



MSc in Migration Studies

Course Handbook 2017-2018



School of Anthropology and Museum Ethnography
Oxford Department of International Development



This handbook is for all students commencing the MSc in Migration Studies in Michaelmas Term 2017. The information in this book may be different for students starting in other years.

CONTENTS

1. WELCOME

Greetings from the Course Director	1
Welcome from last year's class	2-3
Induction week timetable and map of key places in Oxford	4-5
How to use this handbook	6
Overview of degree administration	7
Points of contact / who's who	8
Core teaching staff	9
Other teaching staff; administrative staff	10
Web-links and mailing lists	11

2. SCHEDULES

Courses by term	12
Termly overview of core courses and seminars	13-15
Key Dates and Deadlines	16-17
Schedule of tutorial essays	17

3. THE DEGREE

Aims and objectives of the degree (see also appendix 1)	18
Structure of the degree and teaching programme:-	18-19
Core courses and classes	19-20
Options courses	20-24
Typical student schedule; Seminar series	25
Study visit	26
Careers information and advice	26
Oxford Migration Studies Society / Migration and Mobility Network / Oxford Monitor of Forced Migration	27

4. SUPERVISION

Supervision	28
Guidance for Students and Supervisors	29-30
Tutorial groups and essays	31
Assessment of essays	32
Feedback on learning and assessment	33
GSS – Graduate Supervision System	34

5. WRITING AND REFERENCES

Writing essays and preparing papers for class	35-38
Skills training and development; English for academic studies courses	38
The Dissertation: Fieldwork: Ethical Review procedures for research in the social sciences; Safety in Fieldwork; Dissertation Support fund	39-40
Dissertation administration and support:	41-44
Timetable of deadlines	41
Supervision of dissertation; university policy on proof reading/copy editing	42-43
Change of dissertation topic; how to find past dissertations in the SSL;	44
Dissertation writing guidelines;	45-47
Format and presentation of submitted work; Submission process and deadlines;	48
House style for references and bibliographies;	49-55

CONTENTS

6. EXAMINATION AND ASSESSMENT	
Examined elements for this degree	56
Examination organisation and administration; Conduct; Extensions; Arrangement in Cases of Illness and Disability; Mock exam; Academic dress	57-58
Examination regulations; Examination conventions; past exam papers; previous examiners' reports	59
Good practice in citation and avoiding plagiarism	60-61
Receiving your results; dissertation and Examiner prizes; deposit of dissertations receiving distinction in the Bodleian; graduation from the MSc; publishing your work; progression from the MSc to DPhil;	62-63
Complaints and academic appeals	63-64
7. DEGREE ADMINISTRATION	
University regulations and policies:-	65
Resident requirements; overseas student Tier 4 visa requirements; paid employment; internships/Pro Bono work; University policy on conflict of interest	65
Student consultation and feedback	66
Sources of information and help; Some frequently asked questions	67-69
Other useful information	70
Special needs and disabilities; university policy on recording lectures; Counselling service	71
Equality and diversity	72
8. INFORMATION ABOUT LIBRARIES AND DEPARTMENTS	
Oxford's libraries	73
General information; departmental facilities at QEH	74-81
ODID information security policy	78
General information; facilities at Anthropology	82-85
APPENDIX 1	
Aims and Objectives for the MSc in Migration Studies	

DISCLAIMER

The Examination Regulations relating to this course are available online at:

<http://www.admin.ox.ac.uk/examregs/2017-18/mosbcinmigrstud/studentview/>

If there is a conflict between information in this handbook and the online Examination Regulations, then you should follow the Examination Regulations. If you have any concerns please contact Andrea Smith at the Department of International Development on andrea.smith@geh.ox.ac.uk.

The information in this handbook is accurate as at 27 September 2017, however it may be necessary for changes to be made in certain circumstances, as explained at www.graduate.ox.ac.uk/coursechanges webpage. If such changes are made the department will publish a new electronic version of this handbook on WebLearn, together with a list of the changes, and students will be informed.

This handbook is designed to help you navigate your way through Oxford as a graduate student, concerning the MSc in Migration Studies (MSc MS), its content, organisation and administration. It is also a guide to other sources of information.

It has been prepared by the Postgraduate Course Coordinator for the MSc MS, Andrea Smith, and any feedback on these notes are welcome and should be sent to andrea.smith@geh.ox.ac.uk.

1. WELCOME

GREETINGS FROM THE COURSE DIRECTOR

Welcome to Oxford and to the MSc in Migration Studies!

This handbook is designed to guide you through the MSc in Migration Studies during the 2017-18 academic year. It is to be used together with the Weblearn site, where you will find full course reading lists and course-related announcements.

The degree aims at deepening your understanding of migration through examining its many facets from different analytical and methodological perspectives and across a range of historical and political contexts. Migration never happens in a vacuum; it is always embedded in a wider context. In turn, migration can be a window for exploring broader social, economic, and political dynamics. The degree also invites you to think critically about the emergence of migration as an object of study and policy intervention. During your studies, you are expected to be able to move between these different perspectives.

This MSc in Migration Studies is unique in that it draws on the intellectual resources of the Centre on Migration, Policy and Society ([COMPAS](#)) and the Refugee Studies Centre ([RSC](#)), as well as on the collective interdisciplinary research environment at Oxford which is currently being consolidated via an incipient [Migration and Mobility network](#): further announcements will be made during induction week on this network and its activities.

The degree is based in two Departments: the Oxford Department of International Development ([ODID](#)) and the School of Anthropology and Museum Ethnography ([SAME](#)). You will be a full member of both Departments with access to all resources and facilities for students in both.

In addition to the lectures, seminars and tutorials, you are also encouraged to attend seminars across the university, particularly the COMPAS series that take place on Thursday afternoons in the Pauling Centre at Anthropology, and any relevant migration seminar series, which will be announced during induction week.

We also intend to run an optional short study visit in the UK in Week 9 of Hilary term. You can apply for a contribution towards the costs of travel and accommodation. There will be a study visit planning meeting late in Michaelmas term. Students interested in the study visit will be invited to actively participate in its planning.

Throughout the academic year, you will meet your assigned supervisor regularly, and you should address any concerns to your supervisor in the first instance. You are, of course, always welcome to discuss issues with other members of the teaching staff or the course director as well.

Your college is responsible for pastoral matters and for some academic matters, too. In addition, student representatives (two or three, elected by the student body at the beginning of the academic year) and the Student Consultative Committee will serve as a forum for discussing teaching and academic issues more broadly. Student Consultative Committee meetings will be held at the end of the first (Michaelmas) and third (Trinity) terms to collect your feedback.

I very much hope that you will engage with the Migration Studies Society that was set up by previous students in Migration Studies at Oxford (see [book](#) p. 27). In the past, the society has organised a wide range of activities and events for students and staff in Oxford with an interest in migration. However, it will only thrive if you get involved.

Finally, don't forget that Oxford is a place full of academic and social events. Do explore and enjoy!



Professor Biao Xiang
Course Director, MSc in Migration Studies 2017-18

WELCOME FROM LAST YEAR'S CLASS

Dear incoming Migration Studies class

Welcome to Oxford! During the course, you're sure to be challenged intellectually and make lots of friendships and memories that will last well after you've left. Enjoy it whilst you can, as time will absolutely fly past over the next nine months. Oxford has a way of throwing you in the deep end, and it happens incredibly fast. To help make things a little easier, we thought we'd share some tips on how to do well and stay afloat!

Try to stay organised from the beginning of the course and budget your time wisely. You'll be busy throughout the terms, so having a good system of taking and organising your notes and readings from the outset is incredibly valuable. Use Dropbox or Google Drive to share your weekly readings, particularly for the core classes. To spread the workload throughout the class, we made a rota to allocate locating texts in the library and scanning them, which saved us a lot of time.

The reading lists can be quite heavy and demanding at times. It's important to do your readings so that you will be able to follow discussions in class, but don't worry if you're unable to do many of the extra ones (although they are very helpful for essays). Take notes on them, whether by annotating them or keeping separate notes, which helps a lot when it comes to exam revision time.

Essays for tutorials don't count towards your final grade, so don't spend huge amounts of time polishing them into masterpieces. But do make sure you put a decent level of thought and work into them, as they can also help with exam revision—not just your own essays, but those of your classmates too if they're well thought out and well written. What we would suggest is to compile essays that receive distinctions throughout the term – this will help in learning how to structure your own for exams, as it varies significantly for each examiner. To get the most out of tutorials, prepare for them beforehand by thinking about questions you might have for your professor and which aspects of the readings you didn't fully understand or disagreed with.

Help each other out! While we suggest doing your own readings for better comprehension, splitting the readings between smaller groups is particularly helpful during busy times of the year. You can take a few articles and make notes on them, before meeting up in small groups to discuss the articles you are assigned and exchange notes. Whilst we wouldn't recommend doing this regularly as there's no substitute for doing the readings yourself, sometimes it can be helpful to work together during busy periods. We also suggest regular reading groups to discuss work for the course – it is always helpful to gain other perspectives!

Make friends with other members of your class! There are so many students of different fascinating backgrounds and experiences that you can learn a lot from each other. Stressful times are also so much easier to deal with when you can talk to other people about them. We set up a Facebook group to exchange thoughts, ask each other questions and organise social events, as well as an organized Slack account for people who do not use Facebook and to divide events vs. readings, etc. The field trip between Hilary and Trinity terms was great for getting to know people outside of the school setting. It takes a lot of organisation but we attended lots of interesting migration-related talks, got to know each other a lot better and had loads of fun!

WELCOME FROM LAST YEAR'S CLASS

The break between Hilary and Trinity will be intensive. Spend a good amount of time producing strong first drafts of the essays that make up your research methods portfolio. This will save you a lot of time later on when you're busy preparing for exams and working on your dissertation. Take time to think about your dissertation topic and read about potential topics in Michaelmas. You don't need to decide on the title early on, but having a basic idea of what you'd like to write about sooner rather than later helps. Don't leave it until the last minute because these things take time! Keep notes on your thoughts about your dissertation topic and relevant readings. Then after exams, you won't return to your dissertation having forgotten where your ideas came from. Do speak to professors other than your dissertation supervisor for advice – this is particularly important if you feel that another professor's background is better suited for your dissertation (and should be resolved sooner rather than later). There are lots of professors with a diversity of knowledge and views, and they can point you towards some great research resources. Use them!

Course work will keep you very busy, but try to attend some of the seminars held by research centres and other groups and departments (including CSAE, and the IR department, which sometimes have catered sandwich lunches!). They can help to broaden your knowledge of migration-related issues and may even help you choose and develop your dissertation topic.

Don't wait for a job to fall out of the sky—take your future career firmly into your own hands and be proactive about doing your research and searching for jobs. Make use of the University's careers service from an early stage (a lot of jobs are chosen around the end of Hilary term, and there is an excellent internship programme that is available from the beginning of term). Last, but certainly by no means least, make sure you keep a healthy work-life balance. Take some time to spend on yourself and enjoy your college. Things can get stressful at times, so it's important to take some time to have fun and keep things in perspective. If you feel like it's all getting a bit too much, be sure to make use of your college's support services and speak to the staff and other students. A problem shared is a problem halved!

You will find on WebLearn a list of alumni who don't mind being contacted about their research. Please don't hesitate to get in touch!

All the best,

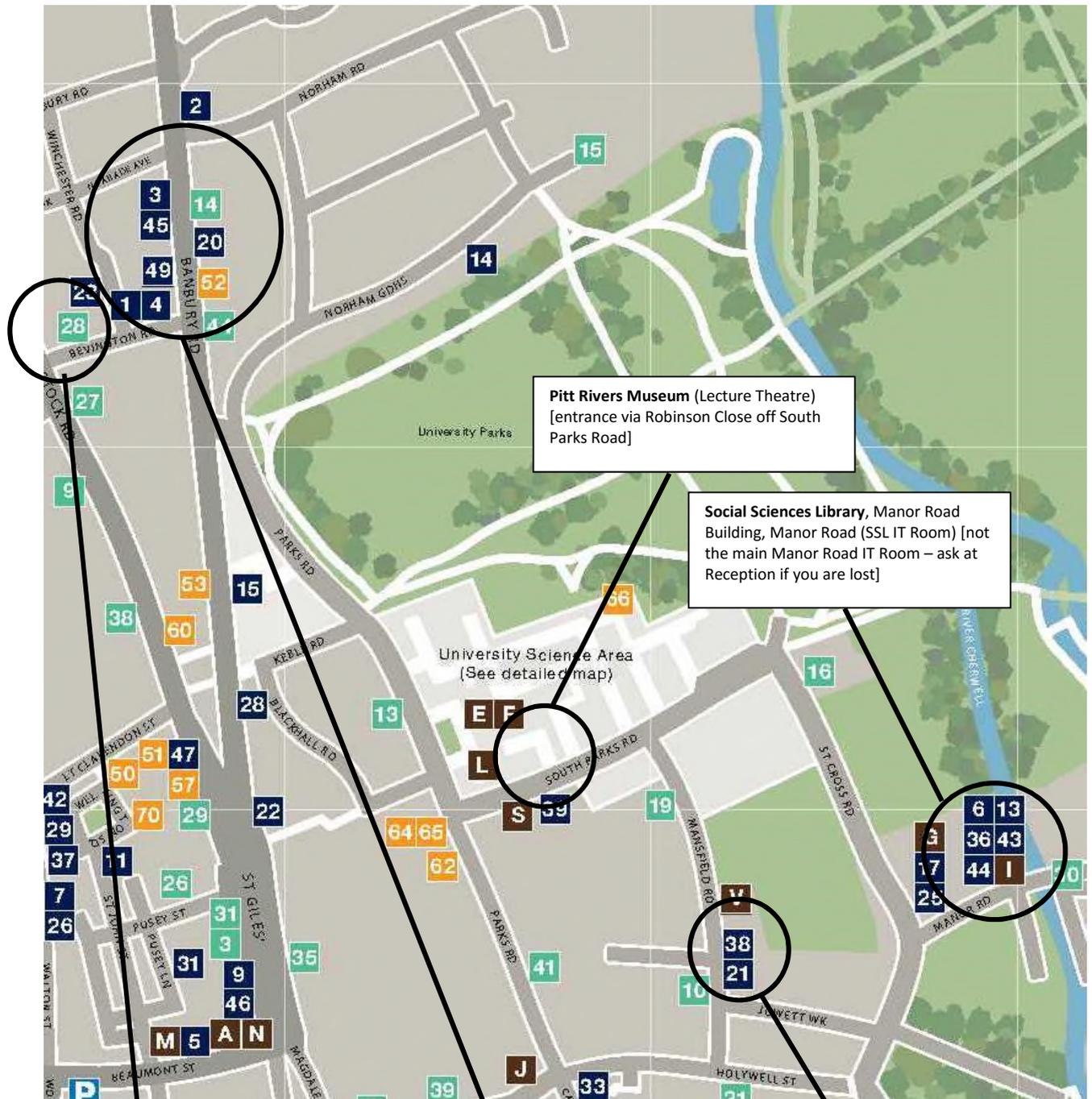
Migration Studies Class of 2017

For a list of course alumni who are happy to be in touch, please see [WebLearn](#)
You should also check the LinkedIn pages set up by previous cohorts which can be found at:
<http://tinyurl.com/mm27sj4>.

INDUCTION WEEK TIMETABLE

Monday 2 October	Tuesday 3 October	Thursday 5 October
0915-0945: Coffee and biscuits [Hall, QEH]		
0945-1000: Collect welcome packs [Seminar Room 1, QEH]		
1000-1100: MSc MS Introductions (Biao Xiang, and teaching staff) [Seminar Room 1, QEH]	1000-1230: Individual meetings with supervisors (ODID/SAME offices – separate schedule will be circulated)	
1100-1145: Coffee and biscuits [Hall, QEH]		
1145-1245: Introduction to Queen Elizabeth House and Departmental Facilities (Chris Adam, Dominique Attala) [Seminar Room 3, QEH] [with MSc RFMS students]		
1345-1515: MSc MS Outline of Course (Biao Xiang, Dace Dzenovska, Ruben Andersson, Gunvor Jonsson) [Seminar Room 3, QEH]		
		1500-1530: Group Photo (Courtyard or Seminar Room 1 if wet, QEH)
1530-1700: Introduction to the Social Sciences Library (Sarah Rhodes) [IT Room, Manor Road Building, Manor Road]	1500-1730: Introduction to Anthropology [Nissan Lecture Theatre, St Antony's College] [with Anthropology students] [followed by Anthropology drinks party at the Pitt Museum]	1530-1620: Introduction to Migration Research at Oxford (Matthew Gibney, Michael Keith, Ruben Andersson, Lena Rose) [Seminar Room 3, QEH] [with MSc RFMS/any students interested in migration]
		1630-1800: MSc MS / MSc RFMS Welcome Party Representatives/information about local NGOs and charity organisations will be present [Hall, QEH] [with MSc RFMS and other new MPhil/DPhil students interested in migration]

MAP OF KEY PLACES IN OXFORD



Pitt Rivers Museum (Lecture Theatre)
[entrance via Robinson Close off South Parks Road]

Social Sciences Library, Manor Road
Building, Manor Road (SSL IT Room) [not the main Manor Road IT Room – ask at Reception if you are lost]

St Antony's College (Nissan Lecture Theatre) [entrance on Woodstock Road, no. 62 unless a college member can take you in through the back route via Winchester Road]

School of Anthropology and Museum Ethnography (SAME), which includes:
Institute of Social and Cultural Anthropology (ISCA) (51-53 Banbury Road)
Centre on Migration, Policy and Society (COMPAS) (58 Banbury Road)
The Pauling Centre (Institute of Human Sciences) (58a Banbury Road)
Teaching and seminar rooms at:
43 Banbury Road
51-53 Banbury Road
58 and 58a Banbury Road
61 Banbury Road
64 Banbury Road

Oxford Department of International Development (ODID) – also known as Queen Elizabeth House (QEH), and where the following centres are based:
International Migration Institute (IMI)
Refugee Studies Centre (RSC)

(Please ignore the numbers and letters on the map. The main places you will need in Induction Week are circled)

Timings (a very rough guide) – you should allow around:
15-20 minutes on foot (Anthropology to QEH)
5-10 minutes on foot (QEH to the SSL)

HOW TO USE THIS HANDBOOK

This handbook includes essential information that you will need in the course of your studies. It is intended to be as concise as possible, in order to make it useful for you as a quick reference guide.

Abbreviations used

Departments

ISCA	Institute of Social and Cultural Anthropology (51-53 Banbury Road) [the main graduate teaching and research arm of SAME]
ODID	Oxford Department of International Development
QEH	Queen Elizabeth House, 3 Mansfield Road, Oxford, OX1 3TB [QEH is the physical building where ODID is located, but the two are terms are sometimes used interchangeably to refer to the department]
SAME	School of Anthropology and Museum Ethnography [Oxford's Department of Anthropology]

Centres

COMPAS	Centre on Migration, Policy and Society (58 Banbury Road) [part of SAME]
RSC	Refugee Studies Centre [part of QEH]

Other



Resource available on Weblearn (see below for details about Weblearn)

See another section or page within this Handbook

Signposts to further reading online

Throughout this handbook you will be directed to information available online. Please take the time to investigate these links for yourself, and be sure to consult WebLearn regularly as that is where the most up to date information relating to your course will be posted.

Notes on the various roles of teaching staff

Supervisor	The member of teaching staff, normally one of those who teach the degree, who oversees your overall academic progress throughout the year, as well as supervises your dissertation. You will be assigned to a supervisor at the beginning of the academic year. See  section 4 for more details on the supervision system.
Lecturer	Those who give lectures and who may also provide tutorials linked directly to a lecture series. Supervisors are normally also lecturers.
Convenor	The member of the core teaching staff responsible for the overall design and delivery of a course.

OVERVIEW OF DEGREE ADMINISTRATION

Teaching Committee

The MSc MS Teaching Committee meets every term. It deals with matters related to the MSc degree programme such as the organisation and content of teaching, policy, examination performance, staff and personnel, equipment, scheduling, publicity, and funding.

Student Consultative Committee (SCC)

During induction week, students are asked to nominate 2-3 fellow MSc students to be their Student Representatives.

SCC meetings are scheduled in Michaelmas and Trinity Terms, and may also be scheduled in Hilary Term. These meetings serve as a forum for discussing students' reactions to the course as well as other related issues – student representatives can put forward ideas from their fellow students and are expected to pass back any points of interest that are discussed in the meetings. The SCC also deals with student issues related to dissertations and examinations. The meetings are chaired by the Course Director.

Student representatives sitting on the Divisional Board are selected through a process organised by the Oxford University Student Union (OUSU). Details can be found on the OUSU website along with information about student representation at the University level.

MSc MS student representatives are listed:

<https://weblearn.ox.ac.uk/portal/site/:socsci:qeh:mscms>

Graduate Studies Committee

Responsibility for the programme is vested in the Graduate Studies Committee of the Department of International Development, which reports to the Social Sciences Division. The Divisional board has formal responsibility for the maintenance of educational quality and standards in its broad subject area and exercises its responsibility through its Academic Committee, which scrutinises proposed course revisions, reports of examiners, and other questions of academic policy. The ODID Graduate Studies Committee meets twice per term. At the University level, the Education Committee is responsible for matters of academic policy. Their website is: <http://www.admin.ox.ac.uk/epsc/>.

Your College

All students are full-time, matriculated college members. The colleges have no formal role in graduate teaching, but all students have college advisors who can discuss both personal and academic matters.

Please note that the academic side of graduate education is the primary responsibility of the University and your department, with colleges in a secondary role.

Some colleges host a wide range of general seminar series in the field of politics, international relations, and area studies. They also have active cross-disciplinary, and cross-area postgraduate student discussion groups. These provide additional networks for informal learning and networking.

POINTS OF CONTACT/WHO'S WHO

Course Coordinator: Andrea Smith

Andrea should be your first port of call for any non-academic and procedural queries.

Office Location: QEH, 1st floor Old Building, Room 20.04

Contact: andrea.smith@qeh.ox.ac.uk / ☎ 01865 281701 (or 81701 from within the University network)

Course Director 2017-18: Biao Xiang

The Course Director has overall responsibility for the organisation of the degree and convenes the Teaching Committee and Student Consultative Committee meetings. The Course Director is happy to discuss any course-related matters, especially if you are unable to discuss them with your supervisor.

Supervisor:

A supervisor for each student is assigned at the beginning of the academic year by the Course Director. Your supervisor will oversee your overall academic progress throughout the year, provide general advice and guidance, and also supervise your dissertation. The name of your supervisor will have been provided in induction week. For further details on the role of the supervisor, please see 📖 section 4.

Chair of Examiners 2017-18: Ruben Andersson

Queries relating to exams and assessments should be directed to the Course Coordinator in the first instance.

External Examiner 2017-18: Dr Claire Dwyer, Reader in Geography, UCL

Please note: Students are strictly prohibited from contacting external examiners directly.

