).
3. Table of contents.
4. Acknowledgements and dedication.
5. List of tables.
6. List of illustrations.
7. Text.
8. Bibliography.

Bibliography

This should follow a consistent style, which should be followed also at the time of collection of data.

The bibliography should be checked for completeness and redundancy.

One accepted bibliographic scheme is that of *Antiquity*:

For a journal article:

RANDBORG, K. 1990. Between Classical antiquity and the Middle Ages: new evidence of economic change, *Antiquity* 64: 122–7.

For a book/monograph:

HODDER, I. 1990. *The domestication of Europe. Structure and contingency in Neolithic Societies*. Oxford: Basil Blackwell.

For a paper in a book/monograph:

HALSTEAD, P. & J. O’SHEA. 1982. A friend in need is a friend indeed: social storage and the origins of social ranking, in C. Renfrew & S. Shennan (ed.), *Ranking, resource and exchange. Aspects of the archaeology of early European society*: 92–9. Cambridge: Cambridge University Press.

For an unpublished work:

SAXE, A.A. 1970. The social dimensions of mortuary practice. Unpublished Ph.D thesis, Department of Anthropology, University of Michigan.

If you cite two or more articles from the same book/monograph, make the book itself a separate entry and cross-reference to it:

HOPE, G. & P.J. HUGHES. 1985. Geomorphic fieldwork and the evolution of the landscape of Kakadu National Park, in Jones (ed.): 220–40.

JONES, R. (ed.). 1985. *Archaeological research in Kakadu National Park*. Canberra: Australian National Parks and Wildlife Department. Special Publication 13.

JONES, R. & I. JOHNSON. 1985. Deaf Adder Gorge: Lindner Site, Nauwalabila I, in Jones (ed.): 165–218

Variation on regulations

Additional media such as DVD and CD-ROM are allowable by special request.

Submission

For details of submission procedure, see the Board of Graduate Studies website - (<http://www.admin.cam.ac.uk/offices/gradstud/current/submitting/mphil/>); *two* copies of the Certificate of Submission form should accompany the *two* copies of the dissertation.

Examination

There is an oral examination only in cases of dispute, or failure.

Section 3 – PhD Guidelines

All **PhD students** are assigned a supervisor and an advisor and may have additional co-supervisors and/or advisors who make up your “supervisory team”. You will have frequent meetings with your supervisor and other team members and should meet together with the full team at least once per term.

Leave to Work Away and other administration

You will probably be away from Cambridge on fieldwork, archive research or similar for one or more terms during your PhD. You must fill in a Leave to Work Away form before your depart (on your BGS self-service page) and fill in the department’s Risk Assessment form at the same time. For PhD students beginning in or after October 2010, you will still be responsible for full university tuition fees while away; you may or may not be responsible for a college fee as well—check with your Tutorial Office.

Your self-service page is also the source for other forms for extending submission deadlines, intermission, etc.

First and Second Year Interviews: Progress Reports

Progress will be reviewed in a first year interview (Lent Term) and a second year interview (Michaelmas Term of second year). Both require the submission of a report and attendance at a formal minuted interview where the supervisor, advisor and other members of staff will be present. There is also a brief written submission confirming progress in January of the 3rd year.

Objectives

The primary purpose of the progress reports and interviews is to ensure that you have a workable research project (1st year) and are making good progress (2nd year).

These interviews serve a variety of functions:

- a) All staff of the Department are interested in the research of our Ph.D. candidates, yet there are few regular channels for finding out at first hand the nature of their work, and keeping track of its progress.
- b) Each member of staff has a variety of interests, a range of expertise, and professional contacts that most students may not be aware of; familiarity with students' work allows staff to offer advice or assistance, or to make suggestions as to potentially useful literature and contacts.
- c) Students should be developing their research objectives as a coherent project from the start; the sooner they work out a structure for the project, the sooner they can make productive headway – given the 3-4 year ideal span of Ph.D. research, the earlier progress is made, the better.

The two interviews form useful deadlines for bringing projects into focus. It is anticipated that after the second year, students will begin to be in a position to present their on-going work in public, for which there are various seminar series and subject conferences available to which research students are encouraged to contribute.

