

# What makes HCA so special?

Tanvi shares her experience of being an international student, and the supportive community of School of History, Classics and Archaeology.

Student life in Edinburgh is colourful and multifaceted, and this is something that the University has continued to provide throughout my time as a student here. My experience at the School of History, Classics and Archaeology (HCA) started during Covid so my entire first year was online. I found that as an international student this eased the transition from home to university for me, somewhat. However, at the same time it sometimes made engagement difficult. I found, though, that the University – and especially HCA – strived to remedy this lack of in-person learning. And now, as a third-year student studying full-time in person, I find that the same opinion of student life here holds up.

## Academic rigour



The School of History, Classics, and Archaeology provides not only a large variety of degree options, but also an allowance for flexibility and diversity

within those degrees. In addition to a wide range of course options, HCA implements a balanced but academically challenging environment – something that is put in place from

day one.

From my personal experience as a student from the USA, schools don't have an A-level system and the courses offered are general and broad, with no opportunity for Classics or Archaeology backgrounds. I found that even with no prior knowledge of Classical Archaeology and Ancient History – although I was surrounded by peers who had the opportunity to take a Classics A-level – HCA has ensured an all-round and in-depth introduction to the subject. Overall, the class structure, assessment style, and myriad of course opportunities have allowed me to garner the same proficiency in my chosen degree as someone who had prior knowledge of some of the course material. I have found that other international students with a similar background have shared this experience in other degrees.

In addition to literal content, HCA implements an academic system with additional external support from faculty and such tools as the HCA writing centre and peer mentors that result in a higher output of quality of academic work. Three years at HCA have taught me – besides academic content – the professional qualities associated with research, writing, and presentation in regard to my academic work and external projects.

## **Faculty**

The academic opportunities that University of Edinburgh students have are a product of the faculty. The School ensures a broad panel of faculty spanning multiple historical, classical, and archaeological specialties. This not only allows the greater variety of choice for incoming and prospective students in pre-honours, it also allows honours students to choose from a large pool of academics to determine their postgraduate pathways and dissertation topics/guidance. In this way, the HCA faculty pushes students to explore various topics that allow them to experience a very varied

subject area.

## **Societies**



By far some of the most influential engagement among students in HCA comes from the History, Classics and Archaeology societies. As a member of the Archaeology Society, I have found myself not only meeting other students in my course subject, but also other HCA students in HCA through joint society events. By meeting other people in the same subject as me my academic life has improved, which encourages me in my studies. And by gaining access to the wider HCA student network, this has created and sustained an even more warm and welcoming environment in the School.

In addition to the social aspect of the society programs, the academic and professional opportunities awarded to members and attendees is immensely helpful. Through opportunities like conferences and lectures by experts in various fields, the students of HCA have a wonderful chance to widen their academic horizons while also networking amongst academic professionals. And it allows them to browse and gain familiarity with future career opportunities. The Archaeology Fieldwork Fair instituted by the Archaeology Society provides multiple career and fieldwork opportunities annually in addition to other opportunities offered within HCA. The University also has a number of heritage and collections

internship positions for students in the relevant fields, providing valuable experience for the future.

## **The wider University community**

The resources and support available in HCA are supplemented by the environment of the rest of the University, and its faculty and students. The multicultural and diverse surroundings of the University and the wider Edinburgh area is truly something that not only influenced my decision to attend the University, but has deeply affected my current experience here as a student. As an international student, and a person of colour, the University of Edinburgh has created a central community in which students of all backgrounds, interests, and identities can collectively explore the beauty that the city has to offer.

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## **Re-booting student life after two years of pandemic**

How a song and dance helped Hanna connect with the University community after studying remotely.

I came to the University of Edinburgh in September 2020 so was in the first cohort to experience what it is like to start my studies under Covid conditions. Unlike many of my peers, I was lucky to have comparatively many in-person classes. Academically, things went well and I felt sufficiently supported – there was just nothing to do except for studying. But when stricter measurements forced me to study entirely online from my home in Germany in spring 2021, I felt very much detached from the student community.