CORE TEACHING STAFF

Biao Xiang (Course Director)

Professor of Social Anthropology, ISCA/COMPAS

<i>College:</i>	St Hugh's	<i>Office:</i>	Room 12, 43 Banbury Road	
<i>Office Hours:</i>	Email for appointment			
<i>Contact:</i>	biao.xiang@compas.ox.ac.uk / ☎ (01865) (2)81794			
<i>Teaching:</i>	<ul style="list-style-type: none"> - Keywords: Migration and Social Theory (Convenor / Lecturer) - Option Course: Mobility, Governance and the State (Hilary) - Supervision - Study Trip 			
<i>Research Interests:</i>	labour migration; transnational governance in east Asia; globalization, governance			

Dace Dzenovska

Associate Professor, Anthropology of Migration, ISCA/COMPAS

<i>College:</i>	Kellogg	<i>Office:</i>	43 Banbury Road, 1 st floor	
<i>Office Hours:</i>	Wednesday afternoons – email for appointment			
<i>Contact:</i>	dace.dzenovska@compas.ox.ac.uk / ☎ 01865 (2)84945			
<i>Teaching:</i>	<ul style="list-style-type: none"> - Paper I: International Migration in the Social Sciences (Convenor) - Option course: Mobility, socialism, and political imagination after the Cold War (Hilary) - Supervision 			
<i>Research Interests:</i>	migration, postsocialist democratization and liberalization, sovereignty, statehood, bordering, nationalism, political imaginaries, Eastern Europe, former Soviet Union			

Core teaching staff (cont.):

Ruben Andersson (Chair of Examiners)

Associate Professor of Migration and Development, ODID

<i>College:</i>	Wolfson	<i>Office:</i>	QEH, 2 nd floor New Building, Room 30.27	
<i>Office Hours:</i>	Tuesdays 1100-1300 by appointment			
<i>Contact:</i>	ruben.andersson@qeh.ox.ac.uk ☎ (01865) (2)71902			
<i>Teaching:</i>	<ul style="list-style-type: none"> - Paper II: Migration, Globalisation and Social Transformation (Convenor) - Option Course: Migration, Development and Security (Hilary) - Supervision 			
<i>Research Interests:</i>	migration, borders and security with a focus on West Africa and southern Europe; irregular migration; humanitarianism; globalisation; conflict and displacement			

Gunvor Jonsson

Departmental Lecturer, Migration and Development, ODID

<i>College:</i>	-	<i>Office:</i>	QEH, 2 nd floor Old Building, Room 30.08	
<i>Office Hours:</i>	Email for appointment			
<i>Contact:</i>	gunvor.jonsson@qeh.ox.ac.uk ☎ (01865) (2)81717			
<i>Teaching:</i>	<ul style="list-style-type: none"> - Paper IV – Research Methods (Convenor) - Supervision 			
<i>Research Interests:</i>	migration and mobilities, Africa (esp. Francophone West Africa), anthropology, trade, gender, space/place			

OTHER TEACHING STAFF

Will Allen	Research Officer, COMPAS
Jeff Crisp	Research Associate, RSC
Franck Düvell	Senior Researcher, COMPAS
Leslie Fesenmyer	ESRC Future Research Leaders Fellow, COMPAS
Marie Godin	Research Officer, ODID
Michael Keith	Director, COMPAS
Emre Korkmaz	Junior Research Fellow, ODID
Tom Scott-Smith	Associate Professor of Refugee Studies and Forced Migration, RSC
Sarah Spencer, CBE	Senior Fellow, COMPAS
Olivier Sterck	Junior Research Fellow, RSC
Nicholas Van Hear	Senior Researcher and Deputy Director, COMPAS
Carlos Vargas-Silva	Senior Researcher, Migration Observatory/COMPA
Rob McNeil	Head of Media and Communications, Migration Observatory

ADMINISTRATIVE STAFF

Contact Details of Administrative Staff at QEH			
Andrea Smith	MSc MS Course Coordinator	☎ (2)81701 Room 20.04	andrea.smith@qeh.ox.ac.uk
Dominique Atalla	Graduate Student Administrator	☎ (2)81806 Room 20.24	dominique.attala@qeh.ox.ac.uk
Penny Rogers	ODID Receptionist	☎ (2)81800	reception@qeh.ox.ac.uk
Gary Jones	ODID Caretaker	☎ (2)81818	caretaker@qeh.ox.ac.uk
Lindsay Rudge	Departmental Administrator	☎ (2)81804	lindsay.rudge@qeh.ox.ac.uk
Nicola Shepard	Travel Safety Officer	☎ (2)81815 Room 20.04	nicola.shepard@qeh.ox.ac.uk
Hamayun Minhas	ICT Officer	☎ (2)81821	hamayun.minhas@qeh.ox.ac.uk
Sue Garrett	Assistant to the Head of Department	☎ (2)81803	sue.garrett@qeh.ox.ac.uk
Wendy Grist	Accounts Officer	☎ (2)81824	wendy.grist@qeh.ox.ac.uk

Department and Centre contact details

These can be found on the web as follows:

Departments

ISCA <http://www.isca.ox.ac.uk/>
ODID <http://www.qeh.ox.ac.uk/>

Centres

COMPAS <http://www.compas.ox.ac.uk/>
RSC <http://www.rsc.ox.ac.uk/>

WEB-LINKS AND MAILING LISTS

Web-links

Weblearn is the University's Virtual Learning Environment (VLE). Most course materials relating to the MSc in Migration course will be hosted here, along with a variety of other useful information and announcements. Please check regularly. Weblearn is accessed using your Oxford single sign-on, at:

<https://weblearn.ox.ac.uk/portal/site/:socsci:geh:mscms>

Links to other key sources of information on the University and departmental websites:

- University of Oxford: <http://www.ox.ac.uk>
- Department of International Development: <http://www.qeh.ox.ac.uk/>
ODID intranet: <http://internal.qeh.ox.ac.uk/>
- School of Anthropology and Museum Ethnography: <https://www.anthro.ox.ac.uk/>
- Examination regulations: <http://www.admin.ox.ac.uk/examregs/>
- MSc MS examination conventions:
<https://weblearn.ox.ac.uk/portal/site/:socsci:geh:mscms/tool/fbe5c5b4-cf6d-4eb3-ac18-6582782018bc>
- Oxford students: <http://www.ox.ac.uk/students>
- Student Handbook: <http://www.admin.ox.ac.uk/proctors/info/pam>

Mailing Lists

Your Oxford email address will be included in the class mailing list:

geh-mscms@mailist.qeh.ox.ac.uk

This list will be used by the course director, teaching faculty and the course coordinator to inform you of day-to-day developments and course news. **The list only contains the MSc MS students – to reach the faculty, please use/copy in their personal emails.**

All our email communication with you will be through your Oxford email address. We do not add non-Oxford University email addresses to this mailing list. If you use another email address, please make sure your Oxford email is forwarded to your mailer.

It is your responsibility to read your Oxford email. Anything emailed to you at your Oxford address will be deemed to have been read by you. Failure on your part to do so will not be accepted as an excuse for any resulting problems.

2. SCHEDULES

COURSES BY TERM

Michaelmas Term (MT) [Sunday 8 October to Saturday 2 December]

Course title	Led by
The Politics of Movement: International Migration in the Social Sciences (IMSS) *	Dace Dzenovska
Migration, Globalisation and Social Transformation (MGST) I *	Ruben Andersson
Methods in Social Research I *	Gunvor Jonsson
Keywords: Migration and Social Theory*	Biao Xiang
Student Led Series (Also in Trinity Term)	Various external and internal presenters – to be organized by students

Hilary Term (HT) [Sunday 14 January to Saturday 10 March]

Course title	Led by
Migration, Globalisation and Social Transformation (MGST) II *	Ruben Andersson
Methods in Social Research II *	Olivier Sterck
Keywords: Migration and Social Theory*	Biao Xiang
Option Course I (from Migration Studies home pool) * #	Various
Option Course II * #	Various

* Courses marked with an asterisk are core to the degree and feed directly into assessed elements; attendance is compulsory. The Keywords course is not assessed, but is also part of the core curriculum; attendance is compulsory. Attendance at the Creative Series is strongly recommended. See  section 3 for further details on the course structure.

Options Courses (see  pp. 20-24 for further details). Three pools of options courses will be available:

- Pool A: Migration Studies home options
- Pool B: Refugee and Forced Migration Studies (RFMS) home options
- Pool C: Anthropology home options

You must choose your first option from Pool A (the Migration Studies home options), and will have priority for these courses. Your second option can be chosen from any of the three pools, subject to availability.

We will be holding an Options Fair in Week 5 of Michaelmas (Friday 10 November, 14.00-16.00, QEH Seminar Room 3), when those lecturers offering options in 2017-18 will outline their course. You will be given full information about how to register for your preferred options courses in Hilary at this meeting.

TERMLY OVERVIEW OF CORE CLASSES AND SEMINARS

These schedules are provided to give an overview only of the classes and seminars running in each of the three terms. The full and final timetables will be published on WebLearn at the start of each term.

The complete timetable for Michaelmas Term, including room locations and additional meetings and workshops will be provided separately both in hard copy and on WebLearn in Induction Week.

MICHAELMAS TERM 2017					
Sunday 8 October to Saturday 2 December					
	Mondays	Tuesdays	Wednesdays	Thursdays	Fridays
am	IMSS Session I (Dace Dzenovska) 0930–1130 <u>Weeks 1–8</u>	MGST I (Ruben Andersson) 0900–1100 <u>Weeks 1–8</u> Research Methods Tutorials Group 2 & 3 (Gunvor Jonsson) Group 2: 1100-1200 Group 3: 1200-1300 <u>Weeks 5–8</u>	IMSS Session II (Dace Dzenovska) 0930–1130 <u>Weeks 1–8</u> Tutorial Group 1 1145–1235 <u>Weeks 3-8</u>	IMSS/MGST Tutorials Tutorial Group 3 0930–1030 Tutorial Group 4 1045–1145 <u>Weeks 3-8</u>	IMSS Extra Session 0930–1130 <u>Week 1 only</u>
lunch			<u>Seminar Series</u> 1300–1400 <u>Weeks 1–4</u> QEH Seminar Room 3		
pm	Research Methods I (Drs Gunvor Jonsson/Ali Ali) with MSc RFMS students 1400–1600 <u>(weeks 1--8)</u> Research Methods Tutorials Group 1 (Gunvor Jonsson) Group 1: 1600-1700 <u>Weeks 5–8</u>	Keywords (Biao Xiang) 1400-1600 Group 1: Weeks 1, 3, 5, 7 Group 2: Weeks 2, 4, 6, 8 <u>Seminar Series</u> 1615-1715 <u>Weeks 4–8</u> Oxford Internet Institute 1 St Giles Oxford, Oxford OX1 3JS (TBC)	IMSS/MGST Tutorials Tutorial Group 2 1415–1515 <u>Weeks 5-8</u>	<u>COMPAS Seminar</u> 1400–1530 <u>Weeks 1–8</u> Pauling Centre, 58a Banbury Road	
eve	Student Led Series 1700-1830 <u>Weeks 1-8</u>		<u>RSC Public Seminar</u> 1700–1830 <u>Weeks 1–8</u> QEH Seminar Room 1		

📄 COMPLETE TIMETABLE WILL BE PROVIDED SEPARATELY AND PUBLISHED ON WEBLEARN
Please be sure to check any emails from the Course Co-ordinator, or announcement notifications from WebLearn, as this is how any last minute amendments or additions to your timetable will be communicated.

TERMLY OVERVIEW OF CORE CLASSES AND SEMINARS

HILARY TERM 2018 (PROVISIONAL)					
Sunday 14 January to Saturday 10 March					
	Mondays	Tuesdays	Wednesdays	Thursdays	Fridays
am	OPTIONS COURSES	MGST II <u>Weeks 1–8</u> Research Methods Tutorials <u>Weeks 2-8</u> Groups 1, 2 and 3	OPTIONS COURSES	Methods II <u>Weeks 1–8</u> MGST Tutorials: Tutorial Group 1 ~ Tutorial Group 2 ~ <u>Weeks 3 and 5 only</u> Tutorial Group 3 ~ Tutorial Group 4 ~ <u>Weeks 4 and 6 only</u>	OPTIONS COURSES
lunch					
pm	OPTIONS COURSES	Keywords ~ <u>Group 1: Weeks 1, 3, 5, 7</u> <u>Group 2: Weeks 2, 4, 6, 8</u>	OPTIONS COURSES	COMPAS Seminar 1400–1530 <u>Weeks 1–8</u> Pauling Centre, 58a Banbury Road	OPTIONS COURSES
eve			RSC Public Seminar 1700–1830 <u>Weeks 1–8</u> QEH Seminar Room 1		

Please note that scheduling in Hilary is still provisional.

TERMLY OVERVIEW OF CORE CLASSES AND SEMINARS

There are no taught courses running in Trinity term, as this term is mostly spent doing exams (in week 1) and writing your dissertation. There will, however be one-off events such as dissertation workshops and careers events taking place during the term.

TRINITY 2018 (PROVISIONAL)					
Sunday 22 April to Saturday 16 June					
	Mondays	Tuesdays	Wednesdays	Thursdays	Fridays
am					
lunch					
pm				COMPAS Seminar 1400–1530 <u>Weeks 1–8</u> Pauling Centre, 58a Banbury Road	
eve	Student Led Series (with RFMS students) <u>Weeks 1-8</u>		RSC Public Seminar 1700–1830 <u>Weeks 1–8</u> QEH Seminar Room 1		

KEY DATES AND DEADLINES 2017-18

MICHAELMAS

- Week 0** Elect two class representatives and a Social Secretary and let the Course Coordinator have a note of their names by the end of Week 1 (Friday 13 October 2017)
- Week 1** Submit Avoiding Plagiarism 1 post-test results and 'Use of *Turnitin*' to Course Coordinator by 12 noon on **Friday (13 October 2017)**
- Week 5 -6** Sign up for two option course for Hilary Term following Options Fair on Friday of week 5 (10 November 2017)
- Week 5-8** Submit a draft plan of research proposal and present it in research methods tutorial for formative feedback from Course Convener and fellow students (list of tutorial groups and presentation schedule to be published on WebLearn by week 1)
- Week 6** Submit a CUREC form for ethics approval (and travel insurance form if applicable) for any fieldwork research planned for Christmas Vacation
- Draft *Dissertation Topic Approval Form* to Course Coordinator via WebLearn as preparation for Dissertation workshops in week 7
- Week 7** Release of IMSS Assessed Essay questions
- Week 7** Dissertation Workshops (time and date TBA)
- Week 8** Study trip planning meeting
- Week 8** Following workshops, revised draft *Dissertation Topic Approval Form* (📄) to your supervisor by 12 noon on **Friday (1 December 2017)**
- The form will ask you to explain your choice and list some of the questions you will ask in your dissertation, as well as to list five essential sources. You will need to have a final, approved copy of this form signed off by your supervisor by Week 2 in Hilary

HILARY

- Week 1** International Migration in the Social Sciences Essay to be submitted to Examination Schools (2 bound copies) and electronically (via Weblearn) by 12 noon on **Tuesday (16 January 2018)**
- Week 2** Final *Dissertation Topic Approval Form*, approved in writing by your supervisor, to the Course Coordinator (for submission to the Chair of Examiners) by 12 noon on **Friday (26 January 2018)**
- Week 4-5** Study trip planning and admin meeting (time and date TBA)
- Week 6** Submit CUREC form for ethics approval (and travel insurance form if applicable) for any fieldwork research planned for Easter Vacation or early Trinity

TRINITY

- Week 0** Methods in Social Research Portfolio to be submitted to Examination Schools (2 bound copies) and electronically (via Weblearn) by 12 noon on **Tuesday (17 April 2018)**
- Week 1** Two, three-hour written examinations (during the week commencing 23 April 2018*):
Paper 2: Migration, Globalisation and Social Transformation
Paper 3: Thematic and Regional Electives

*Please note that there is a slight possibility this may change. Dates will be confirmed at least 5 weeks beforehand. See the Student Gateway for further details.
- Week 2** Dissertation Workshops
- Week 5** Full draft of dissertation to be submitted to your dissertation supervisor by 12 noon on **Friday (25 May 2018)**
(it will be to your advantage in improving the dissertation to submit earlier)
- Week 8** Dissertation to be submitted to Examination Schools (3 bound copies) and electronically (via Weblearn) by 12 noon on **Thursday (14 June 2018)**
- Week 10** Final exam board where students' marks and awards are agreed
- Week 11** Final results published on Evision
- July** Student graduation ceremonies – organised and scheduled by Colleges (dates may be different for each college)

SCHEDULE OF TUTORIAL ESSAYS

MICHAELMAS (all deadlines: by 10am Mondays)

3 essays (2 essays linked to Paper I; 1 linked to Paper II)

- Week 1** Sign up for Michaelmas term essays (2 essays linked to Paper I; 1 linked to Paper II)
- Week 3** Paper II essay (Causes of migration) [Ruben Andersson]
- Week 4** Paper I essay (Migration and Globalisation) [Gunvor Jonsson]
- Week 5** Paper II essay (Development and Change) [Ruben Andersson]
- Week 6** Paper I essay (Infrastructures) [Biao Xiang]
- Week 7** Paper I essay (Regulating Migration) [Carlos Vargas Silva]
- Week 8** Paper I essay (Identity and Political Futures) [Dace Dzenovska]

HILARY (all deadlines: by 10am Mondays)

1 essay linked to Paper II

- Week 1** Sign up for Hilary term essays
- Week 3 or 4** Paper II essay ('Refugees are not Migrants') [Jeff Crisp]
- Week 5 or 6** Paper II essay (Migration and Religion) [Leslie Fesenmyer]

Please submit an electronic copy of your essay and *Short Essay Self-Assessment* form (available on WebLearn under 'MSc MS/Forms/Essay forms') in **Word Format** via WebLearn by the deadline
You should also e-mail your essay to all other members of your tutorial group

3. THE DEGREE

AIMS AND OBJECTIVES OF THE DEGREE

The MSc MS aims to provide a broad, theoretical understanding of human mobility and the role of both internal and international migration in economic and political processes, social change and globalisation, as well as an overview of the major debates and literature on contemporary migration from different disciplinary perspectives. You will gain skills in critical analysis and research, and should develop an ability to contribute new perspectives to the study of migration. You should also gain an understanding of the dilemmas facing policy-makers at both national and international level, an understanding of the value of critical perspective for both academic and policy work, as well as the ability to help transfer theoretical knowledge to policy-oriented research.

See **Appendix 1** for the degree's full Aims and Objectives ()

STRUCTURE OF THE DEGREE AND TEACHING PROGRAMME

Teaching programme and lecture lists

Oxford University has a three-term academic year:

Michaelmas Term	Sunday 8 October to Saturday 2 December
Hilary Term	Sunday 14 January to Saturday 10 March
Trinity Term	Sunday 22 April to Saturday 16 June

Each term consists of Weeks 1-8 of classes. In addition, in Michaelmas Term, Noughth Week (Week 0) is a time when introductory meetings take place.

Attending lectures and seminars outside the MSc in Migration Studies

As members of the University, you may attend most lectures and seminars offered by the University. Occasionally special lectures may require advance permission to attend; both the lecturer and the college in which the lecture is taking place have the right to refuse admission. Lecture lists are available from the University Offices in Wellington Square during Week 0 of each term, or they can be accessed at: <http://www.ox.ac.uk/students/academic/lectures/>.

Auditing classes

If you are particularly interested in following a course which forms part of another master's degree offered by ODID or SAME – and this will normally be one of the options courses on offer, not the core courses – you should approach the course lecturer directly for permission to do this. This is called 'auditing' a course: it will not count towards your final degree, and is entirely at the lecturer's discretion. But when you audit a course, you should be prepared to attend and contribute to all the classes and to do any written work or class presentations that the course requires. In other words, you should treat the audited course as seriously as if it were part of the MSc in Migration Studies.

But please bear in mind that the MSc in Migration Studies is an intensive 9-month course, and you should make sure you are keeping on top of your required work for your own course before attempting to audit another class. You should also be prepared for:

- Refusals: many lecturers tailor their teaching to the cohort of students on a particular degree, or wish to limit the number of participants; and
- Timetabling clashes: some programmes offer their options courses in Michaelmas term, when it is not realistic to audit other courses in light of the heavy demands of your own degree, or at a time when you have a compulsory class or tutorial.

To find out about the other masters offered by ODID and SAME, see <http://www.qeh.ox.ac.uk/content/study> or <http://www.isca.ox.ac.uk/prospective-students/degrees/>.

STRUCTURE OF THE DEGREE AND TEACHING PROGRAMME

Oxford is not modular

You will find a description of how the MSc in Migration Studies is structured and taught below. Unlike many other universities, Oxford does not offer modular degrees. Courses which are not outlined below as part of the degree cannot count towards your final result.

Attendance

You must attend all the classes and tutorials which form part of the MSc in Migration Studies. See also  p. 65 regarding residence requirements in Oxford.

Submission of work

You must submit all written work on time and within the prescribed word length – both your tutorial essays and essays linked to your options courses; and work which is assessed as part of your final result (the IMSS Assessed Essay; the Methods in Social Research portfolio; and the dissertation). See  pp. 17 and 48 for details of how and when to submit your written work.

Paper I (The Politics of Movement: International Migration in the Social Sciences) and Paper II (Migration, Globalisation and Social Transformation) are designed to be complementary. While the course conveners have been careful to avoid significant overlaps, the two papers are strongly connected, reinforcing each other in approaching migration issues from different angles. Taken together, the lectures and readings on both papers will give students a solid theoretical and empirical insight into migration processes.

CORE COURSES AND CLASSES

The Politics of Movement: International Migration in the Social Sciences [Paper I] (Dace Dzenovska) [Michaelmas]

The aim of the paper is to provide an interdisciplinary narrative about the history and politics of global mobility and migration. The course will begin with a discussion of different disciplinary and interdisciplinary approaches to studying mobility and migration, following which it will contextualize mobility and migration historically, economically, and politically. Subsequently, the course will examine ways of moving and staying, modes of governing and facilitating migration, as well as the themes of integration, dwelling, identity, and social movements. The course is grounded in anthropology, but also draws on history, communications studies, sociology, economics, geography, and political theory. It will provide insight into themes that students will be able to explore in greater depth through options courses in Hilary Term.

Migration, Globalisation and Social Transformation [Paper II] (Ruben Andersson) [Michaelmas and Hilary]

This paper introduces you to the main migration theories, discusses their strengths and weaknesses, and explores whether and how theories can be integrated. The paper shows how an improved theoretical understanding of migration questions conventional migration categories and distinctions, for instance between 'internal' and 'international', 'forced' and 'voluntary' and 'permanent' and 'temporary' migration, which often do not reflect migrants' experiences and ignores their agency. An improved theoretical understanding of migration processes also enables a more realistic assessment of what migration policies can and cannot achieve.

Methods in Social Research [Paper IV] (Gunvor Jonsson) [Michaelmas and Hilary]

The course aims to familiarise you with common qualitative and quantitative research methods in migration studies. It will train you to be both a critical consumer and producer of social scientific data by increasing your understanding of the choices involved in conducting research and the consequences of these choices. The materials covered in the course will also support you in developing the methodology for your dissertation.

CORE COURSES AND CLASSES (cont.)

Keywords: Migration and Social Theory

(Biao Xiang) [Michaelmas and Hilary]

Keywords are concepts that function as organising principles or “binding words” of particular ways of thinking and acting (Williams 1977). In addition to facilitating meaning-making, they are nodal points through which states govern and through which people make claims against the state. In this seminar-style course, we will engage with selected keywords in order to think critically about how migration is understood and governed by scholars, policy makers, and the public. The purpose of this course is to enable students to develop a critical understanding of the institutionalized vocabulary within which politics of migration are located, as well as to think about keywords as sites of social and political change.

Tutorials and Supervision [Michaelmas and Hilary] (See  pp. 31-32)

In addition to the compulsory classes, you will also have six one-hour tutorials in Weeks 3-8 of Michaelmas and two in either Weeks 3 and 5 or Weeks 4 and 6 of Hilary (depending on which tutorial group you are in). Four are linked to Paper I (IMSS) and four to Paper II (MGST). They are taught by the lecturers from these courses, in tutorial groups of around 5-6 students.

You have to submit 1,500 word tutorial essays linked to three of the six tutorials during Michaelmas and one in Hilary. **However, you are expected to prepare in full for each tutorial and come to the class ready to discuss the essay question every week.**

Student Led Series

(Various presenters/events) [Michaelmas and Trinity]

The purpose of this series is to allow students to diversify their perspectives on migration by engaging with ‘migration outside the classroom’. We will need student volunteers to run the series together with other volunteer organisers from the MSc Refugee and Forced Migration Studies, giving students a chance to interact across the two degrees while also playing a part in the Oxford Migration and Mobility Network. The series will run in Michaelmas and Trinity and can involve inviting, for instance, performers; writers; DPhil candidates at Oxford; and policymakers – anything related to migration. A budget will be available for the organisers.

OPTIONS COURSES IN HILARY

In addition to the core courses, you must choose two further courses in Hilary from a list of options. Your first options course must be from the list of Migration Studies ‘home’ options; your second options course may come from either the home pool; the pool offered by the MSc in Refugee and Forced Migration Studies; or from the Anthropology home pool. The availability of any particular options course will be dependent on numbers. More information about the Migration Studies home options is available below.

We will be holding an Options Fair in Week 5 of Michaelmas (Friday 10 November, 1400-1600, QEH Seminar Room 3), when:

- we will confirm final titles and course descriptions for all options pools;
- those lecturers offering options in 2017-18 will outline their courses; and
- you will be given full information about how to register for your preferred two options courses in Hilary.

OPTIONS COURSES IN HILARY

You must take **two** option courses in Hilary Term 2018, and these are assessed by a 3-hour written examination at the start of Trinity term (Paper III: *Regional and Thematic Electives*).

In 2017-18 the Migration Studies home options are expected to be as follows, and you will find course descriptions below:

Migration Studies home options pool	Lecturer
Ethnographies of Transnationalism and Diasporas: Anthropological and Sociological Perspectives	Leslie Fesenmyer and Marie Godin
Migration, Development and Security	Ruben Andersson
Mobility, Order and the Anthropological Imagination	Biao Xiang
Migration, Policy and Governance; a Critical Approach	Franck Duvell
The Economics of Migration: Who Wins, Who Loses and Why	Carlos Vargas-Silva
(Post)socialist Perspectives on Mobility and Migration	Dace Dzenovska
Labour Migration and Social Participation of Migrants	Emre Korkmaz

Your first option choice **MUST** come from the Migration Studies home options pool.

All Migration Studies home options will have a maximum of 10-15 places available and students on the MSc in Migration Studies will have priority for these places. Places will be allocated on a first come, first served basis. You may find that your first choice is not available and you will have to sign up for another course from the Migration Studies home options pool.

Your second choice option may be from any of the following:

- another course from the Migration Studies home options pool; or
- a course from the Refugee and Forced Migration Studies home options pool; or
- a course from the Anthropology options pool

The Refugee and Forced Migration Studies home options pool is likely to include the following courses:

Refugee and Forced Migration Studies home options pool	Lecturer
Critical Approaches to Durable Solutions	Georgia Cole
Displacement and the State in the Fertile Crescent	Ali Ali
Dispossession and Displacement in the Modern Middle East	Dawn Chatty
Coercive Landscapes	Ali Ali
UNHCR and World Politics	Gil Loescher
The History and Politics of Humanitarian Aid	Tom Scott-Smith

You will find a list of possible Anthropology options in the *ISCA Graduate Studies Handbook 2017-18*, which is available from: <http://www.isca.ox.ac.uk/current-students/course-information/>.

OPTIONS COURSES IN HILARY

Please note the following about your choice of options:

- Anthropology options are at the discretion of the course director and the course lecturer in question; not all anthropology options are open to MSc in Migration Studies students; and we cannot guarantee that all options combinations are possible because of timetabling clashes.
- Just as you have priority on courses from the Migration Studies home options pool, students on the MSc in Refugee and Forced Migration Studies have priority for places on their home options; you will only be allowed to take one of these options if places remain after the MSc RFMS students have made their choices.
- There are a maximum of 12-15 places available on courses in the RFMS pool.
- It is possible a course could be cancelled if not enough people sign up for it.

We will do our best to accommodate your preferences, but we cannot guarantee places for all on your preferred options. We will therefore ask you to indicate two alternatives, just in case.