The interviews and the recommendations of the supervisor are considered when the decision is taken to register a student for a specific research degree (M.Litt. or Ph.D.). At Cambridge, research students are not initially registered for a specific research degree. The decision to register the student for a specific degree constitutes recognition by the

Department that the work being undertaken is viewed as realistic and accomplishable, and appropriate for that degree. Usually, registration occurs after the second-year interview, though it may be delayed if the nature and scope of the work has not been clearly defined, or if the student's progress is less than one would expect, keeping in mind a notional completion date within 3-4 years.

In nearly all cases, students are admitted to study for the Ph.D. degree; in a few cases, it may be felt that the scope of the project, or the way it is being pursued, is more appropriate for an M.Litt. degree, and this decision is taken in consultation with the student.

If students are away in the field during the normal dates for the first or second-year interviews, these will be re-scheduled when the student is back in Cambridge. Similar rescheduling will be made for those who start after the beginning of the academic year (i.e., Lent Term).

The following guidelines suggest how the reports, which form the background to each of the interviews, should be structured so as to best fulfil the above functions.

First-year Report

The report must not exceed 3,000 words and should include a discussion of the research question and project, a clear research design, and an outline of the planned timetable for the work. References are not necessary, but a brief list of works cited may be included if thought to be crucial. Essentially the report should make clear, as a basis for discussion, the nature and scope of the work to be pursued and provide a realistic plan for its execution.

The discussion of the project should make clear its overall objectives and archaeological significance and provide relevant background information, such as a brief account of any previous work and sources.

The research design should include a statement about the specific questions the research attempts to address, the types of information that will be sought, and the methods of observation and data analysis that will be employed.

The timetable of research must aim at a three-year span. This should outline the student's planned activities, including the likely timing and duration of any fieldwork or archive research away from Cambridge and potential constraints (such as the need for field or museum permits, cooperation of other archaeologists, equipment needs, or specialist requirements such as radio-carbon dating or other expert assistance).

Comments on the project will be made by staff at the discussion, and any concerns will also be followed up with suggestions by the supervisor.

At this stage we expect you to have firmed-up a project goal, a strategy and timetable for pursuing it, and to be clear on the practicalities and legalities of access to relevant material and fieldwork. We do not expect you to have gone very far with the actual research, and are not assessing that. We are instead reassuring ourselves that you are pointed *in the right direction*, can *achieve* the planned research, and achieve it *in the time allowed* for doctoral research. You need to make an original contribution to knowledge or understanding. Be clear about what kind of contribution you are anticipating. In this it is very valuable to situate your plans in the context of related research already conducted or underway. Your report should summarise the state of play in your field.

By the time of your interview, you will have received guidance within the Research Skills

module on various aspects of research design, and we expect that guidance to have informed the research plans you present. Where relevant, sketch maps and other figures can be useful.

You may be asked about practicalities, particularly in relation to fieldwork or lab work, that should be well planned out by the time of this interview.

Second-year Report

The second-year report must not exceed 3,000 words and should review the progress since the first year interview in the light of the expectations set out in the first-year report. Background information in the first-year report should be very briefly summarised. The report should pay particular attention to any problems not originally anticipated and to any significant variation in objectives, research design or timetabling, with a revised timetable, a proposed chapter layout (order and notional titles) and estimate of the probable completion date. The latter may subsequently change, but it proves a useful exercise to concentrate the mind.

We expect you to be well into your research by this point, and our aim is to reassure ourselves that your rate of progress is satisfactory. In your report you need to make it clear how the objectives of the first report have been met, how they have been modified, and how you intend to proceed through the second half of your research.

Report production and submission, 1st and 2nd year

You will receive an email from the Graduate Secretary in advance of your interview, letting you know the date of your interview and the deadline (1 week before) for submitting your report. There are usually 3-4 interview dates per term, to take into account staff availability; but we will only change your interview date for essential reasons. It is recommended that your reports are seen by supervisors and preferably also advisors, so that their advice can be taken on board before the report is submitted. Students should submit reports to the Graduate Secretary; pages must be numbered and reports left unstapled. Reports must be submitted by the specified date, to allow staff time to read the reports before the interviews. If any student is uncertain about what they should include in their report, they should consult their supervisor in the first instance.