So, going into my second year I was excited for all the opportunities that would come with being in Edinburgh again but jumping back (or rather, for the first time) into student life in Edinburgh was harder than I expected. After all, I had just spent a year and a half either being chained to my desk studying, or to my bed watching Netflix. Although not consciously, I still had the mentality of staying inside and looking for activities that didn't involve too many other people.

I made sure to join as many societies as my schedule allowed, joined the committee of a society and assumed a job as student ambassador at the University to get fully involved, but something was still missing – I still didn't quite feel at home and part of this great student community. That changed when I attended the first showcase organised by one of my societies at the end of last semester. Being at a place where it's mostly students and seeing something solely student-led come to life was truly exhilarating. I finally felt part of something bigger – something I've recognised again at our second showcase and at two theatre performances by other societies.



Sure, going to pubs, bars and flat parties is a great way to meet more people but I have found that they couldn't give me what being part of or seeing student showcases and performances did. I suppose there is a huge accumulation of sheer talent at Edinburgh University, but that's not to say you have to have the talent yourself or be part of such societies – I for one could never participate in a theatre performance or a dance competition. And regarding theatre and such, we are of course fortunate. Edinburgh, as the venue for the Fringe Festival, is the perfect place for student productions. However, I think it's the experience of what can happen when we all pull in the same direction and what we accomplish as a student community apart from the academics that really made me feel 'welcome'.

Now that restrictions are looser again and that people start to feel safe in a room with many others, it's time to revive real student life. Let's do that by going to performances by people you might not know but are connected to through University. Apart from honouring their/our hard work by going to these, nothing feels more inclusive. Plus, it is a great way to enjoy culture without breaking the bank.

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# Home is where...

To say the Covid years were tough is, of course, a gross understatement. But what if you're a new international student finding your feet in a foreign country? Olivia is a second year History (MA Hons) student, and this is her story.



View of Edinburgh from Calton Hill at sunset.

I had never been to Scotland before August of 2020 when I moved here for the first time. I honestly don't think I was scared then, but looking back with a year and a half of separation, I don't know how I wasn't terrified. I was definitely anxious about concrete ideas like making new friends, adjusting to learning at a university level, and what if I didn't understand Scottish accents, but as for the physical act of hopping on an airplane and moving to a different country, I wasn't overly concerned about it. It wasn't really until my first week out of isolation that I realised I was in a totally new place living with totally new people, and I had no idea what I was doing. I still don't really have any idea what I'm doing.

I spent my first couple weeks in the city going to the same

grocery stores, the same tutorials, the same coffee shop, the same and the same and the same. My world here – whilst bigger than I ever could have imagined in rural Texas – was still incomprehensibly small compared to the Edinburgh I live in now. And for the most part, I didn't think about home. As the semester went on my flatmates and I started to get more comfortable with each other, and the same and the same and the same started to get less familiar. My flatmates and I would stay up late in the kitchen singing ABBA or trying to figure out ceilidh steps or talking about whatever and whatever else. We'd take day trips, go for long walks to nowhere, explore the wynds and closes of Old Town and get completely lost. And before I knew it, I had finished my first semester of university.

I went home for Christmas, discovered that it was infinitely harder to be the one who leaves than the one who stays, and when I came back, Edinburgh was a different city. The lockdown meant that even the same and the same and the same that I had experienced in the first semester was limited. My flatmates either went home or didn't come back, so I moved to the West End of the city and basically didn't leave my room for the rest of the semester. The concept of making a home here had splintered.



Olivia and her friend, Nikki.



But that semester ended too and I got to go home. I spent most of my summer recovering from living through a global catastrophe functionally alone, so when I came back to Edinburgh this year I didn't know what to expect. I was scared that it was going to be as isolating as it was the previous semester, and I was scared that I would be starting over with friends again. But I didn't have anything to worry about and this past semester has been incredible! The same and the same and the same of my first semester is a distant memory. Edinburgh – which I thought I had a decent grasp on – has gotten so much bigger and I can't possibly imagine that I'll see the whole city before I graduate.

I think that the biggest hurdle to overcome, being both an international student and a pandemic student, is realising that the concept of 'home' takes time. Recently, I went on a trip to St Andrews with one of my very dear friends, and for the first time coming back into the city felt like coming home. After a year and a half, I've made a home and I didn't even know it. My home here is impermanent, but it is beautiful.