Migration Studies home options pool: course descriptions

The Economics of Migration: Who Wins, Who Loses and Why (Carlos Vargas-Silva)

This option provides an introduction to approaches used in economics to examine the pros and cons of international migration. Topics covered include migration and return decisions, the integration of migrants into the host labour market, their economic behaviour and the effects of migration on the labour market. The course will also feature the effects of migration on housing markets, trade flows, public finances and public attitudes in sending and receiving countries. The discussion will put particular emphasis on the link between theory and empirical evidence, as well as the relevance for policy purposes. Please note that you DO NOT need a background in economics to take this option. On the other hand, capacity for imagination is essential.

Ethnographies of Transnationalism and Diasporas: Anthropological and Sociological Perspectives (Leslie Fesenmyer and Marie Godin)

The course is an introduction to ethnographic approaches to transnationalism and diasporas with an emphasis on the cultural, social, and political aspects of transnational mobility and diasporic formations in an interconnected, post-colonial world. The course takes as its point of departure the lived experiences of migrants, refugees and other diasporic people, and asks how they make sense of mobility and displacement and construct senses of belonging. We will discuss the challenges of conceptualising, interpreting and contextualising new forms of transnational mobility and diasporic formations, but also ask if they really are new phenomena. This leads to a critical re-assessment of such concepts as place, space and context, and to reflections on methodological nationalism in social science research on migration and mobility. The course is structured around key topics: identity and belonging; gender, generation and life course; diaspora mobilisation; memory and home-making; and urban diversity, among others. Adopting a historically-sensitive lens, the course draws on ethnographic examples from across the world.

OPTIONS COURSES IN HILARY

Labour Migration and Social Participation of Migrants (Emre Korkmaz)

This course will focus on the labour market participation of immigrants and will examine the engagement process of migrants with the local working population. This will include discussions of different approaches to labour migration, the social struggles of migrants together with those of local workers and trade unions' policies towards migrant workers in Europe. The course will also feature case studies such as the representation of Turkish immigrant workers through trade unions in Western European countries (mainly Germany, the Netherlands, Sweden and the UK) and the informal labour market participation of Syrian refugees in the Turkish garment industry. There will be debates on theoretical frameworks and concepts such as the public sphere (Habermas), transnationalising of the public sphere (Fraser), transnational social space (Preis and Faist) in order to understand the challenges migrants face in participating in social movements and political activities, long before the commencement of the citizenship process.

Migration, Development and Security (Ruben Andersson)

This option course considers the relationship between development and migration, two fields that have become increasingly interlinked in complex ways in the policy sphere, and gives students a conceptual and empirical grounding in this area. The aim is to provide a critical understanding of how migration and development intersect from both a 'top-down' and 'bottom-up' perspective: in other words, it treats 'development' on the one hand as a discourse and agenda driven by states and powerful international actors, and on the other as a historical process of social transformation. Additionally, the course will pay particular attention to how concerns with (in)security broadly understood have increasingly come to interact with the migration and development fields at a time of mass forced displacement, transnational conflict and reinforced borders.

Mobility, Order and the Anthropological Imagination (Biao Xiang)

Population mobility, both domestic and international, has historically been an important subject of governance and is ever more so today. From Chinese emperors' great fear of the 'floating people' to the E.U.'s initiative of encouraging student exchange across Europe, from the Soviet propiska (internal passport) to the U.S. government's requirement about transfer of air passenger data ... different political regimes adopt different measures to induce, curtail or manipulate mobility. This seminar examines how mobility challenges established political systems and how, in turn, governing mobility becomes constitutive of particular political regimes.

The course will address various types of mobility: labour, marriage, military, forced, internal and international, pre-modern and contemporary. Conceptually, we will review and explore connections between various critical theories on state, governance, and governmentality and draw from them as we address specific realities and questions. Throughout the seminar students are expected to read across disciplines and genres, and particularly to engage anthropological and historical ideas and perspectives to reinterpret studies from other social science disciplines. The seminar thus aims to help students to develop an anthropological imagination, i.e., the ability of connecting and thinking together phenomena and ideas that tend to be treated separately and addressing context-specific logics of practice and actors' point of view.

OPTIONS COURSES IN HILARY

Migration, Policy and Governance; a Critical Approach (Franck Düvell)

Migration is one of the top global policy concerns and migration control is a core aspect of state sovereignty. This course focuses on the global, international and national dimension of migration governance and management, on policies and politics; it does not cover integration or development policies. It will study various actors ranging from supranational institutions (i.e. the European Union), international organisations and national authorities as well as non-governmental organisations and also touches upon the national and international legal frameworks. We will look at cases ranging from the old powers, like the US and Europe, to emerging powers, such as Russia and Turkey but also the Gulf countries; at issues ranging from highly skilled migration to refugee and irregular flows; and at themes ranging from modes of controls including border controls, visa-diplomacy and bio-politics to policy discourses/narratives and the ethics of migration politics. The course rests on politics, sociology and ethnography, it will draw on the lecturer's extensive experience in research and stakeholder engagement and will take a self-learning, interactive and student-centred approach.

(Post)socialist Perspectives on Mobility and Migration (Dace Dzenovska)

This course examines mobility and migration through the lens of postsocialism. It understands postsocialism not only as a historical period that follows socialism or a set of practices and discourses of "transition" from socialism to capitalism or totalitarianism to freedom, but also as an analytical category. As an analytical category, postsocialism invites attention to geopolitical shifts after the end of the Cold War and their relationship with mobility and migration.

The course begins with a discussion of mobility and migration in socialist thought. It continues with an examination of practices and governance of mobility and migration in the context of Cold War political orders marked as socialist—for example, the former Soviet Union, Eastern Europe, and parts of Asia. The course then moves to consider shifts in practices and governance of mobility and migration after the collapse of the Soviet Union and Eastern European socialisms. It covers themes, such as rebordering after socialism, changing political regimes and forms of citizenship, displacement, migration governance, and postsocialist diasporas. In the end, the course invites students to think about how the collapse of actually existing socialisms—and the end of the Cold War more broadly—have affected political imaginaries in relation to mobility.

The course is primarily grounded in anthropology, but also includes texts from history, political theory, geography, and sociology.

TYPICAL STUDENT SCHEDULE

Michaelmas	Hilary	Trinity
<p>Classes/Supervision (Weeks 1-8)</p> <ul style="list-style-type: none"> · <i>Core course:</i> The Politics of Movement: International Migration in Social Sciences (IMSS) · <i>Core course:</i> Migration, Globalisation and Social Transformation I · <i>Core course:</i> Methods in Social Research I · <i>Class:</i> Keywords I · Creative Approaches to Migration Series · <i>Dissertation:</i> identify topic and provisional title; preliminary literature review <p>Assessment</p>	<p>Classes/Supervision (Weeks 1-8)</p> <ul style="list-style-type: none"> · <i>Core course:</i> Migration, Globalisation and Social Transformation II · <i>Core course:</i> Methods in Social Research II · <i>Options course 1</i> · <i>Options course 2</i> · <i>Class:</i> Keywords II · Creative Approaches to Migration Series · <i>Dissertation:</i> confirm topic and title; allocation of supervisor; develop abstract; start work <p>Assessment</p> <ul style="list-style-type: none"> · <i>Submission:</i> Introduction to Migration in the Social Sciences 5,000-word essay (Tuesday Week 1) 	<p>Classes/Supervision</p> <ul style="list-style-type: none"> · <i>Dissertation:</i> complete work and write up <p>Assessment</p> <ul style="list-style-type: none"> · <i>Submission:</i> Methods in Social Research 6,000-word portfolio (Tuesday Week 0) · <i>Examinations:</i> 2 x 3-hour written papers (Week 1 expected) · <i>Submission:</i> Dissertation (Thursday Week 8)
<p>Vacation</p> <ul style="list-style-type: none"> · <i>Courses:</i> catch up on reading · <i>Dissertation:</i> literature review 	<p>Vacation</p> <ul style="list-style-type: none"> · <i>Optional study visit</i> (Week 9) · <i>Research Methods portfolio</i> · <i>Courses:</i> exam revision · <i>Dissertation:</i> continue work 	

SEMINAR SERIES

In addition to classes and tutorials, you are also encouraged to attend and participate migration research seminars at ISCA and COMPAS which run each term which feature invited speakers and are an excellent introduction to cutting-edge migration research. The COMPAS seminars are on Thursday early afternoons in the Pauling Centre at Anthropology. See the [COMPAS website](#) for more information.

Technology and Mobilities in Africa Seminar Series

Through the production and adoption of new information and communications technologies, Africa is going through a major transition. The spread of mobile phones within and across African countries is only one technological success story among others, including the fibre-optic cabling now connecting coastal areas to high-speed internet and the roll-out of 'mobile money' in East Africa. The vast literature on ICT and development in Africa often assumes such technologies can overcome all development challenges on the continent. However, some scholars are beginning to express scepticism about the transformative potential of ICTs, and some are highlighting the dangers of overstating the positive improvements which technology can make (Friederici et al., 2016, porter et al 2002). A prevailing technological determinism moreover fails to understand development as an outcome of wider social dynamics and seeing technology as merely one aspect of how people manage their lives. However, the complex relationship between human mobility, technology and development in Africa has not yet been systematically addressed. This seminar series invites academics representing a variety of disciplinary and methodological approaches (big data analysts, ethnographers, development economists) to address the complex and dynamic role played by technology in facilitating, controlling, substituting or transforming mobility processes and their outcomes in Africa.

STUDY VISIT

Study Trip in the UK

We are planning to run a short optional field trip to a UK location in Week 9 of Hilary term (the week commencing 12 March 2018). It will be led by Biao Xiang.

The study trip is meant to provide students with first-hand experience of field research on migration. The students will need to identify suitable research questions that are pertinent to the context and feasible, search for relevant organisations, obtain permission for interviews, and eventually carry out the visit.

This study visit is open only to students on the MSc in Migration Studies and is contingent on student interest. We would look for volunteers from among you to arrange logistics, to take responsibility for organising rapporteurs for each meeting and putting together a report on the visit at the end. Volunteers will also be involved in drawing up the programme in collaboration with academic staff.

We will hold an initial planning meeting in Week 8 of Michaelmas term (time and date to be arranged) and will set up a sign-up on Weblearn ([link](#)) for you to express interest shortly before this.

CAREERS INFORMATION AND ADVICE

There is a *Careers Orientations Session* held in week 1 of Michaelmas (**Friday 3 November 2-4pm**), led by Rachel Bray from the University's Careers Service.

A careers event is also usually organised for the MSc MS course in early Trinity Term with the participation of alumni students and external professionals. The course coordinator will notify students about the exact date and program of this event.

The University's Careers Service is situated at 56 Banbury Road Oxford. The Careers Service exists to enable current and recent Oxford University students to make and implement well-informed decisions about their careers. The Careers Service holds a yearly information session at the Department of International Development, open to all students.

For advice and more information regarding internships, job opportunities please see the Oxford Student website (www.ox.ac.uk/students/life/experience) and the University Careers Service website (www.careers.ox.ac.uk).

Other careers events to look out for:

- International Organisations' Day – London School of Economics – November
- International Careers Day - January

OXFORD MIGRATION STUDIES SOCIETY

The Oxford Migration Studies Society is a student-run University society that aims to connect people in Oxford examining any facet of migration and cultural pluralism, and to build dialogue and relationships across disciplines, organising forums for socialising, resource and information sharing, and research support.

Society members have included students and researchers from the Refugee Studies Centre (RSC), international development, politics, history, geography, and sociology. The society's projects have included regular social events, research presentation seminars, publications, and special events such as speakers, field trips, workshops, and inter-university conferences and exchanges.

More information is available from the Society's webpage: <http://oxford-mss.com/category/omss/>

If you are interested in getting involved, there will be an introductory meeting in Week 1 of Michaelmas Term on Friday 13 October, 2.30pm in QEH Seminar Room 3.

MIGRATION AND MOBILITY NETWORK

Researchers of migration and mobility across the University have the possibility to join a new network: (http://torch.ox.ac.uk/migration-and-mobility#quicktabs-theme_term_quicktab=0) which reaches across the University's migration research centres as well as beyond: it aims to be a platform for anyone working on themes relating to migration and mobility. We consider the Oxford Migration Studies Society OMSS as the 'student arm' of this network, and would be delighted to assist with any events if required, and advertise for them on the network website.

For regular network newsletters, as well as general enquiries, please email the network coordinator, Lena Rose (lena.rose@anthro.ox.ac.uk), or the generic network email address (migration-mobility@torch.ox.ac.uk).

OXFORD MONITOR OF FORCED MIGRATION

The Oxford Monitor of Forced Migration (OxMo) is an independent, student-run publication that moves to engage with various aspects of forced migration through academic scholarship. At its core, OxMo is dedicated to protecting and advancing human rights of individuals who have been forcibly displaced. By monitoring political, legal and practical developments, we seek to draw attention to the plight of forced migrants, identify gaps within existing international and national protection regimes and engage with the many practical and conceptual concerns which perpetuate displacement. We seek to present critical yet balanced analyses of forced migration issues, placing particular emphasis on monitoring the policies and actions of governments, international organisations, and local and international NGOs. Equally, we are committed to giving expression to innovative undertakings that move to alleviate and counter the numerous difficulties that forced migrants face.

Aside from serving as an important academic forum, OxMo is unique in that we seek to establish a space for students to meaningfully take part in the ongoing discourse between scholarship and practice that underpins Forced Migration Studies. We believe that students remain a highly valuable yet under tapped resource in the effort to allay forced migration predicaments and advance human rights. Overall, OxMo aims to foster a truly global dialogue that moves beyond the "north/south" dichotomy by cultivating intellectual exchanges between equals.

More information is available from OxMo's web site: <http://oxmofm.com/>

4. SUPERVISION

SUPERVISION

You have been assigned an individual supervisor, with whom you will have a short, introductory meeting on the Tuesday of Induction Week (or as individually arranged).

After this initial meeting, you will be expected to meet regularly with your supervisor on a one-to-one basis to discuss your progress, programme of study, research interests, and tutorial essays.

It is up to you and your supervisor to agree exactly when and for how long you meet, but it is a good idea to get this into your diaries at the start of each term. As a general guide, you should expect to see your supervisor at least twice – and probably three times – a term (after your initial meeting in Week 0). Meetings should last for some 30 minutes, and will probably take place around:

- Michaelmas: start-of-term (Week 1), mid-term (Week 3 or 4) and again towards the end of term (Week 7 or 8);
- Hilary: at the beginning, middle and end of term (Week 1 or 2; and Week 4 or 5; and Week 7 or 8); and
- Trinity: at the beginning and middle of term (Week 2 and around Week 4-5).

Your supervisor will help you to start thinking about your dissertation from the start of the course, and will suggest preparatory readings to help you develop your thinking. Come prepared to discuss your ideas, as your supervisor will help you to identify a suitable topic and questions. By the end of Michaelmas term, you have to submit a draft *Dissertation Topic Approval Form* to your supervisor for feedback; and your supervisor must have approved this by Week 2 in Hilary, when it is submitted to the Course Coordinator for approval by the Chair of the Examiners (see  section 2 of this handbook for further information on deadlines).

Your supervisor will have access to your *Short Essay Self-Assessment* sheets and the essay feedback from your course lecturers on WebLearn. They may discuss with you any challenges you are facing in the writing of tutorial essays, and suggest measures for improvement. However, your supervisor will only read your essays if the lecturers' feedback causes concern.

Although your supervisor will be in close and regular contact with you throughout the year, supervision should generally be limited to academic issues. If you have any queries about procedural or administrative matters to do with degree or exam administration, you should contact the Course Coordinator. And other personal, logistical, pastoral or financial matters are best directed to your college in the first instance.

It is generally expected that your assigned supervisor will supervise your dissertation. If a strong case can be made for changing supervisors, you may be allocated a different supervisor at the end of Michaelmas to oversee work on your dissertation in Hilary and Trinity terms.

Supervisors are drawn from the teaching and research staff based at ODID and Anthropology, although on occasion we may approach a supervisor from another department or centre, depending on their availability. Graduate students may also on occasion lead tutorials or discussion groups.

Please Note: If you have any issues with your supervision, please raise these as soon as possible with the Course Director, or with the Course Coordinator, so that they may be addressed promptly.

GUIDANCE FOR STUDENTS AND SUPERVISORS

(Adapted from regulations originally issued by the Education Committee)

Responsibilities of the student

1. The student must accept his or her obligation to act as a responsible member of the University's academic community.
2. The student should take ultimate responsibility for his or her work programme and endeavour to develop an appropriate working pattern, including an agreed and professional relationship with the supervisor(s). The student should discuss with the supervisor the type of guidance and comment which he or she finds most helpful, and agree a schedule of meetings.
3. He or she should make appropriate use of the teaching and learning facilities available within the University.
4. It is the student's responsibility to seek out and follow the regulations relevant to his or her course, including faculty/departmental handbooks/notes of guidance, and seek clarification from supervisors and elsewhere if this is necessary.
5. The student should not hesitate to take the initiative in raising problems or difficulties, however elementary they may seem. He or she should ensure that any problems regarding the course are drawn to the attention of the supervisor so that appropriate guidance may be offered.
6. The student should seek to maintain progress in accordance with the plan of work agreed with the supervisor, including in particular the presentation of the required written material in sufficient time for comment and discussion. Both the student and supervisor will want to keep a record of all formal, scheduled meetings. They may well want to agree a record of what has been discussed and decided.
7. The student should recognise that a supervisor may have many competing demands on his or her time. The student should hand in work in good time to the supervisor and give adequate notice of unscheduled meetings. The need for adequate notice also applies to requests for references from the supervisor.
8. The student should be aware that the provision of constructive criticism is central to a satisfactory supervisory relationship, and should always seek a full assessment of the strengths and weaknesses of his or her work.
9. If the student feels that there are good grounds for contemplating a change of supervision arrangements, this should first be discussed with the supervisor or, if this seems difficult, with the Course Director or the college adviser.
10. Where problems arise, it is essential that a student gives full weight to any guidance and corrective action proposed by the supervisor.
11. The student should ensure that the standard of his or her English is sufficient for the completion of written assignments, the end of year examinations and the presentation of essays. Students whose first language is not English should take advice on this.
12. The student should make full use of the facilities for career guidance and development, and should consult their supervisor for advice and encouragement where appropriate.
13. The student should ensure that he or she allows adequate time for writing up the dissertation, taking the advice of the supervisor. Particular attention should be paid to final proof-reading.

Responsibilities of the supervisor

1. In considering an invitation to supervise an MSc student, the supervisor must recognise and accept the responsibilities both to the student and to the Graduate Studies Committees for the Department of International Development (QEH) and the School of Anthropology and Ethnography (SAME) implicit in the supervisory relationship.
2. The supervisor is required to make an appointment for a meeting with the new student not later than the first week of full term.
3. The supervisor is responsible for giving early advice about the nature of the course and the standard expected. The supervisor is also responsible for advising the student about literature and sources, attendance at classes, and requisite techniques (including helping to arrange instruction where necessary). The supervisor should discuss with the student the lecture list for his or her subject and related lecture lists. The supervisor should identify with the student any subject-specific skills necessary for the course.
4. Where during the course of the year a student wishes, in addition to contact with his or her supervisor(s), to have limited consultation with one or two other academics, the supervisor should try to identify (in conjunction with the Course Director) such colleagues and to arrange for an approach to them by the student.
5. Where a supervisor operates as a co-supervisor, it is important to clarify the responsibilities of each supervisor and to co-ordinate advice and guidance.
6. The supervisor should ensure that the student works within a planned framework which marks out the stages which the student should be expected to have completed at various points in his or her period of study. This is particularly important for meeting various deadlines related to the supervision and preparation of the student's dissertation.
7. The supervisor should meet with the student regularly. Times should be fixed early in each term so as to ensure that a busy supervisor does not inadvertently find that meetings are less frequent than the student would like, and to give sufficient time for the student to discuss the work and for the supervisor to check that certain things have been done. Informal day-to-day contact should not be seen as a substitute for formal scheduled meetings. The supervisor should also be accessible to the student at other appropriate times when advice is needed. The supervisor should also request written work as appropriate. Such work should be returned with constructive criticism and in reasonable time.
8. The supervisor should tell the student from time to time how well, in the supervisor's opinion, work is progressing, and try to ensure that the student feels properly directed and able to communicate with the supervisor. It is essential that when problems arise, corrective action is clearly identified and full guidance and assistance are given to the student.
9. The supervisor is required to report on the student's work three times a year, once at the end of each term. Each report should state the nature and extent of recent contact with the student, and, if there has been none, state why this is so. The report should also make clear whether the student is making satisfactory progress and, in this regard, the supervisor should bear in mind comments made by essay markers and special supervisors. Any student who has not satisfied his or her supervisor on at least one occasion in an academic year that he or she is making progress will be liable to have his or her name removed from the register. Supervisors are expected to communicate the contents of their reports to the students.
10. The supervisor should not be absent on leave (during term-time) unless appropriate temporary supervision has been arranged for the student.

TUTORIAL GROUPS AND ESSAYS

Students are divided into four tutorial groups (with 5-6 students in each group: See WebLearn ). The tutorial groups meet on Wednesdays and Thursdays in Weeks 3-8 of Michaelmas Term and on Thursdays in either Weeks 3 and 5, or 4 and 6 of Hilary. You must attend all meetings of your group, and have done the reading in preparation for each meeting – regardless of whether you will be submitting an essay that week. Meetings usually take place in Anthropology.

In Michaelmas, four of your tutorial group meetings (Weeks 4, 6, 7 and 8) are linked to themes from Paper I (International Migration in the Social Sciences); and two (Weeks 3 and 5) to themes from Paper II (Migration, Globalisation and Social Transformation). Both Hilary tutorial group meetings are linked to themes from Paper II.

In addition to attending all your tutorial group meetings, you must write:

- **three** essays in Michaelmas (2 linked to Paper I; 1 linked to Paper II); and
- **one** essay in Hilary (linked to Paper II)

You should sign up on Weblearn () early in Michaelmas Term for the Paper I and Paper II essays; and then again early in Hilary Term for the remaining Paper II essay. You will find details of the essay titles below. Please note that the sign-up system works on a first come first served basis, and automatically closes an essay topic when the allocated maximum number of students has signed up. You will receive further instructions from the Course Coordinator during Induction Week once the sign-up is open.

You must submit your essay via WebLearn () by **10am** on the **previous Monday**. Please check if your lecturer also requires a hard copy of your essay to be submitted via their pigeon hole. And you should also e-mail your essay to all members of your tutorial group. You should receive written feedback from the lecturer on your essay within 2 weeks of the tutorial group. Your essay, together with your *Short Essay Self-Assessment* and the lecturer's feedback, will be accessible by your supervisor via WebLearn.

Tutorial Schedule

Michaelmas:

Wk	Essay Due (10am Monday)	Tutorial		Topic	Lecturer	Paper
		Groups 1 & 2 (Wednesday)	Groups 3 & 4 (Thursday)			
3	23 October	25 October	26 October	Causes of migration	Ruben Andersson	II
4	30 October	1 November	2 November	Migration and globalisation	Gunvor Jonsson	I
5	6 November	8 November	9 November	Development and change	Ruben Andersson	II
6	13 November	15 November	16 November	Infrastructures	Biao Xiang	I
7	20 November	22 November	23 November	Regulating migration	Carlos Vargas Silva	I
8	27 November	29 November	30 December	Identity and political futures	Dace Dzenovska	I

Hilary:

Wk	Essay Due (10 am Monday)	Tutorial (Thursday)	Topic	Lecturer	Paper
<u>Groups 1 & 2</u>					
3	5 February	8 February	'Refugees are not Migrants'?	Jeff Crisp	II
5	19 February	22 February	Migration and Religion	Lesley Fesenmyer	II
<u>Groups 3 & 4</u>					
4	12 February	15 February	'Refugees are not Migrants'?	Jeff Crisp	II
6	26 February	1 March	Migration and Religion	Lesley Fesenmyer	II

Please note: you should answer the questions as they are set, but by all means critically evaluate the underlying implications and assumptions of the question (see also  pp. 58 on the importance of answering questions as set in examinations).

ASSESSMENT OF ESSAYS

There are a number of essays linked to both the core and options courses that are set throughout the course. These essays deal with substantive, theoretical and/or methodological aspects of the material covered in each of the courses and core seminars. Essays should be around 1,500 words in length.

The purpose of these essays is to hone your analytical writing skills. The essays will also help prepare you for the written exams at the beginning of Trinity term. We therefore encourage you to sign up for essays that require you to read new material and think about new problems, rather than choosing essays that resemble work you have done previously.

Your course lecturer and supervisor will expect your essay to be a well-written, typed piece of analytical work based on approximately half a dozen readings around a specific topic. See  section 5 of this handbook for notes on how to approach these short essays. There are also writing guidelines for your dissertation in that section, which you should find helpful.

You are expected to complete a *Short Essay Self-Assessment* sheet* and insert it into the front of your essay before submission electronically via WebLearn. Your course lecturer will then mark the work and provide you with written feedback via WebLearn. Please note that tutorial essays do *not* form part of the formal assessment of your work. However, they are an integral part of teaching and learning. To help with this, they will be given an indicative mark from the range to be found in the marking criteria in the Examination Conventions ()

Remember that while your **essays** do not count in your final degree assessment, the completion of all required written work is necessary for your successful graduation. Failure to complete written work by the stipulated deadlines can result in your tutor refusing to enter you for the examination, and thus to a fail in that paper. It is therefore extremely important that all coursework assignments are completed on time. Those seeking admission to other graduate courses following completion of the MSc should also be aware that other departments may request information on coursework marks in their evaluation of your application.

Students who find they cannot complete written work by these deadlines should contact the Course Co-ordinator in the first instance NOT individual staff members.

* Self-assessment sheets are available to download from Weblearn (under 'Forms').