Interviews

The interviews will begin with an opportunity for the student either to briefly summarise their report or to add any relevant information not included in the original submission. The supervisor and advisor are then asked to comment and ask questions, drawing attention to particular issues, or requesting further elucidation of specific points. Questions may then be put to the student or supervisor by other members of staff. The interview lasts about forty-five minutes and minutes are taken by a member of staff or the Graduate Administrator.

It is very easy to make the interview into more of an ordeal than it needs to be, though it is bound to be at least slightly intimidating - we have not succeeded in coming up with any format for the interviews which totally avoids this. The intention is that the interviews should be helpful for students - they are meant to be a discussion of on-going research, not an interrogation. In a sense, being able to present and discuss one's own work is an aspect of research in which all students need to gain experience.

Third Year Students Progress Check

We have recently instituted a 3rd-year check on PhD progress. Like the 1st and 2nd year interviews, this is intended to be a positive experience, an opportunity for you to list completed elements of data gathering, analyses and writing and to assess your timetable and your final steps. This report is due in Lent Term of your 3rd year (or the equivalent, if you began your PhD later in the academic year).

The 3rd-year progress report is a brief document that should comprise your Table of Contents (max 1 page of A4) and a 1-page (max 600 words) summary of your progress, including elements completed, elements extant in draft form, elements still to do, and a final timetable for completion.

There is no formal interview as part of this progress check; you should meet with your supervisor to discuss the report and submit a final copy, signed by you and your supervisor, to the Graduate Administrator.

Fourth Year and “Beyond Terms” Students Meeting

If a student reaches the fourth year of research and is encountering obstacles to completion, a monitoring meeting will take place. The student him/herself would be expected to call the meeting, in consultation with the supervisor. Should this not happen, then the supervisor or Graduate Officer would call the meeting, which would comprise, at least, the student, supervisor and at least one other member of staff.

The meeting may follow a number of different formats (i.e., interview, report). The decision as to which format to use would normally be made by the student in consultation with the supervisor. The monitoring meeting should result in a written statement, which should include a timetable, signed by the student, supervisor, advisor and possibly HOD or Graduate Officer.

The Department (and Board of Graduate Studies) will not grant any deferral after the sixth year of research, and intends in future to contract this to five years.

Constructing your Ph.D. dissertation

Supervisions

You should meet with your supervisor(s) and advisor regularly to discuss your topic, title, methodology, sources and progress. The number and extent of meetings will vary according to your topic, data-gathering fieldwork and progress; you may also find you have significant email contact during some terms, as well as meetings in person. Your supervisor(s) will read and comment on drafts of sections/ chapters and should read the near-final draft of the complete dissertation. Your Advisor should give additional advice and may read sections/ chapters, depending upon role. Be sure to read the Board of Graduate Studies Code of Practice for university regulations and suggestions for best practice in research (<http://www.admin.cam.ac.uk/offices/gradstud/practice/index.html>).

Content

Please see the Board of Graduate Studies Code of Practice, especially Section 4.2.1, for description of PhD research expectations.

Note in particular with regard to previous research included in your PhD that you must

acknowledge and substantially expand on previously-produced material: “Material included in the dissertation will vary according to subject, but may include: critical review; reworking of existing material, providing the provenance of such material is clearly identified (this may include data collected by the candidate during a research-preparation master’s degree); and the results of original investigation carried out during the course. Published papers may be presented as an integral part of the dissertation providing the work is set in the context of an overall thesis, with suitable introductory and concluding passages to link them to the rest of the work. The candidate must make clear in the preface, in notes or in a bibliography:

- the sources from which information has been derived;
- the extent to which use has been made of the work of others; this is particularly important for students working in research groups where several individuals may contribute to the same experimental work and intellectual property may be shared; where collaborative work has been carried out, it must be clear to the Examiners exactly what the candidate has contributed to the research;
- any material included in the dissertation that the candidate has previously submitted or is submitting for any other qualification at this or any other institution (a thesis will not be accepted if it is substantially the same as one submitted for another qualification).”