FEEDBACK ON LEARNING AND ASSESSMENT

Feedback on both formative and summative assessment is an important element of all programmes at Oxford and may be provided informally and/or formally.

Feedback on formative assessment and other informal feedback

Feedback on formative assessment e.g. course essays or assignments, should:

- Provide guidance to those for whom extended pieces of writing are unfamiliar forms of assessment;
- Indicate areas of strength and weakness in relation to the assessment task
- Provide students with an indication of the expectations and standards towards which they are working.

Students can expect to receive feedback on their progress and on their formatively assessed work submitted during Michaelmas and Hilary. This will take the form of:

- Informal feedback provided during classes/tutorials and other interactions with teaching staff
- Your essays returned to you within two weeks of the tutorial/submission, and written feedback via WebLearn (📖) giving you overall comments on your work and an indicative mark. In addition, the lecturer may have marked up the copy of your essay, highlighting individual points of strength and weakness in your argument.
- Your supervisor will be able to view your essays and feedback via the Markbook on WebLearn (📖), so you should expect to discuss these during your regular supervisions.

Feedback on summative assessment

Summative assessment contributes to your degree result and is used to evaluate formally the extent to which you have succeeded in meeting the published assessment criteria for your programme of study.

The purpose of feedback on summative assessment eg. Theses and dissertations is to provide a critical review of the work and suggestions for improvements and future development of the research topic to enable students to develop their work for doctoral study, if appropriate.

Feedback on assessed essays and dissertations

Under the direction of the Chair of Examiners, we provide written feedback to all students on their assessed essay and dissertations. The principal component of these are the assessors' reports as added to (and edited, if required) by the examiners. The Chair ensures that the feedback is consistent with the final agreed mark in cases where, for example, examiners have over-ridden the assessors' mark, or where assessors disagreed, and appropriate synthesis of the feedback is provided. Students will receive one report only and we aim to distribute it (copied to supervisors) within two weeks following the meeting of examiners at which the marks are ratified.

Under no circumstances should any academic staff be contacted with regard to formal extension requests for assessed elements as this could undermine the impartial assessment process. Requests MUST go through your college tutor.

Other information about assessment standards

Students are advised to read the internal and external examiners' reports for the last cohort (published on WebLearn 📖 under 'Exam Resources' in mid-Michaelmas) which can provide valuable insights and contribute to students' preparations for examinations and other forms of assessment.

GSS – GRADUATE SUPERVISION SYSTEM

At the end of each term, your supervisor will submit a report on your academic progress via the university's online Graduate Supervision System (GSS).

Within this system, you have the opportunity to contribute to your term supervision reports by reviewing and commenting on your own progress. You are strongly encouraged to take the opportunity to do this. To access GSS, please visit <http://www.gss.ox.ac.uk/> and use your Oxford Single Sign-On username and password to log in.

Students are asked to report in Weeks 6 and 7 of term. Once you have completed your sections of the online form, it is released to your supervisor for completion, and will also be visible to your Course Director, the Director of Graduate Studies at ODID and to your college advisor. When the supervisor's sections are completed, you will be able to view the report, as will your Course Director, the ODID Director of Graduate Studies and your college advisor. (Directors of Graduate Studies are responsible for ensuring that appropriate supervision takes place; college advisors are a source of support and advice to students.)

If you have any complaints about the supervision you are receiving, you should raise this with your Course Director or the Director of Graduate Studies at ODID. You should not use the supervision reporting system as a mechanism for complaints.

When reporting you should:

- review progress during the current term, measuring this against the timetable and requirements for the MSc
- briefly describe which subject-specific research skills and more general personal/professional skills you have acquired or developed during the current term
- report and comment on attendance at classes that form part of the MSc programme
- report and comment on any seminars or workshops offered or arranged by the Department or Division and on your engagement with the academic community
- reflect on the skills required to undertake the work you intend to carry out, commenting on any skills training you have undertaken or may need in the future

Your supervisor should discuss the report with you, as it will form the basis for feedback on your progress, for identifying areas where further work is required, for reviewing your progress against an agreed timetable, and for agreeing plans for the term ahead.

5. WRITING AND REFERENCES

WRITING ESSAYS AND PREPARING PAPERS FOR CLASS

Introduction

These notes are guidelines on preparing the essays which you are asked to give in the course of reading for the degree. They are plainly stated, so as to render them easy to follow. But they are not meant as dogmatic instructions to be followed unquestioningly. You may feel that you have worked essay writing into a fine art and that guidelines are redundant. Still, you may be stimulated by these guidelines to reconsider your approach, and those students less certain of the techniques of essay writing may find them helpful. There is no such thing as the perfect essay. What follows are suggestions on how to write a good essay.

At the basis of an essay question, there usually is a problem. The problem may not have any solution, and the task may consist of explaining the nature of the problem or perhaps presenting several imperfect solutions with their criticisms. But essay writing is really about understanding problems.

When you write an essay, you are an author. Essay writing is an exercise in thinking. Always state what you think and back it up with good arguments. Do not just set out an assortment of the paraphrased opinions of the *cognoscenti*, without comment, acknowledgement or criticism.

Step One: Decide what the problem is all about

Underline the key words in the essay question and set out the relationship between them. Ask yourself simple questions such as: 'What is?', 'Why is?', 'How does?', or even 'Is/are?'

For example, if you were writing an essay entitled:

Compare and contrast legal pluralism and legal culture as ways of studying migrants' relationship with the law

You might underline legal pluralism, legal culture, relationship with the law, and especially ways of studying, and then ask yourself: 'what is legal pluralism?', 'what is legal culture?', 'what is meant by relationship with the law?'

Some further questions to ask yourself might be:

- Should I focus on laws in the destination country only?
- Should I confine the discussion to a particular type of law?
- Should I focus more on migrants' perceptions of laws, or their formal normative relationship to the law, or the relationship as actually experienced?

You should also ask yourself: 'What is the point of the question?' or 'What is the question driving at?'. It is important to note that in the question 'legal pluralism' and 'legal culture' are two *perspectives* rather than actual situations. The question is thus asking for a theoretical or methodological evaluation of the two approaches. If you elaborate how migration may affect the legal culture of the receiving society, then you are probably missing the point.

If you were unable to break down the question in this way, you would not be able to answer the question. It could be that you had not done the required reading or had not attended classes. There is no substitute for this. However, if you have read widely and attended classes and are still uncertain or confused about the terms being used, it is useful to consult the *Encyclopaedia of the Social Sciences* or even the *Shorter Oxford English Dictionary*.

[If you are giving a paper to fellow students in class, then ask yourself: 'What is interesting about the topic?'. 'What should they know about the topic?'. Then formulate your answers as a simple question or questions: e.g. 'What is the difference between detention and imprisonment?'. 'Does detention deter asylum seeking?'. This helps to clear your mind and focuses your attention on what you need to explain. It also reminds you that you are explaining the topic to other people, as well as providing you with hints on how to set about explaining the topic.]

WRITING ESSAYS AND PREPARING PAPERS FOR CLASS

Step Two: Find the missing link

Very often the relationship between the key words is not simple and direct. There may be unstated assumptions, other factors than the plain and obvious, theoretical dimensions and so on which also need to be taken into account.

To take an example, if the question being asked were:

How can we reconcile the idea that human and economic development tends to increase migration and mobility, with the fact that the proportion of international migrants has not increased significantly over the past century?

The missing links would be that:

- The last century experienced significant human and economic development; and
- There is a causal relation between development and migration (i.e., development causes migration).

Unpacking this second assumption could a way to address the question.

Step Three: State your major points

When you have located the missing links you should be able to state the major points of your essay in the form of short, linked statements. This is an essential part of preparing your explanation. Very often students (and lecturers) find they can explain something better the second time around. It may be that they were not sure what the major points were, or how they were linked, the first time. Usually, it is because they were not rigorous enough about isolating the major points and indicating how they were linked. When you know what the major points are and thus what you want to leave out, you can begin to plan your essay.

In planning your essay, you will find that each of the major points you want to make will form the focus of a major section. Typically, each major section will consist of the statement of the major point (the principle at issue); evidence (examples, illustrations, analogies, diagrams); qualifications (elaborations and important exceptions); and, finally, a restatement of the major point.

Step Four: Structure each section

- Express the point at issue in a simple, direct statement. Keep technical terms to a minimum, though some will be unavoidable, and avoid complex grammatical structures. Useful introductions to your major sections could be: 'Now the next point is ...', 'A second feature is ...'. These serve as markers between sections and draw attention to the major points.
- Choose one or two apt examples or illustrations. They should be short and appropriate. Little point is served by dredging up vast chunks from your sources, unless you wish to work out theoretical implications arising from the texts at length. If you are discussing the economic consequences of labour migration, do not digress into the ecological consequences of labour migration.
- Give any important qualifications. Again, it is more helpful to give 'lead-ins' such as 'Of course there are exceptions ...', 'Now there are problems / difficulties ...'. In writing up your essay you will naturally wish to select more elegant phrases and ring the changes but these act as clarifiers. Remember to give only the main elaborations and leave out vague cases which are not essential.
- Restate your major point. At the end of each section you should restate the point at issue in a slightly extended form and in different words. The use of alternative words increases the chances of being understood and enhances your own understanding. Often a change of words, or word order, brings impact to your meaning and opens up entirely new perspectives

WRITING ESSAYS AND PREPARING PAPERS FOR CLASS WORK

Step Five: Summarise the main points you have made

At the end of the essay or paper you should summarise the major points you have made and give a conclusion. Sometimes, this will be your own answer to the question posed.

Summarising your main points brings together your argument and makes a conclusion possible. Useful introductions to your summary might be: 'So, we can assert that...', 'Our conclusion must be...', 'It seems that...'. The summary might also contain any final thoughts: for example, if you found it hard to answer the question posed yourself or to come to a conclusion about the title set, you might want to indicate a few reasons why. Diagrams are sometimes useful in a summary.

Step Six: Plan your introduction

Planning introductions and conclusions is what most students find hardest. In the case of the conclusion, it is most frequently because they are not sure of their stance on a topic or problem. In the case of the introduction, it usually is because they cannot make up their minds about what they want to say. Accordingly, it is easier to plan the start of the essay or paper after you have planned the major sections and their summary. The reason is that you need to know what your explanation will consist of before you can draw the attention of your readers or audience to what you are going to explain and the way you are going to tackle it. If you don't know what your major sections will be, clearly you cannot do this.

The main functions of an introduction are to indicate the essential features of the essay or paper and generate interest in what is being explained. The introduction is also a good place for specifying basic assumptions and indicating any theoretical slants which you wish to take up later. All of this will be important to gain and hold the attention of your reader or audience. Clear structure generates interest, understanding and favourable attitudes to the topic.

In most cases, the introduction will also contain a short essay plan.

Step Seven: Write your completed essay plan

Select a single large sheet of paper. Leave enough space for any extra thoughts which may occur to you as you write out the plan. Ideally, with good planning there ought not to be any, but there are always some. Your essay plan should look something like this:

Introduction
Section One: major point, example, qualification, restatement
Section Two: major point, example, qualification, restatement
Section N: major point, example, qualification, restatement
Summary / conclusion

[If you are giving a paper in class, do not write out every single word you intend to utter, even if you do feel rather nervous about the prospect. The main thing is to indicate the major points and the linkages between them clearly so that you do not miss any or get muddled. Be careful to avoid excessively long openings (or you may run out of time); asides and irrelevancies (or you may confuse people); and excessive qualifications or highly technical and complex sentences (or you will send them to sleep).]

Step Eight: Write down your essay

When you write down your essay, remember the virtues of the paragraph. Each paragraph should contain a point; new points should go into new paragraphs, unless they are simple one-liners (in which case, should they be in that particular place? Should they be in the essay at all?).

Not all major sections need the whole gamut of examples, qualifications and restatements, but never forget that what is straightforward and obvious to you when you write the essay may not be obvious to your reader.

WRITING ESSAYS AND PREPARING PAPERS FOR CLASS WORK

If you need to put in a quotation, of course you will need to check the exact version. Get into the habit now of making quotations traceable to yourself and your reader. It must **always** be possible to trace the sources of your quotations. Some students keep apt quotations on index cards for ready reference. In any event, the requirement of proper referencing is not limited to direct quotations. You should always acknowledge ideas and opinions which are not your own and which are not sufficiently generalised to be mere commonplaces. Proper referencing enables your readers to give credit where it is due and not dismiss your brilliant, original perspectives as simple plagiarism. It will also help you when it comes to revisions.

Offer a full bibliography (or list of references), with every reference consisting of name of the author, date, full title, place of publication, and publisher. Only when you quote from readings contained in your course syllabus, it may sometimes not be necessary to give full bibliographical references. In such cases, a referral to the syllabus may be sufficient.

Useful Sources

On writing a masters thesis:

Phyllis Creme and Mary R. Lea (1997) *Writing at University: a guide for students*, Buckingham: Open University Press.

General reference books

Encyclopaedia of Social Sciences - for technical words or words in common use which have specific disciplinary meanings.

Shorter Oxford English Dictionary - which despite its name is very long and gives detailed meanings, as well as similar and opposites like Roget.

(Adapted from Department of Anthropology and Sociology handout, SOAS, 1996)

OPPORTUNITIES FOR SKILLS TRAINING AND DEVELOPMENT

A wide range of information and training materials are available to help you develop your academic skills – including time management, research and library skills, referencing, revision skills and academic writing – through the Oxford Students website:

<https://www.ox.ac.uk/students/academic/guidance/skills?wssl=1>

ENGLISH FOR ACADEMIC STUDIES

If English is not your first language, and you feel you could do with some more formal help to develop your academic writing skills, remember that the University's Language Centre offers courses in English for Academic Studies. Details can be found at: <http://www.lang.ox.ac.uk/courses/english.html>.

THE DISSERTATION

Your dissertation should be an original contribution to the field, but not necessarily a work of primary research. It should be no longer than 15,000 words including footnotes, but excluding bibliography, appendices, list of abbreviations, short abstract and table of contents. Students awarded a distinction on the dissertation are usually encouraged to edit their work for submission for publication in the COMPAS Working Paper series.

FIELDWORK

You should note that primary fieldwork is generally discouraged, due to the time constraints of the course.

Please make sure you discuss the possibility of limited primary fieldwork/ interviews with your supervisor, if your dissertation subject would benefit from such inputs. If your supervisor agrees that limited fieldwork/interviews would be appropriate, you will need to obtain ethical approval from the University **before** this is undertaken. Please see  below for further details.  Forms and guidance notes are available on Weblearn. Your supervisor will need to read and sign off your application, which should then be submitted to the Departmental Research Ethics Committee (DREC) at ODID for approval.

Approval can take up to 4 weeks to come through, so please make sure you apply BY THE END OF WEEK 6 IN MICHAELMAS TERM at the latest for any projects planned for Hilary Term.

ETHICAL REVIEW PROCEDURES FOR RESEARCH IN THE SOCIAL SCIENCES

ALL University of Oxford research projects involving human participants or personal data, conducted by Oxford students or staff (including academic and research staff) require research ethics scrutiny and approval before the research starts.

Why is ethics scrutiny and approval important?

- It is part of the responsible conduct of research;
- It demonstrates that your research has been conducted according to the highest ethical standards;
- It is important to protect the dignity, rights and welfare of all those involved in the research (whether they are participants, researchers or third parties);
- It is a University requirement;
- It is now the expectation - and in some cases formal requirement - of funding bodies.

You need ethics approval if...

Your research requires human subjects to participate directly by, for example,

- answering questions about themselves or their opinions – whether as members of the public or in elite interviews;
- performing tasks, or being observed – such as completing an online survey, participating in an experiment in a computer lab, reading words aloud for linguistic analysis; *OR*
- your research involves data (collected by you or others) about identified or identifiable people.

ETHICAL REVIEW PROCEDURES FOR RESEARCH IN THE SOCIAL SCIENCES

What you need to do

Under the University's policy, ethical approval must be obtained **before** a research project begins.

1. Complete a CUREC 1 or 1A checklist (available from Weblearn ). If this shows a CUREC 2 form is required, complete this too.
2. Obtain signatures (or email confirmation) from your department, including your supervisor's signature.
3. Give your completed form to the Course Coordinator, for forwarding to the Departmental Research Ethics Committee (DREC). **Please note that you should do this at least 30 days before you plan to start your research.**

Details of the procedure and application forms can be found on the Central University Research Ethics Committee (CUREC) website - <http://www.admin.ox.ac.uk/curec/approval/>

Further guidance can be found on the School of Anthropology website - <https://www.isca.ox.ac.uk/about-us/safety-fieldwork-and-ethics/>

Please note you must not undertake any interviews until you have received CUREC approval.

FIELDWORK RELATED TRAVEL AND SAFETY PROCEDURES

If your supervisor approves a limited amount of primary fieldwork you must apply in good time for University travel insurance, which will involve completing a High Risk Safety in Fieldwork/Risk Assessment questionnaire. **[Please note, for reasons of liability ALL student travel is deemed to be 'high risk', regardless of the destination or nature of the work.]**

While it is not compulsory to take out the University's travel insurance, students are **strongly recommended** to do so to ensure cover for any unforeseen theft, accident or missed/delayed travel while involved in university-related activity. **[Please note: you will only be covered by this policy for the days and travel directly linked to university work, and not for any personal time or travel].**

DISSERTATION SUPPORT FUND

A dissertation support fund is available to support students in the preparation of their dissertations, and you may apply for *up to* £250. Primary fieldwork is generally discouraged (given the tight timetable of the course). The money may be used for travel and fees directly related to the dissertation, for example:

- Consulting archives or library collections outside Oxford
- Meeting with academics or other experts in institutions outside Oxford
- Participating in workshops or conferences relating to the theme of the dissertation
- Technical support in the preparation of the dissertation

Forms and guidance are available on Weblearn (.

DISSERTATION ADMINISTRATION AND SUPPORT

Timetable

Michaelmas

General	Start to discuss possible topics and approaches with supervisor, and undertake a preliminary literature review
Friday of Week 6	Deadline to submit CUREC and travel insurance forms for any fieldwork due to be carried out in Christmas vacation
Week 7	<p>First dissertation workshop (Time and date to be confirmed):</p> <ul style="list-style-type: none"> - You will be asked to submit in advance a <i>Dissertation Workshop Preparation Sheet</i> (📄 See Weblearn) to help formulate your thoughts on your dissertation title, topic and preliminary bibliography - You will be divided into smaller discussion groups, each led by a member of the teaching staff - We will ask you to give a very brief presentation of your ideas for your dissertation, based on your preparation sheet <p>If you wish to make a case for changing supervisors, you should email the Course Director with your request.</p>
Week 8	You must complete a <u>draft</u> <i>Dissertation Topic Approval Form</i> (📄 See Weblearn) and submit this to your supervisor for feedback by 12 noon on Friday (1 December 2017) . The form will ask you to explain your choice and list some of the questions you will ask in your dissertation, as well as to list five essential sources
Vacation	Continue work on formulating your dissertation topic, approach and literature review

Hilary

Week 2	Final <i>Dissertation Topic Approval Form</i> (📄 See Weblearn), signed off in writing by your supervisor, to be submitted to the Course Coordinator (for approval by the Chair of Examiners) by 12 noon on Friday (26 January 2018)
Weeks 2-8	Start more detailed work on literature review and framing your dissertation; regular meetings with your dissertation supervisor
Friday of Week 6	Deadline to submit CUREC and travel insurance forms for any fieldwork due to be carried out in Easter vacation
Vacation	Continue working on your dissertation literature review and undertake any interviews. (See notes above 📖) on the need for prior approval for any limited fieldwork/interviews)

Trinity

Week 2	Second dissertation workshop (time and date to be confirmed): This is a more informal workshop from Michaelmas where you can discuss problems and issues with your dissertation with staff and fellow students
Week 5	Full draft of your dissertation to be submitted to your dissertation supervisor by 12 noon on Friday (25 May 2018). If you can get this in to your dissertation supervisor before Week 5, this would be to your advantage, as it would give you longer for final revisions.
Week 8	Final submission of your dissertation to Examination Schools by 12 noon on Thursday (14 June 2018).

DISSERTATION ADMINISTRATION AND SUPPORT

Changes of supervisor

- In some cases there may be a case for students to change supervisor at the start of Hilary based on the topic of their dissertation. Your supervisor will have been allocated based on your research interests and how they mesh with those of the staff supervising on the course. Most students are happy for their supervisor to supervise their dissertation, and we will assume this is the case unless you have strong views to the contrary.
- The final decision about who will be your new supervisor will be taken by the Course Director, and you should not approach staff members yourself.
- Many of the staff have limited availability for supervision, so please do not be disappointed if your preferred supervisor is unavailable.

Supervision and reading drafts

ONLY your supervisor should be asked to read a draft of part or all of your dissertation. You may consult other members of staff for a discussion on a specific aspect of your work, but make sure you discuss this with your supervisor in advance. This is to ensure we are fair to all students and will prevent the markers from reading your work in advance.

Supervision varies from supervisor to supervisor. It will also be affected by your own working pattern and the nature of your research topic. Sometimes relatively frequent, short discussions can work well. At other times, longer, structured discussion or written comments may be more effective. It is up to you and your supervisor to establish how you will best work together. We would strongly recommend that during your first meeting, you agree on a timetable of meetings and what work you will submit before each meeting. We would expect you to meet your supervisor at least five times from early Hilary to late Trinity term (roughly once a fortnight in term; you should not expect your supervisor to be available in the Easter vacation).

Proof reading/copy editing

Students have authorial responsibility for the written work they produce. Proof-reading represents the final stage of producing a piece of academic writing. Students are strongly encouraged to proof-read their own work, as this is an essential skill in the academic writing process. However, for longer pieces of work it is considered acceptable for students to seek the help of a third party for proof-reading. Such third parties can be professional proof-readers, fellow students, friends or family members. This policy does not apply to the supervisory relationship, nor in the case where proof-reading assistance is approved as a reasonable adjustment for disability.

The default position is that the guidance outlined below applies to all assessed written work where the *word limit is 10,000 words or greater*. However, departments and faculties may opt to specify that, for certain assessments, students should not be allowed any proof-reading assistance, if the purpose of the assessment is to determine students' abilities in linguistic areas such as grammar or syntax. In this case, the rubric for the assessment should state clearly that no proof-reading assistance is permitted.

The use of third party proof-readers is not permitted for work where the *word limit is fewer than 10,000 words*.

What a proof-reader may and may not do

Within the context of students' written work, to proof-read is to check for, identify and suggest corrections for errors in text. In no cases should a proof-reader make material changes to a student's writing (that is, check or amend ideas, arguments or structure), since to do so is to compromise the authorship of the work.

DISSERTATION ADMINISTRATION AND SUPPORT

Proof reading/copy editing (cont.)

A proof-reader may

- Identify typographical, spelling and punctuation errors;
- Identify formatting and layout errors and inconsistencies (e.g. page numbers, font size, line spacing, headers and footers);
- Identify grammatical and syntactical errors and anomalies or ambiguities in phrasing;
- Identify minor formatting errors in referencing (for consistency and order);
- Identify errors in the labelling of diagrams, charts or figures;
- Identify lexical repetition or omissions.

A proof-reader may not

- Add to content in any way;
- Check or correct facts, data calculations, formulae or equations;
- Rewrite content where meaning is ambiguous;
- Alter argument or logic where faulty;
- Re-arrange or re-order paragraphs to enhance structure or argument;
- Implement or significantly alter a referencing system;
- Re-label diagrams, charts or figures;
- Reduce content so as to comply with a specified word limit;
- Translate any part of the work into English.

Authorial responsibility

Students have overall authorial responsibility for their work and should choose whether they wish to accept the proof-reader's advice. A third party proof-reader should mark up the student's work with suggested changes which the student may then choose to accept or reject.

Failure to adhere to these guidelines could constitute a breach of academic integrity and contravene the *Proctors' Disciplinary Regulations for Candidates in Examination* (<http://www.admin.ox.ac.uk/statutes/regulations/288-072.shtml>). It is therefore the student's responsibility to provide the proof-reader with a copy of this policy statement.

With reference to this, we would draw your attention to points 3-6 of the Proctors' instructions for conduct in examinations (<http://www.admin.ox.ac.uk/proctors/info/pam/section9/#d.en.40066>):

3. No candidate shall cheat or act dishonestly, or attempt to do so, in any way, whether before, during or after an examination, so as to obtain or seek to obtain an unfair advantage in an examination.
4. No candidate shall present for an examination as his or her own work any part or the substance of any part of another person's work.
5. In any written work (whether thesis, dissertation, essay, coursework, or written examinations) passages quoted or closely paraphrased from another person's work must be identified as quotations or paraphrases, and the source of the quoted or paraphrased material must be clearly acknowledged.
6. Unless specifically permitted by the Special Subject Regulations for the examination concerned, no candidate shall submit to the Examiners any work which he or she has previously submitted partially or in full for examination at this University or elsewhere. Where earlier work by a candidate is citable, he or she shall reference it clearly.

Please see  pp. 60-61 for details on good practice in citation and avoiding plagiarism.

DISSERTATION ADMINISTRATION AND SUPPORT

Changes of topic

After Week 2 in Hilary Term, **ALL** substantive changes of topic (i.e. those which affect the content of your dissertation, and not simply minor changes to the title) **MUST** be formally approved by the Chair of Examiners. Please discuss this with your supervisor if in doubt as to the extent of any proposed changes. Your supervisor must, in any case, approve any changes to your dissertation topic. Should you wish to change your topic substantively, you will need to submit a *Dissertation Topic Change Form* to the Chair for approval (on Weblearn .

How to find past dissertations in the SSL

To find copies of previous dissertations by students on the MSc in Migration Studies, go to the Bodleian Library main catalogue (<http://solo.bodleian.ox.ac.uk>). Under 'Refine your search', select 'Theses'. If you search for the words 'Migration Studies' anywhere in the record, this will bring up a list of recent dissertations which received distinction and which are available to be consulted in the Social Sciences Library.