Length

The maximum (not average or minimum) length for a PhD dissertation is 80,000 words, including footnotes, figures, tables, charts, diagrams, illustrations, but excluding bibliography, cited references and appendices. A standard maximum length is 350 pages, with the following assumptions: A4 paper, 1” margins, 12pt text in Times Roman and double-spaced. You must not use less than 12 pt font.

Format

The Board of Graduate Studies website gives specifications for the final bound copy. We recommend that the two copies you submit for examination follow the format closely, but should be provided in soft-bindings. You may also be requested to provide a digital copy in pdf format, as this assists examiners greatly, particularly those overseas.

Structure

Outside: Title and name

Inside:

1. Title page (Exact title, Full name, College, Date, Declaration of Degree for which submitted.
2. Declaration in Preface testifying to the originality of the dissertation.
3. Statement of length.
4. Summary/Abstract.
5. Table of contents.
6. Acknowledgements and dedication.
7. List of tables.
8. List of illustrations.
9. Text.
10. Bibliography.

Bibliography

This should follow a consistent style, which should be followed also at the time of collection of data.

The bibliography should be checked for completeness and redundancy.

One accepted bibliographic scheme is that of *Antiquity*:

For a journal article:

RANDBORG, K. 1990. Between Classical antiquity and the Middle Ages: new evidence of economic change, *Antiquity* 64: 122–7.

For a book/monograph:

HODDER, I. 1990. *The domestication of Europe. Structure and contingency in Neolithic Societies*. Oxford: Basil Blackwell.

For a paper in a book/monograph:

HALSTEAD, P. & J. O'SHEA. 1982. A friend in need is a friend indeed: social storage and the origins of social ranking, in C. Renfrew & S. Shennan (ed.), *Ranking, resource and exchange. Aspects of the archaeology of early European society*: 92–9. Cambridge: Cambridge University Press.

For an unpublished work:

SAXE, A.A. 1970. The social dimensions of mortuary practice. Unpublished Ph.D thesis, Department of Anthropology, University of Michigan.

If you cite two or more articles from the same book/monograph, make the book itself a separate entry and cross-reference to it:

HOPE, G. & P.J. HUGHES. 1985. Geomorphic fieldwork and the evolution of the landscape of Kakadu National Park, in Jones (ed.): 220–40.

JONES, R. (ed.). 1985. *Archaeological research in Kakadu National Park*. Canberra: Australian National Parks and Wildlife Department. Special Publication 13.

JONES, R. & I. JOHNSON. 1985. Deaf Adder Gorge: Lindner Site, Nauwalabila I, in Jones (ed.): 165–218

Variation on regulations

Additional media such as DVD and CD-ROM are allowable by special request.

Submission

For details of submission procedure, see the Board of Graduate Studies website - (<http://www.admin.cam.ac.uk/offices/gradstud/current/submitting/phd/submission.html>); two copies of the Certificate of Submission form should accompany your copies of the dissertation.

Examination

There is generally an oral examination (*viva voce*) by two examiners (one internal and one external). Your examiners will be proposed by your Supervisor, in consultation with you, to the Graduate Officer for official approval. This usually takes place approximately two months before your intended submission date. At the point you/ your supervisor requests appointment of your examiners, you should also submit your final Title and Abstract to the graduate Administrator.

Opportunities for teaching

The greatest opportunities for teaching in archaeology are in undergraduate supervision

and Continuing Education (ICE, see above), although there are sometimes opportunities to guest lecture in the Department as well.

Undergraduate Supervision Opportunities

General

This advice to potential supervisors should be read in conjunction with the course handbooks and syllabi available from the Faculty and Department.

Supervision is provided for Part I, Part IIA and Part IIB papers. Graduates are not usually considered eligible to supervise until their second PhD year. To supervise Part I, contact the college Director of Studies; for Part II core and option courses, the course coordinator. All graduate students wishing to supervise should attend the department's workshop on supervision (contact the Department Administrator Lisa Marlow on lm244@cam.ac.uk) and may also be encouraged to attend the University Supervision workshop (<http://www.skills.cam.ac.uk/>).