Submitting your dissertation

Please see  p. 48 below (FORMAT AND PRESENTATION OF SUBMITTED WORK).

Marking conventions

Please see full exam conventions on WebLearn under 'Exam Resources' (.

DISSERTATION WRITING GUIDELINES

1. What the Examiners are looking for

- A well-chosen question/aim which takes due consideration of the relevant literature and case studies
- Appropriateness of the methodology and a critical approach to evidence and awareness of ethical research
- Good knowledge of relevant theory and how it applies to your question
- Good standard of presentation
- The most successful dissertations will contain *ideas or insights which make an original contribution to scholarship, rather than simply summarising established wisdom*. This can be either a matter of saying original things about something quite familiar, or discussing unfamiliar material within the context of a familiar debate but offering new perspectives.

2. Choosing your topic

The dissertation is an opportunity for you to develop your own intellectual interests. You may know before you arrive in Oxford the subject you wish to research; other students may find inspiration from classes taken or lectures heard in Michaelmas term, academic or current events reading, or from another student or a member of staff. Regardless of where the idea comes from, you should make sure that the decision is yours, that you are excited by the avenues the dissertation could explore, confident that you can live with it for many months and that you can convince others of the value of research in the area. Choose a topic which will allow you to capitalise on your past experience and academic strengths. This passion will be evident in the dissertation and the appropriateness of the topic will have a bearing on your final mark.

Discuss it with your supervisor

You should take the opportunity during your first meeting with your supervisor to discuss any thoughts for your dissertation topic, even if they are embryonic. Your supervisor will be able to direct you to reading material that could assist you in your choice, as well as identify key researchers in the field working in either Department or in one of the Research Centres.

Identify a question

Once you have decided an area of research, frame it as a research question. This will help you to identify avenues of inquiry and to think about your hypothesis. It will direct your thinking towards analysis and away from description of the existing situation.

Further considerations

You should consider existing scholarship in the area. If little scholarship exists, it will be difficult to produce a dissertation from secondary sources. Check that your sources are in a language that you can understand, where your sources are located and whether you will need to travel, and what types of data and analysis (quantitative, ethnographic, archival, etc) will be required.

3. Conducting research

Identify a theoretical framework

The framework will help to situate your dissertation in current research. Start by analysing existing research in the area (perhaps by producing a short literature review), identifying current debates, evaluating the strengths and weaknesses of major arguments and looking for gaps within the literature, where you might locate your own research. Your supervisor will be able to point you in the direction of current research in the area, but it will be up to you to appraise the arguments, scrutinise the gaps in the literature and examine ideas of direct relevance to your research. Identify the key concepts pertinent to your question and begin to scrutinise them in relation to your topic.

DISSERTATION WRITING GUIDELINES

Use bibliographies of existing works, look at the most recent editions of relevant journals and attend conferences of direct relevance to your work. Refer to the reading lists pertinent to your area of study; the summer reading list also lists websites that may be of general interest to many students. Investigate the sources that are available, and draw upon the expertise of the librarians to point you to sources you had not considered. You may wish to conduct a small number of interviews, but make sure this is ancillary research to the topic. You should refer to the discussions in Research Methods regarding ethical research and ensure that you have completed the necessary forms for the Department (e.g. CUREC, Safety in Fieldwork/Risk Assessment and travel insurance forms ). Ensure that you begin to compile your own bibliography as you go along.

Evaluate your sources

Drawing on the subjects discussed in research methods, be prepared to question your sources. Don't take it for granted that previous researchers have drawn the appropriate conclusions, or that a theory applies to all situations. Draw on your analysis of current debates in the field to really consider the validity of your sources. Refer to the raw sources used by other writers in the field. Ensure that your sources are not dated.

Refine your question

Once you have undertaken preliminary research, refine your question. Discuss the scope of the question with your supervisor; your dissertation will be weak if the research area is too broad or too thin. Finally, be flexible. The literature you read during the course of your research may change the direction of your thoughts or your opinions.

4. Planning the dissertation

Make a timetable

Draw up a timetable in which to write the dissertation, in consultation with your supervisor. Make sure you meet the Week 4 Trinity term deadline for submitting a full draft of your dissertation to your supervisor, as this should allow enough time for you subsequently to take on board arising suggestions. The sooner you can get a full draft to your dissertation supervisor, the better. You'll find that even if a last-minute blitz has worked in the past, you will be disappointed with the results of it on a project of the scale of the dissertation. You will also need to leave time to account for unforeseen complications throughout and any computer hassles near the end. Always save your dissertation to a USB stick/external hard-drive/email account as well as the hard drive of your computer, to circumvent the panic of computer crashes. Ensure that you have the document ready for the printer in time to get it to the Exam Schools by the deadline.

You will be conducting some research during the writing process, as they are not always nicely delineated processes, so ensure that you leave enough time for this during the writing process. Do not wait to start writing everything once all research has been completed.

Write a plan

Write a one-page document 'What am I trying to say' which will help you to collate and order your main arguments. This will help you to form a plan/structure for the work itself. You will probably find that you refine the plan as your ideas evolve, but make sure you still use a plan, as this will ensure your structure remains logical. Divide up your time according to the plan, ensuring you spend an appropriate amount of time proportionate to the length of text or importance of the point to the general argument. Diversions might be tantalisingly interesting, but you will find that 15,000 words is a limited space in which to fit all your research.

DISSERTATION WRITING GUIDELINES

5. Writing the dissertation

Define your key concepts – and early on!

Don't leave the definition of an important word/area in your question until the thirtieth page. Give due consideration to the definition of all your key concepts and theoretical aspects, ensuring that you evaluate their strengths and their relevance to your topic and your argument.

Convince your reader

Set out your argument early on in the dissertation and bear in mind that your object is to persuade your reader of your hypothesis. Integrate raw data and case studies into your argument as justification. Don't leave the theory to the introduction and conclusion but use it along the way.

Structure

The paragraph is the basic unit making up the dissertation. Ensure that each paragraph has a point that is set out at the beginning, justified with evidence and related to the broader argument. Evidence, in the form of data or case studies, should be short and directly relevant. Don't quote chunky passages of text, unless you're analysing the theoretical implications of the text at length. Make sure you explain the significance of the example included. Each paragraph should build on the argument of the previous one as the logical progression of your argument. You will have more material than space and will need to carefully select and prioritise your material. Ask yourself how each example/point advances the argument as a litmus test for its inclusion in the dissertation and to ensure that your message is clear. At the end of each section you should very briefly restate your major points in alternate words, relating them to the broader argument. This will help you to conclude the section and the dissertation as a whole, as well as ensuring that the reader is entirely clear of the point you are making.

Familiarise yourself with academic work

Read articles in academic journals to gain stylistic hints. How do academics in the field construct their arguments and situate them within the existing scholarly debate? What techniques do they use to convince readers of the power of their own ideas? How do they use evidence without incorporating lengthy slabs of narrative?

Grammar, punctuation and spelling

You may use whichever convention is easiest for you (e.g. American English or UK spelling) as long as you are consistent. You are responsible for all aspects of the thesis and should allow enough time to edit the work carefully, including correction of spelling errors.

6. Referencing

The purpose of a bibliography is to allow readers to find the original book, article or source. You should adopt a clear and consistent system and take care to ensure the accuracy of each citation. Make sure that you only include sources which you have referred to in the dissertation. See also  section 6.

7. Some useful resources:

Phyllis Crème and Mary R. Lea (2003) *Writing at University: a guide for students*, 2nd ed., Maidenhead, Open University Press

Henry Fowler (2010) *A Dictionary of Modern English Usage*, new ed. David Crystal, Oxford, Oxford University Press – correct forms of common mistakes

Rocket's Thesaurus (1998) new ed. Betty Kirkpatrick, Penguin, London – many editions are available, and it is also available online

FORMAT AND PRESENTATION OF SUBMITTED WORK

Format

- Must be presented in size 12 font (preferably Times New Roman)
- Must be double spaced, on only one side of A4 paper
- Must be anonymous, with only your candidate/examination number on the front cover sheet~
- Must have a bibliography that consists only of references that are cited in the text; the section title should be 'References Cited'
- Must follow the Harvard or author-date system of referencing (see  p. 49-55 below)
- Must be within the permitted word limit and include the word count clearly stated on the front cover sheet*
- Must be soft bound (either glued or spirally bound between semi-rigid covers)
- Must have a standard cover sheet, showing your essay title, candidate number and word count, bound into the front ( You will find templates on Weblearn)

~ Do not include anything in the examiners' copies that might identify you: this includes acknowledgments for help given [and in the Methods in Social Research portfolio, references to previous work using your name or syntax files containing the name of a personal document folder].

* The word count should *include* your main text and any footnotes (which should be kept to a minimum); but *exclude* data tables, and reference tools such as your bibliography (and in your dissertation, any appendices, a list of abbreviations, short abstract and table of contents). Do not exceed the word count for submitted work: if you do, you may face an academic penalty (see the examination conventions on Weblearn ())

SUBMISSION PROCESS AND DEADLINES

Screening/retaining an electronic copy of your work (Guidance is available on Weblearn)

You will be required to use *Turnitin* to screen your work when you submit your electronic copy via Weblearn (see below). *Turnitin* is a plagiarism detection service which screens students' work and compares it with the *Turnitin* database. You will be asked to sign a declaration that the electronic material you have screened is identical in content with the hard-copy. Checks will be made of such declarations and dishonesty will be treated as an attempt to cheat in the examination. You will be responsible for retaining an electronic copy of your submitted work until the examination is concluded.

Authorship declaration form (You will find the form on Weblearn – see below)

You will also be asked to sign an authorship declaration form. This should be put in a *separate envelope* and included in the larger envelope with the hard copies submitted to Examination Schools.

Where, when and how to submit hard copies

- **Two** of your International Migration in the Social Sciences Assessed Essay (by Tuesday Week 1 Hilary, 16 January 2018)
- **Two** of your Methods in Social Research Portfolio (by Tuesday Week 0 Trinity, 17 April 2018)
- **Three** of your dissertation (by Thursday Week 8 Trinity, 14 June 2018)

All submissions are handed in to the Examinations School on the High Street *no later than 12 pm on the deadline date*. The covering envelope should be addressed to: Chairman of Examiners, MSc in Migration Studies, c/o Examination Schools, High Street, Oxford and include only your examination candidate number as identification.

Deadlines

It is essential that deadlines are strictly complied with. Penalties can be imposed for non-observance. At their most severe, these can amount to your being deemed to have failed part of your course. Requests for extension of time to hand in papers due to illness or other urgent cause **must** be made **before a deadline has passed**. This must be done through your College. A fee may be charged.

Electronic submission (Guidance is available on Weblearn)

In addition to hard copy submission, you will be required to submit electronic copies of your submissions to the Course Coordinator, for the purposes of checking word counts if required. Penalties may be applied if students exceed the word limit.

 **COVER SHEET TEMPLATES, AUTHORSHIP DECLARATION FORMS AND GUIDANCE ON TURNITIN ARE AVAILABLE ON WEBLEARN**

HOUSE STYLE FOR REFERENCES AND BIBLIOGRAPHIES

We use the Harvard referencing system, following the format of Oxford University Press. A style guide can be found on the Oxford University Press website, by following this link:

<http://global.oup.com/uk/academic/authors/AuthorGuidelinesMain/referencestyles/authordate/>

You may find that there are a variety of different Harvard referencing systems online. It doesn't matter which one you use, as long as you use the same system consistently throughout your thesis.

Online referencing tools

Some students have found using online referencing tools helpful, eg. [Mendeley](#).

Clear referencing is important to enable the reader to trace any publication referred to in the text, including printed sources such as books, journal articles, conference proceedings, government publications or theses, and electronic sources such as URLs, e-journals, archived discussion list messages or references from a CD-ROM database. In the Harvard system, the author refers to (quotes from or cites) items in the text, rather than in footnotes (which should only be used for comments), and a full list of references (arranged in alphabetical order and by date) is provided at the end of the paper/dissertation. When making notes or preparing a paper, full bibliographic details should be noted down including the page number(s) from which the information is taken. For all electronic information, a note should also be made of the date on which the information was created or updated, when it was accessed and the database name, discussion list details or web address (URL).

1. Citations in the text

The source of all statements, quotes or conclusions taken from another author's work should be acknowledged, whether the work is directly quoted, paraphrased or summarised. It is not generally necessary to use page numbers unless quoting directly from an author's work, but it may be helpful to provide page numbers for ease of reference if referring to part of a book or large document. If an author's name is mentioned in the text, it should be followed by the year of publication, in round brackets. If not, insert both the name and year in round brackets after the reference.

Single author

Ngai (2004) shows how redefining some classes of immigrants as illegal aliens in mid-twentieth century America led to ...

or

A study of mid-twentieth century America showed that the redefining of some classes of immigrants as illegal aliens led to ... (Ngai 2004)

Multiple authors

If there are two authors, cite the names in the order in which they appear in the source document, e.g. (Castles and Miller 2009).

If there are more than two authors, the in-text citation shows only the surname of the first author, followed by '*et al.*' (meaning 'and others'). For example:

Held *et al.* (1999) have shown that globalisation is a multi-faceted process and those seeking to understand it should consider its impacts in the political, economic and cultural spheres of contemporary life.

or

Globalisation is a multi-faceted process and those seeking to understand it should consider its impacts in the political, economic and cultural spheres of contemporary life (Held *et al.* 1999).

Multiple sources

When referring to two or more texts by different authors, list them by date order (starting with the oldest first), separating each entry with a semi-colon; if there is more than one publication in a given year, list them alphabetically within that year:

HOUSE STYLE FOR REFERENCES AND BIBLIOGRAPHIES

1. Citations in the text (cont.)

If reference is made to more than one work published by the same author in the same year, the sources are distinguished by adding a lower-case letter to the year of publication in both the in-text citations and the reference list. The order of sources is determined by the alphabetical order of the titles, ignoring words such as 'the', 'an' and 'a', e.g. (Ruhs 2008a; Ruhs 2008b).

No author

If a source has no author, or if the author is anonymous, use 'Anon' in place of the author's name, followed by the year and page number:

This is a new development in legal procedures in the UK (Anon 2012).

Articles from newspapers or periodicals can be listed under the name of the publication (e.g. *Guardian*, *Economist*) in place of the author's name if this is not provided – see below for further details.

Secondary referencing

Secondary references (to the work of one author which is cited by another author) should be avoided if at all possible. It is preferable to consult the original source document and refer to that directly. If it is not possible to locate the primary source, provide the details of the primary source and the secondary source which refers to it, e.g. (Cheater and Gaidzanwa 1996, cited in Bakewell 2007: 16). Include both the primary and secondary sources in the end-of-text references list.

Law cases

In legal publications, details of cases are usually provided in footnotes. References are set out in a standardised format, which is very different from the Harvard system. In the text, citations can be presented either using only the name of the case, such as *Chahal*, or the full reference, e.g. *Attorney-General of Canada v. Ward* [1993] 103 DLR.

Personal communications and interviews

This includes letters, memos, conversations and personal e-mail (for electronic discussion lists, see below). It is important to obtain permission for citing these. An in-text citation is required for such sources and this should take the form of: author's name; 'personal communication'; and date. They should also be included in the reference list.

This position - being critical of some parts of government policy whilst remaining instrumental in its implementation - has been described as 'twin-tracking' (Zetter, personal communication, 22 November 2012).

Interviews can be cited in a similar way: name; 'interview'; and date, or as follows:

When interviewed on 23 May 2011, Mr Taylor confirmed that...

NB: Remember that you MUST obtain approval before undertaking any research projects which involve human participants. This includes elite interviews. See  p. 39-40 for further details.

Websites

When reference is made to a specific online document or webpage, it should be cited following the author/date conventions set out above and included in the end-of-text list of references, e.g. (Refugee Council 2013).

HOUSE STYLE FOR REFERENCES AND BIBLIOGRAPHIES

2. Direct quotations

When quoting directly in the text, single quotation marks should be used and the author's name, year of publication and page number(s) of the source (preceded by a colon) should be inserted in round brackets: (Kubal 2012: 10-15) not (Kubal, 2012 pp10-15). Commas and 'pp' are not needed and are not neat.

Short quotations of up to two lines can be included in the body of the text.

In this way, the introduction of carrier sanctions has been described as the 'privatisation of immigration control' (Yaansah 1987: 115).

Quotations longer than two lines are usually introduced by a colon and should be indented in a separate paragraph, without using quotation marks. The author's name, publication date and page number(s) are given at the end of the quotation.

Oliver Bakewell argues that:

Such self-identification is clearly socially constructed and must be expected to vary with the context. The nationality that a person declared to me as an external observer will not necessarily be the same as that submitted on the census form or discussed around the household fire (Bakewell 2007: 17).

If part of the quotation is omitted, this can be indicated by using three dots:

'Such self-identification is ... socially constructed' (Bakewell 2007: 17).

Any changes made to, or words inserted in the quotation should be indicated by the use of square brackets:

Bakewell notes that '[Zambian] self-identification is clearly socially constructed and ... [varies] with the context' (Bakewell 2007: 17).

3. Listing references at the end of a text

A full list of all references cited in the text must be provided at the end of the paper. The references should be listed alphabetically by author's surname and then by date (earliest first). If an item has no author, it should be cited as 'Anon' and ordered in the reference list by the first significant word of the title. Authors' surnames should be followed by the author's initials or forenames and the date of publication. The format of the reference depends on the nature of the source (see examples below). Second and subsequent lines of each entry are indented three spaces, to highlight the alphabetical order, and the author's name may be replaced by a line in cases where an author has multiple entries. If a source has editors, rather than authors, this should be indicated by the use of '(ed.)' or '(eds)'.

3a. Books

If the book has several editions, give details of the edition after the book title.

Single author

Berg, Mette Louise. 2011. *Diasporic Generations: Memory, Politics, and Nation among Cubans in Spain*, Oxford: Berghahn Books.

HOUSE STYLE FOR REFERENCES AND BIBLIOGRAPHIES

3. Listing references at the end of a text (continued)

3a. Books (cont.)

Joint authors

List all the authors in the reference list in the order they appear on the title page:

Held, David and Anthony McGrew. 2000 *The Global Transformations Reader*, Cambridge: Polity Press.

Corporate author (e.g. government department or other organisation)

Amnesty International. 1997. *Refugees: Human Rights Have No Borders*, London: Amnesty International Publications.

Edited book

Simon, Rita James and Brettell, Caroline (eds). 1986. *International Migration: The Female Experience*, Totowa NJ: Rowman and Allenheld.

Translated book

Durkheim, Emile and Marcel Maus. 1983. *Primitive Classification*, translated by Robert Needham, London: University of London.

Same author(s), multiple publications

Anderson, Bridget. 2013. *Us and Them? The Dangerous Politics of Immigration Control*, Oxford: Oxford University Press.

Anderson, Bridget. 2000. *Doing the Dirty Work? The Global Politics of Domestic Labour*, London: Zed Books.

Chapter in an edited volume

It is helpful to provide the page numbers or chapter number, in addition to the chapter title.

Xiang, Biao. 2005. 'An institutional approach towards migration and health in China'. In *Migration and Health in Asia*, edited by Santosh Jatrana, Mika Toyota and Brenda Yeoh, Abingdon-New York: Routledge, pp. 161-176.

3b. Journal Articles

Ersanilli, Evelyn. 2012. 'Model(ling) citizens? Integration policies and value integration of Turkish immigrants and their descendants in Germany, France, and the Netherlands'. *Journal of Immigrant and Refugee Studies* 10(3): 338-58.

3c. Newspaper and periodical articles

If an individual author can be identified:

Collier, Paul. 2013. 'How much is enough? For too long we have allowed xenophobes to set the terms of the immigration debate. We do need controls over who comes, but better ones'. *Prospect*, October 2013: 24-26.

If no author can be identified:

Guardian. 2013. 'UK needs migrant workers "because locals are lazy", says Bulgaria'. 21 September.

If reference is made to an entire edition:

Daily Telegraph. 2013. April 19.

HOUSE STYLE FOR REFERENCES AND BIBLIOGRAPHIES

3. Listing references at the end of a text (continued)

3d. Conference papers

Faist, Thomas. 2013. 'The mobility turn: a new paradigm for the social sciences?' Paper delivered at the conference *Examining Migration Dynamics: Networks and Beyond*, Lady Margaret Hall, University of Oxford, 24-26 September 2013.

3e. Papers from published conference proceedings

Jacobson, Karen. 2003. 'Social science and forced migration: some methodological and ethical issues'. 12-13 in NTNU IDP Network, *Researching Internal Displacement: State of the Art, Conference Report, 7-8 February 2003, Trondheim, Norway*.

3f. Reports

Ruhs, Martin. 2013. 'Towards a post-2015 development agenda: What role for migrant rights and international labour migration?'. *Background Paper for the European Report on Development 2013*, ODI, DIE and ECPDM.

3g. Government publications

These are referenced as books, with the addition of the official reference number (where applicable) after the title.

Home Office. 1998. *Fairer, Faster and Firmer – A Modern Approach to Immigration and Asylum*, Cm4018, London: Stationery Office.

3h. Acts of Parliament

United Kingdom. 2002. *Nationality, Immigration and Asylum Act 2002, Chapter 41*, London: HMSO.

3i. Theses or dissertations

It is helpful to list the department, if known, for ease of reference.

Ackermann, L. 2002. 'Violence, exile and recovery: reintegration of Guatemalan refugees in the 1990s - a biographical approach'. DPhil thesis, School of Geography and the Environment, University of Oxford.

3j. Law cases

The format for citing cases can be found in legal publications or the *International Journal of Refugee Law*. It may be easiest to list these in a separate section at the end of the document, following the main list of references. In general, the name of the case is italicised, followed by the year (in square brackets), the legal citation reference and, sometimes, a reference to the Court, e.g. 'CA' for the Court of Appeal.

East African Asians v. United Kingdom [1973] 3 EHRR 76, EComHR

R. v. Secretary of State for the Home Department ex parte Q and others [2003] EWCA Civ 364

R. v. Chief Immigration Officer, ex parte Bibi [1976] 1 W.L.R. 979 at 984 (CA).

3k. Personal communications

In addition to details of author and year, indicate the nature of the communication (i.e. letter, memo, conversation, personal email or other) and the date. The exact format will have to be modified depending on the information available, but the following are suggestions:

Hardwick, Nora. 1999. Letter to author regarding changes to asylum support in the UK, 18 July 1999.

or

Hardwick, Nora. 2001. 'The Refugee Council's response to the government's proposals for accommodating asylum-seekers'. Memo to all Refugee Council staff, 3 March 2001.

HOUSE STYLE FOR REFERENCES AND BIBLIOGRAPHIES

3. Listing references at the end of a text (continued)

3l. Interviews

These can be referenced in a similar manner to personal communications. If the text refers to a number of interviews, it may be easiest to list them in a separate section, after the main list of references.

Moodley, Robert. 1990. Interview with author, September 1990.

3m. Electronic sources

Website references

As far as possible, reference in a way consistent with the Harvard system. State the author's name, where possible; otherwise, list by the name of the website. Give the date the document was created or last updated, if available, and the date when the document was accessed, as the page may later be altered or may become unavailable. Some websites may not provide dates, in this case they should be referenced as 'n.d.' (not dated). Internet addresses are case-sensitive and punctuation is important. To avoid confusion with full stops and commas used in citation, the start and end of a URL (uniform resource locator or internet address) is marked by using < and >. If the URL is excessively long, it is sufficient to give details of the main site from which a particular page or document can be accessed.

Migration Information Source. 2013. *Albania* (online). Available from:

<<http://www.migrationinformation.org/Resources/albania.cfm>> (accessed 22 September 2013).

Documents on the internet

Cite as printed documents, adding the <url>, followed by the date of update (if available) and date of access in round brackets.

International Organization for Migration. 2013. *Positive Factors and Obstacles to a Sustainable Reintegration in Brazil*. Lisbon: IOM Mission in Portugal. Available from:

<http://publications.iom.int/bookstore/free/Positive_Factors_in_Brazil.pdf> (accessed 23 September 2013).

Electronic journal articles

Cite as printed journal articles, indicating that the source is electronic by including ('online') after the title. If issue identification and page numbers are not available, include the date of issue in round brackets after the journal title. Provide the <URL> and details of when the document was accessed.

Shandy, Dianna J. 2003. 'Transnational linkages between refugees and Africans in the diaspora' (online).

Forced Migration Review 16: 7-8. Available from:

<<http://www.fmreview.org/FMRpdfs/FMR16/fmr16.2.pdf>> (accessed 23 September 2013).

Email discussion lists

Include: author/editor; year; title of message (from subject line of email); discussion list name and date of message in italics; medium in brackets (i.e. 'email discussion list'); and either 'available from': <email list address> or 'archived at': <URL>.

Willcox, M. 2003. 'Asylum-seekers, healthcare and detention'. *Medact Refugee Health Network*, 15 August 2003, (email discussion list). Available from: <refugeenetwork@yahoogroups.com>

or

Willcox, M. 2003. 'Asylum-seekers, healthcare and detention'. *Medact Refugee Health Network*, 15 August 2003, (email discussion list). Archived at: <<http://groups.yahoo.com/group/refugeenetwork/>>

HOUSE STYLE FOR REFERENCES AND BIBLIOGRAPHIES

3. Listing references at the end of a text (continued)

CD-ROMs

In general, follow the citation guidelines for printed publications. If the item is from an encyclopaedia or general database, give details of the publisher of the CD-ROM and the edition.

Anon. 1991. 'Roses, Wars of the'. *Compton's multimedia encyclopedia*, Compton's Learning Company (Windows edition CD-ROM).

To refer to an article from a CD-ROM holding references from one publication, such as a newspaper, cite following the conventions for the printed source followed by ('CD-ROM').

Phillips, M. 1991. 'A one way ticket to Kinshasha'. *Guardian*, 17 May 1991 (CD-ROM).

If a CD-ROM holds references from many different journals, give the title of the CD-ROM followed by the unique identity of the reference, e.g. (Abstract from ABI/Inform CD-ROM, Item no. 89-4/770).

Video recordings

Provide details of the author or producer, title, format, publisher and date of broadcast.

Robinson, M. 1998. *When good men do nothing* (video recording). BBC 1, Panorama, 7 December 1998.

6. EXAMINATION AND ASSESSMENT

SUMMARY OF THE EXAMINED ELEMENTS FOR THIS DEGREE

The successful completion of the MSc in Migration Studies Degree requires the submission of the following assessment units:

Assessment Title	Weighting	Method of Assessment	Submission Date	Term	Courses Relating to this Assessment Unit	Comments
International Migration in the Social Sciences	15%	Essay	12 noon, Tuesday Week 1 Hilary (17 January 2018)	Hilary	The Politics of Movement: International Migration in the Social Sciences (Michaelmas) and associated tutorials	One written essay of a maximum of 5,000 words (including footnotes, but excluding bibliography) NB: This essay is unsupervised
Migration, Globalisation and Social Transformation	15%	3- hour written exam	n/a	Trinity	Migration, Globalisation and Social Transformation I (Michaelmas) and II (Hilary) and associated tutorials	The exams are likely to be held in Week 1 of Trinity term (w/c 23 April 2018), but there is a possibility this may change. Dates will be confirmed at least 5 weeks beforehand. See the Student Gateway for further details: http://www.ox.ac.uk/students/exams/timetables/
Thematic and Regional Electives	15%	3- hour written exam	n/a	Trinity	Option Course I (Hilary) and Option Course II (Hilary)	
Methods in Social Research	15%	Portfolio of written work	12 noon, Tuesday Week 0 Trinity (17 April 2018)	Trinity	Methods in Social Research I (Michaelmas) and II (Hilary)	A portfolio of 2 assignments of 3,000 words each
Dissertation	40%	Dissertation	12 noon Thursday, Week 8 Trinity (14 June 2018)	Trinity	All courses	A dissertation of not more than 15,000 words (excluding references and appendices) on a subject approved by the supervisor. Topic approval deadlines outlined later in this chapter of the handbook

The Keywords Discussion Classes are relevant to all assessment units.

EXAMINATION ORGANISATION AND ADMINISTRATION

What follows is a summary of the most important facts which relate to the examinations process. Further information can be found in the *Examination Regulations*, and the Education Committee's notes of guidance on their website. **Please also ensure that you read the Examination Conventions (on WebLearn) for further details about the examination and marking process.**

Conduct

The proper conduct of all examinations in the University comes under the jurisdiction of the Proctors (see below for further information).

Complaints and academic appeals (see also  pp. 63-64)

<http://www.admin.ox.ac.uk/proctors/complaints.shtml>

Entering for the exams

You will find details of how to check you are entered for the correct assessed elements here:

<http://www.ox.ac.uk/students/academic/exams/entry>

Location

All formal submissions are handed in at the Examinations School on the High Street and this also is where written examinations are usually held.

Submission of examined work

Where deadlines are imposed, it is essential that they are strictly complied with. Penalties can be imposed for non-observance. At their most severe, these can amount to students being deemed to have failed part of their course.

Extensions

In very exceptional circumstances (usually because of illness) it may be possible to request a short extension of time to hand in your dissertation or other submitted work (the IMSS Assessed Essay or Research Methods Portfolio). Contact your College Tutor who will advise you on how best to submit this request to Student Administration for consideration. If your request is accepted, it will be forwarded to the Chair of the Examiners for the MSc.

Please note that such extensions have to be approved **in advance**, and must be requested through your College. Failure to hand in papers and deposit your dissertation by the deadline and without prior approval may result in failure to complete the degree.

Arrangement in cases of illness and disability

Candidates requiring special arrangements for the examinations for reasons of illness or disability must make prior application through their respective colleges to the Proctors.

The Proctors' rules concerning arrangements in cases of illness and disability are detailed in the University Student Handbook available online: <http://www.proctors.ox.ac.uk/handbook/handbook/>. Subject to the provisions given in these notes, a candidate who fails to appear at the time and place appointed for any part of his or her examination shall be deemed to have withdrawn from the examination.

Sitting your exams

Information on a) the standards of conduct expected in examinations and b) what to do if you would like examiners to be aware of any factors that may have affected your performance before or during an examination (such as illness, accident or bereavement) are available on the Oxford Students website (<https://www.ox.ac.uk/students/academic/exams/guidance?wssl=1>).

EXAMINATION ORGANISATION AND ADMINISTRATION

Importance of answering the question as set

You **must** answer questions in the exact form in which they have been set for all written work. This is particularly important in the assessed essays and examination papers which make up part of your final mark. The question is not a prompt. If you rephrase it, you will be at a serious disadvantage, since we are only able to assess your work under one of the questions as formulated. This does not mean that you cannot critically evaluate the underlying implications and assumptions of the question – indeed, this is exactly what we are looking for!

Mock exams/exam briefing

To help you prepare for the written exams in the first week of Trinity, we hold an informal mock exam and an Exam Briefing/feedback session between weeks 6 and 8 of Hilary. Further details will be circulated during Hilary.

If you wish to attend orientation sessions or mock exam sessions run by Examination Schools, to get a sense of what it is like writing an exam paper in the formal setting and wearing *sub-fusc*, you can find further details [here](#). Please note, however, that we cannot guarantee that any scripts you write during such sessions will be marked by members of the teaching staff on the MSc in Migration Studies.

Illegible scripts

Details of the procedures for dealing with illegible scripts can be found in the [Exam Regulations](#).

Academic dress

All members of the University are required to wear academic dress with *subfusc* clothing when attending any university examination (including *vivas*), i.e. a dark suit with dark socks, or a dark skirt with black tights or stockings or dark trousers with dark socks and an optional dark coat; black shoes; plain white collared shirt or blouse; a white bow tie, black bow tie, black full-length tie, or black ribbon. Clothes should be appropriate for formal occasions. Hoods are worn by graduates at University examinations and at presentations for degrees.

Please refer to the *Student Handbook* for further information. You should receive a copy of this from your college and it is also available on the web at: <http://www.admin.ox.ac.uk/proctors/info/pam/>.

Gowns and squares are available for hire (and purchase if you wish) from the Student Union, Shepherd and Woodward on High Street or from similar shops.

EXAMINATION REGULATIONS

The *Examination Regulations* (which you may also hear referred to as ‘the Grey Book’) contain most of the University's formal regulations relating to examinations and to the programmes of study offered by the University. They are available online at: <http://www.admin.ox.ac.uk/examregs/>

These contain most of the University's formal regulations relating to examinations and to the programmes of study offered by the University.

The following sections are of particular use:

Regulations for the Conduct of University Examinations

<http://www.admin.ox.ac.uk/examregs/2017-18/rftcofunivexam/>

Regulations for the Degree of Master of Science by Coursework, which is split into two subsections:

General regulations for all MSc by coursework degrees

<http://www.admin.ox.ac.uk/examregs/2017-18/grftdomosciebycour/>

Special regulations specific to the MSc in Migration Studies:

<http://www.admin.ox.ac.uk/examregs/2017-18/mosbcinmigrstud/studentview/>

EXAMINATION CONVENTIONS (📄)

Examination conventions are the formal record of the specific assessment standards for the course to which they apply. They set out how your examined work will be marked and how the resulting marks will be used to arrive at a final result and classification of your award. They include information on: marking scales, marking and classification criteria, scaling of marks, progression, resits, use of viva voce examinations, penalties for late submission and over-length work.

The full examination conventions for the MSc in Migration Studies will be published on WebLearn (📄) (<https://weblearn.ox.ac.uk/portal/hierarchy/socsci/qeh/mscms>) at least one whole term before your first assessment takes place.

If there is a conflict between information in this handbook and the Examination Conventions then you should follow the Examination Conventions. Any modifications to this document will be communicated to students via group email not less than one whole term before the examination takes place.

PAST EXAM PAPERS

Past exam papers are available in the Library or at: www.oxam.ox.ac.uk. Papers are available for 2010-11 onwards. If searching by using free text, enter ‘Migration Studies’ and then select ‘Master of Science in Migration Studies (by coursework)’. This will bring up the four past papers. If searching by course, scroll down until you reach ‘Master of Science (by coursework)’ and then look for the exam paper code JMIG.

PREVIOUS EXAMINERS’ REPORTS

An anonymised copy of the Examiners’ Reports for 2016-17 may be consulted on WebLearn (📄) under Exam Resources (<https://weblearn.ox.ac.uk/portal/hierarchy/socsci/qeh/mscms/page/resources>). They will be published online in early Michaelmas Term.

GOOD PRACTICE IN CITATION AND AVOIDING PLAGIARISM

Plagiarism is presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition. Plagiarism may be intentional or reckless, or unintentional. Under the regulations for examinations, intentional or reckless plagiarism is a disciplinary offence.

Online avoiding plagiarism course/Use of Turnitin

By the end of Week 1 Michaelmas term, you will be required to show that you have read and understood the University's guidelines on academic good practice, which are available at:

<http://www.ox.ac.uk/students/academic/guidance/skills/plagiarism>

You will also have to take an online courses: Avoiding Plagiarism which is available at:

<https://weblearn.ox.ac.uk/portal/hierarchy/skills/plag>

Avoiding Plagiarism involves an online test. Once you have completed the test successfully, the system will automatically send an e-mail confirming your results to your University e-mail address. Please check carefully that this has not been sent to your junk mail box.

Please print out this confirmation that you have successfully completed the test and submit it to the Course Coordinator **by 12 noon Friday Week 1 Michaelmas (13 October 2017)**.

You should also read, sign and date the Use of *Turnitin* declaration, which is included in your Induction Pack (and is also available on Weblearn ) , and submit this to the Course Coordinator by the same date.

University of Oxford Education Committee (EC) notes of guidance on avoiding plagiarism

Below are the EC's short notes you should also look at the website which has a wealth of information:

<http://www.ox.ac.uk/students/academic/guidance/skills/plagiarism>.

What is plagiarism?

Plagiarism is the copying or paraphrasing of other people's work or ideas into your own work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition.

Collusion is another form of plagiarism involving the unauthorised collaboration of students (or others) in a piece of work.

Cases of suspected plagiarism in assessed work are investigated under the disciplinary regulations concerning conduct in examinations. Intentional or reckless plagiarism may incur severe penalties, including failure of your degree or expulsion from the university.

Why does plagiarism matter?

It would be wrong to describe plagiarism as only a minor form of cheating, or as merely a matter of academic etiquette. On the contrary, it is important to understand that plagiarism is **a breach of academic integrity**. It is a principle of intellectual honesty that all members of the academic community should acknowledge their debt to the originators of the ideas, words, and data which form the basis for their own work. Passing off another's work as your own is not only poor scholarship, but also means that you have failed to complete the learning process. Deliberate plagiarism is unethical and can have serious consequences for your future career; it also undermines the standards of your institution and of the degrees it issues.

GOOD PRACTICE IN CITATION AND AVOIDING PLAGIARISM

What forms can plagiarism take?

- Verbatim quotation of other people's intellectual work without clear acknowledgement. Quotations must always be identified as such by the use of either quotation marks or indentation, with adequate citation. It must always be apparent to the reader which parts are your own independent work and where you have drawn on someone else's ideas and language.
- Paraphrasing the work of others by altering a few words and changing their order, or by closely following the structure of their argument, is plagiarism because you are deriving your words and ideas from their work without giving due acknowledgement. Even if you include a reference to the original author in your own text you are still creating a misleading impression that the paraphrased wording is entirely your own. It is better to write a brief summary of the author's overall argument in your own words than to paraphrase particular sections of his or her writing. This will ensure you have a genuine grasp of the argument and will avoid the difficulty of paraphrasing without plagiarising. You must also properly attribute all material you derive from lectures.
- Cutting and pasting from the Internet. Information derived from the Internet must be adequately referenced and included in the bibliography. It is important to evaluate carefully all material found on the Internet, as it is less likely to have been through the same process of scholarly peer review as published sources.
- Collusion. This can involve unauthorised collaboration between students, failure to attribute assistance received, or failure to follow precisely regulations on group work projects. It is your responsibility to ensure that you are entirely clear about the extent of collaboration permitted, and which parts of the work must be your own.
- Inaccurate citation. It is important to cite correctly, according to the conventions of your discipline. Additionally, you should not include anything in a footnote or bibliography that you have not actually consulted. If you cannot gain access to a primary source you must make it clear in your citation that your knowledge of the work has been derived from a secondary text (e.g. Bradshaw, D. *Title of Book*, discussed in Wilson, E., *Title of Book* (London, 2004), p. 189).
- Failure to acknowledge. You must clearly acknowledge all assistance which has contributed to the production of your work, such as advice from fellow students, laboratory technicians, and other external sources. This need not apply to the assistance provided by your tutor or supervisor, nor to ordinary proofreading, but it is necessary to acknowledge other guidance which leads to substantive changes of content or approach.
- Professional agencies. You should neither make use of professional agencies in the production of your work nor submit material which has been written for you. It is vital to your intellectual training and development that you should undertake the research process unaided.
- Autoplagerism. You must not submit work for assessment which you have already submitted (partially or in full) to fulfil the requirements of another degree course or examination.

Not just printed text!

The necessity to reference applies not only to text, but also to other media, such as computer code, illustrations, graphs etc. It applies equally to published text drawn from books and journals, and to unpublished text, whether from lecture handouts, theses or other students' essays. You must also attribute text or other resources downloaded from web sites.

Please also refer to  section 5 of this handbook for the house style for referencing and bibliographies.

RECEIVING YOUR RESULTS

You will receive an automatic e-mail once your examination results are available via your Student Self Service Academic and Assessment Results page. You will need to log in to Student Self Service using your Oxford Single Sign-on at: <http://www.ox.ac.uk/students>. Your Academic and Assessment Results page will detail all of your assessment results and your final classification. Results are generally available by the first half of July.

You can view the full list of programmes for which results have been released on the Examination Schools website at: <http://www.admin.ox.ac.uk/schools/examinations/results.shtml>.

NB: You will not receive results for any of the assessment units which make up your final degree, EXCEPT for the IMSS Assessed Essay, until you receive your results and final degree classification in early July.

BEST THESIS PRIZE AND EXAMINERS' PRIZE

The Examiners may, at their discretion, award a prize for the best thesis submitted by a student, and for the best overall performance by a student, taking into account performance in each of the individual examined elements. A prize of £100 will be sent to each student during the summer.

DEPOSIT OF DISSERTATIONS RECEIVING DISTINCTION IN THE BODLEIAN

The Examiners will normally recommend that dissertations awarded a distinction should be deposited in the Bodleian Library. The Course Coordinator will write to you if this is the case, asking you to complete an *Information for Thesis Cataloguing* form (GSO.26b – available on Weblearn ) . We do not need you to send an extra copy of your dissertation for cataloguing: simply a signed and completed form. But please wait until you hear from the Course Coordinator in this regard.

GRADUATION FROM THE MSc

Degrees are not automatically conferred at the end of the course, but either at a degree ceremony (in person) or *in absentia*: <http://www.ox.ac.uk/students/graduation/ceremonies/>

Degree ceremonies are arranged via your College, rather than by the Department. You will receive an invitation to a degree ceremony quite soon after arriving in Oxford (during Michaelmas term). Degree ceremonies will take place in late July and mid-September 2015. You should check with your College to find out which is the first ceremony that you will be eligible for.

PUBLISHING YOUR WORK

We encourage students who get a distinction for their MSc dissertations to edit their research for submission for simultaneous publication in the [COMPAS](#) Working Paper series, and a number of the Working Papers on these sites have originated in this way.

You are also very much encouraged to participate in public debates on migration and related issues, for instance by publishing in various forums, and we are proud to be associated with you. We suggest you identify yourself as follows: **XX is/was an MSc student in Migration Studies, Oxford, 2017-18.**

PROGRESSION FROM MSc TO DPHIL

On completion of the degree, you can apply to study for a DPhil at Oxford. This could be in Anthropology with ISCA; in International Development with ODID; or with another Department of the University (subject to their eligibility criteria). Admission to read for a DPhil at both ISCA and ODID is at the discretion of their respective Graduate Studies Committee, which will take into account:

1. the feasibility and coherence of your research proposal;
2. the availability of appropriate supervision; and
3. the marks you achieve in the MSc*.

If your application is successful, you will be admitted as a Probationary Research Student (PRS) leading to the DPhil programme. During the first academic year, whether at ISCA or ODID, you will be required to do a number of tutorials on relevant topics with your supervisor(s); to undertake coursework for examination; and most importantly to submit a substantial piece of work outlining your proposed research. Your upgrading from PRS to the status of DPhil candidate is subject to an assessment of your written work.

You will receive more detailed guidelines about applying for admission to PRS and reading for a DPhil at Oxford during Michaelmas term.

* If you are applying to Anthropology, your overall MSc grade should be 70% or above; ODID normally requires an overall grade of 67% with a distinction (70% or above) on your dissertation.

COMPLAINTS AND ACADEMIC APPEALS WITHIN THE DEPARTMENT OF INTERNATIONAL DEVELOPMENT

The University, the Social Sciences Division and the Oxford Department of International Development all hope that provision made for students at all stages of their programme of study will result in no need for complaints (about that provision) or appeals (against the outcomes of any form of assessment).

Where such a need arises, an informal discussion with the person immediately responsible for the issue that you wish to complain about (and who may not be one of the individuals identified below) is often the simplest way to achieve a satisfactory resolution.

Many sources of advice are available from colleges, faculties/departments and bodies like the Counselling Service or the OUSU Student Advice Service, which have extensive experience in advising students. You may wish to take advice from one of those sources before pursuing your complaint.

General areas of concern about provision affecting students as a whole should be raised through Joint Consultative Committees or via student representation on the faculty/department's committees.

Complaints

If your concern or complaint relates to teaching or other provision made by the faculty/department, then you should raise it with the Chairman of the Teaching Committee (Course Director) or with the Director of Graduate Studies as appropriate. Complaints about departmental facilities should be made to the Departmental administrator (Lindsay Rudge). If you feel unable to approach one of those individuals, you may contact the Head of Department/Faculty (Professor Chris Adam). The officer concerned will attempt to resolve your concern/complaint informally.

COMPLAINTS AND ACADEMIC APPEALS WITHIN THE DEPARTMENT OF INTERNATIONAL DEVELOPMENT

If you are dissatisfied with the outcome, you may take your concern further by making a formal complaint to the Proctors under the University Student Complaints Procedure (<https://www.ox.ac.uk/students/academic/complaints>).

If your concern or complaint relates to teaching or other provision made by your college, you should raise it either with your tutor or with one of the college officers, Senior Tutor, Tutor for Graduates (as appropriate). Your college will also be able to explain how to take your complaint further if you are dissatisfied with the outcome of its consideration.

Academic appeals

An academic appeal is an appeal against the decision of an academic body (e.g. boards of examiners, transfer and confirmation decisions etc.), on grounds such as procedural error or evidence of bias. There is no right of appeal against academic judgement.

If you have any concerns about your assessment process or outcome it is advisable to discuss these first informally with your subject or college tutor, Senior Tutor, course director, director of studies, supervisor or college or departmental administrator as appropriate. They will be able to explain the assessment process that was undertaken and may be able to address your concerns. Queries must not be raised directly with the examiners.

If you still have concerns you can make a formal appeal to the Proctors who will consider appeals under the University Academic Appeals Procedure (<https://www.ox.ac.uk/students/academic/complaints>).

Please remember in connection with all the academic appeals that:

- The Proctors are not empowered to challenge the academic judgement of examiners or academic bodies.
- The Proctors can consider whether the procedures for reaching an academic decision were properly followed; i.e. whether there was a significant procedural administrative error; whether there is evidence of bias or inadequate assessment; whether the examiners failed to take into account special factors affecting a candidate's performance.
- On no account should you contact your examiners or assessors directly.

7. DEGREE ADMINISTRATION

UNIVERSITY REGULATIONS AND POLICIES

The university has a wide range of policies and regulations that apply to students. These are easily accessible through the A-Z of University regulations, codes of conduct and policies available on the Oxford Student website: <https://www.ox.ac.uk/students/academic/regulations?wssl=1>.

While every effort is made to ensure the accuracy of the information contained in this Handbook, it is for guidance only and does not constitute authoritative statements of University policy and practice in particular areas. For these, other documents should be consulted, including:

Oxford University Statutes and Regulations
www.admin.ox.ac.uk/statutes/

Education Committee Guidance Notes

The Education Committee of the University is responsible for academic policy matters. Their website is: <http://www.admin.ox.ac.uk/epsc/>

Residence requirements

You should be aware that, according to University regulations, MSc candidates are required to keep statutory residence and pursue their studies in Oxford for no less than three terms after admission. The *Examination Regulations 2017* state that: '... student members who are reading any other degree of the University shall reside, for the period prescribed for that degree, within twenty-five miles from Carfax.'

The regulations stipulate that anyone wishing to live further than this will need to apply in writing to the Proctors who may authorise this in special circumstances. This means that students are required to reside in Oxford for at least weeks 1-8 for Michaelmas, Hilary and Trinity terms.

Overseas students: Tier 4 visa obligations

(See also www.ox.ac.uk/students/international_students/visaduring/legal/)

If you are here on a Tier 4 student visa, you have the responsibility to ensure that you comply with the conditions of that visa. Not complying is a criminal offence and can lead to removal from the UK and refusal of future visas for a period of 1-10 years. Your responsibility includes making sure you do not stay beyond the expiry date as stated on your visa, unless you have made a renewal application. You must also adhere to the work conditions of your visa.

Please make sure to co-operate with the University in fulfilling its Tier 4 duties so that it maintains its status as a Highly Trusted Sponsor enabling international students to study at Oxford. The University also has obligations as your sponsor. Among other points, **it must monitor your attendance and keep a record of it**. In order to not discriminate between visa nationals and other students, the whole group will be asked to sign an attendance sheet once a week during term.

Paid employment

Students who wish to take up paid employment are required to seek advice from your supervisor in the first instance and then the Course Director **before** taking up any such employment. Students must ensure that paid employment does not impair their studies. The MSc in Migration Studies is a serious and intense academic programme, and paid employment is advisable for students only under exceptional circumstances. If permission is granted, your general supervisor will monitor on a termly basis that a proper balance is maintained between paid employment and academic coursework. Please note that University guidelines stipulate that masters courses are expected to entail full-time commitment. Please refer to the university's guidelines at: <http://www.admin.ox.ac.uk/edc/policiesandguidance/policyonpaidwork/>

Internships/Pro Bono Work

Sometimes students on the course agree to undertake volunteer work with local refugee/migration organisations. While this is often helpful to the organisation and to the students concerned, it is important that such commitments are limited to a maximum of 2 hours a week to ensure that this participation does not interfere with their academic commitments.

University policies on conflict of interest / academic integrity in research

You will find details of these on Weblearn () under [Resources/University and Departmental Policies](#).

STUDENT CONSULTATION AND FEEDBACK

You are encouraged to make suggestions for change and improvements at any time to your lecturers, supervisor or the Course Coordinator.

Suggestions from students for high quality additions to the collection of readings in the library are especially welcomed.

Class representatives

One of the first things we will ask you to do during Induction Week is to elect two or three class reps from among your number. The reps act as a channel for the class to convey their collective views to the Course Director. We would welcome class reps who reflect the diversity of the student body. So if possible, please try to make sure that no two come from the same continent (Europe, Asia, Africa, Australia, North America, South America). Ideally, the class reps will also reflect your cohort's gender balance and diversity in educational backgrounds.

Oxford University Student Union (OUSU) run training courses for class representatives, which we strongly encourage you to attend. The OUSU will get in touch with you early in Michaelmas, and you can contact them direct for further information via this link: <https://ousu.org/contact/>.

You should let the Course Coordinator have the names of your two or three class reps by the **end of Week 1 of Michaelmas**. The names of these elected student representatives will be published on WebLearn by Week 2 (📅).

Student Consultative Committee

One of the main forums for this feedback are the meetings of the Student Consultative Committee. These usually take place in Week 8 in Michaelmas term and in Week 7 or 8 in Trinity. These meetings can be used to discuss students' reactions to the course, as well as other related issues. The meeting is chaired by the Course Director, and notes are taken by the Course Coordinator (for consideration by the MSc in Migration Studies Teaching Committee). Any member of the class is welcome to attend. But we ask that your two or three class reps should solicit the views of the whole class before each meeting, and come prepared to speak to these during the meeting.

Course evaluation

At the end of both Michaelmas and Hilary terms, you will be asked to evaluate the courses you have studied. All answers are confidential and anonymous. Detailed entries will be kept on file and a summary of the views expressed will be circulated to the MSc in Migration Studies Teaching Committee for discussion.

The *MSc in Migration Studies Teaching Committee* meets in Week 2 of each term and may also hold *ad hoc* meetings at other times should these be necessary. This Committee deals with matters related to the MSc degree course such as the organisation and content of teaching, liaison with the library, staff and personnel, equipment, time-tabling, publicity and funding. It reports to the *Graduate Studies Committee*, which includes representatives from both ODID and SAME and meets in Weeks 2 and 7 of Michaelmas, Hilary and Trinity Term. Decisions made by the ODID *Graduate Studies Committee* are forwarded to the SAME *Graduate Studies Committee*.

Division and University representation

Student representatives to sit on the Divisional Board are selected through a process organised by the Oxford University Student Union (OUSU). Details can be found on the OUSU website along with information about student representation at the university level.