Undergraduates may be taught individually, in pairs or in groups of three. The Director of Studies may well specify one of these options, but supervisors are free to make their own suggestions subject to the agreement of the Director of Studies. For reasons of economy, colleges prefer supervision in pairs, but the specific needs of the students should be borne in mind.

Supervision claims may be submitted when students fail to attend without good cause; for Part I supervision, many colleges now charge undergraduates for supervisions missed without good reason.

Supervision reports and payments are administered by an on-line system - CAMCORS (). If an undergraduate regularly inconveniences you with lateness or non-attendance, report this to the Director of Studies as soon as possible.

Similarly, please tell the Director of Studies at once of any serious difficulties that the student is having with work.

The aim of supervision is to help students extend their understanding and knowledge, to prepare for the appropriate examination, and to develop various skills. These last include distilling and using a variety of material efficiently, evaluating their significance and utility for understanding general and particular issues, and ordering one's thoughts on these succinctly and clearly, yet with sensitivity to detail. The purpose of each supervision is to clarify, focus and extend the work the student has been set, with these aims in mind.

Topics

Each topic is defined for the undergraduate by question or statement set by you as the subject for the essay. It is impossible, and undesirable, to attempt to cover the whole range of most papers. It is best to concentrate on substantial portions of the whole. You will need to prepare a list of self-contained topics, each manageable for one supervision. Try to prepare more than you will actually need, since it is useful to give the undergraduate some choice. In choosing topics, help is obtainable from the lecture course outlines and reading lists for the paper, and from exam papers of the previous year. For

some courses, suggestions for essay topics and basic relevant reading will be made available by the course coordinators. Advice on supervisions can be provided by course lecturers and coordinators.

Reading lists

You should give students a list of reading for each topic. Many supervisors issue their own lists or use the lecture schedules/ reading lists obtainable from course pages on the Web. There is no harm in providing a list longer than most of them will be able to handle at the time, as long as they understand this; some books may not be readily available and these and others may be usefully read later, e.g. in revision. First Years in particular may need reassurance that they are not expected to read everything on a long list before writing the essay. Go through the list indicating particularly important works. It is usually best to indicate one or two outline texts for them to start with. In dealing with more detailed books, most supervisors do not specify particular page numbers; there are arguments for and against doing so. Encourage students to work out a way of gaining a sense of the book's overall argument and of finding the material in it of relevance to them.

The essay

This should be handed in before the session, so that you have time to make written comments in the margin and a brief assessment at the end. But an essay brought to supervision can be discussed there, marked later, and further discussed on its return. Most supervisors do not give marks, partly because of the difficulty of relating early work to eventual exam performance, but there is no Departmental policy on this. Some students may ask to have notional marks given in order to monitor their progress. However you decide to mark the essay, you should keep your own notes of its quality that you will need when writing your supervision report.

If a student does not produce an essay in time for the supervision, you are within your rights in refusing to teach until it has appeared, though it is commonly better to proceed, especially if he or she can produce a plan full enough to make discussion worthwhile. You are also within your rights in refusing to reschedule the supervision to a different day, though again it is best to be flexible about this if possible.

Periodically, students will have weeks when they feel very overloaded, particularly towards the end of terms. In such cases, asking them to produce an outline/plan of their argument can be nearly as effective as a full essay but relieves much of their panic. However, all students need to practice composing essays, and should not always be allowed to substitute an outline for an essay.

You will be familiar with the techniques of argument and exposition that go into the making of a 'good' undergraduate essay: clear argument, close engagement with the question, effective use of evidence, etc. In assessing essays, it is important to be aware that cautious, discursive and synthetic approaches are as important as more purely argumentative and self-assertive styles of writing. In evaluating an essay, therefore, it may well be helpful to recollect the skills which we value at the research level, which would certainly include caution, discursiveness and willingness to consider a range of views. But do not confuse this with poor arguments that lack edge and focus and simply reveal fuzzy thinking. Likewise, however, assertive and argumentative styles of writing

may easily slip into meretricious cleverness, masking clumsy interpretive skills and thin knowledge. An awareness of these distinctions will help you to assess undergraduate work and develop an undergraduate's skills in a balanced and constructive way.

The supervision

There is no one way of supervising. Different approaches and tones are appropriate for different students, at different stages of the course. The intelligence, industry, self-confidence, and articulacy of the student need to be weighed in deciding how forceful, critical, sympathetic, wide-ranging and/or talkative you should be as a supervisor. Supervisors should always be aware that overly hostile or exclusively negative criticism can do damage to undergraduate morale, particularly in the first year. Criticism is an essential part of the supervision process, but it should always be accompanied by suggestions and encouragement as to how the work can be done better.

An undergraduate will usually come away from a good supervision with a clearer sense of three things:

1. **The worth of the essay submitted.** Comment on content, range, depth, structure and, if necessary, style (clarity, syntax, spelling). You will usually need to give far-reaching advice on how to improve essay structure and presentation. It is helpful to encourage undergraduates to make a full plan before writing. Foreign students, and some mature students, may need special help with essays, but you will quickly become aware that the writing skills of home-grown students also vary enormously.

Undergraduates often learn techniques (and gain reassurance) by reading each other's essays. Refer them also to useful books on academic writing, such as:

Gordon Taylor, *The Student's Writing Guide for the Arts and Social Sciences* (Cambridge, 1988)

William Zinsser, *On Writing Well: an Informal Guide to Writing Non-Fiction* (3rd edn. New York, 1988).

2 **The coherence of the topic as a whole.** You will want to test pupils' understanding of what they have written. You will probably also ask them about matters not covered in the essay, and make connections between what they have written and what they could have written, with more time and thought and further reading. In other words, you will want to clarify and broaden their understanding.

Encourage them to have their own agenda and to ask you questions. It is often a good idea to end by asking if anything is still obscure to them.

3. **The limitations to knowledge** the variety of valid approaches to the topic, and the problems in developing a clear-cut understanding of it. You might try testing their comprehension of particular arguments and what sources they used in order to arrive at them. Sometimes it may be useful to get them to make a case, and then to make a contrary case, to see which stands up better. You may feel the need to challenge unsophisticated notions of human behaviour and social process. You should also be aware that many undergraduates invest a great deal of themselves in trying to come up with the 'right' answer and may take criticism in a particularly personal manner. You should take care in such cases to suggest improvements in a friendly and constructive way, as well as encouraging your student to see that speculation and debate can also be useful and enjoyable.

In general, these three goals are best pursued by discussion; a supervision is not a lecture.

Do not be embarrassed if you reduce a student to silence from time to time while forcing him or her to think.

However, students should probably take some notes in supervision. Encourage them also to collect their thoughts and commit them to paper immediately afterwards.

If you are new to supervising, you can certainly ask a senior member of the Faculty known to you whether you may sit in on a supervision given by him or her.

Supervising in twos (and threes)

There are obvious attractions and drawbacks to joint supervisions. It is important to get the chemistry right; don't be afraid to change a pair if they are ill-matched in ability or temperament. Try to prevent one partner from dominating the discussion. Greater care than usual may be needed when criticising written work in class, and it may be desirable to talk to each pupil individually about his or her progress from time to time. But pairing undergraduates can encourage the swapping of ideas, and is often more enjoyable for all participants. Often students take very different approaches to the same question, and it is useful for them to see that such alternative views are not simply the result of the supervisor's broader background and familiarity with the issue. In particular, it may cheer up students who lack self-confidence to discover that their more forthright peers are not necessarily more acute.

Supervision reports and payment

There is an online system for supervision reports that should be filled out before the end of term ten days before the end of Full Term. The contents of reports are usually accessible by the student, so try to make helpful suggestions for improvement. You should receive payment within two weeks of the end of Full Term.

Your RAVEN password will allow access the CAMCORS system.

Revision supervisions

You may sometimes be contacted by an undergraduate whom you supervised for a paper, or by the Director of Studies, to see if you will give one or two revision supervisions in the Easter Term before the Tripos examination. There is no requirement for you to accept; do check with the Director of Studies before agreeing to an undergraduate's request, and check also if the number of supervisions that the undergraduate requests is acceptable to the college. It is usual to get the undergraduate to write some timed essays from past exam papers, and to go through them. You claim for payment for these supervisions in the normal way.