University wide evaluation

Students on full-time courses are surveyed once per year on all aspects of their course (learning, living, pastoral support, college) through the Student Barometer. Previous results can be viewed by students, staff and the general public at: <https://www.ox.ac.uk/students/life/student-engagement?wssl=1>.

SOURCES OF INFORMATION AND HELP

Within the Department

Your first port of call for any academic matters should be your **general supervisor**: see  section 4 for further details about supervision.

However, the **Course Director** (Biao Xiang) is also available to discuss any matters to do with the course with you: (biao.xiang@compas.ox.ac.uk).

If your issue is to do with teaching on the course, or with the course itself, and you need to speak to someone outside the course about this, you should contact the ODID Director of Graduate Studies (DGS): Joerg Friedrichs (joerg.friedrichs@qeh.ox.ac.uk). You may also contact the SAME Director of Graduate Studies: Professor Marcus Banks (marcus.banks@anthro.ox.ac.uk).

If you have any queries regarding procedural or administrative matters, or to do with the administration of the exams, please contact the **Course Co-ordinator**, Andrea Smith (andrea.smith@qeh.ox.ac.uk; tel: (2)81701).

Within your college

All students are assigned a college advisor, who is usually a Fellow of the College. Your college advisor can:

- provide pastoral support, for example on health, personal or coping issues, and/or direct you to appropriate persons for assistance;
- monitor your progress, by discussing your University supervision reports and by being available for consultation, either in person or by email;
- discuss with you any problems or difficulties you may be experiencing in your Department or Faculty, and/or with your supervisor;
- consult the Tutor for Graduates/Senior Tutor if there are concerns about your academic progress and if you appear to be experiencing difficulties with your academic work;
- offer guidance on sources of support available within the College and University

In addition your college advisor may be able to offer you advice on academic-related matters such as: applications for research funding, conferences and seminar attendance, publication and career plans.⁵

Your college advisor is *not* expected to perform the role of your department or faculty supervisor(s), and is not responsible for directing your academic work or for giving detailed academic guidance.

You will first meet your college advisor during your first term, and you are encouraged to contact your college advisor as and when you need advice or help. (You should also feel free to consult other college officers as necessary: see below.)

Your college advisor may be changed during periods of sabbatical or other academic leave. Should there be reasons for you to seek a change of advisor; you should contact your Tutor for Graduates/Senior Tutor.

Every college has their own systems of support for students, please refer to your college handbooks or website for further information on who to contact and what support is available.

⁵ college advisors would not normally be expected to provide academic references, as others are better placed to do so. They might provide a reference for other purposes, such as Junior Deanship, or a character reference.

SOURCES OF INFORMATION AND HELP

Further information

This guidance focuses specifically on the role of your college advisor. Your college advisor will be able to direct you to relevant sources of advice and support, which you should feel free to consult as necessary. These might include (but are not limited to):

- College Chaplain or Welfare Fellow
- MCR President or MCR Welfare Officers
- College Nurse or GP
- College Counsellor
- College Tutor for Graduates/Senior Tutor or Academic Administrator
- College/Tutorial Office or equivalent
- College Bursary or equivalent
- Financial Aid/Student Hardship Officer

Within the wider University

Overseas students

Advice for overseas students on a wide range of matters is available from the International Student Advisory Service, including visa information: http://www.ox.ac.uk/students/international_students/

Health and welfare

Information regarding Equality, Health and Welfare, including counselling, childcare and financial hardship: <http://www.ox.ac.uk/students/shw/>

Student counselling

A free and confidential service to help you address personal or emotional problems that get in the way of having a good experience at Oxford and realising your full academic and personal potential: <http://www.ox.ac.uk/students/shw/counselling/>

Oxford University Students Union (OUSU)

OUSU's Student Advice Service (SAS) is the only advice, information and advocacy service exclusively available to Oxford University students: <http://ousu.org/advice/>

Student support services and information

For all student-related information visit the Student Gateway: http://www.ox.ac.uk/current_students/index.html

This is an extremely useful resource and worth exploring early on. It is where you can order on-course transcripts, among other things.

See also below (📖 p.71, 77 and 79) for information about the Language Centre, Occupational Health Service, Disability Office, Careers Service.

SOURCES OF INFORMATION AND HELP

Some FAQs

Can I change my course?

In theory, this is possible; but in practice, changing course can be difficult. Please speak to your Course Director for advice.

Who do I speak to if I'm taken seriously ill or need to leave Oxford unexpectedly?

Please familiarise yourself with what to do in cases of illness or medical emergency: you will find a link on the University's Student Health site: <http://www.ox.ac.uk/students/welfare/health>.

In all cases, please let both your college advisor and, if possible, also your general supervisor or the Course Coordinator know what has happened.

What financial help is available should I have unexpected funding problems while on course?

Both your College and the Department may be able to help and advise you with financial problems. You should contact, in the first instance, your college advisor (or the College Financial Aid/Student Hardship Officer, if your college has such a post). Within the Department, please contact the Graduate Studies Administrator, Dominique Attala (tel: (2)81806; dominique.attala@geh.ox.ac.uk). Please note, however, that support may only be offered in cases of financial hardship and where your expected sources of funding have failed.

What do I do if I need to take a break from studying (suspend status)?

You may apply to the Graduate Studies Committee to suspend status for a specified period. If your application is approved, you will not be required to pay fees during the period of suspension and will resume your former status at the end of the period.

Suspension of status may be for between one and three terms. In exceptional cases, additional terms may be requested, but these need the additional approval of the University Education Committee as dispensation from the Examination Regulations is required. It can only be granted while a student still has status available to return to.

Suspension of status is normally granted where you are not able actively to study. This could be for various reasons, but the most common circumstances include health-related/personal grounds, domestic crisis or unforeseeable financial difficulty.

When a student suspends, the clock stops, and the student returns from suspension at the point when they departed. Normally students do not have access to University/College facilities (including libraries) whilst suspended as it is assumed they are not studying (though e-mail access may be retained, to allow you to keep in touch with your supervisor(s) etc).

Applications for suspension of status must be made to the Graduate Studies Committee (through the Graduate Studies Administrator) using the form [GSO.17](#); should be for a specified period of time; and *must* have the support of the supervisor(s) and the college.

How do I make a complaint or appeal?

For information about this, please see  section 6 above.

OTHER USEFUL INFORMATION

Support services and information

For all student-related information visit the Student Gateway:

http://www.ox.ac.uk/current_students/index.html

This is an extremely useful resource and worth exploring early on. It is where you can order on-course transcripts, among other things.

IT Services

For all your IT needs:

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

University Computer Usage Rules and Etiquette

<http://www.ict.ox.ac.uk/oxford/rules/>

OULS – Oxford University Library Services

Links to the catalogues, individual libraries and library support services

www.ouls.ox.ac.uk and <http://www.ssl.ox.ac.uk/>

University Gazette

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

The *University Gazette* is a useful source of information on changes to regulations, prizes available, lectures and seminars, jobs, accommodation etc. A copy is usually available in the QEH Common Room.

Useful Website - Migration Observatory Website

This website contains lots of interesting and diverse commentaries, briefings, policy primers, data and experts interviews with Oxford migrant scholars.

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

SPECIAL NEEDS AND DISABILITIES

The Disability Advisory Service (DAS) can provide information, advice and guidance on the way in which a particular disability may impact on your student experience at the University and assist with organising disability-related study support. For more information visit:

www.ox.ac.uk/students/shw/das/

The University's Disability Office website is at: <http://www.admin.ox.ac.uk/eop/disab/>.

Department contacts

If you have any concerns or need advice you can refer to your supervisor, or the department's Disability Lead and Disability Co-ordinator:

Disability Co-ordinator - Dominique Attala (Graduate Student Administrator)
Disability Lead - Lindsay Rudge (Head of Administration)

Issues to be raised with the department's Disabilities and Special Needs Committee should be forwarded to the secretary (Jane Ashford tel.: 81733, email: jane.ashford@qeh.ox.ac.uk) who will refer to the Chair if immediate action is required.

Recording lectures: Please see <https://www.admin.ox.ac.uk/edc/policiesandguidance/> for the University's policy on the recording of lectures. Students who believe they have disability-related grounds for recording should contact the Disability Advisory Service (disability@admin.ox.ac.uk).

COUNSELLING SERVICE

The Counselling Service is here to help you address personal or emotional problems that get in the way of having a good experience at Oxford and realising your full academic and personal potential. They offer a free and confidential service. For more information visit:

www.ox.ac.uk/students/shw/counselling/

A range of services led by students are available to help provide support to other students, peer support, OUSU Student Advice Service and Nightline. For more information visit:

www.ox.ac.uk/students/shw/peer/

EQUALITY AND DIVERSITY

The **Equality and Diversity Unit** promotes equality, values diversity and supports departments/faculties and colleges in maintaining a working, learning and social environment in which the rights and dignity of all members of the university community are respected. It aims to ensure that no student will be treated less favourably on the grounds of age, disability, gender, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and/or belief, and sexual orientation. For more information on the networks and activities the Unit supports, visit: www.admin.ox.ac.uk/eop/. These include:

- LGBT Staff Network (staff and graduate students)
- Race Equality Network (staff and students)
- Oxford Women's Network (staff and students)
- LGBT History Month
- Black History Month

The Equality and Diversity Unit supports a network of over 300 harassment advisors in departments/faculties and colleges and a central Harassment Advisory Service. For more information on the University's Harassment and Bullying policy and the support available for students visit: www.admin.ox.ac.uk/eop/harassmentadvice/

8. INFORMATION ABOUT LIBRARIES AND DEPARTMENTS

OXFORD'S LIBRARIES

The Bodleian Libraries form the integrated library service of the University of Oxford, offering over 12 million volumes, 25 site libraries, 4,070 study places, 80,000 online journals, 1,350 research databases, document supply services, information skills training programmes and world-class staff expertise: www.bodleian.ox.ac.uk/.

To search the collections, locate items, access online resources, reserve or renew books, and for the library's instant chat service, please use SOLO (Search Oxford Libraries Online): <http://solo.bodleian.ox.ac.uk/>.

For off-site access to online resources log-in to SOLO with your Single-Sign-On. Once you have received your University Card, please set-up your library password in order to log-in to library PCs or connect your laptop to the Bodleian Libraries network: <https://register.bodleian.ox.ac.uk/>.

An extensive range of guides to resources and services are available online, <http://libguides.bodleian.ox.ac.uk/>, including details of forthcoming training, <http://ox.libguides.com/workshops>.

The Bodleian Social Science Library (SSL) is the main library for Oxford University's Social Sciences Division and particularly supports the Departments of: Economics, International Development, Politics and International Relations, Sociology, and Social Policy and Intervention, and the Centres for: Criminology, Refugee Studies, Russian and East European Studies, and Socio-Legal Studies. Of particular interest is the unique grey literature collection on refugee studies and forced migration, now fully searchable via SOLO. The SSL is housed on the ground floor of the Manor Road Building, www.bodleian.ox.ac.uk/ssl, and is open 7 days a week during term-time (9am to 10pm Mon – Fri, 10am – 6pm Sat, 11am - 7pm Sun). The Library offers a variety of study spaces including graduate study rooms, individual study carrels, and two group discussion rooms which are available for booking. For answers to FAQs (Which password do I use? How do I print, copy and scan? How do holds work? etc.), please see the SSL Getting Started webpage: bodleian.ox.ac.uk/ssl/gettingstarted/. The SSL website also provides links to the Library's Facebook page, RSS feed, Twitter account and the 'ask an SSL Librarian' enquiry form.

To arrange a one-to-one research support appointment with the subject consultant please email sarah.rhodes@bodleian.ox.ac.uk. Support for graduates needing to create or use qualitative data is provided by John Southall, the Data Librarian, at the SSL (john.southall@bodleian.ox.ac.uk). For information about library services for readers with disabilities please contact the SSL Reader Services Librarian, craig.finlay@bodleian.ox.ac.uk. To request new library materials for purchase, email the details to ssl-orders@bodleian.ox.ac.uk.

SSL eReadings, accessible via the SSL's Weblearn site, provide digital copies of print-only book chapters and articles cited on reading lists. These scans are created and hosted under the terms of the CLA HE Licence (maximum of one chapter/article from any single book/journal per course). This service helps supplement/ease pressure on the provision of print copies in the library, and complements the library's provision of online journals and ebooks. More details about the service, an example scan and an online scan request form can be found on the SSL Weblearn site at: <https://weblearn.ox.ac.uk/portal/hierarchy/socsci/ssl>. Feedback is always welcome: ssl-orders@bodleian.ox.ac.uk

In addition to the SSL, there are separate social science libraries for Anthropology, Business, Education and Law. Area studies are well-served by the Vere Harmsworth Library, the Weston Library (for Africa and Commonwealth materials), the Oriental Institute Library, the Latin American Centre Library, the Bodleian Japanese Library, the Institute for Chinese Studies Library and the Indian Institute collections. For further information about the libraries at Anthropology, see p. 84 () below.

Oxford College Libraries offer collections and services to their own members. Nuffield College also offers reference access to its library to all postgraduate members of the University.

GENERAL INFORMATION / DEPARTMENTAL FACILITIES AT QEH

Introduction

Welcome to the Oxford Department of International Development, Queen Elizabeth House. We hope you have an enjoyable and successful time in the department. These notes are to provide you with information on how the department works. If after reading them you still have queries about aspects of departmental functions, please do not hesitate to ask questions of the members of staff listed below.

The Oxford Department of International Development comprises over 100 staff – academics, researchers and support staff – and some 200 students. In addition to the MSc in Migration Studies, the department's student body consists of those undertaking the MPhil in Development Studies, the MSc in Refugee and Forced Migration, the MSc in Economics for Development, the MSc in Global Governance and Diplomacy, and those working for a research degree.

As well as academics working on individual research, the department hosts five research groups: the Refugee Studies Centre (RSC), the Oxford Poverty and Human Development Initiative (OPHI), Young Lives, Technology and Management Centre for Development (TMCD) and the International Growth Centre (IGC).

Visiting research fellows also work here under a variety of schemes to undertake reading and research into aspects of development. At any one time the department has up to ten fellows associated with it.

The department is located at 3 Mansfield Road. Development studies and forced migration library holdings are housed in the Social Science Library in Manor Road, which is five minutes' walk away.

Further information about the department can be found on <http://www.qeh.ox.ac.uk>

People

Listed below are the names and internal telephone numbers of the administrative and support staff based in the main ODID site with whom you are likely to come into contact in the course of your degree studies here.

Migration Studies Course Coordinator	Andrea Smith (81701)
Graduate Student Administrator	Dominique Attala (81806)
Main Reception	Penny Rogers (81800)
Assistant to the Head of Department	Sue Garrett (81803)
Head of Administration	Lindsay Rudge (81804)
Deputy Administrator	TBC (81805)
Accounts Officer	Wendy Grist (81824)
ICT Officer	Hamayun Minhas (81821)
Caretaker	Gary Jones (81818)

Administrative offices

The departmental administrative staff are based on the first floor of the old building adjacent to the departmental graduate student administrative office (20.24). Office hours are Monday to Friday 9.00 am to 5.15 pm. A message can be left on general enquiries voice mail ((2)81800) out of office hours. The Migration Studies Course Coordinator is based in Room 20.04 on the 1st floor of the main building.

Opening hours

The main Mansfield Road building is open and Reception staffed from Monday to Friday 9.00 a.m. to 5.15 p.m. Access is unavailable after this time.

GENERAL INFORMATION / DEPARTMENTAL FACILITIES AT QEH

Teaching Rooms

The main seminar rooms in the department are Seminar Room 1 (ground floor, old building), Seminar Room 2 (first floor, old building), and Seminar Room 3 (lower ground floor, new extension). There are also two additional seminar/meeting rooms, the Music Room on the ground floor in the Frances Stewart wing, and Meeting Room A on the lower ground floor of the new extension.

Details of the day's programme of lectures and seminars for all courses will be available at Reception. If you are unsure where a lecture is being held, please check in Reception.

Smoking is not allowed anywhere in the department. No food or drink (other than bottled water) is allowed in the teaching rooms.

Please ensure that mobile phones are switched off during lectures and seminars.

General Facilities

There are **notice boards** in reception which cover information about University seminars and courses, health and safety and general what's-on-in-Oxford.

Telephones in the public areas of the department can be used for calls within the University and Colleges at no cost. Emergency calls (999) can also be made on these phones.

Students who have work to present at a formal seminar which requires multiple copying should contact the Migration Studies Course Coordinator. Please ensure that you give enough time for this and do not leave it to the last minute! All users must be aware of copyright legislation covering the use of photocopiers. *Please read the notices by the machines. A notice regarding copyright legislation is also provided in this booklet*

Common Room and Catering

The department's main common room (hall) for students and staff is located on the ground floor at Mansfield Road. The room is usually available during working hours for relaxation and there is a selection of papers to read.

The department has a kitchen run by Will Pouget, who operates the Vaults and Alpha Bar in the Covered Market, supplying mainly organic snacks and light lunches from 12.00 to 1.30 pm, Monday – Friday in term time. A Fair Trade coffee machine is also available in the common room. The main seating area for consumers is in the area adjoining the kitchen, but people are welcome to use the common room and courtyard.

Manor Road also has a catering facility and a common room which is available to students during the building's open hours. Please check the Manor Road Building website (<http://www.manor-road.ox.ac.uk/>) for opening times.

Parking

Car parks are for permit holding University staff only and are patrolled by the University's Security Service staff that have the authority to clamp parked cars not displaying a permit.

There are public bicycle racks in Mansfield Road and Jowett Walk. You are strongly advised to secure your bike with a strong lock. Please do not leave your bike in the racks over long holiday periods.

GENERAL INFORMATION / DEPARTMENTAL FACILITIES AT QEH

Safety and Security

The departmental guidance note **Safety for Staff, Students and Visitors** can be found in the *Departmental Policies and Health and Safety Information* section on WebLearn at: <https://weblearn.ox.ac.uk/portal/hierarchy/socsci/qeh/staffinfo>. Please read it carefully and if you have any queries please refer to the Administrator or the Safety Officer. A fire drill will be held in Michaelmas Term. Please ensure that you understand the procedures by reading the blue notices posted around the building. If the drill is not carried out satisfactorily we are obliged to repeat it.

The Thames Valley Police Student Safety website can be found at: <http://www.thamesvalley.police.uk/crprev/crprev-student.htm>. The contact number for non-emergency enquiries is 101.

All students, whether or not they use a computer in the department, should read the **DSE (Display Screen Equipment)** notes carefully (see <https://weblearn.ox.ac.uk/portal/hierarchy/socsci/qeh/staffinfo> for departmental notes on DSE use and <http://www.admin.ox.ac.uk/safety/policy-statements/s8-09/> for the University's policy statement on the use of DSE). The department has staff who can advise on workstation layout. Please refer to the ICT Officer if you would like advice.

The department's insurance cannot accept liability for loss of personal possessions. It is important that belongings are not left unattended in seminar and lecture rooms. If your class leaves a room for a short break, do not leave any valuables in the room, particularly cash or cards. CCTV is in operation in various parts of the department.

Occupational Health Service

The Service provides travel advice, immunisations and antimalarial prophylaxis to University staff and certain students travelling in the course of their work, for example, undertaking research abroad, attending conferences or going on field trips. There is a travel clinic on Monday afternoons in the University Occupational Health Service at 10 Parks Road, telephone 01865-(2)82676, or e-mail enquiries@uohs.ox.ac.uk.

Book well in advance so that courses of immunisation can be completed in good time (at least six weeks before your departure date). Bring a completed travel appointment request form (see Dominique Attala for more information on this form). This service does not extend to families or other accompanying persons or to travel on College business. Advice for non-University business should be obtained from your G.P.

More information on vaccinations and preparation for travel abroad are available from the Occupational Health website at: <http://www.admin.ox.ac.uk/uohs/at-work/travel/>

Library Services

The extensive Development Studies collections are housed in the Bodleian Social Science Library (SSL) at Manor Road, the Social Science building, five minutes' walk from Mansfield Road. All library holdings are searchable through the online catalogue SOLO <http://solo.bodleian.ox.ac.uk>. Many course readings are also available through the SSL e-readings link via Weblearn. The Library has access to a comprehensive collection of electronic journal titles via OU e-journals and databases through OxLIP+ (Oxford Libraries Information Platform). As members of the University, students can also use the main University Library, the Bodleian, and other libraries within the Bodleian Libraries system such as Law, Radcliffe Science and Anthropology.

GENERAL INFORMATION / DEPARTMENTAL FACILITIES AT QEH

Students will be provided with a library induction session at the beginning of Michaelmas Term, and a search skills session for online resources at the start of Hilary Term in preparation for dissertation writing. The Libguide for International Development also provides useful links for subject-specific resources (<http://libguides.bodleian.ox.ac.uk/development>). Sarah Rhodes, Subject Consultant for International Development, is based in the SSL and available for individual research appointments on request (sarah.rhodes@bodleian.ox.ac.uk). Social Sciences data management queries can be addressed to John Southall (john.southall@bodleian.ox.ac.uk). The SSL website can be found at www.bodleian.ox.ac.uk/ssl.

Computing Areas

There are two hot-desking areas at Mansfield Road:

Room 10.09 (ground floor, Frances Stewart Wing) – this is a quiet study area with 2 computers and 2 network printers.

Outside the lower ground floor seminar rooms (in the new extension) this area has 8 computers and 2 network printers.

These areas are open between 9 am and 5.15 pm, although it is possible to stay later.

The doors between the new extension and the main building lock at 8 pm; however, exit is always possible using the green button.

In order to use the computers, students will require a username and password. To obtain a username/password, please send an email to the ODID ICT Officer at: it-support@qeh.ox.ac.uk

Although the department does not normally charge for printing, all print usage is monitored and the department reserves the right to make a charge where printing is regarded as excessive.

Wireless

The department is linked to the Oxford Wireless LAN (OWL). Full details of OWL and how to connect to it are available at: <http://www.oucs.ox.ac.uk/network/wireless/>

Within Mansfield Road, wireless access is available in all public areas.

Computing Facilities

IT at Oxford

You will find a useful introduction to IT at Oxford at <http://welcometoit.ox.ac.uk/>. This site provides information on the various resources available throughout the University, and how to obtain access to them. The University's Computer Usage Rules and Etiquette can be found at <http://www.ict.ox.ac.uk/oxford/rules/>. A copy of the University's Rules for Computer Use can be found in this pack.

IT Services

The University's IT Services is located 15 minutes' walk away on Banbury Road. It offers a wide range of services, including a large variety of courses which are open to all students. Further details may be found at <http://www.it.ox.ac.uk/> or via the department's Noticeboard page, in various information leaflets available from IT Services and displayed on ODID foyer notice boards. In order to use these services you will be required to identify yourself by your University Card, giving the Card's barcode number where necessary.

GENERAL INFORMATION / DEPARTMENTAL FACILITIES AT QEH

Email

The main central email server at Oxford is called Nexus. Nexus is one of the systems run by the University's IT Services.

All new members of the University are automatically pre-registered for a Nexus account for when they arrive in Oxford. Most Oxford users have an email address relating to their college, e.g. chris.jones@sant.ox.ac.uk. Graduate and staff users also get an email address relating to their department, e.g. chris.jones@qeh.ox.ac.uk.

WebLearn

All **course materials** (lecture lists, reading lists, etc) are held on WebLearn.

WebLearn (<http://www.weblearn.ox.ac.uk/>) is a web-based virtual learning environment (VLE).

IN ORDER TO ACCESS THE SITE YOU WILL REQUIRE A USERNAME AND PASSWORD. YOUR USERNAME IS YOUR OXFORD USERNAME (I.E. THE SAME AS YOUR NEXUS USERNAME/PASSWORD) (SEE WEBAUTH ([HTTPS://WEBAUTH.OX.AC.UK/](https://webauth.ox.ac.uk/)) FOR MORE DETAILS ABOUT UNIVERSITY OF OXFORD AUTHENTICATION)

ODID Information Security Policy

You will find details of the Departmental Information Security Policy on Weblearn () [here](#). Please make sure you read this document.

Harassment

The University's policy relating to Harassment is available at:

<http://www.admin.ox.ac.uk/eop/harassmentadvice/>

The department is currently in the process of appointing two advisors who will advise in complete confidence on any problems that may arise from alleged or apparent breaches of the Code. The names of these advisors will be announced as soon as possible after the start of Michaelmas Term.

Disability

If you have any concerns or need advice please refer to your supervisor or the Course Coordinator, Andrea Smith. The University's Disability Office website is:

<http://www.admin.ox.ac.uk/eop/disab/>. Issues to be raised with the department's Disabilities and Special Needs Committee should be forwarded to the secretary (Jane Ashford tel.: 81733, email: jane.ashford@qeh.ox.ac.uk) who will refer to the Chair if immediate action is required.

Language Centre

The University's Language Centre is located at 12 Woodstock Road. It provides resources for members of the University who need foreign languages for their study or interest. There may be a charge. For more information see the website: <http://www.lang.ox.ac.uk/>

Careers Service

The University's Careers Service is situated at 56 Banbury Road Oxford. The Careers Service exists to enable current and recent Oxford University students to make and implement well-informed decisions about their careers. More information regarding this is available from their website at:

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

Cycling in Oxford

Oxfordshire County Council provides a website offering comprehensive information on cycling in Oxford (e.g. regulations, safety, details of cycle lanes/routes). The website is at <http://www.oxfordshire.gov.uk/cms/public-site/cycling>. There are also some useful resources on the University's travel page: <http://www.admin.ox.ac.uk/estates/ourservices/travel/bike/>.

GENERAL INFORMATION / DEPARTMENTAL FACILITIES AT QEH

Addresses

IMPORTANT NOTE

Students' Addresses

It is important that the Migration Studies Course Coordinator is kept informed of any change of address.

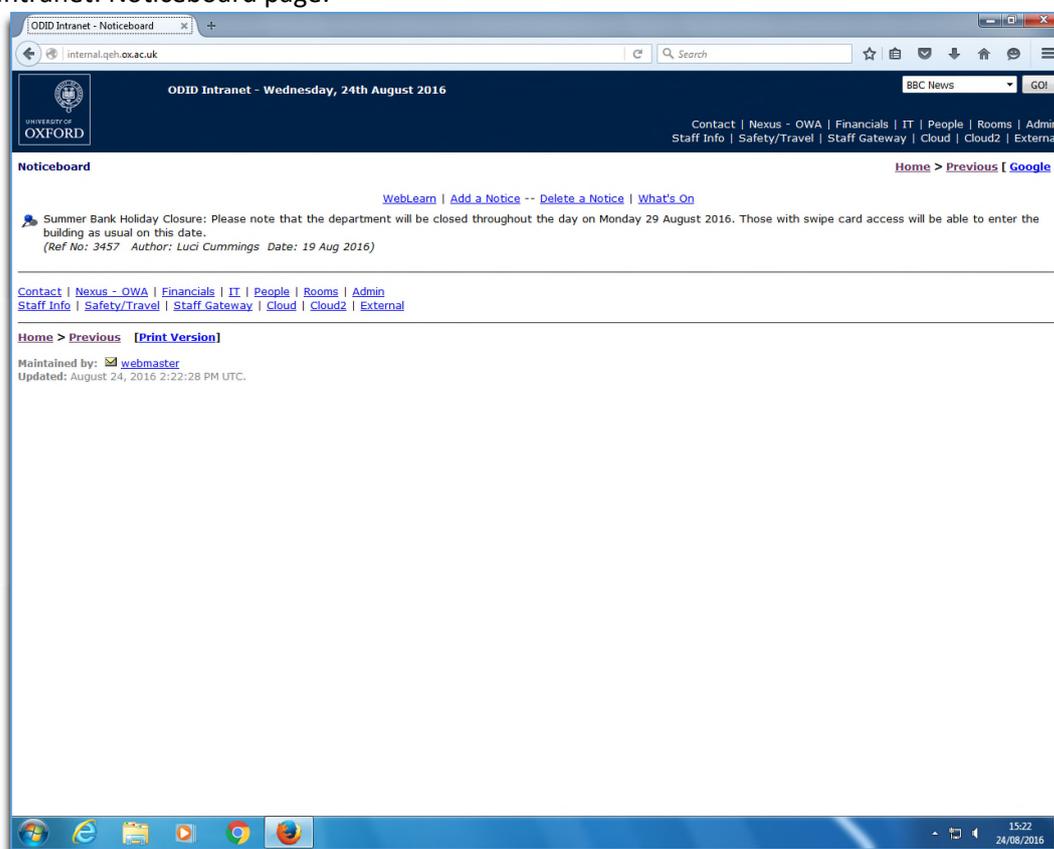
Useful Information for Students

The drop down list on the department's Noticeboard page has links to many useful sites, mainly in the University but some outside. The University of Oxford link directs you to the University's home page where a current students' link <http://www.ox.ac.uk/students> leads to a wide range of information including Careers Service, Language Centre, IT, student organisations, study information, funding information and publications. If you cannot find what you require please ask Andrea Smith or your supervisor who will help.

We all wish you a pleasant and productive time in the Department.

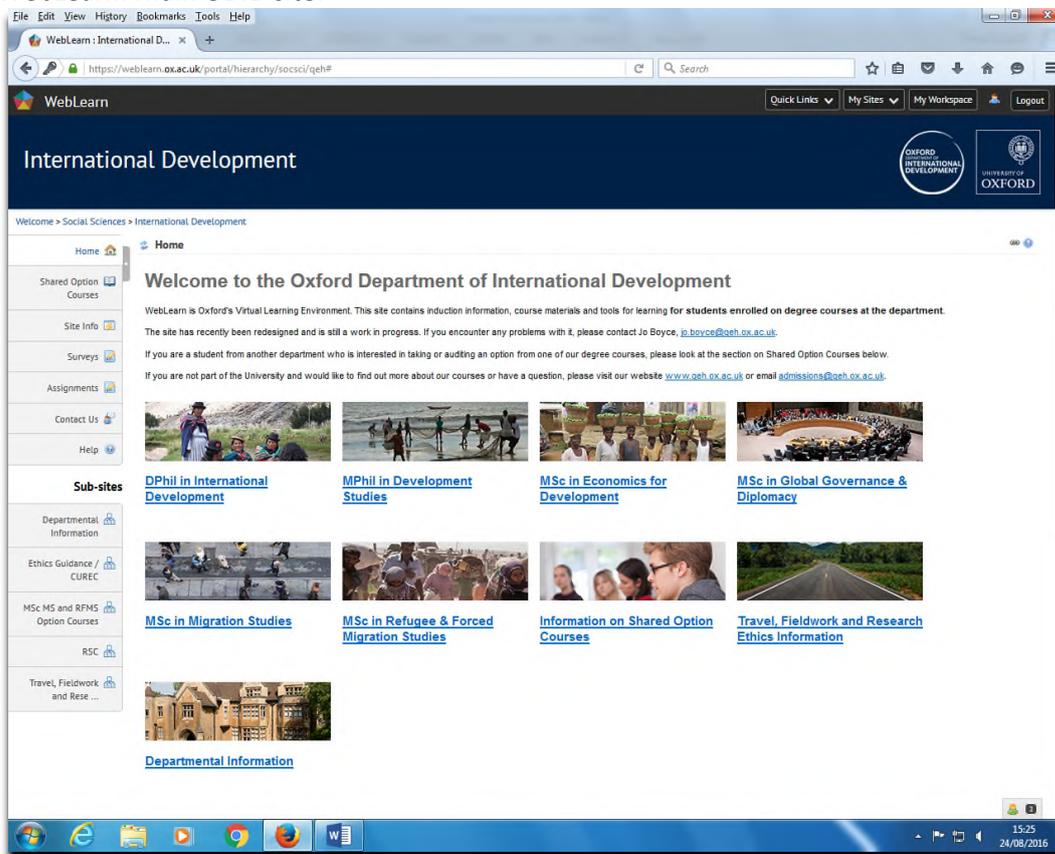
The ODID Intranet and WebLearn Sites

Intranet: Noticeboard page:

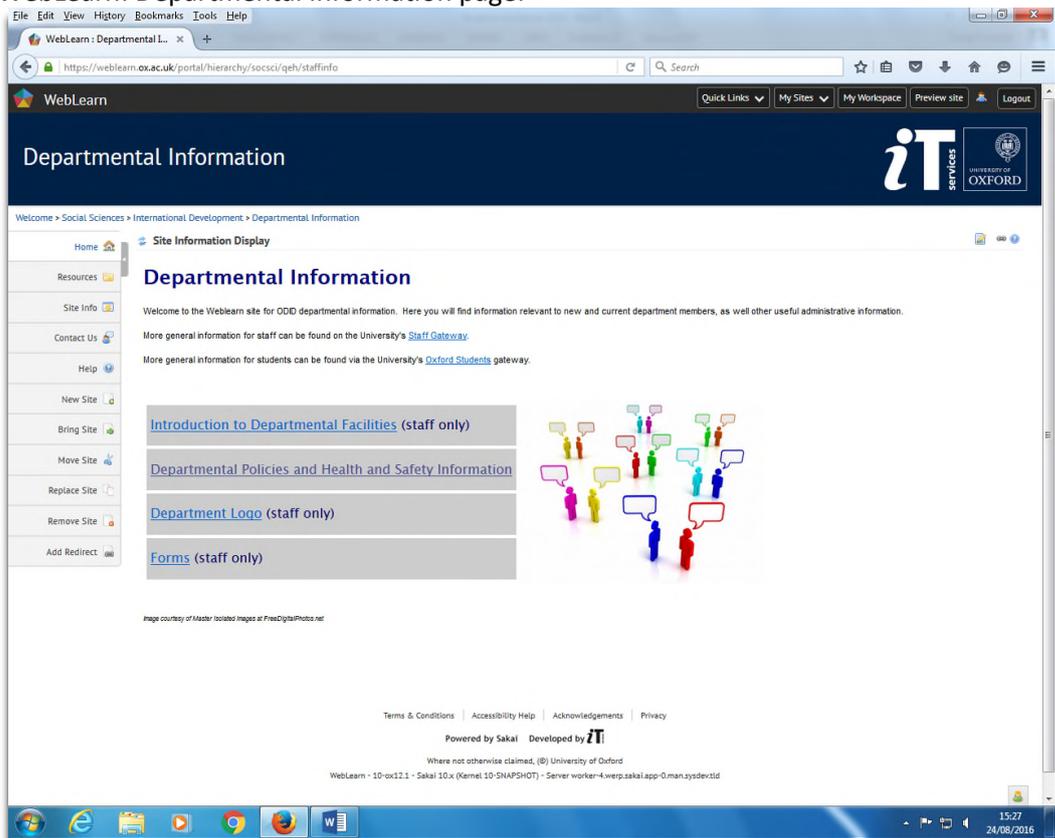


GENERAL INFORMATION / DEPARTMENTAL FACILITIES AT QEH

WebLearn: Main ODID site:

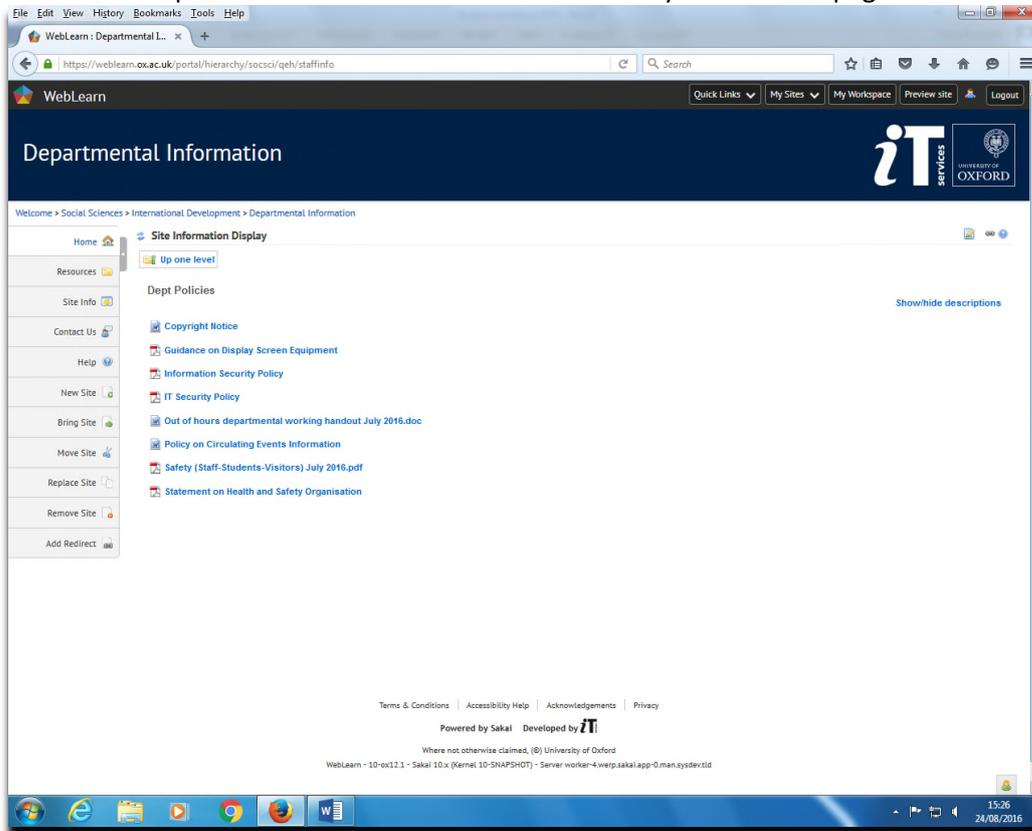


WebLearn: Departmental Information page:



GENERAL INFORMATION / DEPARTMENTAL FACILITIES AT QEH

WebLearn: Departmental Policies and Health and Safety Information page:



GENERAL INFORMATION / FACILITIES AT ANTHROPOLOGY

Structure of the School of Anthropology and Museum Ethnography

Welcome to the School of Anthropology and Museum Ethnography of the University of Oxford (henceforward 'the School'). The School forms part of the Social Sciences Division. Its website is at: <https://www.anthro.ox.ac.uk>.

The School is divided into a number of separate units. Of these, the oldest are the Pitt Rivers Museum (PRM, at PRM Research Centre, South Parks Road, including the Balfour Library: <https://www.prm.ox.ac.uk/>) and (under its current name) the Institute of Social and Cultural Anthropology (ISCA, at 43, 51 and 61 Banbury Road, 51 being the main building, containing the central administrative office and main [Tylor] library: <https://www.isca.ox.ac.uk/>). ISCA and the academic pillar of the PRM are mainly concerned with graduate teaching and research. ISCA is the largest component of the School in terms of numbers of staff and students.

A much more recent foundation is the Institute of Cognitive and Evolutionary Anthropology (ICEA, at 64 Banbury Road: <https://www.icea.ox.ac.uk>), whose activities also involve graduate teaching and research (both ISCA and ICEA also have a number of post-doctoral researchers). ICEA includes the Centre for Anthropology and Mind or CAM, whose principal theme is religion and cognition. The rest of ICEA is mainly concerned with biological or physical anthropology.

The School also houses the Centre on Migration, Policy, and Society (COMPAS), which has its own building at 58 Banbury Road, as well as accommodation at no. 43 (<https://www.compas.ox.ac.uk/>). Although COMPAS is primarily research-oriented and has a number of post-doctoral researchers, it also provides some teaching and research supervision to Migration Studies students and some other ISCA students. A number of other research-led groups are linked with the School, for example, the British Centre for Durkheimian Studies and the Centre for Fertility and Reproduction, but they are not formally responsible for teaching or supervision of graduate students.

These units all have their own academic and administrative staff, including the Directors of ISCA and ICEA (also of CAM and COMPAS), but some posts are shared, including the Head of School, the Admissions Officer and the Director of Graduate Studies (DGS), all of which are academic-related posts, as well as the non-academic Administrator.

Another unit, the Institute of Human Sciences (IHS, at 58a Banbury Road, behind the main COMPAS building at no. 58: <https://www.ihs.ox.ac.uk/home>), is the base for the undergraduate degree in Human Sciences. Graduate-related lectures and seminars are sometimes held there. The Institute for Science, Innovation and Society (InSIS, at 64 Banbury Road) is research-oriented and informs the key processes of social and technological innovation that are critical to business, governments and civil society in the 21st century and beyond.

Although all these different units are therefore associated with specific buildings, all these buildings belong to the School as a whole, and the various units share spaces like seminar rooms, common rooms, etc., regardless of where they are located.

While anthropology is concentrated in the School, some senior anthropologists involved in the School's teaching and supervision are based in other departments, centres and colleges across the University, such as the School of Interdisciplinary Area Studies (SIAS), the Oxford Department of International Development (ODID) and the Nissan Institute for Japanese Studies at St Antony's College.

GENERAL INFORMATION / FACILITIES AT ANTHROPOLOGY

Staff details

These are subject to frequent updating and can be found on the School website. Note especially the following officers for 2016-17:

Head of School	Professor David Gellner
Head of Administration and Finance	Gil Middleton
Director of ISCA	Dr Elizabeth Ewart
Director of Graduate Studies	Professor Marcus Banks

Student-staff interaction

The **Oxford University Anthropological Society (OUAS)** is a student-run body that organizes events such as workshops and conferences, lecture series, ethnographic film-screenings and social events. Details of all its activities are normally displayed in the department, on the anthropology website, via e-mail direct to all graduate anthropology students, etc. The OUAS is technically a University club separate from the School itself. Its membership and activities are subject to fees and other charges. Membership is not automatic, and you have to opt to join: <https://www.anthro.ox.ac.uk/oxford-university-anthropological-society>.

OUAS runs a coffee morning every Wednesday during term time at 11.00 am. This is a good opportunity to get to know staff, visitors and students in other cohorts. Institute parties are often arranged during the course of the academic year (often by the Anthropology Society), and the School itself holds a post-exams Garden Party in June.

Every Friday afternoon in term (normally up to Week 5 or 6 of Trinity term) there is the Departmental Seminar, to which a variety of visiting speakers from university departments across the country and overseas are invited. After the seminar, staff and students are welcome to continue discussions with the speaker and others.

Oxford also has its own anthropology journal, the *Journal of the Anthropology Society of Oxford (JASO)*, strictly an independent organization, though housed in ISCA and drawing on its staff and students both administratively and for contributions. After a period of inactivity, *JASO* was re-launched as a freely downloadable online journal in 2009. It accepts articles of interest to anthropologists from academics and graduate students from anywhere in the world. Its current editors are Dr Robert Parkin and Prof. David Zeitlyn. Depending on the level of contributions, it appears up to twice a year: <https://www.anthro.ox.ac.uk/jaso>.

Practical arrangements and facilities

Opening times

The main ISCA building at 51 Banbury Road is open from 9.00 am to 5.30 pm, Monday to Friday in term time (also Saturday afternoons, library only); and from 9.00 am to 12.45 pm and from 2.15 pm until 5 pm in most of the vacations on Monday-Friday only (the building and library are entirely closed for some days in every vacation; see notices posted on the main library door for up-to-date information). The above timings are subject to variation at short notice, and library staff are not always available. In August most key School facilities (including the Tylor and Balfour Libraries) are open on a skeleton basis only, if at all (exact information will be posted). Students are granted access to School buildings at other times by arrangement (e.g. to use desk space allocated to students).

GENERAL INFORMATION / FACILITIES AT ANTHROPOLOGY

Libraries

The University's library and museum collections constitute a research resource of world importance. The two main libraries for anthropology are the Tylor Library (ISCA) and the Balfour Library (PRM), which are both run by Oxford University Library Services. Many other libraries in the University also include anthropology stock, such as the Bodleian Library (the main University library), the Indian Institute (II), the Institute of Human Sciences (IHS) Library, the Radcliffe Science Library (RSL, part of the Bodleian), the Wellcome Institute, and individual college, departmental and faculty libraries. All the libraries in Oxford are linked through an electronic library and information system (OLIS). The primary search interface is Search Oxford Libraries Online (SOLO), which includes an on-line catalogue and provides access to both remote and locally mounted datasets: <https://solo.bodleian.ox.ac.uk/>. For further information, see  p. 73.

Many libraries are 'read only' (i.e. do not permit borrowing, so materials have to be read in the library itself), including the Bodleian, IHS, II and RSL.

Where borrowing is permitted, care should be taken to follow the regulations and procedures laid down for doing so. Anyone who is found to have violated the regulations by removing books without properly recording the fact is liable to have library access withdrawn, either for a certain period or indefinitely. It is normally not permitted to borrow periodicals or other serials, nor pamphlets or unpublished materials. Any outstanding library fines normally have to be paid before you can take your degree.

Museums

The Pitt Rivers Museum, located at the back of the University Museum, is one of the two leading ethnographic museums in the UK. In addition to nearly half a million ethnographic objects, it also has an extensive photo archive of some 125,000 items from the nineteenth and twentieth centuries, and many other special holdings in the areas of material culture theory, museum history and praxis, and material culture in ethnographic contexts. The Pitt Rivers Museum Research Centre for study and other activities can be accessed either from the Museum itself or from South Parks Road.

Other major museums in Oxford of possible interest to anthropologists include the Ashmolean Museum of Art and Archaeology, the Museum of the History of Sciences, the University Museum of Natural History and the Bate Collection of Musical Instruments.

Rooms available for use

- Students may use the COMPAS Board Room for events related to the Migration Studies Society. Students should plan the events well in advance and need the Course Director's approval to book the room.
- The School common room in the basement of 43 Banbury Road, with coffee-and tea-making facilities in the kitchen nearby, is available during Institute opening hours.
- Students are welcome to join tea in the common room at COMPAS following Thursday seminars, but should bear in mind that the COMPAS common room is primarily for staff use and students should not normally occupy it at other times.

Pigeon holes

Pigeon holes are provided for staff in the ground-floor lobby of 51 Banbury Road, or in the ground-floor lobby of COMPAS at 58 Banbury Road. There is also a pigeon hole at 51 Banbury Road for any mail that comes for students. Students are nonetheless encouraged to have mail sent to them at their college and not to give correspondents the School address.

GENERAL INFORMATION / FACILITIES AT ANTHROPOLOGY

Notice boards

The main ISCA building at 51 Banbury Road has a number of notice boards in the main lobby and along the central corridor on the first floor. There are also notice boards in 43, 58, 61 and 64 Banbury Road. These advertise seminar series and occasional lectures both within and outside the School, future conferences, grants and awards, job opportunities etc. Official information is usually displayed in the lobby of 51 Banbury Road.

Computers

The IT Officers for the School are responsible for the School's computing facilities, including those available to students, which are accommodated in the basement of 43 Banbury Road. Most colleges also provide computing facilities. Graduate students also have access to the University Computing Service (including the Humanities Computing Unit, which can provide advice on specialist fonts).

The School currently has a concessionary scheme of free printing allowances for MSc students of up to 100 sheets.

NB: Since the scheme is concessionary, not statutory, it may be varied or withdrawn by the School at any time at its sole discretion.

Desk space

There is limited desk space for students in 43 Banbury Road. Desks in the computer room are used on a 'first-come first-served' basis each day and should be cleared overnight. Lockers are available for temporary storage of books etc. A deposit will be levied for locker keys. There is also a common room and a kitchen in no. 43, with 24-hour access to all parts dedicated to students.

First aid/safety

A first-aid box is kept in the Departmental Office in 51 Banbury Road, as are accident report forms for use following accidents on the premises. All accidents should be reported, in the first instance, to the Departmental Office.

APPENDICES

AIMS AND OBJECTIVES OF THE DEGREE

- To introduce students to key concepts, research and analysis of migration in different disciplines;
- To provide an overview of the major debates about contemporary migration;
- To elucidate the connections between migration, globalisation, development and social change;
- To explore theoretical and practical questions and issues that currently drive research in the field of migration studies;
- To help students understand the complex and varied nature of both internal and international migration and its role in processes of social, cultural, economic and political development and change, from the global to the local level;
- To gain a broad understanding of the literature on migration from different disciplinary perspectives;
- To understand the contribution of various social science disciplines to the study of migration;
- To contribute to a better understanding of research methodologies and approaches relevant to the field of migration studies;
- To contribute to the development of original and critical thinking, and sound research skills.

Programme outcomes

A. Students will develop a knowledge and understanding of:

- Key theories and approaches to migration from different disciplinary perspectives;
- Contemporary debates on migration issues;
- Global processes of social, cultural, economic and political development and change and their relationship to migration;
- The nature of evolving migration regimes at global, regional and national levels;
- Research methods, including quantitative and qualitative techniques and research designs relevant to the study of migration.

B. Skills and other attributes:

Students have the opportunity to develop the following skills during the course:

I. Intellectual skills

- The ability to undertake critical analysis in the field of migration studies;
- The ability to plan, organise and carry out research into aspects of migration studies;
- The ability to contribute new perspectives to the study of migration using a combination of theoretical and practical approaches.

II. Practical skills

- The ability to assist in the transfer of theoretical knowledge of the interaction between different types of migration and processes of change to a professional context;
- Assessment and evaluative studies for policy-oriented research in the analysis of migration;
- An understanding of the policy dilemmas that inform policy making processes at both national and international level;
- A foundational understanding of statistical analysis and statistical packages for social sciences.

AIMS AND OBJECTIVES OF THE DEGREE

B. Skills and other attributes (cont):

III. Transferable skills

- Independent learning
- Critical analysis
- Presentation and writing skills
- A range of research and information technology skills
- Time management skills

Related teaching/learning methods and strategies

This degree is offered by the Oxford Department for International Development (ODID) and the School of Anthropology and Museum Ethnography (SAME). Teaching staff are drawn from both departments. The degree is taught through a combination of lecture courses, classes and small group tutorials (of 4-8 students), seminars, student-led presentations, essays, and library work leading to a dissertation. Teaching staff draw on examples in the migration literature to illustrate important theoretical, ethical, methodological and practical issues.

Assessment

Assessment is through a combination of unseen written exams, essays, research methods projects, and a dissertation. Assessment in research methods is in line with Economic and Social Research Council (ESRC) specifications. These assessments measure the extent to which students are able to demonstrate knowledge and understanding of the points outlined above. The assessment of the dissertation measures the individual student's ability to work independently on a multi-disciplinary issue related to migration and to bring that research to fruition in the production of an original piece of work based, in most cases, on secondary sources.

Formative assessment provides regular feedback on progress through regular supervision of students by teaching staff, comments on students' essays, and student seminar and lecture class presentations. This ongoing feedback allows for comment on individual strengths and weaknesses and allows for identification of any student requiring remedial support.

Course structure

The MSc in Migration Studies comprises three core courses. These are compulsory, as is the Keywords Discussion Class, which supplements the core courses and feeds into all assessment units, including the dissertation. In Hilary a range of options courses are taught, from which you must select two. Most of the courses on the degree feed into one of the final assessment units.

Course balance

You will find that Paper I (International Migration in the Social Sciences: An Interdisciplinary Introduction) is taught intensively in Michaelmas term, with 17 classes in total, while the teaching of Papers II (Migration, Globalisation and Social Transformation) and IV (Methods in Social Research) is spread across Michaelmas and Hilary terms. This is to enable you to specialise in what interests you through the two options courses in Hilary term, and to give you time to work on your dissertation throughout the year and more intensively in Trinity term. But it does mean that more development-oriented and cross-continental topics tend to be taught in Hilary term.